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The Effect of Neurological Music Therapy on Oral Intake in Preterm Children

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Abstract. *Preterm birth is associated with increased risk of neurological, cognitive, motor or sensory impairment and behavioral problems. Music therapy appears to promote neurobehavioral outcomes and can improve brain structure functions.*
The aim of the study presented in the article is to analyse a potential of a special music therapy technique to shorten time to achieve full oral intake in children born extremely preterm, to (<28 weeks) with bronchopulmonary dysplasia (BPD). We used the mother's singing during breastfeeding, with the slow tempo (60 beats per minute) and a recurring pattern of stressed (strong) and unstressed (weak) syllables (each second was highlighted) to help preterm babies to organize coordination of sucking swallowing and breathing. This therapeutic approach is based on the theory and methods of neurological music therapy called Patterned Sensory Enhancement (PSE). A total of 40 children were included in this Oxford pretest - posttest study design. The experimental group used the PSE intervention technique (n = 20) was compared with the control group of children (n = 20) without the specific therapy.
Keywords: *bronchopulmonary dysplasia, neurologic music therapy, oral food intake, premature babies.*

Введение
Introduction

Музыкальная терапия (МТ) - это область терапии, которая в последние годы получила большое распространение. По данным Американской ассоциации музыкальной терапии (American Music Therapy Association), музыкальная терапия усиливает и поддерживает развивающие, адаптивные и реабилитационные цели в психосоциальной, когнитивной и сенсомоторной областях для облегчения речевых функций и организации поведения у людей с инвалидностью (Rainey, 2003) Она с успехом используется у детей с физическими или умственными

недостатками, расстройствами аутистического спектра, у детей с нарушениями обучения и/или внимания, расстройством экспрессивной или рецептивной речи, задержками в развитии, у детей с различными синдромами; в настоящее время МТ хорошо зарекомендовала себя во многих отделениях интенсивной терапии для недоношенных детей.

Невозможно предположить, если какая-либо музыка или музыкальная техника принесет пользу недоношенному ребенку. Положительные терапевтические результаты на физиологическое состояние и развитие нервной системы данных детей не могут быть достигнуты простым интуитивным использованием музыки. Необходимы годы обучения музыке, психологии и специальной педагогике, чтобы с помощью МТ на междисциплинарной научной основе предложить новорожденному ребенку оптимальный уровень и организацию слуховых ощущений.

Стимулирование в МТ обычно использует спокойное, тихое пение нежным голосом (колыбельные, известные народные песни, импровизированное пение, пение без слов), музыку в записи или живую, проигрываемую на музыкальном инструменте (классическую, популярную музыку, Нью-эйдж музыка…). Иногда исполняемые песни используются в техниках музыкальной терапии, чтобы синхронизировать дыхание или частоту сердечных сокращений с ритмом песни, иногда используются маточные шумы (звуки сердца) или голоса родителей. Чтобы усилить потенциал нашей техники стимуляции, мы решили соединить два элемента, обладающих большим потенциалом: пение мамы и медленный ритм с мелодическим акцентом каждой секунды, чтобы синхронизировать дыхание во время приема пищи, так как недоношенные дети, как правило, испытывают затруднения при пероральном приеме из-за незрелости и недостаточной координации сосания, глотания и дыхания (СГД).

Целью данного исследования является оценка потенциала специальной методики сенсомоторной реабилитации неврологической музыкальной терапии, основанной на методологии и техниках неврологической музыкальной терапии, называемой ПСЭ (Patterned Sensory Enhancement- PSE) для сокращения времени, которое необходимо крайне недоношенным и глубоко недоношенным детям, до (27 + 6) недели гестации, с бронхолегочной дисплазией (БЛД), для достижения полного перорального приема. Целиком в данное исследование было включено 40 детей с использованием Оксфордского плана претест - пост-тест (pretest-posttest) тестирования. Экспериментальная группа использовала технику вмешательства ПСЭ (n = 20) и сравнивалась с контрольной группой детей (n = 20) без специфической терапии.

Обзор литературы
Literature Review

Исследования, которые были проведены в неонатологических отделениях интенсивной терапии, подтверждают, что использование музыки или пения у недоношенных детей может положительно влиять на следующие ключевые области: стабилизацию физиологических функций (Rajeshri, Jayendra, Rhushita, & Tushar, 2016; Bieleninik, Ghetti, & Gold, 2016; Arnon et al., 2014; Loewy, Stewart, Dassler, Telsey, & Homel, 2013; Standley, 2012)), прием пищи (Efendi & Tane, 2019; Rajeshri, Jayendra, Rhushita, & Tushar, 2016; Bieleninik et al., 2016; Yildiz & Arikan, 2011; Whipple, 2008), прибавку в весе (Rajeshri, Jayendra, Rhushita, & Tushar, 2016; Bieleninik et al., 2016; Kemper & Hamilton, 2008)), восстановление после болезненных процедур (Uematsu & Sobue, 2019; Tramo et al., 2011; Hartling et al., 2009), качество сна (Bieleninik et al., 2016; Arnon et al., 2006), когнитивные процессы и неврологический исход (Lordier et al., 2019; Haslbeck, 2012; Standley & Walworth, 2010).

В рамках экспериментов по влиянию музыки на недоношенного ребенка сначала применялись записи музыки или определенных звуков с использованием, например, маточных шумов, таких как белый шум (Burke, Walsh, Oehler, & Gingras, 1995; Chou, Wang, Chen, & Pai, 2003). В 1997 году Американская педиатрическая академия (American Academy of Pediatrics, 1997) выдала рекомендацию, согласно которой преждевременно рожденные дети не должны выставляться звукам выше чем 45 децибел для предотвращения повреждения слуха. Музыка в записи очень часто превышает данную границу (Thomas & Uran, 2007).

Исследование (Loewy et al., 2013) изучало влияние разных видов стимулирования на ребенка. Авторы использовали пение песни „Song of kin" или колыбельную, предпочитаемую родителем, звуки сердцебиения, звучащие при помощи инструмента „Gato Box", и записи звуков океана. Качество сна лучше всего поддерживалось записью звуков океана, далее следует запись сердцебиения и затем колыбельная. Таким образом, все виды стимулирования могли усыпить ребенка. Нутритивное сосание улучшилось при звуках записи сердцебиения. От остальных методов стимулирования, использованных авторами (Loewy et al., 2013), запись сердцебиения отличается более выразительным ритмом.

Позже стали использоваться специальные музыкально-терапевтические методы. В рамках музыкотерапии (MT-music therapy) музыкотерапевты поддерживали родителей преждевременно рожденных детей, чтобы те взяли на себя ведущую роль. Всегда учитываются культурные/семейные предпочтения родителей в отношении музыки и

способность младенца реагировать на раздражитель в данный момент. Музыкотерапевт учит родителей, как упростить известную песню или интерпретировать ее как колыбельную. Родитель выбирает предпочитаемую песню и адаптирует ее так, чтобы подходила к актуальному состоянию ребенка (ритм дыхания, ключевые признаки поведения, выражающие интерес или незаинтересованность, выражение лица, жесты). Целью является достижение взаимодействия между родителем и ребенком при помощи прикосновения, интонации и фразировки для поддержки базового музыкального диалога, зрительного контакта и социальных реакций. Специфические методы для достижения данного взаимодействия определяет, например, терапевтическая концепция креативной музыкотерапии КМТ (CMT - Creative Music Therapy) (Haslbeck, Bucher, Bassler, & Hagmann, 2017; Haslbeck, 2014). Средствами музыкального терапевтического вмешательства являются: живое пение родителя, запись пения матери или сонорное пение. Однако более эффективным для автономной стабилизации является живое пение матери, чем пение в записи (Garunkstiene, Buinauskiene, Uloziene, & Markuniene, 2014; Arnon et al., 2014).

В рамках процедур КМТ рекомендуется использовать ритмические аспекты музыкальной фразировки и добавлять слегка стимулирующие звуки голоса, чтобы поддержать координацию СГД. Однако никаких точных правил не указано.

В нашем случае не были использованы классические музыкотерапевтические методы такие как КМТ , когда мать настраивается на своего ребенка, а было использовано исследовательское предположение, что мелодико-динамическое усиление каждой секунды может иметь потенциал организовать ритм ребенка, что особенно необходимо при координации СГД. Таким образом наша исследовательская техника работает с ритмом (подчеркивая каждую секунду, когда ребенок глотает). Так как мы хотели укрепить способность ребенка бодрствовать при пероральном приеме пищи, мы использовали песни с более живым темпом, нежели колыбельные, но с более медленным ритмом чем сердцебиение.

Наша музыкально-терапевтическая техника основана на методе Patterned Sensory Enhancement (ПСЭ). Эта техника использует ритмические, мелодические, гармонические и динамико-акустические элементы музыки и, таким образом, обеспечивает временные и пространственные знаки для практики функциональных движений и последовательности движений (Thaut & Hoemberg, 2014).

Как доказывают вышеуказанные исследования (Bieleninik, Ghetti, & Gold, 2016; Arnon, 2014; Loewy, Stewart, Dassler, Telsey, & Homel, 2013; Standley, 2012) сенсомоторные методы МТ влияют на стабилизацию

вегетативных функций, включая дыхание. Все мышцы, соединяющие голову с плечами, плечи с ребрами, ребра с бедрами, ребра с позвоночником, участвуют в эффективной дыхательной функции. Эти же мышцы обеспечивают нам контроль и стабильность головы, плеч и бедер. Координация СГД (с особым упором на оптимальную синергию с дыханием) способствует осознанию своего центра тела и средней линии, также это необходимо для развития двигательных шаблонов и вдобавок формирует основу схемы тела, ориентацию в пространстве, а также двустороннюю координацию. Эта центральная стабилизация и осознание, полученное помимо прочего и благодаря оптимизации дыхательной функции, необходимы для развития вращательных движений и равновесия (Oetter, Richter, & Frick, 1995).

Сенсомоторные стратегии (включая МТ) усиливают способность саморегуляции на первом и втором уровне согласно Alert программе саморегуляции (Williams & Shellenberger, 1996). Вегетативная нервная система соединена с ретикулярной формацией и лимбической системой. Поэтому, когда благодаря использованию МТ ребенок достигает саморегуляции, он чувствует себя комфортно. И это базовое чувство является необходимой предпосылкой для способности к обучению, включая селективное внимание, адаптивные упражнения, виды вокализации и способность поддерживать соответствующее состояние бодрствования.

В отличие от здоровых недоношенных детей, у детей с БЛД не происходит созревания координации СГД вовремя (Gewolb, Bosnia, & Reynolds, Vice 2007). Центральный генератор ритма сосания (сЦГРС) созревает к одному году и в течение этого периода может быть изменен сенсорным опытом (Penn & Shatz, 1999). С помощью техник МТ можем поддержать созревание центрального генератора ритма сосания (сЦГР) до одного года, тем самым поможем развитию усвоенного ритмического фантазирования. Позже это проявляется во всех музыкальных действиях, но способность воспринимать ритм также поддерживает быстроту восприятия, концентрацию, мелкую моторику и нервно-мышечную координацию. Ритм - это первое свойство языка, которое воспринимают младенцы. Существует множество исследований, доказывающих, что четырехдневный новорожденный может узнать свой родной язык на основании его ритма. Поэтому нарушение восприятия ритма может вызвать трудности в овладении языком в устной и письменной форме. Ритм - необходимая потребность человека и условие гармоничного развития личности.

Таким образом, использование МТ может повлиять на многие области необходимые при обучении, от направленного внимания по развитие речи, координацию движений и пространственную ориентацию.

Методология
Methodology

Это исследование проводилось в Факультетской больнице города Брно, место работы Родильный дом, Неонатологическое отделение. В рамках данного рандомизированного пилотного исследования был использован экспериментальный проект с использованием Оксфордской модели претест - пост-тест (pretest-posttest). В течение времени с 09/2018 по 07/2020 эксперимент проводился с использованием интервенционного метода ПСЭ. Данные для контрольной группы были получены путем ретроспективного изучения документации за 01/2015-12/2016 годы, когда были включены все дети, родившиеся в этот период, которые соответствовали входным условиям для включения в исследование. Всего было включено 40 детей (n = 40; 19 девочек). Исследование проходило во время госпитализации детей с матерями в форме совместного пребывания с ребенком (roaming- in) в педиатрическом отделении для недоношенных детей № 12.

В исследование были включены крайне недоношенные и сильно недоношенные дети, родившиеся до завершения 28-й недели гестации, как было определено с помощью ультрасонографии и клинического обследования, с массой тела при рождении до 1000 г, с достаточным весом для своего гестационного возраста, которые получали полный энтеральный прием (120 ккал/кг/сут) и не показывали хронических осложнений типа: интравентрикулярное кровоизлияние III и IV степени, некротический энтероколит, не имели врожденных дефектов (сердце, рот) или какой-либо синдром.

В исследование были включены только дети, находящиеся исключительно на грудном вскармливании, с легкой, среднетяжелой и тяжелой формой БЛД. Эти дети также были определены ретроспективно (из документации) для целей исследования.

Управление пероральным приемом было основано на предыдущих исследованиях. Была использована модель оценки готовности к пероральному приему и течения перорального приема в соответствии с оценкой ключевых особенностей поведения ребенка (cue based feeding). Таким образом, младенцы не прикладывались к грудному вскармливанию, если они не были стабильны, не достигли достаточного уровня бодрствования перед пероральным приемом и только при наличии

врожденного поискового рефлекса. Поэтому детей оценивали 8 раз в день и, если они были готовы к пероральному приему, их прикладывали к грудному вскармливанию. Оставшийся объем грудного молока согласно рекомендуемой дозе, рассчитанной врачом, который ребенок не принимал через рот за одно кормление, дополняли с помощью постоянного назогастрального зонда.

Экспериментальный интервенционный процесс
Experimental Intervention Procedure

В данном исследовании мы рассмотрим потенциал влияния этого метода (с точно определенными мелодико-динамическими аспектами) на координацию СГД у недоношенных детей с диагнозом БЛД. Мы использовали пение матери с темпом песни, соответствующим 60 ударам в минуту (BPM = beat per minute), постоянным метром (регулярное чередование ударных и безударных периодов) и регулярным четырехтактным ритмом, где каждая секунда была выделена интонацией. Матери детей были проинструктированы, чтобы во время всего периода грудного вскармливания пели детям или использовали запись собственного пения.

Таблица 1. **Демографические и клинические характеристики детей с БЛД**
Table 1 Demographic and Clinical Characteristics of Children with BPD

	Эксперименталь-ная группа - ПСЭ музыкотерапия (n=20)	Контрольная группа (n=20)	Значение p
Пол, женский (частота в %)[a]	11 (55%)	8 (40)%	0.87
Возраст при рождении в неделях (медиана, мин.-макс.)[a]	26.1 (24.0-26.6)	26.5 (25.0-27.0)	0.19
Продолжительность искусственной вентиляции легких ИВЛ (UPV) в днях (медиана, мин.-макс.)[a]	3.9 (1.9-5.7)	3.8 (1.0-5.7)	0.44
Продолжительность постоянного положительного давления в дыхательных путях СИПАП (CPAP) в днях (медиана, мин.-макс.)[a]	41.4 (27.7-48.3)	41.1 (30.1-62.0)	0.24
Кислородная терапия в днях (медиана, мин.-макс.)[a]	5.0 (3.8-5.3)	4.0 (2.0-6.0)	0.24

[a] t-тест

Между двумя основными группами детей, включенных в данное исследование, не были обнаружены существенные различия.

Результаты исследования: анализ данных исследования
Research Results: Data Analyses

В рамках анализа исследовательских данных мы сосредоточились на определении времени, необходимого для достижения полного перорального приема, также было проведено сравнение возраста у обеих групп в момент достижения полного перорального приема. Время до полного перорального приема определялось в днях, от первого дня, когда младенец мог получить 5 мл грудного молока во время грудного вскармливания, до момента, когда он был в состоянии получить весь предписанный объем грудного молока перорально без необходимости докармливания постоянным назогастральным зондом.

Результаты исследования представлены в виде средних значений, стандартных отклонений (SD) от медианы с определением минимальных и максимальных достигнутых значений. Статистический анализ проводился с использованием t-теста, Fisher-Snedecor F-теста и U-теста Mann-Whitney. Значение $p \leq 0,05$ считалось значимым.

*Таблица 2. **Результаты исследований***
*Table 2 **Research Results***

	Экспериментальная группа	Контрольная группа	p
Среднее время в днях от первого до полного перорального приема (медиана, SD, мин-макс)°	14 (1,6; 10-18)	19 (1,8;11-30)	<0.05
Средний возраст в неделях на момент полного перорального приема (медиана, SD, мин-макс)°	38.2 (2,75; 37.0-42.5)	40.2 (2,66; 39.2-42.4)	<0.01*

° U-тест Mann-Whitney,*существенный на уровне значимости $p \leq 0,05$

Дискуссия
Discussion

Из-за отсутствия доказательной базы (evidence-based) протоколов, предназначенных для клинических логопедов, работающих с недоношенными детьми в перинатальных центрах, все еще существует необходимость проверки возможных терапевтических методов с помощью

исследований. Это особенно необходимо для группы детей на грудном вскармливании с диагнозом бронхолегочная дисплазия, где у нас пока нет широкого спектра доступных терапевтических методов.

Однако данные из этого пилотного исследования указывают на потенциал данного специального метода не только сократить время, необходимое для достижения полного перорального приема у экспериментальной группы на пять дней, что является значимым результатом при уровне значимости 0.05, но также указывают на возможность достижения полного перорального приема пищи на более ранних неделях гестации. В экспериментальной группе это произошло уже на 38 неделе, на две недели раньше, чем в контрольной группе. Это является существенным результатом при уровне значимости 0,01. Самым большим преимуществом данного метода является то, что его использование не увеличивает расходы на стоимость ухода.

Ограничением данного пилотного исследования несомненно является количество участвующих детей. Данное ограничение возникло из количества детей в рамках категории крайне недоношенных и сильно недоношенных детей, которые родились в месте проведения исследования за один год. Из данного исследования было необходимо исключить больше чем половину детей с другими серьезными проблемами со здоровьем, которые могли бы повлиять на результат исследования. Существенные неврологические, кардиологические или желудочно-кишечные заболевания всегда влияют на результаты преждевременно рожденных детей во время перорального приема. По этой причине нельзя было использовать рандомизацию при отборе детей в отдельные группы; включены были все дети с определенной даты соответствующие входным условиям.

Считаем полезным в будущих исследованиях изучить эффективность комбинированной терапевтической модели, в которой метод ПСЭ будет дополнен одновременным использованием прерываний внешнего сосания, или изучить эффективность других видов неврологической музыкальной терапии, например, стимулирующей техники РАС (Rhythmic Auditory Stimulation-RAS). Исследования, изучающие влияние этого типа неврологической музыкальной терапии на созревание с ЦГРС у детей с БЛД, не были до сих пор опубликованы.

Недоношенные дети имеют повышенный риск развития серьезных отклонений (физических, сенсорных или когнитивных нарушений), а также средне тяжелых или легких расстройств (нарушения внимания, обучения и регуляции ощущений, получаемых от органов чувств).

Используя методы музыкальной терапии, мы можем развивать основные области нейромоторного развития уже в первые месяцы жизни

ребенка в рамках ранней профилактики, когда возможный окончательный диагноз недоношенного ребенка еще не известен.

Современные исследования показывают, что использование МТ приносит пользу как недоношенным детям, так и их родителям. Это помогает ребенку достичь физиологической и поведенческой саморегуляции, помогает с приемом пищи, улучшает бодрствование и улучшает качество сна. Все вышеперечисленные направления помогают организовать поведение ребенка, что является обязательным условием процесса обучения.

Однако с точки зрения образовательной реальности мы не должны забывать о долгосрочном воздействии, которое имеет потенциал улучшить способность преждевременно рожденного ребенка к обучению. За основной долгосрочный результат использования МТ, согласно исследованию, можно считать положительные изменения во взаимосвязи мать-ребенок измеряемые в 6 и 12 месяцах жизни опросником PBQ (PBQ - Postpartum Bonding Questionnaire), (Bieleninik et al., 2016; Abromeit, 2003) и развитие ребенка в двухлетнем возрасте измеряемое по шкале Бейли (Bailey III -Bayley Scales of Infant and Toddler Development, third edition) или опросником ASQ-3 (ASQ-3 -Ages and Stages Questionnaire, third edition (ASQ-3), (Ghetti, Bieleninik, Hysing, Kvestad, Assmus et al., 2019).

Примерно треть матерей недоношенных детей страдают длительным посттравматическим стрессовым расстройством, депрессией или тревожностью. Если данная травма не будет должным образом вылечена, она может крайне негативно повлиять на отношения между матерью и ее ребенком, особенно в области распознавания ключевых особенностей поведения ребенка. Положительное влияние МТ на родителей детей включает расслабление, снижение стресса и беспокойства, но, прежде всего, оно существенно влияет на степень участия родителей в уходе за своим ребенком. Родители, использующие МТ, значительно более активны при уходе за своими детьми, что является ключевым моментом для поддержки привязанности и родительской роли.

Однако мы считаем, что использование этих техник очень полезно и в более старшем возрасте в рамках дошкольного и школьного образования, поскольку общие преимущества МТ обычно включают следующие области: улучшение внимания, регулирование эмоционального опыта, улучшение социальных навыков, повышение самооценки, улучшение способности самовыражения, в том числе выразительного и эмоционального восприятия речи, уменьшение беспокойства и развития творческих способностей и, что не менее важно, улучшение качества жизни.

Summary

The aim of this article is to demonstrate the effect of specific neurological music therapy based on methods and techniques called PSE on shortening the time of transition to full oral intake in children born extremely preterm, to (<28 weeks) with bronchopulmonary dysplasia (BPD). Aapplication of PSE technique results in a faster transition to full oral intake - experimental group achieved this milestone 5 days earlier, which is a significant result at a significance level of 0.05, and two weeks earlier than control group, which is a significant result at a significance level of 0.01.

Current research shows that the use of MT brings many benefits for the child born prematurely and his parents. It helps the child to achieve physiological and behavioral self-regulation, helps in food intake, improves the state of alertness and improves the quality of sleep. All of the above areas help to organize the behavior of the child, which is a prerequisite for the learning process. The positive impact of MT on children's parents includes relaxation, reduction of stress and anxiety and affects the level of involvement the parent in the care of their child. Parents using MT are significantly more active in caring for their children, which is a key moment in promoting bonding and parenting roles.

However, we consider the use of these techniques is very beneficial even at a later age in pre-school and school education, because the general benefits of MT usually include the following areas: improving attention, regulating emotions, improving social skills, improving self-esteem, improving expressive and receptive speech, reducing anxiety and increasing creativity, and last but not least, improving the quality of life.

We need further research for confirmation evidence for such type of intervention and its effectiveness.

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CORRELATION BETWEEN PHYSICAL FITNESS AND MOTIVATION FOR PHYSICAL ACTIVITY IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract. *Information on the correlation of physical fitness indicators to indicators of motivation for physical activity (PA) in schoolchildren with autism spectrum disorders (ASD) is very limited. The lack of such information makes it impossible to collect informative tests that best assess the level of PA literacy. It also hampers the effective identification of appropriate and effective means for the formation of PA literacy among schoolchildren with ASD. The study aims at comparing the levels of physical fitness and motivation for PA in children with ASD with their peers without disorders; determining the degree of correlation between physical fitness and motivation for physical activity in children with ASD. Data were collected from two Ukrainian samples: 18 children with ASD aged 11–13 years, and 30 children aged 11–12 years without ASD diagnosis. Results. Most of the correlation coefficients between the indices of physical fitness and motivation for PA in children with ASD (9/12) are reliable. This suggests that motivation to PA (defined by the CAPL-2 methodology) is an informative criterion of PA literacy of children with ASD. Significant correlations with motivation for PA in schoolchildren with ASD were observed in the results of two exercise tests.*
Keywords: *ASD, CAPL-2, children, correlation, motivation, physical activity literacy, physical fitness.*

Introduction

The number of children with autism spectrum disorders (ASD) is growing worldwide. We observe a similar trend in Ukraine. As the incidence of ASD increases, so does the interest in ways to improve the health and quality of life of these people. It is known that children and adults with ASD experience sleep problems (Miano, Ferri, 2010), have more frequent health problems (including immune conditions, gastrointestinal disorders and sleep, seizures, obesity, dyslipidemia, hypertension and diabetes, stroke and Parkinson's disease, anxiety,

hyperactivity, aggression and sensory impairment) (Zuckerman et al., 2014; Balogun, 2016), destructive behavior (stereotype, self-harm) (Smith & Matson, 2010). A combination of several diagnoses occurs in 83% of cases (Levy et al., 2010). Children with ASD have lower levels of motor activity (Must et al., 2014; Tyler et al., 2014; Pan et al., 2016), significantly lower levels of physical development and physical fitness (Tyler et al., 2014; Pan et al., 2016; Pan et al., 2009) than their peers with normal development.

Exercise, in addition to improving physical fitness, reduces stress and anxiety, improves sleep, treats depression (Oriel et al., 2011; García-Villamisar & Dattilo, 2010). Therefore, they are considered an inexpensive safe and useful tool for disease prevention, development of psychomotor, cognitive and emotional spheres of children with ASD.

Research studies the relationship between physical activity (PA) and other indicators of how it can be affected. Research results (Pan et al., 2011) have shown that students with ASD are less physically active than their peers. However, when involving students without disabilities as teaching assistants in the process of inclusive physical education lessons in secondary school, students with ASD are modeled appropriate behavior that helps to increase the level of PA.

Other researchers (Barrodi et al., 2021) confirmed that the level of fine and gross motor skills depends on the degree of autism. Thus, the level of physical fitness can predict the degree of stereotypes, disorders of communication and social skills and even the degree of autism.

Knowledge of the relationship between physical fitness and indicators of students' with ASD motivation for PA would allow the purposeful use of appropriate physical exercises to adjust the indicators that motivate PA. Such information would allow to select test exercises that would best indicate the motivation of students with ASD to PA. Currently, there are some disparate facts about the interaction between physical fitness and children's with ASD It better tomotivation for PA, which does not allow to develop an effective program of training or an informative battery of test exercises of physical fitness to predict a number of other indicators.

The purpose of the study was to compare the level of physical fitness, as well as children's with autism spectrum disorders motivation for PA with their peers without disorders; to find out the degree of interaction between children's with autism spectrum disorders motivation for PA and the indicators of physical fitness.

Methods and Organization

Physical fitness was determined by the results of a series of test exercises described by the authors (Hamade & Bodnar, 2020).

Evaluation ***Motivation and Confidence*** was conducted in accordance with the system of physical education literacy *CAPL-2 Canadian Assessment of Physical Literacy – Second Edition* (Longmuir et al., 2017). Participants were asked to answer the questionnaire questions about the degree of their participation in various forms of physical activity, attitude to PA and success in it. Parents or guardians of the child were involved in explaining the essence of the questions. According to the original method, the degree of motivation was determined in points. A maximum of 30 points could be scored. The number of points determined the level of motivation of each student (Table 1).

Participants

Data were collected from two Ukrainian samples: 18 children with autism spectrum disorders aged 11–13 years old (11.63 ± 1.59 years old) (main group-MG), and 30 children aged 11–12 years old (11.47 ± 0.51 years old) without ASD diagnosis (control group – CG). Samples were recruited in Indicators were collected in the Lviv Training and Rehabilitation Center "Dovira" and schools in Lviv (Ukraine). No differences in the performance of children were observed main and control group (Table 2).

Table 1 **Interpretation of Points Obtained for Motivation**

Age	The levels of motivation			
	beginning	progressing	achieving	excelling
10 years old	<16.8	16.8-23.5	23.6-26.0	>26.0
11 years old	<16.8	16.8-23.7	23.6-26.0	>26.0
12 years old	<16.8	16.8-23.7	23.6-26.2	>26.2

Table 2 **Indicators of Study Participants**

Indexes	Main group (n=18)		Control group (n=30)	
	M ± SD	min - max	M ± SD	min - max
Age, years	11.63 ± 1.59	11-13	11.47 ± 0.51	11-12
Body weight, kg	44.53 ± 10.58	31-63	42.97 ± 7.86	31-60
Height, sm	150.37 ± 12.21	132-171	153.17 ± 6.94	140-165
VMI, kg / m^2	18.41 ± 4.99	14.7-24.9	18.22 ± 2.45	14.2-23.3

Statistical analysis

Data have been analysed descriptively using average (M), the corrected mean square deviation (SD), standard error (SE), the smallest value (Xmin), the highest value (Xmax), the median (Me). Data for children with ASD have been

compared with normative data and data for children without ASD. Associated 95% confidence intervals were also calculated. Differences between groups have been determined using the Kruskal-Wallis ANOVA, the probability was set at p<0.05. The close linkage has been established by the Brave-Pearson correlation coefficient.

Research Results

Physical fitness. The results of all test exercises (Table 3) MG children were significantly lower than CG. Statistically significant differences were observed in all tests. The biggest differences were between the results of children with ASD and participants without deviations in terms of strength endurance: according to the results of the test exercise "Keeping the bar on the forearms" children with ASD lagged 6 times. The results of the exercise "Jumping on 2 legs from circle to circle" of MG participants were 3 times lower, "Balancing on a bench on one leg" - 2 times lower, "Writing the letter" O "- 2.5 times lower compared to CG participants.

Table 3 **Indicators of Physical Competence of Children with Autism Spectrum Disorders and Healthy Peers**

Test	Main group		Control group		The difference (in%) between MG and CG
	M	±SD	M	±SD	
Jumps on 2 legs from circle to circle, sec	11.89 *	3.23	3.91	1.08	67.1
Passing and catching the ball, the number for 30 seconds	11.62 *	6.42	21.60	7.36	46.2
Pushing the medball from the chest, sec	276.14 *	101.17	720.17	244.53	61.7
Long jump from a place, sm	94.18 *	33.20	158.70	16.94	40.7
4 balls, sec	9.18 *	2.70	5.09	2.04	44.6
Running 20 m, sec	5.71 *	0.89	4.01	0.52	29.8
Walking along the line 4.5 m, sec	15.03 *	6.27	6.95	1.19	53.8
Maintenance flamingo poses on the bench, sec	30.49 *	24.53	59.95	34.01	49.1
Holding the "bar" on the forearms, sec	22.35 *	32.82	136.6	103.28	83.6
Clap your hands, amount for 10 seconds	27.79 *	6.81	40.60	14.58	31.6
Writing the letter "O", the number for 10 seconds	9.43 *	3.52	23.57	4.77	60.0
Squats on two legs, the numbert for 10 seconds	7.91 *	1.64	12.73	2.52	37.9

* - differences are significant at p <0.05

Motivation and Confidence. The children's from MG Motivation to PA was significantly (p<0.05) lower than in CG (Table 4): the schoolchildren's with ASD motivation in PA was estimated at 18.66 ± 3.31 points (out of 30 possible), which is significantly (p<0.05) less than in healthy children (25.32 ± 3.39 points).

Table 4 **Indicators of Motivation for Physical Activity of Children with Autism Spectrum Disorders and Healthy Peers**

Contingent	Figures	Domain *Motivation and Confidence* in physical activity, (max 30 points)						Scores (out of 30 possible)	Level
		Subdomain *Intrinsic Motivation and Physical Activity Competence* (max 15 points)			Subdomain *Predilection and Adequacy* (max 15 points)				
		Motivation	Competence	Total	Love of PA	Success in PA	Total		
MG (n=18)	M	5.97	3.75	9.72	4.61	4.34	8.95	**18.66 ***	progressing
	±SD	1.94	1.46		1.09	1.31		3.31	
CG (n=30)	M	7.05	5.50	12.55	6.62	6.14	12.76	**25.32**	excelling
	±SD	0.56	1.59		1.04	0.96		3.39	

Symbols:
* - differences between the rates of children with ASD and healthy children are significant when p<0.05;
A - average, HA - higher than the average level of motivation for physical activity

At the same time, 82.4% of children from MG had high motivation to participate in PA, as in CG. However, the success in this activity in children from MG was significantly lower (3.75 ± 1.46 points out of 7.5 possible) than in CG. As a result, the number of points of children from CO for the subdomain *Intrinsic Motivation and Physical Activity Competence* (9.72 points) was slightly lower than in CG (12.55 points). The sum of points for the second subdomain of children from MG (8.95 points) was also slightly lower than of children from CG (12.76 points).

Correlation analysis. As we can see (table 5), most of the correlation coefficients between indicators of physical fitness and motivation in children with ASD are reliable. Note that children's from MG indicators of 1 subdomain *Intrinsic Motivation and Physical Activity Competence* in PA have with the

results of exercise a greater number of coefficients of medium and high degree (7 of 9 reliable) than the indicators of the 2nd subdomain *Predilection and Adequacy* (4 of 8) and domain *Motivation and Confidence* overall (6 out of 11). Thus, it is enough to know the results of one (first) subdomain of motivation to predict the level of physical fitness of children with ASD.

Table 5 **Correlation Analysis of the Results of Physical Fitness with Indicators of Motivation for Physical Activity**

Groups indexes	Indexes	Intrinsic Motivation and Physical Activity Competence	Predilection and Adequacy	Motivation and Confidence
1	Walking on the line of 4.5 m	-	-	-
	Squats on two legs for 10 seconds	0.375	-	0.468
	Long jump from a place	-	-	0.338
2	Running 20 m	-	-	**-0.516**
	Writing the letter "O" 10 sec	0.494	**0.602**	0.378
	Clapping in the palms for 10 seconds	**0.589**	0.434	0.289
3	Holding the "bar" on the forearms	**0.774**	0.361	**0.605**
	"4 balls"	**-0.501**	-0.434	**-0.557**
	Holding the "flamingo" pose on the bench	**0.658**	0.198	**0.526**
4	Pushing medball from the chest	**0.757**	**0.509**	0.476
	Passing and catching the ball for 30 seconds	**0.615**	**0.515**	**0.725**
	Jumping from circle to circle	**0.689**	**0.788**	**0.913**

Symbols:
1. *The table presents only reliable coefficients (critical values: at the level of significance p<0.05 - 0.361;p<0,01 – 0,463; p<0,001 – 0,570);*
2. *marked in bold significant relationships (moderate - 0.30-0.49, significant - 0.50-0.69, significant - 0.70-0.89, very significant — 0.90-0.99)*

All test exercises, which are significantly correlated with motivation, were divided into 4 groups depending on the number and strength of correlation coefficients. Each of the subgroups received three test exercises.

Discussion

The motivation of children with ASD to participate in PA was high, as well as in healthy peers. PA brings joy to all children. They strive to become stronger, smarter and more enduring, aware of the benefits of exercise. However, the success in this activity in children with ASD was significantly

lower. Therefore, the sum of points of children without ASD (12.55 points) had advantages in *Intrinsic Motivation and Physical Activity Competence* in comparison with children with ASD (9.72 points). It is difficult for children with ASD to learn new sports skills. They are often not athletically gifted and realize that they are inferior to other peers in agility, endurance and strength. Therefore, they like to dance, run, do gymnastics, play sports, spend active leisure time, take part in hiking trips, competitions or relay races, play football or hockey, etc. As a result, the sum of points for the subdomain *Motivation and Confidence* in children with ASD was slightly (8.95 points) lower than in healthy ones (12.76 points).

The results of physical fitness testing of children with ASD were significantly lower than of typically developed peers. The level of motivation for PA in children with ASD was also lower (*progressing*) than in healthy schoolchildren (*excelling*). This suggested the existence of a relationship between these groups of indicators.

The large number of reliable correlation coefficients between the indicators of physical fitness and motivation in children with ASD, established by us, indicates that the level of motivation can predict the level of physical fitness of these children. Or vice versa - the results of physical fitness standards contain information about intrinsic motivation (What motivates to PA?), Motor priorities (What types of PA do you like to do at leisure?) And attitudes to physical activity in general (What emotions are provoked by different means and forms of PA?). Also the data received by us testify that the motivation defined by a technique CAPL-2, serves as an informative criterion of PA competence of children with ASD. Our results on the number of coefficients of average and higher degree between the results of physical fitness and individual subdomains and domains of motivation indicate a relatively lower informativeness of the subdomain *Predilection and Adequacy* in determining the general level of physical literacy of children with ASD, or relatively higher informativeness of domain *Intrinsic Motivation and Physical Activity Competence.* Differences in the number of coefficients of the average and higher degree of the two domains can be explained by the wording of the questionnaire, as well as the ability of parents or guardians to convey their content to children with ASD. It is also possible that this specificity of the relationship between the motivation of physical fitness applies only to children with ASD. Additional research is needed to determine the real causes.

But what can be said unequivocally is that the test exercises of groups 4 and 5 can be recommended for inclusion in the battery of tests as informative for determining the motivation of children with ASD for PA, as they show relationships of medium density with two or more indicators of motivation . The following test exercises were included in the third and the fourth groups:

Holding the "bar" on the forearms, "4 balls", Holding the "flamingo" pose on the bench; Passing and catching the ball for 30 seconds, jumping from circle to circle, as well as pushing the medball from the chest.

Conclusions

1. The results of test exercises of physical fitness, as well as level of children's with ASD motivation for PA were significantly lower than their typically developed peers. This suggested the existence of a relationship between these groups of indicators.
3. The level of motivation can predict the level of physical fitness of these children. The most informative are the results of such tests as Holding the "bar" on the forearms, "4 balls", Holding the "flamingo" pose on the bench; Passing and catching the ball for 30 seconds, Jumping from circle to circle, as well as Pushing the medball from the chest.
4. Motivation determined by the method CAPL-2, serves as an informative criterion of physical culture competence of children with ASD.

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WAYS OF INDIVIDUALIZATION OF EDUCATION FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS: THE EXPERIENCE OF SPECIAL PEDAGOGUES'

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Abstract. *Researchers shows that both in Lithuania and in other countries the education of students with autism spectrum disorders (ASD) still poses significant challenges, especially for teachers in general education schools. Thus, not only students with ASD but also their teachers need the support of special needs teachers in the educational process. However, there is a lack of research in Lithuania on the strategies used by special needs teachers to educate students with special educational needs (SEN). The research aim - to examine special pedagogues' experience in individualizing the education of students with ASD. A theoretical analysis of the educational strategies and ways of individualized education of students with ASD has been performed. Empirical research was carried out by the method of survey of special pedagogues who have experience in educating these children. Quantitative data analysis was performed using the methods of descriptive statistics. According to the special pedagogues, the factors of individualization of education of students with ASD are the peculiarities of their learning, communication and cognitive skills of those children. The analysis of the educational goals indicated by respondents revealed their orientation towards the individualization of education, support for students participation in the educational process, etc.*
Keywords: autism spectrum disorder, individualized teaching, individual education plan.

Introduction

Importance of the topic. There is a growing body of evidence-based knowledge around the world on how to educate students with ASD effectively (Marder & deBettencourt, 2015). Some students with ASD still study in special schools, some attend general education schools. Research shows that both in Lithuania and in other countries, the education of students with ASD still poses significant challenges, especially for general education teachers (Lindsay, Proulx, Thomson, & Scott, 2013). Teachers need to understand the peculiarities of cognitive and social development of children with ASD (Manti, Scholte & Van Berckelaer-Onnes, 2013) and be able to apply effective evidence-based teaching

strategies (Marder & deBettencourt, 2015). Special pedagogues, being experts in their field and having mastered special education methodologies, can help teachers to understand the educational needs of these students. However, there is a lack of research in Lithuania on the experience, attitudes and abilities of special pedagogues to apply evidence-based strategies for the education of students with ASD. The research problem is described by the questions: *what kind of educational strategies for students with ASD are applied by special pedagogues?* Do their educational strategies meet the learning characteristics and special educational needs of students with ASD?

The research aim – to examine the experience of special pedagogues in individualizing the education of students with ASD.

Methods of research – theoretical analysis, questionnaire survey, quantitative data analysis. The method of theoretical analysis is used to examine the peculiarities of the development of children with ASD, educational strategies, principles of an individual educational plan's preparation, ways of structuring the educational environment, etc. The method of the questionnaire survey was used to research the opinions of special pedagogues about the ways of individualization of the education for students with ASD, the goals of the individualized education methods used in lessons.

Strategies for Educating Students with Autism Spectrum Disorders

Students with ASD have a wide variety of skills and needs, so their education does not have a single "correct" educational methodology or program (Hallahan, Kauffman, & Pullen, 2014). From the point of view of theories of ecosystems the education of children with ASD is based on the combination of various educational strategies and contexts, taking into account the unique social, academic and individual features of each student; environmental factors, i.e., where and how educational interactions takes place, under what circumstances and how the skills and behaviors of the student are manifested (Hallahan et al., 2014).

One of the key strategies for children with special educational needs is to individualize their education. This can be preparation of individual education plan (IEP), adaptation of the general education program, selection of educational methods according the characteristic learning style of a student with ASD (Marder & deBettencourt, 2015), selection of an individual place in a classroom, and so on. It is equally important that general education teachers and special pedagogues are able and motivated to cooperate not only with each other (Fleury et al., 2014), but also with parents of students with ASD (Schultz, Able, Sreckovic, & White, 2016). Hallahan et al. (2014) noted lack of scientific evidence on the effectiveness of teachers collaborative strategies for education

students with ASD in the general education classes; models of effective collaboration between teachers and special pedagogues are still being sought. More and more attention is being paid to teaching students with SEN natural interactions in a natural environment, including general education schools (Hallahan et al., 2014; Gunn & Delafield-Butt, 2016). As noted (Dykstra Steinbrenner & Watson, 2015), the results of many authors' researches show that the involvement of a student with ASD in learning activities in the classroom depends on various factors: both the student's individual characteristics - age, learning characteristics determined by disabilities, etc. factors. Pedagogues are responsible for modifications of learning environment, academic content, and process, for example, these students may be given more time to complete tasks; they need clear guidelines for action, support is needed to promote their social interaction with peers (CSESA, 2013; Gunn & Delafield-Butt, 2016).

Specific strategies for educating students with ASD are: structuring the teaching process and environment (Manti et al., 2013), visualization of learning and other activities (visual schedules, visual modeling, observation training, etc.). According Hume (2018), Manti et al. (2013) and others, structured learning (structuring the learning environment, learning pace, learning methods) is the strongest teaching strategy that promotes the growth of academic skills of students with ASD. These and other strategies are based on research into the specifics of the development and education of students with ASD.

Methodology

Empirical research was performed using quantitative research methodology.
Research tools. The method of questionnaire survey was chosen. The semi-closed questionnaire is based on the scientific literature on the developmental characteristics of students with ASD (American Psychiatric Association, 2018); their learning strategies (Fleury et al., 2014; Manti et al., 2013; Marder & deBettencourt, 2015 and other); preparation of individual education plan and collaboration with parents of students with ASD principles (MacLeod, Causton, Radel, & Radel, 2017), ways of adapting the educational environment, etc.

At the beginning of the survey questions are asked about the respondents' demographic data (6 nominal scales: respondents' gender, age, type of school represented and city where the school is located, respondents' pedagogical work experience and number of students with ASD during the research period). In the main part of the questionnaire – 14 questions, 8 of which are closed-ended questions about the individualization of the education of students with ASD. 7 questions were consisted using the Likert (ranking scales) method. Statements – possible variants of answers were given for each question. Respondents were asked to mark the answers to the questions based on the principle of ranking scales

(eg. 1 - not at all important; 2 - not important; 3 - doubtful; 4 - important; 5 - very important; or 1 - never, 4 - always).

Data collection procedure. The electronic version of the questionnaire was posted on the portal apklausa.lt. An invitation to participate in the survey and a link to the questionnaire were sent by e-mails to special pedagogues of general education and special schools in various Lithuanian cities. The research was conducted in 2020. March – April.

Methods of data analysis. The research data was processed by quantitative analysis methods. Quantitative data analysis was performed using SPSS Statistics software package *IBM SPSS Statistics 21* using descriptive statistics methods. The analysis of most of the responses to the closed-ended questions was performed by calculating the means of the approval statements (M) and the standard deviation (SD). The results of the quantitative research are presented in the tables. In order to process the answers to the ranking scale question about the methods of indivi-duallized education used in the lessons, the exploratory factor analysis of the principal components (Oblimin Rotation Method), evaluation of the suitability of the correlation matrix for factor analysis (MSA>0.7) were performed. The results of the factor analysis are presented in the table, indicating KMO, test reliability (Cronbach α), statistical significance (p); factor weight (L) and dispersion (in percent, %).

Research ethics. The essential principles of research ethics were followed in conducting the research and processing the research data: informed consent of the respondents, voluntary of participation, data anonymity, confidentiality (Buchanan & Zimmer, 2021; Denscombe, 2014).

Research sample. Special pedagogues with at least one year of experience educating students with ASD were invited to participate in the research. There-fore, in our research, special pedagogues are treated as experts who can provide valuable information about the education of students with ASD: preparation of IEP, setting educational goals, adapting curricula, choosing teaching methods.

68 special pedagogues participated in the research, which makes up 22.7% of Lithuanian special pedagogues working full-time in Lithuanian municipal schools. All special pedagogues who participated in the research have experience in educating students with ASD. Most respondents have up to 5 years of peda-gogical work experience (41,2 %); 20 years (23,5 %); 11-15 years (20,6 %); the smallest part of respondents (14,7 %) worked at schools for 6-10 years. According research data special pedagogues who participated in the survey during the research period educated: 26,5 % of respondents for 2 students with ASD; 1 student (23,5 % respondents); one-fifth (19,1 %) respondents – for 3 students; the others – for 4 (11,8 %); 5 students (10,3 %). The smallest part (8,8 %) of respondents stated that at the time of research they did not have such students.

Results of the Research
Special Pedagogues Apply Individualization Strategies for the Education of Students with Autism Spectrum Disorders

The opinion of special pedagogues on the preparation of individual education plans (IEP) for students with ASD was researched. Slightly more than a half (54.4%) of respondents stated that individual education plans were developed for each student with ASD in their schools; one-fifth (22.1%) of respondents said that IEP were prepared for some students, almost as many (23.5%) said that no such plans were being prepared.

An IEP is essentially a collaboration agreement between a student, his or her parents, and the school, while pursuing the student's educational goals (CSESA, 2013). Respondents were asked: who was involved in the preparation of the IEP for a student with ASD; they marked responses on a ranking scale from 1 – *never to* 4 – *always*. Almost all respondents stated that a special pedagogue (M = 3.84; SD = 0.409) is almost always involved in the preparation of the IEP, while a speech therapist (M = 3.75; SD = 0.469) and teachers (M = 3.68; SD = 0.558), educational support specialists - psychologist (M = 3.59; SD = 0.674), social pedagogue (M = 3.49; SD = 0.743) were less involved. According to the survey results, parents are not always involved in the preparation of their child's IEP (M = 3.46; SD = 0.656). Similar data on poor teacher collaboration with students' parents have been revealed by other authors (Schultz et al., 2016; MacLeod et al., 2017; et al.). According to our research data the student himself is very rarely involved in the preparation of the IEP (M = 2.84; SD = 1.045). Perfitt (2016) research shows that students have clear thoughts about their educational plan. Therefore, in the author's opinion, it would be beneficial for the student to participate in the preparation of the IEP, as the opinions of the student and adults may be different; however, pedagogues and parents should help student with limited speech to communicate, express his opinion about his education.

Our research revealed that the most important people in preparing IEP for a student with ASD are special pedagogues, speech therapists, and teachers. The student's parents and the student himself are not sufficiently involved in this process. According to Ganaie & Bashir (2014), parents' participation is important not only for the student but also for his pedagogues. By sharing responsibility for a child's education, pedagogues and parents can help each other to know more about the characteristics of the student, select individualized education methods that best meet the student's needs, and ensure continuity of specific educational methods at school and in the student's family (Fleury et al., 2014; Hallahan et al., 2014). On the other hand, parents also benefit from collaboration with professionals because not only the student but also his parents need the support of professionals (Ganaie & Bashir, 2014). According to the authors, family support

is also an extremely important factor in the emotional well-being of a student with ASD at school. Therefore, the poor cooperation between school and parents may have long-term consequences for the failure of the education of students with ASD.

Although children with ASS have inherent features of social interaction, verbal and nonverbal communication and limited / repetitive behavior (American Psychiatric Association, 2018), each of them has individual differences of academic, socialization, adaptation, communication, behavior skills and different strengths. It was asked what factors are taken into account when developing an individual education plan for students with ASS in the schools of the surveyed respondents. Respondents had to rate statements in the rank scale from 1 – *never* to 4 – *always*. The data of the factor analysis of the responses are presented in Table 1.

Table 1 ***Characteristics of Students with ASD that are Taken into Account in the Preparation of the IEP*** (KMO=0,818; p=0,000; α=0,901)

Factor matrix structure	L	%
Student's communication and social functioning skills		
Language comprehension skills	0,838	
Social maturity	0,828	40,6
Nonverbal communication skills	0,802	
Ability to adopt to changes	0,797	
Skills for social interaction and communication	0,757	
Peculiarities of sensory integration	0,754	
Student's interests (areas of interest, hobbies)	0,624	
Verbal communication skill	0,506	
Relationships with other students	0,504	
Cultural peculiarities and expectations of the family		
Cultural peculiarities of the student's family	0,806	
Student 's gender	0,767	10,7
Parental expectations	0,571	
Student's age	0,558	
Learning skills and personal characteristics		
Subject learning problems experienced by the student	0,845	
Activity level	0,812	8,1
Peculiarities of thinking	0,737	
Personal characteristics	0,662	

According to the research data, the student's *communication and social functioning skills*; *cultural peculiarities and expectations of the family*; students *learning abilities and personal characteristics* are main factors when special pedagogues preparing the individual education plan of students with ASD. The scientific literature emphasizes that when individualizing education it is necessary

to take into account students' special interests, motivations (Gunn, & Delafield-Butt, 2016), strengths, and not just his or her weaknesses and special educational needs (CSESA, 2013); the expectations of parents raising an ASD child; the peculiarities of education in the family (Gunn & Delafield-Butt, 2016; MacLeod et al., 2017). The data of the questionnaire survey revealed the orientation of special pedagogues both to the characteristic of communication and social functioning of these students, as well as to the individual learning peculiarities and personal characteristics of a student with ASD. The research data shows that special pedagogues understand the need to take into account the expectations of the student's family expectations and cultural differences.

On a ranking scale (1 - *not at all important*, 5 - *very important*), respondents were asked to rate the most important aspects of the individualization of the education child's with ASD. Data from the factor analysis of responses are presented
in Table 2.

Table 2 Opinions of Special Pedagogues on Priority Areas of Individualization of Education (KMO=0,856; p=0,000, α=0,895)

Factor matrix structure	L	%
Creating a safe learning environment		
Create a safe learning environment that meets the needs of a child with ASD	0,986	48,2
Provide individualized ASD assessment of learning outcomes	0,843	
Structure the learning environment in the lesson	0,750	
To strive for consistency and continuity of teaching and learning	0,652	
Provide opportunities to meet the student's special educational needs	0,631	
Provide teaching and learning strategies according to the child's abilities and needs	0,571	
Learning intensity and goals adapted to the student		
Predict learning intensity (pace) according to individual skills and SEN	0,816	10,2
Predict simpler (achievable) educational goals and learning outcomes	0,727	
Predict the development of student collaboration skills	0,556	

In the opinion of special educators, the priority areas of individualized teaching are: 1) *creation of a safe learning environment* 2) *learning intensity and goals adapted to the student*. Both factors help to develop learning skills that matches the individual abilities and needs of a student with ASD. The importance of adapting the learning environment to the student is emphasized by many authors. (Fleury et al., 2014) argue that the physical environment of a school can be cause of anxiety for many students with ASS because the school environment is noisy; students have to move to other premises; each subject is taught by different teachers with their own expectations and rules. According to the authors, the ability to anticipate changes and to understand activities, procedures and

expectations of teachers improves students' well-being, behavior, and ability to participate in learning activities. Thus, a structured learning environment is safe for a student with ASD; in such environment he or she is provided with clear visualized instructions about the sequence and consistency of the learning activities etc. (Manti et al., 2013; Lindsay, Proulx, Scott, & Thomson, 2014).

Educational goals are an important component of education, both in the preparation of individual education plans for students with ASD and in the planning of lessons. These goals are set by curricula, but in educating students with ASD, academic goals need to be individualized considering the specifics of students education, their academic and social skills. We asked special pedagogues what are the most important educational goals of students with ASD. Respondents marked the answers on a ranking scale (1 – *not important at all*, 2 – *not important*, 3 – *doubtful*, 4 – *important*, 5 – *very important*). Data on special pedagogues' responses (means and standard deviations) are presented in Table 3.

*Table 3 **Educational Goals for Students with ASD** (M, SD)*

Objectives for the education of learners with ASD	Min	Max	Mean	SD
Develop social skills	2	5	4,59	0,815
Teach to behave adequately in various situations	2	5	4,54	0,721
Teach to communicate	3	5	4,49	0,702
Develop language comprehension skills	2	5	4,46	0,762
Ensuring consistent and individualized education to meet individual needs, opportunities, hobbies and interests in best way	3	5	4,41	0,696
Develop non-verbal skills	2	5	4,35	0,787
Develop cooperation skills	1	5	4,34	0,908
Develop thinking skills	2	5	4,32	0,781
Develop language skills	2	5	4,29	0,882
Create equal opportunities for active participation in joint learning activities	1	5	4,28	0,789
Teach to use alternative and augmentative communication	2	5	4,25	0,904
Develop functional skills	2	5	4,12	0,723
Combine the requirements of general curricula and individual needs of the student	1	5	4,06	0,991
Teach to learn	1	5	3,93	0,997
Provide subject knowledge	2	5	3,78	0,826

According to the special pedagogues who participated in the survey, the most important goals of educating students with ASD are: *develop social skills* (M = 4.59, SD = 0.815); *teach to behave adequately in various situations* (M = 4.54; SD = 0.721); *teach to communicate* (M = 4.49; SD = 0.702). These goals are related to the inherent social and communication skills, distancing oneself, lack of interest in the surrounding (American Psychiatric Association, 2018), and meet

the special educational needs of students with ASD. Respondents less supported for statements about developing *nonverbal* (M = 4.35, SD = 0.787) and *collaborative skills* (M = 4.34; SD = 0.908). Understandably, non-verbal skills development is not relevant for all students with ASD. The goals of developing collaborative skills are not a priority for the special pedagogues who participated in the research, perhaps because the goals of developing students' basic social skills are more important, especially - teaching communication. Many autism studies also emphasize academic relationship of achievement to the level of social skills (Fleury et al., 2014; Hallahan et al., 2014).

Examining the answers of the respondents, their orientation towards the individualization of students' education becomes clear (*Ensuring consistent and individualized education to meet individual needs, opportunities, hobbies and interests in best way* – M = 4.41; SD = 0.696); creation of opportunities for the student to actively participate in the educational process (*Create equal opportunities for active participation in joint learning activities* – M = 4.28; SD = 0.789). The lowest averages of respondents support were for statements about the development of academic competencies of these students (for example, *develop functional skills* – M = 4.12; SD = 0.723). According to special pedagogues, it is less important to *combine the requirements of general curricula and the individual needs of the student* (M = 4.06; SD = 0.991). However, significant standard deviations of the answers indicate the discrepancies of the respondents' opinions.

Each student with ASD has unique features and learning characteristics. When planning lessons, pedagogues are encouraged to provide opportunities to learn in ways that best meet the learning style and needs of students with ASD (CSESA, 2013; Fleury et al., 2014). We asked special pedagogues: what ways do you use to individualize the education of students with autism spectrum disorders in special lessons? Respondents marked the answers on a ranking scale (1 – *never*, 4 – *always*). Means of responses and standard deviations are shown in Table 4.

Table 4 ***Ways of Individualizing the Education of Students with ASD*** (M, SD)

Ways of individualizing the education students' with ASD	Min	Max	Mean	SD
Individual tasks are prepared for each student with ASD before the lesson	2	4	3,57	0,527
Tasks are selected so that the student can be successful	2	4	3,54	0,558
Each student is given a task of different complexity	2	4	3,49	0,586
More complex tasks are breaking into stages	2	4	3,47	0,559
An individual pace of teaching and learning is selected for each student with ASD	2	4	3,47	0,559
The task is additionally explained to the student	2	4	3,46	0,656
The same order of learning activities in the lesson is applied	2	4	3,43	0,654

Very specific practical tasks are presented	2	4	3,40	0,602
Advance warning of transition from one activity to another	2	4	3,40	0,626
Alternative and augmentative communication are used	1	4	3,35	0,686
During breaks students are allowed to engage in favorite activities	2	4	3,35	0,686
An individual place in the classroom is chosen	1	4	3,35	0,664
The order of each task is visualized	1	4	3,34	0,637
Additional breaks are possible	1	4	3,34	0,745
Additional sources of information (glossaries, etc.) are allowed	1	4	3,32	0,781
Intermediate settlement stages apply	2	4	3,31	0,697
Individual handouts are being prepared	2	4	3,31	0,697
Tasks are presented in descending order	2	4	3,26	0,589
Task visualization techniques are used	1	4	3,26	0,683
Tasks that involve joint activities are selected	2	4	3,25	0,655
A visualized lesson plan is provided	1	4	3,24	0,813
Verbal instructions are combined with alternative and complementary means of communication	1	4	3,22	0,730
Opportunity to learn individually, not in a group	1	4	3,21	0,659

The choice of an appropriate educational strategy depends on the individual learning needs and goals of students (Fleury et al., 2014). In the education of students with ASD it is important to harmonize the learning goals and methods with the students' cognitive abilities (Marder & deBettencourt, 2015) and their social and academic skills development needs. (Fleury et al., 2014) described effective strategies for educating students with ASD: pre-training before direct training – this creates preconditions for the student's participation in academic activities; (b) teaching of a learning strategy that supports / encourages students thinking when performing academic tasks; (c) strategies applied after mastering skills that facilitates the generalization of acquired skills in new situations and promotes student's independence. The analysis of the survey data revealed that in their professional practice special pedagogues apply some elements of the above-mentioned strategies – pre-training before direct training and learning activity planning; structuring learning - determining the sequence of learning tasks; a clear indication of the learning strategy etc.

Pre - training and learning action planning. Disclosure of tasks to students prior to classroom instruction has been found to be effective in helping students with ASD to understand what was expected from them and in better preparing them to participate in lessons (Fleury et al., 2014). According to the special pedagogues who participated in the research, *individual tasks are prepared before the lesson for each student with ASD* (M = 3.57; SD = 0.527). *Individual handout is prepared* (M = 3.31; SD = 0.697). Inherent resistance of students to changes in activities or the environment is bypassed by special educators by applying a

warning about changes (*Advance warning of transition from one activity to another*, M = 3.40; SD = 0.626).

Structuring learning, determining the sequence of learning tasks. According to (Fleury et al., 2014), breaking down tasks into manageable components and setting learning stages helps students with ASD to compensate for deficiencies in academic functionality. The special pedagogues who participated in our research use the following methods to promote learning functionality: *More complex tasks are breaking into stages* (M = 3.47; SD = 0.559); Intermediate settlement stages apply (M = 3.31; SD = 0.697).

Special pedagogues also apply *clear indication of learning strategy* in their lessons: *Very specific practical tasks are presented* (M = 3.40; SD = 0.602); *The order of each task is visualized* (M = 3.34; SD = 0.637); *A visualized plan of the lesson is presented* (M = 3.24; SD = 0.813). Structured educational environment, visualized activity schedules for students with ASD helps to understand the order of activities, teachers' expectations, reduces anxiety, inappropriate behavior and improves their participation in learning activities (Fleury et al., 2014). To promote learning motivation, special pedagogues create preconditions for students to succeed in completing tasks (*Tasks are selected so that the student can be successful*, M = 3.54; SD = 0.558).

Special pedagogues apply a strategy of personalized learning. Personalization is a learner-centered teaching strategy, when adapting the teaching content and process to the interests, strengths and needs of each learner; assisting the student by setting clear learning goals and expectations for outcomes; a system of flexible learning instructions, focusing on metacognitive practices, developing more independent learning skills (Patrick, Kennedy, & Powell, 2013; Bulger, 2016). The special pedagogues who participated in the research use personalized teaching methods: *Each student is given a task of different complexity* (M = 3.49; SD = 0.586*); An individual pace of teaching and learning is selected for each student with ASD* (M = 3.47; SD = 0.559); *Favorite activities are allowed during breaks* (M = 3.35; SD = 0.685); *Additional breaks are possible* (M = 3.34; SD = 0.745); *Verbal instructions are combined with alternative and augmentative communication* (M = 3.22; SD = 0.730); *Opportunity to learn individually, not in a group* (M = 3.21; SD = 0.659). Basham, Hall, Carter Jr., & Stahl (2016) found that personalized teaching can improve learning skills for students with disabilities.

Conclusions

According to scientific sources, children with autism spectrum disorders (ASD) have a wide variety of individual characteristics, strengths and special educational needs, so their education is based on a combination of different

educational strategies to suit each student's unique characteristics and activity contexts. The essential strategies for the education of these children are individualization, structuring of the educational environment and activities.

According to the respondents, the most important factors in the individualization of the education of students with special educational needs (SEN) are not only their developmental and learning characteristics, but also their individual differences. When preparing the individual education plan for students with ASD, special pedagogues take into account *the student's communication and social functioning skills; cultural peculiarities and expectations of the family; learning abilities and personal characteristics*. In their opinion, the most important thing is to *educate* student's with ASD *social skills; teach to behave adequately in various situations; teach to communicate*. In other words, special pedagogues consider the developmental characteristics typical of these students. The analysis of the educational goals indicated by the special pedagogues who participated in the research revealed an orientation towards the individualization of the educational process, active participation of the student in the educational process, development of social and partly - academic skills.

Examining the educational strategies applied by special pedagogues, their orientation to the students' individual learning peculiarities becomes clear. According to the respondents, the priority areas of individualized education are the adaptation of the learning environment and the choice of teaching strategies; there is also a strong focus on individualization of learning intensity and educational goals.

Special pedagogues apply various strategies of individualization of education and ways of organizing teaching. According to the majority of respondents, pre-training and learning action planning apply; structuring the learning environment and process, clear instruction on the sequence of learning tasks, visualization, etc. Students' learning motivation is maintained by applying personalized teaching strategies, which creates preconditions for the student to successfully participate in learning activities.

It has been established that special pedagogues, speech therapists, and teachers are the most important persons in planning the individualized education of a student with ASD. However, there is insufficient cooperation with the student's parents and the student himself in decision-making.

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TEACHERS' COOPERATION WITH PARENTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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Abstract. *Teachers' cooperation with parents of students with special educational needs (SEN) is particularly important for students with special educational needs. Theoretical analysis has found that there are often problems of cooperation between teachers and parents of children with special educational needs. In order to clarify this, a quantitative study was carried out. The research aim – to reveal the peculiarities of cooperation between teachers and parents of students with special educational needs. The method of a questionnaire survey was chosen for the research, a questionnaire of semi-closed questions was created. The study involved 353 general education teachers. The results of the teacher survey showed that parents are not sufficiently involved in the process of cooperation. The most common forms of cooperation between teachers are individual consultations. The majority of the teachers indicated that they usually cooperate with parents of students with SEN in solving teaching/learning problems of the child, less often they cooperate in developing an individual curriculum. According to the respondents, the main problems are different understanding of responsibilities and demands of teachers and parents on each other.*
Keywords: *cooperation, special educational needs, teachers' and parents' cooperation.*

Introduction

The relevance and problem of the research. The family and the school are the two most important and main institutions of the child's education, the common goal of which is the child's well-being. The UNESCO (2020) Global Education Monitoring Report emphasizes cooperation between teachers and parents raising children with special educational needs (SEN); states that parents need to know all the information, the child's achievements, the challenges faced at school and participate in decision-making.

Hallahan et al. (2014) emphasize that parents can provide teachers with invaluable information about the peculiarities of communication and education of their child with SEN, his/her characteristics and interests. Mitchell (2014)

states that parents play a very important role in the education of students with SEN, they are sources of information and have rights and responsibilities to participate in the educational process. It is important that teachers and educational support professionals build friendly communication and cooperation relationships with students' parents, share experiences and ideas to help children together, to make the decisions on education correspond to the child's needs (Ćwirynkało & Bartnikowska, 2020).

Thus, in the opinion of many authors, successful education of the child is inconceivable without the cooperation of the student's family and teachers, however, often in the process of cooperation there are challenges for both teachers and students' parents. According to Dahl (2017), not only for parents but also for teachers, the goals and structure of cooperation are often unclear, their expectations and responsibilities are not defined.

Although the importance of cooperation between teachers and parents raising children with SEN is unquestionable, there is still a lack of empirical evidence about the problems of cooperation between teachers and parents, their causes, and the factors of successful cooperation.

This study analyses problem questions: *What are the problems that emerge in the cooperation between teachers and parents of students with SEN? What factors, in the opinion of teachers, determine successful cooperation?*

The research aim – to reveal the peculiarities of the cooperation between teachers and parents of students with special educational needs.

Research methods – analysis of scientific literature, method of quantitative research – questionnaire survey, descriptive statistical (percentage frequency) data analysis.

Theoretical Context on Communication and Cooperation of Teachers and Parents

The scientific literature (Hallahan et al., 2014; Bednarska, 2014; Mitchell, 2014; Rodrigues, Campos, Chaves, & Martins, 2015, etc.) indicates that cooperation is a joint activity in which forces are united for a common goal. According to Berčnik, Devjak (2017), the partnership between parents, teachers and the educational institution encourages to pursue the common goals together – to provide children with quality education, to constantly share information about the child and his/her achievements, to cooperate in a team based on the principles of mutual assistance and trust (Wasserman, Zwebner, 2017). Thanks to the cooperation between the school and the parents, the child's educational results and the priorities of the whole educational institution are improving (Berčnik, Devjak, 2017).

However, the researches by Slušnienė, Parišauskienė (2018) and others showed that the development of an educational partnership requires a lot of time and effort. According to Hallahan et al. (2014), families with children with SEN are very vulnerable and constantly under great stress, therefore, teachers need to know not only the peculiarities of the education of a student with SEN, but also his/her parents' attitude to the child's educational opportunities, recognize the experience of the family, take into account the expectations of the family. The results of the research by Rodrigues et al. (2015) showed that teachers, during the cooperation with students' parents, need to discuss with them the goals of child support, educational strategies, find solutions for the organization of education that are acceptable to all the participants in education. The family must become an equal partner in the education of children with SEN. According to Mitchell (2014), in order to build a successful cooperative relationship, it is important to organize periodic meetings, set clear goals for cooperation, shared responsibility for decisions, their results, solve problems, create an atmosphere of cooperation based on mutual respect and trust, review progress in cooperation agreements.

Cooperation between teachers and parents allows teachers to look at the student's situation through the eyes of parents, and parents, cooperating with teachers, better understand their role, help students overcome difficulties, failures, various problems they face every day (Azad, Marcus, Sheridan, Mandell, 2018).

The analysis of scientific sources revealed that both parties – teachers and parents – should promote mutual cooperation, nevertheless, teachers should be the initiators of cooperation. It is important to choose the right forms of cooperation for parents and teachers. They are quite diverse, but it is important that the chosen forms of cooperation are beneficial to the learner, that cooperation is based on mutual trust. The analysis of the scientific literature revealed that in the process of cooperation between teachers and parents, problems often arise, which are overcome by sharing responsibilities and learning from each other; this creates better opportunities to meet the child's special educational needs.

The Methodology of the Research

Data collection procedure. A method of quantitative research – a questionnaire survey – was chosen for the study. Referring to the analysis of the scientific literature, a semi-closed questionnaire for school teachers educating students with special educational needs was prepared. Multiple-choice questions were prepared for the respondents; it was also possible to express one's opinion by entering the answer ("*other*"). The questionnaire consists of 19 closed-ended

and 5 open-ended questions, of four blocks of questions in total: 1 – demographic data of respondents; 2 – questions aimed at revealing the opinion of teachers about cooperation with parents of students with SEN, ways of involving parents in cooperation, the roles of teachers and parents in the process of educating children, meeting special educational needs and mutual cooperation; 3 – questions aimed at identifying the applied and most acceptable forms of cooperation between parents and teachers, areas of cooperation and revealing the problems that arise when teachers cooperate with parents raising children with special educational needs; 4 – questions examining teachers' views on the factors of the success of cooperation and the possibility of improving cooperation with parents of students with special educational needs.

The anonymous questionnaire was submitted electronically on the portal www.apklausa.lt. The respondents were explained the purpose of the survey, the anonymity and confidentiality of data were ensured; they were informed of the right to decide whether or not they agree to participate in the anonymous survey. Only persons with a link to the questionnaire sent by the researchers had access to this questionnaire. Invitations to participate in the survey were sent to the teachers of the educational institutions personally by e-mail or the school administration placed a link to the questionnaire in the electronic diaries of the schools.

Methods of data analysis. The research data were processed by SPSS-17 software, applying the methods of descriptive statistics. When processing the answers to the questions about *forms of cooperation with parents acceptable to teachers* (ranking scale; 1 – "unacceptable", 2 – "partially acceptable", 3 – "acceptable"); *areas of cooperation* and *factors of successful cooperation* (ranking scales; 1 – "not important"; 2 –"less important", 3 – "important"), Principal Component Analysis, Rotation Method: Oblimin with Kaiser Normalization – KMO was conducted, in accordance with Measure of Sampling Adequacy for Factor Analysis (MSA>0,7). The results of the factor data analysis are presented in tables indicating the data of KMO, test reliability (Cronbach α), statistical significance (p); factor loading (L) of indicators and factor dispersion (percent).

In order to determine the relationship between the frequency of teachers' meetings with parents of students and the different levels of students' SEN, *Crosstabs/Chi-Square Test* was applied: Pearson χ^2, *df* and statistical significance p (*Asymp. Sig.(2-sided)* criteria, under the condition that the indicators are statistically dependent when p<0,05; the indicators are statistically independent when p≥0,05.

The data of the remaining answers to the questionnaire were calculated in percentage frequencies. The results of the quantitative study are illustrated in tables and figures.

Study sample. The study involved teachers (N=353, of which 327 women and 26 men), educating students with SEN of primary grades (108); grades 5-10 (172), grades 11-12 (73) in general education schools. Respondents were selected by random non-probability sampling. Most of the respondents have many years of pedagogical experience, they have been working in schools for more than 20 years (60%); 11-20 years (23.8%); only 15% of the respondents have a length of service of 5 to 10 years.

The Results of the Research

In the opinion of the absolute majority (98.4%) of the respondents, the cooperation of teachers with parents of students with SEN is *very important.*

The opinion of teachers about the benefits of cooperation between teachers and parents was asked. The results of the survey showed that most of the respondents indicated two reasons why cooperation is beneficial: *cooperation between teachers and parents creates better opportunities to meet the child's special educational needs* (42.2%) and *ensures comprehensive development of the student and the level of learning achievements* (39.2%). A small share of the respondents (10.3%) indicate that teachers, cooperating with parents of students with SEN, *can get to know the student better; positive relationships between the teacher and parents are established (5.3%)*; *parents' self-esteem improves, there is a greater desire to create a more learning-friendly environment* (3%)

According to the survey data, 89% of the respondents think that both parties – teachers and parents – should initiate cooperation. Only a small part (7.9%) of the respondents state that the teacher should be the initiator of cooperation; that parents should take the initiative in the cooperation process (2.5%); and 0.6% did not answer the question. According to Berčnik, Devjak (2017), Musiel (2014) and other authors, although parents may be the initiators of dialogue and cooperation, teachers are the ones who have the main responsibility for cooperation with students' parents.

The study aimed to reveal the opinion of teachers about the equivalence of parents of students with SEN in the process of cooperation. The respondents could express their views by entering their answers. The attitude of the majority of the respondents (60.3%) towards the parents of students with SEN as cooperation partners is positive, however, a third (37.4%) of the respondents still tend to disagree with the statement that parents are equal partners, underestimate parents' competencies: *parents have no special knowledge; are unable to assess the situation realistically and only hinder work; always blame the teacher; parents do not acknowledge, deny, hide that their child has SEN*. A very small share of the respondents (2.3%) indicated that parents raising children with SEN *are no different from other parents*. 4 respondents did not disclose their opinion.

The scientific literature indicates that active interaction between teachers and parents, periodic meetings, constant communication are important in the cooperation process. Therefore, the aim was to determine how often teachers meet with parents to discuss the issues of students' education, whether the frequency of meetings depends on the different levels of students' SEN. Figure 1 presents the data on the frequency of meetings of the teachers, who participated in the study, with students' parents according to the level of students' SEN.
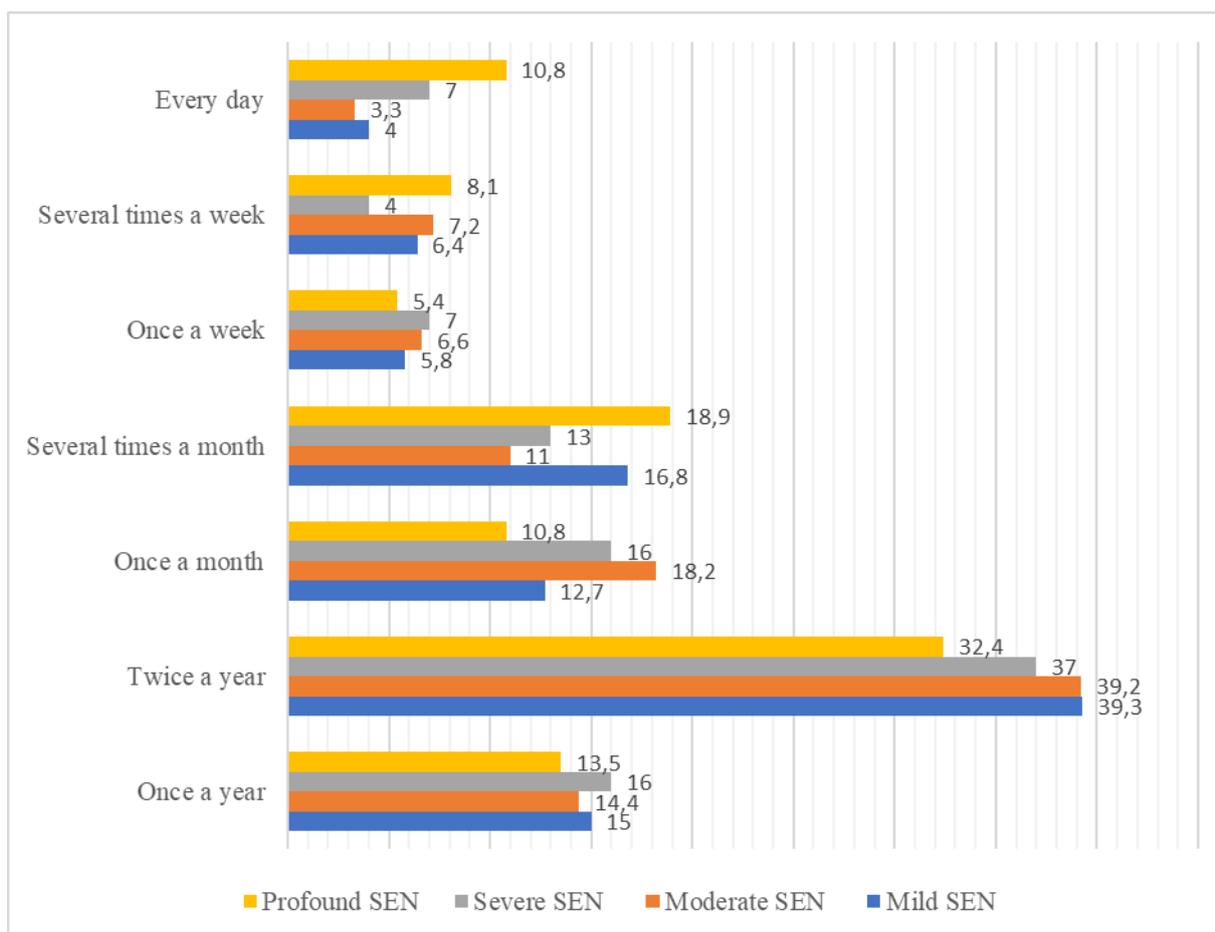
Figure 1 **Frequency of Teachers' Meetings with Students' Parents Depending on the Student's SEN, %**

Most of the teachers, who participated in the study, meet with parents of students with different levels of SEN twice a year. Almost one-fifth of the teachers discuss the education of students with different levels of SEN with their parents once or several times a month; about 15% – once a year. The lowest share of the teachers discusses the education of students with different levels of SEN with parents of students at least once (5-6%) or several times a week (4-8%).

It was found that the frequency of teachers' meetings with parents of students is statistically significantly related to students with mild SEN (Pearson x^2=14,5; df=6; p=0,024) and moderate SEN (Pearson x^2=13,2; df=6; p=0,040). The frequency of teachers' meetings with parents of students with severe (x^2=4,35; df=6; p=0,629) and profound SEN (x^2=4,6; df=6; p=0,601) is related to the level of students' SEN, however, statistically these dependency relationships are weak.

23.8% of the teachers commented on their answers about the frequency of meetings with students' parents. According to them, meetings with students' parents take place only *in case of need, when problems arise;* others indicated that meetings take place *4 times a year, once in 3-4 years*, they stated that *parents are not interested, do not visit school, do not attend meetings;* also emphasized that *it all depends on the attitude of the parents* and that *teachers cannot force them; meetings take place irregularly; very rarely,* or *do not take place at all*. The study revealed that teachers communicate with students' parents infrequently and irregularly. The results show that teachers are still reluctant to cooperate with parents of students with SEN, teachers do not consider parents of students as equal partners.

The research aimed to examine the opinions of teachers about the roles of parents in the process of cooperation with teachers. It was found that the parents of students mostly have the roles of the listener, i.e., listening to and following the instructions of teachers but not proposing to change anything (42.8%), and the observer (26.6%), seeing problems but not proposing to change anything either. Only a small share of the respondents (10.8%) state that parents are active members of the team. The respondents could express their opinion by writing a response option; 10.5% of such responses were received. According to the teachers, the role of the parents depends on their character: some parents are more *observers and listeners*, while others are *versatile (observers, listeners, initiators, and active team members)*. 7.6% of the respondents admit that parents are initiators of cooperation, have specific suggestions, tend to discuss openly.

The respondents were asked how they involve parents of students with SEN in the process of cooperation. Two ways of involving parents in the educational process have emerged: *advising parents on how to help their children, what activities to do, and so on* (38.2%) and *clearly informing parents about their activities, curricula, goals, progress, etc.* (36.8%). Only a small share of the teachers try to involve parents in cooperation *in making decisions* (13.6%).

The scientific literature emphasizes the importance of the diversity of forms of cooperation acceptable for teachers and parents (Dahl, 2017, etc.). It was asked what forms of cooperation are the most acceptable for the teachers who participated in the study. The respondents marked the most acceptable

forms of cooperation by ranking (*acceptable, partially acceptable, unacceptable*). The data of the factor analysis of the teachers' responses are presented in Table 1.

Table 1 **Forms of Cooperation (KMO=0.870; p=0.000; a=0.869)**

Structure Matrix	L	%
Forms of active cooperation		28.9
Subject-related games	0.757	
Developing projects together with parents	0.755	
Question-and-answer evenings	0.747	
Educational sessions	0.734	
Disputes, forums	0.710	
Round table discussions	0.708	
Conferences	0.675	
Daily conversation	0.556	
Joint events for parents and children	0.547	
Forms of cooperation based on passive communication		8.1
Correspondence	0.673	
Communication via class e-diary	0.612	
Telephone conversations	0.585	
Parents' meetings	0.563	
Bulletin boards	0.558	
Social networks (Facebook), etc.	0.537	

Two main forms of cooperation have been distinguished by the method of factor analysis of teachers' responses: *active cooperation* (28.9%) and *cooperation based on passive communication* (8.1%).

The factor *Forms of active cooperation* consists of variables describing various activities of teachers together with parents of students (subject-related games, L=0.757; project activities, L=0.757; question-and-answer evenings, L=0.747; educational sessions, L=0.734, etc.). Such activities are usually based on non-personalized communication.

Variables of the factor *Cooperation based on passive communication* – correspondence (L=0.673), communication via class e-diary (L=0.612), telephone conversations (L=0.585), correspondence on social networks (L=0.537). Although these are individual ways of communicating with parents, they do not require direct contact, are instantaneous and short-term. If communication is defined as the sharing of emotions, thoughts, knowledge, news, and skills (Karaca, 2016), it is reasonably questionable whether parents of

students with SEN have sufficient communication through correspondence, whether it meets parents' expectations.

The results of the study by Slušnienė, Parišauskienė (2018) are similar. The authors found that the most commonly used forms of individual cooperation are: telephone conversation, online chat, e-mail correspondence, online communication.

Individual respondents (N=6) commented that they communicate equally with all parents, do not distinguish parents of children with SEN from parents of the whole class, therefore, they do not apply any exceptional forms of cooperation with parents of students with SEN.

The research aimed to find out in which areas of activity teachers and parents of students with special educational needs cooperate. The data of the factor analysis of the answers are presented in Table 2.

Table 2 Areas of Cooperation (KMO=0.643; p=0.000; a=0.568)

Structure Matrix	L	%
Cooperation in organizing education		22.9
Preparing an individual education plan, adapted/individual programmes	0.642	
Assessing the child's special educational needs	0.576	
Making teaching aids	0.562	
Organizing parents' meetings	0.539	
Cooperation in solving educational problems		13.5
Solving upbringing problems	0.749	
Solving teaching problems	0.648	
Discussing doing homework	0.620	

Two areas of cooperation with parents of students with SEN have been distinguished by the method of factor analysis: *cooperation in organizing education* (22.9%) and *cooperation in solving educational problems* (13.5%). Both the variables of the first factor *Cooperation in organizing education –* cooperation *in preparing an individual education plan*, *adapted/individual programmes* (L=0.642), *assessing the child's special educational needs* (L=0.576), etc., and the variables of the second factor *Cooperation in solving educational problems* reflect the typical activities of teachers in educating students with SEN. However, the variables of the second factor show that the problems of students' education are the latent factor of teachers' cooperation with parents.

The process of cooperation is complex, therefore, there are often problems between both parties (parents and teachers). The study aimed to identify the main problems of cooperation between teachers and parents from the point of

view of teachers. The research data revealed three main problems: *parents' reluctance to take responsibility for their children's education* (33.4% of the teachers' responses); *different understanding of responsibility for the child's future* (17% of the responses) and *uncoordinated demands of teachers and parents on each other* (15.9% of the responses). Barriers to cooperation related to the school are described as the inability to communicate, to choose alternative cooperation strategies. Problems related to parents are described as cultural differences between families, pragmatic worries, psychological barriers, such as negative experiences of cooperation with the school, and so on (Ozmen, Akuzum, Zincirli, Selcuk, 2016). The answers of the teachers who participated in the research show that, in their opinion, the problems of cooperation are mostly related to the unwillingness or inability of students' parents to cooperate, their insufficient competencies. Similar data are shown by Musiel's (2014) study, which found that teachers underestimate parents' competencies. On the other hand, referring to Ozmen et al. (2016), it can be stated that the reasons for the lack of cooperation may be related to the teachers' own lack of interest in cooperation – in principle, this is evidenced by many data from the present study.

5.4% of the teachers who participated in the study *do not see any problems* with cooperation with parents of students with SEN at all. Some respondents expressed their own opinion by entering their own answer (4.8%). According to them, it would be possible to mark all the answers about the cooperation problems provided in the questionnaire. The respondents state that the main problem is that *the child has severe special educational needs*, *the parents do not recognize that their child needs help.*

Referring to Mitchell (2014), the questionnaire included statements that we presented to the respondents to examine their views on the factors of successful cooperation. The data of the factor analysis of the responses are presented in Table 3.

According to Ozmen et al. (2016), effective communication improves students' achievement and provides support to parents, students, teachers, and schools. The factor analysis of the responses identified two key factors of successful cooperation: *mutual help and responsibility in pursuing common educational goals* (45.9%) and *mutual learning, continuous self-analysis and mutual respect* (9.9%). In the structure of the first factor, the variables related to the functionality of cooperation are most strongly expressed – *mutual assistance without condemning and judging each other* (L=0.803); *joint agreements* (L=0.754); *joint responsibility for problem solving and results* (L=0.737).

Table 3 **Factors of Successful Cooperation (KMO=0.884; p=0.000; a=0.856)**

Structure Matrix	L	%
Mutual help and responsibility in pursuing common educational goals		45.9
Mutual assistance without condemning and judging each other	0.803	
Joint agreements	0.754	
Joint responsibility for problem solving and results	0.737	
Clear goals of cooperation	0.683	
Mutual respect for ideas and suggestions	0.682	
Mutual learning, continuous self-analysis and mutual respect		9.9
Readiness to learn from each other	0.831	
Periodic meetings and review of achieved goals	0.720	
Anticipation of possible conflicts and their solutions	0.710	
Atmosphere of mutual respect and trust	0.626	

As Ozmen et al. (2016) state, trust-based communication between teachers and parents is very important in identifying problems, looking for ways to solve them, providing learning support to students. The variables of the second factor – *mutual learning, continuous self-analysis and mutual respect* – reveal the importance of the value-based aspects of successful cooperation based on mutual respect. The variable *readiness to learn from each other* (L=0.831) indicates the aspect of trust in each other's competencies; *periodic meetings and review of achieved goals* (L=0.720) reveals the importance of continuous cooperation and self-analysis; the variable *anticipation of possible conflicts and their solutions* (L=0.710) shows that it is important for the participants in cooperation to agree not only on how to work, but also to anticipate behaviour in complicated situations in order to achieve harmonious cooperation (the variable – atmosphere of mutual respect and trust, L=0.626).

The research data revealed that all the factors that Mitchell (2014) singled out as important in the cooperation of parents and teachers are also very important for our respondents.

Nevertheless, the research data revealed that a large share of the teachers who participated in the study (58.9%) are not satisfied with the cooperation with parents of students with SEN, because, according to them: *parents do not express a willingness to cooperate*; *have no desire to take care of their children*, *parents are hardly interested in their children, they do not help them at home*; *there is a lack of parents' contribution to learning*, etc. Some teachers tend to delegate the cooperation with students' parents to educational support professionals, claiming that *the teacher does not have time for that, special educators, psychologists have to do it*. Consequently, the research revealed that teachers are not interested in cooperating with parents raising children with

SEN: *I do not want to cooperate with some of them myself.* According to Ozmen et al., (2016), communication between teachers and parents is not always possible due to many barriers of different levels: both due to school resources, lack of professionalism of teachers, and due to the peculiarities of the student's family.

Only a quarter of the respondents (24.4%) are satisfied with the current cooperation with parents of students with SEN. According to them, parents are *benevolent*; *willing* to cooperate, they are *supportive* and *willing to help their children.* Some of them state that *we achieve the desired results only through joint efforts.* Thus, it can be said that the cooperation of some teachers with parents is smooth.

13.6% of the respondents indicate that they are partially satisfied with cooperation. They state that: *it would be good to have the greater involvement of parents in joint events for students and their parents, educational activities*; they point out that *cooperation is fragmented*; *parents lack initiative, there is a lack of parents' activity in discussing their expectations.* 3.1% of the respondents did not write their opinion on this issue.

Conclusions

The research data revealed that teachers recognize the importance of cooperation with parents of students with special educational needs, however, many of them are reluctant to cooperate with students' parents, meetings with students' parents are infrequent and irregular.

It has been found that in some cases, the frequency of meetings with parents of students depends on the level of students' SEN. A statistically significant relationship was found between the frequency of meetings with parents of students with mild and moderate SEN. A weak statistical relationship was found analysing the frequency of meetings with parents of students with severe and profound SEN.

The most important areas of teachers' cooperation with students' parents were found to be *cooperation in organizing education* (*preparing an individual education plan, adapted/individual programmes*, *assessing the child's special educational needs,* etc.) and *cooperation in solving educational problems.* According to the data of the factor analysis, the problems of students' education are the latent factor of teachers' cooperation with students' parents.

The role of parents in the process of cooperation with teachers is unequal. According to the teachers who participated in the research, parents are mostly passive *listeners* and *observers.* However, often teachers do not seek closer cooperation either: they only inform parents about the child's achievements,

perhaps that is why students' parents are poorly involved in making decisions about the child's education.

According to the teachers, the main barriers to cooperation are parents' reluctance to take responsibility for their children's education; different understanding of teachers' and parents' responsibility for the child's education, uncoordinated demands of teachers and parents on each other. The study revealed that a large number of teachers tend to underestimate parents' competencies and do not consider them as equal partners. Teachers tend to blame parents of students.

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PROFESSIONALS' OPINIONS ON MULTIDIMENSIONAL APPROACH TO EARLY INTERVENTION FOR CHILDREN WITH ASD

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Abstract. Early intervention methods for children with Autism Spectrum Disorders, increasingly turn to multidimensional approaches with a parallel focus on interprofessional collaboration in order the interventions to be effective. Multidimensional approaches efficiently support the complex system of family interaction and function affecting positively the child's development. Early and efficient interventions are widely recognized to lead to long-term positive socio-cognitive results for children with Autism Spectrum Disorders and their families. The purpose of this research is to delve into professionals', special educators 'and therapists', opinions on their collaboration with parents and other professionals as they apply early intervention programs to children with ASD. Semi-structured interviews of 15 professionals, experts on early intervention in children with ASD, from different regions of Greece, were analyzed using qualitative research methods. Part of the data analysis that presented in this paper demonstrates clearly that the professionals' and special educators' opinions emphasize the need for multidimensional approaches. The analysis also highlights the obstacles that restrict collaboration with parents and other professionals. The material resources of state support have also been suggested as factors that interact with family resources that affect the child's developmental characteristics.
Keywords: autism, ASD, early intervention, interprofessional collaboration, multidimensional approach, parents.

Introduction

Autism Spectrum Disorder (ASD) is a complex, lifelong neurological and developmental disorder, whose etiology continues to be investigated. Early intervention leads to long-term positive results for children with ASD and promises to reduce syndrome's imprint. Professionals and special educators' emphasize the need for multidimensional approaches in early intervention that include the child itself, parents, siblings, and peer's (Simpson, de Boer-Ott, & Smith-Myles, 2003).

Multidimensional approaches have been highlighted by the World Health Organization. Specifically, the WHO's "Framework for Action on Interprofessional Education and Collaborative Practice" (Health Professions Network Nursing and Midwifers office within the Department of Human Resuourses for Health, 2010) emphasizes the need for multidimensional collaboration. Collaboration is not only a point of consensus among professionals, but it is also related to their collaboration and creativity. Synergy can develop between them when those included- interact closely and have a shared understanding of their field, and results that demonstrate progress in their knowledge regarding the child's treatment and care (Health Professions Network Nursing and Midwifers office within the Department of Human Resources for Health, 2010). Interprofessional collaboration is defined as prerequisite by the United Nations Convention for the Rights of persons with Disabilities and emphasized in the National Institute for Health and Care excellence in guidance materials (Dillenburger et al., 2014). The Autism Spectrum Disorder Inclusion Collaboration Model (ASDICM) that was developed by Simpson and his colleagues promotes the cooperation between educators, parents, and caregivers' as part of their assignment, to teach and advocate for children with ASD (Simpson, de Boer-Ott, & Smith-Myles, 2003). The underlying principle of this model is cooperation between participants, so they can promote an individualized educational program (IEP), which can be characterized as a complete course based on a child's specific needs (Simpson, de Boer-Ott, & Smith-Myles, 2003). The ASDICM is made up of five elements: a) changes to the surroundings and educational program, b) behavioral and social support, c) efficient team engagement, d) evaluation of the process of inclusion and e) home- school cooperation (Simpson, de Boer-Ott, & Smith-Myles, 2003).

Furthermore, frameworks like the ASDICM, inspire confidence in specialized educators and services, so that they can provide and share evidence-based practices and models. The ASDICM attaches particular importance to the role of parents throughout an intervention (La Barbera, 2017). Also, as Anthony & Campbell have underlined, in addition to the special educators, therapists, and parents, social workers and also valuable experts, who can provide valuable knowledge and skills from their own field (Anthony & Campbell, 2020). As all the parts come together, the communication between them can guide them to create a mutual space of understanding and promoting shared goals (Avendano, & Cho, 2020). Avendano & Cho (2020) highlight the impact of the Individuals with Disabilities Education Improvement Act (2004). IDEA (IDEA, 2011) recognizing the importance of the parents' involvement in their child's education. IDEA indicates that schools must collaborate with the parents of children with disabilities and support parents and families. Some of the guidelines of IDEA are the following: all schools must maintain an open communication with the parents.

Parents should also be involved in the planning of interventions related to their child and should receive help in developing their own skills so that they can participate in the education of their child (Avendano, & Cho, 2020).

In Julie Strunk, Melissa Leisen and Carolyn Schubert's (2017) in their international systematic review, they reviewed 47 articles in which they explored the use of multidimensional collaboration in cases with children with ASD (Strunk, Leisen, & Schubert, 2017). Their conclusions showed that there are only a few sectors that can use a multidisciplinary approach when working with kids with autism. One of the reasons why interprofessional and interdisciplinary team-work doesn't happen is a lack of understanding of the roles and responsibilities of each agent. Lack of time and variable schedules are also cited a hindrance as is avoiding confrontation. Finally, the need for personal recognition is recognized as a particularly powerful factor (Strunk, Leisen, & Schubert, 2017).

In order for collaboration between the members of the teams supporting to be achieved, five fundamentals are required: a) all members should be working towards a shared goal, b) all members should be valued for their unique views, d) all professions comprising the team must have a strong sense of purpose, and e) there should be a sense of trust and shared responsibility among team members (Strunk, Leisen, & Schubert, 2017)

The Main Purpose

The main purpose of this study is to investigate the professionals' opinions regarding the effectiveness of early intervention methods for children 3-7 years old, with a special focus on collaboration with the other professionals and with the parents of children with ASD and with the school teachers. The study attempts to address the following research questions: a) What are the opinions of the professionals' concerning the interprofessional collaboration in early intervention for children with ASD? b) what are professionals' opinions concerning the contribution of parents and the collaboration with them during the implementation of early intervention programs?

Participants

15 early intervention professionals from Greece and Cyprus participated in this research. Multiple cities and geographic areas were represented. The majority (nine) 9 were from cities in Southern Greece, (two) 2 from Cyprus, (two) 2 from Northern Greece and (two) 2 from Crete. Ages ranged between 25-40. Their professionals' fields of expertise included: (seven) 7 phycologists, (two) 2 speech therapists, (four) 4 occupational therapists and 2 special educators. All participants worked in or run private early intervention centers. Such privately-

run early interventions are paid by parents, but are subsidized by the state after diagnosis from public hospitals and mental health centers and the recommendation for early intervention.

Methodology

The qualitative research methodology was chosen for this study in order for the professionals' personal views to be collected by interacting with them directly. Semi-structured interviews were designed as a qualitative data collection method to further investigate professionals' views delving into their experiences of children with ASD and their families through early interventions. The unstructured interview covered three major areas: i) opinions on early intervention methods for children with ASD, ii) opinions concerning the factors that affect the effectiveness of early interventions, iii) suggestions and best practices for the education and social inclusion of children with ASD.

As conditions did not allow for live interviews due to the COVID-19 pandemic, the participants were sourced and selected by putting out requests in social media and specifically in the professionals' Facebook Groups: "Autism Spectrum Disorders", "Special education in Greece". The reasons for the request for participants and the objective of study was explained in a written message posted in those social media groups. After the participants had expressed their interest in the research, the interview protocol was sent via message to their personal profiles, in which more explanations were given about the research, its purpose and the research questions. Individual interviews were conducted by video call via the Skype or Messenger Applications and lasted for a maximum of 45 to 60 minutes. During the interviews the researcher kept personal notes and the interview was recorded with a digital audio recorder after obtaining consent from the participants "PHILIPS DVT2510 8GB Voice Tracer Audio Recorder Notes Recording". The atmosphere in the interviews is intimate, friendly and enthusiastic. The participants expressed their interest and preference for the qualitative research methodology and the choice of the specific topic and they really expressed their wish to help in any way that they could. The qualitative methodology in particular drew their interest, because they felt that it would be intriguing to see the views and concerns of their colleagues. The majority were very forthcoming in answering the questions and providing a wealth of detail, citing personal examples from their own experiences. When the interviews were over, the recording and coding took place in three stages, A to C.

In stage A fourteen (14) codes were developed. These codes in stage B were reduced to six (6), and at the final stage C to three (3). At the final, higher-level three (3) codes were developed: "Early intervention effective methodologies", "Best practices for social inclusion of children with ASD" and "Obstacles". This

paper presents the findings concerning the latter two (2) codes: "Best practices for social inclusion of children with ASD" and "Obstacles". At these codes the professionals' opinions on the interprofessional collaboration and the parents' contribution are included.

A narrative methodology was chosen for data analysis because this approach pays special attention to relations and consistency of the data. The main focus is on the aspect and conformation of the narrative. Narration can be examined as the way the narrator uses it in front of an audience (Tsiolis, 2015). The researcher used they/them pronouns for the fine-grained analysis of the data, concealing the participants' gender, which wasn't a factor in the analysis. The production process was chosen for analysis and coding pre-selecting conceptual schemes from the beginning of the research, which functioned as taxonomic guides for data organization (Tsiolis, 2015).

Findings

The professionals' opinions that was coded in stage C at the last two codes "Best practices for social inclusion of children with ASD" and "Obstacles" are being presented in accordance with the research questions:

a) What are the professionals' opinions concerning the interprofessional collaboration in early intervention for children with ASD?

According to the coded statements of the participants under the title "Best practices for social inclusion of children with ASD", all participants, speech therapist, occupational therapist, psychologists and special educators (15/15), emphasized the need of interprofessional collaboration and highlighted the parents' and all family support and also the collaboration with preschool teachers.

Also, the majority of participants (13/15) suggested that multidimensional approaches have better results for the children with ASD, because a multidimensional team of experts will prioritize the needs of the child, and adjust the goals, short-term or long-term, according to the results of a personal assessment. They also referred to the need for the complementary relationships between the professionals' the family and preschool teachers at schools in order for the early intervention program to be effective and social inclusion to be fostered. The majority of the participants supported the multidimensional approach to be established with the collaboration and open communication of the two relevant ministries, Health' and Educations'

Concerning the obstacles that restrict the effectiveness of early intervention programs in Greece the participants referred to managing the sense of authority of each specialist and the lack of time for the interprofessional collaboration. Most participants (12/15) said that there is no interprofessional cooperation happening because there is no time- as they try to balance different schedules. They

expressed that one of the factors that negatively affect collaboration is that there is not enough time for meetings between professionals or planning while taking all perspectives into account.

> *"I believe that it is not always possible for therapists to cooperate. Often the plans that are made to reach a goal do not include everyone's views, some may be omitted by either speech therapists or occupational therapists."*

> *"It is very difficult to keep working with the team supporting the child, because there is no time. There are different schedules, and little time to get along. -"I have the feeling that they are not trying hard."*

Additionally, four of the fifteen (4/15) participants underlined as an obstacle the lack of appreciation between early intervention team members and the trend of some professions undervaluing others.

> *"There is a lot of controversy in terms of the methods used, so there is confusion and there is no proper cooperation of therapists with each other. "Everyone tries to see how they will prevail over the other without a basic research in the literature."*

Concerning the collaboration with preschool teachers the participants (8/15) insisted that collaboration with schools is not an easy task either, because in public schools, the training of preschool teachers is not sufficient on the treatment of autism spectrum disorders. Preschool teachers do not seek out opinions or cooperation from professionals and therapists so the skills that are being developed by the child during the individual therapies are difficult to be generalized. One of the participants referred that in some cases there is a wall between teachers and professionals:

> *"There are cases of good cooperation but they are minimal, many times the school as a unit puts up a wall in communication."*

> *"There is no proper cooperation with the school either, because many teachers do not have the necessary education in autism, to have a general knowledge of the specific diagnostic category, the problem starts from there."*

One of the reasons for that is that the school and therapists operating hours are different, which in itself poses barriers to communication.

> *"I do not have any good communication with the civil servants, because they only want to communicate during their working hours. They force you to speak harshly. The way the civil servant works is different from the private one".*

b) What are professionals' opinions concerning the contribution of parents and the collaboration with them during the implementation of early intervention programs?

Concerning the collaboration between parents and professionals, the participants highlighted the need for truthfulness and close cooperation. Although they declared that they need parents' cooperation they admitted that, sometimes,

they feel that the parents do not have the psychological strength to fully undertake to the child's support and monitoring requirements. The family of the disabled child faces a lot of stressors, as it is broadly recognized by all the participants. All the professionals argued that the parents need to be supported by mental health professionals, especially when their child initially gets the ASD diagnosis, and start a program of consultation supporting them in dealing with the process of grief and the backlash that they are experiencing.

The majority of the participants insist that the parents have to take time and space to deal with the diagnosis, because if parents are forced to work with the child the result will not be sufficient. Then the parents may stop trusting the therapist so they are not willing enough to offer their observations and feedback.

Although the majority of participants praise the results of cooperation between parents and therapists, most of them (ten of fifteen, 10/15) recognized a lot of difficulties. For example, they mention:

"Although the parents are happy about the abilities they establish with the child, they don't want to cooperate with the professional through feedback, so the child wigwag"

Most professionals interviewed believe that the parents' involvement is important only in order for the effects of the intervention to be generalized in context beyond the therapeutic center. But the multiple factors make that collaboration harder:

"Maybe the parents are not familiar with the intervention procedures, or they can't imagine what the child needs because of their position as parents, this is the part that the professional works like a bridge of communication between them, and they help both parts to make a connection."

Many therapists also referred to the cost of the therapies as an obstacle for parents to choose extensive and multifaceted treatments. They highlighted that the cost of the early intervention programs is high, and the economic support from the state is minimal. Due to this reason most parents choose only the minimum of the needed treatments prescribed as part of the medical release. This cost in accordance with the lack of full economic support from the state was referred by most participants as the biggest obstacle for the execution of the multidimensional intervention that promotes collaboration with other professionals and the support of all the members of a child's family and its preschool teachers at kindergartens.

Research Findings / Discussion

The multidimensional approach seems an ideal that all professionals support. Professionals interviewed agree with the importance of interprofessional collaboration and on the values that must be present among the team members. Our research findings also agree on the specific values that characterize teamwork

and that the main purpose of early intervention by interprofessional teams has to be the support of the child with ASD and its family. This finding agrees with the one of the research conducted by Julie Strunk, Melissa Leise, and Carolyn Schubert (2017).

Although professionals believe in the importance and effectiveness of the multidimensional approach, a lot of obstacles arise in practice as the research participants indicate. The opinions of the participants are in agreement with the research of Strunk and colleague. According to both research findings, a major reason why interprofessional team work doesn't happen as effectively as it should is a lack of understanding of the roles and responsibilities in those teams. Another reason is the lack of time and different schedules, in addition to the avoidance of confrontation and the need for personal recognition (Strunk, Leisen, & Schuber , 2017).

Concerning the views of participants about collaboration with parents, a very important finding is that professionals view parental involvement as a necessary for generalizing the results of the intervention at school and at home. None of the therapists focused on parental involvement in planning interventions and none talked about them taking an active role during treatment. Collaboration difficulties between parents and therapists or disagreements on how to proceed with the child that are referred to as obstacles in early intervention effectiveness shows that professionals need support to involve parents of children with ASD in the therapeutic process. According to the guidelines of IDEA, parents must be involved in the planning of their child's interventions, and parents must receive help in the development of the skills that will allow them to participate in the education of their child. Parents' role is crucial in the designing the IEP plan (Avendano, & Cho, 2020).

Finally, the majority of participants supported the multidimensional approach to be established with the collaboration of and close communication between the ministries of Health and Education. For the context of Greece specifically, this is evaluated as potentially significant for early intervention.

Limitations.

The 15th participants in this research express their thoughts and views on how the early intervention and the methods we use can be more efficient. Our study has a strength in the nationwide distribution of informants as the professionals were from different areas of Greece. However, their personal interest and views can only express themselves and not how the things are handled in Greece.

Future Research.

In further research, qualitative research methodology could be applied in investigating how the multidimensional approach going on in Greece and Europe.

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PEDAGOGICAL SUPPORT OF COMPULSORY MEASURES OF EDUCATIONAL INFLUENCE ON JUVENILE DELINQUENTS

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Abstract. *The article presents the results of an empirical study. The aim of the study is to increase the effectiveness of compulsory measures for juvenile delinquents through the development and implementation of the pedagogical support system of these measures.*
The urgency of the research is determined by the lack of the scientific and methodological support for the practical implementation of compulsory measures of educational influence on juvenile delinquents; by the low level of the psychological and pedagogical readiness of the subjects of the pedagogical interaction; insufficiency of the pedagogical support as the most important condition of these measures effectiveness. Research methods are pedagogical analysis and synthesis, induction and deduction, comparison and generalization of research results, questionnaires, interviews, individual and group conversations, observation, generalization of independent characteristics, statistical methods of information processing.
According to the research aim the system of the pedagogical support of compulsory measures of educational influence on juvenile offenders was developed and tested. It includes organizational and substantial, technological and staff resource components and their interaction, the main directions and ways for increasing of the pedagogical training level of the subjects of the pedagogical interaction. The results of the investigation proved the effectiveness of the pedagogical support system of compulsory measures for juvenile delinquents.
Keywords: *components of the system; compulsory measures; educational influence; juvenile delinquents; pedagogical support; punishment; system.*

Introduction

Young people are the priority value, the hope of any society, because the well-being and wealth of any nation depends on them. That is why the problem of juvenile delinquency is perceived so sharply as an extreme form of asocial behaviour. The dynamics of crimes committed by minors is characterized by an upward trend. This stimulates the search for effective ways for preventing juvenile delinquency and rehabilitation of minors. The analysis of statistical data shows that the majority of minors (81.5 %) sentenced to compulsory measures of educational influence have shown promise to rehabilitation, since during the next year they did not commit any offenses. So, the problem of further optimization of these measures remains urgent. Our research showed that the educational potential of these measures is not used sufficiently. Their proportion in correctional practice in recent years is about 16 %. So, in 2017 courts sentenced 1096 juveniles to compulsory measures of educational influence, in 2018 – 1110, in 2019 – 1125. (Official website of the Supreme Court of the Russian Federation, 2015-2019). At the same time international rules, the Development Concept of the Penal System of the RF until 2025 and judiciary practice in relation to minors suggest an expansion of the scope of punishments and measures alternative to imprisonment. The effectiveness of compulsory measures of educational influence depends on their appropriate pedagogical support. Thus, the necessity of the development of the system of the pedagogical support of compulsory measures of educational influence on juvenile offenders is obviously urgent.

The object of the research is the process of practical implementation of compulsory measures of educational influence on juvenile offenders.

The subject of the research is the essence and content of pedagogical support for the process of practical implementation of compulsory measures of educational influence on juvenile delinquents.

The aim of the investigation is theoretical justification and development of the system of the pedagogical support of compulsory measures of educational influence on juveniles which optimizes their effectiveness as well as testing of its effectiveness in the process of rehabilitation of juvenile delinquents.

The main theoretical methods are pedagogical analysis and synthesis, induction and deduction, comparison and generalization of the research results. The empirical base of the study is represented by a pilot study, questioning, interviewing, individual and group conversations, observation, comprehensive and formative assessment, expert assessment, generalization of independent characteristics and statistical methods of information processing.

The Theoretical Basis of the Study

The theoretical basis of the research includes a system of scientific theories, approaches and methods. Some of the theoretical foundations of our research we have determined in our previous investigations (Vassilyeva, et al., 2019). These are ideas about the social conditions of behaviour, communication and human activity, its subjectivity in interaction with social and natural environment; ideas about professional activity as a social function of a person; the theory of integrity and interdependence of social and pedagogical phenomena in the process of individual educating (Vygotskij, 2010; Ushinskij, 1953); the states of the theory and methodology of education as a holistic personality development process in a specially organized educational system (Makarenko, 1984; Suhomlinskij, 1975); the theory of socio-psychological and socio-pedagogical features of juvenile delinquents personality (Beljaeva, 1995); personal and activity approaches to the selection of content and means of educational influence on juvenile delinquents (Belicheva, 2006; Gurov, 2004; Kosikovskij, 2006); theoretical foundations of the formation of specialists readiness for professional activity (Pozdnjakov, 2002); methods of the professional training optimization in corrections (Belicheva, 2006; Unarova, 2000).

The aim of the research was achieved by the complex of interrelated and complementary scientific methods. The main theoretical methods are pedagogical analysis and synthesis, induction and deduction, comparison and generalization of the research results. The empirical base of the study is represented by a pilot study, questioning, interviewing, individual and group conversations, observation, comprehensive and formative assessment, expert assessment, generalization of independent characteristics and statistical methods of information processing.

Research Results

The application of compulsory measures of educational influence on juvenile convicts is a state task of social significance. Their use was previously one of the priority directions of the juvenile delinquency prevention and rehabilitation of minors, but without pedagogical support for their implement-tation these measures could not become an effective means of correction. The success of the use of compulsory measures of educational influence is determined by the systematical scientifically grounded pedagogical support of the main subjects of juvenile delinquents correction which was actually absent or was unsystematical. Our research proved that with appropriate pedagogical

support the effectiveness of the correction and resocialization of juvenile offenders increases.

The analysis of different approaches to the definition of the aims, essence and characteristics of compulsory measures of educational influence on juvenile offenders lets determine them as a system of penal measures applied by courts to juvenile offenders who have committed minor offenses and aimed at their correction, prevention of new crimes, individualization of the pedagogical influence carried out under conditions of state compulsion (Kazakova, 2015). It should be noted that in previous investigations the problem of compulsory measures implementation for juvenile delinquents was considered only from the juridical point of view (Beljaeva, 1995; Ermakova, 2018; Kanokova, 2015; Pozdnjakov, 2002). This research is an attempt to solve this problem in the framework of penitentiary pedagogy and juridical psychology. From this point of view this system is based on the principles of a humanistic orientation, pedagogical, preventive viability and individualization of the pedagogical influence. Its effectiveness is ensured by the combination of legal restrictions and requirements with educational, corrective and rehabilitative measures, by maximum use of the positive influence of the microenvironment, education, communication which contribute to the decriminalization of minors behaviour.

Each of these measures differs not only in the degree of penal compulsion, creating external conditions for juveniles behaviour regulation and positive experience formation, but also in methods of educational (corrective, preventive, rehabilitative) influence that stimulate intrapersonal changes, development and self-education. The pedagogical support of main subjects of pedagogical interaction by realization of compulsory measures includes the process of developing, substantiating and testing of methods, means and technologies for juveniles' correction, as well as practical training of subjects for successful work at the personal and competence level.

Pedagogical support of compulsory measures of educational influence on juveniles is a complex of scientifically grounded pedagogical technologies aimed at creation of a system of effective work with this category of minors, including the aim and objectives, essence and content, pedagogical conditions for the implementation of these measures (Kazakova, 2014). It is characterized by specifics determined by the circumstances in which the process of their practical implementation is organized (maintenance of the habitual microenvironment, legal restrictions, pedagogical regime); by the peculiarities of subjects of pedagogical interaction. These are on the one hand juveniles offenders released from criminal liability and sentenced to compulsory measures of educational influence, but having a complex of social, legal, psychological, pedagogical problems including personality development deformations and on the other hand the staff of the penal inspections, parents of minors, other family

members or persons in loco parentis, representatives of the commissions on juvenile affairs and their rights protection, state, public, educational bodies and others (Kazakova, 2014).

The analysis of the penal practice shows that the pedagogical facilities of compulsory measures of educational influence on juvenile offenders are underestimated. The main reasons for their rare use are insufficient pedagogical orientation, the lack of modern technologies for specific activities, the lack of the interaction between the main subjects of the implementation of these measures and the lack of pedagogical support in general. Employees of the penal inspections of the territorial bodies of the Ministry of Internal Affairs of Russia, families of juvenile delinquents and other subjects of the practical implementation of these measures have difficulties in educational work with problem juveniles because they are practically not ready for this pedagogical activity. They do not possess the psychological and pedagogical knowledge, skills and abilities, the appropriate scientific and methodical instruments for the implementation of these measures. Their activities are poorly organized and not provided with appropriate pedagogical support.

The analysis of the current state of the problem allowed to identify some disadvantages in the investigated measures applying, to determine their causes and to develop a system of pedagogical support for the practical implementation of compulsory measures of educational influence on juvenile delinquents.

The research was carried out in three stages: the theoretical one, including the determination of the object, the subject and the aim of the research, the study of scientific sources on the problem, the definition of its theoretical foundations and the theoretical development of the pedagogical support system; the experimental one, consisting of comprehensive and formative experiments; and the final one, including processing, generalizing of the data, formulation of the conclusions, comparing them with the hypothesis and theoretical foundations of the analyzed problem.

The experimental work was aimed at development and testing of a system of pedagogical support for compulsory measures of educational influence, as well as at identifying and estimating of social and pedagogical conditions for improving of their practical implementation. The developed and experimentally tested system of pedagogical support for the practical implementation of compulsory measures of educational influence on juvenile delinquents includes organizational and substantial, technological and staff resource components and their interaction, the main directions and ways for increasing of the pedagogical training level of the subjects of the pedagogical interaction.

Developing the criteria and indicators for assessing the pedagogical potential of the subjects of pedagogical interaction, we operated on the premise that they can be determined on the following basis: 1) legal, psychological and pedagogical competence that means deep knowledge and readiness of the penal

inspections employees and other subjects of practical implementation of compulsory measures of educational influence; 2) humanistic and social orientation of constantly changing educational activity in the "person – person" system by which external influence of pedagogical support stimulate internal activity of subjects of pedagogical interaction by using of pedagogical potential and self-correction of minors; 3) diagnostic value (the criteria must allow a comprehensive and objective assessment of the result of the activity of employees, relatives and other subjects of the practical implementation of educational compulsory measures to convicted minors). This methodological basis allowed to identify and to substantiate the criteria and indicators for the pedagogical potential assessing of the subjects of the implementation of compulsory measures of educational influence on juvenile offenders. In the context of this study the criterion characterizes the pedagogical potential of the subjects of the implementation of compulsory measures, the more complete development of which should be ensured by pedagogical support. The content of the criterion is represented by indicators which allow to identify the degree of intensity of the corresponding skills and abilities of the penal inspections employees and juveniles' parents, and on the basis of their comprehensive assessment to make conclusions about the level of their pedagogical potential.

So, the criteria for assessing the pedagogical potential of the subjects of implementation of compulsory measures of educational influence on juvenile delinquents are: 1) *cognitive* which reflects socio-pedagogical knowledge and pedagogical culture necessary for carrying out educational work with minors, their parents and other subjects of pedagogical interaction; 2*) operational and practical* characterizing the practical readiness of juvenile affairs officers, parents and other subjects of pedagogical interaction to apply effective technologies of pedagogical activities; 3) *need and motivational* which characterizes the social maturity of juvenile affairs officers, parents and other subjects of pedagogical interaction and is manifested in the understanding of the need for pedagogical development, psychological and organizational readiness to master social, personal and professional knowledge, pedagogical skills and culture for the successful implementation of compulsory measures of educational influence on juvenile delinquents.

Each of these criteria includes a number of indicators. So, the cognitive criterion for assessing the pedagogical potential of the subjects of juvenile delinquents reformation includes the following indicators: depth and consistency of social and pedagogical knowledge; initiative in the search for innovative approaches to education; the choice of strategy in interaction with other subjects involved in the implementation of compulsory measures of educational influence on juvenile delinquents. The indicators of the operational and practical component of the pedagogical potential of the main subjects of the activity are

awareness of modern pedagogical technologies (positive experience) for reforming adolescents and the skills to apply them in practice, as well as systematic and active work on the implementation of compulsory educational measures. The need and motivational criterion suggests such evaluative indicators as understanding the need for, concern of subjects of pedagogical interaction in educational activities for juvenile delinquents and motivation for appropriate behaviour in the process of interaction with organizations and persons participating in the juvenile delinquents reformation.

According to the manifestation degree of each indicator and their certain combination three levels of the development of the pedagogical potential of the subjects of educational interaction (high, medium, and low) were identified. Such methods as questioning, interviewing, individual and group conversations, observation allowed to define the level of the pedagogical potential of the subjects involved in the realization of the system of pedagogical support of compulsory measures of educational influence (Kazakova, 2010).

The developed and theoretically justified system of pedagogical support of compulsory measures of educational influence on juvenile delinquents, including organizational and substantial, technological and staff resource components, as well as diagnostic instruments (the distinguished criteria, indicators and levels of development of the pedagogical potential of the subjects of educational interaction) was tested during the empirical work.

The experimental work was conducted among the main subjects of interaction: employees of units (offices) for juvenile affairs and parents (legal representatives) of adolescents. The initial diagnostics of the level of the pedagogical potential of the subjects of educational interaction was carried out beforehand. The results of the experiment are represented in Table 1.

*Table 1 **Dynamics of the Level of Pedagogical Potential of the Employees of the Units (offices) for Juvenile Affairs and Parents of Juvenile Delinquents***

Subjects of educational interaction	Level of pedagogical potential of the employees of the units for juvenile affairs (%)					
	high		medium		low	
	Before the formative experiment	After the formative experiment	Before the formative experiment	After the formative experiment	Before the formative experiment	After the formative experiment
1	2	3	4	5	6	7
Employees of the units (offices) for juvenile affairs	20.0	23.0	34.0	35.0	46.0	42.0
Parents of juvenile delinquents	19.0	26.3	54.0	60.5	27.0	13.2

The analysis of the experimental data (Table 1) showed that after the summative experiment the low level dominated among almost half of the officers (46.0 %), and the high level of pedagogical potential was less common (20.0 %). They experience greater difficulties in activities that correspond to the cognitive criterion for assessing the pedagogical potential (lack of psychological and pedagogical knowledge) and the operational and practical criterion (lack of competencies in certain types of professional activity and its organization). It determined the necessity of implementation of the system of pedagogical support of compulsory measures of educational influence in order to increase the pedagogical potential of the subjects of educational interaction.

Not only juvenile affairs officers but also parents or legal representatives of juvenile offenders (or those in loco parentis) took part in the experiments. The data of the research indicated that before the formative experiment the subjects of pedagogical interaction demonstrated a low level of their pedagogical competence, pedagogical culture, and, consequently, ineffective activities and unproductive impact on convicted adolescents. More than half of them (54.0 %) had an average level of pedagogical potential development. More than a quarter (27.0 %) showed a low level and only 19.0 % had a high level of preparedness to participate in reforming the behavior of their fosterlings. Although these figures were slightly better than those describing juvenile affairs officers, the scientific forecast about the degree of their influence on the success of the reforming process was disappointing. Therefore, the need for pedagogical support for their participation in organizing of the activities for correcting previous mistakes in the upbringing of children was obvious.

The basis of the formative experiment was a set of training activities which made it possible to carry out a step-by-step improvement of the pedagogical potential of juvenile affairs officers and juveniles' parents. For this purpose differentiated programs were developed and implemented to increase the effectiveness of pedagogical support of compulsory measures of educational influence on juvenile delinquents for employees of the offices for juvenile affairs and parents of adolescents.

The experimental work aimed at increase of the level of the pedagogical potential of the subjects of educational interaction was carried out in two main directions: theoretical and practical training. Theoretical training was aimed mainly at increasing the least developed levels of cognitive and operational and practical components of the pedagogical potential of juvenile affairs officers: special psychological, pedagogical theoretical and methodological knowledge, practical skills and abilities to carry out educational and preventive work with juvenile offenders to whom compulsory educational measures are applied. Its results are manifested in the systemic ability to think pedagogically, the presence of analytical, prognostic, projective and reflective competences. The

development of these competencies led to raising of the level of professional self-awareness, culture of behaviour, moral, psychological and social stability which help to understand the social role better and to develop the necessary professional attitude to minors, the ability to suppress one's own antipathy and work out an "optimistic hypothesis" approach.

Practical training was aimed at the formation of organizational and communicative skills of those who implement compulsory measures of educational influence. For this purpose the following instruments were developed and implemented: a special 76-hour training course "Pedagogical support of compulsory measures of educational influence on juvenile delinquents", including 26 hours of lectures, 28 hours of tutorials, and 22 hours of independent learning; a set of methodical recommendations for organizing personalized rehabilitation services for juvenile offenders; a set of methodical recommendations for increasing the pedagogical potential of the delinquent's family members; the exemplary topics of lectures and conversations for parents; a set of recommendations for holding individual conversations with minors to whom compulsory educational measures are applied (Kazakova, Kuznecov 2020).

The data obtained after the completion of the forming experiment testifies to the positive dynamics of the level of development of the pedagogical potential of the employees of the offices for juvenile affairs. Thus, the number of officers who had high and average level of pedagogical potential has increased (by 3% and 2% respectively). At the same time there was a decrease (by 4 %) in their total number who had a low level of pedagogical potential. The data obtained convincingly testify to the positive results of the experimental work carried out. They once again confirm the effectiveness of the developed system of pedagogical support for the practical implementation of compulsory measures of educational influence on juvenile delinquents.

After the completion of the formative experiment parents whose children were registered in the offices for juvenile affairs demonstrated a tendency to growth of the pedagogical potential. The results obtained convincingly proved the considerable influence of pedagogical support on the level of the pedagogical potential of parents. In the experimental group there were positive quantitative and qualitative changes: the number of parents who had a low level of potential decreased significantly (by 13 %). Accordingly, the number of the subjects having high and average levels of development of their pedagogical potential noticeably increased after the formative experiment (by 8 % and 4 % respectively). The implementation of the system of pedagogical support of compulsory measures of educational influence on juvenile delinquents, its principles, methods, assessment criteria and indicators during the summative and formative experiments led to the optimization of the pedagogical orientation

of juvenile affairs officers professional activity and the statistically reliable increase of pedagogical potential level and the culture of the delinquents' parents.

Conclusions

Thus, the research results proved the effectiveness of the developed system of the pedagogical support of compulsory measures of educational influence on juvenile delinquents, the goal of the investigation was achieved. Battle-testing of the developed system of pedagogical support of compulsory measures of educational influence on delinquent adolescents including organizational, technological and personnel-resource components, a complex of didactic means, methods and technologies for the development of the pedagogical potential of the subjects of the pedagogical interaction allowed to analyze its influence on the dynamics of the level of the pedagogical potential of the subjects of the implementation of compulsory measures; to assess its impact on the rehabilitation of minor offenders; to join the pedagogical efforts of juvenile affairs officers and parents of adolescents. The proposed system has not only theoretical, but also particular practical significance since it is directly related to the practice of juvenile affairs offices responsible for pedagogical work with minors in accordance with their pedagogical and psychological specifics. The study allowed to compensate for the insufficient development of both theoretical and practical aspects of the socially significant problem of implementing compulsory measures of educational influence on juvenile offenders, as well as to distinguish directions for its further investigation. These are the organization of a system of training, retraining and advanced training of specialists, social teachers, psychologists, social workers for the implementation of educational activities with juvenile offenders; organization of compulsory training on preventive and pedagogical issues for adolescents' parents or their legal representatives; application of proper psychological and pedagogical rehabilitation technologies for minors to whom compulsory measures of educational influence are applied and improvement of their implementation practice.

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ACCEPTANCE OF PEOPLE WITH DISABILITIES AND THE PLACE OF RESIDENCE. POLISH EXPERIENCES

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Abstract. *The acceptance of people with disabilities is multidimensional and is sometimes analyzed concerning various factors. Both external (demographic) factors, e.g. age, gender, place of residence, type of education or occupation, and internal factors (e.g. level of intelligence, self-esteem, sense of coherence) can be taken into consideration. The study presents the results of an analysis of the relationship between the place of residence and the level of acceptance of people with disabilities. The study uses the Disability Acceptance Scale, which consists of 27 statements and is a tool to measure the level of acceptance of people with disabilities in three dimensions: (1) acceptance of support given to people with disabilities; (2) acceptance of inclusion of people with disabilities in the institutions of social life; (3) acceptance of competences of people with disabilities to function in social roles. The study involved 313 people living in south-eastern Poland, including 156 women (49.84%) and 157 men (50.16%) representing three types of residential settings: countryside, small town, and big city. The results of the research revealed that the respondents declared the highest level of acceptance concerning the inclusion of people with disabilities in the institutions of social life (dimension 2), while acceptance of their competence to function in social roles (dimension 3) was at the lowest level. Besides, statistically significant differences were observed between groups separated by place of residence in terms of the intensity of acceptance for the inclusion of people with disabilities in institutions of social life.*
Keywords: *acceptance, disability, place of residence.*

Introduction

The level of acceptance of people with disabilities in society is an important condition for social inclusion. The contemporary approach to disability, based on the biopsychosocial concept of its causes, promoting equal rights of all citizens, eliminating marginalisation and social exclusion, and creating full access to social resources to ensure high quality of life for all, provides important premises for increasing the level of acceptance of this group of people. The construct of acceptance is heterogeneous, characterized by a variety of interpretations and multiple definitions. Furthermore, the literature

highlights the lack of a comprehensive and systematic framework for understanding the broader multifaceted construct of acceptance (Williams & JanLynn, 2010). It is also important to remember that the acceptance of people with disabilities by non-disabled members of society is multidimensional and can be analyzed in terms of many factors: both external demographic and internal (Zasępa, Czabała & Starzomska, 2005, Morin, Rivard, Crocker, Boursier & Caron, 2013). One of the external factors influencing the level of acceptance is the place of residence of the surveyed people, which is not only a certain geographic-social-cultural space but also a place where certain values, norms, and patterns of behaviour essential for shaping identity and life choices are acquired. The place - depending on its size - can affect the individual, their interactions with others, their level of community involvement, their access to public facilities to varying degrees and extents. One of the most serious consequences of the increase in the number of inhabitants is the disappearance of direct interactions and the increase in anonymity, which indirectly may affect relations with other people or social attitudes, also towards people with disabilities. The present research project focuses on the search for relations between the acceptance of people with disabilities and the place of residence of the respondents.

Acceptance of People with Disabilities and a Place-based Model - Theoretical Background

Social psychology suggests that acceptance is probably one of the most important factors for people's well-being within a social context (DeWall & Bushman, 2011). We consider social integration to be successful when the person with a disability is accepted as a full member of the society by other people (including peers, neighbours, co-workers etc.). Acceptance is thus an essential component of social integration (Vornholt, Uitdewilligen & Nijhuis, 2013). Social acceptance is a prerequisite for the development of close relationships, for social inclusion and also for the weakening of negative stereotypes about people with disabilities. Besides, it is an essential condition for creating a climate of integration that goes beyond mere physical accessibility (Devine, 2004).

One of the elements influencing the attitudes towards people with disabilities and the level of their acceptance is the place of residence. The residential environment during childhood and adolescence is the primary area of primary socialisation, which is expressed by internalisation of certain values, norms, behavioural patterns and attitudes, which over time take the form of relatively stable attitudes. This environment is co-created by the family, pre-school, school and local interactions. The place of residence varies in terms of

the degree of homogeneity of the inhabitants, the level of urbanisation and industrialisation, and the size of the community. The differences between rural and urban areas are so great that the latter category is generally divided into large cities and medium and small towns. The latter creates an intermediate category between cities and villages, preserving many traditional patterns characteristic for rural life, but differing from it in terms of the number of inhabitants, which translates into the disappearance of direct interactions and the dissemination of urban life patterns (e.g. concerning leisure activities or household equipment and organisation) (Chodkowska & Kazanowski, 2019).

J.S.Carter, S.K.Carter & M.Corra (2016, p.272) suggest using "a place-based model that considers location a significant agent of socialization and producer of attitudes. This model is based on the work of classical scholars who emphasized the impact of place on viewpoints (Stouffer, 1955, Wirth, 1938). According to the place-based model, attitudes depend more on whether a person lives in certain locations rather than when a person lives in those locales." In the classical view, urban areas foster more cosmopolitan and progressive views, more tolerant attitudes towards minority and commonly marginalised groups. At the same time, secondary rather than primary relationships, of a more impersonal nature, predominate here. In the rural environment, by contrast, residents are less anonymous and more exposed to the judgements of others. Both non-standard behaviour and appearance may meet with less tolerance in the countryside (Carter et al. 2016, Dudak, 2019). The distinction between rural and urban environments appears important in certain cultural contexts (Magiati, Dockrell, & Logotheti, 2002).

Research on attitudes towards people with disabilities is carried out in different cultural circles. S.Chen, L.Ma & J.-X.Zhang (2011) conducted a study among Chinese students finding that those from rural areas have more negative attitudes compared to urban students. The student residential environment influenced people's implicit attitudes, while at the level of explicit attitudes, no differences were observed. In contrast, research among Greek pupils aged 9-12 has shown that those living in rural areas are more willing to play with children with special needs during school breaks. Furthermore, rural children were more aware of the social impact of physical difficulties (Magiati et al., 2002). Polish research shows a higher level of willingness to tolerate students with intellectual disabilities among young people living in large cities, while a higher level of willingness to support students with disabilities among rural residents (Chodkowska & Kazanowski 2019).

Methodology

The aim of our study was cognitive and was to determine the level of acceptance of people with disabilities in different residential environments as expressed in three dimensions: approval of the support provided, support for the participation of people with disabilities in social life, and recognition of their competence in performing social roles. The designed diagnosis made it possible both to assess the differentiation of the level of acceptance itself (dependent variable) and to compare it in the context of the independent variable, which was the place of residence of people participating in the research. The main problem of the research was formulated in the form of the question: What is the level of acceptance of people with disabilities in terms of recognition of their support, approval of their participation in social life and respect for the competences required to perform social roles among people from different residential environments?

In the research, we used the diagnostic survey method and the questionnaire technique. We collected material for quantitative analyses aimed at achieving the planned goal. The survey questionnaire consisted of three parts: 1) the Acceptance of Persons with Disabilities Scale, 2) the Social Approval Questionnaire (KAS) and 3) Information about the people participating in the study. The Disability Acceptance Scale allows for the collection of research material which can then be analysed in three areas: 1- acceptance of the support provided to people with disabilities, 2 - acceptance of the inclusion of people with disabilities in institutions of social life and 3 - the expression of acceptance of the competence of people with disabilities to function in social roles.

Factor 1 contains 17 items explaining 12.68% of the variance in results.

It includes statements referring, among others, to the acceptance of giving priority in access to medical care and assistance, free participation in cultural events, dissemination of images of artists with disabilities, the need to remove obstacles to their mobility and access to public institutions, and regarding personal interest in their achievements.

Factor 2 contains 13 statements that explain 12.47% of the variance in results. It contains statements treating, among others, access of persons with disabilities to goods and services enabling full participation in social life, the right to education in a mainstream school, the right to marry, and access to medical care services.

Factor 3 contains 13 items explaining 11.24% of the variance in results.

It focuses, inter alia, on the acceptance of training and employment of persons with disabilities on the open labor market, their holding managerial positions, and assessing their ability to perform marital and parental roles (Kazanowski, 2019).

The Social Approval Scale was used as a tool to monitor the level of social approval. As noted by J.J.Shaughnessy, E.B.Zechmeister & J.S.Zechmeister (2002, p.182), "the quest for social approval may cause respondents not to answer truthfully, but according to an idea of what they should answer". The research of B. Weigl confirmed that "secondary school students display less stereotypical perception and less overt prejudice (which, however, is significantly correlated with the need for social approval: the greater the need for approval, the more favourable the image of others)." (Weigl, 1999, p.140). By controlling for the level of social approval, a serious source of distortion of the obtained research results can be avoided. Finally, after taking into account the KAS criterion (subjects with scores below 7 and above 21), the results of 41 subjects were rejected.

There were 313 participants in the study, including 156 (49.84%) women and 157 (50.16%) men. Detailed characteristics of people participating in the study are presented in Table 1.

*Table 1 **Sociodemographic Characteristics of People Participating in the Study***

Socio-demographic variables	N	%
SEX OF THE RESPONDENTS		
Female	156	49,84
Male	157	50,16
AGE OF THE RESPONDENTS***		
16 - 18 y. o	97	30,99
31 - 40 y. o.	107	35,14
>50 y. o.	106	33,87
PLACE OF RESIDENCE		
Rural	116	37,06
Town	93	29,71
City	104	33,23
MOTHER'S EDUCATION		
Primary education	45	14,38
Vocational education	96	30,67
Secondary education	108	34,50
Higher education	64	20,45
FATHER'S EDUCATION		
Primary education	50	15,97
Vocational education	126	40,26
Secondary education	81	25,88
Higher education	51	16,29
No answer	5	1,60
MOTHER'S EMPLOYMENT *		
She does not work	109	34,82
She works	142	45,37

No answer	62	19,81
FATHER'S EMPLOYMENT*		
He does not work	66	21,09
He works	179	57,19
No answer	68	21,72
STRUCTURE OF THE FAMILY ENVIRONMENT **		
Nuclear family/Extended family	279	87,14
Single-parent family	34	10,86
Siblings		
Yes	247	78,91
No	66	21,09
Persons with disabilities in family		
Yes	45	14,38
No	267	85,30
No answer	1	0,32
INTERACTION WITH PUPILS WITH DISABILITIES IN PRIMARY SCHOOL		
Yes	34	10,86
No	269	85,94
No answer	10	3,20
CONTACTS WITH PUPILS WITH DISABILITIES IN LOWER SECONDARY SCHOOL		
Yes	20	6,39
No	249	79,55
No answer	44	14,06
INTERACTION WITH STUDENTS WITH DISABILITIES IN SECONDARY SCHOOL		
Yes	24	7,67
No	285	91,05
No answer	4	1,28
CONTACTS WITH PEOPLE WITH DISABILITIES IN THE COMMUNITY		
Yes	68	21,73
No	244	77,95
No answer	1	0,32

* for the second and third age groups, it is the period during the developmental age
** in the case of the second and third age group, it is the family of origin in which the respondents were brought up at the developmental age
*** to provide a broader demographic context for the research findings presented in the study, in the selection of the study group we planned a social representation comprising three age categories.

Probabilistic stratified sampling was used in the study. During meetings held in selected classrooms in schools, students were asked to participate in the study and each student was given three copies of the questionnaire (one for the student and two for other adults living together) to complete at home. Analysis of variance and Tukey's RIR test were used in the statistical analysis of the study results.

Research Results

The analysis of the research results compared the intensity of acceptance declared by the respondents relating to people with disabilities by place of residence. The structure of the measured acceptance was also taken into account, directing attention to the analysis of research results relating to the three areas of the examined dependent variable. Analysis of these four variables connected with acceptance of disabled people considering the place of the place of residence are presented in Table 2.

Table 2 ***Results of the Analysis of Acceptance of Persons with Disabilities Considering the Place of Residence***

Variable: Acceptance of disabled people	Place of residence - rural		Place of residence - small town		Place of residence - large city		F	p
	M	*SD*	*M*	*SD*	*M*	*SD*		
Factor 1: Accepting the support given to people with disabilities	3,52	0,56	3,53	0,50	3,63	0,68	1,060	0,348
Factor 2: acceptance of the inclusion of people with disabilities in institutions of social life	3,95	0,68	3,88	0,75	**4,12**	0,65	3,170	0,043[1]
Factor 3: Accepting the competence of people with disabilities to function in social roles	3,26	0,55	3,27	0,61	3,37	0,65	1,076	0,342

[1]Statistically significant differences between people living in a small town and those living in a big city (p = 0.039)

Analyzing the data in Table 2 it can be noted that there is a statistically significant difference in the acceptance of the inclusion of people with disabilities in institutions of social life between people who live in a small town and those who live in big cities (p=0.039). It is worth stressing that people living in small towns are less accepting of the inclusion of people with disabilities in institutions of social life (M=3.88). It is also worth noting that in all selected groups, the lowest results refer to the acceptance of fulfilling social roles by people with disabilities and the highest to the acceptance of the inclusion of persons with disabilities in institutions of social life. It can also be noticed that respondents living in big cities declare a higher general level of acceptance for people with disabilities (M=3.71) than respondents living in small towns (M=3.56) or villages (M=3.58). On the other hand, if people living in cities were

to be combined into one group, it would turn out that the general level of acceptance of people with disabilities among respondents living in cities (M=3.63) is higher than among respondents living in rural areas (M=3.58). Although the differences, in this case, do not reach a statistically significant value, they encourage us to carry out more detailed analyses and search for intergroup differences also in terms of individual dimensions of acceptance at the item level of the questionnaire used.

The analysis of the acceptance of the support provided to people with disabilities in the opinions of people representing different categories of living environment is presented in Table 3.

Table 3 **Results of the Analysis of the Acceptance of Support Provided to People with**
Disabilities according to the Place of Residence

Factor 1: Accepting the support given to people with disabilities	Place of residence - rural		Place of residence - small town		Place of residence - large city		F	p
	M	*SD*	*M*	*SD*	*M*	*SD*		
Perosns with disabilities create outstanding works of art	3,70	0,94	3,60	1,03	3,73	1,01	0,442	0,643
I would donate money to support people with disabilities	3,12	1,01	3,54	0,88	3,18	1,12	4,876	0,008[2]
Lack of special facilities for the disabled in schools reduces the number of students with disabilities in mainstream institutions	3,58	0,99	3,65	0,99	3,76	1,11	0,868	0,421
I would love to go to a theatre performance with people with disabilities	3,41	1,00	3,52	1,06	3,66	1,06	1,601	0,203
People with disabilities should have priority in access to medical care and assistance	3,67	1,09	3,51	0,98	3,52	1,18	0,787	0,456
Difficulties in access to public institutions for people with disabilities are the responsibility of non-disabled people	3,72	0,94	3,70	1,00	3,84	1,11	0,563	0,570
People with disabilities should be able to participate in cultural events free of charge	3,15	1,10	3,04	1,07	3,39	1,14	2,690	0,069

It is necessary to include images of people with disabilities in the school programme	3,44	0,91	3,49	0,87	3,53	1,01	0,257	0,774
The achievements of people with disabilities are important for the development of society	3,53	0,80	3,29	1,08	3,69	1,02	4,288	0,015[3]
Society has a duty to eliminate obstacles that hinder the free movement of persons with disabilities	4,14	0,98	4,09	0,96	4,10	1,18	0,075	0,928
Places where you can see the achievements of persons with disabilities are needed	3,27	0,90	3,42	0,94	3,49	1,17	1,412	0,245

[2] Statistically significant differences between those living in a rural area and a small town (p = 0.009) and in a small town and a large city (p=0.038).
[3] Statistically significant differences between adolescents living in a small town and in a large city (p = 0.010).

A detailed analysis of the acceptance of support provided to people with disabilities revealed statistically significant differences in opinions between people representing different categories of a living environment. It was found that people living in small towns are characterized by a significantly higher level of readiness to provide financial support to people with disabilities (p=0.008) than those living in rural areas and big cities, which can be interpreted as understanding the necessity of incurring higher costs related to satisfying their needs. Although the value of the mean (M=3.54) does not entitle to demonstrate a high intensity of this characteristic, it can be considered an important component for the acceptance of support provided to people with disabilities by this group of respondents.

A statistically significant difference also occurred concerning the evaluation of the achievements of people with disabilities (p=0.015). Recognizing the achievements of people with disabilities as important for the development of society is characteristic of residents of large cities (M=3.69). This result clearly corresponds to the belief in the existence of outstanding achievements among people with disabilities in the area of artistic creativity (M=3.73). Respect for the effort made by people with disabilities and a positive opinion about its results, distinguish the acceptance of inhabitants of big cities concerning providing support to these people in comparison to inhabitants of small cities (p=0.010).

Analysis of the acceptance of the inclusion of people with disabilities in institutions of social life according to the place of residences is described in Table 4.

*Table 4 **Results of the Analysis of the Acceptance of the Inclusion of People with***
Disabilities in Institutions of Social Life according to the Place of Residence

Factor 2: acceptance of the inclusion of people with disabilities in institutions of social life	Place of residence - rural		Place of residence - small town		Place of residence - large city		F	p
	M	*SD*	*M*	*SD*	*M*	*SD*		
Achievements of people with disabilities deserve to be made public	4,10	1,11	3,98	1,22	4,47	0,81	5,959	0,003[4]
People with disabilities should get married	3,87	1,16	4,01	1,13	4,20	1,00	2,495	0,084
People with disabilities should be guaranteed access to goods and services enabling full participation in socjety.	4,20	0,84	4,11	0,93	4,30	0,82	1,211	0,299
Students without disabilities should interact with their peers with disabilities at school	4,28	0,94	4,05	1,16	4,26	1,11	1,330	0,266
People with disabilities should enjoy the full right to education in mainstream schools	3,85	1,07	3,76	0,99	4,10	0,98	2,889	0,057
People with disabilities should show their feelings in public	3,72	1,27	3,75	1,10	4,02	1,13	2,096	0,125
People with disabilities limit others' access to health care services*	3,66	1,01	3,48	1,07	3,49	1,27	0,907	0,405

[4]Statistically significant differences between those living in a rural area and in a large city (p = 0.027) and between those living in a small town and in a large city (p=0.003).

When analyzing acceptance concerning the inclusion of people with disabilities in institutions of social life, a statistically significant difference was found concerning the need to disseminate the achievements of people with disabilities (p=0.003). People living in a big city represent a significantly higher level of belief in the need to disseminate the achievements of people with disabilities (M=4.47) compared to groups of people from other residential environments.

The last factor analysed in our research concerned the acceptance of the competences of people with disabilities to function in social roles and is presented in Table 5.

Table 5 **Results of the Analysis of the Acceptance of the Competences of People with Disabilities to Function in Social Roles according to the Place of Residence**

Factor 3: Accepting the competence of people with disabilities to function in social roles	Place of residence - rural		Place of residence - small town		Place of residence - large city		F	p
	M	*SD*	*M*	*SD*	*M*	*SD*		
Students with disabilities should have the opportunity to be educated in any school.	3,91	1,12	3,75	1,18	4,00	1,07	1,225	0,295
People with disabilities are less productive workers than non-disabled people*	3,15	0,96	3,19	1,20	3,56	1,20	4,285	0,015[5]
A parent with a disability is able to provide their child with the same upbringing conditions as a non-disabled parent,	3,12	1,11	3,24	1,17	3,27	1,32	0,466	0,628
I could cooperate with a person with a disability in an important task	3,79	0,93	3,70	0,94	3,63	1,07	0,727	0,484
Every institution should employ people with disabilities	2,95	1,01	2,87	1,00	2,74	1,02	1,169	0,312
I would support the candidacy of a person with a disability for a management position	3,34	0,98	3,34	0,94	3,51	1,04	1,028	0,359
Marriages of persons with disabilities do not differ from marriages of persons without disabilities	3,39	1,09	3,54	1,11	3,38	1,14	0,602	0,548
Being able to choose a future employee, it is better to hire a disabled person than a non-disabled person	2,67	0,88	2,74	0,93	2,89	0,97	1,613	0,201
People with disabilities have great potential to lead social organisations	3,01	0,91	3,09	0,76	3,35	0,97	4,217	0,016[6]

[5]Statistically significant differences between those living in rural areas and in a large city (p =0.018).
[6]Statistically significant differences between those living in rural areas and in a large city (p =0.014).

The analysis of the acceptance of the competence of people with disabilities to function in social roles revealed statistically significant differences between the surveyed groups regarding the assessment of the productivity of people with disabilities (p=0.015) and their ability to lead social organizations (p=0.016). The greatest differences were between people living in rural areas and big cities, with those living in big cities assessing more positively the potential of people with disabilities to lead community organizations and those living in rural areas assessing more positively their efficiency. Thus, there was an ambivalence of evaluation in this dimension, which is a typical phenomenon considering attitudes towards people with disabilities.

Discussion and Conclusions

Differences in social and familial relationships, rhythms of life, and interaction with the natural environment and the wider community may be relevant (Magiati et al., 2002).

The level of acceptance relating to people with disabilities shows variation according to the place of residence of the survey participants, which means that it can be an important explanatory variable for difficulties in community integration. Our research confirms that the level of acceptance of people with disabilities among people living in big cities is usually higher than among people living in rural areas or small towns and reaches a significantly higher level of support for their participation in society. This seems to confirm both classical approaches to the influence of the urban environment on less exclusionary attitudes towards marginalized groups (Carter et al, 2016), as well as previous Polish or Chinese research (Chen et al., 2011, Chodkowska & Kazanowski, 2019). On the other hand, other studies report more positive attitudes towards students with disabilities among children living in rural environments (Gash & Coffey 1995, Magiati et al., 2002). This may suggest that, in addition to place of residence (number of inhabitants living in a given place, type of relations prevailing in a given environment, access to public facilities), the cultural context plays an important role. Despite increasing globalization, certain cultural differences (e.g. rooted in history or the dominant religion) may influence the differences in results between countries.

The general level of acceptance of people with disabilities is not high. Most respondents' answers indicate an average level of approval for providing support to people with disabilities, their participation in social life, and the recognition of their competencies.

The place of residence differentiated to the greatest extent the respondents' views on the inclusion of people with disabilities in institutions of social life. Although all surveyed groups obtained the highest level of acceptance in this

respect, people living in a big city dominated over others. Especially their conviction that the achievements of people with disabilities deserve to be made public may have determined this advantage.

The lowest level of acceptance in all groups was found concerning the assessment of the social competence of people with disabilities. In this area, detailed differences occurred in comparisons between people living in the countryside and a big city, revealing the possibility of achieving a similar level of acceptance based on beliefs concerning different aspects of the analyzed issue.

The level of acceptance of support provided to people with disabilities can also be regarded as average and similar in all surveyed groups, and detailed results do not clearly indicate any of the groups as representing its higher level.

The results of our research suggest that it is worth using their achievements in developing acceptance towards people with disabilities. Presenting the results of self-activity of people with disabilities may in this case turn out to be more effective than focusing on limitations and discovering barriers to taking up activity and meeting needs. It also seems necessary to continue research and to try to explain the differences in the level of acceptance of people with disabilities based on the place of residence.

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THE DEVELOPMENT OF MENTAL MODEL OF PEOPLE WITH VISUAL IMPAIRMENT

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Abstract. *The Development of mental model of people with visual impairment in spatially-orientational and cultural-historical context, is longer Title of the Post. The ability to create mental models is, for people with visual impairment, one of the basic preconditions for the use of available information from the environment and in all areas of everyday life. Tactile graphics can provide one of the means for the development of imagination; they are particularly suitable for the creation of a complex picture of a given situation and its processing into supporting information. Their facilitating function in the development, refinement and consolidation of the imagination is indisputable and proven by empirical studies. The purpose of this paper is to present the application possibilities of three-dimensional displays of haptic information for the purposes of spatial orientation, as well as access to cultural and historical objects with emphasis on the formation of mutual relations and connections within the knowledge base of each individual with visual impairment.*
Keywords: *visual impairment, spatial orientation, imagination, space perception, three-dimensional display, tactile graphic.*

Introduction

One of the important determinants of the successful reduction of the information deficit arising due to severe visual impairment, is the lifelong development of compensatory mechanisms. Cognitive processes work in tandem with the use of other senses in a compensatory fashion to create a comprehensive picture of reality.

In particular, the continuous development and refinement of the mental models nation of people with visual impairment are one of the basic preconditions for the use of available, compensatory information obtained from the environment across all areas of everyday life. One of the means to develop the mental representations are various types of relief depictions and special pedagogical objects. Their facilitating function in the development, refinement, and

consolidation of the complex of the imagination is indisputable and proven by empirical studies. Finding new ways to improve spatial knowledge and stimulate not only the spatial imagination of visually impaired people is an important challenge for the professional public. In this context Picard and Pry (2009) presented several research studies which are focused on the role of tactile maps in the practice and implementation of spatial orientation (Picard, Pry, 2009). As Picard and Pry (2009) point out, the ability to move effectively and orient oneself independently in micro space or macro space depends on the ability to construct and use mental representations of the environment. The process by which spatial information is integrated into mental representation is then referred to as cognitive mapping. The ability to construct effective spatial representations develops gradually during life (in Picard, Pry, 2009). Various authors point out that gaps in the spatial knowledge of people with visual impairment do not reflect a low level of education, but alternative ways of dealing with space in terms of coding and behavioral strategy (Picard, Pry in Růžičková, Kroupová, 2020).

Project Base at Palacký University in Olomouc

Information presented in a tactile display can thus be a means in particular for creating a complex picture of a given situation and for its processing into supporting information, including an understanding of the mutual relations between the parts and the whole. Since 2018, the research activities of the Faculty of Education and Faculty of Science, Palacký University Olomouc, Czechia, implemented with research projects supported by the Technology Agency of the Czech Republic – TACR (TL01000507; TL03000679), have been focused on these aspects. Their primary intention is to evaluate the effectiveness of relief (tactile graphical) information in reducing the information deficit and the influence of this type of information in the development of the spatial imagination of people with visual impairment.

The Presentation of the Project and Its Goals

Relief maps as a means of making space accessible and developing the spatial imagination of people with visual impairment, in audio-tactile 3D form, were examined by the project, which was completed in September 2020 (TL01000507). The key intention was to increase the subjective comfort of independent orientation and to support its development for people with visual impairment, through their education in working with a modern generation of tactile maps created by 3D printing technology. The result is a didactic set of prototypes of audio-tactile 3D maps with appropriate software (TactileMapTalk program) and a battery of teaching materials with a set of tasks for practicing their

use (Vondráková, Růžičková, 2018). The results of the testing analysis revealed the undeniable benefits of this technology, both in the field of spatial orientation and its training, as well as in a broader context – in the development and refinement of the mental representations. These maps are a motivating element for people with visual impairment in learning about space and have a facilitating function in developing spatial orientation. When navigating on the map, participants with severe visual impairment have reported that elements that offer SoftWare (i.e. directions, tasks, and other specific information) were especially motivating. The "voice" maps were generally considered to be highly beneficial. It has been shown that once people with severe visual impairments orient themselves on a map showing a familiar environment, they find it easier to orient themselves in an environment unknown to them. Individuals with knowledge of map materials, in any form, are better acquainted with maps. Testing also showed that more conductive parts of the map help with orientation on the map, so each of the layers of the resulting map has landmarks too. The color of the map data was also tested – the results showed the predominant preference of white over yellow, in combination with blue and red. However, the individual character of the visual defect also manifested itself here, and this combination was unsuitable for some users. The result was the creation of new color swatches to quantify user preferences based on the type of disability. The course of testing and verifying the functionality of the designed relief maps is described in the following section.
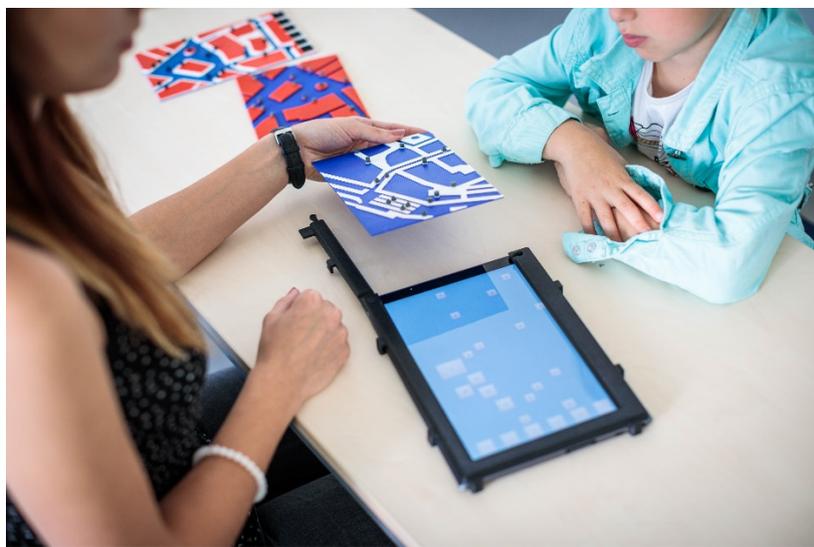
Figure1 **3D Audio Tactile Maps with a Demonstration of Tactile MapTalk**

3D Models of Historic and Church Buildings with Auditory Elements

With regard to the findings and based on a positive response from users and interested professionals, a follow-up concept was created to improve the mental representation building of visually impaired people through 3D models with auditory elements, in cultural and historical contexts, where the displayed objects are important historical monuments. The aim of the project entitled "Reduction of information deficit and development of the imagination of people with visual impairment through 3D models with auditory elements" is to reduce the information deficit caused by loss or reduction of visual perception in people with visual impairment through a multisensory approach, and at the same time, to support the development of their spatial Representation building. The goal will be achieved through the design, creation, and practical implementation of 3D audio-tactile models of historical and religious monuments. It is an interdisciplinary project that uses the latest knowledge in the field of special education, cartography, and 3D modeling while taking into account modern approaches to humanities education. The project fundamentally combines technical and non-technical research content. Technical research, which will take place in the introductory parts of the project, will focus on the implementation of 3D models and verification of their suitability and functionality. Non-technical research will enable the implementation of the proposed solution into practice and enable the validation of the proposed didactic procedures. The key phase of the research will be user testing of models and evaluation of didactic approaches. The transdisciplinary overlap of the project under the auspices of experts on historical and religious monuments enables a significant improvement of joint research in terms of its societal contribution.

The presence of publicly accessible 3D models in historic buildings is rather sporadic in the Czech Republic. Most of these models are not intended directly for people people with visual impairment and are not adapted for this use. In the vast majority of cases, however, even haptic models provide only a basic idea of the overall shape of an object. In contrast, the solution proposed in this paper enables multisensory perception, where the placement of interactive elements on a 3D model significantly increases its information value. Practical issues of special education in the field of cultural heritage care were addressed in the publication, "The methodology of creation, implementation, and quality evaluation of educational programs in the field of cultural heritage care for participants with special educational needs" (Havlůjová et al. in Vondráková, Růžičková, Kroupová, 2020). The recommendation of this methodology emphasizes the need for tactile and auditory tools. The TouchIt3D technology used by the proposed project combines these two basic methods-tactile and auditory-and thus provides a greater amount comprehensive information that a

person with visual impairment can obtain through studying the model. Several international publications deal with the issue of making monuments accessible to visually impaired people (Vondráková, Růžičková, Kroupová, 2020). These are various approaches to 3D visualization and access to models of parts of monuments, but always at a basic level and notably without the use of modern multimedia technologies.

The purpose of this project is to create procedures that will significantly reduce the information deficit of people with visual impairment in the field of cultural and historical education. The outputs of the project will be used by organizations dedicated to the education of people with visual impairment, as well as administrators of selected historical and religious monuments.

*Figure2 **Historical 3D Model with Its Creator***

Development and Testing of the 3D Audio-tactile Maps

User testing is considered a modern approach in science, although its origins go back a long way in many different industries. In cartography the elements of map design that relate to user experience have been the subject of long-term research (Vondráková, Barvíř, Brus, 2019). The organizing concept of "Map Use" reflects the needs of users of map products and provides a framework for improving the usability of maps (Vondráková, 2013). This is a multifaceted concept which draws inspiration and knowledge from the disciplines of sociology, psychology, and the fine arts, among other areas.In the introductory stage of the project, the areas of relief graphics for people with visual impairment and relief-cartographic semiotics were addressed. Several swatches were made to test the suitability of height differences between layers, line thickness, size of point

characters, line structure, the texture of area map characters, and other variables. An additional key element was the selection of a color contrast usable for people with preserved remnants of sight.

The results were relatively controversial and indicated a a great amount of variability between individual users, thus suggesting that there may be subjective factors at play.

Within the project, mainly large-scale plans of specific localities were created. One of the important aspects are technological limits for 3D printing (Voženílek, Vondráková, 2014). Due to the fact that the requirement was the creation of relief maps of very small sites, where commonly available data sets are not sufficient to implement such a scale, the method of non-automated computer 3D modeling was chosen. The size of the tactile maps was adjusted according to the size of the test equipment (tablets) and according to the parameters of the 3D printer. The selected size was 208 × 130 mm. The scale of each map was always adjusted so that the entire area of interest in this dimension is displayed in as much detail as possible. The process of designing tactile maps created on the basis of field surveys and cadastral maps took place in the SketchUp 8 program (Barvíř et al., 2018).

In accordance with the proposed didactic procedures mentioned below, which should lead to better and more effective understanding and learning by the target group, a series of prototype maps distinguished layers of streets (including parking lots and other areas commonly used by vehicles), layers of sidewalks (and other areas designated for pedestrians) and barrier layers (buildings, vegetation, other areas). The layers were level-separated by a height difference of 1 mm, which was identified as the most suitable from testing swatches in the target group of users. These "layer maps" form a didactic set for practicing the perception of partial spatial data, which is followed by the use of a complex map.

In the first phase, only these maps representing individual thematic layers were tested, without the need to work with the completely new concept of audio-tactile maps. The results of the user testing were favorable and only the color was adjusted to the scheme of the blue-yellow-red composition. The form of the characters otherwise suited most respondents, with individual reservations noted.

The TouchIt3D tactile map testing phase followed. Interactive map features were modeled on the map for each of the three selected test sites. These include a graphic scale bar indicating the length corresponding to 50 m (height 4.5 mm from the base, line width 5 mm), pedestrian crossings (at a height corresponding to the base layer of sidewalks and streets, i.e. with a height of 2 mm or 1 mm), the start and endpoints of public transportation transfers (a circle with a diameter of 10 mm, height 5.5 mm) and public transport stops (a square with an edge length of 8 mm, height 5.5 mm).

The 3D printing of the tactile maps took place on a two-extruder printer, the Ultimaker 3. Tactile maps were made of contrasting colors; while the color red was chosen for the barriers, the sidewalks were drawn in yellow and the lowest layer of roads was blue. All interactive map characters were black due to the type of material used. White was used for the background of special maps showing only one selected layer (sidewalks or barriers).

A special frame for attaching the tactile map to the tablet was designed and manufactured on a professional Stratasys F170 3D printer. Emphasis was placed on simple design, efficient production without the need for numerous support structures, easy handling and a firm connection of all three components (frame, tablet and tactile map) into one unit.

Based on the specifications of the required functionality, a beta version of the TactileMapTalk mobile application for tablets with the Android operating system was also created. For this test version of the application, templates containing the layout of controls for selected areas were subsequently created by measuring individual interactive characters. For the application, it is possible to define buttons under the appropriate interactive characters containing parameters about their position, dimensions, and text, which is then converted into speech by the application's TTS function.

The findings from the second phase of testing were incorporated into the design of the final form of the tactile maps. The color scheme was changed to blue-white-red, which suited more respondents. Various features were also tested in terms of their vertical shape (tip, sloping surface, horizontal surface), correct conductivity (executability of touchpoints), user-friendliness, and evaluation of user aspects within the concept of Map Use. The results of the testing included, for example, the definition of a new setting of the pavement width parameter to min. 5 mm for correct tactility and understanding of the presented layer. It was then confirmed that the changes made led to greater accuracy of the respondents' work with the tested tactile maps.

During testing, it was very useful to gradually acquaint the user with the concept of the map, with individual "layer maps" and then the subsequent acquaintance with the TouchIt3D map, where the user already knew which points would be touch activated and that he should wait for an audio response. In terms of the use of audio-tactile content of tactile maps, based on user testing, the plan to include several ways to start the audio track (possibility of double-clicking, long hold, etc.) was abandoned. Only one longer hold uniformly for the whole map turned out to be more suitable. The testing clearly showed that all conductive parts of the map must be elevated and ideally with their own characteristics (typeface), otherwise the user is very clumsy on the map and audio tracks are triggered when viewing the map without the user wanting to.

In the first two phases, testing took place with adult participants, and in the second phase, primary and secondary school pupils also took part in the testing, for which sets of tactile maps for teaching geography were created.

The test group of target users was heterogeneous, not only in terms of gender, age (from 8 to 73 years), but also in the scale of ophthalmological diagnoses (a predominance of individuals with age-related macular degeneration, cataract, glaucoma, with the group also including participants with neurologically conditioned visual disorders and genetically determined defects in the range from severe low vision to the zone of full blindness). More details are available in Vondráková et al. (2020).

The developed large-scale TouchIt3D maps thus have great potential to become a common tool for practicing the independent movement of people with severe visual impairments and a means to develop their, not only spatial, imagination.
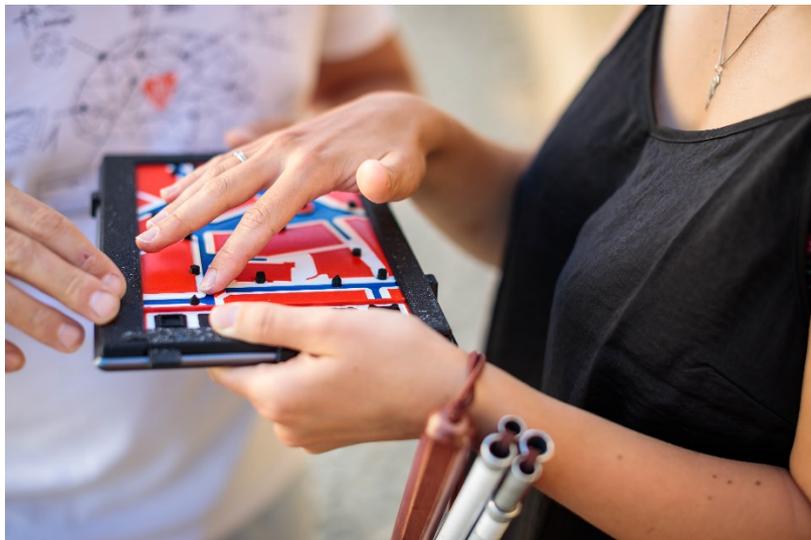
Figure3 **Field Testing of 3D Audio Tactile Map**

Summary

It is indisputable that relief graphics, whether in the form of 3D tactile maps or 3D models of cultural-historical and sacral objects, demonstrably reduce the information deficit caused by loss or reduction of visual perception and contribute to increasing quality and comfort in learning about learning about environments deemed culturally valuable in our contemporary society. Relief graphics in 3D with auditory elements open up another level of accessibility as well as a number of challenges for the professional public and opportunities for the users themselves.

Our research has shown not only the need for 3D tactile maps in a common educational environment. He also showed the need to reconsider the long-standing standards for tactile maps of the people with visual impairment.

At present, our research continues by displaying 3D models of historical and ecclesiastical monuments in order to show their need in creating general ideas for the people with visual impairment. However, we are already sure that modern 3D imaging techniques help people with visual impairment to create ideas about space and movement in it.

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PLANNING AND APPLICATION OF METHODS IN DIFFERENTIATED INSTRUCTION AND INDIVIDUAL APPROACH TO PUPILS WITH DIFFICULTIES IN PRIMARY SCHOOL

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Abstract. *In an inclusive school teachers are expected to take responsibility for planning the teaching process in which they will apply adequate support (Ahon Adaka, 2013; Tomlinson, 2015). The aim of this research is to determine certain specificities of teachers' differentiated instruction in their teaching and planning of individualised methods for the successful conduction of activities with pupils with difficulties in lower and higher grades of primary school. The set hypothesis states that there is a statistically significant difference between class teachers and subject teachers of primary schools of the Republic of Croatia (N=410) in the estimation of their own planning and application of methods in differentiated instruction and individualised approach to pupils with difficulties. The nonparametric Mann-Whitney U test was used to test the differences between teachers groups. The results showed that class teachers applied methods relating to pupils' more successful inclusion in activities and supported their individuality by applying individualised teaching aids more than subject teachers. Such results indicate that differentiated and individualised teaching methods which are most adequate for a certain pupil and which will support their self-activity during primary education are still insufficiently present, even more in higher grades of primary school.*
Keywords: differentiation of instruction, individualised approach, methods, pupils with difficulties, teachers.

Introduction

Modern methods and educational technologies, which began to be used more and more in education at the beginning of the 21st century, have stimulated the growing need for differentiated teaching and individualized approach. Differentiated teaching is a pedagogical-methodical-didactic approach that has often emphasized the importance of teachers in meeting the different learning needs of pupils for the last three decades. According to Bondie, Dahnke, & Zusho (2019) differentiated teaching refers to the adaptation of content (what is learned),

process (how learning is structured), the final product, i.e. results (how learning is valued) and the physical learning environment, and such planning of differentiated teaching depends on the teacher's perception of the pupils' readiness to learn, his or her learning profile, and interests (Tomlinson & Allan, 2000; Tomlinson, 2000; 2001). This definition was used to justify different approaches in teaching to meet the educational needs of pupils (Jenkins, Schiller, Blackorby, Thayer, & Tilly, 2013) and their active participation in various activities in which they participate according to individual interests, including adjusting working hours and tasks appropriate to the abilities and capabilities of pupils (Grimes & Stevens, 2009). Similar to differentiation, an individualized approach and learning is teaching that is based on the individual educational needs of pupils for learning. Individualization, however, focuses more on the time and pace of learning and teaching. Although technical differentiation and individualization are different concepts, they are part of the same strategy in the education system.

Pupils with difficulties have different and changeable needs and form a heterogeneous group in an inclusive school. Their educational needs relate to their developmental characteristics, personal experience, previously acquired competencies, habits, interests, social and cultural environment. Although teachers understand that not all pupils are the same and that their needs are diverse, there are still insufficient teachers acknowledging these differences in their classrooms (Subban, 2006; Van Casteren, Bendig-Jacobs, Wartenbergh-Cras, Van Essen, & Kurver, 2017, according to Smale-Jacobse, Meijer, Helms-Lorenz, & Maulana, 2019).

Although differentiated teaching and individualized approach are often the focus of theoretical and practical considerations in research, not much research has been conducted about their benefits within empirical outcomes for improving pupil achievement in an inclusive school (Smale-Jacobse et al., 2019). In addition, schools today have classes with an average of 25 pupils, and subject teachers work in several such classes a day, so it is often difficult for them to provide individualized support to all pupils who need it. Therefore, one of the main challenges in education today is the planning of individualized support, and it is often difficult for teachers to plan and implement content and activities for each pupil at an appropriate level of learning, while teaching has to meet state standards of the education system. Some results from different countries indicate that teachers rarely adapt their teaching methods to the individual capabilities and abilities of pupils (Schleicher, 2016).

All of the above, for the benefit of each pupil, and also in the context of the aim of this research and hypothesis, emphasizes the fact that the process of differentiation cannot be improvised by the teacher during the learning process, but must be first systematically planned. The same applies to the planning of an

individual approach, i.e. the application of those methods, tools and didactic materials that support the special educational needs of a particular student.

Aim and Hypothesis

The aim of this research is to determine certain specificities of teachers' differentiated instruction in their teaching and planning of individualised methods for the successful conduction of activities with pupils with difficulties in lower and higher grades of primary school.

In line with the above, it was hypothesized that there is a statistically significant difference between class teachers and subject teachers of primary school in the estimation of their own planning and application of methods for the successful conduction of activities in differentiated instruction and individualised approach to pupils with difficulties.

Literature Review

Today's contemporary schools are inclusive and follow educational policies aimed at respecting diversity, children's rights and involving pupils of culturally and linguistically diverse backgrounds and pupils with difficulties (Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 2015 according to Smale-Jacobse et al., 2019). Although the concept of differentiated teaching is quite familiar, it is difficult for teachers to understand how differentiated teaching should be conducted in their classrooms (Van Casteren et al., 2017). In an inclusive school teachers are expected to take responsibility for planning the teaching process in which they will apply adequate differentiated and individualised forms of support.

While in some inclusive schools the traditional classroom is still present without any changes in teaching methods, resources and materials (Buli-Holmberg, 2008) and teachers self-assess with insufficient planning and application of individualized methods, inclusive education is a challenge for teachers who have to teach and plan classes that make a combination of support for pupils with diverse needs and pupils with difficulties in classrooms. The best teaching practice in an inclusive classroom should reflect effective teacher-pupil interaction, which for pupils with difficulties means appropriate support from teachers with competencies that successfully meet the needs of pupils with difficulties (Buli-Holmberg & Jeyaprathaban, 2016).

Teachers also need to plan aims, assessment and strategies to meet a range of developmental and educational needs of pupils with difficulties present in today's classrooms (Conderman & Johnston-Rodriguez, 2009). Given that differentiated teaching starts from the fact that not all pupils are equal and therefore not all pupils learn in the same way, an individualized approach to

teaching is crucial in planning lessons to respond to individual differences between pupils in classrooms (Tomlinson, 2001; 2004). Therefore, differentiated teaching requires teachers to be flexible in their teaching approaches and flexible in adapting the curriculum, rather than expecting pupils to adapt to the curriculum. Developing a wider range of teaching methods can not only help meet the needs of pupils with difficulties, but can help more pupils learn problem-solving concepts and give teachers the opportunity to self-evaluate (Thousand, Villa, & Nevin, 2007).

Research Methodology
General Characteristics of Research

According to the modern, holistic approach, the success of pupils with difficulties depends on the type and amount of support provided to them in school and life. It follows that pupils with difficulties can be successful in regular schooling if they are provided with appropriate support, i.e. differentiation is carried out and the approach in the teaching process and schooling conditions is individualized.

In the Republic of Croatia, working conditions at school with all pupils, including pupils with difficulties are regulated by the State Pedagogical Standard. However, some research suggests that working in an inclusive classroom, where all pupils feel accepted, requires expanding traditional teaching practices, especially if the provision of individualized educational support to pupils with difficulties grows negatively in the upper grades, i.e. where the educational content is most extensive and the most demanding in terms of curriculum (Kudek Mirošević & Bukvić, 2017). As a result, teachers who are willing to teach according to different learning styles of pupils to enable each student to actively participate in activities are needed (Obiakor, Harris, Mutua, Rotatori, & Algozzine, 2012) such as the use of simple tools, such as manipulative materials and multi-sensory means, giving instructions and feedback, which encourages the development of different areas of learning for pupils with difficulties.

Instrument, Data Collection and Processing Procedure

For the purposes of the research, a Questionnaire for teachers on the planning and application of teaching methods was constructed (internal consistency *Cronbach α=.819*, construct validity was quantified with *Pearson correlation coefficient r*, and total score is higher than the table value at the significance level of p=.05). The research was held in 2018. Respondents filled out the questionnaire in physical presence in their schools following previous instructions from the researcher. The research was anonymous and conducted on a voluntary basis,

respecting the ethical aspects of the research and informing all participants about the purpose and aim of the research, as well as the confidentiality of data obtained by the research.

The questionnaire consists of two parts; the first part refers to participants' gender, work with regard to lower or higher grades of primary school teaching, age and work experience, whereas the second part in this paper includes nine statements related to the planning and application of methods in teachers' work with pupils with difficulties (Table 1 and Table 3).

Teachers on a four-point Likert-type scale (daily-1, weekly-2, monthly-3, rarely-4) assessed how often they differentiated teaching and individualized the approach through the application of certain methods in teaching pupils with difficulties. The basic descriptive parameters were calculated on the obtained results and Mann-Whitney U test was used. The data obtained from the research were processed by the licensed statistical package SPSS-23.

Results and Discussion
Participants

As many as 410 teachers (89.2% female and 10.8% male) from primary schools in the Republic of Croatia participated in this research. Of the total number of teachers, 237 (57.8%) were lower grade teachers and 173 (42.2%) were higher grade teachers. With regard to age, most participants (32%) were between the ages of 41 and 50 and between the ages of 31 and 40 (29.3%). As many as 18.8% were between the ages of 51 and 60 are 18.8%, 14.9% were under the age of 30 years, while 5.0% of them were over the age of 60. The least number of participants (13.1%) have more than 30 years of work experience, followed by those who have up to 10 years of work experience (15.9%) and those who have up to 5 years of work experience (20.0%). Most participants have a work experience of 11 to 20 years (27.6%) and of 21 to 30 years (23.4%).

The basic descriptive values of the scale are shown in Table 1.

*Table 1 **Descriptive Values***

Items	Range	Min.	Max.	Mean		Std. deviation	Variance	K-S
	Stat.	Stat.	Stat.	Stat.	Std. Error	Stat.	Stat.	p
1-changing the classroom seating arrangement depending on the educational needs of the pupils	3	1	4	3.00	.048	.961	.924	.000

2-individualization of verbal instructions and teaching contents	3	1	4	1.42	.035	.695	.484	.000
3-realization of planned individualized curricula and activities	3	1	4	2.06	.042	.846	.716	.000
4-providing auxiliary materials such as individually made board plan, abbreviated and simplified texts, learning questions, etc.	3	1	4	1.64	.040	.807	.651	.000
5-use of teaching aids such as concrete, pictorial or graphic representations, schemes	3	1	4	1.64	.039	.778	.606	.000
6-reducing task difficulty	3	1	4	1.38	.032	.646	.417	.000
7-shortening tasks	3	1	4	1.40	.033	.661	.437	.000
8-providing additional time to solve tasks	3	1	4	1.30	.030	.594	.353	.000
9-adjust text structure (font, higher spacing, more answer space, etc.)	3	1	4	1.96	.051	1.007	1.014	.000

Regarding descriptive values for all participants, the results in Table 1, show that teachers in primary schools generally relatively rarely differentiate teaching and individualize the approach through the application of certain methods in teaching pupils with difficulties. They individualize the rarest with regard to the adaptation of space by organizing the seating arrangement of pupils depending on the educational needs of pupils and they do not implement individualized curricula and activities as planned. They adapt the text relatively rarely in the presentation of the content for the adoption of educational outcomes and use less auxiliary materials and other adaptations in the ways of presenting the visual content of learning. On the other hand, they individualize verbal instructions more often, in terms of understanding instructions in relation to content determinants, as well as shortening tasks, i.e. reducing tasks of equal difficulty. Teachers adapt the ways of setting requirements in terms of planning appropriate work time to solve tasks the most often, i.e. prolong or shorten the time needed by the pupil taking into account his or her perceptual, cognitive, sensory, and motor skills to carry out planned activities. Teachers also often select appropriate tasks according to their number and complexity. Namely, differentiated teaching presupposes individualized teaching methods and materials that correspond to the individual

educational needs of pupils with learning difficulties and other different learning needs (Scruggs, Mastropieri, & Marshak, 2012). In this context, these results point to the need to strengthen the professional competencies of teachers to provide more often differentiated support and modern teaching to pupils with difficulties in an education system that aims at a stimulating inclusive environment.

Since the Kolmogorov - Smirnov (K-S) test showed that all items significantly deviated from the normal distribution, the significance of differences on the basis groups were tested by a non-parametric statistical method, i.e., the Mann-Whitney U test.

First of all, the Mann-Whitney U test is at the level of statistical significance (Table 2). This means that there is a statistically significant difference ($p<.05$) between class teachers and subject teachers in assessing all items i.e. frequency of their planning and application of observed methods, which confirms the hypothesis.

*Table 2 **Differences between Class Teachers and Subject Teachers of Primary School Shown by Mann-Whitney U test***

Items	I1	I2	I3	I4	I5
Mann-Whitney U	13231.500	14656.500	15308.000	12906.500	13859.000
Wilcoxon W	39337.500	40991.500	41414.000	39241.500	40424.000
Z	-5.544	-5.377	-3.986	-6.563	-5.690
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000

Items	I6	I7	I8	I9
Mann-Whitney U	15507.500	15862.500	15297.000	16722.500
Wilcoxon W	41613.500	42427.500	41632.000	43287.500
Z	-4.155	-3.538	-4.657	-2.133
Asymp. Sig. (2-tailed)	.000	.000	.000	.033

Table 3 **Result of Mean Rank and Sum of Rank**

Items For pupils with difficulties: *How often you...*	Teachers of primary school	Mean Rank	Sum of Ranks
I1- change the seating arrangement in the classroom depending on the educational needs of the pupils	*lower grades*	172.53	39337.50
	higher grades	**233.74**	39268.50
I2- individualize verbal instructions and teaching content	*lower grades*	179.00	40991.50
	higher grades	**230.29**	39609.50
I3- manage to realize the planned individualized curricula and activities	*lower grades*	181.64	41414.00
	higher grades	**225.50**	38786.00
I4- provide supporting materials such as an individually designed board plan, abbreviated and simplified texts, learning questions, etc.	*lower grades*	171.36	39241.50
	higher grades	**240.46**	41359.50
I5- use teaching aids such as concrete, pictorial or graphic representations, diagrams, etc.	*lower grades*	175.76	40424.00
	higher grades	**235.92**	40579.00
I6- reduce the difficulty of tasks	*lower grades*	182.52	41613.50
	higher grades	**221.24**	37389.50
I7- shorten tasks	*lower grades*	184.47	42427.50
	higher grades	**217.94**	36178.50
I8- provide extra time to solve tasks	*lower grades*	181.80	41632.00
	higher grades	**222.45**	37371.00
I9- adjust text structure (font, higher spacing, more answer space, etc.)	*lower grades*	188.21	43287.50
	higher grades	**211.65**	34922.50

Further, Table 3 shows the *mean ranks* and *sum of ranks*, which are expected to differ by the observed groups, and they show how the group assessments differ in observed methods. Given the direction of differences and the prevalence of items (higher rank is a less common method used by teachers), the results show that subject teachers self-assess that less than class teachers self-assess their planning and application of methods for the successful implementation of activities in differentiated teaching and individualized approach to pupils with difficulties, which indicates the need to strengthen the professional competencies of teachers to provide support and modern teaching of pupils with difficulties, especially teachers of higher grades. The same results were shown by the research of (Kudek Mirošević & Bukvić, 2017) in the sense that class teachers provide individualized educational support to pupils with difficulties more than subject teachers. Namely, during teaching, it is necessary to apply methods, procedures and tools in teaching, taking into account the individual needs, opportunities and ways of learning of pupils with difficulties in an inclusive environment, especially with the transition of pupils from lower to higher grades. The results indicate that

differentiated and individualized planning requires teachers to set more optimal and customized tasks for pupils during the teaching process and to predict how and how much pupils will be burdened with certain content and activities, especially pupils at higher grades of primary school where the content is more extensive and the different demands on pupils alternate much more rapidly. Therefore, it is important to determine how much and what kind of support teachers need to provide (differentiated) and when (individualized) in order for pupils with difficulties to be successful in learning which shows the importance of the connection between teaching (by teachers) and learning (by pupils). If planning and assessment for learning adaptations is inadequate and if it does not provide information to pupils who need it, especially pupils with difficulties, on how to succeed in achieving important goals and educational outcomes, the learning environment will be uncertain and inadequate because the challenges of learning and support in teaching are out of balance. If teaching is not suited to the educational needs of pupils with difficulties in terms of planning, readiness, organization, according to the interest and learning styles of pupils, pupils will not be able to actively participate in teaching activities with other pupils, nor be able to independently perform educational demands. The results of this research indicate an insufficient number of teachers in schools with the necessary competencies for teaching pupils with difficulties and the need to acquire additional competencies, especially for higher grades in primary schools of the Republic of Croatia. From the above arises the need to acquire specific competencies of the 21st century in the system of inclusive education, as well as to set the standards needed for differentiated and individualized teaching.

Conclusion

The results show that in all items there is a statistically significant difference between class teachers and subject teachers in assessing frequency of their planning and application of methods for the successful implementation of activities in differentiated teaching and individualized approach to pupils with difficulties, which confirms the hypothesis. Namely, the results show that subject teachers self-assess that less than class teachers self-assess their planning and application of such methods which indicates the need to strengthen the professional competencies of teachers to provide support and modern teaching of pupils with difficulties, especially subject teachers. The way pupils and their teachers experience the learning and teaching environment in inclusive education profoundly shapes how pupils participate in teaching and how their teachers differentiate and individualize teaching. However, there are other elements which greatly affect the nature of the learning environment (for example, curriculum). Also, the association between teachers age, gender work experience and method

use for individual approach was not examined on this occasion, which may be a limitation when interpreting the data due to their possible influence. Also a limitation may be that the applied questionnaire wasn't weighted and hasn't an adjustment for the participants.

The contribution of the results of this research is that they undoubtedly show that there are many teachers, especially teachers in lower grades applying inclusive practice, who can meet the educational needs of pupils with difficulties. However, the results suggest that teachers need to develop the differentiated and individualized teaching competencies needed to implement such practices that, in addition to adapting the environment, content, instruction, optimal time and tasks.

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TEACHER OPINIONS ON SEXUAL EDUCATION OF STUDENTS WITH INTELLECTUAL DISABILITY IN LATVIA

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Abstract. *Sexual education plays an important role in preparing children and adolescents for a safe and productive life. Sex education provides not only knowledge about different types of sexual issues, or about common sexually transmitted diseases, unwanted pregnancies, sexual violence, but also personal identity, safety, love, intimacy and relationships.*
This study was conducted in order to examine the opinions of special education teachers working with adolescents with intellectual disabilities on sexual education. A descriptive study design was used. The authors designed a questionnaire to explore the opinions of 72 special education teachers in Latvia.
The research results approved how crucial it is to provide opportunities to receive sexual education for adolescents with intellectual disabilities at school.
Keywords: *adolescent, intellectual disabilities, sexual education, special education teachers.*

Introduction

Adolescents with intellectual disabilities have the same rights as those without disabilities, but many of these adolescents face challenges to the attainment of their right to healthy sexual development. For adolescents with intellectual disabilities, schools are often the main source of information for learning about sexuality; therefore, the provided education needs to be of good quality to support students in their transition from childhood into adulthood.

The aim of this study is to explore the opinions of special education teachers on sexual education provided at school for adolescents with intellectual disabilities and to promote a discussion about the particular issue. During this research 72 special education teachers have been surveyed.

Research methods: a scientific literature analysis, a survey of special education teachers from Latvia (72 respondents), a data collection and analysis.

The article is based on research results presented in the Diploma Paper by Elīna Kviese (2020).

Literature Review

General sexual education can be defined as a teaching and learning process where cognitive, emotional, physical and social aspects of sexuality are studied. The aim is to ensure that children and young people gain knowledge, skills and values that will enable them to be aware of their health, well-being and respect, to develop respectful social and sexual relationships, to understand how their choices can affect one's own and other people's well-being, to understand and ensure the protection of rights (UNESCO, 2018). Schaafsma, Stoffelen, Kok and Curfs (2012) state that sexual education can considerably improve social skills, behaviour, decision making skills and knowledge.

Children with intellectual disabilities, like any other adolescents, reach their puberty. Some children reach it quite early (at the age of 5), others experience delayed puberty (at the age of 20). This is the period when adolescents become strongly motivated to build sexual and romantic relationships with other people. Adolescents with intellectual disabilities experience various sexual sensations as their peers; there are adolescents who consider sexual activities as insignificant, meanwhile, some adolescents think about sexual activities constantly. These adolescents can face challenges to understand their sensations, thus an additional support is required to educate them about the experienced sensations, skills how to express them and act accordingly.

F. Brown and S. Brown (2016) declare that a neglected upbringing can lead to inappropriate behaviour. People with intellectual disabilities are vulnerable for various reasons, for instance, they constantly depend on others, are socially isolated, over-protected, and the lack of understanding of surrounding people about their sexual development can lead to a suppression of sexual and psychosocial development, a lack of sexual education, sexual violence and treating these individuals as less socially significant (Güven, İşler, 2014). Adolescents with intellectual disabilities are 50% more likely to have unprotected sex in comparison with their peers without intellectual disabilities. Girls with intellectual disabilities get pregnant more often (Baines, Emerson, Robertson, Hatton, 2018). Besides, individuals with disabilities have a higher risk to sexual abuse (Hartman, 2014), sexually transmitted diseases and drug abuse (Lunsky, Durbin, Brown, Bansal, Heifetz and Antoniou, 2017). Consequently, the adolescent sexual education should be initiated before individuals have started their sexual life. In addition, the research carried out by Kammes, Douglas, Maas and Black (2020) indicates that parents express their wish that schools introduced sexual education even more.

Adolescents with intellectual disabilities often feel lonely, not being understood, they long for romantic relationships, however, are incapable to

establish them. Wickström, Larsson and Höglund (2020) point out that even if these adolescents with intellectual disabilities could begin their relationships, there is a little chance that the romantic partners could spend certain time together as a couple in the environment they live.

It should be admitted that there is limited information available on sexuality, compared to the rest of population. There are several reasons for that, for example, limitations for learning, available resources, having a content that is written in the easy and plain language with relevant images. Couwenhoven (2001) highlights another serious reason that adults avoid having conversations about topics on sexuality; moreover, they often characterise it as something wrong. Also, Tamas, Brkic-Jovanovic, Rajic and Prkosovacki (2019) state that, indeed, sexuality is an embarrassing and contradictory topic for adolescents with intellectual disabilities, for their family members and other people they live together, and for professionals.

It is assumed that parents should be the primary source of information about sexuality for their children, sharing also values of the family (Hartman, 2014). Parents and professionals should work together to support adolescents with intellectual disabilities, although this is a complex task, because parents and professionals do not always have the same point of view (Couwenhoven, 2001). Tamas et al. (2019) indicate that when there are contradictory views and different values of parents and professionals, their collaboration is less qualitative and can cause confusion and raise false hopes regarding adolescents with intellectual disabilities.

Teachers often have a laid-back attitude of "if they do not ask, there is no need to explain" (F. Brown & S. Brown, 2016). Social care employees, working with adolescents with intellectual disabilities, admit that they have heard comments stated by society and colleagues that definitely there is no need to talk about sexuality related topics, for example, stating that "do not wake the sleeping bear" or "we do not ask and do not even raise the question, do not give them the chance even to talk, you do not even mention sexuality" (Wickström et al., 2020, 5). A negative attitude exists towards a homosexual intercourse; Abbott and Howarth (2006) see plausible reasons for that and argue that it is due to the lack of knowledge and confidence how to educate adolescents with intellectual disabilities on such topics, and intentions to avoid disagreements between parents and professionals. Although there are professionals who admit their incompetence and ignore problems, the majority of professionals have a positive attitude, in general (Tamas et al., 2019; Wickström et al., 2020).

Adolescents seek for information from different sources: friends, television, Internet. Asagba, Burns and Doswell (2019) remind that these sources are both useful and harmful, even dangerous. Besides, the study of Löfgren-Mårtenson (2012) shows that adolescents with intellectual disabilities

acknowledge their willingness to gain additional information about sexual education. According to Frawley and Wilson (2016), adolescents with intellectual disabilities consider that teachers have not shared enough information about these topics that are essential to them at this age; therefore, teachers should address these issues more seriously and evaluate what kind of information should be provided for their students.

Results and Discussion

This study was conducted in order to examine the opinions of special education teachers, working with adolescents with intellectual disabilities, on sexual education that is provided at school. A descriptive study design was used. The authors designed a questionnaire as a data collection instrument to explore the opinions of 72 special education teachers in Latvia.

The gained results indicate that sexual education is important for students with intellectual disabilities to be provided at school, with reference to the views of special education teachers (see Figure 1). Figure 1 shows that there were 48% of teachers who strongly agreed and 44% agreed to this statement.

It is important to talk about sexual education at school

0% 2% 6% 48% 44%

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
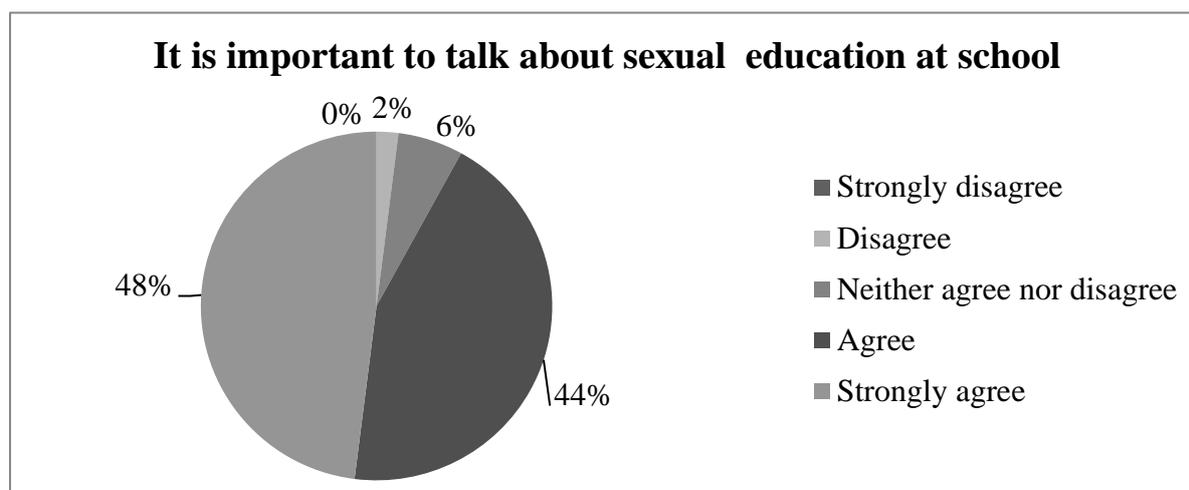
Figure 1 **Teachers' Opinion on the Need for Sexual Education at School**

There were 8% of respondents who stated that sexual education should not be a part of school curricula. The theoretical findings allow the authors of this study to explain such opinions of special education teachers; they see it as a parental responsibility. Thus, the teachers were inquired about the involvement of parents for providing sexual education for their adolescent children. Figure 2 illustrates the gained responses. 53% of teachers replied that parents showed no interest regarding their children's sexual education. Besides, it is worth deeper discussions why there were 25% of special education teachers who were not

informed about the parental involvement for these issues. It could be considered that a part of teachers does not devote close attention to adolescent sexual education related questions when collaborating with students' parents. However, it was highlighted that parents were contacted and informed in majority of cases when a deviant sexual behaviour was observed. The respondents admitted that parents not only frequently felt uncomfortable talking about sexuality, but they also had limited information about sexual issues. This indicates that sexual education involves highly sensitive topics; furthermore, it demands that parents should have a profound understanding of their own experiences, relationships, beliefs and values.
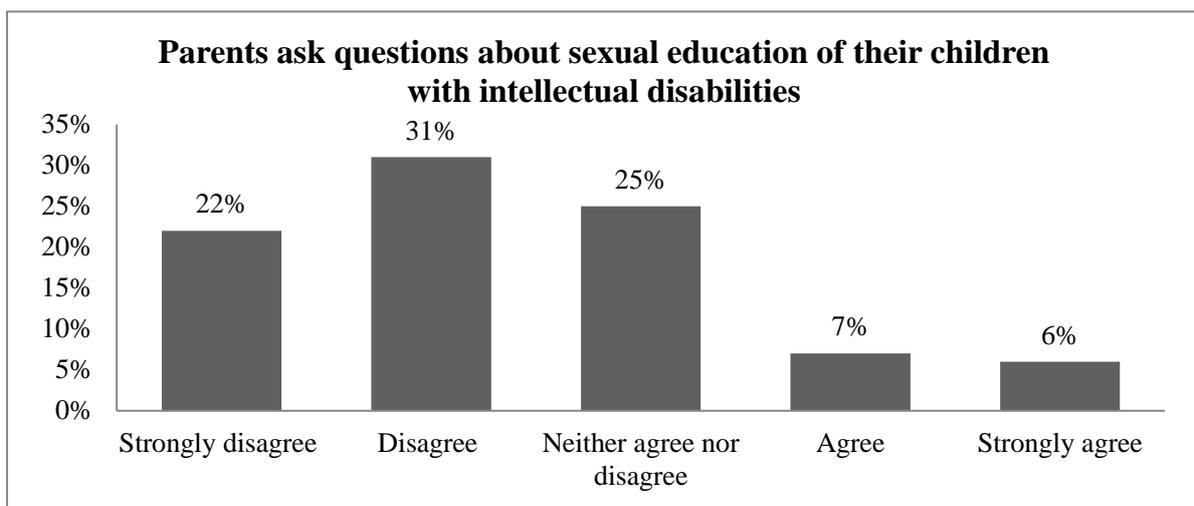
Figure 2 **Parental Involvement in Sexual Education at School**

Figure 3 demonstrates the opinions of special education teachers on their own feelings when talking about various sexual issues with their students. A part of teachers, like the students' parents, stated that they did not feel comfortable when addressing such issues. Although 72% of teachers noted that they felt comfortable when talking to students with intellectual disabilities about sexual issues, 18% of teachers highlighted it as a problematic concern.

It was discovered that there were certain topics that special education teachers did not focus on due to their consideration that thus they could provoke additional interest of these adolescents. More than half of respondents (66%) replied that they strongly agreed or agreed that there was no need to discuss sexual relationships related topics in depth (see Figure 4). However, 24% of teachers supported the need for deeper insights into such topics. The scientific literature studies and the gained research results let the authors of this article to conclude that the majority of special education teachers believe that an open discussion on sexuality related topics can increase students' interest in sexual relationships, which the teachers would want to avoid.

I feel comfortable talking to students with intellectual disabilities about sexual issues

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
4%	14%	10%	36%	36%
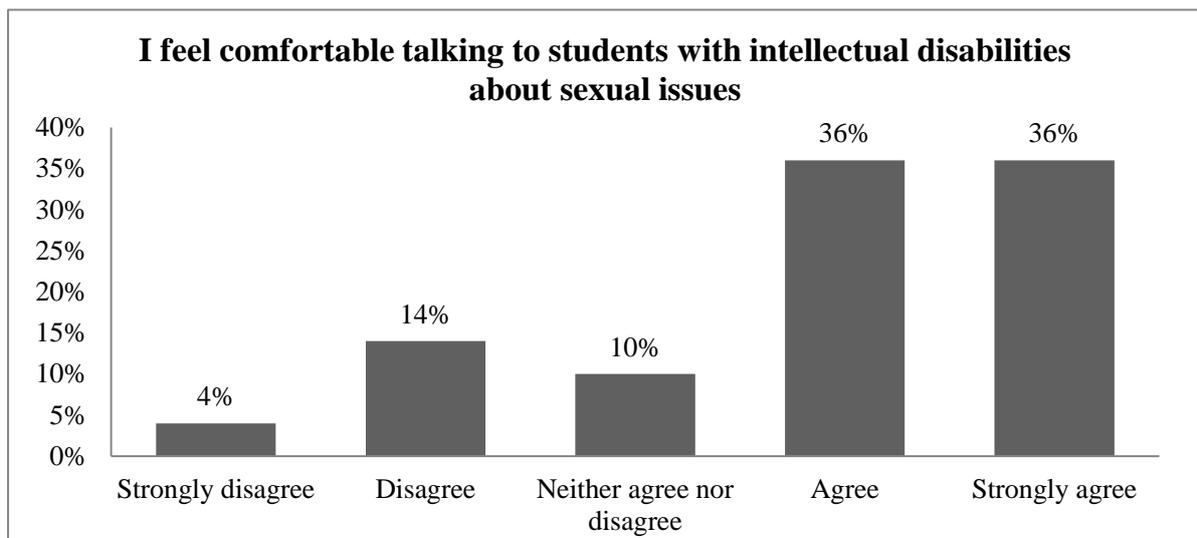
*Figure 3 **Teachers' Opinion on Their Feelings when Talking to Students with Intellectual Disabilities about Sexual Issues***

Students with intellectual disabilities should not be told in-depth about sexual relationships

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8%	16%	10%	40%	26%
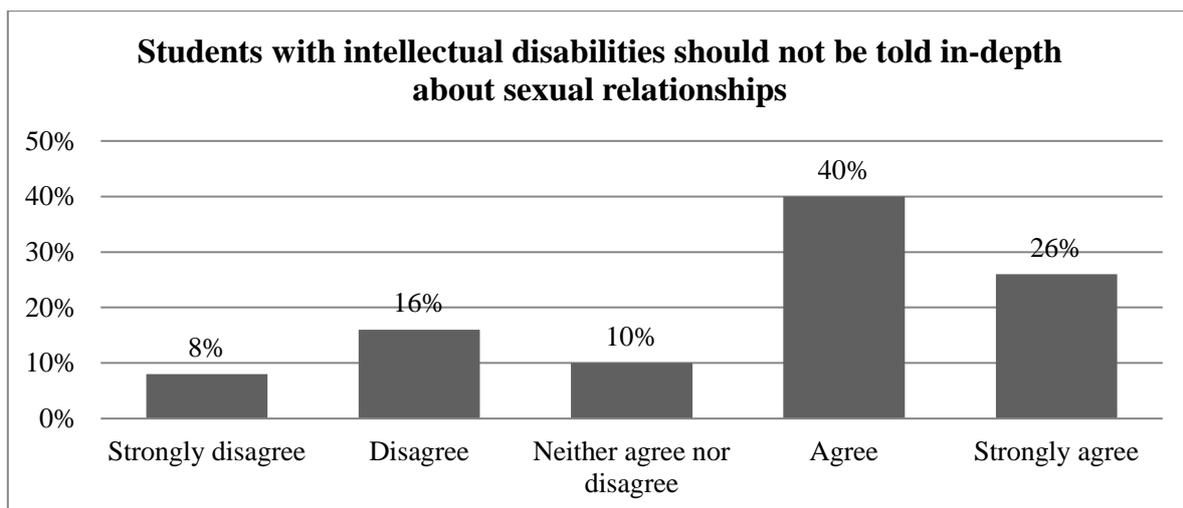
*Figure 4 **The Necessity of In-depth Knowledge about Sexual Relationships among Students with Intellectual Disabilities***

Due to the lack of well-developed guidelines related to the current curriculum, teaching and learning materials and adequate supplementary resources on sexual issues for students with intellectual disabilities, the teachers are considerate about their pedagogical methods. Since the teachers' success or failure to enable the comprehension of adolescents on the contents of sexual education would either shape or shake the adult years of these students. It is evidenced in Figure 5 that the respondents expressed readiness to deepen their professional knowledge about teaching sexual education for students with intellectual disabilities (34% strongly agreed, 36% agreed). On the other hand,

there were 16% of special education teachers who stated that they did not see any need for additional professional education.
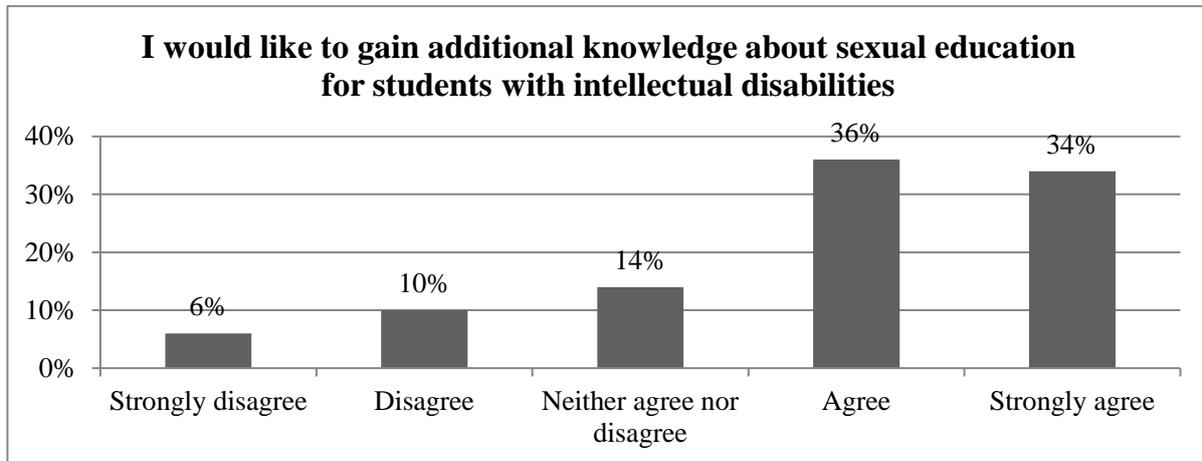
Figure 5 **Teachers' Opinion on the Necessity for Additional Knowledge about Sexual Education for Students with Intellectual Disabilities**

Teachers need a variety of skills, education and training to teach with confidence about sexual issues for their students. The results demonstrate that schools, however, lack common guidelines for the cases when students with intellectual disabilities show inappropriate sexual behaviour (see Figure 6). A small majority of respondents claimed that their schools had clear guidelines for a procedure to accomplish when facing inappropriate sexual behaviour of students (26% strongly agreed, 38% agreed). Special education teachers of sexual education need continuous professional training and support from their school administration.
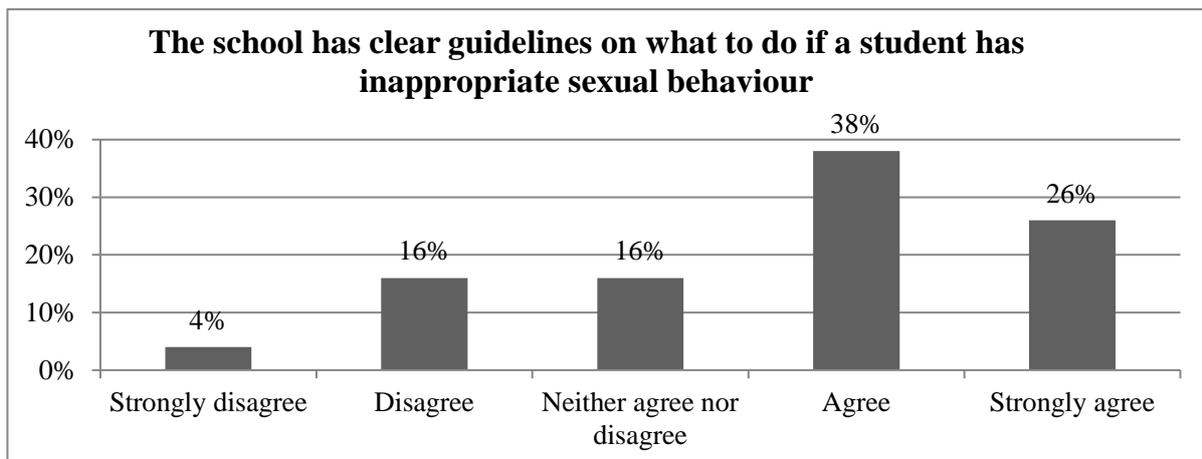
Figure 6 **Teachers' Opinion on the Existence of Guidelines for a Procedure to Face Inappropriate Sexual Behaviour of Students**

Apart from the previously presented data, an interesting fact is that the majority of special education teachers are aware where to seek for assistance in case of inquiry on questions related to sexual education (see Table 1).

Table 1 **Teachers' Opinion on Their Knowledge and Confidence about Sexual Education**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have sufficient knowledge of the peculiarities of sexual development for adolescents with intellectual disabilities.	**0%**	**2%**	**4%**	**68%**	**26%**
I feel competent teaching students with intellectual disabilities about inappropriate sexual behaviour.	**2%**	**14%**	**6%**	**56%**	**22%**
If I have any questions about sexual education, I know where to look for information.	**4%**	**12%**	**8%**	**36%**	**40%**

76% of respondents indicated that they knew where to look for information, 78% felt confident to teach students with intellectual disabilities about inappropriate sexual behaviour, meanwhile, 94% of respondents noted that they had sufficient knowledge about the peculiarities of sexual development for adolescents with intellectual disabilities.

Conclusion

The research shows that it is crucial to provide opportunities to receive sexual education for adolescents with intellectual disabilities at school. When these students are not informed about sexuality, they have difficulty identifying their experiences and perceive that their exploitative behaviours are wrong. There is a need for educational programmes that focus on sexuality development for students with intellectual disabilities, in particular. Moreover, the involvement of family in the child's sexual education should be considered, as it is done in any other fields of education. Parents play a primary role in disseminating sexual information; they develop their children's sexual identity and foster sexual and social relationships. This is a vital issue in educational institutions that invites for in-depth discussions among the specialists of the

field. What are the challenges that special education teachers face throughout their experience of teaching sexual education? The key finding are as follows:

1. Sexual education is an area of concern for many special education teachers and parents.
2. The aim of sexual educational programmes in special education should be set to provide students with knowledge and skills to defend themselves against sexual violence, sexually transmitted diseases and unwanted pregnancies, what is more, to give information and increase students' knowledge about healthy and responsible sexual behaviours.
3. It is essential that students with intellectual disabilities have courses that help them to continue their sexual education and participate in discussions about sexual education and their sexuality.

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DYNAMICS OF DEVELOPMENT OF BODY COGNITION THROUGH ARTISTICAL EXPRESSION OF BLIND AND LOW VISION CHILDREN

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Abstract. *The article actualizes the problem of overcoming learning difficulties in visually impaired conditions. Considering artistic activity as an integrative part of teaching – learning process, it seeks opportunities for the development of cognition of their body and active interaction with the environment. For the development of the cognitive activity of blind and low vision children by using the plastic expression is based on D. A. Kolb's learning from the own experience model.*

For the research was conducted following steps: particular experience is acquired, this experience is cogitated and activated by verbal and kinaesthetic forms (it is described and expressed with the help of the move of the body), the experience is expressed with a new form: a clay work, the process of claying is reflected.

The research was carried out in Educational centre for Partially Sighted Children. Respondents were six 7-11 years old born blind or low vision children the attention was concentrated not on the age but on the level of expression to which the work of the child was classed. Visually impaired children by versatile experience reflected on their own body cognition and these various experience process merged into one-unit kinaesthetic expression and reflection.

Keywords: *blind and low vision children, body cognition of a low vision child, the artistical expression, clay works.*

Introduction

Strategic educational provision "Lithuania 2030", emphasizes, that to pursuit quality of education there are two important factors, values and expectations. Creativity and openness are taken as the essential direction of education. Child-centered education is based on them, by creating a social, cultural and physical environment in which the child actively develops his or her current and future powers. Educational programs and the process must be holistic, diversity-oriented, developing social and educational inclusion, encouraging participation (Ministry of Education and Science of the Republic of Lithuania, 2015).

The European Commission and other documents emphasize inclusive values, such as the dignity of each person, respect for differences, diversity,

tolerance, and equal opportunities for education (Directorate-General for Education and Culture, 2014). These values focus on creating an institution that is open for each child and is adapting each of themes differences and educational needs. One of the key factors for inclusive education is the ability to adapt teaching methods, materials, tasks etc. according to learners' needs and profile (Meyer et al., 2014).

The integrative approach is demonstrated in neuroscience theories, on the basis of which the concept was developed, that each individual sees, perceives and learns the world differently, therefore, the educational process should be diversity-oriented, in which the goal of education can be achieved in very different ways and measures (Meyer et al., 2014). As well as, it is concentrated on the role of lived body in educational practice (Francesconi & Tarozzi, 2019; Agostini & Francesconi, 2020).

In this context, the practice of pedagogical activity recognizes individual trajectories of children's development (cognition), which becomes especially significant for a teacher working with children with different educational needs. A change in cognitive development that indicates an individual progress of a child in a defined area (watching the extent to which the intellectual maturity of a particular child has advanced compared to his or her previous state) is considered to be the key to effective pedagogical impact indicator.

The article actualizes the problem of overcoming learning difficulties in visually impaired conditions. Considering artistic activity as an integrative field, to solve the basic problems of a child, it seeks opportunities for the development of cognition and the development of active interaction with the environment.

There are different strategies or interventions at different levels of visual conditions to reduce the impact of visual impairment on the child (Bakke et al., 2019). Some are among the most feasible and cost-effective ones to implement (Ferede et al., 2020).

The education of visually impaired children with the help of the fine arts is an ambiguous phenomenon. The importance of the development of blind and low vision child's cognitive activity with the help of the fine arts often calls into questions. As well as the fact that visually impaired children take the fine arts lessons and the images of sighted adults are applied ignoring the peculiarities of age and disorder.

The purpose of the article is to disclose possibilities of body cognition through plastic expression for child's that has vision impairment & blindness problems.

Theoretical Approach

The theoretical basis of the research consists of the concept of the zone of proximal development (Vygotsky, 1983), which provides opportunities for the development of an individual development perspective. The concept defines two possible areas of learner progress: topical and upcoming. The real, already existing opportunities of the child at the current stage are identified as an area of current development, and the potential opportunities of the child are those that he or she can perceive and use the help of a teacher - as an area of proximal development.

The research is constructed on the integrity of the creative process, according to which wholeness in the creative process manifests itself in the merging of all the components that determine creativity into a single structure. The factors that merge in creation are the following four types of experiences: emotional, intellectual (cognitive), sensory (sensory) and aesthetic (Lowenfeld & Brittain, 1987). This important creative trait responds to a child's natural development and holistic approach to education. Locher et al. (2019) raises the significance of the creative process and notes that integrity first manifests itself during the stages of the creative cycle: perception, production, reflection. This full cycle of the process of creative expression is crowned by learning. Experiential learning cycle is highlighting learning process integration as well, by making interconnection between two different learning activities: experiential – action and reflection – conceptual (Kolb, 1984; McLeod, 2017). In this research educational process is inspired by this model.

Lowenfeld & Brittain (1987) notes, that child's work is the result of previous experience. That is why the task of the fine arts educator is not to correct the creational expression but to develop sensitive and individually important relation to the surroundings (Edwards et al., 2012). The more sensitive and significant relation to the surroundings is, the more expressive is the work. Then we can talk about more effective educational influence. In what ways could we stimulate versatile child's that has visual impairment relation to the surroundings developing unique child's self-expression by using the ways that leastwise partially compensate imperfect sigh or blindness.

Scientists claims, that body cognition of a low vision child is scant (Purpura et al., 2021). Such children cannot perceive the real picture of their body. Some preschool age children that have sight imperfection can name and show the parts of their bodies but are unable to localize their position in the space. Low vision children's expression is also limited.

The diagrammatical and superficial perception of the own body is reflected in the low vision children's clay works that picture a human. The formed scheme

of the youngest preschool children features a head, arms and legs. Here we can find knowledge about separate details of the body. Such a scheme has a huge psychological importance because it shows child's ability to picture a human by himself/herself. However, the scheme of human, remains invariant for a long time and is harmful, also it reflects the lack of cognitive stimulus. In order a blind and low vision person could express the things he\she is unable to and that he/she could up rise to higher cognition level, it is essential for him\her to feel emotional and physical experiences.

D. Francesconi & M. Tarozzi (2019) points that a proximate impact, that include not only what we hear, see or think, is essential for experience. Proximate experience functions in a different way. It provides experience that awakes body's reactions and feelings that cannot be experienced by watching the objective material externally.

Many authors see clay work as an art therapy approach (Beans, 2019; Joshua, & Rainbow, 2017). But in this article clay work is seen and discovered as a tool that helps visual impaired people to recognize their own body by using verbal and non-verbal elements in study process, as well as integrates multisensory modalities. Thus, it is highlighted opportunities in developing our understanding and getting familiar with clay as an integral part of the educational environment and reshape traditional clay work in a new context.

Research design. For achieving the results of the research, an action research was conducted, where participated 6 blind and partially sighted children. During the research, 42 kinaesthetic experiential situations that influenced the change of the molding scheme were recorded and analyzed. Each observed situation was conducted according to 4 following steps:

1. Particular experience is acquired.
2. This experience is cogitated and activated by verbal and kinesthetic forms (it is described and expressed with the help of the move of the body).
3. The experience is expressed with a new form: a clay work.
4. The process of claying is reflected.

In this model man's scheme in child's clay works becomes a datum-point and reflects the present development level of a child. The variation of the scheme tells us about varied relations to the surroundings and the effectiveness of educational influence.

The research was carried out in Educational centre for Partially Sighted Children. Based on the principle of the confidentiality we are not allowed to share the exact dates of research activities in order not to be decrypted the research participants. As well as, names of practitioners were changed. Participants were six 7-11 years old born blind or low vision children (Table 1). The attention was

concentrated not on the age but on the level of expression to which the work of the child was classed.

*Table 1 **Characteristics of Research Participants***

Code of participants	Age of participants	Vision
A. Irma	9	Both eyes were removed after retinoblastoma
B. Laura	7	Retinopathy of preterm infants
C. Vaida	9	Retinopathy of preterm infants
D. Silvija	7	Optic nerve atrophy (V–OD=0,01V–OS=0,01)
E. Rūta	7	Congenital myopia and retinal detachment. (V - OD=0,03 V - OS=0,04).
F. Indrė	10	Optic nerve atrophy. (V - OD=0,02 V - OS=0,01)

The research was pursued for two years. It consisted of five stages:
1. The accumulation and selection of the material:
   - Children's works that pictured a man were collected and photos were takes;
   - The clay works that presented the scheme of a man formation tendencies were selected (an individual and repeated symbols, that directly expressed a man, appeared in the clay works of a child and it was used to picture varies types of people);
   - Six groups of clay work scheme were registered.
2. New experience was acquired.
3. The tasks, that matched experienced situations and allowed to personificate kinaesthetic and emotional theme's experience, were presented. Themes were like stimulus that helps to show the opportunities of the use of children's artistical expression and emotional and kinesthetic experience in a versatile way.
   - "Self-Portrait Chewing Raisins" (the physical activity of the particular part of a body).
   - "I Have an Eye Ache" (it was based on the previous experience).
   - "We are Crawling on the Bulk and I am Climbing up the Rope" (it was based on the previous kinesthetic experience).
   - "Dance" (it was based on physical and emotional experience).
4. The picturing of the experience (the process of claying).
5. The naming of the experience acquired by claying.

The analysis of the peculiarities of artistical expression was based on the verbal interpretation of blind and low vision children's works. The naming of the experience by claying was a very important part of creational process. At that time

the thinking and attention of a child was paid to the pictorial sphere. Such naming and describing allowed an educator to perceive individual symbols that expressed what a child wanted to picture. During the research it was aimed for creating free and creative atmosphere. The respondents were asked not to be worried about the result. The most important thing was to express the attitude to the pictured object. The duration of every scheme's expression took 45 minutes.

Action research was observed by two researchers and was used two research method: Qualitative observation and student-teacher reflection on learning situation. Credibility was guaranteed through systematic operational discussions and for this reason e-diary was created for learners and teachers to reflect.

Research participants were limited and in the research process participated all existed 6 visually impaired and blind participants from the educational centre and research was conducted only on these participant's experience. This teaching learning model is applied only for visually impaired children in concrete experience situation and this model is not tested on ASD children.

Results

The aim of the theme "Self-Portrait Chewing Raisins" (Figure 1) was to stimulate to picture a mouth more expressively. In order to create direct kinaesthetic experience and to activate passive knowledge, raisins were being chewed during molding. Compared to the scheme the expression of lips varied in all the works. An expressively opened mouth with upper and lower lips appeared in four clay works instead of the mouth, which was pictured as a line. The first respondent pictured chewing teeth. Some respondents pictured raisins falling out of the mouth. "My cheeks are turgid. The raisins will starts falling from my mouth" – one of them told.

Based on the research data a big change was registered in the clay works. Mostly clay works were very expressive, but there was case when absolutely insignificant round head was changed into a small smiling head where the most important parts of the face appear. Predominantly they registered instantaneous mood and expressed satisfaction.

During molding the kinesthetic activity of the particular part of the body was reflected in more detailed expression. Children reflected those details of the face, which activated sensibility and attention (Locher et al., 2019).

The expression graduated from separate parts of the face to the change of the body's position in the space. This stage of the expression was based on individually acquired experience and its reflection. Separate experience was

reflected in the interpretations "I am Climbing up a Rope" and "I am Crawling on a Bulk" (Figure 2).
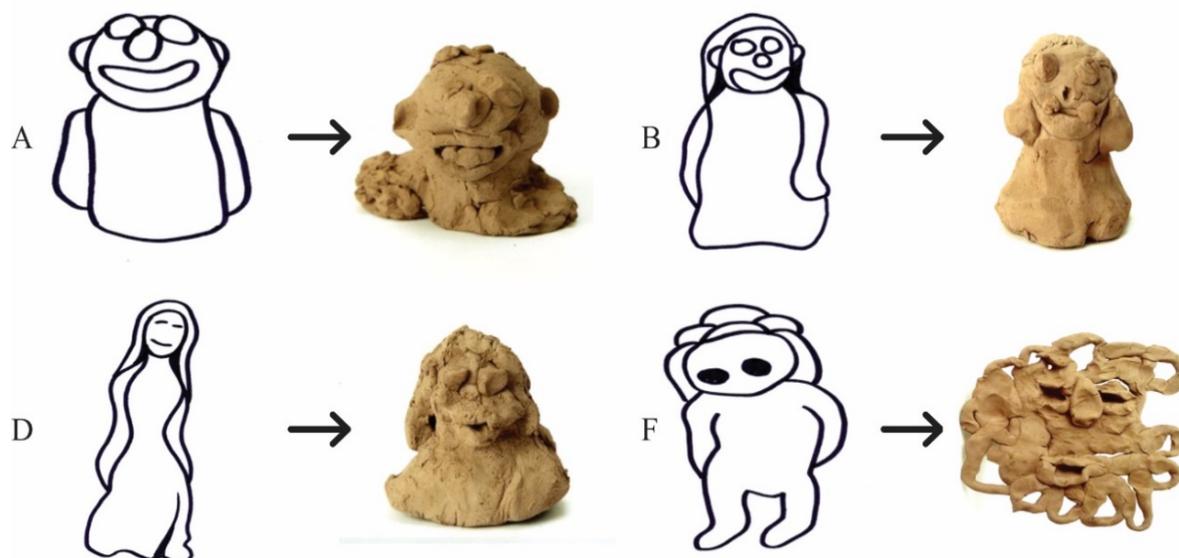
Figure 1 Self-Portrait Chewing Raisins

"At first I jump and climb… I am climbing up the rope. The sun is shining and the eyes are narrowed. That is why I have pictured them in such a strange way. Fist are clenched. I haven't picture the rope" (E).

"I climbed up on the fence. My friend helped me…one boy pushed me and I fell down… I didn't cry… I laughed… I fell on my hands: on the snow…" (F).

The respondents pictured the experience of climbing up the rope in their works and experienced it again during the process of creation. Compared to the scheme the expression of arms and their position in the space changed mostly. Based on the research results on clay work were noticed clenched fists and enlarged hands with splayed out fingers. "I climbed and then loosened my hands" – the girl commented her work. Another participant pictured herself with the arms propped against the ground because "I fell on my hands: on the snow".

All the attention was paid to the change of body's position in the space. A man was pictured in a move. That is why the facture was not used and the features of the face were clear only in two works. Eyes were pictured very attentively in one of them because "the sun was shining" while climbing up the rope.

The research participants that didn't have climbing up the rope experience used the specially by teachers created experience. The purpose was to express the climbing up the rope experience acquired during the trip. "I was scared to crawl on the balk. But Saulius helped me. I clawed to hold off him tight and twined around the balk with my legs. Though I have crawled the balk…". Two embraced and crawling on the balk people were pictured. The person who led had longer

arms. That was the way in which their importance was expressed. The girls experience was impressive that is why she pictured herself not only crawling on the balk but also tired after crawling. "When we got to the other side of the river I was very tired. I sat on the ground…" Comparing to the scheme the changed position of arms and other parts of the body showed that emotional and physical experience of the scheme helped to perceive the own position in the space. The naming and describing of the experience was a very important part of the creational process. A child pictured only those objects that were emotionally important and familiar (Edwards et al., 2012). The most active and important parts of the body were pictured the most expressively.
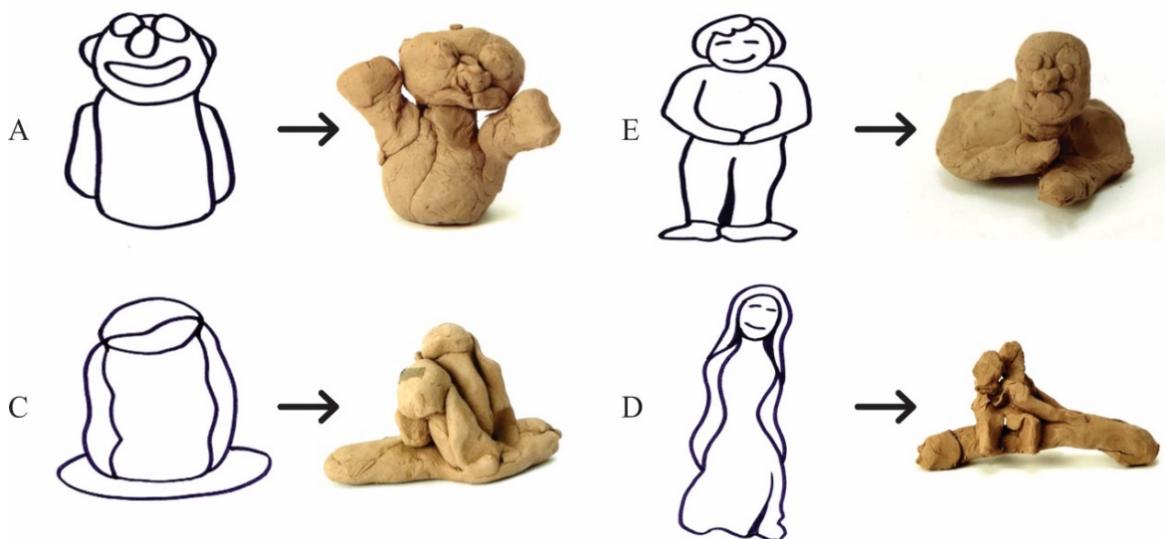
Figure 2 "I am climbing up a Rope", "I am Crawling on a Bulk"

Both the kinesthetic experience and emotional importance of the dance were reflected in the theme "Dance". "Dance" was a great holiday for participant A, that is why she spruced in her prettiest pleated dress expressing it with the help of course and patterned stripes. A joyful mood was expressed with the help of an arched line for the lips. Part of participants changed the static symbol of a human to the dynamic and expressive creature waving with four hands. "I loved dancing. I waved with my both hands". The emoting in this work reached the highest level. The girl did not care about the real number of arms. A dynamically moving body was much more important.

There was respondent who did not create the real picture of a man either. A particular importance in this work was endued to the arms position in the space. One arm rested on the underlying flat, the other elbow was squared by the side. "When I dance I don't know where my arms are, maybe everywhere?"

In some work the dance was related to a particular holiday, nice clothing and blowing long hair. The detailed but static scheme of a person was replaced with a dynamic figure of a girl. The most attention was paid to the arms. Not only the position in the space was changed but also the palms of the hands and fingers were pictured.

*Figure 3 **Dance***

Research participant D (Figure 3) developed the theme "Dance" in many works. She characterized a peculiar sensitivity for molding. It is reflected in the plastic scheme of a human. The alternation of the dancing scheme was more flexible and easier. During one period research participant D created 3-4 clay works not verbalizing their expression. She disassociated from the surrounding and submerged herself in the process of creation. When she had time she returned to the theme of dancing during every period.

The change of arm position in the space and its specification dominated in the other children's works while in respondent D's works the dance was expressed with the movement of the whole body. Much attention was also paid to the arms. While molding respondent D was usually in the state of uncertainty what the result

is would be. She relied on the creating and forming power of the hand. New ideas were born spontaneously in the process of creation. The plastic features of clay allowed the creator to reform a clay work for many times and to express not only the spectacular moment of dancing but also the whole process.

While molding and reflecting children improve cognition of their body. Also, they get a new understanding of the parts of their body in the space while moving. Kinaesthetic experiential tools constructed on the basis of life situations faced by the child in his or her immediate environment can enrich and activate the teaching / learning process, making it accessible to visually impaired children. Research on the creative expression of blind and partially sighted children helps to reveal specific ways of using kinaesthetic experience.

Conclusions

The child's creation is first the result of previous experience. Kolb's (1984) learning form experience model is one of the most effective ways to influence the creational expression of visually impaired children where important element such as versatile experience, its reflections and expression, perceiving himself/herself and acquiring new experience, merges into one unit.

The interaction between speaking and plastic expression is very important in the creational process when a child has visual imperfections. Reflection in the verbal form allows the child to perceive and soak up what his/her own experience gives. Speaking and plastic expression become equal expedients for low vision children's self-expression.

Important changes are related to emotional and kinaesthetic experience. There is a proximate relation between the kinaesthetic activity of the particular part of the body and the change of the child's work. Different variations of the scheme are registered. That is the move of the whole body, the change of the position of separate parts of the body in the space, the enlargement of emotionally important and active parts, the skip of unimportant parts and the expression of emotionally important parts with the help of new symbols.

Physical and emotional experience has influence on the change of the scheme of blind and low vision children. The sight at this age is not the most important factor while kinaesthetic activity dominates. The image of the world perceived by touching is typical for the early creational expression of the both sighted and low vision children.

This research offers new ways of body cognition to visually impaired children. However, it raises awareness for teachers about importance of embodied cognition in educational area and offers concrete ways of fruitful teaching learning process.

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PARENTS' VIEW OF PRIMARY SCHOOL CHILDREN'S PROGRESS: PRELIMINARY ASSESSMENT OF THE PROGRAM OF SENSORIMOTOR CORRECTION

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Abstract. *The aim of the study was a preliminary assessment of the sensorimotor correction program based on parental complaints about the difficulties experienced by primary school children and the improvements observed during the program. In most cases, parents are interested in the regular and systematic implementation of the correction program and are among the sources for assessing its results. The study involved 37 mothers with children aged 8 to 11 years (M = 9.8 years; SD = 1.1; 16% girls). Mothers were from 28 to 50 (M = 37.7 years; SD = 6.7). Before the correctional work, each mother was interviewed to identify problems. In the process of sensorimotor correction, one individual lesson was held with the child every week in the presence of a mother. Children performed exercises daily. Mothers received additional sessions every three weeks as part of informational and emotional support. For all identified categories (Self-regulation, Communication, Health and physical development, and Cognitive processes), the improvements after the correction concur with the manifestation of the problem before it. Thus, parents' assessments of improvements confirm the orientation of the correction to problem areas of children's development.*
Keywords: *parental assessment; primary school children; school difficulties; sensorimotor correction.*

Introduction

Over the past ten years, the number of children and adults with symptoms of organic disorders of higher mental functions (memory, speech, attention) has increased (Chung et al., 2019). Problems associated with hyperkinetic spectrum disorder or attention deficit hyperactivity disorder (ADHD) are becoming major causes of learning disabilities and behavioral disorders (Gorjacheva & Sultanova, 2008; Gustafsson et al., 2010; Osipova, 2012; Shipicina, 2005).

Along with drug treatment, methods of non-drug correction of disorders of attention, memory, thinking, and other higher mental functions (HMF) are being developed using sensorimotor correction (Semenovich et al., 2001). Attempts are also being made to introduce sensorimotor correction into the program of basic or additional education for children at regular schools (Gerber et al., 2012; Osipova, 2012).

One of the foundations for sensorimotor correction is the concept of the patterns of development and the hierarchical structure of the cerebral organization of higher mental functions in ontogenesis, based on the development of the theory of three functional brain blocks (Lurija, 1973) and the concept of neuropsychological rehabilitation based on the principle of "substitute ontogenesis" (Cvetkova, 1995; Semenovich, 2007; Semenovich et al., 2001).

If school difficulties in learning, communication, and self-regulation are observed in children, their parents often have no idea about the possible relationship of these problems with the sensorimotor sphere (Semenovich et al., 2001). At the same time, most parents are interested in positive changes. Thus, parents need information about the options for correction. Simultaneously, they can actively participate in program implementation and provide feedback regarding experienced successes and failures (Sedova, 2014; Shevchenko, 2011).

The objective of this study was to analyze parental assessments of the difficulties experienced by primary school children and the improvements achieved after the sensorimotor correction program.

Method

Participants

The study involved a convenience sample of 37 mothers with children aged 8 to 11 years (M = 9.8 years; SD = 1.1; 16% girls), who sought help from a non-governmental child development center in Riga (Latvia) from 2016 to 2019. Children's age refers to pre-adolescence, which associates with intensive brain maturation and an increase in cortical gray matter (Toga et al., 2006). The mothers' age ranged from 28 to 50 years (M = 37.7 years; SD = 6.7).

Sensorimotor correction program

In this study, the program of sensorimotor correction "TURUS" was used (Semenovich et al., 2001; Shevchenko, 2011). The program consists of exercises with gradually increasing complexity. They are involving various sensorimotor areas of the brain. Exercises of the first level are aimed at increasing the general energy status of the body, regulating tone, developing a body map, regulating respiration, and other functions, for which the stem and subcortical formations of the brain are responsible. Exercises of the second level develop properties and

functions of attention and control by strengthening interhemispheric connections, functional specialization of the left and right hemispheres (e.g., analytical and synthetical abilities), and their interactions. Exercises of the third level aim at the facilitation of stress resistance, planning, and self-control by improving the functional capacity of the anterior (prefrontal) parts of the brain (Sedova, 2014; Shevchenko, 2011).

Following authors and developers of the program (Gorjacheva & Sultanova, 2008; Osipova, 2012), stimulation of the brain at the sensorimotor level affects the development of all HMFs. The level of movements and locomotion provides the basis for the development of HMF, and the development of cerebral structures can be facilitated by breathing and motor exercises, involving various parts of the body. It can improve the general tone of the body, including the attentional network. Mastering stimulates attention and regulatory processes and cognitive functions (emotions, self-regulation, sensation, perception, and memory). Therefore, exercises include stimulation of both the sensory and motor systems (Table 1).

*Table 1 **Lesson Content and Purposes within the Sensorimotor Correction Program***

Lesson content	Purpose
Basic exercises	A complex of bodily-motor exercises aims at developing basic motor skills (tonic and locomotor movements).
Stretching	These exercises help to optimize and stabilize the muscle tone of the body.
Relaxation	Promotes relaxation, introspection, and the recreation of polymodal sensory images. It can be used both to regulate tone, improve self-control, and integrate the experience gained during the lesson.
Reciprocal coordination	Exercises aimed at the formation of interhemispheric interaction, improving the effectiveness of self-control.
Eye movement exercises	Exercises expand the field of vision, improve perception, and contribute to the formation of voluntary attention. Joint movements of the eyes, hands, tongue develop hand-eye coordination, interhemispheric interaction.
Breathing exercises	They soothe, develop self-control, improve the rhythm of the body, autonomic functions, and concentration.
Finger gymnastics	Aimed at the development of fine motor skills, speech, memory, and attention.

The implementation of the program included one individual lesson per week for each child in the presence of a parent. The mothers received one additional individual session every three weeks as part of the cognitive behavioral therapy approach to maximize the support and effectiveness of the progress. The criteria for finishing the program were the complete mastery of the exercises by the child, which varied from 9 to 18 months, according to the child's physical state and ability to learn. This variability concurs with experience of the authors of the program (Semenovich et al., 2001; Shevchenko, 2011).

Procedures of data collection and analysis

Information on observed difficulties and improvements was collected through two interviews. Before the start of correctional work, each mother was interviewed for problems and desired outcomes (i.e., determining the goal of correctional work). The main questions were:

1. "What difficulties does your child experience? Pleases, describe and specify each of them."
2. "What complaints about the child do you have, and what about those around you?"
3. "What do you expect from the program?"

At the end of the program, the final interview was conducted to summarize the results of the remedial work and to evaluate the observed improvements. The main questions of this interview were:

1. "What changes in child's behavior have taken place during our work? Please, describe and specify them."
2. "What can your child do that he/she was unable to do before?"

Parental responses were encoded by the first author and two school psychologists using a qualitative content analysis approach (Krippendorff, 2004). The experts were asked to evaluate elements of the content in interview notes (content items) and to name topics related to the content items. Then, they grouped the topics into categories. After the analysis of two interview notes, a discussion was conducted on the content and the best name of each category (e.g., thought operations and properties of attention were named cognitive processes). In the course of further work, two meetings were held to discuss and clarify the categories.

The final encoding of the categories was assessed for inter-rater agreement by Krippendorff's alpha coefficient (Hayes & Krippendorff, 2007). The frequency of occurrence of the categories and the consistency of the estimates were quantified using IBM SPSS for Windows 22.0. Evaluation of the agreement between observed difficulties and improvements was performed using the McNemar test for dichotomous variables. Since the sample size was less than 50 people, the binomial distribution was used to test the two-tailed significance. The

presence of correlations between age and observed problems or improvements was determined using the biserial correlation coefficient.

Results

As a result of content analysis, four main categories of difficulties observed by parents in their children were identified: Self-regulation, Communication, Health and physical development, and Cognitive processes. Table 2 presents the examples of content items, their number, frequency of occurrence in parental responses, and the inter-rater agreement.

*Table 2 **Parents' Evaluation of Difficulties in Learning before the Program of Sensorimotor Correction (N = 37)***

Category	Frequency of mentioning	Examples of content items	Units of analysis	Krippendorff's α
Self-regulation	94.9%	"Not enough perseverance, turns, turns, distracts." "Cannot prepare for homework by himself." "It is hard to start doing homework. Laziness." "Fear, anxiety for not doing something." "Quit assignment if it gets difficult."	127	.76
Communication	53.8%	"He gets stuck, stubborn - he does not say anything, does not explain." "Does not answer his peers, he is silent. Cannot stand up for herself." "No friends." "He cannot formulate his point of view." "His interests do not coincide with the interests of his peers."	37	.87
Health and physical development	82.1%	"Poor performance. Cannot stand any stress." "Fatigue. Slowly doing homework. Frequent headaches." "Poor handwriting." "Often sick, gets tired quickly."	71	.79
Cognitive processes	92.3%	"Difficulties in generalizing, drawing conclusions. Does not perceive it as it really is." "Disjointed speech, does not incline, does not teach the genus." "Does not understand what the teacher is explaining." "Does not understand the clock, the calendar."	149	.87

Similar categories were established in the content analysis of the improvements observed after the children mastered the sensorimotor correction program (Table 3).

*Table 3 **Parents' Evaluation of Improvements after the Program of Sensorimotor Correction (N = 37)***

Category	Frequency of mentioning	Examples of content items	Units of analysis	Krippendorff's α
Self-regulation	92.3%	"She does the homework herself." "He can go to the blackboard." "There are responsibilities, and the child fulfills them." "Become more organized, tries." "…stopped shouting the answer from the place when they did not ask."	130	.78
Communication	51.3%	"Communicates with friends. He is interested in their affairs." "He stopped bothering; he considers the opinion of others." "Learned to understand the emotional state of others." "Easily adjust in class."	37	.89
Health and physical development	79.5%	"Learned to ride a bike." "Began to swim." "Physical fitness has improved." "Lessons are performed with a short break." "Clumsiness has decreased." "The handwriting has improved." "Success in physical education." "Talkative, energetic, cheerful."	63	.90
Cognitive processes	82.1%	"…teaches poems faster." "…got a better understanding of mathematics." "…started to think." "…accepts difficult instructions." "…understood what was required of him." "Speech becomes clear."	90	.89

The analysis of associations between the category of difficulties and the following improvements indicated that the observed improvements do not deviate

from the initial difficulties. There was no shift in the occurrence of each category before and after the program, which was confirmed by the significance of the McNemar's binomial test for Self-regulation ($p = 1.000$), Communication ($p = 1.000$), Health and physical development ($p = 1.000$), and Cognitive processes ($p = .453$).

The biserial correlation coefficient confirmed an absence of a significant correlation among children's age and observed difficulties or improvements (Table 4).

Table 4 **Biserial Correlation Coefficients for the Relationship between Age and Observed**
Difficulties or Improvements (N = 37)

Modality	Self-regulation	Communication	Health and physical development	Cognitive processes
Difficulties	-.16	.28	.26	-.06
Improvements	-.15	.05	.01	-.03

Note: None of the correlations reached the level of statistical significance.

Discussion

An analysis of the areas in which parents noted difficulties and problems revealed four main categories representing self-regulation, communication, health and physical development, and problems in the cognitive sphere. The difficulties identified by parents in our study coincide with the difficulties and problems described as typical indications for sensorimotor correction (Semenovich et al., 2001).

The coincidences of difficulties and improvements observed by parents within each of the defined categories confirm the orientation of parents to manifested problems and working on their solving. Since parents can notice not only improvement but also failures in the implication of the program (Sedova, 2014), reported improvements provide preliminary evidence for focusing on problem areas and the effectiveness of the program.

The absence of a relationship between age and difficulties indicates relative independence of problems on children's age or their stability. This finding supports the view of neuropsychological rehabilitation as adding to natural processes of ontogenesis (Cvetkova, 1995; Semenovich et al., 2001) and a need for corrective work to achieve some developmental effect. It also should be emphasized that parents pointed at improvements during the program in pre-adolescents aged 8 to 11. This age associates with intensive maturation of cortical gray matter (Toga et al., 2006) and is sensitive for correctional work.

Undoubtedly, the conducted exploratory research has significant limitations. The sample size and its non-random nature indicate the difficulties of generalizing the results to a broader population. Unfortunately, fathers have not participated in the study, and their involvement is a task for further research and correctional work. Children's age is more sensitive to sensorimotor correction because of intensive processes of brain maturation in pre-adolescents. Mothers' interest in a consistent application of the program shows a relatively high motivation in the study group. The absence of a control group in our study requires its inclusion in further studies on the effectiveness of the correction program.

Using interviews as the data source constitutes another limitation of the study. Exploring parents' views of problems indicates their overlap with the main domains of adaptive behavior – social, conceptual, and practical – demonstrating cross-cultural invariance (Oakland et al., 2013). Simultaneously, specific skill areas of these domains remain underinvestigated. Therefore, the use of standardized quantitative measures of children's problems can be helpful for a more precise assessment of their dynamics.

Conclusions

Based on the results of this exploratory study, we can conclude that the main children's problems following parents' views are self-regulation, communication, physical development, and cognitive processes. The improvements after the sensorimotor correction program indicate specific effects observed by parents in these areas. The relative independence of problems and improvements from age indicates a need for correctional work and the possible ineffectiveness of expecting changes just during natural growth.

Acknowledgment

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DIGITAL LITERACY IN SPECIAL EDUCATION: A CASE STUDY OF TEACHING MUSIC TECHNOLOGY ONLINE TO A SPECIAL NEEDS LEARNER

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Abstract. *The Covid-19 pandemic and the lockdowns enforced by many countries resulted in indispensable adjustments to the way people live and communicate. The introduction of online education in secondary and tertiary education was one such adjustment and gave rise to a new dynamic whose educational angle and potential were unknown to many teachers. Special Education teachers in particular encountered difficulties with online teaching, stemming from a number of issues common in their field: lack of uniformity special education cases present; the confusion and stress of special needs learners when faced with the teacher's physical absence; a dearth in studies on teaching Music Technology to people with mental disabilities; and the fact that Music Technology necessitates that learners already be in possession of certain digital skills. The present study aims at presenting not only its researchers' systematic recording of their teaching approach but also of the researchers' actions (March 2020 lockdown-present) regarding the teaching of Music Technology online to a learner with Down syndrome, through differentiated teaching, motivation, steady interaction, and communication. Assessment was accomplished through systematic observation of the learning process, successful completion by the special needs learner of specially designed actions, and semi-structured interviews at the end of every session.*
Keywords: Digital literacy, special education, music technology, online distance education.

Introduction

The social distancing measures taken and the lockdowns set in motion during the Covid-19 pandemic resulted in radical changes in the lifestyle of citizens (Macri & Makris, 2020). Those changes impacted negatively on the social, economic, cultural, psychological, and educational level of all countries. Educational systems throughout the globe were and are still being severely tried due to the pandemic (Subramanian, Mohamed & Khanzadah, 2020). In fact, the need for educational systems and policies worldwide to rapidly adapt to the new circumstances and especially to online teaching and learning (Sun, Tang, & Zuo, 2020) became imperative, turning into an inescapable one-way street so as to check the spread of the pandemic and allow educators to seamlessly continue their work (Oranburg, 2020).

It was a process that tertiary education found easier to adapt to than secondary education, since the new challenges decreed that teaching would be conducted online. That was a teaching practice that many universities were already familiar with, due to their experience with long-distance learning programs and their implementation through best practices (Picciano, 2017). As to universities that had no prior experience with online learning, they were eventually able to integrate the new practices into their policies since, as the tertiary institutions that they were, they possessed the infrastructure and suitably trained scientific personnel to do so. It was thus that universities were able to continue with relative ease their educational functions despite the social distancing restrictions, in contrast to secondary education institutions which went through a period of severe trials and tribulations before succeeding in adapting to the new, harsher reality that arose from the pandemic and challenged teachers and learners alike.

Due to manifold and complex reasons, things are not been so clearly cut in the case of Special Education where teachers work with learners afflicted with a number of discrete mental disabilities. In other words, teachers are called on to deal with cases lacking uniformity due to the difference in the degree and type of each learner's disability (Makris & Macri, 2019). Another issue regarding the difficulties entailed in teaching learners with mental disabilities is the psychological and emotional void disabled learners experience due to the physical absence of the teacher during an online session. If truth be told, nothing can replace the conventional way of teaching in a classroom where both teacher and learners (non-disabled and disabled alike) are physically present. Therefore, it should come as no surprise that, with the Special Education teacher physically absent during an online session, learners with disabilities experience confusion and distress. Last but not least, one more reason why Special Education teachers encounter difficulties when engaging in online teaching is that learners with mental disabilities have little or no degree of digital literacy precisely because each one's particular disability impedes their effort to handle digital learning with ease. In view of the difficulties described above, it is no wonder that there is an all-too-apparent absence of any bibliography on the triptych Special Education-Music Technology-Online Teaching.

The goal of the present study is to present our proposal on how to promote digital literacy among learners with mental disabilities by teaching them online the particulars of Music Technology. The theoretical framework we used is anchored on Gagne's Nine Events in Instruction (Gagne, 1977); and on Anderson's Online Learning Model (Anderson, 2011). Our empirical study presents the teaching actions carried out during our online teaching sessions and recorded through systematic observation (March 2020-present). They regarded the case of Chris, a learner with Down syndrome (Trisomy 21) who was taught

Music Technology via a Digital Audio Workstation (DAW) and, more specifically, the tools made available by the Soundation Studio online. In order to reinforce the positive psychology of the learner under observation, our teaching approach combined differentiated teaching with knowledge-building, in tandem with our effort to create motives and steadily interact as well as communicate with Chris. Evaluation was realized through the systematic observation of the teaching sessions, the successful completion by the learner of specially designed actions, and semi-structured interviews given by Chris at the end of every teaching session. Suffice it to say, that those teaching sessions, not to mention the exceptional results, have been so rewarding and significant, as to be impressively obvious to all parties involved: the teacher, the learner, and the learner's social environment. We believe, therefore, that the present study merits attention since it bridges the broad bibliographical gap that exists on the threefold issue of engaging to teach online Music Technology to Special Education learners.

Our study complied with the ethics governing cases such as Chris' case. Moreover, it met with the full approval of Chris himself as well as with the full approval of his guardians.

Literature

The challenges but also the potential that the contemporary digital environment provides, necessitate a methodical approach to digital literacy by all educational levels, including Special Education: "*Digital literacy includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments*" (Eshet-Alkalai, 2004, p.93) Through digital literacy, the digital skills learners will develop can easily prove of use to them, since Special Education teachers can steer those skills to motivate their learners to engage in other Special Education sectors as well. Still, studies on teaching do point out that the educational experience necessitates a combination of the teaching, cognitive, and social presence of all involved (Garrison & Anderson & Archer, 2010). Thus, in order to plan a teaching session, teachers can appropriately select from the element of Cognitive Presence the categories Exploration, Integration, Resolution, and Triggering Event (Garrison, Anderson, & Archer, 2010) in order to engage their learners' interest and motivate them.

Recent studies (Makris, 2020a, b) have indicated the need for differentiated teaching in Special Education and the need for visualization (Makris, 2013; Makris 2015), especially when teaching learners with mental disabilities (Makris 2017). At this point, it is worth adding that Gardner's Theory of Multiple Intelligences (Gardner, 1983) may prove another useful tool for teachers when

designing their planning sessions. Some key points of Gardner's theory are: every person possesses some combination stemming from eight kinds of "intelligences", with the possible addition of a ninth, the "existentialist intelligence" (Bakić-Mirić, 2010). This random grouping of developed and underdeveloped intelligences (strengths and weaknesses): (1) renders each person unique and subsequently resulting in diversity of thought; (2) we can all develop our own individual intelligences to a sufficient level through encouragement, enrichment, and suitable guidance; (3) The group of intelligences each person possesses always collaborate and interact; (4) no one intelligence can exist on its own.

Equally significant when engaging in lesson planning is taking into consideration Gagne's Nine Events of Instruction which, in essence, act as a model for systematically steering in the right direction the task of defining the goals and strategies that will result in an effective learning process (Gagne, 1977). Those nine events are: (1) Gaining attention; (2) Describing the goal to learners; (3) Stimulating retrieval of prior knowledge; (4) Presenting the particular material to be learned; (5) Providing guidance for the learning process; (6) Eliciting performance; (7) Providing reinforcement in the form of feedback; (8) Assessing performance; and (9) Enhancing retention and transfer.

Last, in terms of the present article's subject, i.e., digital literacy in Special Education through teaching music technology online, we should note the following: digital literacy, online teaching/learning, music technology, and Special Education, each have their own distinct and specific literature. Be that as it may, there is no literature that groups those fields together and addresses them as one. That realization leads us to the conclusion that there is a dearth in studies and, more specifically, empirical ones, on those fields as a group. The present study aims at addressing that gap through the systematic recording of empirical data and actions on digital literacy, online teaching, music technology, and Special Education as a group.

Methodology - Description of Case

Our case study is linked to the case described below, a learner of ours with Down syndrome (Trisomy 21). Chris' mental disability is average (IQ: 39) and suffers from slight-to-medium hearing loss. He is 34 years old. His overall degree of disability stands at 85%. Chris resides with his mother and is on very good terms with his mother's family and especially his cousins. For five years, Chris was a member of the Ichochroma (Timbre) Orchestra that we had created through the D.D.A.T.A. method while working at "Ergastiri", a workshop stewarded by the Association of Parents and Guardians of Persons with Disabilities in Athens, Greece (Makris, 2020a,b). Before joining the Ichochroma Orchestra, Chris had exhibited no particular musical skills. At this point, it is worth noting that Chris

is exceptionally sociable with a great fondness for all that is art: dance, music, painting, and theater. Along general lines, Chris likes singing but his occasional stuttering causes him problems. As a result of his stuttering, which emerges when he wishes to express himself verbally, Chris becomes frustrated and stressed. Moreover, he cannot render the pitch of a musical note correctly. Our experience leads us to believe that Chris' partial hearing loss has something to do with it: he cannot hear the pitch correctly and, as a result, he cannot reproduce it with precision. Moreover, Chris needs to be constantly monitored when it comes to rhythm because he easily becomes enthusiastic, loses focus, and finds himself off tempo while performing a musical piece. After closely observing him during the rehearsals and performances of the Ichochroma Orchestra, we came to the conclusion that Chris was best suited for *santouri,* a Greek string instrument, on which he was successful in developing a number of skills. As a member of that orchestra, Chris has performed at several prestigious concerts and presentations such as the Athens Concert Hall, the Ermioni International Festival, and the Ceremonies Hall at the University of Athens.

Duration of Program and Sessions

With Chris, we held one, one-hour session per week during the period May 2020-present. We made small adjustments to the program for the months of August and December in 2020: In August, we held only two sessions every fortnight, while sessions in December took place only during the first, three Sundays of the month. Overall, we carried out thirty-one sessions with Chris.

Equipment

The equipment we used was an ordinary laptop, equipped with a camera and speakers, which had broadband access to the Internet. The Digital Audio Workstation (DAW) tool we used was the Soundation Studio that provides audio samples, instruments, and effects. We selected the Soundation Studio as the platform Chris would work on, using the rationale that it is a tool that does not need to be downloaded or installed on a PC since users can access it online and create music, also directly, online. We communicated verbally with Chris, our case, via video conferencing. To that purpose, we first tried the Viber cross-platform software, next we communicated with him via Skype, Facebook Messenger but we also used the CISCO Webex video-conferencing tool. In any case, our choice to communicate through share screening (desktop sharing) was of pivotal importance since it allowed us to monitor Chris' work right on his PC.

Stages and Analysis of Sessions

We held thirty-one (31) video conferences sessions with Chris. The first step in every session involved his reporting to us what we had discussed and accomplished during the previous session. The second was to ask him whether he had been able to complete the homework he was assigned in-between sessions since, at every session, Chris was always given some homework to do. His homework assignments involved his experimenting with the various Soundation features and tools so as to hone his skills through practicing. Next, we would show him one or two new features of the Soundation Studio. Once he was shown the features, we would ask him to apply them on different examples to ensure that he had grasped the way the functions worked. Each session ended with our giving him an overview of the session through questions on Soundation applications. We would conclude each session by assigning him his homework for the week before our next session.

Table 1 Sessions and Activities

Sessions	Activities taught per session
1	Helped Chris become autonomous in video-conferencing and turning on and off the Soundation Studio – monitored practice.
2 & 3	Taught Chris to select and listen to samples from Soundation's sound libraries – monitored practice.
4 & 5	Explained to Chris the concepts of beats per minutes (bpm) and tempo; trained him to search through the sound library for samples that contained the same bpm and key we had taught him – monitored practice.
6 & 7	Hands-on training of Chris to Drop & Import audio/MIDI files from the Soundation library; explained the workings of a DAW channel – monitored practice.
8	Taught Chris how to use the <Play> and <Stop> commands –monitored practice
9 & 10	Trained Chris in using the editing commands to create, move, cut, copy or delete an "event"; helped him create his first project – monitored practice.
11	Taught Chris to add an audio channel and learn about voice recordings – monitored practice.
12 & 13	Taught Chris to handle the volume function in every sound track and the automation function in the <Volume> and <Pan> commands – monitored practice.
14	Taught Chris to create an instrument channel – monitored practice.
15 & 16	Trained Chris to use the virtual keyboard – monitored practice.
17 & 18	Showed Chris how to make his own sound recording using the virtual keyboard – monitored practice.
19 & 20	Guided Chris on using MIDI-editing by using the <Edit Note> handle the <Pencil>, and create his own MIDI music composition, – monitored practice.
21	Explained the basics of the Simple Synth polyphonic synthesizer, and how to use Soundation's instrument channels – monitored practice.
22	Taught Chris the basics of the Mono Synth, and how to use its virtual instruments – monitored practice.
23	Explained how the FM Synth and its virtual instruments work – monitored practice.

24	Taught Chris the basics of the VA Synth, and how to use its virtual instruments – monitored practice.
25	Trained Chris on the use of the Wub Machine (remixer), and how to use its virtual instruments – monitored practice.
26	Explained the basics of the GM-2 instrument sample player [synthesizer] and how to use its virtual instruments – monitored practice.
27	Showed Chris the basics of SAM-1 Synthesizer with a capacity for sampling, and how to use its virtual instruments – monitored practice.
28	Explained how to use or deactivate the Reverb Effect Channel – monitored practice.
29	Introduction to the use or deactivation of the Parametric EQ (8-band Equalizer) – monitored practice.
30	Introduction to the use or deactivation of the Compressor (volume equalizer) – monitored practice.
31	Guided Chris through the steps of exporting his project in MP3 digital audio– monitored practice.

Based on the log we maintained during Chris' training period, the breakdown of the sessions, together with the breakdown of the assignments we gave Chris each session are presented analytically in Table 1. The transition from one activity to the next would not take place unless we had made absolutely certain that Chris had fully grasped the details of the previous assignment and, more importantly, unless we were able to see that he had successfully completed the homework assignment we had given him. We should note at this point that, during all sessions, we would closely monitor and steer him in the right direction while he practiced.

Table 2 presents two screenshots from our Cisco Webex video-conferencing sessions with Chris. The first photograph (Photograph 1) shows a SAM-1 Synth where Chris practices his automation and sound design skills. The second photograph (Photograph 2) shows the MIDI screen where Chris practices his MIDI-editing skills.

*Table 2 **Screenshots from our Cisco Webex Video-conferencing Sessions with Chris***

Photograph 1	**Photograph 2**
Our video conference with Chris on automation and sound design using a SAM-1 Synth	Our video conference with Chris on MIDI Editing
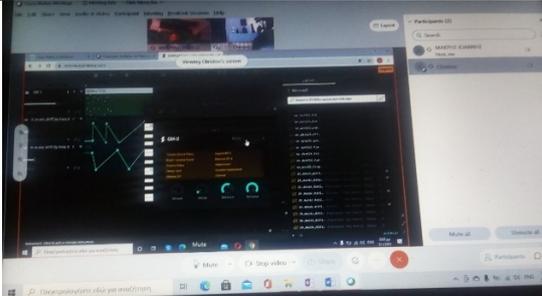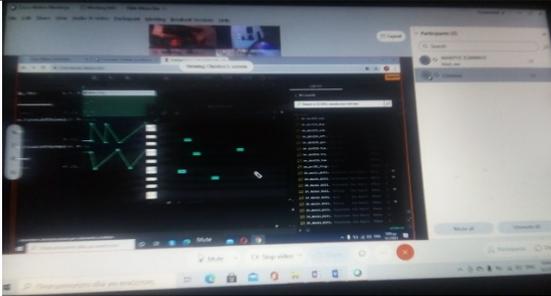
Results

The results of our experience stemming from teaching Chris, a special needs person, music technology online have been rewarding despite the fact that we are discussing the study of a single case. The semi-structured interviews we held with Chris also showed that the results of our work were impressive. Practically speaking, Chris improved his digital literacy and his overall skills in using the new technologies. More specifically, our thirty-one sessions with Chris helped him: (a) Start and stop on his own any videoconference, be it on Messenger, Skype or Webex; (b) open, close, export, and save audio files on a Digital Audio Workstation (DAW) which, in his case, was the Soundation Studio; (c) handle the mouse on his own by practicing Drag & Drop, Select, Delete and, in general, all the commands he had to know to be able to audio edit on software such as a DAW; (d) use the synthesizer of his choice and make any adjustments requested of him; (e) use the Soundation Studio's Automation function and various effects (Reverb, Equalizer, and Compressor) he had been taught; (f) do basic sound mixing on his own; and (g) express himself by creating new compositions.

By means of learning how to operate and handle a DAW, not only did Chris improve his digital literacy level but he also took his self-esteem and self-knowledge to higher levels. Every time we reviewed the material taught with Chris, we all made notes of what he had learned, what we could do, and what was left to be learned. That practice significantly reinforced Chris' self-knowledge. What is more, Chris showed great improvement in a number of his cognitive functions such as his procedural memory, auditory perception, thinking process, and attention span, together with his foreign language skills since the terminology on a DAW is in English.

Discussion

Music technology on its own is a highly demanding field that necessitates in-depth knowledge on sound synthesis and digital signal processing. With the need arising from the Covid-19 pandemic to teach exclusively online, music technology becomes an even more demanding teaching subject, especially when it is addressed to individuals with mental disabilities who feel somewhat perplexed and stressed by video-conferencing and the absence of the teacher's physical presence. As Special Education teachers we were thus challenged to work in this innovative way with 34-year old Chris who was born with Down syndrome. We were amply rewarded. Today, Chris is in a position to perform tasks that neither he nor we would have thought possible six months ago.

Needless to say, our sessions with Chris are not over. However, from this point forward, our goal is to help him acquire a firmer grasp of the concepts and

skills he was taught, and monitor him while he produces on his own a complete musical project in CD form. For the thirty-one sessions with Chris we anchored ourselves in our prior Special Education experience and followed Gagne's Nine Events (Gagne, 1977) for the design of the educational material destined for Chris. As a result, we were able to produce a protocol (Table 1). That protocol may very well be the first applied teaching guide for those who wish to teach music technology online to persons with mental disabilities. We hope that, in future, our protocol may provide the foundation for the development of the relevant curriculum.

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PROFESSIONAL READINESS OF FUTURE SPECIAL EDUCATION TEACHERS FOR INCLUSIVE EDUCATION IN UKRAINE

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Abstract. *The article is devoted to the problem of compliance of special education teachers training in Ukraine with the implementation of inclusive education in accordance with international standards. It was found that despite many years of inclusive policy experience in Ukraine, inclusive practice is not implemented properly. The assumptions about gaps in the staffing of inclusive education are made. The level of professional readiness among future special education teachers for practice in inclusive educational environment is investigated and analyzed in the article. The comprehensive questionnaire developed by the authors was used as a diagnostic tool in current study. The questionnaire was designed in accordance with the content of such educational guidelines as the "Professional Development Tool for Improving the Quality of Work of Primary School Teachers" and the "Profile of Inclusive Teachers". The main professional readiness criteria for practice in inclusive educational environment among future teachers are defined: Interactions; Family and Community; Inclusion, Diversity, and Values of Democracy; Assessment and Planning; Teaching Strategies; Learning Environment; Professional Development. The developed questionnaire is aimed to identify the level of development of different professional readiness components, such as: theoretical-cognitive and practical-active. The results showed low and medium levels of professional readiness for practice in inclusive educational environment among future special education teachers, that is insufficient to meet the social demand for training specialists to work in the new professional conditions of inclusive education.*
Correlation analysis revealed the leading role of the practical-active component in the system of professional training, which require increased attention to its practical component, based on both university practical training centers and pedagogical internship. The current study concludes on the necessity of transformation of professional training content for future special

education teachers in accordance with international scientific achievements in the field of providing quality services to children with special educational needs.
Keywords: *inclusive practice, inclusive education teachers, professional readiness for practice in inclusive educational environment, special education teachers, the ISSA Pedagogical Standards.*

Introduction

Educational system in Ukraine is currently being reformed as part of New Ukrainian School Concept realization, which provides an active implementation for inclusive education (Cabinet of Ministers of Ukraine [CMU], 2016). It gives rise to a social demand for training pedagogues, who are able to engage quickly and efficiently in professional activities in inclusive educational environment (Martynchuk, Skrypnyk, Naida, & Sofiy, 2020; Skrypnyk, Martynchuk, Klopota, Gudonis, & Voronsca, 2020).

Lack of consideration of the social demand during the development of professional training system for Special Education Program students leads to the problem, that educational institutions are inconsistently staffed with *professionals competent in the implementation of inclusive education*. One of the reasons for this situation is the content of educational programs, which does not fully cover such issues as: conditions of professional activity in educational institutions, as well as modern international requirements for teachers to be capable of effective professional activity in inclusive educational environment (Martynchuk, 2018).

Currently, the international scientific and educational space contains a sufficient amount of researches on what a modern teacher should be in order to work effectively in inclusive educational environment (Deppeler, Loreman, & Smith, 2015; European Agency for Development in Special Needs Education, 2012; Florian & Linklater, 2010; International Step by Step Assosiation [ISSA], 2010; Takala, Pirttimaa, & Törmänen, 2009). There are also several studies (Al-Yagon & Margalit, 2001; Cole, 2005; Takala, Pirttimaa, & Törmänen, 2009), which emphasize on crucial role of abilities of special education specialists to provide effective support for children with SEN in educational process.

Ukraine has a fairly high level of awareness concerning the acceptance of inclusive values (European Research Association [ERA], 2012); developed theory of inclusive education (Kolupayeva, 2009; Kolupayeva & Taranchenko, 2016); clearly developed educational policy. Although, the implementation of effective inclusive practice is still not established in Ukraine, as evidenced by number of studies discussing the gap between policy and practice (Alishavskane, Onufrik, & Florian, 2019; Martynchuk, Skrypnyk, Sofiy, & Bahdanovich Hanssen, 2021). Studies show that the gap is linked with insufficient

level of training of special education teachers for inclusive education of children with special educational needs.

Solving this problem encourages Ukrainian scientists to find the ways to improve special education teachers training to work in conditions of inclusive education, based on international experience, and the ISSA Pedagogical Standards, in particular (ISSA, 2010). Results of the study "On the Implementation of the ISSA Pedagogical Standards and Their Impact on ECDE Policies and Practices in the Region of ISSA's Network and Beyond (2001-2008)" proved the implementation of the ISSA Pedagogical Standards in pedagogical practice helps to improve the quality of learning and education for children with special educational needs (Howard, Tuna, Cincieli, Rajabova, Vonta, & Tankersley, 2010).

The purpose of the study is to investigate if the actual level of professional training for Special Education Program students meets the ISSA Pedagogical Standards, which enable teachers to realize successful professional activity in inclusive educational environment.

Literature Review

There is a consensus among researchers, organizations, and politicians that the quality of education depends on well-educated and competent staff (Dumcius et al., 2014). The importance of highly qualified staff is recognized in the "New Priorities for European Cooperation in Education and Training" at European level (European Commission, 2015).

Currently, there is a sufficient amount of research results that provide a scientific basis for theoretical understanding of the phenomenon of special education specialists training for professional activities in inclusive educational environment, in particular: theoretical, methodological and philosophical aspects of inclusive education are outlined (Loreman, Deppeler, & Harvey, 2010; Bahdanovich Hanssen, Hansén, & Ström, 2021; Kolupayeva & Taranchenko, 2016); the ways of professional training, retraining and advanced training for teachers and special teachers in the field of special education in inclusive educational environment are revealed (Al-Yagon & Margalit, 2001; Florian & Pantić, 2013; European Agency for Development in Special Needs Education [EADSN], 2012; Tankersley, Braikovich, & Handze, 2010; Loreman, 2017; Martynchuk, 2018). Present studies indicate certain general and professional competencies required for the implementation of effective inclusive education. There are two studies, considered to be the most fundamental in this field. Firstly, the research conducted by the European Agency for Development in Special Needs Education within the project "Teacher Education for Inclusion" [TE4I] in

2009-2012 (European Agency for Development in Special Needs Education [EADSN], 2012), which resulted in the development of "Profile of Inclusive Teachers", consisting of competencies, such as: Valuing Learner Diversity**,** Supporting All Learners, Working with Others, Personal Professional Development**.** Secondly, the research conducted by ISSA during the development of the ISSA Pedagogical Standards (ISSA, 2010; Tankersley, Braikovich, & Handze, 2010), which resulted in the development of ISSA quality pedagogy principles, covering seven target areas (Interactions, Family and Community, Inclusion, Diversity, and Values of Democracy, Assessment and Planning, Teaching Strategies, Learning Environment, Professional Development). ISSA quality pedagogy principles, based on the latest research in the field of quality pedagogy, identify ways to develop professional skills and meet international trends in the field of providing educational services to children 3-10 years old, and they are consistent with the research results within the project "Teacher Education for Inclusion" (EADSN, 2012).

Thus, the contextual review of the studies on modern requirements for inclusive education teachers is the basis for researchers who investigate the compliance of future teachers national training with current trends and present international requirements for specialists to be capable of effective professional activity in inclusive educational environment.

Methodology

A questionnaire, developed by us on the basis of "Professional Development Tool for Improving the Quality of Work of Primary School Teachers" (Tankersley, Braikovich, & Handze, 2010), was administered in current study to investigate the level of professional readiness for practice in inclusive educational environment among Special Education Program senior students. The questionnaire is consistent with "Profile of Inclusive Teachers" developed within the project "TE4I" (EADSN, 2012).

The choice of research methodology is based on both the characteristics of professional activity of teachers of inclusive educational institution, and ISSA quality pedagogy principles (ISSA, 2010). The developed questionnaire for future inclusive education teachers is based on the professional readiness criteria, given in the "Professional Development Tool for Improving the Quality of Work of Primary School Teachers", which are: Interactions, Family and Community, Inclusion, Diversity, and Values of Democracy, Assessment and Planning, Teaching Strategies, Learning Environment, Professional Development. It should be noted, that defined criteria support the important points of practice, such as: the compliance of education with a child's developmental level, individual approach, and understanding that learning takes place in the process of interaction,

as it is considered as a dialogue between children and adults, between children themselves, which is characterized by respect for each other, encouraging children and ensuring independence for them.

An important role in professional readiness development of special education teachers for practice in inclusive educational environment play components, characterized by *knowledge* about the object of professional activity (theoretical-cognitive component) and *skills* for qualitative and successful professional activity in inclusive educational environment (practical-active component).

To study the theoretical-cognitive and practical-active components of the professional readiness of future special education teachers we designed an inventory, based on the criteria of "Professional Development Tool for Improving the Quality of Work of Primary School Teachers" (ISSA, 2010), taking into consideration the national context (conditions of learning, education, and development of children with special educational needs in national educational environment), as well as, students' point of view. The questionnaire examined future special education teachers' self-reports on their knowledge about inclusive educational process and the level of their professional skills development.

The questionnaire contains two sections for the evaluation of theoretical-cognitive and practical-active components. Each section has seven scales: Interactions, Family and Community, Inclusion, Diversity, and Values of Democracy, Assessment and Planning, Teaching Strategies, Learning Environment, Professional Development, according to the seven criteria of the "Professional Development Tool for Improving the Quality of Work of Primary School Teachers" (ISSA, 2010). Each scale has from 20 to 60 statements with 5 answer options: "never or very rarely" (0 points), "rarely" (1 point), "from time to time" (2 points), "often" (3 points), "very often or always" (4 points). Scores were calculated for each of the seven criteria for the two sections separately.

To facilitate comparisons between scales the score on each scale was divided by the coefficient (the maximum score for the scale is divided by 100). Totaling the final scores on each scale the level of the development of each professional readiness criterion for practice in inclusive educational environment was obtained. Thus, 76-100 points indicated high level; 26-75 points indicated medium level; 0-25 points indicated low level.

The total sample contains 300 senior students of Special Education (Speech Therapy) Program. Among them, 260 fourth-year bachelor's degree students and 40 master's degree students from 6 Ukrainian universities (Borys Grinchenko Kyiv University, National Pedagogical Dragomanov University, Kamianets-Podilskyi National Ivan Ohiienko University, Pavlo Tychyna Uman State

Pedagogical University, V.O.Sukhomlynskysi National University of Mykolaiv, Oles Honchar Dnipropetrovsk National University).

Research Results

The results obtained in current study were analyzed and interpreted to identify the level of professional readiness of future special education teachers for practice in inclusive educational environment in accordance with the ISSA Pedagogical Standards.

The survey results showed a low level of theoretical-cognitive component of professional readiness for practice in inclusive educational environment. Thus, most students have a low level of knowledge and understanding of theoretical basis for organization and implementation of inclusive education in accordance with ISSA international standards (Table 1).

Table 1 **The Developmental Level of Theoretical-cognitive Component of Professional Readiness for Practice in Inclusive Educational Environment among Special Education Program Students**

Criteria	Developmental level (percentage)		
	High	Medium	Low
Interactions	-	25	75
Family and Community	-	16	84
Inclusion, Diversity, and Values of Democracy	-	19	81
Assessment and Planning	-	18	82
Teaching Strategies	-	17	83
Learning Environment	-	26	74
Professional Development	-	34	66
General result		22	78

Thus, 78% of respondents demonstrated a low level of knowledge and understanding of qualitative pedagogical practice in inclusive educational environment; 22% of respondents showed a medium level of knowledge and understanding of quality pedagogy in the XXI century, which determines the principles of quality education for all children, including children with special educational needs. None of the respondents demonstrated *a high level*, characterized by knowledge and understanding of quality of practice, as well as awareness of their own active professional roles in an educational institution in order to promote changes in educational process to ensure the quality of educational services to all children, according to the "Professional Development Tool for Improving the Quality of Work of Primary School Teachers" (ISSA,

2010). *A medium level* of theoretical-cognitive component of professional readiness for practice in inclusive educational environment is characterized by knowledge and understanding on how to put into daily practice the maximum opportunities of learning, education, and development for children with special educational needs. *A low level* of theoretical-cognitive component of professional readiness for practice in inclusive educational environment is characterized by lack of knowledge on creating of quality practice that meets the needs of children and their families.

The correlation analysis results for theoretical-cognitive professional readiness component among Special Education Program students are shown below. Spearman's rank correlation coefficient was used for correlation analysis.

The correlations within the criteria of professional readiness of future special education teachers for practice in inclusive educational environment, according to the ISSA pedagogical standards, were investigated (Table 2).

*Table 2 **Correlation Analysis of Criteria of Theoretical-cognitive Professional Readiness Component for Practice in Inclusive Educational Environment, According to the ISSA Pedagogical Standards***

	Interactions	Family and Community	Inclusion, Diversity, and Values of Democracy	Assessment and Planning	Teaching Strategies	Learning Environment	Professional Development
Interactions	-	$0,192^{***}$	$0,339^{***}$	$0,171^{***}$	$0,376^{***}$	$0,346^{***}$	$0,133^{**}$
Family and Community	$0,192^{***}$	-	$0,335^{***}$	$0,419^{***}$	$0,216^{***}$	$0,331^{***}$	$0,266^{***}$
Inclusion, Diversity, and Values of Democracy	$0,339^{***}$	$0,335^{***}$	-	$0,321^{***}$	$0,387^{***}$	$0,322^{***}$	$0,188^{***}$
Assessment and Planning	$0,171^{***}$	$0,419^{***}$	$0,321^{***}$	-	$0,391^{***}$	$0,259^{***}$	$0,316^{***}$
Teaching Strategies	$0,376^{***}$	$0,216^{***}$	$0,387^{***}$	$0,391^{***}$	-	$0,345^{***}$	$0,212^{***}$
Learning Environment	$0,346^{***}$	$0,331^{***}$	$0,322^{***}$	$0,259^{***}$	$0,345^{***}$	-	$0,197^{***}$
Professional Development	$0,133^{**}$	$0,266^{***}$	$0,188^{***}$	$0,316^{***}$	$0,212^{***}$	$0,197^{***}$	-

** Sig. level $p < 0.05$

*** Sig. level $p < 0.01$

The correlation analysis results on criteria of theoretical-cognitive professional readiness component for practice in inclusive educational environment among Special Education Program students showed direct correlation within all criteria of the component. It points out the necessity of providing knowledge for students concerning all the criteria.

Thus, quantitative and qualitative analysis results on theoretical-cognitive component of professional readiness for practice in inclusive educational environment among Special Education Program students confirmed the necessity of content transformations in professional training for future special education teachers, according to both international scientific achievements in the field of providing quality services to children with special educational needs, and a social demand for a special education teacher capable of effective professional activity in inclusive educational environment.

The survey results indicated a low level of practical-active component of professional readiness for practice, namely, skills and abilities for organization and implementation of inclusive education, in accordance with ISSA international standards (Table 3).

Table 3 **The Developmental Level of Practical-active Component of Professional Readiness for Practice in Inclusive Educational Environment among Special Education Program Students**

Criteria	Developmental level (percentage)		
	High	Medium	Low
Interactions	-	31	69
Family and Community	-	28	72
Inclusion, Diversity, and Values of Democracy	-	25	75
Assessment and Planning	-	31	69
Teaching Strategies	-	23	77
Learning Environment	-	40	60
Professional Development	-	38	62
General result		31	69

Thus, 69% of respondents demonstrated a low level of skills of qualitative pedagogical practice in inclusive educational environment; 31% of respondents showed a medium level of abilities to implement the quality pedagogy principles of the XXI century and technologies of inclusive education of children with special educational needs. None of the respondents demonstrated a high level of practical-active component of professional readiness for implementation of inclusive education for children with special educational needs. According to the "Professional Development Tool for Improving the Quality of Work of Primary School Teachers" (ISSA, 2010), *a high level* of practical-active component of

professional readiness for practice in inclusive educational environment is characterized by several skills and abilities, such as: empowering children, families and local communities in determining and implementing an individual educational trajectory of a child with special educational needs; promoting children's understanding of democratic values, as well as, developing their life skills in a world of diversity; evaluating children's special educational needs and planning their educational process in inclusive educational environment; knowing the teaching methods for cognitive, emotional and social development of children with special educational needs; creating a safe inclusive environment; and a continuous willingness to improve the professional skills in accordance with the requirements of modern world. *A medium level* of practical-active component of professional readiness for practice in inclusive educational environment is characterized by skills and abilities to realize the inclusive education technologies promoting the development of children with special educational needs and the use of their potential in learning environment of inclusive educational institution. *A low level* of practical-active component of professional readiness for practice in inclusive educational environment is characterized by lack of skills and abilities to ensure the quality of practice, that meets the needs of children and their families.

The correlation analysis results for practical-active professional readiness component among Special Education Program students are shown below. Spearman's rank correlation coefficient was used for correlation analysis.

The correlations within the criteria of professional readiness of future special education teachers for practice in inclusive educational environment, according to the ISSA pedagogical standards, were investigated (Table 4).

The correlation analysis results on criteria of practical-active professional readiness component for practice in inclusive educational environment among Special Education Program students showed direct correlation within all criteria of the component. It demonstrates that improving of abilities and skills within all the outlined criteria is highly required for students.

Thus, quantitative and qualitative analysis results on practical-active component of professional readiness for practice in inclusive educational environment among Special Education Program senior students confirmed the necessity of transformations in professional training technologies for future special education teachers, as well as creation of educational environment for professional training in higher education institutions, considering the international and national experience in the field of vocational education, and the social demand for a modern special education teacher capable of effective professional activity in inclusive educational environment of the New Ukrainian School.

Table 4 **Correlation Analysis of Criteria of Practical-active Professional Readiness Component for Practice in Inclusive Educational Environment, According to the ISSA Pedagogical Standards**

	Interactions	Family and Community	Inclusion, Diversity, and Values of Democracy	Assessment and Planning	Teaching Strategies	Learning Environment	Professional Development
Interactions	-	0,410***	0,485***	0,427***	0,367***	0,385***	0,424***
Family and Community	0,410***	-	0,439***	0,358***	0,300***	0,351***	0,382***
Inclusion, Diversity, and Values of Democracy	0,485***	0,439***	-	0,609***	0,313***	0,581***	0,561***
Assessment and Planning	0,427***	0,358***	0,609***	-	0,384***	0,721***	0,476***
Teaching Strategies	0,367***	0,300***	0,313***	0,384***	-	0,324***	0,223***
Learning Environment	0,385***	0,351***	0,581***	0,721***	0,324***	-	0,652***
Professional Development	0,424***	0,382***	0,561***	0,476***	0,223***	0,652***	-

** Sig. level $p < 0.05$
*** Sig. level $p < 0.01$

Table 5 presents the results of correlation analysis between theoretical-cognitive and practical-active components of professional readiness for practice in inclusive educational environment among Special Education Program students. Spearman's rank correlation coefficient was used for the statistical analysis.

The results indicate direct correlation between theoretical-cognitive and practical-active components on almost all the criteria. Although, there is no significant correlation between "Family and Community" criterion of the theoretical-cognitive component and the criteria "Family and Community" (0,110), as well as "Professional Development" (0.030) of the practical-active component (Table 5).

Thus, the intrasystem connections between the structural components of professional readiness turned to be moderate and strong with the leading role of the practical-active component. The correlation analysis results showed a possible impact on the theoretical-cognitive component by developing the practical-active component of professional readiness among future special education teachers for practice in inclusive educational environment.

Table 5 **Correlation Analysis of Practical-active and Theoretical-cognitive Components of Professional Readiness for Practice in Inclusive Educational Environment among Special Education Program Students**

		theoretical-cognitive component						
		Interactions	Family and Community	Inclusion, Diversity, and Values of Democracy	Assessment and Planning	Teaching Strategies	Learning Environment	Professional Development
practical-active component	Interactions	0,253***	0,204***	0,143**	0,148**	0,267***	0,215***	0,189***
	Family and Community	0,254***	0,110*	0,162***	0,159***	0,342***	0,327***	0,316***
	Inclusion, Diversity, and Values of Democracy	0,323***	0,131**	0,243***	0,177***	0,234***	0,355***	0,226***
	Assessment and Planning	0,307***	0,237***	0,290***	0,203***	0,207***	0,358***	0,174***
	Teaching Strategies	0,251***	0,212***	0,231***	0,218***	0,252***	0,246***	0,194***
	Learning Environment	0,361***	0,201***	0,304***	0,254***	0,307***	0,333***	0,167***
	Professional Development	0,258***	0,030*	0,264***	0,157***	0,238***	0,153***	0,192***

* Sig. level p > 0.1
** Sig. level p < 0.05
*** Sig. level p < 0.01

Conclusions

The study results allow us to conclude that professional training of special education specialists, based on the nosological point of view does not meet modern requirements for both a competent pedagogue of the XXI century (the ISSA Pedagogical Standards), and inclusive education teacher (Teacher Education for Inclusion, EADSN, 2012). Therefore, current professional training system does not provide enough opportunities for future special education specialists to realize successful professional activity in inclusive educational environment.

The actual conditions of higher education with lack of specially organized work on the development of professional readiness for practice in inclusive educational environment in accordance with international requirements, proved to show low and medium levels of professional readiness for practice in inclusive

educational environment among most senior students, that is insufficient to meet the social demand for vocational training of specialists to work in the new professional environment of inclusive education.

Correlation analysis results turn to be quite informative for the development of professional training strategy for future inclusive education teachers, as they identified the leading role of the practical-active component in vocational training system. The study points out that increased attention should be paid to the practical part of vocational training, based on both university centers for practical training, and pedagogical internship.

To conclude, the study results indicate the necessity of content transformations in professional training for Special Education Program students to practice in inclusive educational environment, considering the characteristics of the practice at professional services global market. Implementation of the above issues requires professional training system in higher education institutions to be flexible in order to update and/or improve regularly the content of educational programs, considering actual trends and modern requirements for professional training of special education specialists for practice in inclusive educational environment.

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IMPROVING SOCIAL COMMUNICATION SKILLS IN AUTISM SPECTRUM DISORDERS USING PROGRAMMABLE TOY ROBOTS

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Abstract. *Autism spectrum disorders (ASD) are a group of lifelong disabilities that affect people's ability to communicate and understand social cues. An individual with ASD has difficulties in recognizing body language, making eye contact, and understanding other people's emotions.*
Rapid progress in technology offers increasing possibilities for innovation in treatment for individuals with ASD.
In recent years, advances have enabled programmable toy robots (PTRs) to help individuals improve their social skills and communication abilities. Over the past decade, the use of PTRs with autistic children has received considerable attention, even though research on this topic is in its infancy.
This article analyzes the recent progress in the use of PTRs in the ASD scope. It illustrates an exploratory research conducted on four adolescents with ASD aimed at defining an experiment to evaluate the effectiveness of PTRs in their social communication.
The exploratory research results are encouraging, although they demonstrated the complexity in determining the feasibility and validity of robots in the social communication of autistic people.
Keywords: *Autism Spectrum Disorder, Programmable toy robots for autistic children, Robot therapy, Social communication of autistic children, Social robotics.*

Background

Over the last two decades, digital technology has become increasingly popular in education. Nowadays, course management systems and e-learning platforms provide learners with tools and resources to support and enhance education management and delivery.

Robotics is a growing field in which digital technology has found new forms of educational and therapeutic interventions. In this regard, robot therapy is a new application of robots that refers to the use of robotic devices as therapeutic tools (Agah, Cabibihan, Howard, Salichs, & He, 2016; Tlili, Lin, Chen, & Huang 2020). Robot therapy is attracting the attention of many researchers, and encompasses a broad range of robot-interactive treatments, from physical rehabilitation, such as for stroke and limb rehabilitation (Everard, Ajana, Dehem, Stoquart, Edwards, & Lejeune, 2020; Ferreira, Chaves, Oliveira, Van Petten, & Vimieiro, 2018) to cognitive or social applications, such as mental healthcare for the elderly, and for dementia and autism (Cruz-Sandoval, Morales-Tellez, Sandoval, & Favela, 2020; Shibata & Wada, 2011).

PARO is one example of a zoomorphic therapeutic robot primarily realized in order to study interactions with older adults with varying cognitive impairment levels. It showed a positive effect on users' emotional states and stress levels (Pu, Moyle, & Jones, 2020; Šabanović, Bennett, Chang, & Huber, 2013).

In the early 2010s, many studies were conducted with the aim of investigating the use of robots to support children's' cognition, language, interaction, and socialization (Toh, Causo, Tzuo, Chen, & Yeo, 2016). From the results of these studies, various educational robots have been developed, such as the products from Waveshare or the Moxie robot designed by Embodied, to promote cognitive, emotional, and social learning (Hurst, Clabaugh, Baynes, Cohn, Mitroff, & Scherer, 2020). These robots have different appearances, structures (hardware), systems (software), and functions (behavioral outcomes), and can be categorized as robotics kits, social robots, and toy robots (Jung & Won, 2018). Robotics kits are programmable construction kits that can be used in role-play activities (Janka, 2008). Social robots are increasingly used in an educational context since they are perceived as motivating, enjoyable, and engaging by the pupils, particularly in primary schools (Konijn, Smakman, & van den Berghe, 2020). They interact with humans in a socially acceptable manner, aiming to increase the socialization and social communication capacities of users. They require deep models of social cognition, but can be used to support a wide range of social applications in contexts ranging from offices and hotels, to marketing, cooking, entertainment, hobbies, and recreation, as well as in health and nursing care, therapy, and rehabilitation (Dautenhahn, 2002; Lohse, Hegel, Swadzba, Rohlfing, Wachsmuth, & Wrede, 2007; Dou, Wu, Wang, & Niu, 2020). In contrast, toy robots are ready-made commercial robots intended for entertainment and play (Fernaeus, Håkansson, Jacobsson, & Ljungblad, 2010). Commercial programmable toy robots are designed to be programmed by kids using a simplified drag-and-drop software interface on their computer, such as Lego Boost, Robotkity, Plobot, Kamibot, Awesome Shield, Scratch and ScratchJr, mTiny Genius Kit, Sphero, and so on. Using these programs, kids exercise their

problem-solving skills and creativity, exploring and experimenting with new solutions.

In recent years, programmable toy robots (PTRs) have been experimented in the scope of helping individuals improve their social skills and communication abilities. Over the past decade, the use of PTRs with autistic children has received considerable attention, even though research on this topic is still in its infancy (Begum, Serna, & Yanco, 2016; Cabibihan, Javed, Ang, & Aljunied, 2013; Saleh, Hashim, Mohamed, Abd Almisreb, & Durakovic, 2020).

Some humanoid robots such as Zeno R-50, Nao and Kaspar, as well as nonhumanoid robots such as Pleo, Keepon, and Popchilla, have been experimented as vehicles for promoting the social skills of children with autism (Dickstein-Fischer, Crone-Todd, Chapman, Fathima, & Fischer, 2018; Gandomi, 2018). Milo by RoboKind (Figure 1) is one of the most advanced robots designed to support social and emotional learning for people with ASD (https://robots4autism.com/milo/). Working with Milo, individuals with ASD learn to:

- Tune in on emotions
- Express empathy
- Act more appropriately in social situations
- Self-motivate
- Generalize in the population
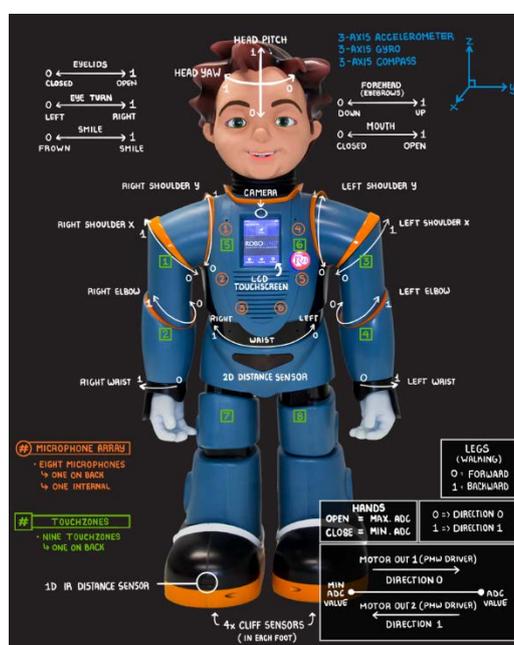
*Figure 1 **Specifications of Milo Robot** (source: https://robots4autism.com/milo/)*

This article illustrates an exploratory research conducted on four young adults with ASD aimed at defining an experiment to evaluate the use of low-cost commercial PTRs in their social communication. The research has also been suggested by the need to design remote educational interventions for people with ASD. Indeed, due to the COVID-19 outbreak, social services have been forced to find new forms of interventions, moving from face-to-face to remote support of their users.

Research Objective and Methodology

This research is the first step of a larger investigation process whose objective is to define an integrated project aimed at developing PTR-based solutions for children and adolescents with ASD. The expected project results are:

Design and implementation of a low-cost PTR that social educators can use in schools and social services to encourage the communication and social-emotional abilities of children and adolescents with ASD;

Design educational guidance for social educators to develop PTR-based programs for children and adolescents with ASD.

The project envisages three main phases:

Phase I. Preparatory investigation. This concerns the review of scientific literature on PTRs, the collection and analysis of experiences, and the definition and carrying out of experiments to guide the further phases.

Phase II. Implementation. This concerns the design and realization of a low-cost PTR, and the definition of guidelines and examples for social educators to follow in order to develop educational programs for children and adolescents with ASD based on PTRs.

Phase III. Refinement. This concerns the analysis and evaluation of the Implementation phase. An educational module for social educators on the use of PTRs will be realized and tested. The final version of Guidelines and Exercises will be released. A Handbook will be published.

This article reports on an exploratory study carried out within phase I of the project that was aimed at defining the boundaries for the use of low-cost commercial PTRs to improve social communication skills in ASD. It includes a preliminary literature review and an on-field experience conducted in collaboration with the Social Health Disability Services of the Friuli Venezia Giulia Region.

The literature review analyzed over 70 articles published over the last two decades that are available in various in databases (Scopus, Web of Science, SAGE, ERIC, IEEE, etc.), following a consolidated methodology (Booth, Sutton, & Papaioannou, 2016; Fink, 2019; Jesson, Matheson, & Lacey, 2011). To collect relevant and significant publications, authors used keywords such as

"robot therapy", "social robots", "social robotics", "autism robots", "socialization of robotics", "robotics education", etc. Part of the analysis has been used to provide this article with an overview of autism and social robotics. The authors are aware that further literature following the basic idea of robotics for ASD does exist. However, due to the limited time available for the literature analysis (July-December 2020), a restricted number of articles was considered. Systematic reviews have been privileged.

The in-field experience for the use of PTRs to support social communication skills in ASD was garnered at the Day Care Center for ASD operated by the Social Health Disability Services of the Friuli Venezia Giulia Region. It involved four adolescents with a severe level of ASD, the director of the service, and an educator. Neither the director nor the educator were skilled in robotics, and were using a PTR for the first time. Nevertheless, they were very familiar with the involved adolescents and their status. The activity took place in the occupational room of the daycare service using Lego Boost robots. Lego Boost is a kit developed by Lego Education that allows children aged 8-12 years to learn about engineering, technology, programming, and robotics. It comprises 847 Lego bricks with which to assemble 5 different robots (Vernie the robot, Frankie the cat, the MTR4, the Autobuilder, and the Guitar), and includes an interactive engine, color, tilt, and distance sensors, and the Boost Hub to connect the robot to a tablet or smartphone. The authors used the Vernie robot (Figure 2). The use of Lego Boost in relation to ASD is shared by other researchers (Barakova, Bajracharya, Willemsen, Lourens, & Huskens, 2015; Huskens, Palmen, Van der Werff, Lourens, & Barakova, 2015; Levy & Dunsmuir, 2020). The overriding aim is to find an effective translation of LEGO therapy (LeGoff, 2004; LeGoff & Sherman, 2006; Owens, Granader, Humphrey, & Baron-Cohen, 2008) to playful robot-mediated training.

The field experience was conducted in three steps:

- The educator built two Vernie robots together with one of the autistic adolescents involved in the in-field activity, then studied and tested their functions using Lego Boost manuals and online videos (Benedettelli, 2018; Bundschuh, 2019).
- The four autistic adolescents played with Vernie under the supervision of the educator.
- The educator programmed Vernie for simple social communication interactions. The four autistic adolescents, separately, communicated with the robot, e.g., saying "hello", saying "goodbye", saying "thanks", instructing Vernie how to move to achieve a goal, etc. An external observer filmed their activity (Figure 3).

*Figure 2 **The Lego Boost Vernie robot** (own source);*

*Figure 3 **An Autistic Adolescent Interacting with Vernie** (own source)*

Videos have been analyzed considering two behavioral dimensions of the engaged autistic adolescents:

Verbal behavior in interacting with Vernie and answering the questions posed by the educator, such as "what is Vernie doing?", "how must Vernie move to get a given goal?", etc.

Social behavior in collaborating with the educator in programming and carrying out the Vernie tasks.

Findings

The in-field experience confirmed that PTRs represent a powerful means for engaging with children and adolescents with ASD, as well as for improving their social communication skills (Kostrubiec & Kruck, 2020; Ricks & Colton, 2010; Talaei-Khoei, Lewis, Kaul, Daniel, & Sharma, 2017).

All the autistic adolescents involved in the in-field experience showed empathy towards Vernie, interacting with it as a pair. They were enthusiastic about the activity, not bored to repeat a task, and were strongly engaged in communicating with the robot. The interaction with Vernie stimulated their creativity. They were excited to describe their relationship with Vernie to the educator, readily transferred their feelings to the robot, and also attempted to offer it suggestions and advice.

However, the limitations of the in-field experience evidenced two crucial elements that can be considered as its main results.

The first concerns the competence of educators involved in social robotics. It is necessary to define a competency framework that includes knowledge in computing and basic robotics, and competence in rehabilitation for psycho-cognitive and behavioral disturbances, special needs education, social communication, and socialization of individuals with special needs.

The second regards the definition of specific educational and rehabilitation strategies and the demonstration of their effectiveness. The use of PTRs should be contextualized and appropriate social communication situations should be designed, according to the robots' available functions.

The authors' opinion is that the storytelling method could be used to create social communication situations, as well as for sharing and interpreting social experiences (Fog, Budtz, & Yakaboylu, 2005; Herman, 2013; Sephvandi & Sahebalzamani, 2019).

In this regard, it has been observed that the social performance of autistic children improves when using a robot as a medium for social storytelling (Attawibulkul, Sornsuwonrangsee, Jutharee, & Kaewkamnerdpong, 2019; Vanderborght et al., 2012). The in-field experience showed that the autistic adolescents interacted with Vernie, saying "hello", saying "thank you", and directing the robot how to move in order to achieve a given task.

Finally, different PRTs should be experimented to identify the functions that demonstrate the greatest effectiveness. Furthermore, using open source physical computer platforms is less expensive and gives educators the opportunity to master robotics, stimulating their creativity (Ziouzios, Ioannou, Ioanna, Bratitsis, & Dasygenis, 2020). Arduino (https://www.arduino.cc) and Raspberry Pi (https://www.raspberrypi.org/) are, currently, the most well-known technology for hobbyists and education. They can offer low-cost tools for prototyping and experimentation.

Further Developments

This research is the first step of a larger investigation process whose ultimate objective is to define an integrated project aimed at developing social robotics interventions. The next steps are related to the completion of phase I, specifically:

- Defining the competency framework for social robotics.
- Organizing a training course for educators in social robotics.
- Realizing a pilot experiment involving children with ASD.

- Creating an interdisciplinary laboratory involving psychiatrists, psychotherapists, cognitive scientists, roboticists, computer scientists, and special needs education experts.

A pilot experiment will be designed involving children with ASD and skilled educators, and combine social storytelling with PTRs. It will differ from storytelling with robots in which children teach a robot to tell stories (Chen & Wang, 2011). Instead, in the pilot experiment, the robot will be used to represent a story.

Two types of social storytelling will be adopted. Social situational storytelling (SSS) and creative social storytelling (CSS).

Examples of SSS are:

1. Going to a supermarket to buy a box of cookies (actions: enter the supermarket, find the box of cookies, go to the cash register, say hello to the cashier, pay, say goodbye to the cashier, exit the supermarket).
2. Walking to a place, e.g., a public garden or a library (actions: plan the walking, say hello to people met along the route, recognize objects, such as a fountain, trees, buildings, give advice to the robot on crossing roads, etc.).

In CSS, the educator and the autistic child co-create a story that allows real-life to be reflected in a set of structured social experiences (Conn, 2019; Gallo-Lopez & Rubin, 2012). These stories can get inspiration from a picture, a character from a book or movie, or a real person. Under the educator's guidance, the autistic child should identify the task to be executed by the robot whilst the educator should program the robot to execute them. The child should sustain the robot by giving it suggestions, advice, and reinforcement.

The pilot experiment is the necessary step for therapeutic intervention. It should be repeated with a large number of subjects and refined. The advantage is the creation of a library of stereotyped situations that can be updated with new experiences. This library could be the initial knowledge base on autism stereotyped behavior.

Conclusion

ASD presents a multitude of behavioral deficiencies that might manifest in inflexible behavior and difficulties in socially interacting, communicating, and expressing empathy.

The application of robots in ASD has received considerable attention over the past two decades (Cao et al., 2019; Fachantidis, Syriopoulou-Delli, & Zygopoulou, 2020). Robots provide predictable and repetitive interactions, and increase engagement and attention, while decreasing social anxiety in individuals with ASD. Moreover, social robots can be used in the remote education of

children with ASD and, in fact, the current COVID-19 pandemic has fostered the development of experiments for this purpose.

Currently, research into the application of robots in ASD appears fragmented since it focuses on many different aspects and dimensions (Ferrão, Romero, Ramos, & Azevedo, 2020).

The present exploratory study shows that it is necessary to invest in autism stereotyped behavior and the definition of structured interaction experiments.

A methodological effort should be made to aggregate the various research scopes. Moreover, a competency framework for social robotics should be developed, while training courses should be experimented that draw contributions from different disciplines.

Despite the limits of this present study, however, the results encourage the research to continue further and tackle the challenges of the follow-on steps.

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PEDAGOGU UN VECĀKU DIGITĀLĀS PRASMES KVALITATĪVAS IZGLĪTĪBAS KONTEKSTĀ

Digital Skills for Educators and Parents in the Context of High - Quality Education

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Abstract. *The purpose of the research is to identify commonalities and possible differences in the assessment of educators' and parents' attitudes towards digital technologies, reasons for their usage, and identify motivation to improve their digital skills. The study is built on research activities and there are used both theoretical and empirical methods. Quantitative methods in the form of questionnaires are used during the study. The researcher is more important to identify precedents and learn about the character of educators' and parents' attitudes. Dinamic environment for teaching should be supported by positive attitude to tehnologies. The statistical programme used for the analyses and presentation of data in this research is the Statistical Package for the Social Sciences (SPSS). In conclusion: the results from this study will be used to support interesting directions for future research in the context of higt–quility education.*
Keywords: *digital age, digital competence, educators, quality of education.*

Ievads
Introduction

     Eiropas Komisija pašreiz izstrādā iniciatīvas, kuru mērķis ir sekmēt Eiropas izglītības telpas izveidi, kuras pamatā ir sešas dimensijas: kvalitāte, iekļaušana un dzimumu līdztiesība, zaļā un digitālā pārkārtošanās, skolotāji, augstākā izglītība, spēcīgāka Eiropa pasaulē (European Commission, 2020).

     Covid-19 krīze ir paātrinājusi ekonomikas digitalizācijas tendences un darbavietu automatizāciju. Sakarā ar Covid-19 infekcijas izplatību valstī, kad tika noteikti vairāki ierobežojumi izglītības jomā, priekšplānā ir izvirzījusies mācīšanās tiešsaistē. Līdz ar to digitālās prasmes ir kļuvušas vēl nozīmīgākas mācībām, darbam un arī aktīvai dalībai sabiedrībā. Tās ir kļuvušas vitālas pilnvērtīgai iekļautībai mūsdienu sabiedrībā un ekonomikā. Digitālās pamatprasmes un padziļinātas digitālās prasmes uztur valsts ekonomiku un sabiedrību, ļaujot turpināt darbu.

Digitālās prasmes tiek uzskatītas par tehniskām prasmēm, kaut arī tās ir saistītas ar kognitīvām spējām saprast digitālu saturu, veikt tā interpretāciju, analīzi un komunikāciju. Tās izmanto dažādās profesijās, un tās arvien vairāk iekļaujas ikdienas dzīves sociālajos aspektos (OECD, 2019). Daudzas mūsu sabiedrības jomas kļuvušas arvien "digitalizētākas", un tas ir aicinājums rīkoties, lai panāktu ciešāku sadarbību starp ieinteresētajām personām izglītības sistēmā.

Digitalizētā vidē cilvēki un mašīnas pakāpeniski funkcionē kopā kā "inteliģenti uzņēmumi", kas spēj daudz efektīvāk, uzticamāk un adaptīvāk iegūt zināšanas un preces nekā tad, kad darbojas vieni (Mykhailenko, Blayone, Usca, Kvasovskii, & Desyatnik, 2020).

Saskaņā ar Eiropas Komisijas matricu, digitālās prasmes ir informācijas iegūšana un apstrāde, digitālo tehnoloģiju izmantošana komunikācijā, digitālā satura plānošana un veidošana, datu un ierīču drošība un problēmu risināšanas prasmju attīstība (Ferrari, Punie, & Bresko, 2013).

Savukārt Eiropas Komisijas pētījumā 2014.gadā tika noskaidrots, ka 47% Eiropas Savienības iedzīvotāju digitātās prasmes nav pietiekamas, no tiem 23% nav nekādu prasmju (European Commission, 2014). 2020.gada Digitālās ekonomikas un sabiedrības indeksā (DESI) 28 Eiropas Savienības dalībvalstu vidū Latvija ierindojas 18.vietā. Salīdzinājumā ar 2019.gada DESI Latvija ir noslīdējusi par trim vietām uz leju. Pamata un augstāko digitālo prasmju līmeņi joprojām ir krietni zem Eiropas Savienības vidējiem rādītājiem. Tikai 43% iedzīvotāju vecumā no 16 līdz 74 gadiem ir vismaz digitālās pamatprasmes (ES vidējais rādītājs - 58%), un tikai 24% ir augstas digitālās prasmes (ES vidējais rādītājs - 33%) (Eiropas Komisija, 2020).

Aktualizējas jautājums, vai pedagogi un vecāki ir piemēroti digitālajam laikmetam, vai iespējams ievērot vienlīdzīgus nosacījumus katra izglītojamā potenciāla realizēšanai brīdī, kad izglītības iestādēs uzsākta kompetenču pieejas īstenošana.

Pētījuma mērķis: apzināt digitālo prasmju aktualitāti un vispārīgas iezīmes un iespējamās atšķirības pedagogu un vecāku digitālo prasmju novērtējumā attiecībā uz esošajām un nepieciešamajām prasmēm. Pētījumā savākto empīrisko datu un ar tiem saistīto teorētisko pieņēmumu analīze ir teorētisks un metodoloģisks pamatojums turpmākiem pētījumiem.

Teorētiskās literatūras analīze
Theoretical Analysis of Literature

Izglītības kvalitāte ir būtiska katra izglītojamā potenciāla realizēšanai, kā arī plašākas sabiedrības vajadzību nodrošināšanai.

Izglītības kvalitātes sasniegšanā liela nozīme ir infrastruktūrai, kas nodrošina izglītības procesu, izglītības fizisko un emocionālo vidi un vienlaikus

prasa ievērojamus resursus, ko būtu iespējams izmantot, piemēram, personāla kapacitātes un profesionalitātes paaugstināšanai. Lai sasniegtu izglītības mērķus ir nepieciešami pieejami mūsdienīgi mācību līdzekļi mācību vajadzībām, kā arī mūsdienīgas infrastruktūras pieejamība (Vossensteyn, Kaiser, Jovaišas, Bolinskis, Kovaļevskis, Jongbloaed, Gumuliauskas, & Redko, 2019). Dažādu mācību līdzekļu pieejamība nodrošina efektīvāku izglītības procesu un veicina izglītojamo mācību pieredzes bagātināšanu, kas uzlabo mācīšanās motivāciju un rezultātus.

Šobrīd informācijas tehnoloģijas turpina vadīt globālas transformācijas izglītībā un darbā (Mykhailenko, Blayone, Usca, Kvasovskii, & Desyatnik, 2020). Tas rada gan priekšrocības, gan dažādas grūtības. No izglītības viedokļa grūti ir panākt, ka tehnoloģiju sniegtās priekšrocības tiek izmantotas izglītības ieguves un mācīšanās rezultātu uzlabošanas nolūkā (Bulman, & Fairlie, 2016), bet tās varētu sekmēt inovatīvas un motivējošas mācību vides izveidi, veicināt individualizētu mācīšanos un palielināt skolēnu motivāciju (Süss, Lampert, & Wijnen, 2013).

Savukārt digitālo prasmju trūkums Latvijā kavē tehnoloģiju bagātinātu mācīšanos iedzīvotāju vidū, jo trūkst šādu prasmju, kas liedz iesaistīties turpmākās dzīves norisēs saskaņā ar izglītības paradigmas maiņu (1.attēls) .
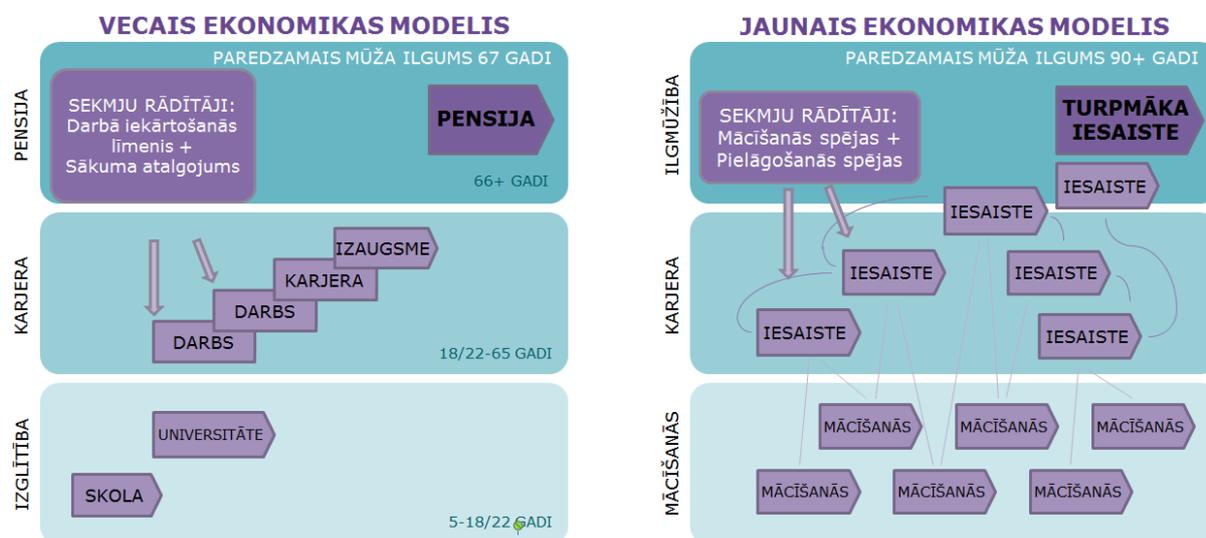
1. attēls. **Izglītības paradigmas maiņa** *(pēc Harman, 2021)*
Figure 1 **The Learning Agility Imperative** *(Harman, 2021)*

Izglītības paradigmas maiņas apstākļos lielākais izaicinājums ir veidot tādu izglītības sistēmu, kas sekmētu iekļaujošu un pastāvīgi izglītojošos sabiedrību, sekojot tehnoloģiju raisītajām pārmaiņām.

Digitālās prasmes Latvijā ir iekļautas gan pamatizglītības, gan vidējās izglītības mācību programmās. Arī programmēšana un analītiski algoritmiskā domāšana ir iekļautas obligātajā mācību programmā, un to apguve tiek pakāpeniski ieviesta, sākot no 2020./2021.mācību gada. Savukārt darba ņēmēju digitālās prasmes tiek sekmētas, īstenojot digitālo prasmju programmas, dažādos kursus, projektus utt. Lai nodrošinātu digitālo iekļaušanu un uzņēmējdarbības produktivitāti, ir ļoti svarīgi celt digitālo prasmju līmeni plašā sabiedrībā un palielināt IKT speciālistu skaitu.

Jaunākais Starptautiskais mācību vides (OECD TALIS) pētījums apliecināja, ka pietiekoša digitālo pramju nodrošināšana pedagogiem ir būtisks faktors, lai tiktu veicināts kvalitatīvs izglītības process. Saskaņā ar pētījuma datiem 18% pedagogu uzskata, ka viņiem jāattīsta IKT prasmes mācīšanas nolūkiem, un 16% vēlas pilnveidot prasmi izmantot tehnoloģijas darbā (OECD, 2014).

Papildus izglītības pieejamības palielināšanai, plašāk izmantojot jaunās tehnoloģijas un atvērtos izglītības resursus, var palīdzēt samazināt izmaksas izglītības iestādēm un izglītojamajiem, īpaši nelabvēlīgā situācijā esošām grupām. Tomēr šādai pozitīvai ietekmei uz vienlīdzīgumu ir nepieciešami pastāvīgi ieguldījumi izglītības infrastruktūrās un cilvēkresursos (Eiropas Komisija, 2013a).

Pieejamība ir cieši saistīta ar izglītības kvalitātes principu "vienlīdzība", kas šeit īpaši attiecas uz ieguldījumu sadali un izglītības sistēmas spēju iekļaut visus izglītojamos (Scheerens, 2014).

Pasaulē izglītības sistēmas tiek aplūkotas kā daudzlīmeņu sistēmas, piemēram, valsts, reģionālais un citas, kurās sabiedrības grupas pēc dažādām pazīmēm – kultūras, vecuma grupas, etniskās piederības, attīstības līmeņa, veselības stāvokļa u.tml., iegūst izglītību un ir pastāvīgi atkarīgas no vecāku, izglītojamo, politiķu, pedagogu apvienību, komerciālo izglītības pakalpojumu sniedzēju, pētnieku, domnīcu un citu ieinteresēto pušu iesaistīšanās.

Ziņojumā "Izglītības kvalitātes novērtēšanas monitoringa sistēmas un monitoringa rīku apraksta izstrāde" piedāvātā izglītības kvalitātes monitoringa sistēma raksturo vienotu, visus izglītības sistēmas līmeņus un izglītības veidus un pakāpes iekļaujošu, savstarpēji integrētu un uz mērķi orientētu sistēmu (Vossensteyn, Kaiser, Jovaišas, Bolinskis, Kovaļevskis, Jongbloaed, Gumuliauskas, & Redko, 2020).

Būtiska ir vienotas izpratnes par izglītības kvalitāti veidošana. Šajā pētījumā tās definēšanai tika izvēlēta pieeja – atbilstība mērķiem, tātad, vai izglītība sniedz to, ko no tās sagaida iesaistītās puses. Izglītības kvalitātes koncepciju veido četras kategorijas:

- atbilstība mērķiem, kas ietver izglītojamo un visas sabiedrības vajadzībām atbilstošus izglītības rezultātus: attīstītas kompetences, spēju iesaistīties darba tirgū un dažādu sabiedrības grupu iekļaušanu;
- kvalitatīvas mācības, kas raksturo mācību procesu un pedagogus, kuriem ir vistiešākā ietekme uz izglītības rezultātu sasniegšanu;
- iekļaujoša vide, kas veicina izglītojamo un pedagogu motivāciju, nodrošinot fizisku un emocionālu drošību;
- laba pārvaldība, kas nodrošina efektīvus procesus, lai veicinātu iekļaujošu vidi, atbalstītu izglītojamos un pedagogus mācību procesā (Vossensteyn et al., 2020).

Izglītības kvalitātes kategoriju un elementu apskats sniedz būtisku informāciju ne vien izglītības politikas plānotājiem valsts līmenī, bet arī pašvaldībām, skolām, vecākiem, skolēniem un pētniekiem.

Lai sasniegtu izvirzītos izglītības rezultātus un nodrošinātu mācību kvalitāti un drošu vidi, šis ir īstais brīdis veidot un modernizēt izglītību atbilstoši digitālā laikmeta prasībām, iesaistot visas ieinteresētās personas.

Pētījuma metodoloģija
Methodology

Lai sasniegtu pētījumā izvirzīto mērķi, tika analizētas 162 aptaujas anketas, kuras respondenti aizpildīja rakstveidā Valsts izglītības satura centra Speciālās izglītības nodaļas sadarbībā ar Velku biedrību un Latvijas Nacionālo Bibliotēku organizētās konferences "Motivējošās sarunas" norises laikā. Pētījuma sākumā darba autore respondentus iepazīstināja ar pētījuma mērķi un motivēja sadarbībai. Respondenti, kas attiecas uz pedagogiem bija: 7 (4,3%) studenti, 16 (9,9%) augstskolu docētāji, 10 (6,2 %) pirmsskolas izglītības pedagogi, 8 (4,9 %) priekšmetu skolotāji/skolu pedagogi, 28 (17,3 %) sociālie pedagogi, 23 (14,2%) speciālie skolotāji, 14 (8,6 %) izglītības iestāžu vadītāji, 10 (6,1%) psihologi, 5 (3,1%) medicīnas darbinieki, bet respondenti, kas attiecas uz vecākiem bija: 30 (18,5%) vecāki. Aizpildītās aptaujas anketas bija anonīmas.

4 (2,5%) respondentu bija vecumā līdz 25 gadiem, 22 (13,6 %) respondentu vecumā no 26 līdz 35 gadiem, 45 (27,8%) respondentu vecumā no 36 līdz 45 gadiem, 60 (37%) respondenti vecumā no 46 līdz 55 gadiem un 27 (16,7%) respondenti vecāki par 55 gadiem, 4 (2,5%) respondenti vecumu nevēlējās norādīt.

Tika izmantota anketa "Digitālā kompetence", kas Latvijas Zinātnes padomes fundamentālo un lietišķo pētījumu projekta "Transformatīvas digitālās mācīšanās ieviešana pedagoģijas zinātnes doktora programmā Latvijā (DocTDLL)" ietvaros pielāgota Latvijas apstākļiem un kultūrvidei (DocTDLL,

2019), kurā respondentiem atbilstoši Likerta skalai bija jānovērtē savas digitālās prasmes divos faktoros: cik lielā mērā prasmes Jums piemīt (Esamība) un cik bieži prasmes nepieciešamas ikdienas studijās/darbā (Nepieciešamība). Tika noteikti 5 kritēji: Informācijas apstrādes prasme, Komunikācija, Satura veidošana, Drošība un Problēmrisināšana.

Kronbaha alfa koeficients testa ticamības pārbaudei skalā Informācijas apstrādes prasme (α=.869), Komunikācija (α=.832), Satura veidošana (α=.892), Drošība (α=.853), Problēmrisināšana (α=.880) liecina par labu iekšējo saskaņotību.

Dati tika kodēti un apstrādāti Statistisko datu apstrādes SPSS (Statistical package for Social Science) datorprogrammā, izmantojot Paired Samples Test un One-Way ANOVA test.

Pētījuma rezultāti
Results of Research

Pētniecībā iegūtie rezultāti liecina, ka trīs kritērijos pastāv statistiski nozīmīgas atšķirības starp esošo prasmju un šo prasmju nepieciešamības novērtējumu: esošās prasmes zemākas par nepieciešamajām un nepieciešama to pilnveide. Kritēriju novērtējums tika analizēts, vai pastāv statistiski nozīmīgas atšķirības atkarībā no respondentu pozīcijas, kur tiek salīdzināti pedagogi un vecāki.

Vecāku novērtējuma anketu rezultāti apkopoti rezultāti apkopoti 1.tabulā.

1.tabula. **Vecāku novērtējums kritērijiem**
Table 1 **The Results of a Questionnaire, Parents**

Kritērijs	Esamība		Nepieciešamība	
	p	**Vidējais**	**p**	**Vidējais**
Informācijas apstrādes prasme	**.016**	15.42	**.032**	15.76
Komunikācija	-	18.53	**.015**	18.46
Satura veidošana	**.041**	9.70	-	11.23
Drošība	-	16.31	**.036**	17.45
Problēmrisināšana	-	13.27	-	15.34

Pedagogu novērtējuma anketu rezultāti apkopoti rezultāti apkopoti 2.tabulā.

2.tabula. ***Pedagogu novērtējums kritērijiem***
Table 2 ***The Results of a Questionnaire, Educators***

Kritērijs	Esamība		Nepieciešamība	
	p	**Vidējais**	**p**	**Vidējais**
Informācijas apstrādes prasme	**.016**	13.43	**.032**	13.60
Komunikācija	**-**	17.20	**.015**	16.27
Satura veidošana	**.041**	8.40	**-**	10.63
Drošība	**-**	14.73	**.036**	15.33
Problēmrisināšana	**-**	11.70	**-**	14.80

Aplūkojot 1.tabulā "Vecāku novērtējums kritērijiem" un 2. tabulā "Pedagogu novērtējums kritērijiem" apkopoto informāciju var secināt, ka pētniecībā iegūtie vidējie rezultāti visos ritērijos – Informācijas apstrādes prasme, Komunikācija, Satura veidošana, Drošība, Problēmrisināšana, kas ir attiecināmi tikai uz minēto kopu, vecākiem faktoros Esamība un Nepieciešamība ir augstāki nekā pedagogiem. Tas ļauj secināt, ka, atbilstoši minētā pētījuma rezultātiem, digitālās prasmes ir kļuvušas nozīmīgākas personām, kas nav pedagogi, kaut gan Valsts budžeta finansējums pedagogu digitālās kompetences pilnveidei tiek paredzēts katru gadu un pedagogu digitālās kompetences pilnveidošanu Izglītības un zinātnes ministrija 2020. gadā izvirzījusi par profesionālās kompetences prioritāro mērķi, nodrošinot tam papildu finansējumu (Izglītības un zinātnes ministrija, 2020). Iepriekš minētais liek secināt, ka ir nepieciešams sasaistīt aktivitātes digitālo prasmju pilnveidei ar paralēlu pētniecību, kur ar zinātniski pamatotām metodēm varētu analizēt notiekošo, kā arī modelēt scenārijus un dot rekomendācijas.

Secinājumi
Conclusions

Digitālās prasmes ir kļuvušas par digitālajam laikmeta nepieciešamību. Tehnoloģiju masveida izmantošana ir atklājusi trūkumus un vājos punktus. Apzinot vispārīgas iezīmes un iespējamās atšķirības pedagogu un vecāku digitālo prasmju novērtējumā attiecībā uz esošajām un nepieciešamajām prasmēm var secināt, ka šis ir īstais brīdis veidot un modernizēt izglītību atbilstoši digitālā laikmeta prasībām.

Pētījuma rezultāti ļauj secināt, ka:
- būtisks priekšnosacījums izglītības kvalitātes nodrošināšanai ir vienotas izpratnes par "izglītības kvalitāti" veidošana;

- pietiekošu digitālo prasmju nodrošināšana pedagogiem ir būtisks digitālā laikmeta faktors, un tās nodrošināšanai ir nepieciešama motivācija;
- šobrīd visas veiktās digitālās prasmju pilnveides aktivitātes netiek ilgtermiņā monitorētas un nav skaidrs:
  – vai skolotājiem piedāvātie kursi ir mainījuši mācību procesu. Ja ir mainījuši, tad kā tas ir ietekmējis dažādas zināšanu dimensijas;
  – ja nav mainījuši, tad kāpēc, vai nav atbilstoša tehniskā nodrošinājuma (skolotājiem un/vai skolēniem), vai nav atbalsta (tehniskā un/vai pedagoģiskā un/vai administratīvā);
- svarīgi ir sasaistīt aktivitātes ar paralēlu pētniecību, kur ar zinātniski pamatotām metodēm var:
  – analizēt notiekošo,
  – modelēt scenārijus un dot rekomendācijas.

Pētījuma rezultāti apstiprina to, vecākus un ģimenes var izmantot kā resursu, lai veicinātu mācīšanās procesu, sniegtu atbalstu skolēniem, kad priekšplānā ir izvirzījusies mācīšanās tiešsaistē.

Pētījuma rezultāti ir būtiski, lai varētu vērot, kā mainījušās digitālās prasmes un vai Covid-19 krīzi var uzskatīt par pagrieziena punktu attiecībā uz to, kā tiek izmantotas tehnoloģijas izglītības procesā.

Summary

Nowdays global proceses in learning and studing environment are changing. Students should be able to use information tehnologies to achieve the best results. Many of these changes are forced due to COVID-19 pandemic.

Aim of the research is to identify commonalities and possible differences in the assessment of educators' and parents' attitudes towards digital technologies, reasons for their usage, and identify motivation to improve their digital skills.

The study is built on research activities and there are used both theoretical and empirical methods. Quantitative methods in the form of questionnaires are used during the study.

Participants of the research: the sample of the study consisted of 162 people.

The main conclusions of the article are:

1. An important factor in education quality development are common understanding of the factor "quality of education";
2. The results of the article show that if the educators have good digital skills they are more competive in the modern world;
3. The research show that parents and family are the main thing in the students learnig process;
4. For parents in all the factors existence are higher results than educators. Parents can be used as a resource for support the students in higt –quility learning process.

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DIGITAL TECHNOLOGY AS SUPPORT OF COGNITIVE PROCESSES OF PEOPLE WITH VISUAL IMPAIRMENTS

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Abstract. *At present, we increasingly encounter the concept of so-called digital literacy. Digital technologies are constantly evolving in this field and play an important role in human life. They are important not only in the labor market but also in education and human skills development. Digital technologies are thus one of the means by which we can develop the cognitive processes of visually impaired people. We can thus help them to improve a number of areas that are limited due to loss or reduction of visual perception. Especially, thinking, memory, and creating ideas are very important. This contribution was created within the solution of the project TAČR – Reduction of information deficit and development of the imagination of visually impaired people through 3D models with auditory elements in cooperation with the project PIGŽU – Support of information literacy of pupils and teachers. The first of the projects aims to reduce the information deficit caused by the loss or reduction of visual perception in visually impaired people using multisensory action. At the same time, it aims to develop their spatial imagination. The second project then focus on the creation of digital aids, which aims primarily at the development and support of computational thinking. In addition to mainstream primary school pupils, the project also focuses on pupils with special educational needs, including visually impaired individuals. The main output of the project is the creation of aids, including methodologies, using digital technologies. These are technologies such as Ozobot, Blue-Bot, or Bee-bot. The aim of the paper is to acquaint with the project, to provide at least basic information about digital technologies, and especially to describe the possibilities of personality development, skills, and abilities using these technologies in visually impaired students.*
Keywords: *cognitive processes, digital technologies, visual impairment.*

Introduction

The present time in history is clearly associated with digital technologies. The number of these technologies is constantly growing and evolving. They are an integral part of human existence. Most of us use digital technologies for game play or other personal entertainment. However, they are also a means of sharing and obtaining information and communicating with each other. Digital

technologies and changing society and are creating new demands on individuals. It is therefore clear that if a person wants to be an active, modern, technically proficient, online individual, he must be provided with the means to achieve a sufficient and quality skill set in this area. At the same time, he should be fully aware of their pros and cons. In other words, we are talking about digital literacy.

Modern digital technologies can also help us in education. They represent one of the ways to streamline the learning and development of pupils with visual impairment. We perceive as a significant positive that digital technologies can have a motivational aspect for a pupil with visual impairment. The teaching of visually impaired pupils is also based on the development of cognitive processes. The teacher should recognize the importance of individual cognitive processes when working with all pupils, and in particular, should be aware, that a visually impaired pupil will use them in a different way than a pupil without a disability. At the same time, it is important to realize that each student's possibilities, abilities and level of cognitive processes are completely individual. The main goal of this paper is not only the presentation of individual projects and digital technologies, but above all, the presentation of examples of educational materials for visually impaired pupils using robotic educational tools.

Digital literacy

„Digital literacy is a set of individual (digital) competencies that an individual needs for the safe, confident, critical and creative use of digital technologies at work, in learning, in leisure time and in their involvement in social life." (DIGIFOLIO: Digitální gramotnost, 2020).

An individual's digital literacy can develop in several ways. The first is through informal learning at the individual level. That is, gaining new knowledge individually, based on their own skills and, needs and their own pace. However, even in this case, we often encounter other possible development supports, either through informal communities such as family, friends, interest groups, etc. or through formalized education, which is conducted by professionals within a school setting or in official courses. Each of these forms of digital literacy development has its advantages and disadvantages. One of the acceptable variants is the possibility of connecting the given forms so that they are motivating for the individual and at the same time bring him such an education that is identical in content with his real needs (MPSV, 2015).

DigComp (2019) identified five areas of competence that are essential for the development of digital literacy. The first is information and data literacy. Here, the individual should be able to work with data, be able to search, filter, but also evaluate and manage other information and digital content. The second area is then communication and cooperation. Further areas are the creation of digital content, security and problem solving (DIGCOMP 2.1., 2019).

The great potential of digital technologies lies mainly in the field of education. There are opportunities for the development and training of new skills or cognitive processes. If we know how to use digital technologies in teaching, we gain a path toward more effective and quality teaching or home preparation for it. However, it remains true that these technologies are aids for the teacher to utilize together with his pupils. That is, they do not replace his work (Kopecký et al., 2021).

People with visual impairment and specifics in cognitive processes. People obtain a striking amount of information from the surrounding world through visual input – up to 85 % (Robb, 2003). However, in the case of visually impaired people, this process is weakened or completely blocked, and therefore it is necessary to focus more attention on this group in many respects and to particularly heed problem areas (Codding, 1984). In addition to a physical disadvantage, the disability brings with it many secondary complications in the mental and social spheres. These include, for example, establishing social contacts, difficulty gaining employment in the labor market, problems in the field of self-care activities, independent movement or orientation, or difficult daily activities. The area of information acquisition and learning is also greatly affected. Learning and support in acquiring new skills and knowledge is thus one of the main means of supporting the development of a visually impaired child (LaVenture & Allman, 2007).

In addition to the development of lower compensatory factors (hearing, touch, smell and taste), we must not neglect higher compensatory factors, that is, individual cognitive processes. Attention and concentration are essential in the daily activities of a visually impaired person. In addition to deliberately concentrating on work or a task (eg at school), they are also relevant to perceiving and concentrating on one's own body and, its position in space, and therefore these factors are significant in the spatial orientation and independent movement of the individual. According to Vágnerová (2004), a serious visual impairment will affect the development of cognitive processes, especially in children with congenital disabilities. However, it is important to realize that this deficit in cognitive processes can be largely offset with rehabilitative and educational support (Růžičková & Vítová, 2014).

We consider tactile perception in cooperation with other senses to be the primary means of sensory input in a person with severe visual impairment. Unlike auditory perception, it allows the creation of specific ideas about a two-dimensional image or a three-dimensional object. Tactile perception differs qualitatively and quantitatively from visual perception. Tactile perception is more time consuming and concentration is required. Tactile memory and thinking are also used here (Janková & Moravcová, 2017; Růžičková & Vítová, 2014).

Attention is a function of consciousness that allows selective selection of stimuli. The selection of stimuli may be different in the case of limited visual perception. Attention is more easily attracted by new, but at least partially understandable stimuli. In the case of visually impaired people, these will be stimuli that are at least partially understandable and perceptually distinguishable (Vágnerová, 2004).

The development of thinking in people with visual impairments is very similar to its development in people without disabilities, but it differs in some respects. The loss of visual functions is reflected in the form of perception that is related to the thinking of a particular person. However, visual impairment results in lower CNS (central nervous system) activation (Balunová, Heřmánková & Ludíková, 2001). Problems can arise when recognizing objects and finding their same features, comparing them, or generalizing to a greater degree (Požár, 2000). Vágnerová (2004) states that in visually impaired people, the development of thinking is more closely associated with the development of speech. In addition to communication and cognitive functions, we can also talk about the compensatory function. The level of verbal intelligence is not directly dependent on visual impairment. Here we can encounter discussion about the use of so-called 'verbalisms', words or phrases which are not grounded in direct sensory experience. The claim has been that visually impaired people may not precisely understand the meaning of these expressions.

Of course, limited visual perception also affects the creation of images. Although tactile perception can largely compensate for visual perception, visually impaired persons will have different images, both qualitatively and quantitatively, than people without disabilities. Typical features of the creation of images of people with visual impairment are: fragility, schematism, low generalization and use of verbalism (Litvak, 1979).

The memory of a visually impaired person must be constantly activated and burdened. What a person without a disability can recognize at first sight must often be remembered by the visually impaired (eg the layout of clothes in the closet, the dishes on the kitchen shelf, etc.) (Kudelová & Květoňová-Švecová, 1996). In this way, the mind retains a large amount of important information, which it uses not only in everyday activities, but also in further learning. Partially sighted people prefer use of sight in learning new things, as it will allow the building of visual memory and the creation of the most accurate visual images. In the case of blind people, compensatory means and substitution are used. The application of a multisensory approach is essential for the education of visually impaired people. Auditory memory is more important for people with severe visual impairments. Obtaining different information from the environment is often more difficult than keeping it. Therefore, visually impaired people are largely reliant on auditory memory. Tactile memory is also used. In contrast,

people without disabilities hardly use it. Therefore, these memory abilities can be better developed in visually impaired people due to their specific life situation (Vágnerová, 2004).

Projects

This paper is based on two projects. The first is TAČR – Reduction of information deficit and development of the imagination of visually impaired people through 3D models with auditory elements. The primary goal of the project is to reduce the information deficit caused by the loss or reduction of visual perception in people with visual impairment, while at the same time developing their spatial imagination, through the use of multisensory activities. This will be achieved specifically through the design, creation, and practical implementation of 3D audio-tactile models of historical and religious monuments. These models will be used in working with the target group of users and will also be available to operators of selected monuments for the general public. As follows from the above, the project also fundamentally combines the technical and non-technical content of research. The use of TouchIt3D technology, which was established at the Department of Geoinformatics at Palacky University in Olomouc (Czech Republic), is essential for the implementation of the proposed 3D models. The target group includes people with visual impairments and with the age spectrum across different types and degrees of visual impairment. The outputs of the project are aimed at increasing the quality of life of visually impaired people in public spaces.

PIGŽU project – Support of information literacy of pupils and teachers. It focuses on supporting the creation of digital teaching aids aimed at the development and support of digital skills in the primary school environment. Above all, it is the preparation of aids to support teaching through robotic educational tools, mobile touch devices and augmented reality systems. The project outputs will also include methodologies for the inclusion of individual technologies in teaching and homework. The main goal of the project is to create and verify sets of teaching materials and aids using digital technologies directly in teaching. As part of the project, schools will receive digital teaching aids that they can actively use in practice. The sets of materials and methodologies will be created for three target groups: primary school pupils (years 1-5), primary school pupils (years 6-9), and primary school pupils with special educational needs (years 1-5).

Methodology

For the needs of our article, we will focus mainly on sets of materials for visually impaired pupils in primary school. The sets of materials and methodologies that are created within the project focus on the development of

imagination, mathematical and logical thinking about information. This primarily includes teaching aids for robotic programmable tools such as BlueBot and BeeBot. For visually impaired pupils, it will be tactile-adjusted „playgrounds" (surfaces for the robots to operate on), and embossed and colored didactic cards – both those that are commonly on the market and those that will be created as part of another area of these outputs. Playgrounds, as well as cards, will be adapted to the needs of visually impaired pupils. They will focus on the development of both imagination and mathematical and logical thinking. The focus of the work with the cards is the development of pupils' digital skills through problem-solving situations, or alternatively on the development of storytelling and narrative skills. The individual digital technologies used in the project are described below.
For our needs we work mainly with the following technologies:

BeeBot is an easily programmable robotic device. It looks like a bee – it has yellow and black stripes. Because of this contrast, Beebots are a suitable tool for working with visually impaired students. Among other things, they also look attractive to younger children. At the top of BeeBot, we find buttons with which we control it. The robot is also equipped with an audible signal of the buttons and as soon as it reaches the finish line it plays a short jingle. The bee is able to memorize up to 40 steps and moves ideally on a smooth surface with a square mat. This can be supplemented with any images. Anyone can easily make their own mats (Kopecký et al., 2021).

Ozobot is one of the most advanced programmable robotic aids. Ozobot can be quickly and easily programmed using drawing. Commands can be entered using color codes (so-called OzoCodes). You can also use the intuitive visual editor OzoBlockly. Ozobot can be easily connected to a tablet and controlled using a user-friendly application. This expands the potential of this device with many other elements. With the help of Ozobots, we can develop children's creativity, logic, and computational thinking. It is attractive and fun for pupils and teaches the basics of programming and robotics (Kopecký et al., 2021).

Other technologies such as BlueBot and MergeCube, (among others) can be used for this work.

In the following section, we will introduce you to the specific activities created in this project. Now a few sentences about their production.

To produce playgrounds for Ozobots, the program CorelDRAW Graphics Suite 2020 was used. With this software, any map on any topic can be created. A map created in this way can then be supplemented with suitable pictures/symbols. In this case, it is important to think about the appropriate location of the codes. Locations for placing color codes are shown by white squares (Fig.1). The pupils' task is to color these squares with suitable color OzoCodes (Fig. 2). Depending on the pupils' abilities, we can choose maps that are simpler with fewer OzoCodes

or more complex, where we force the pupil to think more about which color combination to choose.

The playground in our second activity (Table 2) is made to measure from a wooden board (according to the template of the playground made of transparent plastic). The board is equipped with grooves for stops, which allow the pupils with visual impairment to better orientate themselves on the surface. Picture cards are made on a Fuser. They are thus haptically acceptable for visually impaired students. We also transferred the form of cards to 3D models using a 3D printer.

Results

In the tables below, you can see examples of activities for visually impaired pupils using robotic technologies. The first (Table 1) presents working with Ozobots. The activity called Contours focuses on the development of concentration and attention. Furthermore, the development of visual perception, together with logical and computational thinking, perceptual differentiation, and the ability to perceive the integrity of contours. The second (Table 2) then represents the activity using BeeBot. However, this robotic toy can also be fully represented by its BlueBot double. Based on the programming of this tool, we develop in students not only visual and tactile perception but again logical and computational thinking, memory, spatial orientation, and algorithmic thinking. A more detailed description of the activities is shown in the tables (Table 1, Table 2). The first of the tables (Table 1) is also supplemented by a picture of the map – the playground (Fig.1), which the pupils will work with.

*Table 1 **Activity to Work with Ozobot***

CONTOURS	
Focus	visually impaired pupils
Aim	development of concentration, attention, visual perception
Technology	**Ozobot (OzoCode)**
Activity description	The activity is based on a task or situation with a problem that pupils have to solve. The aim of the activity is to use the OzoCodes to complete the route so that the robot reaches the goal. The activity is primarily focused on the development of concentration and attention, but also on visual perception, perceptual differentiation, and the ability to perceive the integrity of the objects.
Assignment	We carry out the activity itself according to the abilities of the pupils. 1. In the first step, we introduce pupils to how to program Ozobot + what types of OzoCodes we have and what they mean. 2. Before the pupils start working with the map on their own, it is advisable to go through the individual pictures with them so that it is clear what they represent.

	3. The pupil's task is to recognize the image at the start and program the Ozobot so as to finish at its contrasting variant.
Solution	Ozobot travels the route so that it stops at the picture (racket), which is a contrasting variant of the picture at the start.
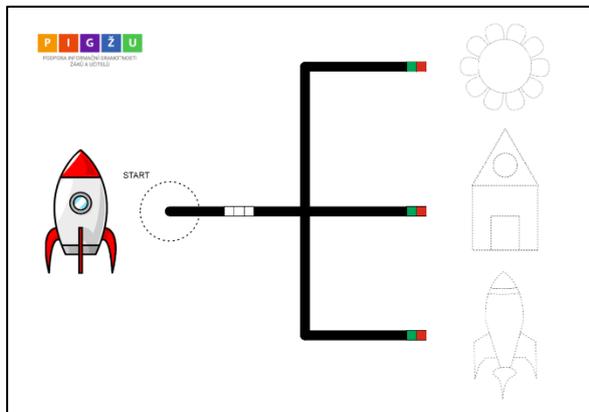
Figure 2 **Map for Ozobot – not completed**
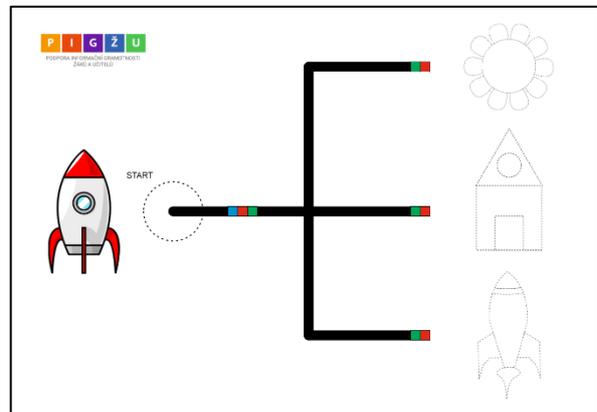
Figure 1 **Map for Ozobot – completed**

Table 2 **Activity to Work with BeeBot**

JOURNEY THROUGH THE CITY	
Focus	visually impaired pupils
Aim	development of concentration, attention, visual and tactile perception
Technology	**BeeBot/BlueBot**
Activity description	The activity is based on a task or situation with a problem that pupils have to solve. Thanks to the programming BeeBot/BlueBot, in addition to the development of visual and tactile perception itself, pupils train logical thinking, memory, spatial orientation, and algorithmic thinking. We can use a standard transparent mat for BeeBot/BlueBot with a grid to carry out the task. A more suitable alternative for visually impaired pupils is a wooden board, with the same parameters as a transparent mat. However, the board is equipped with grooves where the stops can be inserted. The visually impaired pupil thus orients himself better on the surface, thanks to the tactile support of the stops. Images of buildings located in the city, printed on a Fuser, are also available on the mat. More specifically: - House - School - Apartment block - Church - Zoo - Bakery - Flower shop - Butcher shop

	Scale 3D models of these buildings or objects representing them are also available. The child can thus touch the models and better imagine their appearance. The aim of the activity is to program the robot to travel a predetermined route or reach a specific destination in the city.
Assignment	We carry out the activity itself according to the abilities of the pupils. The teacher can work with several variants of the task. 1. Using images made on a Fuser 2. Using 3D models 3. Using a combination of both variants Which routes will be chosen depends on the teacher. The task can be simple – to get from point A to point B. The teacher can make the task more difficult by giving the student 3 or more places, which passed through in the correct order with the help of a robot.

Conclusions

Despite widespread discussion about the massive spread of technology to various areas of human life, the education of pupils and students with the aid of digital technologies is still underused in many respects. The application of digital technologies in teaching is associated with new procedures and methods and in relation to the good organizational skills of teachers. Above all, it is a motivation to learn something, new and, to then pass on this knowledge and the possibilities of a creative approach through the act of teaching. The teacher should lead his students to develop individual digital competencies. These are based on the above-mentioned competence areas of the European Framework of Digital Competences of Citizens – DigComp. These include information and media literacy, digital communication and collaboration, digital content creation, responsible use of digital technologies and problem solving through digital technologies (Redecker & Punie, 2017).

At present in the project we are in the phase of production of educational materials using robotic digital technologies. The next phase will be the verification and possible modification of materials in schools. Within the article, our goal was to focus on the issue of digital technologies in the education of visually impaired pupils. At the same time, to aid in understanding, we added a few examples that can be used when teaching these pupils.

Acknowledgements

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ВОСТОЧНАЯ КАЛЛИГРАФИЯ В АРТ-ПЕДАГОГИКЕ

Oriental Calligraphy in Art Pedagogy

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Abstract. *Nowadays, the art of calligraphy is being revived. Computer typing, has largely replaced handwritten version, however it cannot develop fine motor skills, memory training, and concentration. Thus, a person does not receive a certain training set necessary for the harmonious development of brain activity. In recent years, the direction of "calligraphy therapy" has been developing, which is precisely aimed at filling the missing skills. In modern pedagogy, inclusive education comes to the fore in importance. Methods of working with people with special needs are being developed, including the direction of "art pedagogy", that is, learning through art. And it is precisely oriental (art) calligraphy (Chinese, Japanese), which is a whole philosophy and art that has developed over many centuries, that can fully meet new pedagogical tasks. The article proposes the concept of a new method of inclusive education - "art calligraphy", which can be used as one of the elements of art pedagogy for working with people with special needs.*
Keywords: *art calligraphy, art pedagogy, Chinese calligraphy, education, inclusive education, Japanese calligraphy.*

Введение
Introduction

Целью данной статьи является описание восточной каллиграфии (арт-каллиграфии) и аргументация актуальности ее внедрения в качестве составного элемента арт-педагогики.

К основным методам исследования, которые лежат в основе работы, относим методы анализа, с помощью которого были детально проанализированы составляющие компоненты современного образования, его концепции и тенденции, а также метод синтеза, с помощью которого удалось объединить предыдущие исследования и сделать общие выводы.

С помощью сравнительного и описательного методов авторам статьи удалось сделать обзор необходимой научной литературы для аргументации собственной точки зрения на поставленную проблему.

Современные интеграционные процессы, которые происходят в обществе, экономике, искусстве, педагогике привели к появлению новых смежных областей знаний: инклюзивной педагогики, лечебной педагогики, реабилитационной педагогики, арт-педагогики и некоторых других. Это становится возможным, благодаря современным исследованиям в области педагогики и психологии, анализу потребностей общества, внедрению вспомогательных технических средств. Уточняются и развиваются новые актуальные принципы обучения и воспитания, направленные на формирование различных качеств в разнообразных областях. Создаются новые концепции и разрабатываются стандарты базового образования детей с нормальным развитием. Также изучаются теоретические основы и технологии воспитания детей с проблемами в развитии. Проводятся исследования, направленные на выявление особенностей учебно-воспитательного процесса в коррекционных учебных заведениях разных уровней. Среди множества концепций и направлений в современной педагогике особый интерес представляют обучение и воспитание, в основе которых заложено обращение к культуре и искусству, новое направление в педагогике – арт-педагогика. В ее основные задачи входит: 1) изучение общих и специфических особенностей формирования художественной культуры у детей с различными вариантами отклонений в развитии; 2) разработка коррекционно-направленной системы художественного развития детей с проблемами, формирование основ художественной культуры; 3) разработка содержания и коррекционно-развивающих педагогических технологий использования искусства, обеспечивающих гармоническое развитие детей с проблемами; 4) активизация посредством искусства потенциальных возможностей ребенка с проблемами в развитии, его творческих проявлений в разных видах художественной деятельности; 5) обеспечение с помощью искусства познавательно-информационных потребностей ребенка с ОВЗ и многое другое (Teoreticheskie osnovy art pedagogiki i art terapii).

Следует отметить, что арт-педагогика в полной мере отвечает поставленным задачам, прописанным в украинском законодательстве, к которым относятся, в частности, «всестороннее развитие, обучение,

воспитание, выявление одаренности, социализация личности, способной к жизни в обществе и цивилизованному взаимодействию с природой, имеющей стремление к самосовершенствованию… и готовой к сознательному жизненного выбору и самореализации…» (Zakon Ukraïni pro povnu zagal'nu serednju osvitu, 2020). Как видно, в законе отдельно прописаны такие качества, как самореализация, социализация, самосовершенствование. Это все тесно перекликается с ролью и задачей искусства в современном обществе, о которых говорят многие ученые и педагоги, а именно: социальная, общеобразовательная, коммуникативно-мемориальная, познавательная, эстетическая, общественно-преобразующая (Funkcii iskusstva v sovremennom obshhestve).

Таким образом, мы видим тесную взаимосвязь между современными педагогическими задачами и искусством, решение которых привело в последние годы к образованию нового педагогического направления – арт-педагогики.

Обзор литературы и исследований
The Literature and Research Overview

Описанию особенностей, задач, функций арт-педагогики посвящено не настолько много исследований, чтобы можно было с уверенностью говорить о том, что это направление в полной мере изучено (Katrenko, 2011; Kuznecova, 2012; Sergeeva, 2009). Утверждают, что справедливо было бы рассматривать арт-педагогику как отдельное направление в педагогике, находящееся на стыке искусства, педагогики и арт-терапии. Точнее было бы сказать, что арт-педагогика отделилась от арт-терапии, преследуя не столько терапевтические цели, сколько обучающе-коррекционные. Хотя у этих двух направлений можно наблюдать много общего.

Следует отметить статью «Теория и методика применения арт-педагогических технологий в работе с детьми», в которой авторы, опираясь на педагогические исследования отечественных и зарубежных коллег, делают вывод о том, что художественная деятельность детей обеспечивает их сенсорное развитие, формирует мотивационно-потребностную сторону их продуктивной деятельности, способствует развитию восприятия, произвольного внимания, воображения, речи, мелкой моторики, руки, коммуникации (Savluchinskaja & Pavlova, 2016).

Н.Сергеева говорит о том, что в качестве средств арт-педагогической деятельности может выступать всё многообразие явлений искусства (произведения мастеров в любом жанре, работы участников арт-педагогического процесса, художественные образы) с целью оптимизация

условий педагогического взаимодействия, а также скрытой диагностики ценностных отношений, установок, мотивов, динамики, смыслов, качества понимания учебного материала (Sergeeva, 2016).

В.П.Анисимов рассматривает арт-педагогику как новое направление педагогической науки, базирующейся на трех областях знаний: психологии, искусства и педагогики. Основной целью арт-педагогики указывается развитие эмоционально-чувственной культуры и сохранение душевного здоровья личности (Anisimov, 2003).

Заслуживают внимания исследования таких украинских педагогов и психологов, как М.Замелюк, С.Милищук (Zamelyuk & Milishhuk, 2018), Т.Руденька (Ruden'ka, 2012), О.Сорока (Soroka, 2016), О.Кондрицкая (Kondryc'ka, 2009), которые рассматривали применение арт-педагогики к учащимся разных возрастных групп.

Таким образом, можем сделать вывод об актуальности данного педагогического направления и его широких возможностях, как при работе с одаренными личностями, так и при обучении и коррекции развития лиц с особыми потребностями. Арт-педагогика уже на протяжении нескольких лет входит в образовательные программы таких вузов Украины, как Киевский университет имени Бориса Гринченко, Львовский национальный университет имени Ивана Франко, Тернопольский национальный педагогический университет имени Владимира Гнатюка, вводится в учебные планы Харьковского национального педагогического университета имени Г.С.Сковороды. Научно-педагогические сотрудники активно развивают и совершенствуют данное направление и готовят специалистов для работы, как с одаренными учащимися, так и для работы в инклюзивном образовании.

Восточная каллиграфия как искусство. Ее влияние на психическое и эмоциональное развитие человека.
Oriental Calligraphy as an Art. Its Influence on the Mental and Emotional Development of a Person.

Изучение особенностей и направлений арт-педагогики привели авторов данной статьи к размышлениям о возможности применения восточной каллиграфии (арт-каллиграфии) в качестве разновидности арт-педагогики. Под восточной каллиграфией подразумеваем китайскую и японскую каллиграфию. Для того, чтобы аргументировать целесообразность такой перспективы, необходимо обратиться к истории и особенностям арт-каллиграфии, отметить ее уникальные свойства и положительное влияние на эмоциональное и психологическое развитие человека.

Китайская каллиграфия известна во всем мире как уникальный вид искусства, который представляет собой отличительную черту китайской цивилизации. История китайской каллиграфии, «танца на бумаге» насчитывает около 1000 лет. Это уникальная художественная форма искусства, которую сами китайцы считают культурным сокровищем. Для китайского народа искусство каллиграфии – это больше чем искусство - это национальный дух. Изначально каллиграфия возникла из-за необходимости записывать информацию и, по мнению Оуян Чжунши, строгие правила, регламентирующие написание каждого иероглифа, были абсолютно необходимы. Они позволяли сохранять порядок и унифицировали письменные знаки на огромной территории. В то же время правила каллиграфии воспринимались как естественные и священные. Подобно смене времен года или тому, как ночь приходит на смену дню, порядок и правила гарантировали императору послушание простого народа (Ouyang, 2008). Правила и ритуалы стали играть важнейшую роль в жизни общества вместе с тем как Конфуцианство стало ведущей религией в период правления династии Хань и сохраняло свои позиции в течении многих веков. Письменное слово и каллиграфия аккумулировали знания и стали проводниками культуры и носителями моральных ценностей. Как в Китае, так и за его пределами знание китайской каллиграфии считается признаком образованности, творчества и высокой культуры.

Китайская каллиграфия прекрасно выражает традиционную китайскую культуру и объединяет китайскую философию, мировоззрение и традиционные ценности в уникальную форму искусства. Изучение китайской каллиграфии – это не только изучение искусства китайского письма, но и изучение ценностей традиционной китайской культуры. Во времена династии Сун император создавал многочисленные школы, которые обучали искусству каллиграфии, и посредством этого пропагандировал конфуцианскую мораль. Интересно, что об эстетической ценности произведений речь вообще не шла. Каллиграфия воспринималась как проводник государственной идеи и цемент, скрепляющий общество. Такая ситуация сохранялась до династии Цинь. Тем не менее, необходимо подчеркнуть, что даже в эпоху Южных династий, в начале 5го века, в работе каллиграфа Цай Юн отмечалось, что самая лучшая кисть ничего не создаст по принуждению (Lidai shufa lunwen xuan, 1979). А Чжан Хуэй Гуан считал, что как люди рождаются с разными лицами и разным характером, так и работы каллиграфов отличаются, хотя и следуют одним и тем же правилам. Необходимо идти за своими чувствами, а их отрицание не приведет ни к чему хорошему, во всяком случае, этот путь не приведет к славе (Lidai shufa lunwen xuan, 1979).

Еще более подробно описана связь эмоционального состояния каллиграфа с результатом его работы в работе Чен Ичженя, жившего в 14 столетии. Он говорил, что радость является причиной хорошего настроения и работа каллиграфа выглядит свободной и расслабленной, раздражение делает письмо неровным, печаль – сдержанным, радость наполнит письмо красотой. И поскольку все каждый раз эмоции различаются по интенсивности, то каждая работа мастера будет отличаться, и будет безграничное число вариантов (Lidai shufa lunwen xuan, 1979).

Эстетические принципы и стандарты каллиграфии уходят корнями в китайскую культуру. Так, считалось, что для создания действительно стоящего произведения необходим эстетический посыл, глубокие чувства и твердый, благородный дух. Отсутствие даже одной составляющей приведет к тому, что работа будет неполноценна.

Кроме того, каждое произведение китайской каллиграфии трактовалось как отражение внутреннего мира мастера, его характера, воспитания культурного уровня. Считалось, что одного взгляда на работу достаточно, чтобы заглянуть в душу каллиграфа.

Каллиграфия имеет глубокую историю во многих культурах, и уже очевидно, что это не только увлечение или интересное время-препровождение. Китайская каллиграфия считается полезным занятием для увеличения продолжительности жизни, поскольку она затрагивает как тело, так и разум. Хорошо известно, что продолжи-тельность жизни каллиграфов больше средней. От династий Хань до Цин средняя продолжительность жизни человека составляла 40 лет; однако многие известные каллиграфы жили гораздо дольше. Например Оу Янсюнь прожил 84 года, Чжао Менфу – 68 лет, Лю Гунцюань из династии Тан дожил до 87 лет. Китайская каллиграфия – это не только искусство, она также может укрепить здоровье и дух.

Японская каллиграфия так же представляет собой уникальный древний вид искусства. Ее можно определить как сочетание иероглифов, азбук и различных способов их гармоничного, пропорционального и сбалансированного написания. Такое разнообразие является следствием воздействия других культур, влиявших на японскую в течение всей истории развития каллиграфии. Тем не менее, несмотря на внешнее влияние, в конце концов, японская каллиграфия стала поистине уникальным и самобытным видом искусства. Японская каллиграфия появилась и начала своё развитие после заимствования китайской письменности приблизительно 2000 лет назад. В то время Япония ещё не имела своей письменной формы языка, поэтому японцы начали заимствовать китайские иероглифы, приспосабливая их к японским устным языковым формам и символам.

В отличие от китайской, японская каллиграфия считалась изящным искусством. К началу XX века при императорском дворе она трансформировалась в так называемое «женское письмо». Как отмечается в «Истории японской каллиграфии», мягкая, изящная, с плавными очертаниями, японская каллиграфия служила для выражения самых сокровенных и деликатных чувств. Среди высокообразованной и утонченной придворной аристократии китайская каллиграфия и литература считались чисто мужским занятием. Изучение каллиграфии придворными дамами не одобрялось и не поддерживалось, но некоторые из них все же пользовались азбукой, чтобы выразить свои чувства в письмах. Большинство этих произведений создавались на бумаге, богато декорированной сусальным золотом и тонколистовым серебром и изысканно инкрустированной (Istorija japonskoj kalligrafii). Таким образом, владение японской каллиграфией было привилегией аристократов. Каллиграфия успокаивала, вдохновляла, помогала выразить на бумаге свои чувства и эмоции, говоря современным языком, производила яркий терапевтический эффект.

Исследования влияния занятий каллиграфией на психическое здоровье является перспективным направлением работы ученых. Так китайская каллиграфия уже применяется как часть арт-терапии. Этот вид каллиграфии - больше, чем арт-терапия; по сути, это симбиоз культуры, здоровья, лечения и реабилитации. Занятия каллиграфией сочетают в себе физические, умственные и эмоциональные процессы и объединяет зрительную деятельность, пространственные способности и когнитивное планирование (HSR, Zhu, Chao, Chen, ICY L, & Zhang, 2014).

Недавние эмпирические исследования показали, что занятия каллиграфией могут положительно влиять при поведенческих и психосоматических расстройствах и могут иметь терапевтический эффект на внимание и эмоциональную стабильность (Zhou, 2007).

Китайская каллиграфия подвергалась научным исследованиям в контексте и принципах психологии, когнитивной науки и когнитивной нейробиологии (Xu, Kao, Zhang, Lam, & Wang, 2013). Кроме того, китайская каллиграфия традиционно используется для улучшения саморефлексии человека, а также для самоконтроля. Серия экспериментов завершилась общим физиологическим замедлением жизненно важных функций практикующего (частота сердечных сокращений, дыхание и артериальное давление) на протяжении всего процесса письма, что затем привело к эмоциональному расслаблению, спокойствию и умиротворению. Также Национальный центральный университет на Тайване провел исследование с участием тридцати аспирантов и сотрудников (HSR, Zhu,

Chao, Chen, ICY & Zhang, 2014) 13 мужчин и 17 женщин в возрасте от 19 до 35 лет без предварительного опыта китайской каллиграфии, чтобы сравнить эффективность каллиграфии и медитации при стрессе. Тесты с парными выборками показали, что китайская каллиграфия и медитация вместе значительно снизили частоту сердечных сокращений после лечения. Другие формы арт-терапии, такие как танец или музыка, оказывают положительное влияние на расслабление, но мало улучшают когнитивные способности человека, тогда как китайская каллиграфия улучшает когнитивные и вербальные способности человека, способствуя расслаблению и выразительности. Каллиграфия была таким же полезным методом снижения стресса, как и медитация. Таким образом, можно сделать вывод, что извлечь выгоду из изучения и практики китайской каллиграфии может каждый, даже те, кто не знает китайского.

Современное общество игнорирует важность каллиграфии как неотъемлемой части современных восточных языков. Но это несправедливо и неразумно. Каллиграфия – это гораздо больше, чем просто способ скоротать время; это уникальная, важная форма искусства, которая может быть использована в различных обстоятельствах и с различными целями.

Результаты исследования и заключение
Results of Investigation and Conclusion

Рассмотрев задачи, которые ставит перед собой арт-педагогика, и сравнив их с доказанным учеными эффектом от занятий восточной каллиграфией, не можем не заметить, насколько полно полученные результаты отвечают задачам. Использование арт-каллиграфии, может выявить общие и специфические особенности формирования культуры у людей с различными вариантами отклонений в развитии, также может активизировать их потенциальные возможности. Самовыражение и особенности индивидуального развития выявляются, благодаря сравнению оригинального написания иероглифа с его изображением у учащегося. При обучении арт-каллиграфии важной составляющей является объяснение значений черт и элементов в иероглифе. Конечный же результат поможет составить общее представление, психологический портрет учащегося, а планомерные регулярные занятия помогут развить воображение, усидчивость и художественный вкус. Кроме того, поскольку, занятие каллиграфии предполагает использование кисточки и туши, это, несомненно, пойдет на пользу мелкой моторике, которая, как известно, напрямую связана с развитием речевой деятельности и пространственного воображения. Важным моментом для тренировки памяти будет

запоминание значения и графического изображение воспроизводимого иероглифа, а так же общие сведения о культуре и философии Востока, которые, без сомнения, нашли свое отражение в письменности. Таким образом, можем отметить существенное преимущество и пользу от занятий арт-каллиграфией и прогнозировать ее достойное место в общей системе арт-педагогики.

В перечисленных выше университетах Украины арт-каллиграфия, с нашей точки зрения, может выступать отдельной факультативной дисциплиной с периодичностью один раз в неделю. Кроме того, она может являться составной частью образовательных программ по психологии с определенным количеством кредитов и формами контроля. В качестве предмета, входящего в блоки дисциплин по выбору, арт-каллиграфия может предлагаться на любых факультетах педагогических вузов. Кафедра восточных языков Харьковского национального педагогического университета имени Г.С.Сковороды имеет достаточное количество специалистов в области восточной каллиграфии и иероглифики, чтобы обеспечить данную учебную дисциплину в своем университете. Авторы статьи входят в рабочую группу по разработке проекта образовательной программы по инклюзивной педагогике, в которую, в частности, включается арт-каллиграфия как один из составляющих интегрированного курса по арт-педагогике. Результаты обучения будут представлены в последующих научны работах.

В качестве вывода считаем возможным утверждать, что применение арт-каллиграфии как нового направления арт-педагогики будет эффективным в работе, как с детьми, так и со взрослыми. Несомненную пользу она принесет в инклюзивной педагогике при обучении людей с особыми потребностями, психо-эмоциональными особенностями развития.

Summary

The purpose of this article is to describe oriental calligraphy (art calligraphy) and to argue the relevance of its implementation as an integral element of art pedagogy. The main research methods include the methods of analysis, with the help of which the constituent components of modern education were analyzed in detail, as well as the method of synthesis, with the help of which it was possible to combine previous studies and draw general conclusions. Using comparative and descriptive methods, the authors made the review of the necessary scientific literature to argue their own point of view on the problem posed. Modern integration processes that are taking place in society, economy, art, pedagogy have led to the emergence of new related areas of knowledge: inclusive pedagogy, curative pedagogy, rehabilitation pedagogy, art pedagogy, and some others. Art pedagogy is a new direction in pedagogy, which has not been fully studied yet, but deserves close attention from teachers and psychologists. Art calligraphy without any doubt can be one of the directions of art pedagogy, since it fully meets the modern pedagogical challenges. Chinese and Japanese calligraphy are

the oldest art in the East. Having studied its impact on the psychological and physical condition of a person, scientists noticed that calligraphy combines physical, mental and emotional processes as well as visual activity, spatial ability and cognitive planning, promotes relaxation and expressiveness. Calligraphy is just as beneficial a stress reduction method as meditation.

The use of art calligraphy as a new direction of art pedagogy will be effective when working with both children and adults. It will bring undoubted benefit in inclusive pedagogy when teaching people with special needs and psycho-emotional developmental features. Through the use of art calligraphy, it is possible to identify the general and specific features of the formation of culture in people with various types of developmental disabilities, to activate their potentialities. Self-expression and features of individual development are revealed by comparing the original writing of a character with its image written by the student. When teaching art calligraphy, an important point is to explain the meanings and elements in the characters. The end result will help form a general overview and a psychological portrait of the student, as well as systematic regular classes will help develop imagination, perseverance and artistic taste. In addition, since the lesson of calligraphy involves the use of a brush and ink, this will undoubtedly benefit fine motor skills, which, as you know, are directly related to the development of speech and spatial imagination.

Thus, we can note a significant advantage and benefits of art calligraphy and predict its worthy place in the general system of art pedagogy.

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SOCIĀLĀ PEDAGOĢIJA
Social Pedagogy

СОЦИАЛЬНАЯ РЕАБИЛИТАЦИЯ СЕМЕЙ, ИМЕЮЩИХ ДЕТЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ ЧЕРЕЗ ОРГАНИЗАЦИЮ ГРУПП ВЗАИМОПОМОЩИ

Social Rehabilitation of Families with Children with Disabilities through the Organization of Mutual Assistance Groups

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Abstract. *The article tells about the experience of the state budget institution of social services of the Pskov region "Rehabilitation center for children and adolescents with disabilities" from Velikiye Luki in the rehabilitation of children and adolescents aged 0 to 18 years with disabilities in mental and physical development, ensuring their fullest and timely social adaptation to life in society, family, education and work through the organization of mutual assistance groups. The effectiveness of this form of work with a family raising a child with disabilities is shown by teaching parents to understand their children, identify their abilities and needs for their further development. These theoretical positions were confirmed by experimental work that took place in three stages, including the social project "All together" with an inclusive component, which allowed to develop the huge internal potential of families raising children with disabilities for their more effective rehabilitation.*
Keywords: family with a child with disabilities; mutual aid groups, social rehabilitation.

Введение
Introduction

В последние несколько лет в России наметилась тенденция к привлечению внимания общества и государственно - властных структур к проблемам семей, воспитывающих детей с ограниченными возможностями здоровья (далее в тексте ОВЗ).

Рождение аномального ребенка функционально деформирует семью вследствие огромной психологической и социальной нагрузки. Такая семья нуждается в помощи профессиональных специалистов, и что немаловажно, неравнодушных членов общества. Мощным инструментом в реабилитационном процессе является внутренний потенциал семей, имеющих ребенка с ОВЗ и семей, имеющих «детей – норма», которые являются ближайшим окружением этой семьи и которые готовы помочь в повышении качества жизни этой семьи.

Данная проблема диктует потребность социальной реабилитации семей, имеющих детей с ОВЗ для эффективного развития и функционирования ребенка через его вовлечение и участие в социальной жизни. Следовательно, сегодня актуальна проблема психолого-педагогической работы не только с ребенком с ограниченными возможностями здоровья, но и с семьей, в которой он воспитывается через организацию групп взаимопомощи.

Поэтому **цель данной статьи** – обратить внимание на проблемы семьи, воспитывающей детей с ОВЗ и рассмотреть возможные способы их социализации посредством привлечения групп взаимопомощи.

Задачи исследования:
– проанализировать теоретико-методологические основы работы с семьёй, воспитывающей ребенка с ОВЗ через организацию групп взаимопомощи;
– выявить и охарактеризовать возможности групп взаимопомощи в работе с семьей, воспитывающей ребенка с ОВЗ;
– диагностировать проблемы семей, воспитывающих детей с ОВЗ;
– разработать и реализовать социальный проект «Все вместе» с инклюзивной составляющей, способствующий социализации семей с детьми с ОВЗ посредством организации группы взаимопомощи.

Для решения поставленных задач нами использовались следующие **методы исследования**: теоретические (анализ философской, психолого-педагогической и научно-методической литературы), эмпирические

(социальный патронаж, анкетирование родителей, беседа со всеми членами семьи, наблюдение, анализ продуктов деятельности).

Теоретическая база исследования
The Theoretical Basis of the Study

Теоретико-методологическую основу исследования составили основные положения:

– комплексного подхода (Ananyev, 2001, Mayramyan, 1976) согласно которому человек как наисложнейший объект изучения подлежит согласованному исследованию большого комплекса наук;

– гуманистического подхода (Rogers, 1998, Maslow, 2010), в соответствии с которым, адаптация в социум ребенка с ОВЗ предполагает активное участие семьи как близкого социального окружения;

– антропологического подхода (Bollnow, 1983, Luzina, 2001), обосновывающего необходимость «значимых других», обладающих качествами: доброжелательности, ответственности, внимательности, понимания, принятия для успешной социализации человека;

– концепции «независимой жизни» (Harvey, 2006, Tarandek, 2017), где определяется важность не иждивенческой позиции, а необходимость выработки продуктивной психологической ориентации, предполагающей готовность принятия помощи, необходимой для жизнедеятельности семьи с детьми с ОВЗ не только от ближайшего окружения, но и посторонних людей или других вспомогательных средств, при сохранении личной ответственности;

– социально-экологический подход (Yarskaya-Smirnova & Naberushkina, 2004), где актуализируется идея о влиянии на развитие ребенка с ОВЗ и его семью социокультурного макро- и микросоциума во всем исторически сложившемся многообразии.

Результаты теоретического исследования
The Results of Theoretical Research

Проблемы семьей, имеющих ребенка с ОВЗ, особенности воспитания, социализации и реабилитации в них рассматривались в работах медиков, психологов, педагогов (Borovaya, 1998, Mastukova & Moskovkin, 2002,

Tkacheva, 2014, Dobrovolskaya & Shabalina, 1991) Также активно в психолого-педагогической литературе обсуждается вопрос о психолого-гической и социальной поддержке родителей (законных представителей) воспитывающих детей с ОВЗ (Vysotskaya & Mostovoy, 2001).

Программы раннего вмешательства (early interventional programs) были впервые разработаны в США и странах Западной Европы в 60-70 годы XX века. Одной из ключевых идей в разработке программ раннего вмешательства становится концепция нормализации детей вне зависимости от их медицинского, генетического или какого-либо иного отличия, разработанная Бенгтоном Нирье (Nirje, 1994). Отправной точкой к разработке программ ранней помощи послужили программы опережающего обучения (Head Start).

В Псковской области учреждениями социальной защиты проводится работа по выявлению детей с ОВЗ путем организации патронажа мобильной бригады специалистов в семьи, внедрение новых методов диагностики и проведение социальной профилактики, с целью повышения демографической ситуации в регионе.

Некоторые инновационные подходы и технологии адаптированы и реализуются в учреждениях социальной защиты и образования на региональном уровне. Особое значение новые теоретические и практико-ориентированные модели реабилитации и социализации детей с ОВЗ имеют в процессе подготовки специалистов социальной работы, в системе повышения квалификации специалистов социальной сферы на основе междисциплинарного, системного, комплексного подходов.

Одной из таких эффективных форм работы с семьёй, воспитывающей ребенка с ОВЗ, является организация и развитие групп взаимопомощи. В данном исследовании под *группой взаимопомощи* мы будем понимать объединение семьей, имеющих опыт по воспитанию и социализации детей с ОВЗ и семьей, столкнувшиеся с данной проблемой впервые, с целью обмена опытом, моральной поддержки, обмена информацией; а также коллектив специалистов учреждения и волонтеров.

Основные целевые установки для группы взаимопомощи:
– развитие навыков ребенка, улучшение его функционирования в естественных ежедневных жизненных ситуациях с повышением его собственной активности;
– установление взаимодействия с родителями и близкими взрослыми;
– возможное участие ребенка в жизни семьи и в других мероприятиях, характерных для своих здоровых сверстников;

- обучение родителей пониманию своих детей, выявление их способностей и потребностей, для помощи в развитии;
- научение родителей адаптировать среду для проявления активности ребенка во всех сферах жизнедеятельности;
- оказание семьям социально-педагогической поддержки и сопровождения в процессе социализации.

Также, основной целью создания группы взаимопомощи в работе с семьей, воспитывающей ребенка с ОВЗ, является расширение ее возможности по адаптации в процессе социализации. Группа взаимопомощи способна оказать поддержку проблемно-ориентированную (советы, утешения, обсуждение личных тем) и проблемно-неориентированную (ощущение того, что тебя любят, в тебе нуждаются и т.п.).

Организация и результаты экспериментального исследования
Organization and Results of an Experimental Study

Для подтверждения теоретических положений исследования была разработана и проведена экспериментальная работа на базе Государственного бюджетного учреждения социального обслуживания Псковской области «Реабилитационный центр для детей и подростков с ограниченными возможностями», г.Великие Луки. Целью деятельности учреждения является реабилитация детей и подростков в возрасте от 0 до 18 лет, имеющих отклонения в умственном и физическом развитии, обеспечении их максимально полной и своевременной социальной адаптации к жизни в обществе, семье, обучению и труду через организацию групп взаимопомощи.

Исследование проходило в 3 этапа: констатирующего, формирующего, контрольного. Целью констатирующего этапа эксперимента являлось выявление проблем в семье, имеющей ребёнка с ОВЗ. Были использованы следующие методы исследования: социальный патронаж, анкетирование родителей, беседа со всеми членами семьи, наблюдение, анализ продуктов деятельности.

В эксперименте приняли участие 90 родителей, имеющих детей с ОВЗ. Из них 32 являлись представителями полных семей и 58 - неполных. Нами была разработана анкета, состоящая из 10 вопросов. Результаты анкетирования семей с детьми с ОВЗ дошкольного возраста, посещающих отделение дневного пребывания, позволили выявить особенности организации их досуга. Выяснено, что 90% родителей стесняются показывать своих детей в силу имеющихся у них отклонений. Например, они не выводят своих детей в светлое время суток на улицу, а гуляют с

ними перед сном, когда на улице сумерки или мало людей. Не последнюю роль играет то обстоятельство, что на уличных площадках родители детей-норма стараются оградить своих детей от взаимодествия с детьми с ОВЗ.

По данным анкетирования, страх, стресс испытывают 62% респондентов-родителей. Дети, имеющие сложные множественные дефекты психического и физического развития, находятся на индивидуальном обучении дома. Психика родителей в течение длительного времени подвергается постоянному психогенному воздействию.

87% респондентов признали, что не принимают участие в досуговых мероприятиях, 75% опрошенных не знают как организовать досуг ребенку с ОВЗ. Как следствие, дети не социализируются, вырастает «стена непонимания и отчужденности» окружающих. Испытывая неприязнь со стороны остальных, дети с ОВЗ уходят в себя, избегают общения со сверстниками. Родители также абстрагируются от внешнего мира. У 67% матерей была депрессия, а у некоторых из них были даже скрытые суицидальные попытки (15%).

Нами был применен проективный «цветовой тест Люшера» (Luscher, & Scott, 1971), целью которого являлось выявление уровня тревожности и стресса семей, воспитывающих детей с ОВЗ. Обследуемым предлагалось расположить цвета по мере уменьшения симпатии к цвету. За каждым цветом закреплены соответствующие параметры, которые характеризовали индивидуально-психологические особенности человека.

В ходе проведенной диагностики были получены следующие результаты (Табл. 1.).

*Таблица 1. **Результаты цветового теста Люшера***
*Table 1 **Results of the Lusher Color Test***

Уровень стресса у участников эксперимента	Низкий уровень		Средний уровень		Высокий уровень	
	18%		22%		60%	
Количество баллов, указывающих на уровень стресса	6	7	8	9	10	12
	5 чел.	5 чел.	12 чел.	12 чел.	10 чел.	56 чел.

Полученные результаты свидетельствуют о высоком уровне стресса и тревожности у опрошенных респондентов (60%), а также о наличии у ряда из них усталости и безразличия.

Далее был проведен опросник «Анализа семейной тревоги» Э.Г.Эйдамиллера и В.Юстицкиса (Eidemiller, & Justickis, 2002). В ходе проведенной диагностики были получены следующие результаты (Табл.2):

*Таблица 2. **Опросник «Анализ семейной тревоги»** (Eidemiller & Justickis, 2002)*
*Table 2 **Questionnaire of "Analysis of Family Anxiety"** (Eidemiller & Justickis, 2002)*

№	вопрос	ответ
1	Знаю, что члены моей семьи часто бывают недовщльны мною.	50%
2	Чувствую, что, как бы я ни поступил(а), всё равно будет не так.	43%
3	Часто чувствую себя беспомощным(ной).	60%
4	Дома мне часто приходится нервничать.	65%
5	Когда я дома, всё время из-за чего-нибудь переживаю.	65%
6	Часто чувствую на себе критические взгляды членов моей семьи.	37%
7	Иду домой и с тревогой думаю, что ещё случилось в моё отсутствие.	30%
8	Дома у меня постоянное ощущение, что надо ещё очень много сделать.	48%
9	Дома у меня такое положение, что просто опускаются руки.	55%
10	Дома мне постоянно приходится сдерживаться.	40%
11	Идёшь домой, думаешь, что будешь делать одно, но, как правило, приходится делать совсем другое.	43%
12	Как подумаю о своих семейных делах, начинаю волноваться.	62%
13	Часто бывает: хочу сделать хорошо, но оказывается, что выходит плохо.	31%

Результаты опроса показали, что у 50% респондентов присутствует страх, постоянная тревога, чувство растерянности, стресса и неуверенности, что передается от родителей к их детям, неблагоприятно отражаясь на психоэмоциональном состоянии детей.

Для выявления проблемных зон во взаимоотношениях в семье нами была разработана анкета для родителей. В целом психологический климат в семьях оценивается респондентами как нестабильный, т.к. 64 % родителей отметили, что имеют место частые ссоры, конфликты, обусловленные: непониманием членами семьи друг друга – 63%; отказом участвовать в семейных делах, заботах – 46%; отсутствием взаимопонимания с ребенком – 40%; нарушением этики взаимоотношений (грубость, неверность, неуважение) – 17%.

Тем не менее, решение конфликтных ситуаций у 46% респондентов заканчиваются примирением. Затяжной характер конфликта отмечается всего у 4% семей. На вопрос «Что делает Ваша семья, когда собирается вместе?», респонденты ответили: совместно решаем жизненные проблемы (83%); занимаемся семейно-бытовым трудом (4%); проводим вместе реабилитационные мероприятия с ребенком (8%); каждый занимается своим делом (5%).

Полученные результаты свидетельствуют о снижении качества взаимодействия родителей с ребенком и с семьей в целом, что

соответствует, как правило, нахождению родителей в стрессовом состоянии в связи с изменением качества жизни. Родители приняли ситуацию рождения нездорового ребенка, но им не хватает знаний и умений в вопросах понимания, развития и воспитания ребенка.

Кроме анкетирования, междисциплинарной командой специалистов учреждения был осуществлен патронаж семей с целью оценки их жилищных условий и возможности получения услуг ранней помощи на дому. По результатам этой работы установлено, что 87% семей имеют удовлетворительные жилищные условия и могут полноценно заниматься реабилитацией ребенка. 13% могут получать услуги службы ранней помощи только в учреждении, так как оказание полноценной помощи ребенку в помещении, где проживает его семья невозможно.

Таким образом, комплексная диагностика показала, что обследуемые семьи с детьми с ОВЗ испытывают социально-психологические проблемы:
– стрессовое, депрессивное состояние родителей, вследствие чего снижается качество взаимодействия ребенка с родителями и в семье в целом;
– отсутствие или дефицит компетентности родителей в вопросах ухода, развития и воспитания ребенка;
– социальная изоляция ребенка и сужение социальных контактов семьи.

Для решения вышеперечисленных проблем было решено организовать группу взаимопомощи, в состав которой входили специалисты (социальные работники, психологи, медики), волонтеры, семьи, воспитывающие здоровых детей и детей с ОВЗ старшего возраста, имеющие положительный опыт социализации ребенка. С этой целью был разработан социальный проект «Все вместе» с инклюзивной составляющей, нацеленный на семьи с детьми с ОВЗ. Цель проекта – способствовать процессу социализации семей с детьми с ОВЗ посредством организации группы взаимопомощи. (Inter-municipal seminar on the results of the implementation of the innovative social project "We are together", 2020).

Итоги социального проекта «Все вместе» были подведены в сентябре 2020 года на межмуниципальном семинаре и представлены на ютуб канале. Проект реализовывался в течение 18 месяцев и включал разнообразные формы работы с детьми с ОВЗ и их родителями:
1. Ежедневные индивидуальные занятия со специалистами, направленные на реабилитацию детей-инвалидов, а именно сенсорное развитие, физическое, личностное, развитие речи и мелкой моторики.

2. Еженедельные инклюзивные групповые занятия, направленные на социальную адаптацию детей с ОВЗ и детей-норма (участники детской творческой студии), которые включают в себя: музыкотерапию, арттерапию, совместные игры. Занятия проводили специалисты и волонтеры проекта.

3. Проведение родительского клуба, представляющего собой всеобуч в тренинговой форме. Встречи со специалистами проекта позволили родителям получить методические рекомендации по реабилитации детей, а занятия в группах были направлены на профилактику эмоционального выгорания. Также для родителей проводились мастер - классы по различным технологиям, которыми они смогут воспользоваться при организации досуга с детьми с ОВЗ.

По результатам контрольной диагностики 80% родителей из семей с детьми с ОВЗ высказались о необходимости продолжения подобных проектов. Существенно повысилась социальная активность семьи (Рис.1):

– 33% появились свои традиции («День рождения семьи», «Праздник пирога», «Снеговик», «Ладушки-ладушки», «Наряжаем ёлку», «Первый день весны»);

– 67% принимают активное участие в плановых мероприятиях учреждения («8 Марта», «День детства», «День семьи, любви и верности», «День Матери» и т.д.);

– в рамках празднования Дня города, все семьи приняли участие в благотворительной акции «Белый цветок»;

– более 50% семей отметили желание сохранить дружеские связи или завести новые.

По окончанию реализации проекта семьи, воспитывающие детей с ОВЗ, приобрели следующий социальный опыт: перераспределили обязанности в семье; включили реабилитационные мероприятия ребенка и семьи в целом, с определённой цикличностью, в свою повседневную деятельность; развили у себя организаторские способности.

Особенный социальный опыт получили и семьи, воспитывающие «детей-норма» и волонтеры: пересмотр жизненных установок, ценностей; научились понимать, принимать детей с ОВЗ и с уважением относиться к труду их родителей.
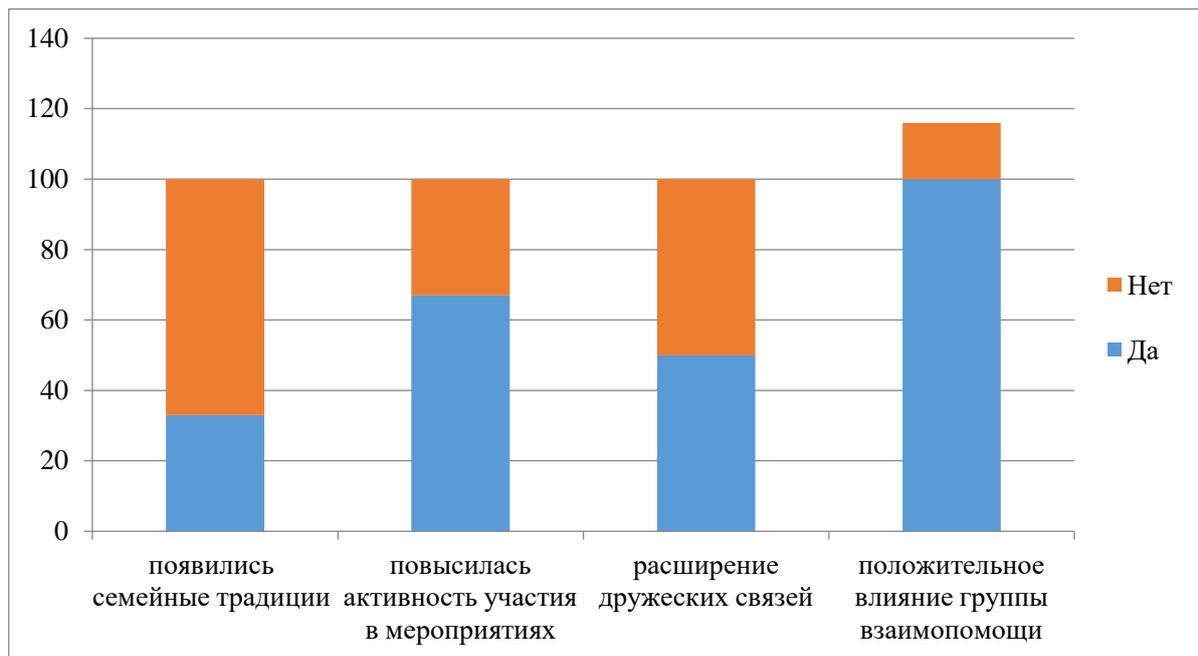
Рисунок 1. ***Показатели социальной активности семьи***
Figure 1 ***Indicators of Social Activity of the Family***

Повседневное общение, участие в организации и проведении совместных мероприятий, в решении бытовых проблем выявило внутренний потенциал и тех, и других семей.

Обобщение
Conclusions

В жизни детей с ОВЗ и в их семьях возникает много трудностей и проблем. Это и экономические, жилищно-бытовые, коммуникативные, проблемы с обучением и трудоустройством. Со многими из проблем ребенок и семья не могут справиться самостоятельно. Помощь максимально возможно должна оказываться в обществе в естественном окружении ребенка, т.е. не в изолированном учреждении, а в социуме. Сами родители, общественные организации должны воспитывать в обществе стремление морально поддерживать семьи, имеющие ребенка с недостатками в развитии, делать все для понимания их проблем, способствовать устранению препятствий, мешающих успешному социальному развитию, обучению, социальной адаптации и интеграции ребенка с ОВЗ в обществе.

При помощи умело подобранных методов, форм, как в нашем случае, посредством организации «групп взаимопомощи», социальная реабилитация может достичь цели.

Научная новизна и теоретическая значимость исследования: Выявлены и обоснованы условия успешной социальной реабилитации «особенных» семей с привлечение группы взаимопомощи. Разработана и реализована программа социальной реабилитации семей с ОВЗ в условиях осуществления социального проекта «Все вместе» на базе ГБУСО «Реабилитационный центр для детей и подростков с ограниченными возможностями» г.Великие Луки. Полученные результаты могут быть использованы в практической деятельности учреждений для социальной реабилитации семей, воспитывающих детей с ОВЗ.

Summary

Based on this work, we can draw certain conclusions. Joint family leisure activities lead to the actualization of personal qualities of children with disabilities. Joint family leisure affects the relationship in the family, strengthening family ties, leads to the establishment of contact between parents and the child. Also, among other things, joint family leisure improves the emotional background in the family, helps parents gain confidence in their abilities to raise children with disabilities.

Parents are the main participants in the rehabilitation process, especially if the child does not attend preschool for one reason or another. The task of parents is to help the child in difficult conditions of illness to reveal all the potential of development inherent in it by nature, to form compensatory opportunities, to prepare for school, to make the child adapted to stay in the children's team, as well as to integrate into society and useful work and professional activities in the future.

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CAUSES OF SCHOOL ABSENTEEISM: CONFLICT EXPERIENCES OF PUPILS OF THE CHILDREN SOCIALIZATION CENTRE

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Abstract. *Destructive conflicts between a pupil and a teacher are considered to be one of the main reasons for avoiding school. Inappropriately managed conflicts lead to negative attitudes toward teachers and a school, course fear of the school. As a result of avoiding comes decrease in academic achievements, deteriorating relationships, dropping out of school. Research conducted in Lithuania shows that conflicts are often resolved in violation of the students' rights and regardless of their interests; the applied forcing and avoiding strategies lead to conflict escalation as both the number of its participants and its objects increases, the actions of the conflict resolution process become more stringent. Therefore, the aim of the study is to reveal the courses of conflicts due to absenteeism.*
Applied research method is interview; data analysis method is thematic content analysis. 4 students of Children Socialization Centre were interviewed to gain information on the causes of their school nonattendance. Research results show that 4 main types of reasons are to be identified such as learning difficulties; usage of alcohol and drug; rejection of help of specialists; influence of the authority of friends. The study emphasizes the importance of preventing the escalation of conflicts in schools, and provides insights into alternatives for their constructive management.
Keywords: school absenteeism, conflict, causes, Children Socialization Centre, pupil, Lithuania.

Introduction

A situation when a pupil avoids going to school, and teachers and parents make efforts to bring one back to class, has three signs of conflict (Wilmot & Hocker, 2001): interdependent parties, collision, actions aimed at eliminating collision. An unresolved conflict over class absenteeism leads to a decline in performance, badly-damaged relationships, or even dropping out of school, which has a negative impact on both the life of a young person and the social and

economic well-being of a country (crime, unskilled labour, low productivity, less taxes collected, increasing state support) (Žiulytė & Pipko, 2008). On the other hand, conflicts experienced by pupils are considered to be one of the main factors of school absenteeism: destructive conflicts between pupils and teachers lead to pupils' negative attitudes towards the teacher(s), school, school fear, deterioration in learning outcomes, conflicting and destructive behaviour, bullying (e.g., Skalická, Belsky, Stenseng, & Wichstrøm, 2015; Wang, Harrison, McLeod, Walker, & Spilt, 2018).

Research shows that conflicts are resolved by violating the child's (pupil's) rights and regardless of one's interests, the applied strategies of struggle and avoidance lead to deepening of the conflict (Čiuladienė & Kairienė, 2017; Čiuladienė & Kairienė, 2018): the number of conflict objects increases (negative image of the teacher, grades as a tool of power), the number of participants increases (parents, support specialists, administration become involved), actions of the conflict resolution process become stricter – application of minimal and medium child care measures. It must be acknowledged that efforts aimed at eliminating the conflict over class absenteeism are not effective enough: education support specialists and the school's Child Welfare Commission have limited possibilities of helping, as they become involved when the escalation of the conflict is already highly advanced.

R. K. Brunson and J. Miller (2009) studied how conflicts are shaped by the school environment, how and when school conflicts develop and spread outside the school, and discovered that outside school grounds are not controlled by teachers, thus, conflicts unresolved in schools move outside their territories. In Lithuania, teacher-pupil conflicts due to class absenteeism have hardly been investigated at all. No research was found that would show the consequences of the failure to resolve a conflict and its further escalation, which are related to the application of sanctions to the child: separating the child from one's legal representatives and one's usual environment, and placing one in an isolated institution – Children Socialization Centre (further – ChSC). The **aim of the research** is to examine the reasons for not attending school by pupils' of the ChSC.

Analysis of the Causes of Conflict as a Condition for Constructive Conflict Management

Conflict is a natural phenomenon in the process of socialization that determines the growth of a personality (Erikson, 2004; Simmel, 2007; Piaget, 2011). However, only constructive conflicts are associated with the development of a personality, while destructive conflicts correlate with adolescents' delinquent behaviour, crime (Garrard & Lipsey, 2007; Runions & Shaw, 2013). Destructive

school conflicts reduce a person's opportunities for education and learning, disrupt the smooth development of a person's positive socialization, can become a cause of a person's delinquent behaviour.

The difference between the constructive conflict resolution and the destructive one is in the perception of the object of the conflict (the problem is not identified vs. identified with the opponent), peculiarity of the process (dialogue vs. struggle, avoidance). The orientation of resolution efforts towards the satisfaction of participants' interests (needs) is another feature of constructive conflicts (in the case of destructive conflicts, positions are operated). Therefore, a constructive conflict resolution is scientifically and methodologically based efforts, manifested in the moral value to preserve dialogue and dignity of participants, in the knowledge of how to satisfy the needs of conflict participants without violating their rights, and in abilities to manage manifestations of destructive conflicts.

Efforts to understand the cause of a conflict are linked to the expectation of a constructive resolution: once the cause is eliminated, there will be no conflict. Scientific literature, however, presents a number of interpretations of the cause of a conflict. The works of some researchers emphasize the subjective onset of a conflict. The self-control of a person (Rupšienė, 2000), perception of a situation, management of emotions, one's arguments, determine preconditions for the occurrence of a conflict (Čiuladienė, 2013). Other researchers present the cause of the conflict as a combination of subjective and objective factors. Ch.W. Moore (2003) identified several groups of the causes of conflicts: *structural conflict* occurs due to destructive behaviour, unequal power, control, vaguely defined goals, unclear procedures; *interest conflict* is caused by the frustration of needs (interests show what is important and matters to the participant of the conflict, aspirations, aims, requirements and suggestions to others can be derived from them); the cause of *data conflict* is lack of information, inaccurate information, different understandings and interpretations of information; causes of *relationship conflicts* are related to strong emotions, misperceptions or stereotyping, poor communication or even lack of communication; *value conflicts* occur because of different criteria for assessing behaviour and ideas, different ways of living, ideology.

Research on conflicts in school reveals that they occur because of the behaviour of both pupil and teacher (Targamadzė, 2006; Petrulytė, 2012; Agolli-Nasufi & Rada, 2015; Saiti, 2015; Čiuladienė & Kairienė, 2017; Čiuladienė & Kairienė, 2018). Conflicts in school arise when the pupil disregards the rules of conduct (for example, is late for lessons), does not perform one's duties and tries to talk one's way out and/or lie, disrespects the elders by refusing to do what one is told, not hearing the word "no". Conflicts arise when the teacher imposes

excessive demands on pupils to master the materials that do not correspond to the pupil's abilities, vaguely, uninterestingly presents the material, makes mistakes in assessments (does not follow the principles), fails to properly resolve the conflict, does not take the pupil's rights, interests, abilities, and needs into account, criticizes the pupil's hairstyle, clothes.

According to H.D. Will and S. Ramdohr (2015), the cause of the conflict is like an iceberg – it is impossible to see it quickly, as only a small part is visible above the water surface, only its top. The cause of the conflict is largely invisible: feeling, needs, aspects of identity, values, misunderstandings and communication issues lie "underwater". However, its seeing/analysis leads to a constructive resolution of the conflict.

Children Socialization Centre as a Conflict Management Tool

ChSC is a specialized state institution assigned to general education schools, which implements medium child care measures, with the purpose of forming and establishing socially acceptable behaviour of children, increasing their psychological resilience to the harmful impact of the social environment, and helping regain learning motivation by providing them with education, educational support, social, health care and other services (Law of the Republic of Lithuania on the Minimal and Medium Care for Minors, 2017), i.e. ChSC are identified as a destructive conflict management tool. The medium child care measure is a measure during which a child is educated, cared for, provided with educational support, social, health care and other services at the ChSC (Law of the Republic of Lithuania on the Minimal and Medium Care for Minors, 2017). The main difference between the medium child care measure and the minimal one, is that the child is separated from one's legal representatives and is placed in a ChSC. The medium child care measure can be imposed on children who have reached the age of 14, and to younger children – only in exceptional cases.

The medium child care measure can be imposed on children: 1) who have committed a crime or an act having characteristics of a criminal offense, but it was not possible to apply criminal liability at the time the act was committed; 2) whose behaviour poses a real threat to their own or other people's life, health or property; 3) for whom the imposition of the minimal care measure did not lead to a positive change in the behaviour, except in cases when the minimal care measure was imposed only due to school absenteeism. Therefore, the medium measure is imposed for delinquent behaviour, which involves not only the provision of assistance and services to the child, but also the sanction of separating the child from one's legal representatives and one's usual environment and placing one in an isolated institution.

It should also be noted that the minimal measure is imposed first, which means that if the minimal measure is effective, it is likely that the medium measure on the child will not need to be imposed. The minimal child care measures are those, in the course of which a child is provided with educational support, social, health care and other services without being separated or being separated from one's legal representatives as little as possible (Law on the Minimal and Medium Care for Minors). The imposition of the medium child care measure essentially means that the conflicts that led to the imposition of a minimal measure, are unresolved and continue to escalate.

The topic of the causes of conflicts in school and ways to resolve them does not lose relevance. The issue of conflicts in school and the analysis of delinquent behaviour is also linked to a phenomenon of great concern to the countries of the European Union – early school leaving, the reduction of which to less than 10% by 2020 is one of the targets of the "Europe 2020" Strategy of the European Union (Brunello & Paola, 2014; Petruškevičiūtė, 2015).

Methodology

The methodological approach to qualitative research was chosen, children's experiences related to the cause for the occurrence of conflict, its escalation before being placed in the ChSC, are analysed. Research *object* is the experience of conflict situations in school of pupils of the ChSC.

The research used a data collection method – open interview. In conducting the interview, the researcher relies on a plan that includes only introductory and essential questions, presents the main topics for the interview without formulating specific questions that the researcher creates during the interview depending on its course, on the relationship between the researcher and the subject, or on the interview environment (Morkevičius, Teleišienė, & Žvaliauskas, 2008). The research *question*: what are the causes of conflicts in school, which are related to school absenteeism, for the pupils of the ChSC? The duration of the interview was approximately 30 min. With the consent of the subjects, the interviews were recorded on a dictaphone.

The method of qualitative *content* analysis (Žydžiūnaitė & Sabaliauskas, 2017) was applied to analyse the data collected. The transcriptions of the interviews were read several times with the purpose to extract important statements that were directly related to the informant's experience. Those statements were then grouped and transformed into several categories and subcategories for reliable interpretation. The *content* analysis method allows the researcher to summarize large amounts of information, to combine research data into subcategories and categories, etc. according to the content and meaning, as

well as to study the connections of various text elements both with each other and with the whole scope of information.

Interviews were conducted with 4 informants – learners of the ChSC. The size of the research sample was determined by the application of the information saturation method: when the information started to recur, there was no purpose in involving more research participants. The research was carried out in September, 2020.

In conducting qualitative research, ethical issues are especially relevant due to its specificity (small research sample, clear informant, etc.) (Rupšienė, 2013). The selection of informants was carried out on a voluntary, volitional and confidential basis. Subjects were able to withdraw at any time during the research. Subjects were informed about the possibility of getting acquainted with the generalized research results. Due to the fact that all research participants were minors, written consents of all legal representatives concerning their participation in the research were obtained. In accordance with the principle of confidentiality, all names of subjects were coded with numbers as [1], [2], [3], [4].

There are three ChSC in Lithuania. One of them is for girls and two of them are for boys. The study was conducted at the boys' ChSC, therefore the gender of the subjects – men. As mentioned above, the medium child care measure can be imposed on children who range from 14 to 18 years of age. Therefore, age of subjects was from 15 to 16 years. The general characteristics of the subjects indicated in their files regarding their placement in ChSC: all informants had special educational needs, addictions, and harmful habits. These are not selected criteria, just all subjects had these characteristics.

Research Results

The analysis of causes of conflicts in school, related to school absenteeism, of the learners of the ChSC, allowed to distinguish several groups of causes: *difficulties in the learning process; use of alcohol and drugs; rejection of educational support; influence of the authority of friends.*

The group of causes of *difficulties in the learning process* includes the following sub-categories: *difficulties in completing tasks* and *lack of interest in learning*. Research data show that subjects experienced difficulties in completing tasks, because they did not understand how to complete them: *"I didn't work in class, because I didn't understand anything"* [1], *"when they give math tasks, I don't understand anything, what I have to do there, so I didn't do them"* [2], *"I didn't understand anything there"* [4].

Another subcategory of the *difficulties in the learning process* group of causes, is the *lack of interest in learning*, which shows that subjects were not

interested in school: *"I didn't see anything interesting in school"*[1],*"because I didn't care about anything, it was really not interesting at home, in the classroom"*[3], interest in learning disappeared when the form of learning changed: *"when I started learning remotely, it wasn't interesting to me, I didn't connect to distant classes"*[4]; or the presence and activities with friends overshadowed the interest in learning: *"there was nothing interesting at home, in the classroom, anywhere, just with friends outside"*[3]; lack of interest is also related to the lack of involvement in the learning process and the difficulties experienced: *"but when I didn't understand anything, it wasn't interesting to me"* [2].

Another group of causes for not attending school, *use of alcohol and drugs,* was divided into subcategories: *inability to study due to consumption; inability to participate in the learning process due to aggression under the influence; non-attendance of school due to consumption/addiction.* According to the subjects, the use of alcohol and drugs became an obstacle for them to study – they either went to school under the influence or were getting stoned at school, which led to being excluded: *"if I smoked "weed", there were disputes right away"* [1], *"I went to school after smoking "weed" and smoked "weed" at school"* [2], *"I went to school after smoking "weed" or always drunk"* [4], *"a friend gave me to smoke some kind of tobacco out of a bottle, I immediately became very intoxicated […], then the school called me an ambulance"* [4]. Another sub-category of causes for school absenteeism is related to aggressive behaviour under the influence at school, when the subject interrupted the learning process and was excluded from the learning process that day: *"then I become somewhat angry and can no longer control myself"* [1], *"[…] I flung a chair, I turned the tables over, once I even kicked out a door at school with my friend"* [2], *"when intoxicated I become so brave, I can do all kinds of nonsense, I could tell everybody to back off and I told that, I screw them, I could even break furniture and do something else, I also came to school in that state"* [4]. Third group of causes *use of alcohol and drugs* is related to school absenteeism due to use/addiction: *"basically, I spent time with friends, used psychotropic substances with them"* [1], *"I was bored at school, […] we went to steal, drink, take drugs, smoke, "prank" others"* [2], *"I didn't care about anything at that time, I stole, used drugs, I didn't go to school"* [3].

Another group of causes for not attending school, *rejection of educational support* was divided into two subcategories. The first is *disregard for the obligation to see a specialist.* The subjects claimed that they were obliged to see an education support specialist, but ignored the following obligation and refused support: *"I had to see a psychologist, I also went to a social pedagogue, but I visited maybe twice"* [1], *"I had to see a psychologist, but I didn't go"* [2], *"I had to go to a psychologist, but I never went, I also had to see a psychiatrist, but I*

didn't" [3], *"I was offered help in all schools, but I didn't need it"* [4]. The second subcategory: *denial of the problem,* which explains the *rejection of educational support*: *"I don't know, it's probably not about me, anyway I'm not aggressive, I'm even-tempered"* [1], *"I was offered drug treatment, but I'm not a drug addict"* [4].

Another cause of school absenteeism is the *influence of the authority of friends*, which was divided into four subcategories. First: *choice of friends: "all kinds of "bandits" visited that centre. When they were telling what they were doing, where they were going, sharing what they were stealing, how they are treating teachers, I always listened. I wanted to be like them, they seemed so "cool", maybe I admired them"* [2], *"I met a new friend, that friend didn't go to school, then we got together and both started skipping school"* [3], *"over time I told everything to my friend, and he tells me to go from there to the crisis centre, you don't have to do anything there, no homework, nothing"* [4]. Second: *accomplice in the commission of criminal offenses: "basically, I spent time with my friends, we committed crimes with them, stole, drank, then he offered me to sell to others"* [1], *"with those friends I started stealing"* [2], *"and with that friend I started stealing and committing other criminal offenses"* [3]. Third: *accomplice in smoking, drinking alcohol and taking drugs: "with that acquaintance, when I made friends, he offered me "weed", so first time, second time and I began smoking "weed" more and more"* [1], *"with those friends I started drinking, smoking, taking drugs"* [2], *"with that friend I started taking drugs, he got me used to that. He always had what to smoke, drink, and if there was no, we stole"* [3], *"I was taking with my friends again, drinking, I was with friends, didn't come home"* [4]. Fourth: *accomplice in mocking others: "prank other people"* [2], *"it was "wicked", we hang out together, we pranked together, we made fun of somebody together"* [3].

Discussion

Class absenteeism in both Lithuanian (e.g., Rupšienė, 2000; Civinskas, Levickaitė, & Tamutienė, 2006) and foreign (e.g., Birioukov, 2016; Balkis, 2018) scientific literature is described as a sensitive issue, a large share of research is oriented towards substantiating the negative consequences of the problem, as well as identifying factors. The aim of the following research – to examine the causes of school absenteeism – how they are seen by the learners of the ChSC, who have experienced conflicts due to non-attendance of school.

Destructive conflicts can be the cause and consequence of delinquent pupil behaviour (e.g., Skalická, Belsky, Stenseng & Wichstrøm, 2015; Hendrickx, Mainhard, Boor-Klip, Cillessen, & Brekelmans, 2016; Wang, Harrison, McLeod,

Walker, & Spilt, 2018). Lithuania has created a system of measures, which helps the child to overcome the established misbehaviour; the child may be subject to minimal care measures, and if the application of the mentioned measures does not help to achieve positive behavioural changes, a medium care measure may be applied – temporary placement of a child in a ChSC. On the other hand, it is important to know preconditions of conflict management in the previous stage – why the pupil stops attending school.

Research data revealed the complexity of the causes of conflict – the results reflect all types of causes identified by Ch.W. Moore (2003). Moreover, the spiralling nature of the deepening of unresolved causes was highlighted. First conflicts with teachers occur because of the *non-performance of tasks* provided by teachers (structural cause), when a pupil lacks knowledge to complete them (data conflict), when the opportunity to satisfy the need for recognition is lost (interest conflict), the focus is on interest, and not on efforts, work (value conflict). Conflicts of another level arise when *certain classes are missed/school is not attended on certain days.* The causes are also complex: non-compliance with the rules of conduct – use of alcohol and drugs, aggressive behaviour (structural cause); friendship with peer-users (interest conflict – it is important to satisfy the need of belonging to a group, feel valued), increase in knowledge gaps (data conflict), courage and freedom are valued (disobedience to teachers) (value conflicts), teachers and classmates are insulted (relationship conflicts). The conflict escalates even more when *school is "dropped out" of*: the adolescent stops attending/learning, behaves delinquently (structural causes) in order to satisfy the established need for addiction, rejects help by focusing on the pleasure of intoxication (value conflict), ceases communication with teachers and parents (relationship conflict).

It can be seen that the influence of friends is a key factor that determined school absenteeism and, at the same time, involvement in delinquent activities, which ultimately led to subjects being placed in ChSC. The influence of friends was primarily determined by their authority, characterized by the use of alcohol and drugs, criminal activities, which impressed the subjects and thus attracted their attention. Acquaintance with friends and accomplice with them also led to the involvement in the use of alcohol and drugs that grew into addictions ("*I began smoking "weed" more and more*", "*he got me used to that*").

Were the actions of conflict resolution aimed at eliminating the causes of school absenteeism? The analysis of causes allows to make assumptions concerning the lack of constructive conflict resolution. To what extent was the aim to help overcome learning difficulties (by organizing consultations/providing tasks corresponding to skills/rethinking challenges of distance learning for a learner with learning gaps and difficulties)? It should be noted that all participants

of the research had special educational needs, but did not talk about special support offered to them in performing tasks at school. Moreover, when asked about educational support offered to them at school, they mentioned a social pedagogue, a psychologist, but did not mention the support of the teacher in carrying out the tasks that they did not understand. The solution to the difficulties of the learning process experienced by the subjects depends on the exclusive competence of the school, which has possibilities of educational support that, if properly enabled, would possibly manage the problem of non-attendance of school. The identified causes for not attending school due to the use of alcohol and drugs show that the causes are becoming deeper and their solution requires the involvement of addiction specialists. The fact that subjects, who had started to use alcohol and drugs, still attended school, provides an opportunity for schools to initiate assistance to such pupils. It can be seen that schools where pupils were studying offered them support of a social pedagogue, psychologist, put effort into solving the problems of school absenteeism, but what raises concerns is the coercive way of providing help – as claimed by the subjects – "*I had to*", "*had to*" indicates a one-sided aid-imposing approach, according to which assistance, most likely, is going to be ignored or rejected. In addition, it was revealed that subjects did not acknowledge the problems of misconduct and accordingly did not accept help, which also shows that when solving the problem of school absenteeism, attention most probably was not paid to identifying the problem itself, without which any efforts to help are meaningless. Thus, it becomes clear that conflict resolution in schools lacks a model for eliminating causes – no attention is paid to the intervention and post-intervention in a constructive conflict.

In order to constructively resolve a conflict and prevent its escalation, it is necessary to choose conflict resolution methods that correlate with its causes. Lack of timely efforts (oriented towards eliminating the causes) may necessitate the application of minimal or even medium child care measures. The following research emphasizes the importance of preventing the escalation of conflicts in school, provides insights into alternatives for their constructive management.

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COMPARATIVE ANALYSIS OF SOCIAL SERVICES PROVIDED TO FEMALE COMBATANTS AND VETERANS IN UKRAINE AND ABROAD

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Abstract. *The war in Eastern Ukraine has been going on since 2014. This situation has led to new challenges for the social sphere, in particular, the construction of a system of social services for combatants and veterans. Female combatants and veterans need gender-specific services adopted to this particular category. Since the experience of social assistance to this specific category of clients of social work in Ukraine is limited, there is a need to study the experience of other countries to address the issue.*
The purpose of the article is to analyze the peculiarities of women's military service and the system of social protection of this category in Ukraine and abroad.
The article analyzes the experience of Australia, Israel, Spain, Canada, Korea, Poland, the USA, and Croatia in implementing the policy of social protection of combatants. The authors identify the main types of services and assistance to this category provided by the legislation in other countries.
The authors of the article used the method of theoretical analysis of scientific works and legal documents that describe and regulate the mechanism of social protection of servicemen/servicewoman in different countries; compare the key aspects and features of women's military service in different countries and systematize the list of social services and structures responsible for providing various social services.
Keywords: *female combatants; female veterans; social services to veterans; social protection; military social work; military service; serviceman/servicewoman; women serving in the army; social assistance.*

Introduction

In the period from 2014 to the present, the fighting caused by the aggression of the Russian Federation is going on in Ukraine. These events have led to the emergence of a new facility for domestic social work – combatants in need of social assistance and support

This category of social services recipients is characterized by a change in the orientation of values, dissatisfaction with the new social and professional status, violations of social interaction and loss of interest in public life, reduced

activity, and the desire for social isolation. The adaptation of combatants to civilian life is accompanied by feelings of frustration, isolation, and alienation from public life because in real life their experience and knowledge are often not needed by civilians in communities.

According to the Ministry of Veterans of Ukraine, Temporarily Occupied Territories and Internally Displaced Persons, there were about 370,000 veterans in Ukraine in 2019 (Texty.Org.Ua, 2019). Approximately 29,760 women are serving in the Armed Forces of Ukraine, among the total number of 255,000 people, of which 902 are senior officers. Women serve in the National Guard of Ukraine, the State Border Guard Service of Ukraine, the Security Service of Ukraine, and the National Police. 9,136 women are participants in hostilities according to data on March 2020 (Ministerstvo oborony Ukrayiny, 2020).

Analysis of international experience, best practices, and approaches to social protection of servicemen is extremely important while developing an effective system of social protection for veteran women in Ukraine and provide them with integrated social services. The article analyzes the experience of Australia, Israel, Spain, Canada, Korea, Poland, the USA, and Croatia in implementing the policy of social protection of combatants. The authors identify the main types of services and assistance to this category provided by the legislation in other countries.

Literature Review

A large part of Ukrainian society is convinced that military affairs are only for men. However, contrary to all stereotypes, with the beginning of hostilities on the territory of Ukraine, we could see that women are ready to serve their country faithfully.

Social work with combatants and the provision of social services are regulated by the following legal documents: laws of Ukraine "On Improving the Financial Situation of Combatants and War Invalids" (Zakon Ukrainy № 1603-IV, 2018), "On Social and Legal Protection of Servicemen and Members of their Families" (Zakon Ukrainy № 2011-XII, 2020), "On State Social Assistance to Low-Income Families" (Zakon Ukrainy № 1768-III, 2020), "On the Status of War Veterans, Guarantees of their Social Protection" (Zakon Ukrainy № 3551-XII, 2020), "On Social Services" (Zakon Ukrainy № 2671-VIII, 2019), the resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Granting Combatant Status to Persons Who Defended Independence, Sovereignty and Territorial Integrity of Ukraine and Took a Direct Part in the Anti-Terrorist Operation, Ensuring its Implementation" (Kabinet Ministriv Ukraini, 2014) and others.

The issue of providing support and assistance to combatants, including women, is particularly relevant. After analyzing the data of opinion polls ("Invisible Battalion": women's participation in hostilities in the ATO (ICF "Ukrainian Women's Fund") (Martseniuk, Hrytsenko, & Kvit, 2016); "Life after the conflict: Survey on socio-demographic and socio-economic characteristics of conflict veterans in eastern Ukraine and their families" (Predstavnytstvo MOM v Ukraini, 2020), it should be noted that the needs and requests of women are significantly different from the requests of men.

However, the formation and implementation of social protection policy on combatants are more focused on men than women (Dulia, Liakh, & Veretenko, 2020). But it is important to understand that women who are involved in hostilities do have special needs, different from other categories of population, that need to be taken into account when providing social support and assistance.

Interestingly, in many countries, the duty to provide professional assistance to such categories of the population as servicemen and war veterans is performed by military social workers (there is even a special area of work – military social work). Besides, there are certain features and restrictions of military service for women and mandatory social guarantees in different countries of the world. Unfortunately, there are no specially trained specialists in Ukraine to work with servicemen and combatants, while providing qualified assistance remains one of the important tasks of our country.

Therefore, it is extremely important to study the experience of foreign countries in providing social guarantees and providing social support to women-participants in hostilities.

Methodology

To achieve the goals of this study, the theoretical analysis of the scientific literature and Internet sources was used, which allowed to find out features of military service by women and to analyze the social protection system of servicemen in different countries of the world.

Research Results

From ancient times, a woman has performed more than just the role of a housewife throughout her life. In different historical periods, with the emergence of new social challenges (raids, strikes, demonstrations, wars, revolutions), women tried to be successful in various spheres of life and professional activity. The military sphere, which was quite successfully mastered by women, was no exception. The war in many countries of the world contributed to the

emancipation of women, they have gained new experience, new skills and abilities during these times.The war was a serious ordeal for the citizens of many warring countries, but todaysome countries still provide training for women in the military. Among such countries are Canada, Great Britain, the USA, Norway, Israel, North Korea, Malaysia, and some other countries. It was in these countries that women first began to take part in hostilities on an equal footing with men, not just as a nurse, cook, volunteer, or other. In these countries, military service is a woman's duty, and the countries have a large number of women in combat units. It was in these countries that the first women's military movements and groups emerged, which supported and protected the equal rights of women with other segments of the population.

For the first time in the world, women became full-fledged servicewomen with the appropriate status in Canada, in 1895. They were recruited for military service in peacetime not only in the support structure but also in combat units. Adoption in Canada in 1985 Human Rights Act contributed to the situation that 75% of military specialties became available to women. Great Britain is also thehomeland of the feminized army. In 1653, the first women's military hospitals appeared there, designed for 350 wounded (Androsenko, 2009).

It turns out that among European countries, women are required to serve in the army only in Norway. In general, the list of these countries is not too long. It includes Israel, North Korea, and Malaysia (Espreso.Tv, 2015). In most European and other countries of the world, the service of women in the army is based on a completely voluntary basis.

In *Norway*, from January 1, 2015, girls are required to serve in the army. By law, the Norwegian Armed Forces have conscription, it is a 19-month service obligation, but in fact, it rarely exceeds 12 months. Norway became the first country in Europe to oblige women to serve in the army. An important task of the Norwegian Armed Forces by 2020 is to increase the proportion of female commanders up to 20% of the total number of military personnel. According to Norwegian Army Chief of Staff I. Gierdeu, there are no special quotas for women in the Armed Forces of the Kingdom; however, almost 27% of Norwegians are currently serving in the military (Poltavets, 2018).

Israel is one of the most developed countries in the world in terms of gender equality. According to the current legislation of the country, women have equalrights with men to chooseanymilitary occupation. However, this does not apply to everyone. If a girl is married before it is time to go to serve, she will not be drafted into the military. Also, a woman may refuse to serve in the army for religious or ethical reasons. About a third of women are exempted for health reasons, pregnancy, or religious grounds.

The women drafted into the military service have several differences compared to men. First, the term of military service for men is 3 years and 21 months for women.

Women are allowed to leave the place of service for the night and return home, they are given benefits when entering the university and they are paid a substantial salary for their service. In less than two years, a servicewoman gets a certain profession depending on the military service she was in (Golan, 1997).

In *North Korea*, women also serve on an equal footing with men. In 2003, a law was passed setting the term of service for conscription: up to 10 years for men and up to 7 years for women.

Women began serving in the army in 1995, and the peak came in 1997. Then a terrible famine broke out in North Korea, and many young women joined the army voluntarily, knowing that they would at least be fed there. In a fact, military service is considered very prestigious today. Thus, not every Korean woman is drafted into the armed forces. To be accepted a young woman with good background must proveher loyalty to the party.

The particularly large numbers of women are typical of anti-aircraft troops and coastal artillery. In total, more than 10% of the Korean military personnel are servicewomen (Mota, Medved, Hiebert-Murphy, Whitney & Sareen, 2018).

In *Malaysia*, women have the equal right to serve in the army. The service term is three months both for men and women. Besides, a woman can, along with a man, join the ranks of contractors, which is considered very prestigious in Malaysia (Poltavets, 2018).

The issue of equal rights and opportunities for women and men in military service in *Ukraine* is regulated by legislation. According to Ukrainian law, women have the right to serve in the military on an equal basis with men, to hold military positions, and to receive military ranks. However, the realities indicate that there are some differences between the defined norms and the implementation of these standards in practice.

No less important is the issue of social protection of servicemen. What benefits are provided? What kind of assistance can be expected? What guarantees are mandatory? It is worth noting that each country has its system of social protection for military servicemen.

Let's examine the different approaches in the organization and implementation of social protection of military personnel in different countries. The primary analysis shows that each country attempts to provide all the necessary services comprehensively, but the approach to providing this assistance is different.

The *United States* Department of Veterans Affairs (VA) is States is the second-largest body in the US federal government with more than 340,000 civil

servants and employees at the beginning of 2019. The Department has three main subdivisions, known as Administrations: Veterans Health Administration; Veterans Benefits Administration; National Cemetery Administration (E-Benefits; The official site of the U.S.). The primary function of the Ministry is to support veterans by providing certain benefits, services, and social programs (Husak & Neskorodiana, 2016). In the United States, there is no separate legal document that defines the social and legal protection of veterans, as in Ukraine.The main activities of the Ministry of Veterans Affairs include pensions; life insurance; vocational rehabilitation and employment; medical rehabilitation and care; registration of mortgage loans (housing loans); other benefits and allowances (in case of disability or loss of a breadwinner, burial benefits, and other). The main feature of providing social protection for servicemen in the United States is an extensive system of different areas of work with this target audience, which provides simple (one-time) and comprehensive services. The coordination of each direction is carried out by the relevant structural unit, which has its specifics of work. Also, in the United States, there is a special type of work with servicemen. Military social work is a specialized field of practice that provides qualified assistance and support (El-Gabalawy, Blaney, Tsai, Sumner & Pietrzak, 2018).

The *Republic of Poland* provides the appropriate level and mechanism of social protection of servicemen, as it has an extensive system of entities that provide social and other services (Shkuropatskyi, 2016).

According to the Law of the Republic of Poland "On Provision of Military and Military Invalids and Members of Their Families", the amount, the procedure of calculation and assisting, as well as benefits for servicemen who received a disability during military service and for family members of invalids and servicemen if they were killed or missing in action in military operations. Veterans who participated in military operations outside the country have the right and opportunity to receive comprehensive support from the state (psychological assistance, discounts on medications, medical services, transportation, education, and others). The feature of the social protection of servicemen in Poland is providing different social benefits guaranteed by law, and the serviceman receives these benefits without fail.

In *Spain*, the state institutions take care of the affairs of war veterans and retired servicemen. The Spanish Ministry of Defense monitors information on the needs and requests of the target audience through the activities of non-governmental organizations. In this state, servicemen who participated in peacekeeping operations are paid insurance compensation, the amount of which depends on the negative consequences of such participation (injury, disability, death). The social protection for military servicemen in Spain focuses on

studying the needs and requests of the target audience to expand the network of quality services to meet the needs of servicemen (Beckie, Duffy, Groer, 2016).

Veterans of the war in *Croatia* are entitled to compulsory health insurance, pensions, disability benefits, child benefits, work, housing, psychological support (Hordiienko, 2020). Veterans are provided with a wide range of social benefits and guarantees: double length of service, minimum pension, payment of scholarships and tuition fees, free shares in companies, one-time annual financial assistance, vocational rehabilitation, housing loan, medical and psychological rehabilitation, and other (Berdak, 2015).

In *Australia*, the functional body is the Veterans Advisory Council, which aims to provide informational and psychological support. The social protection system of servicemen is focused mainly on the provision of medical services and rehabilitation (Gunter, O'Toole, Dadds, & Catts, 2020).

In Israel, there is the Families and Commemoration Department. The main tasks of this Department are social protection, registration of social benefits, treatment, rehabilitation, and psychological support. To ensure the social and psychological well-being of the Israeli Defense Forces, the Association for the Wellbeing of Israel's Soldiers (AWIS) has been established to promote the well-being of soldiers in the areas of recreation, education, and culture.

Also, in 1981, the organization Friends of the Israel Defense Forces (FIDF) was established to ensure the personal well-being of servicemen (FIFD, n.d.).

The Ministry of Patriots and Veterans Affairs *(MPVA)* of *South Korea* provides support and health care, benefits, and national merit recognition (Kim & Kim, 2019).

The Military Family Services Program (MFSP) in *Canada* is the Armed Forces-wide community-based support program delivering coordinated, consistent national services for families across the country through military family resource centers, as well as a framework for families and communities (Canadian Forces, n. d.). A military family is understood to be all Canadian Armed Forces personnel, their spouses, children, parents, and relatives (Belliveau, Cook, McLean, & Lea, 2019).

The program of services for military families includes three blocks: 1) information and training; 2) support and services; 3) assistance and interventions. Besides, Canada has a practice of providing assisting and supporting servicemen and their families through information web portals, closed groups on social networks, and electronic and telephone counseling (MyVoice, Family information line FamilyForce.ca). Military Family Resource Centres (Canadian Forces, n.d.) provide information and educational activities, implement family programs, referrals, and short-term 249ounseling. MFRC ensure connecting military families to a wide range of programs and services.

Their goal is to build strong, resilient individuals, families and communities. There are 32 such Centers in Canada.

Based on the analysis of different approaches to the social protection system of servicemen in different countries, we have identified the main types of services in each mentioned above countries.

USA	**Poland**	**Spain**	**Croatia**		*Medical care*
Insurance	Professional retraining	Financial aid	Social benefits		*Legal aid*
Canada	**Australia**	**South Korea**	**Israel**		*Social adaptation*
Family Resource Centres	Professional rehabilitation	National merit	Personal well-being	**COMMON SERVICES**	*Psychological assistance*

Figure 1 ***Social Protection of Combatants in Foreign Countries***
(compiled by the author based on data analysis)

Conclusions and Recommendations

Nowadays, the issue of military service by women and men is not new, but it has several features and problematic aspects that need attention and solutions. Based on the analysis of the international and domestic experience of social protection of servicemen it was found that the mechanism for providing services for such category as women-combats isn't established. It should be noted that conditions in normative legal acts, the main tasks of gender policy, which are embodied in real practice are not always clearly defined. Coming home after military service is an important stage in the new adaptation to the living conditions of the "here and now". The provision of professional assistance and support to servicemen should be based on such principles as focus on the individuality of a person with his/her specific needs, mental state and moral guidelines; integration, which allows combining the practice of serving a particular client with the conditions of the real social environment; holistic approach to the client as a person with his or her worldview, moral and mental state, ideological values; the principle of self-help, which involves the activation of the client's forces to promote effective social functioning.

The application of successful experience of different countries in the formation, organization and implementation of the mechanisms of social protection of servicemen, combatants, war veterans (including women combatants) should be based on the needs and demands of the target audience in

the country. The following studies of topical issues that meet the realities and requirements of today's Ukraine should be carried out.

Acknowledgments

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DETERMINATION OF SUBJECTS' SIGNIFICANCE RATE AND OPTIMAL INFORMATION CONTROL IN SOCIAL NETWORKS

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Abstract. *This paper examines social networks, where each agent is characterized by some dynamic parameters, the dynamics of which is resulting from the influence of other agents having their own objective functions and limiting factors, as well as from control/governing body with its own objective function. In this paper, referring to the type of social networks described above, the following two interrelated problems are investigated: the problem of determining the degree of information influence on social networks; the problem of finding optimal control in social networks.*
Keywords: *influences degree; Nash Equilibrium; optimal control; social networks.*

Introduction

Contemporary social networks represent a social structure consisting of many subjects (i.e. individual and/or collective agents – individuals; households; families; professional groups; organizations; etc.) with a given set of relations (i.e. a set of connections between subjects – dating; friendship; partnership, professional cooperation; common ideological or religious beliefs; political or economic views and opinions; etc.). Referring to the type of considered social network, its subject can be either passive (in the case when the main characteristic of this subject changes according to some given law, based on the characteristics of the subjects related to it) or active (in the case when this subject himself/herself chooses a characteristic, for example, action or inaction, etc.). Mathematical modelling of social networks, as a rule, is limited to consideration of social networks with passive subjects; in some rare cases, networks with active subjects are considered. It is important that when

modelling real social networks, the main common factors are taken into account, which, in our opinion, are: (a) structural and topological laws and properties of social networks; (b) proper opinions of the subjects of social networks, which can be changed both under the influence of other subjects (fully or partially biased or impartial), as well as due to various off-network factors of the surrounding reality; (c) a degree of authority/significance/trust of the opinions of some subjects for the other subjects; (d) dynamic degree of socio-psycho-political-economic susceptibility of subjects to influence; (e) the threshold of subjects' sensitivity to the dynamics of the opinions of both other subjects of social networks as well as subjects not being a part of the network; (f) temporary avalanche effects called cascades; (g) the degree of incomplete and/or asymmetric awareness of subjects when they make decisions both in conditions of uncertainty and in cascades; (h) the possibility of forming coalitions; (i) information control. The results of social networks modelling without taking into account at least the above basic general factors cannot claim to be adequate (for instance, see Gubanov, Novikov, & Chkhartishvili, 2010).

In the late 90s of the last century, there was a massive collapse of the so-called dot-com (.com) companies and this phenomenon, sensitive for the Internet technology industry, has contributed immensely to the revision of the basic laws of social networks, which were considered almost immutable: asymptotic laws about the value of social networks – Sarnoff's, Metcalfe's, and Reed's Laws (for instance, see Kovarik, 2015; Simeonov, 2006; Reed, 1999, 2001; Farris, Pfeifer, & Johnson, 2009); information field formation laws (for instance, see Bukharin, Kovalev, & Malkov, 2009; Bukharin & Malkov, 2010; Chernets, Bazlova, & Ivanova, 2010; Gubanov, 2020; Malkov, 2016; Gubanov et al., 2010); laws of formation, dynamics and influence of opinions (Nguyen, Xiao, Xu, Wu, & Xia, 2020; Galam, 2012; Xiong & Liu, 2014; Gubanov, Novikov, & Chkhartishvili, 2009; Grabich & Rusinowska, 2010; Rusinowska & Swart, 2007; see also relatively old work Hoede & Bakker, 1982, which is important in terms of its subsequent influences); etc. As a result, there have appeared other laws and regulations, methods and approaches, and even qualitatively new concepts (for more information on these methods and concepts see fundamental monographs Jackson, 2008; Gubanov et al., 2010; Fowler & Christakis, 2011; Amati, Lomi, & Mira, 2018; Razis, Anagnostopoulos, & Zeadally, 2020; Johnson, Turnbull, Maher, & Reisslein, 2021; see also the voluminous article Gubanov et al., 2009). Due to the aforementioned revision, mathematical models of various levels have been constructed and studied (many of them only partially) to describe and understand various aspects of sustainable existence, functioning, safety and reliability, development, value, influence, danger and regulation of social networks. The scientific methods used in this case cover various areas of mathematics: theory of sets, probability theory and

mathematical statistics, theory of graphs, mathematical logic theory (both Boolean algebra, multivalued logic and temporal logic), discrete optimization, and even linear and non-linear differential and integral equations.

In this paper, we study social networks whose subjects are of a combined nature, i.e. can behave both actively and passively. In other words, we study a social network, each subject of which is characterized by some dynamic parameters, the dynamics of which is determined by the influence of both other subjects and the governing body (in the sense of a stimulation), which has its proper goal (i.e. the stimulating objective function). In addition, it is assumed that each subject also has its proper goal (i.e. the individual objective function) and can choose its action within the limits of the imposed restrictions. In the assumptions made, the essence of the studied problem, i.e. the problem of determining the weights of subjects and finding the optimal information control of subjects in social networks of the selected type is as follows:

- development of an algorithm for determining the subjects' significance coefficients on the basis of the values of a certain set of measured parameters;
- establishing relationships between the subjects' significance coefficients, actions of subjects, types of subjects' activity (i.e., construction of subjects' individual objective functions and its related restrictions);
- finding a necessary and sufficient condition under which the objectives of the subjects reach its maximum (i.e. finding the non-zero Nash Equilibrium: for instance, see Nash, 1950; Nash, 1951; Dutta, 1999; Vasin & Morozov, 2005);
- formalization of the governing/stimulating body objective in the social network and finding conditions for the characteristics of subjects and types of activity, which fulfillment leads to function objective of the governing/stimulating body reaching its maximum.

Remark 1. Let us emphasize that in this work we reject the frequently used (sometimes even considered as well-established) assumption about the same significance/value of subjects within a localized group of a social network (i.e., within an interest group, where the opinions of different subjects are quite close), and, in some works, from a mathematical point of view, this assumption is present in disguise, although the description text of these works speaks about the difference in the significance levels of the subjects. In our opinion, this assumption is not strictly scientifically substantiated, and although it facilitates the construction and, most importantly, the study of mathematical models having a focus on various problems of social networks, it substantially narrows down the limit of their adequacy and, therefore, reduces the reliability of the

obtained results, which later on are used for putting forward hypotheses, making forecasts, formulating recommendations, etc. For example, let us consider a social network S with n subjects, (i.e., $card(SN) = n$), where the i-th subject is characterized by numerical indicators/parameters $x_i \geq 0$ and $w_i \in (0,1)$, meaning the chosen action (strategy; response; behavior; evaluation; contribution; donation; etc.) and the significance/weight of this subject, respectively (generally speaking, the number of indicators – numeric and non-numeric, characterizing each subject of a social network, can be much greater, but at the moment we are interested in only two numeric indicators – the chosen action and the significance of the subject). It is obvious that even if for some event, for example, the United States presidential election, the cost of the i-th subject's chosen action dominates over the cost of the j-th subject's action, $x_i > x_j > 0$, then it is quite possible that the real (true; effective; final) value $w_i \cdot x_i$ of the i-th subject's action will be less than the real value $w_j \cdot x_j$ of the j-th subject's action, $0 < w_i \cdot x_i < w_j \cdot x_j$. This circumstance is typical not only for social networks, it takes place very often in various areas of our daily life – in educational processes, in financial and economic assessments, in determining the quality of the environment, in sports competitions, etc.: for example, the knowledge of a student or a pupil in a particular discipline may be assessed differently in different educational establishments with different weights (here the weight will denote the quality of education). In the third section of this paper, we will get back to this question, exploring it in more details. End of Remark (EOR)

Mathematical Models, and their Description and Interpretation

Let us consider a social network S with subjects $\{s_i\}_{i=\overline{1,n}}$ of a combined nature (see Introduction), and let us suppose that the subject s_i is characterized by three indicators $(w_i; x_i; c_i)$, where the numerical indicator $w_i > 0$ characterizes the significance/weight of the subject (within this section, without loss of generality, we will assume that the weights $\{s_i\}_{i=\overline{1,n}}$ of network subjects are normalized, i.e. $w_i \in (0,1), \forall i = \overline{1,n}; \sum_{i=1}^{n} w_i = 1$); a numerical indicator $x_i \geq 0$ characterizes the cost of an action (often instead of an "action cost", simply the term "action" is used), chosen by the subject independently or under the social network or off-network informational influence of other subjects, and/or the governing/stimulating body, and/or off-network circumstances regarding any

information events (see Remark 1); a numerical indicator $c_i \in (0,1)$, where $\sum_{i=1}^{n} c_i > 2,$ characterizes the type of network activity (for example, awareness/propaganda; organization/mobilization; action/reaction; etc., for instance, see Vegh, 2003), within which the subject chooses his action. It is important to note that sometimes non-numerical data are used as activity types, for example, they are associated with different colours (for instance, see Zhilyakova, 2019).

Since the real value of the s_i subject action is inversely proportional to the type of network activity, within which this subject chooses his action (the greater is the type of activity, the less is the real value of the action: $\frac{w_i \cdot x_i}{c_i}, \forall i = \overline{1,n}$), then the s_i subject's applied effort to joint action related to some information event in the network will be successful only when the difference between the joint efforts of the network subjects and the above proportion exceeds the given necessary threshold $L_S > 0,$, i.e. if a $\sum_{j=1}^{n} w_j \cdot x_j - \frac{w_i \cdot x_i}{c_i} > L_S$. Therefore, the subject s_i must choose such an action x_i, so that his contribution to the overall success is maximal, i.e. we have

$$f_{s_i}(w,c;x) \overset{def}{\equiv} w_i \cdot x_i \cdot \left(\langle w,x \rangle - \frac{w_i \cdot x_i}{c_i} - L_S \right) \to \max_{w,x}, \qquad (1)$$

where $w = (w_1, w_2, \ldots, w_n)$, $c = (c_1, c_2, \ldots, c_n)$, $x = (x_1, x_2, \ldots, x_n)^T$, $\langle \bullet, \bullet \rangle$ means an inner product of vectors.

Suppose that the weights w of the social network's S subjects are known (or are given a priori, or found based on some reason, for example, following the approach proposed in the next section). Then, taking into account the fact that the function $f_{s_i}(w,c;x)$ depends on all variables $x_1, x_2, \ldots, x_n$, is the objective function of only the s_i-th subject of the network, then for all actions x of the subjects $\{s_i\}_{i=\overline{1,n}}$ of the social network S we obtain the problem of vector unconditional optimization

$$F_S(w,c;x) \overset{def}{\equiv} \left\{ f_{s_1}(w,c;x), f_{s_2}(w,c;x), \ldots, f_{s_n}(w,c;x) \right\} \to \max_{w,x}, \qquad (2)$$

which using the Goal attainment method of Gembicki (for instance, see Gembicki, 1973; Gembicki & Haimes, 1973; Steuer, 1986; Fleming & Pashkevich, 1986; Aleksejevs, Guseinovs, Medvedev, & Guseynov, 2017) is reduced to the following one-criterion conditional optimization problem:

$$\begin{cases} \overline{F}_S\left(w,c;\overline{x}\right) \overset{def}{\equiv} x_{n+1} \to \max_{\overline{x}}, \\ f_{s_i}\left(w,c;x\right) - x_{n+1} \cdot f_{s_i}^* \geq f_{s_i}^*, \, i = \overline{1,n}, \end{cases} \tag{3}$$

where $\overline{x} = \left(x_1, x_2, \ldots, x_n, x_{n+1}\right)^T$, $f_{s_i}^*$ is the solution to the one-criterion scalar unconstrained optimization problem (1) for the given weights w of the network subjects, i.e. $f_{s_i}^* = \arg\max_x f_{s_i}\left(w,c;x\right)$. It is possible to find in an explicit form the values $\left\{f_{s_i}^*\right\}_{\forall i=\overline{1,n}}$, using the necessary condition (point x is a critical point, i.e. the inequalities $\dfrac{\partial f_{s_i}\left(w,c;x\right)}{\partial x_i} = 0, \, i = \overline{1,n}$ should be satisfied) and the sufficient condition (the Hessian matrix Hf_{s_i}, where $\left(Hf_{s_i}\right)_{j,k} = \left\{\dfrac{\partial^2 f_{s_i}\left(w,c;x\right)}{\partial x_j \partial x_k}\right\}_{j,k}$, should be a negative-definite matrix) for the maximum of the function $f_{s_i}\left(w,c;x\right)$ to exist (as we assumed that the weights w are known, then function $f_{s_i}\left(w,c;x\right)$ is a function of the x argument) in $x_i \geq 0, \, i = \overline{1,n}$.

Indeed, from the condition $\dfrac{\partial f_{s_i}\left(w,c;x\right)}{\partial x_i} = 0, \, i = \overline{1,n}$ we obtain that the nonzero stationary point x of the $f_{s_i}\left(w,c;x\right), \, i = \overline{1,n}$ functions has coordinates

$$x_i = \frac{\left(1 - L_S\right) \cdot \sum\limits_{j=1}^{n} \dfrac{c_j}{2 - c_j} + L_S}{\sum\limits_{j=1}^{n} \dfrac{c_j}{2 - c_j} - 1} \cdot \frac{c_i}{w_i \cdot \left(2 - c_i\right)}, \, i = \overline{1,n}, \tag{4}$$

in which the fulfillment of the obvious necessary inequality $\sum\limits_{j=1}^{n} \dfrac{c_j}{2 - c_j} > 1$ is automatically ensured by the condition $\sum\limits_{i=1}^{n} c_i > 2$, that we have imposed above

on the types of activity $c = (c_1, c_2, \ldots, c_n)$. Further, taking into account the fact that

$$\frac{\partial^2 f_{s_i}(w, c; x)}{\partial x_j \partial x_k} = \begin{cases} \underbrace{2 \cdot w_i^2}_{>0} \cdot \underbrace{\left(1 - \frac{1}{c_i}\right)}_{<0} < 0 & if \quad i = j = k, \\ 0 & otherwise, \end{cases} \quad (5)$$

then we can assert that the stationary point x with coordinates (4) is the maximum point for the function $f_{s_i}(w, c; x)$ from (1), i.e. point x with coordinates (4) is a non-zero equilibrium action of network subjects $\{s_i\}_{i=\overline{1,n}}$ of network S. Finally, substituting (3) in the expression of the function $f_{s_i}(w, c; x)$ from (1), we can find the sought values $\{f_{s_i}^*\}_{\forall i=\overline{1,n}}$:

$$f_{s_i}^* = -\frac{(1 - L_S) \cdot \sum_{j=1}^{n} \dfrac{c_j}{2 - c_j} + L_S}{\sum_{j=1}^{n} \dfrac{c_j}{2 - c_j} - 1} \cdot \frac{c_j}{2 - c_j} \times$$

$$\times \left(\frac{(1 - L_S) \cdot \sum_{j=1}^{n} \dfrac{c_j}{2 - c_j} + L_S}{\sum_{j=1}^{n} \dfrac{c_j}{2 - c_j} - 1} \cdot \left(\sum_{j=1}^{n} \frac{c_j}{2 - c_j} - \frac{1}{2 - c_i} \right) - L_S \right). \quad (6)$$

There remains to consider the case of inactivity (that is, the perfectly admissible case of zero actions) of network subjects. From (5) and

$$f_{s_i}(w, c; x)\Big|_{(x/\{x_i\})=0} = \left(1 - \frac{1}{c_i}\right) \cdot w_i^2 \cdot x_i^2 - L_S \cdot w_i \cdot x_i,$$

$$\frac{\partial f_{s_i}(w, c; x)}{\partial x_i}\Big|_{(x/\{x_i\})=0} = 2 \cdot \underbrace{\left(1 - \frac{1}{c_i}\right)}_{<0} \cdot \underbrace{w_i^2 \cdot x_i}_{>0} - \underbrace{L_S \cdot w_i}_{>0} < 0$$

follows that null point $x = 0$ also is an equilibrium point by Nash. An interesting statement was proved in (Fedyanin & Chkhartishvili, 2010) that if $F_S(w, c; x)$ has a Nash equilibrium point and if the actions of at least one of the network

subjects are equal to zero, then this equilibrium point will be exactly the null point $x = 0$.

So, the solution to the one-criterion conditional optimization problem (4), where the significance/value $\{w_i\}_{i=\overline{1,n}}$ of subjects $\{s_i\}_{i=\overline{1,n}}$ of a network S are assumed to be known a priori, and $\left\{f_{s_i}^*\right\}_{\forall i=\overline{1,n}}$ are found according to formula (6), determines the Pareto optimal choice of actions of network subjects: the value of any of the criteria in the vector unconstrained optimization problem (2) can be improved only by deterioration of the values of the remaining criteria. Here, without going into details, we would like to note that the problem (3) and the problem

$$\sum_{i=1}^{n} f_{s_i}(w,c;x) = \langle w,x \rangle \cdot \left(\langle w,x \rangle - L_S \right) - \sum_{i=1}^{n} \frac{w_i^2 \cdot x_i^2}{c_i} \to \max_{x}$$

are not equivalent problems, although both of these one-criterion problems are generated by the same original problem (2) of vector unconditional optimization, and are different ways to solve (2) by reducing it to a one-criterion problem: we insist that the problem (3) is more preferable because of its scientifically based derivation from (2) (see: Coello Coello, Lamont, & van Veldhuizen, 2007; Steuer, 1986; Keeney & Raiffa, 1993; Gembicki, 1973).

Now let us discuss three of the many possible objectives of a network control/governing body (for instance, see Gubanov et al., 2010; Volodenkov, 2015; McKenney & White, 2018; Goyal, Karamchandani, Chatterjee, & Manjunath, 2019): (A) the objective of neutralizing the actions of network subjects; (B) the objective of a softly regulated weakening of the actions of network subjects; (C) the purpose of a softly regulated strengthening of the actions of network subjects.

In the case where the objective of the network control/governing body is (A), then we can formulate the optimization problem

$$G_{(A)}(w,c;x) \overset{def}{\equiv} \lambda \cdot \left\langle w, \arg\max_{\overline{x}} \overline{F}_S(w,c;\overline{x}) \right\rangle \to \max_{c}, \qquad (7)$$

where $\lambda \leq 0$ is a parameter, the value of which is set by the control/governing body. For example, the choice $\lambda = -1$ in (7) corresponds to the fact that the objective of the control/governing body is to create such types $c = (c_1, c_2, \ldots, c_n)$ of network activity so that the Pareto-optimal solution $x = \arg\max_{\overline{x}} \overline{F}_S(w,c;\overline{x})$ of the network subjects would turn into a benefit in the amount $-x_{n+1}$, thus, turned out to be as much damaging as the amount total actions made by network subjects. The choice of $\lambda = 0$ in (7) corresponds to the fact that the objective of the control/governing body is to exclude non-zero Nash equilibrium actions of

network subjects. Obviously, in order to achieve that, the control/governing body only needs to succeed in creation of network activity types $c = (c_1, c_2, \ldots, c_n)$ that will satisfy inequality $\sum_{i=1}^{n} c_i < 2$ or $c_{\max} \leq \dfrac{2}{n+1}$, where $c_{\max} = \max_{i=1,n} c_i$ (in (Fedyanin & Chkhartishvili, 2010) a more accurate/better estimate has been found).

In the case where the objective of the control/governing body in the network is (B), then we can formulate the optimization problem

$$
\begin{cases}
G_{(B)}(y) \overset{def}{\equiv} \sum_{i=1}^{n} w_i \cdot \alpha_i \cdot y_i^{-\beta_i} \to \min_{y}, \\[2mm]
\prod_{i=1}^{n} y_i^{\gamma_i} = Y, \\[2mm]
w_i > 0, \; y_i > 0, \alpha_i > 0, \beta_i > 0, \gamma_i > 0, \forall i = \overline{1,n}; \, Y > 0,
\end{cases}
\tag{8}
$$

where $\{w_i\}_{i=\overline{1,n}}$ are the values/weights of network subjects (without breaking the generality, we can assume that $w_i \in (0,1), \forall i = \overline{1,n}; \sum_{i=1}^{n} w_i = 1$); $\{y_i\}_{i=\overline{1,n}}$ are the sought-for costs of efforts/influences of the control/governing body; Y is the maximum total cost of effort that the control/governing body can afford (often Y is referred to as a resource); $\{\alpha_i\}_{i=\overline{1,n}}, \{\beta_i\}_{i=\overline{1,n}}, \{\gamma_i\}_{i=\overline{1,n}}$ are controllable parameters of the control/governing body: α_i characterizes the initial type of network activity (i.e., before the action of the governing/stimulating body), where the subject $s_i \in S$ choses his action; β_i characterizes the degree of weakening of the influence (i.e., the opposite response to the applied effort) of the control/governing body on the subject $s_i \in S$; γ_i characterizes the degree of resource use when the effort y_i is applied.

It is not difficult to verify that the optimization problem (8) has the following global solution:

$$y^{\min} = \left\{ y_i^{\min} \right\}_{i=\overline{1,n}} = \left\{ \left(\frac{Y}{\prod\limits_{j=1}^{n} \left(\frac{w_j \cdot \alpha_j \cdot \beta_j}{\gamma_j} \right)^{\frac{\gamma_j}{\beta_j}}} \right)^{\frac{1}{\beta_i \cdot \sum\limits_{j=1}^{n} \frac{\gamma_j}{\beta_j}}} \cdot \left(\frac{w_i \cdot \alpha_i \cdot \beta_i}{\gamma_i} \right)^{\frac{1}{\beta_i}} \right\}_{i=\overline{1,n}},$$

$$G_{(B)}^{\min} = G_{(B)}\left(y^{\min} \right) = \left(\frac{\prod\limits_{j=1}^{n} \left(\frac{w_j \cdot \alpha_j \cdot \beta_j}{\gamma_j} \right)^{\frac{\gamma_j}{\beta_j}}}{Y} \right)^{\frac{1}{\sum\limits_{j=1}^{n} \frac{\gamma_j}{\beta_j}}} \cdot \sum\limits_{i=1}^{n} \frac{\gamma_i}{\beta_i}.$$

Let us note that if we assume $\gamma_i = 1, \forall i = \overline{1,n}$ and introduce new designations $z_i = \ln y_i$, $\theta_i = \dfrac{1}{\beta_i}$, then the essential constraint of problem (8) takes the form $\sum\limits_{i=1}^{n} z_i = Y$, and the objective function $G_{(B)}(y)$ takes the form

$G_{(B)}(y) = \sum\limits_{i=1}^{n} w_i \cdot \alpha_i \cdot e_i^{-\frac{z_i}{\theta_i}}$, which coincides with the objective function derived in (Fedyanin & Chkhartishvili, 2010) from four assumptions/requirements: dependence $g(y)$ of the activity type c_i of the subject $s_i \in S$ from the impact of the control/governing body must be (a) continuous; (b) asymptotically tend to zero with increasing influence of control/governing body; (c) equal to the type of subject at zero level before impact; (d) decrease monotonically. The mathematical formalization of (a), (b) and (d) requirements in the language of differential equations means that the dependence of the type of the subject's activity on the impact of the control/governing body is described by the equation $g_i'(y) = -\delta_i \cdot g_i(y)$, and requirement (c) means the condition $g_i(y)\big|_{y=0+0} = \alpha_i$. The solution of the obtained boundary value problem will be a function $g_i(y) = \alpha_i \cdot e^{-\delta_i \cdot y_i}$, and, therefore, we have obtained an objective function

$\sum\limits_{i=1}^{n} g_i(y)$, which coincides with the objective function of the problem (8) when

denoting $\delta_i = \dfrac{1}{\theta_i}$.

In the case when the objective of the control/governing body in the network is (C), then the optimization problem can be formulated as:

$$
\begin{cases}
G_{(C)}(y) \overset{def}{\equiv} \prod\limits_{i=1}^{n} y_i^{\beta_i} \to \max\limits_{y}, \\[2mm]
\sum\limits_{i=1}^{n} \mu_i \cdot y_i^{\gamma_i} = Y, \\[2mm]
y_i > 0, \beta_i > 0, \mu_i > 0, \gamma_i > 0, \forall i = \overline{1,n}; Y > 0,
\end{cases}
\tag{9}
$$

where β_i characterizes the degree of strengthening of the influence (i.e., direct response to the applied effort) of the control/governing body on the subject $s_i \in S$; μ_i characterizes the weight/effectiveness of the resource used when the effort y_i is applied; the rest of parameters have the same meaning as in the problem (8).

It is not difficult to verify that the optimization problem (9) has the following global solution:

$$
y^{\max} = \left\{ y_i^{\max} > 0 \right\}_{i=\overline{1,n}} = \left\{ \left(\frac{Y \cdot \beta_i}{\mu_i \cdot \gamma_i \cdot \sum\limits_{j=1}^{n} \dfrac{\beta_j}{\gamma_j}} \right)^{\frac{1}{\gamma_i}} \right\}_{i=\overline{1,n}},
$$

$$
G_{(C)}^{\max} = G_{(C)}\left(y^{\max}\right) = \sum\limits_{i=1}^{n} \left(\frac{Y \cdot \beta_i}{\mu_i \cdot \gamma_i \cdot \sum\limits_{j=1}^{n} \dfrac{\beta_j}{\gamma_j}} \right)^{\frac{\beta_i}{\gamma_i}}.
$$

Determining Importance Rates of Subjects in Social Networks

Let us consider again a social network S with subjects $\{s_i\}_{i=\overline{1,n}}$ of a combined nature, and again let us suppose that the subject s_i is characterized by

three indicators $\left(w_i; x_i; c_i\right)$, which has the same meaning as in the previous section of this work. Let us suppose that during a period of time $T = \left\{t_1, t_2, \ldots, t_K\right\}$ (as a time unit in T one can pick, for example, day, week, month, etc.), M significant events were discussed in the social network S, and the subject $s_i \in S$ has actively participated in M_i of them, $M_i \leq M$, $i = \overline{1, n}$. Let us denote by m the number of those unique different events M, where all subjects $\left\{s_i\right\}_{i=\overline{1,n}}$ have actively participated. Let us denote by $x_{i,k,j}$ the measured integral cost/assessment/indicator for the various activities of the subject $s_i \in S$ $\left(i = \overline{1,n}\right)$ within the j-th $\left(j = \overline{1, m}\right)$ event within a t_k time unit. Then the following expression can be interpreted as the effectiveness/success of the "network activity" of the subject $s_i \in S$ during a time unit t_k within the frames of all m events:

$$E_{i,k} = A \cdot \sum_{j=1}^{m} x_{i,k,j} \cdot \xi_j + B, \ \forall\left(i = \overline{1,n},\ k = 1, K\right), \tag{10}$$

where ξ_j is the desired weight/significance of the integral assessment of the $s_i \in S$ subject's activities within the j-th event for the t_k time unit; the constants A, B are assumed to be known and are found from Fisher statistic.

Remark 2. In fact, in (10) the weights ξ also depend on the indices $i = \overline{1, n}$, and $k = \overline{1, K}$, i.e., in general case $\xi = \left\{\xi_{i,k,j}\right\}_{i=\overline{1,n};\, j=\overline{1,m}}^{i=\overline{1,K}}$. Taking in formula (10) $\xi = \left\{\xi_j\right\}_{j=\overline{1,m}}$, we have assumed on default that each event has its own rock-solid importance, which is constant for different subjects of the network for the entire period of time $T = \left\{t_1, t_2, \ldots, t_K\right\}$. Obviously, this is not the case: the same event, even for the same person at different times, can be of completely different value and importance. There could be given countless examples from the field of science and technology, from economics, medicine, politics, sociology, etc. EOR

Expression (10) is a system of linear algebraic equations with $n \cdot K$ equations and $n \cdot K + m$ unknowns (due to the unknown $\left\{\xi_j\right\}_{j=\overline{1,m}}$, the left side $\left\{E_{i,k}\right\}_{i=\overline{1,n};\, k=\overline{1,K}}$ of the system is also unknown), and, therefore, system (10) is not a normal system, and its solution should be refined (Tikhonov & Arsenin, 1977). However, before proceeding to the construction of an algorithm for solving

system (10), let us ask ourselves the question, even if $\left\{\xi_j\right\}_{j=\overline{1,m}}$ are found, how to determine the weights/importance $\left\{w_i\right\}_{i=\overline{1,n}}$ of the network subjects? In order to answer this question, let us return to Remark 2, where it has been stated that in general case $\xi = \left\{\xi_{i,k,j}\right\}_{i=\overline{1,n}; j=\overline{1,m}}^{i=\overline{1,K}}$. So, if $\left\{\xi_{i,k,j}\right\}_{i=\overline{1,n}; j=\overline{1,m}}^{i=\overline{1,K}}$ were found, then for each fixed index $i \in \{1,2,\ldots,n\}$ they would average $\left\{\xi_{i,k,j}\right\}_{i=\overline{1,n}; j=\overline{1,m}}^{i=\overline{1,K}}$ over the indices $j = \overline{1,m}, \ k = 1, K,$ and the obtained result would be taken as (arithmetic mean; root mean square; cubic mean; etc.) weight/significance $w_i, i = \overline{1,n}.$ Another way is to find the norm of matrices (for example, Euclidean norms; $L_{p,q}$ norm, etc.) $\left\{\xi_{i,k,j}\right\}_{i=\overline{1,n}; j=\overline{1,m}}^{i=\overline{1,K}}$ for each fixed index $i \in \{1,2,\ldots,n\}.$ These methods of determining weights $\left\{w_i\right\}_{i=\overline{1,n}}$ are quite logical and legitimate. In our case, we have $\left\{\xi_j\right\}_{j=\overline{1,m}},$ and the above-mentioned methods (also other legitimate methods, for instance, see Feller, 1968; Bellman, 1997) do not allow determining the values of the *n* parameters by indirectly measured *m* numbers. The approach outlined below, which is based on the fundamental concept of Tikhonov's regularization (Tikhonov & Arsenin, 1977), allows, first, to reduce system (10) to a normal system with $n \cdot K + m$ equations and unknowns, and second, to find a stable pseudosolution (regularized solution) of the resulting system, and, thirdly, to determine the desired $\left\{w_i\right\}_{i=\overline{1,n}}$ by the numbers $n \cdot K + m$ that are already found.

Let us introduce an extended matrix $\tilde{X}$ having the size of $(n \cdot K) \times (n \cdot K + m),$ whose elements $\tilde{x}_{i,k,j}$ are calculated by the formula

$$\tilde{x}_{i,k,j} \overset{def}{\equiv} \begin{cases} -1, & if \ (j>m) \wedge (K \cdot i + k = j + (K-m)); \\ 0, & if \ (j>m) \wedge (K \cdot i + k \neq j + (K-m)); \\ A \cdot x_{i,k,j}, & if \qquad j \leq m. \end{cases} \tag{11}$$

Then system (10) takes the form

$$\sum_{j=1}^{n \cdot K + m} \tilde{x}_{i,k,j} \cdot \tilde{\xi}_j = -B, \ i = \overline{1,n}, \ k = \overline{1,K}, \tag{12}$$

where

$$\tilde{\xi}_j \overset{def}{\equiv} \begin{cases} \xi_j & if \quad j \leq m; \\ E_{i,k} & if \quad m < j: \ \forall i = \overline{1,n}, \forall k = \overline{1,K} \ \ j = m + (i-1) \cdot K + k. \end{cases}$$

System (12) using the designation $\Psi \overset{def}{\equiv} \left\{ \tilde{\xi}_j \right\}_{j=\overline{1,n\cdot K+m}}$, $\tilde{B} \overset{def}{\equiv} \left(\underbrace{-B,...,-B}_{n\cdot n} \right)^T$ takes the matrix form

$$\tilde{X}\tilde{\Psi} = \tilde{B}. \tag{13}$$

So, the original system (10) is reduced to system (13) with $n \cdot K$ equations and $n \cdot K + m$ unknowns $\tilde{\Psi} = \left\{ \tilde{\xi}_j \right\}_{j=\overline{1,n\cdot K+m}}$. It is obvious that system (13) is an underdetermined system. Following the fundamental monograph (Tikhonov & Arsenin, 1977), a pseudo-solution of the underdetermined system (13) there will be called the vector

$$\tilde{\Psi}^* = \arg\min_{\tilde{\Psi}} \left\| \tilde{X}\tilde{\Psi} - \tilde{B} \right\|, \tag{14}$$

where by $\|\cdot\|$ we denote Schur norm, $\left\| vector \right\|_2 \leq \sqrt{\sum_k vector_k^2}$, $\left\| matrix \right\|_{2,1} \leq \sqrt{\sum_i \sum_j matrix_{ij}^2}$.

Obviously, to find a pseudosolution of system (13), according to (14), it is required to solve an unconditional extremal problem $\left\| \tilde{X}\tilde{\Psi} - \tilde{B} \right\| \to \min_{\tilde{\Psi}}$, for the existence of a solution it is required to fulfill a condition of the first variation of the functional $V\left(\tilde{\Psi} \right) \overset{def}{\equiv} \left\| \tilde{X}\tilde{\Psi} - \tilde{B} \right\|$, i.e. we have the equation

$$0 = \delta V\left(\tilde{\Psi} \right) = V\left(\tilde{\Psi} + \Delta\tilde{\Psi} \right) - V\left(\tilde{\Psi} \right) = 2 \cdot \left\langle \Delta\tilde{\Psi}, \tilde{X}^T \tilde{X}\tilde{\Psi} + \frac{1}{2} \cdot \tilde{X}^T \tilde{X}\Delta\tilde{\Psi} - \tilde{X}^T \tilde{B} \right\rangle,$$

from which, due to arbitrariness of increment $\Delta\tilde{\Psi}$, follows the system

$$\tilde{X}^T \tilde{X}\tilde{\Psi} = \tilde{X}^T \tilde{B}, \tag{15}$$

which, unlike system (13), is a normal system with $n \cdot K + m$ equations and the same number of unknowns $\left\{ \tilde{\xi}_j \right\}_{j=\overline{1,n\cdot K+m}}$.

So, we got that the pseudosolution $\tilde{\Psi}^*$ of the underdetermined system (13) is the classical solution of the normal system (15), and vice versa. However, the main matrix $\tilde{X}^T \tilde{X}$ of system (15) may turn out to be an ill-conditioned matrix, and, therefore, we cannot solve it by any direct methods (analytical or numerical

methods). In other words, the solution $\tilde{\Psi}$ to the normal system (15) cannot be expressed by a formula $\tilde{\Psi} = \left(\tilde{X}^T \tilde{X} \right)^{-1} \tilde{X}^T \tilde{B}$, from which, by virtue of the Cauchy inequality $\left\| \tilde{\Psi} \right\| \leq \left\| \left(\tilde{X}^T \tilde{X} \right)^{-1} \right\| \cdot \left\| \tilde{X}^T \tilde{B} \right\|$, the stability of the pseudo-solution $\tilde{\Psi}^*$ of system (13) would follow.

Remark 3. It should be noted that $\det \left(\tilde{X}^T \tilde{X} \right) \ll 1$,, generally speaking, is not a criterion for the ill-conditioned matrix $\tilde{X}^T \tilde{X}$. Therefore, in order to clarify the question of ill-conditioned of a particular matrix, it is necessary to calculate not its determinant in order to reveal how small it is in comparison with one, but the conditionality number

$$cond \left(\tilde{X}^T \tilde{X} \right) = cond \left(\left(\tilde{X}^T \tilde{X} \right)^{-1} \right) = \left\| \tilde{X}^T \tilde{X} \right\| \cdot \left\| \left(\tilde{X}^T \tilde{X} \right)^{-1} \right\| = \frac{\lambda_{\max} \left(\tilde{X}^T \tilde{X} \right)}{\lambda_{\min} \left(\tilde{X}^T \tilde{X} \right)} \geq 1,$$

where $\lambda_{\min} \left(\tilde{X}^T \tilde{X} \right)$ and $\lambda_{\max} \left(\tilde{X}^T \tilde{X} \right)$ are the minimum and maximum eigenvalues of matrix $\tilde{X}^T \tilde{X}$.

Further, in addition to the aforementioned problem of ill-conditioned of the normal system (15), hence, the instability of its classical solution, violation of the condition $\det \left(\tilde{X}^T \tilde{X} \right) \neq 0$ also violates the Hadamard Well-posedness of system (13) in the sense of a pseudo-solution, namely, a pseudo-solution as a solution of a normal system (15), may turn out to be non-unique, and then it is determined up to elements from the kernel $\ker \tilde{X}$ of the principal matrix $\tilde{X}$. In other words, if the condition $\det \left(\tilde{X}^T \tilde{X} \right) \neq 0$ is violated, then the pseudosolution is non-unique and all of them are determined up to solutions of a homogeneous system of equations $\tilde{X} \tilde{\Psi} = 0$ (this follows from the Fredholm alternative for first kind operator equations). Therefore, in the case under consideration, if $\tilde{\Psi}^{(1)}$ is some pseudosolution of system (13), then any column vector $\tilde{\Psi} = \tilde{\Psi}^{(1)} + \tilde{\Psi}^{(2)}$, where $\tilde{\Psi}^{(2)} \in \ker \tilde{X}$, will also be a pseudosolution of system (13), and all these solutions can differ arbitrarily from each other. Therefore, a criterion for selection of a solution must be formulated. This criterion is given by the concept of a normal pseudo-solution: a pseudo-solution with a minimal Schur norm is called a normal pseudo-solution (Tikhonov & Arsenin, 1977). EOR

So, let us return to the normal system (15). The following iterative algorithm that is described below, which is Tikhonov's regularizing algorithm, allows us to find a normal pseudosolution of system (15).

Step 1. A decreasing sequence of numerical parameters $\{\alpha_m\}_{m \in \mathbb{N}}$ is taken, for example, $\alpha_m = 2^{-m}, m \in \mathbb{N}$, and for its two neighboring terms, for example, the first two, $\alpha = \alpha_1$ and $\alpha = \alpha_2$, by some direct method (for example, Gaussian elimination method) the following system of equations with respect to $(n \cdot K + m)^2$ unknowns $\{r_{m,i}^{\alpha}\}_{i,m=\overline{1,n\cdot K+m}}$ is solved:

$$\alpha \cdot r_{m,i}^{\alpha} + \sum_{k=1}^{n\cdot K+m} r_{m,k}^{\alpha} \cdot \beta_{k,i} = \left(\tilde{X}^T \tilde{X}\right)_{i,m}, \quad i,m = \overline{1,n \cdot K + m},$$

where

$$\beta_{k,i} = \sum_{p=1}^{n\cdot K+m} \left(\tilde{X}^T \tilde{X}\right)_{k,p} \cdot \left(\tilde{X}^T \tilde{X}\right)_{i,p}.$$

Step 2. For each of the parameters $\alpha = \alpha_{m_0}$ and $\alpha = \alpha_{m_0+1}$, the coordinates $\left\{\tilde{\tilde{\xi}}_m^{\alpha}\right\}_{m=\overline{1,n\cdot K+m}}$ of the column vector $\tilde{\Psi}^{\alpha}$ are found using the formula

$$\tilde{\tilde{\xi}}_m^{\alpha} = \sum_{i=1}^{n\cdot K+m} r_{m,j}^{\alpha} \cdot \left(\tilde{X}^T \tilde{B}\right)_i, \quad \forall m = \overline{1,n \cdot K + m}.$$

Step 3. It is verified whether the condition $\left\| \tilde{\Psi}^{\alpha_{m_0}} - \tilde{\Psi}^{\alpha_{m_0+1}} \right\| \leq \varepsilon,$ is satisfied where ε is a desired reasonable accuracy (for example, $\varepsilon = 10^{-3}$) of the approximate normal pseudo-solution to the exact/theoretical solution (which is unknown). If the answer is positive, then at the end of the algorithm an approximate normal pseudosolution $\tilde{\Psi}^{*\alpha} = \left\{\tilde{\tilde{\xi}}^{\alpha}\right\}_{j=\overline{1,n\cdot K+m}}$ is found, and, therefore, the sought ones $\{E_{i,k}\}_{i=\overline{1,n};\, k=\overline{1,K}}$ and $\{\xi_j\}_{i=\overline{1,m}}$ are found in the original system (10):

$$E_{i,k} = \tilde{\tilde{\xi}}_j^{\alpha} \text{ at } j = \overline{m+1,n \cdot K + m};$$
$$\xi_j = \tilde{\tilde{\xi}}_j^{\alpha} \text{ at } j = \overline{1,m}.$$

If $\left\| \tilde{\Psi}^{\alpha_{m_0}} - \tilde{\Psi}^{\alpha_{m_0+1}} \right\| > \varepsilon,$ then the transition to Step 2 is carried out, letting $\alpha_{m_0} = \alpha_{m_0+1}$ and $\alpha_{m_0+1} = \alpha_{m_0+2}$. The theoretical justification, which is presented in (Dmitriev & Guseynov, 1995), guarantees the finiteness of this algorithm and finding of an approximate normal pseudosolution of system (10).

Finally, the formula

$$w_i = \frac{\left\| E_i \right\|_2^2}{\left\| E \right\|_{2,1}^2}, \ \forall i = \overline{1,n},$$

where $E_i = \left\{ E_{i,k} \right\}_{k=\overline{1,K}}$, $E = \left\{ E_i \right\}_{i=\overline{1,n}}$, determines the desired weights/significance $\left\{ w_i \right\}_{i=\overline{1,n}}$ of network subjects $\left\{ s_i \right\}_{i=\overline{1,n}}$ in the social network S.

Conclusions

This work studies social networks, the subjects of which are of a combined nature – they can behave both actively and passively. Under some additional assumptions, relationships are established between the selected actions of the subjects, the types of network activity, the coefficients of the significance of the subjects, and the efforts of the control/governing body in the network. The established relations allow formulating a vector unconstrained optimization problem for finding coordinated optimal actions of network subjects. Further, using the Goal attainment method of Gembicki, the formulated vector optimization problem is reduced to a one-criterion conditional optimization problem. In addition, in this work, three single-criterion problems of conditional optimization are formulated for the optimal impact of the control/governing body on the types of actions of the subjects: the objective of the control/governing body in the first problem is to neutralize the actions of network subjects, in the second problem – realize softly controlled weakening of the actions of network subjects, in the third problem is to implement softly regulated strengthening of the actions of network subjects. Also, this paper investigates the issue of finding the significance coefficients of network subjects for a certain set of measured integral indicators of network subjects: a mathematical model is constructed and studied, a regularizing iterative algorithm is proposed for solving the constructed model, one of the possible mechanisms for using the found normal pseudo-solution of the model for determination of the significance coefficients of the network subjects is proposed.

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HEALTH AND ITS IMPORTANCE IN THE FAMILY CARE, EDUCATIONAL AND SOCIALIZATION PROCESS ON THE EXAMPLE OF THE FUNCTIONING OF PROFESSIONAL FOSTER FAMILIES IN SZCZECIN

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Abstract. *Health is in the area of analysis of many sciences, e.g. psychology, sociology, pedagogy or philosophy. Each of them presents health and its specificity in a specific way. The most frequently indicated dimensions of health are: physical, mental (including intellectual and emotional), social, spiritual and transcendent. Contemporary pedagogical concepts of health emphasize that they can be considered as: value, resource (wealth), means, aim, a concept emphasizing the benefits of being healthy. Attention is also paid to the health mandala and the eudaimonic concept of family health. Thanks to these concepts, health is part of family care, educational and socialization processes. Parents, the main implementers of integrated interactions, create, among others, health behaviors, attitudes or lifestyle of their children. The subject of the research was the course of care, educational and socialization processes in professional foster families functioning in the city of Szczecin. The aim of the research was to find out about the specificity of family care, educational and socialization processes. The activities of professional foster families in caring for: children's health, their health attitudes and behaviors as well as health as a value in human life were especially emphasized. The research method was to triangulate the diagnostic survey method with the qualitative dimension of the case study. The technique used for the study was a questionnaire, in-depth qualitative interview and direct observation. The obtained empirical material was subjected to an in-depth quantitative and qualitative analysis with elements of interpretability of the data, however, efforts are being made to make a holistic diagnosis of the family. Axiologization of health attitudes in the surveyed families and making children aware of the need to take care of their own health on the basis of resources at hand are particularly significant for the armory.*
Keywords: health, family; care, upbringing and socialization in the family, axiology, psychophysical well-being, health mandala, personal development, self-acceptance, life aim, emotional intelligence.

Introduction

Health is a multidimensional and multi-context concept, and thus it occurs in the area of interest of various sciences, such as sociology, psychology,

pedagogy or philosophy. When considering health, sociology first viewed it in the perspective of the sociology of medicine and its social contexts. Talcott Parsons, as one of the first theoreticians of this approach to health, associated it with medicine defined as a specific social institution, and for him the disease was a social deviation, a state or situation in which a person is forced to seek the help of a doctor or other specialists. For Parsons, social relations within institutions (including those of a helping nature, are shaped in connection with culture or social heritage (Parsons, 1978). On the other hand, while defining the sociology of medicine, Robert Straus refers to its interdisciplanary sources, he also emphasizes the relationship between the biological characteristics of an individual and also in the field of health protection. Health as one of the key conditions for the optimal functioning of an individual in a group and in society. Similary to sociologists, psychologists are also interested in human health and its various dimensions and contrast it with illness (Straus, 1999, 110- 115). Irena Heszen and Helena Sęk (Heszen, Sęk, 2012, 47-55; Heszen- Celińska, Sęk, 2020) define when considering health, they perceive it as the absence of symptoms of illness and suffering, as biopsychosocial well-being, as the potential and qualities of man and his life context, as a process whose other extreme is disease, and as a value. Among the above-mentioned approaches, special attention is paid today to understanding health as human potential. From this perspective, health is a person's ability to change, both to achieve their own physical, mental and social abilities, and to respond to environmental challenges (Słońska & Misiuna, 1993, 68). Health as a process based on the theoretical basis of Aaron Antonovsky's (Antonovsky, 2005) salutogenic perspective is equally often raised today. According to him, health is the end of a continuum whose other end is disease. Hence, health is not a permanent resource, but a process of moving along a continuum. It is interesting that Julian Aleksandrowicz (Aleskandrowicz, 1972, 80), an outstanding Polish doktor, defined health in a similar way earlier than Antonovsky. Contemporary views of health from the perspective of psychology pay attention to its understanding as a value. In this concept, health and disease are not placed on a common continuum, but similarly to other values, they have specific signs and are treated separately. Health is a positive value that a person strives for, and its opposite is - a disease - a negative value that man avoids (Tomaszewski, 1975, 17-36). Health also appears in the philosophical narrative, for example in Władysław Tatarkiewicz, who considers its connection with happiness. Although these concepts cannot be equated with each other, they are very similar in their formal structure. According to Tatarkiewicz, health is one of human goods, but not the only one (Tatarkiewicz, 1979, 218). It has various object references and a person can be healthy in many ways. Contrary to contemporary health researchers, Tatarkiewicz does not identify it with happiness, but there is a close relationship

between these two concepts. Happiness is a natural symptom, but not always possible. Health is an essential condition of happiness, but not the only one. Pedagogy also places health and health education in the spectrum of interests. Already Helena Radlińska, the founder of Polish social pedagogy, emphasized the importance of "education for health", which consists in helping people acquire knowledge about health, in forming habits, skills and efficiency to consolidate and improve health, help in growthing it and forming attitude towards him (Radlińska, 1951, 364). Radlińska treated health education as a component of the health culture of individuals and society. When we refer to these issues today, it seems to be relevant, even though so many years have passed. The aforementioned upbringing is particularly serious in the context of the implementation of family educational, socialization and care processes. Referring to the views of Radlińska, Maciej Demel emphasized the multi-layered structure of the content of health education (Demel, 1980, 69). The first category is health protection and preventing its damage, the second is rescue, i.e. emergency assistance, treatment and rehabilitation. Another category is activities aimed at the active improvement of health, its self-control or sexual education. Thus, health education is, after Demel, an integral part of forming a comprehensive personality, and it consists in: creating habits directly or indirectly related to the protection and improvement of mental and physical health; developing appropriate pro-health skills; setting the will and forming attitudes enabling the use of hygiene, effective care, disease prevention and treatment; stimulating a positive interest in health matters through episodic and systematic enrichment and deepening the knowledge about oneself and other people's health, i.e. social health. Thus, health according to Demel should be perceived in a dynamic, positive, optimistic, objective and at the same time subjective way. However, health education must be interpreted in terms of both physical and personality (needs, motives, messages, beliefs, skills, habits and attitudes). This Demel (Demel, 1980) concept had and still has many followers. You can replace, among others Edward Mazurkiewicz (Mazurkiewicz, 2003, 51-70), Z. Słońska (Słońska & Misiuna, 1993, 68), Andrzej Jaczewski (Jaczewski, 2001, 265), Ewa Syrek (Syrek, 2008), Stanisław Kawula (Kawula, 2012, 148 - 158), Katarzyna Borzucka-Sitkiewicz (Borzucka – Sitkiewicz, 2010) or Barbara Woynarowska (Woynarowska, 2017). These researchers advocate a holistic health model. The model consists of the following dimensions of health: physical, mental, social and spiritual. Physical (somatic) health is the proper functioning of the body and its individual organs and systems in accordance with the stages of human development. Mental health is a dynamic state of internal balance that enables individuals to use their skills in harmony with universal social values. Mental health includes mental health, i.e. the ability to think logically and clearly, and emotional health, i.e. the ability to recognize

experienced feelings and express them adequately, and the ability to cope with stress, tensions, anxiety, phobias or depression. Social health is the ability to maintain proper interpersonal relationships in the closer and more distant group or in the community in which the individual functions and selected representatives of society. Related to the concept of social health is the concept of social well-being. Social welfare, following Corey Keyes (Keyes, Ryff, Shmotkin, 2002), is a positive assessment of the experiences of belonging to a community society and it is associated with the action of social acceptance, social coherence, social actualization, social contribution and social inclusion. Spiritual health is often considered in connection with religion, but it is also related to the principles and methods of creating and maintaining inner peace as well as inner homeostasis. In the area of spiritual health, a narrative of spirituality appears. Spirituality is a psychological concept that has the status of a multidimensional theoretical construct. It plays a regulatory function in relation to a specific area of human activity, including both observable behaviors and internal experiences. The essence of spirituality is transcendence understood in the process, consisting in the activity of the individual going beyond the limits of the currently experienced self or experiencing one's own existence. Transcendence is an "upward movement" towards growth and development, it is a meaning-creating process that stimulates the growth of the sense of meaning in life and its affirmation. So spirituality is about being able to grow throughout your life. The presented holistic model of health allows for an optimal analysis of health and its importance in the entire life development of a person and the processes that he is subject to, with particular emphasis on family educational, socialization and care processes. Below is a diagram of the holistic health model as an author's work, which will be included in the analysis of the collected empirical data and their in-depth interpretation in the following part of the text.

The presented research on professional foster families in this study was carried out as part of the project "Professional foster family - a chance for a better future for a child" affiliated at the Department of Social Pedagogy of the Institute of Pedagogy, Faculty of Social Sciences of the University of Szczecin in 2014-2020. As part of it, the wide spectrum of functioning of professional foster families operating in the city of Szczecin, Zachodniopomorskie Province (Poland) was studied. One of the areas studied was health, taking care of it in professional foster families, teaching attitudes and health behaviors of children staying in them.
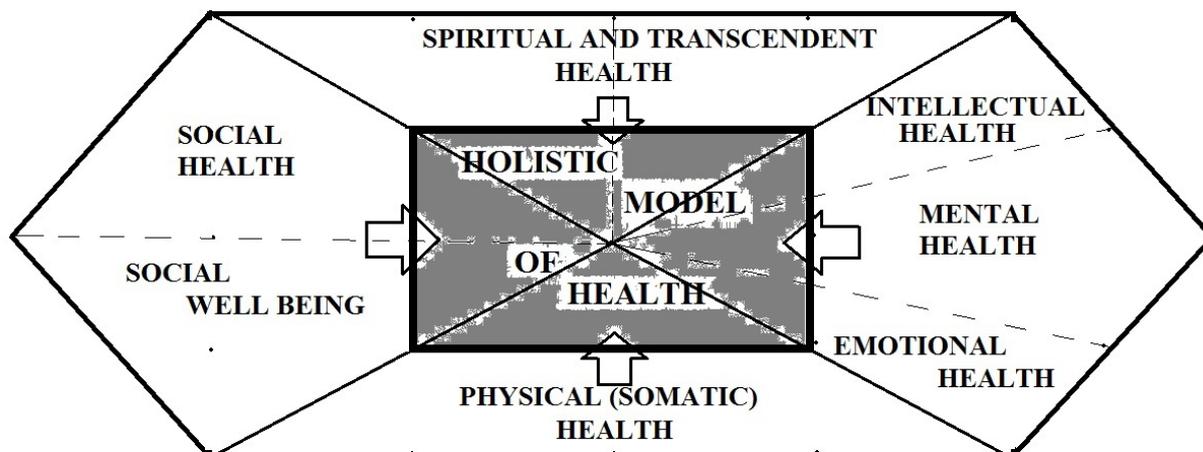
Figure 1 **The Health Diamond** *(by author)*

Methodological Basis of Research

Among the surveyed professional foster families there were: 9 professional families, 3 professional families, and 16 professional families acting as family emergency units. In total, 28 foster families with 182 children were examined. The respondents also included family care coordinators, 6 people, as well as 6 social workers working in the city of Szczecin in the Municipal Family Support Center in Szczecin, 6 family assistants and 6 family doctors and specialists. For the purposes of this study, the importance of health and health education in professional foster families for children staying in this form of foster care was analyzed. The analysis of the foster parents' methods of caring for health and the forms of health education implemented in their families was considered through the prism of Ludwik von Bartalanffy's concept of family epistemology, whose fervent supporter in Polish psycho-pedagogical literature is Ryszard Praszkier (Praszkier, 1992, 37-61; von Bartalanffy, 1984), the concept of Mandala health by T. Hancock and F. Perkins (Hancock, Perkins, 1990, 8-10), the concept of ethnomethodology by A. Schütz (Schütz, 2006, 137-192) and the eudaimonic concept of family health. The analysis of the obtained material took into account the holistic health model developed by the author, the so-called The health diamond.

Triangulation of research methods and techniques was used in the research. A diagnostic survey method with a qualitative dimension of the case study was used. The use of method triangulation makes it possible to obtain richer material and a wider interpretative spectrum of the problem under study. As part of the diagnostic survey, a questionnaire was used for foster care coordinators, social workers, family assistants and family doctors as well as specialist doctors.

However, as part of the case study, an in-depth qualitative interview with foster parents in professional foster families was used, from which a wide spectrum of knowledge was obtained about the functioning of their family and the creation of upbringing, socialization and educational processes in relation to children temporarily entrusted to them. As part of getting to know the specificity of the processes carried out in foster families, many areas were focused on, including on methods of caring for health and forms of health education applied to children staying in them. The material obtained through the interview was supplemented with the technique of direct observation of family members and their behavior, which allowed for deepening the knowledge about the ways of carrying out the upbringing, socialization and educational processes in the surveyed foster families. The obtained empirical material was subjected to an in-depth quantitative and qualitative analysis resulting from confronting the data with the above-mentioned methodological concepts. By interpreting the obtained data, efforts were made to make a holistic diagnosis of the studied families. While characterizing the ways of caring for health and forms of health education used by foster parents in professional foster families operating in the city of Szczecin and their impact on the process of forming family educational, socialization and educational processes directed at children staying in them, ethical issues were not omitted. The family and the study of its holistic functioning have always been and still is one of the areas marked by ethical dilemmas. The family environment as the first and most important educational environment in human life is a unique research area of a sensitive nature. This is called a soft area of research that requires a researcher to be reflective, deeply reflecting and interpretative multidimensionality, specific research intuitiveness, and narrative family life. When analyzing the problem of methods of caring for health used by foster parents in the context of their educational, socialization and care processes towards children entrusted to them, unambiguous assessment and evaluation were avoided, and subjective classification of phenomena and processes was avoided, while the aim was to subject the obtained data to a multidimensional, objective analysis aimed at creating a holistic model of possibly effective reintegration work with biological families of children staying in family forms of foster care.

Health in the Family as a Significant Area of Influence in the Spectrum of Family Educational, Socialization and Care Interactions in the Light of Own Research
Health and Health in the Family / Family Health - an Outline of the Problem

Health in the dimension of pedagogy, especially in terms of social pedagogy, has long been in its area. When analyzing the creative achievements and achievements of Helena Radlińska (Radlińska, 1951) in the field of the concept of social pedagogy, it can be clearly seen that modern health pedagogy is based on this concept in the cognitive and theoretical sense, educational practice and social work. The concept of the environment is a basic concept in pedagogy, especially in social science, it is understood as an element of the natural, social and cultural structure. These planes interpenetrate and are integrally related to each other. Therefore, the human living environment becomes a component that is part of social pedagogy, but also of health pedagogy. When we define social pedagogy as a metatheory of health pedagogy, it can be assumed that the object of learning, analyzing scientific research and activities in health pedagogy results strictly from the theoretical foundations of social pedagogy and its functions, because this discipline deals with the theory of environmental conditions of education and human development, as well as with theory and practice the formation of various environments, including the most important of them - the family. According to Ewa Syrek, health pedagogy is a sub-discipline of pedagogy, the subject of research interests and analyzes are socio-environmental determinants of health and disease, multi-faceted and multi-sector environmental activities (institutional and non-institutional) for the health of various social groups, and research and evaluation of the health education process education) aimed at improving physical, mental, social and spiritual health as well as life skills favoring a healthy lifestyle and improving the quality of human life in order to design pedagogical and educational compensatory activities for the individual and the environment, also used in social and educational work (Syrek, 2008, 21). Research on health pedagogy focuses on the most important determinants of health and disease, points to its social, environmental, cultural components (norms, values, health behavior patterns, health awareness), socio-economic (employment, unemployment, etc.), social stress, access to education, social inequalities, social policy of the state, poverty and marginalization of some individuals or social groups or access to health. The main cognitive and research tasks in the field of health pedagogy are related to the diagnosis of various components of health and disease, the needs of individuals, groups or communities, creating a spectrum of health education, improving the quality of life and compensating for the effects of developmental

dystrophies through the social support system, creating preventive programs and promoting health. From such understanding of health pedagogy, several approaches to health can be derived: as a value, resource or wealth that a given individual has at his disposal, a means to achieve a better quality of life, the purpose of supporting and helping activities aimed at leading an individual to biopsychosocial well-being, or perceiving health as a concept that emphasizes the benefits flowing from it. from "being healthy" to the negative consequences of illness. The aforementioned views of health used in the field of health pedagogy provoke specific questions about the health models that result from them. In the literature on the subject, there are four models describing and explaining health, its processes and predictors. The following models can be mentioned: biodynamic, biopsychosocial, holistic-functional, socio-ecological, and mental well-being models. In the biodynamic model, health and normality are not perceived as natural states: health is an objectified category and is characterized by the absence of disease, ailments or biological dysfunctions. A disease is an abnormal condition of the body that causes disorders and the risk of developmental dystrophy in humans. In the biopsychosocial model, health and disease are treated as a system of interactions where biological (genetic, physiological) factors interact with psychological (personality, cognition) and social (society, family, media) factors. The holistic-functional model of health assumes that man is part of a larger whole and is influenced by mutual human-environment relations. Man as a complex and connected with the environment unit equipped with consciousness adapts to changing requirements, balances requirements with possibilities, using and developing resistance resources. In this model, health is understood as an adaptation process aimed at maintaining a dynamic balance between systems. Health is expressed in the mutual relationship between the functional structures of humans and humans and their environment. In this model, health and disease is systemic, holistic and processual, and both health and disease have a creative and identity dimension. Another model of socioecological health emphasizes the central place of man in the surrounding world and introduces the fields of health. The fields that determine the health of an individual include biological factors (genetic baggage, inborn features, immune system, biochemical, physiological and anatomical features), human health-related behaviors (pro and anti-health), physical environment (housing conditions, features of human environment, habitats of human activity), psycho-socio-cultural environment. These health fields form the so-called A health mandala developed in the 1980s by the Toronto Department of Public Health (Hancock, Perkins 1990, 8-10). This model, which is the theoretical basis for health promotion, explains the multiple relationships between the physical, social and cultural environment and health. The mandala of health consists of several concentric circles, in the center of

which are: man composed of body, mind and spirit, subject to the influence of sup- and subsystems; the family as the most important educational and socialization environment that plays a fundamental role in forming the value system, including health-related attitudes and behaviors. In order to enrich the multidimensional analysis of the obtained data, the Health Mandala will also be taken into account in the further part of this study. It is considered a holistic model because it shows how health (even in the family) is determined by the physical and social components of the environment. It also has the feature of dynamics, due to the fact that individual factors are treated as causes of a specific health condition and can be modified by every person. Hence, researchers using Mandala emphasize individual responsibility for health, of course, according to the stage of human development and life. The interactivity of the Health Mandala is also emphasized, which means that its various components interact with each other at the same time, strengthening or suppressing their effects. The last model of health known in the literature is the model of mental well-being, the creator of which is Caroll D. Ryff (Ryff, 2017), which within this model included six components of well-being: self-acceptance, positive relationships with people, autonomy, coping with the environment, purpose in life or personal development. This author's approach is called integrative because it is based on Aristotle's unifying philosophical tradition of eudaimonia, which is also favored by Martin E.P. Seligman (Selingman, 2005) in his approach to happiness. According to the latter, a good life and gratification are conditioned by developmental traits of human character. Ryff's (Ryff, 2017) model of mental well-being and his research clearly emphasize that the structure of mental well-being changes in the course of a person's life. The above-mentioned models of health, and especially the last three of them, can be extremely useful for the interpretation of the issues of health in the family / family health, which is reflected in the text below.

When analyzing health in a pedagogical perspective, one can also find the concept of a healthy family or a healthy family system. Ryszard Praszkier, seeing the family through the prism of epistemology, talks about a healthy (normal) family system. In his opinion, it is a system in which there are clear and decisive boundaries between it and the environment, subsystems (especially parental subsystem) are clearly distinguished, the structure (norms, role, hierarchy) is open and clear, open exchange with the environment is possible, there is flexible ability to adapt to external or internal changes and the ability to overcome crises (Praszkier, 1992, 37-61). Further characterizing a healthy family system, the author mentions that it is characterized by overt epistemology open to new information, constructed jointly by all family members, and there is also a harmonious balance characteristic for a given family between the community relationship and the exchange relationship in the family. Therefore,

a healthy family in this narrative is a family consisting of people with various personalities who, in their various relationships, aim at building reciprocity, cohesion as well as the exchange of thoughts, feelings and experiences, which in total leads to building family homeostasis, as well as readiness to overcome crises and difficulties which in total, it leads to the creation of a unique identity for each family. When considering family health, the eudaimonic concept of health seems to be very interesting (Ryff, 2018). It assumes that the family forms resource conservation behaviors and supports the maximum development of the individual's well-being and potential throughout the family. In this model, health is understood as self-realization, for which each family member draws on the resources already possessed in order to increase overall well-being and well-being. The eudaimonic model of health emphasizes such elements of the functioning of the family as the most important educational environment and a specific socio-ecological system, such as: values in the family, communication patterns and decision-making in the family, roles played by individual family members and their status, rituals and rights recognized in the family, education in a holistic dimension, with particular emphasis on cultural education and health education.

Health and Education for / for Health in the Perspective of Family Upbringing, Socialization and Care Processes Implemented in Professional Foster Families Functioning in the City of Szczecin

In the literature on the subject, a lot of attention is paid to the specificity and conditions of family upbringing, socialization and caring processes as unique and unique influences forming the personality and influencing the creation of an individual's identity. Andrzej Janke (Janke, 2008), emphasizing the specificity of upbringing in the family, pays special attention to the impact of reflective and unreflective interactions of the family towards children, the actions of parents of the nature of influence and cooperation, the naturalness of the family bond and the redundancy of ties not based on marriage, kinship or affinity, the specificity, uniqueness and intimacy of life family with social openness and the consequences of the institutional character of the family, a sense of communal unity with the individuality of the interests of individual members, and the process of continuous creation of multidimensional educational interactions taking place in the family. When analyzing the family upbringing process, its multidimensionality is noticed and the following areas of family upbringing are mentioned: upbringing in the family, upbringing for the family (towards the family, outside the family), upbringing by the family (thanks to the family, for society). These planes indicate three areas of family pedagogy important for scientific research, the awareness of which favors the

integration of pedagogical knowledge about the family and combining it with the view of other scientific disciplines dealing with the family, aiming at the formation of a new dimension of family research, known as familiology. On the other hand, socialization is the process of socializing an individual, e.g. by transferring cultural heritage from generation to generation (acculturation). In the process of socialization, an individual is introduced to participate in social life, learns to behave according to adopted patterns, to understand culture and to perform specific social roles, and is implemented to manifest certain attitudes and behaviors. In integral connection with this activity, the developing internal family culture has a significant impact on the formation of the lifestyle and health behavior of children growing up in the family (Kazubowska, 2010, 36-50).

By implementing the research process among 28 professional families operating in the city of Szczecin, the focus was on learning about the process of caring for the health of children in these families and the forms of health and health education. First, foster parents were asked how they perceive health and why, in their opinion, it is so important in human life, including that of the "little man" entrusted to their care. All respondents agreed that the issue of health in the entirety of the educational, social and care processes they carry out for the benefit of children staying in their family is the most important and primary issue they pay special attention to. As one of the surveyed foster mothers said, "it cannot be otherwise if I did not first take care of the child's health, its health problems and try to help him with all my strength". For the surveyed parents, health has many dimensions, such as physical, mental, spiritual, social, and all of them, integrating, require from them commitment and special attention to this area of educational, socialization and care activities. Next, the question was asked what, in their opinion, influences the specificity of parents' attitudes towards health and their care in family educational and socialization processes. The surveyed parents stated that it was primarily influenced by the values possessed and interiorized by parents (Kazubowska, 2019, 240-253). Values determine ways of thinking about health and influence the process of caring for it throughout life. Health for the surveyed parents is an autotelic value and it determines the ways of forming the continuous creation of activities aimed at its protection. Facing upbringing challenges in the process of working with children in their families, they try to convey this value to them in everyday life situations.

According to the surveyed parents, another determinant of the attitude towards health and caring for it are the beliefs which, as a result of individual human experiences, significantly affect the attitude towards health. According to the parents, beliefs in the family about what is healthy and what is not directly translate into health behaviors of all family members, with particular emphasis on children. Further surveyed foster parents indicate the importance of

possessed and well-established patterns of behavior, above all those derived from the family home, which set the norms of health behavior. The aforementioned patterns will directly influence the adopted attitudes and health behaviors and will be associated with identification with them. Referring to the substitute determinants of attitudes towards health indicated by the surveyed parents and the resulting pro-or anti-health behaviors, they could be compared with the concept of family epistemology or the eudaimonic concept of health that appears in recent years in the literature, explaining the shaping of health behaviors. Both concepts emphasize the essence of the family as a system and a specific ecological system in which individual elements that make up the family interact with each other, contributing to mutual development and feeling satisfaction, satisfaction with the joint functioning in a given family space. Next, the surveyed parents were asked about the awareness of the importance of responsibility for the health of their parents. All parents were definitely aware of the direct responsibility for their children's lives and health. Moreover, if they do not have sufficient knowledge on how to care for the health of children due to a specific disease entity, they turn to a specialist doctor for help in order to compensate for the effects of their disease. They also often turn to professional literature and specialist guides to better and more effectively fulfill the tasks related to caring for the health of children entrusted to them. Parents surveyed further talked about how they help children with various diseases to cope with in order to reduce the discomfort resulting from dealing with a given disease as much as possible. All of the 28 surveyed parents decided that they first tried to read the documentation of their child's illness in order to know how to deal with it. Then, knowing the medical recommendations, they do everything possible to fulfill them as meticulously as possible during the child's home. Several of the foster mothers said that they had to learn unfamiliar nursing activities, such as replacing a tube to help the baby breathe or enteral feeding. An interesting observation of these surveyed surrogate mothers was that, while they performed nursing activities, and other children accompanied it, it was these children who, after some time, already prompted themselves as to what should be done with a given child, and also signaled when a given activity was necessary. Interesting experiences were shared by the surveyed mothers in terms of coping with multiple diseases of the children raised. It required them to integrate specialist activities to help children effectively. If the surveyed surrogate mothers were convinced that there was a certain gap in knowledge about how to deal with cases of complicated disease entities, they asked the care coordinator to seek medical advice or participate in appropriate courses. Caring for health in the surveyed families is not only related to diseases in children. It also concerns educational activities aimed at forming pro-health behaviors in children. This involves, for example, establishing regular meal times for children, the way of

eating meals and the activities preceding them, such as washing hands before meals. Also, as part of educational activities, children know what they eat, what is good for and why, for example, they cannot eat too much sweets. As part of health education, children are taught proper hygiene in families and they are made aware of the need to observe it. Foster parents indicate that children's psychosomatic disorders are a big problem for them. With these dilemmas, they turn to psychologists and psychiatrists to indicate how they should deal with, for example, an attack of aggression in children with FAS or those suffering from schizophrenia or autism. In the further part of the study, the respondents were asked about family mechanisms of forming health behaviors in children. According to the surveyed parents, it is primarily the modeling of children's behavior. Modeling in the light of socio-cognitive theories allows for effective impact on human behavior and forming the expected attitudes and actions of an individual. The following mechanisms take place in the modeling process: learning by observation, observing the positive or negative effects of someone's behavior, facilitating a reaction, or setting cognitive standards for one's own behavior or norms. In forming the health behaviors of children, one can also pay attention to the antecedents in the educational and socialization process. Antecendencies are signals, stimuli to act, which may take the form of souvenirs, signs, symbols or norms. There are many antecedents related to health in family educational, socialization and caring processes. Such an example is, for example, the lack of control of the child's diet, which may contribute to diabetes or obesity in the future. Another example of the antecedence of family upbringing and socialization is, for example, smoking by a parent may, in the long run, determine the child's use of cigarettes. Referring to the last example, the surveyed parents try not to smoke in front of their children, not to abuse alcohol or other stimulants. They try to show children the most appropriate health behaviors so that while observing them during their stay at their home, they can imitate them in perspective and understand why they should be done. All surveyed parents unanimously say that their educational and socialization activities towards their children in terms of health and the resulting health behaviors are aimed at increasing their chances for proper functioning. Foster parents do it consciously, believing that their actions in the trajectory of the child's future will allow them to use specifically imprinted information and socially recognized behaviors to create a constructive model of their life. Next, the surveyed 28 foster parents were asked what creates the most problems for them in the process of implementing educational, social and caring interactions in the context of health and education towards health. Parents recognized the negative attitudes and health behaviors of their children from their families of origin as the biggest problem. They claim that children under their care very often recreate behaviors originally remembered from their family home and

observed in their biological parents. Another indicated problem is the lack of adequate knowledge on how to deal with various, sometimes highly interconnected health disorders in children, when they did not manage to obtain this knowledge during the course preparing them to act as a foster parent, and information obtained from care coordinators or social workers, psychologists or psychiatrists are insufficient for them. In addition, another problem pointed out by parents is of an ethical nature. By implementing educational and socialization processes in the family in the context of health and health education, the surveyed foster parents experience dilemmas when having a very sick child under their care and they themselves are aware of the advancement of the disease and its progression, experience trauma when they are unable to help the child and they are forced to watch his suffering. During the study of 28 foster families functioning in the city of Szczecin in terms of health and its importance in the spectrum of educational, social and care processes, the opinion of persons supporting parents in terms of the required standards was asked. In an interview with foster care coordinators, social workers, family assistants or doctors cooperating with the MOPR in Szczecin, they were asked how they assess educational, socialization and care work in the field of health and health education. Among the surveyed supporters of the surveyed professional foster families, 28, a positive assessment of them in terms of caring for health, forming positive attitudes and health behaviors is noteworthy. Some of them, even the surveyed coordinators or doctors, praised the surveyed foster parents for their great commitment and passion in performing their duties resulting from the tasks assigned to them. Without this, a large group of children in foster care in the city of Szczecin would not be in such good health as it can be seen by visiting individual foster families and watching their work. In the final part of the research process, the surveyed parents were asked how they evaluate themselves as foster parents in terms of health and forming health attitudes and behaviors of children in the process of family upbringing and socialization. All surveyed foster parents said that, regardless of the situation, they always try to fully use their knowledge, competences or skills to work with full commitment and dedication with the children entrusted to them in order to optimize their quality of life and, in the long run, to make their childhood happy and happy. The short analysis of the obtained data presented above seems to be very interesting cognitively, and from the perspective of practice, it becomes an area of creating new solutions and compensatory, preventive and improvement strategies.

Conclusions

The analysis of the issue of the importance of health and the related health education carried out in the educational, socialization and care processes in professional foster families functioning in the city of Szczecin allows to conclude that all surveyed parents attach great importance to caring for the health of children in holistic dimension and forming their pro-health attitudes in the educational process they create. For the surveyed parents, health is an autotelic value, a process and a resource that needs to be cared for, nurtured and affirmed in a specific way. Foster parents would not show such a way of thinking about health and education for / for health if not for the personal maturity that characterizes them. The creator of the concept of personal maturity is Gordon Allport. In the literature on the subject, there are two ways of describing personal maturity. First, as an ideal model denoting a certain optimum of functioning towards which human development should aim (Tyszkowa, 1988, 8). The second way of describing personal maturity involves treating it as a process of changes within which the above-mentioned pattern is realized. It is a processual approach, therefore, reaching personal maturity is the process of becoming a mature person (Ryś, 1997; Rostowska, 2003, 49). Describing personal maturity, Maria Ryś distinguishes four basic dimensions, within which she indicates the features of a mature person. These dimensions include the quest to discover the truth, the maturity of the emotional sphere, relationships with others, values and ideals (Ryś, 1999). According to this author, a mature person is described by an attitude to seek the truth, both in discovering oneself and in getting to know the surrounding reality, including relationships with other people. This process is usually accompanied by gaining knowledge and experience, enabling a creative approach to changes taking place in the world. Within the second dimension, which is the maturity of the emotional sphere, an objective attitude towards oneself and emotional balance can be distinguished as features of a mature person. These features determine the ability to respond adequately to the events of emotional response, and at the same time the emotional balance coexists with the sense of security. A person with a mature personality in the third dimension is described by the ability to empathize, which is an important factor in creating mature relationships with others, and to intimacy, as well as having a proper hierarchy of values integrating the functioning of the personality. An appropriate hierarchy of values, determining the direction and commitment of human activity (including especially pro-social values such as altruism, kindness, sympathy for others, etc.) creates the fourth dimension of the approach to personal maturity adopted by Ryś (Ryś, 2011, 65-84). Having foster parents of personal maturity allows them to effectively and engaged in fulfilling marital and parental roles, including

the implementation of educational and socialization processes and care for children entrusted to them. The following conclusions can be drawn from the research on the importance of health in the family educational, socialization and care process at this stage of their interpretability:

1) Health in a multidimensional approach plays a significant role in the implementation of educational, socialization and care processes in the surveyed professional foster families,

2) By implementing all educational and socialization tasks in professional foster families, the process of axiologizing health in the family takes place,

3) Foster parents, during educational and socialization interactions, teach children pro-health attitudes by means of persuasion and modeling in everyday situations,

4) The process of education and health is constantly included in the process of upbringing, socialization and care in professional foster families,

5) Education to / for health carried out in professional foster families takes various forms and is related primarily to the resources of parents and children

6) The attitude of foster parents towards health education in their families is characterized by commitment, empathy, kindness and dedication to the child's affairs,

7) When implementing family educational processes to and for health, foster parents use various forms of support as well as the help of specialists, therapists, etc.,

8) Professional foster parents are characterized by personal maturity, which significantly allows them to effectively and multi-dimensionally implement the process of upbringing, socialization and care for the children entrusted to them,

9) For foster parents, caring for the health of children brought up in professional foster families is the primary aim of their work, saturated with a deep awareness of responsibility for them until they are cared for by them.

Summary

Analyzing the importance of health in the perspective of family upbringing, socialization and care processes in 28 professional foster families functioning in Szczecin, she points out that parenthood is a multidimensional area of cognition. Following Lucyna Bakiera (Bakiera, 2020), the following aspects of parenting can be distinguished in this area: intrapsychic, interpersonal and contextual aspect of parenting. In the intrapsychic aspect, the personal experience of parenthood, the parent's identity, beliefs, norms and values can be

mentioned. In turn, in the interpersonal aspect, parent-child interactions and relations, models of care, upbringing and socialization in the family are mentioned (e.g. parental attitudes, parenting styles, reward and punishment system, educational atmosphere in the family). Finally, the contextual aspect of parenting includes the mother, father, and child's experience with the other parent, nuclear and extended family relationships, or the cultural background of parenting. In the literature on the subject, considerations on parenting are called parentology, which aims to optimize the processes of upbringing, socialization and care in the family, as well as learning about the experiences of adults who are parents, as well as the socio-cultural contexts of their activity and involvement in the child's growth. Parenthood is most often associated with care for the child, devotion to him and his problems, as well as with constant accompanying him in development. All this, therefore, belongs to the canon of features called by Goleman emotional intelligence (Goleman, 1999) and its process of forming in the course of family educational and socialization processes. Recalling the words of Eric Erikson (Ericson, 2002, 93), the creator of an interchangeable theory of psychosocial growth, who addresses adults (and above all parents) with the following appeal: *Do to another what will advance the other's growth even as it advances your own* - one might be tempted to paraphrase these words as follows: *Do to your child what will advance the other's growth even as it advances your own, even if it significantly exceeds your potential or if you encounter problems and difficulties during this growth*. In conclusion, it is worth emphasizing that these words should be addressed in a special way to parents in professional foster families who often have to deal with various problems and dilemmas, having deep hope for their perseverance and faith in the sense of what they do for the children entrusted to their care (Kazubowska, 2020, 37-54).

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SOCIAL PEDAGOGICAL ASSISTANCE FOR STUDENTS WHO EXPERIENCE BULLYING SITUATIONS AT SCHOOL

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Abstract. *The frequency of bullying and the consequences for the child's development encourage targeted social pedagogical assistance in Lithuanian schools. The article reveals the opportunities of social pedagogical assistance at school for students who have experienced bullying by peers. The results of the qualitative research (partially structured interviews with school leaders, social pedagogues, and class teachers) are presented. The analysis of the research results has revealed that the following social pedagogical support measures are applied at school: the provision of emotional support, consultations, social skills classes, work with parents, individual conversations and etc.. The main difficulties identified by the informants in assisting students are the lack of parental cooperation, the passivity of teachers and a lack of staff competencies to deal with bullying situations. By increasing the possibilities of social pedagogical assistance at school, the informants offer to increase parental responsibility, improve pedagogues' competencies, cooperate with assistance organisations.*
Keywords: *class teachers, school, school leaders, social pedagogical assistance, students who experience bullying situations, social pedagogues.*

Introduction

Recommendations for the prevention of school violence, which emphasize the school's responsibility for dealing with the bullying situation, was nationally approved In Lithuania in 2017. The responsibility of a school for the safety of children is also emphasized in other strategic documents (Lietuvos Respublikos švietimo įstatymas, 2011).

Therefore, the issue of student safety is a priority in order to ensure the successful education and socialization of a child. The issue of social and psychological safety of students is closely linked to bullying among peers. Although applied researches are being performed, as well as programs are being carried out in Lithuania, bullying still remains one of the most relevant problems for many students (Grigaliūnienė, Kontrimienė et al., 2012, Lukoševičiūtė, Šmigelskas, 2019). Constant experience in bullying situations causes not only

short-term, but also long-term consequences for students (Targamadze, Valeckiene, et al. 2007, Olweus, 2011;).

Such children experience a feeling of insecurity, anxiety, and sometimes they face with suicidal thoughts, especially in long-lasting cases of bullying (Chester, Callaghan et al. 2015). Such children must be provided with social pedagogical assistance at school, as required by the Convention on the Rights of the Child (1989) and national documents (Lietuvos Respublikos švietimo įstatymas, 2011, LR Švietimo ir Mokslo ministro įsakymas „Dėl Socialinės pedagoginės pagalbos teikimo vaikui ir mokiniui tvarkos aprašo patvirtinimo", 2016). Although the above mentioned documents regulate the provision of assistance, and define the roles of assistance specialists, there is a lack of those specialists at schools, teachers and other staff lack knowledge on how to recognize this problem (Gaudiešiūtė, Kavaliauskaitė, 2020).

Researches on the phenomenon of bullying are being actively carried out both in Lithuania and worldwide. The frequency of bullying at schools (Olweus, 2011; Robichaud, 2007), forms of bullying (Olweus, Limber; 2018,), consequences of bullying (Robichaud, 2007) are being researched. Much attention is paid to the analysis of cyberbullying (Gedutienė, Šimulionienė, et al., 2012). Researchers are interested in parental involvement in bullying prevention (Mavroudis, Bournelli, 2016). Although scientific researches have answered many questions regarding bullying, there is still an intense search for ways to reduce bullying at schools (Olweus, Limber; 2018), and there is a particular lack of researches which could scientifically justify the opportunities for social pedagogical assistance to a child who has experienced bullying at school. Social pedagogical assistance is being mainly researched without distinguishing the problem of bullying in general (Merfeldaitė, 2007, Trakšelys, Martišauskienė, 2016, Brake, Kelly, 2019). As G. Kvieskienė (2015) notes, non-decrease in bullying cases and the ratio of specialists, which is significantly lower than school demands, raise concerns about the provision of assistance, and encourages researchers to delve into these issues. Thus, referring to the relevance of the problem, the following questions are being raised in the article: who and how provides assistance at school for students who have experienced bullying, what difficulties school administration, class teachers, assistance specialists face in providing it, what opportunities to provide such assistance at school are. The object of the article is social pedagogical assistance for students who experience bullying situations at school. The aim of the article is to reveal the opportunities of social pedagogical assistance for students who have experienced bullying situations at school.

Review of the Literature

All of the above-mentioned documents emphasize that each pupil must receive help at school. The analysis of social pedagogical support in the article is based on Olweus's definition of bullying, which describes it as "a conscious, repetitive negative actions to offend, hurt, or cause discomfort to another person" (Olweus, 2011). Researchers who are analysing bullying situations (Olweus, 2011; Craig et al. 2007; Girdvainis. 2013) distinguish between direct and indirect bullying. Direct bullying is defined by researchers as direct actions towards a bullied child, such as beating, nicknaming, etc. Indirect bullying is defined as hurting a child without taking direct aggressive actions, for example, by spreading rumors, social isolation, etc. (Craig et al., 2007; Mavroudis, Bournelli, 2016). Bullying among peers is caused by both environmental and individual factors (Olweus, Limber, 2018). The researchers who have studied these causes assume that bullying can be influenced by certain attributes such as a child's social status, nationality, race, appearance, disability, etc.. (Targamadzė, Valeckienė, 2007; Girdvainis, 2013). As noted by S.J. Milton (2010), children who do not have distinctive traits also experience bullying. A distinctive feature is not a reason to be bullied, but it can attract the attention of bullies who have a tendency to intentionally hurt others (Klanienė, Rupšienė et al., 2014). One of the common causes of bullying is a child's social poor social skills, as it makes it difficult for a child to establish himself in a peer group (Lukoševičiūtė, Šmigelskas, 2019). Researchers unambigiously claim that bullying has consequences for child's physical, psychological and social health. First of all, children who experience bullying suffer from fear and insecurity, which reduces the already low self-esteem, increase distrust of other people (Grigaliūnienė, Kontrimienė et al., 2012). The research of I.Vareikienė (2011) reveals that children who are physically or psychologically weaker than a bully or his group, are very likely to become the targets of bullying (Robichaud, 2007).

One of the most effective programs directed towards helping students reduce bullying at school is the world-renowned Olweus bullying prevention program. This program provides essential preventive measures at 3 levels: school, group, individual (Olweus, 2018). At the school level, the following measures have been identified: assessment of bullying incidence, organisation of trainings, breaktime supervision of teachers, anticipation of bullying outcomes, monitoring child's behavior, work with parents, etc .; at group level (conducting class lessons, work with students' parents, etc..); at the individual level (intervention of school staff in bullying, individual interviews with a victim and a bully, their parents, effective monitoring, response until a bullying situation ends).

First of all, it is very significant to provide help at an individual level (Targamadzė, Valeckienė, 2007, Mavroudis, Bournelli, 2016). An individual

conversation with a bullied child and his parents is important here, as it helps to express feelings, to gather information about the case, and make a plan on how to protect a child from repeated bullying. Most researchers (Olweus, Limber, 2018) refer to a conversation as the main tool, as it is usually conducted by an experienced professional. Of course, at an individual level, not only the help of assistance specialists (social pedagogue, psychologist, etc.) but also of class teachers as well as subject teachers is extremely important (Indrašienė, Suboč, 2008). Another area of social pedagogical assistance is work in a group. It is important for a child to have support not only from adults but also from peers. At the group level, a class teacher has a special role, as she can create an emotionally safe microclimate in the classroom, notice changes in child's behavior, organize classroom lessons, and improve social skills (Olweus, 2011).

Social pedagogical assistance for children being bullied by peers requires the establishment of ground rules for behaviour preventing bullying, the consequences for misbehavior, and the implementation of assistance system (Brake, Kelly, 2019). Researchers have proved that the active involvement of assistance professionals and administration in the process of social pedagogical assistance significantly improves problem solving (Indrašienė, Suboč, 2008; Kvieskienė, 2015). While solving the problem of bullying, it is significant to everyone at school to know theirs roles, commitments and the limits of responsibility. In summary, the assistance system for a child being bullied at school needs to be developed and implemented. An example of such systematic assistance is the Olweus Bullying Prevention Program, which offers effective measures at school, group and individual levels. At an individual level, assistance is provided by assistance specialists, at group level – by class teacher, and at the school level by school administration and all staff members.

Research Methodology

Bullying is one of the more sensitive topics for students, so the methodology of the qualitative research was chosen, and individual interviews with students who experienced bullying and their parents were scheduled. Schoolmasters were approached, but they claimed that bullying is a painful experience, therefore, it is no use for students and their parents to recall this incident again. This way, it was decided to limit the interviews to assistance providers only. Representatives of school administration (schoolmasters and deputies for education), class teachers, social pedagogues were chosen as informants. These intended groups represented all levels of assistance at school: institutional (administration representatives), groups (class teachers), individual (social pedagogues).

In order to reveal social pedagogical assistance opportunities at school for children experiencing bullying from peers, a semi-structured interview was

chosen. Referring to the analysis of the scientific literature, the interview topics were distinguished, and in case of uncertainty, the informants were asked additional questions. The following topics were singled out for class teachers and social pedagogues: characteristics of children being bullied by peers; methods of providing assistance, difficulties encountered, evaluation of assistance, suggestions for the improvement of social pedagogical assistance. In addition to the topics already mentioned, the school administration was additionally asked questions on the topics of organizing social pedagogical assistance at school.

The survey sample. A criterion-based selection method was used while selecting the informants. The essential criterion was at least 3 years of experience in providing assistance to bullied students. 5 progymnasiums and one gymnasium, 6 representatives of school administration, 6 class teachers and 6 school social pedagogues participated in the research. Interviews with the class teachers were conducted at schools where the informants work. The time was agreed in advance, the consents of study participants for participation in the interview were obtained. Four class teachers,, who had been faced with bullying cases were recommended by social pedagogues and two - by school administration. Interviews with the social pedagogues and school administration also took place in educational institution. The answers of the informants were coded: the answers of class leaders were coded by K1, K2, K3, K4, K5, K6; of social pedagogues by SP1, SP2, SP3, SP4, SP5, SP6. The statements of school administration are coded A1, A2, A3, A4, A5, A6.

The results of the research were analyzed using the content analysis method. The obtained data were analyzed in stages: by means of repeated reading of answers, it was searched for semantically similar answers and "keywords", then, categories and subcategories were constructed, and later interpretations of the separated categories and subcategories were made (Bitinas, Rupšienė, Žydžiunaitė, 2008). After processing the research data, a research report, which had been coordinated with the study participants, was prepared. The research was conducted referring to the requirements of research ethics.

Research Results and Their Discussion

In order to assess the situation of social assistance at school, firstly, it was important to find out which groups of children most often experience bullying at school. The informants were asked a question "How would you describe a child who is being bullied by schoolmates at school?". Referring to the interpretation of the research data, 8 subcategories were distinguished in the category "Groups of children most often experiencing bullying". While describing children who experience bullying, almost all informants distinguished an essential feature - low

self-esteem. Informants note that a child who experiences bullying from peers is *"closed"* (K4, SP2), *"shy"* (K4, K5, SP3); *"shrunken, timid, avoids his peers, disadvantaged, a victim"* (A1). Another group of students experience bullying from peers due to the external features. Most often children suffer from peer bullying due to overweight, non-standard appearance and clothing. Most often, such children have *"bulgy ears, different shape of noses"* (SP6), *"exceptional hair color or overweight problems"* (A4). Others experience bullying because of personal qualities, different attitude: *"they stand out with some kind of thinking, different thinking, have different attitude, they like other things"* (A2). Learning achievements can also lead to bullying. Both gifted and incompetent students experience peer bullying. As the results of the research has revealed (Milton, 2010; Girdvainis, 2013), students may experience bullying due to the lack of social competence. The informants state that children who lack *"communicative skills to make friends"* (K5), as well as „*efective communication skills among peers"* (SP1, SP5) are more likely to experience bullying. Class teachers, social pedagogues see the risk of children with special educational needs to be bullied: *"they have behavioral or other health disorders"* (K6); *"often there are students with special educational needs"* (SP2). Students with unhealthy behaviour also experience bullying: *"who are prone to aggression"* (K1); *"they may sometimes say uncensored words and insult in defense or in order to befriend with their peers"* (K5); „*the level of impulsivity is too high"* (SP4). The research also found out that students are more likely to experience bullying from peers because of their social status: *"in economically deprived families, which may face with deprivation, the social status is not at a very high level"* (K5); *"children from socially neglected families, living in more difficult conditions"* (A3).

Most often, assitance for students who experience bullying is provided by assistance specialists at school: *"first of all, I adress social pedagogue"* (K6); *"usually a psychologist helps"* (SP5). Class teachers also provide classroom support to students at school: „*a class teacher is the one with whom this work is usually done"* (SP6). Social pedagogues and school administration emphasize the role of the child welfare commission in the assistance process: *"and we deal with this together in the child welfare commission"* (SP5). School administration and class teachers emphasize that the whole school community participates in the process: *"the whole school environment helps, including social pedagogue, psychologist, school administration and colleagues "* (K4); *"Formally, it is the responsibility of coordinator of the program, but in fact, everyone at school is responsible"* (A3). Thus, the responsibility for providing assistance at school should be accepted by the whole school community, by the most frequently mentioned providers of assistance - class teachers, assistance professionals, and by the child welfare commission.

Olweus & Limber, (2018) point out that assistance for students experiencing bullying can only be effective if it is provided at school, classroom and individual levels, therefore during the interview, a question was asked: *"How do you provide social pedagogical assistance to children who experience bullying at school?"* In the category "Methods of social pedagogical assistance to students who have experienced bullying", 6 subcategories have been distinguished: individual conversations, provision of emotional support, monitoring, development of social skills in a group, mobilization of other specialists, educational activities. Class teachers and social pedagogues (K1, K2, K3, K4, K5, K6, SP2, SP3, SP5, SP6) stated that social pedagogical assistance is provided to children who were bullied by peers by talking to them and their parents individually: *"conversations"*(K1, SP3); "*I talk to a bullied child, I talk to his parents*" (SP5).

Another direction of assistance being distinguished - provision of emotional support: "f*irstly, I hug, comfort them* (K2),*" I assure the child that he is not alone, and that it is not his fault "*(SP4*); "I always encourage, let them call me, and they can turn to me if something happens"*(K6). Regarding provision of assistance, class teachers emphasised a need not only to provide individual assistance, but also to learn to communicate in a group: " *it is very hard to him, as in a team he will need to work and learn, sometimes even to get over himself*" (K5); Such assistance is provided by social pedagogues, while conducting social skills classes during which students improve their social skills, as illustrated by the following statement: *"social skills development sessions, how to communicate, how to develop communication skills, how to get to know yourself, how to make decisions, how to solve problems, are being organised "*(SP2).

Another area of assistance emphasised by the informants is the implementation of preventive activities. Class teachers carry out activities on bullying prevention during class hours by organizing discussions, role-plays, watching films, etc. Social pedagogues are more involved in educational activities: *"I teach and educate" (SP2),* "*carry out researches, conduct researches to find out the impact of the whole environment on the student, what difficulties he faces"(SP1).* Bullying prevention is also organized at the school level: „*organization of preventive activities, development of programs, organization of projects, competitions"*(SP2). Both class teachers and social pedagogues emphasised the long-term observation of well-being of a child who has experienced bullying, as a necessary measure. The informants (K6, SP5, SP3) noted: *"even if bullying is not felt anymore, I still observe and keep asking how that person feels?" (SP3).* Class teachers and social educators also work with both school specialists and other organizations to provide assistance. The informants (K3, K4, K5, SP5, SP6) noted that, if necessary, they seek help from child welfare

commission, other specialists, institutions *"in extreme cases, if we are not able solve at school, we turn to other institutions, - such as SCRP, police "*(SP5).

Informants were additionally asked to evaluate the effectiveness of social pedagogical assistance to children who have experienced bullying. Individual conversations were emphasised as the most effective tool: *"these are individual conversations with children, which sometimes are enough"* (SP2). However, group discussions were described by both class teachers and social pedagogues as completely ineffective tools. Another measure identified by informants as being effective is emotional support: *"emotional support"* (SP2). One more effective tool of pedagogical assistance is to provide practical examples of behavior in a bullying situation: *"some examples of what to do if you are being bullied"* (K1). The informants see the effectiveness of social pedagogical assistance in group activities, where joint activities with classmates are organized. The informants also stated that the effectiveness of the assistance is ensured by the Olweus bullying prevention program, implemented at the school level: "*all these principles are effective under the Olweus program"* (SP1). Lectures were mentioned as the most ineffective tool in dealing with bullying cases. All informants noted that the provision of effective support to a child is primarily disturbed by the indifferent attitude of school staff towards bullying, inability to delve into the child's situation, when you reject child's approach: „*if I say: - I do not have time, come tomorrow* "(K5); social pedagogues emphasize the personal responsibility of a teacher, "*ineffective help means doing nothing if child approaches you" slip through the fingers* "(SP4).

Most of the authors who have studied bullying cases (Klanienė, Rupšienė et al., 2014; Mavroudis, Bournelli, 2016) point out that the involvement of all school staff and support from school administration in solving bullying situations are extremely significant. In order to find out how assistance is provided at school for children being bullied by their peers, the representatives of administration were asked an additional question *"How is assistance organized?"* In the category "Organization of support", 5 subcategories were distinguished: development of an information system, implementation of measures under the Olweus program, individual assistance, specialists and cooperation, feedback. Firstly, all the informants noted that a bullying reporting system has been created. The support system is being developed through the implementation of social and emotional education programs. Olweus bullying prevention program was the most frequently mentioned by the informants: *"yes, this is the Olweus program that is designed and traces how to recognize, how to monitor, how to capture, and what to do next."* (A3). The representatives of school administration indicated the essential steps of the implementation of this program, which they apply in their schools: 1) bullying prevention; 2) an interview with a bullied student; 3) clarification of bullying situation; 4) informing parents; 5) direction to

assistance. All the informants mentioned that the most important thing is to direct a child to individual assistance: *"then we look again what kind of support he may need. Maybe a psychologist, maybe a social pedagogue is needed; what parents need"* (A3).

Disciplinary measures for bullies are also anticipated in the assistance system. *"There is punishment ladder, and children know that there will be a conversation for the first time. After that, they will face with consideration, and the final measure is a proposal to change school"*(A4). Another important element in the assistance system is adoption of common agreements and compliance with them: *"there is a system, and class teacher primarily approaches social pedagogue, later me"*(A4). Moreover, agreements are significant in defining the role of each school staff's member in the assistance system, which is first provided by subject teacher. *"If a teacher is already failing, he informs parents, then turns to a class teacher and, then, if a problem cannot be solved - to specialists"* (A5). While providing assistance, it is very important to anticipate feedback regarding the effectiveness of assistance: "*we really try to notice, are constantly observing both sides*" (A4). Other informants note that there is a need to observe a bullied child more often, as they feel that a buly sometimes receives more attention while anticipating the consequences and taking disciplinary action than a child who has been bullied: „ *there is often a tendency to focus more on an offender than on a victim, who has been bullied, as much work is done with a bully"* (A3).

While analyzing the possibilities of social pedagogical assistance for students who have experienced bullying, the opinions of the informants on the difficulties encountered while providing assistance were important**.** In the category "Difficulties encountered while providing social pedagogical assistance to a student who has experienced bullying" the following subcategories were distinguished: misbehavior of students from families at social risk, insufficient involvement of parents in cooperation, difficulty in approaching a student who has experienced bullying, lack of practical assistance measures, indifference of teachers to bullying situations. The informants stated that the biggest challenge rises in the misbehavior of children from families at social risk: *"they bring this model, which they have in their family, to school. If a child sees parental fighting, and thinks that such a model exists, it is very difficult to explain him that this is not the case "*(A4). Another challenge in providing assistance to children who have experienced bullying is the disturbances associated with parental cooperation. Here, the informants emphasised 2 categories of parents who are indifferent to their child's problems. The first category inludes parents of a bullied child: *"we cannot send a child to a psychologist in town, but only to recommend, however, if parents do not want to, we are not able to do anything"* (A3); *another group of parents who raise challenges inludes parents whose children bully other*

children: "parents think it is school's responsibility and are not involved in the mutual work" (A4). Some class teachers and social pedagogues experience difficulty in approaching a child who has experienced bullying: *"if a child is difficult to talk to, and if he does not speak or tells a lie that everything is okey"* (K3); "*it is difficult to talk to that child*" (SP3). Class teachers lack practical tools, their systematization: "*you need to read, analyze, structure that material, you need particular tools, situations*" (K5). Social pedagogues notice indifference of teachers to bullying situations: "*cases when the teachers who work at school state they are reacting, while, in fact, you know they are lying or are pretending not to see those situatations*" (SP1).

During the interviews, the informants provided suggestions for the improvement of social pedagogical support for the students who have experienced bullying. Referring to the interpretation of the research data, 7 subcategories were distinguished in the category "The suggestions of the informants for the improvement of social pedagogical assistance": community education, working with parents to increase parental responsibility, development of communication skills of students, restrictions on the viewing of certain television programs, strengthening teamwork, qualitative implementation of the Olweus bullying prevention program, school staff response to bullying situations

As the data in the above figure show, the informants identified areas for improvement that are important in helping students who have experienced bullying. Most of them involve not only the school level but also the involvement of other institutions. First of all, it is necessary to educate a community, by organizing trainings for teachers, parents and the general public. Moreover, the participants of the research also mentioned that higher parental responsibility would increase the effectiveness of assistance: "*I miss higher level of parental responsibility, so that bullies would be punished for not fulfilling their responsibilities*" (A4). Class teachers emphasize the responsibility of parents to provide assistance to their children: "*psychological assistance must be necassiraly provided, however, currently it is provided only with the consent of parents*" (K4). It is also suggested to restrict TV programs that encourage bullying.

The representatives of administration miss greater cooperation and initiative from other assistance organizations: "*services that provide assistance toa child should be more involved in these activities and perhaps initiate some kind of assistance to the school itself. It coul be the same pedagogical psychological service, police, as well as family centers*"(A3). At the school level, it is offered to carry out the Olweus program in a qualitative way because "*it has all the components in it. We all know what, where, how and when to do, it would be really helpful for those children*" (SP3). In addition, social pedagogues miss teamwork: „*the unity of teachers, class teahers, a vision of a common goal. I would like*

everyone to work in one direction in helping a child" (SP5). Class teachers believe that it is important to improve students' communication skills: "*children could not only gain academic knowledge, but also have a communication training course at school* (K5). All the informants noted that the most important thing for the whole school community is to respond to bullying: „*not to be indifferent, and then the whole problem is solved faster. Everyone knows their functions, only they need to be performed.*"(A2).

To sum up, it can be stated that social pedagogical assistance, offered by the research participants to students who have experienced bullying measures, are related to the improvement of educational work in society, greater parental involvement in bullying prevention, improvement of students' social skills, restriction of television programs. At the school level the implementation of the Olweus program, the strengthening of teamwork and a competent response to bullying situations would be most helpful.

Conclusions

The analysis of the interview data revealed that the greatest risk of experiencing bullying at school is among students who differ significantly from others in appearance, character traits, attitudes and learning achievements. In addition, a students' lack of social skills, social status of parents and developmental disorders can be factors determining students' bullying experience. A case of bullying experienced by students shows that students need various levels of assistance: school, group, individual.

The most effective social pedagogical support for children experiencing peer bullying was emphasised at the individual level (individual conversations, emotional support, monitoring student's situations). According to the informants, group activities are effective only if conditions are created for joint activities with classmates, and during which social skills are developed. At the school level informants give priority to Olweus's bullying prevention program because it offers effective, practically proven assistance measures. The assistance system works well if all school staff follow common agreements and take appropriate action, provide feedback, cooperate with professionals and other organizations. The informants pointed out that more attention is paid to the search for means to sanction a bully than to help a victim. One of the essential conditions for the provision of effective assistance is teacher's willingness to respond to bullying situations, as well as allocation of additional time for help.

The members of school community treat assistance to a student who has experienced bullying differently. While evaluating the provision of assistance, school's administration places more emphasis on the implementation of bullying prevention at school level, and distinguishes the following performance

indicators, such as reduction of bullying, cooperation of specialists and responsibility as efficiency indicators. While evaluating assistance, social pedagogues and class teachers emphasise individual and group levels of assistance, they offer to put more attention to well-being and changes of a child who has experienced bullying. Most of the measures offered by the informants, which would improve assistance, require not only the involvement and responsibility of school but also of other institutions and society. At school the competent response of school staff to bullying, parental responsibility and active involvement in assistance, a qualitative implementation of the Olweus program and the improvement of teamwork would best improve assistance. Thus, school has all opportunities to provide timely assistance for students who have experienced bullying by including all school community, by improving teamwork and by cooperating with assistance organisations.

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THE ROLE OF REPENTANCE OF CONVICTS IN THE PROCESS OF THEIR CORRECTION AND RESOCIALIZATION

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Abstract. At present, the humanization of the State Penitentiary Service of Ukraine is carried out through the development and implementation of milder measures of punishment, reduction of sentences for certain crimes, the introduction of alternatives to imprisonment, such as probation. All this requires more serious and comprehensive socio-psychological research on the development and implementation of a wide range of pedagogical and socio-psychological methods of influencing the personality, group, team of convicts. Promising, in our opinion, is the psychological change in the personality of the convict by bringing him to sincere conscious repentance, reconciliation with the victim. This approach will help to correct the convict and positively influence his resocialization and create conditions for successful socialization. The purpose of our study was to determine the role and place of repentance in the process of serving a sentence by convicts and to identify the positive impact of repentance on correction and resocialization, reducing the risk of repeated wrongful acts by persons serving sentences in penal institutions. To achieve this goal, we used the following methods: analysis of scientific literature, observation, questioning, psychodiagnostics testing, extended interviews.
The study was conducted in the period from 2010 to 2016 in the correctional colonies of the Donetsk region. It was attended by 3,400 clients of correctional system and 280 employees of penitentiary institutions. In the course of our research, we discovered: at present, views on the concept of "repentance" can be divided into creative, religious, philosophical, socio-psychological, pedagogical, legal; the legal interpretation of the concept of "effective repentance" and its application in the practice of justice revealed a number of problems that require solution; repentance in the psychological and pedagogical sense can be viewed as: an integral part of moral self-improvement; the acquisition of a new spiritual, moral, psychological quality of the person; the life position of the individual in relation to the world, people, his own place in life; the formation of other positive, socially recognized values; an indicator of moral maturity, spiritual and mental health.
In this article we offer our own view on the role and place of repentance in the process of correction and resocialization of clients of correctional system. Scientific research of this problem is very important in a methodological sense not only for the penitentiary service, including the work of psychologists in penitentiary institutions, but also for social educators and social workers. It will contribute to the solution of general and special issues of the psychological and pedagogical process of the execution of sentences by employees of

penitentiary institutions and the social and psychological process of serving sentences by convicts, will help create reliable conditions for the protection of human rights, civil liberties, including people who are serving sentences.
Keywords: *convicted; correction; execution of a sentence; process; repentance; preparation of convicts for life at large; serving a sentence.*

Introduction

It should be noted that the foundations of changes in state policy in the field of enforcement of sentences and treatment of convicts are reflected in new changes in criminal, criminal procedural, criminal-executive legislation and practice of enforcement of sentences. These changes cannot be called radical, since they were carried out and are being implemented on the normative and material basis of the State Penitentiary Service of Ukraine, received and acquired over the past years of independence. The staff of correctional colonies, who have outdated views on the processes of execution and serving of sentences, are not ready to work in new conditions, to apply the latest forms and methods of working with convicts. The exception is those provisions of the legislation that contradicted international standards and did not fit into the new socio-economic, legal, social conditions of life and relations.

Humanization of the State Penitentiary Service of Ukraine, according to our forecasts, will be carried out through the development and implementation of softer punishments, reduction of sentences for certain crimes, introduction of alternatives to imprisonment, for example, conditionally. All this requires more serious and complex socio-psychological research on the development and implementation of a wide range of socio-pedagogical and psychological methods of influencing the individual, group, collective of convicts. Promising, in our opinion, is the psychological change in the personality of the convict by bringing him to a sincere conscious repentance, reconciliation with the victim. Such a scientific approach will help to correct the convict, positively affect his resocialization and create conditions for successful socialization.

Analysis of scientific literature allows us to identify the following approaches to "repentance": culturological; religious; philosophical; psychological and pedagogical; legal aspect.

The culturological approach considers repentance as purification and spiritual improvement of the individual. Human suffering in the process of repentance is an important attribute of works of art. It is literature that helps to understand the meaning of life, make the right choice, understand the difference between good and evil, admit your guilt, sincerely repent and correct your mistakes. In working with convicts, this approach is embodied in bibliotherapy (Aleksejchik, 1985; Jack & Ronan, 2008; McCulliss, 2012).

The religious approach regards repentance as the main church sacrament and one of the important moral categories of Christianity. This is mentioned many times in biblical texts or postulates of repentance (Yaroshovec, Bichko, & Bugrov, 2006). The parable of the prodigal son should be especially noted as an example of a person's inner self-improvement through repentance (Smirnov & Chikina, 2016). We see the influence of repentance on human destiny in the analysis of theological works (Ubyali, 2009; Vorkachev, 2012). Today, churches, chapels and prayer rooms function in almost every penitentiary institution. The convicts are attended by priests and services.

A philosophical approach to repentance is presented by works (Ilyin, 1943; Smirnov, 2005; Shadrikov, 2006; Maslova, 2016; Tupikova, 2016), which considered repentance as an act of moral reflection in the process of forming conscience.

The legal approach looks at repentance in terms of its effectiveness. According to Antonyan (1991a, 1996b), Sevastyanov (2015), Pakhomov & Grigorenko (2019), repentance is a person's awareness of his negative actions, his moral shortcomings, recognition of his mistakes and sincere sympathy for them. It is accompanied by a firm intention not to repeat offenses and to take action to eliminate their consequences, and sometimes to impose punishment. Thus, the chain of immoral actions is interrupted. Repentance can atone for a crime, but not justify it. And it becomes clear how important repentance is for the purification of the values of society, the spiritual development of the nation and the individual, and, especially, the prevention of crime (Yakovets, 2016).

We are interested in repentance from the point of view of constructive changes in the personality of convicts, as a condition for their further resocialization and socialization, and a decrease in crime. Scientific research of this problem is of great methodological importance not only for the social and educational service of penitentiary institutions, the activities of social educators and psychologists of penitentiary institutions, but also for social pedagogy, social psychology, penitentiary pedagogy and penitentiary psychology. It will help to solve general and specific issues of the educational process of convicts with a view to their return to society and will help to create reliable conditions for the protection of human and civil rights and freedoms, including the convict, as well as the interests of society, protected by law. Our research will greatly facilitate the solution of issues related to assessing the risks of relapse of convicts, parole, imprisonment, amnesty and pardon.

Methodology

The aim of our study was to determine how repentance in convicts affects their correction and resocialization, reducing the risk of repeated unlawful actions

in the process of serving a sentence and after being released from prison. To achieve this goal, we used the following methods: observation, questionnaires, psychodiagnostics testing, extended interviews.

Our research took place in four stages. At the first stage, we used a questionnaire that we developed. The questionnaire included four blocks of questions that allow us to establish the attitude of the convicts: block 1 – to a crime, investigation, trial, term of punishment; block 2 – to the victim, the consequences of the crime, family, parents; block 3 – serve a sentence in a correctional institution; block 4 – for yourself, life, future, death, society. At the second stage, a study was carried out using the psychodiagnostics methodology "Assessment of the degree of convict's confession of his guilt" (Kvachev, Sukhinskaya & Tatarevsky, 2014). She helped us assess the sincerity of the convicts' admission of their guilt. In an extended interview, we received additional information about the convict, his crime, social connections, plans for the future, values, and assessments of his crime.

The third stage consisted of observing the respondents and analyzing the independent characteristics of the convicts. To obtain information about the convicts, employees of penitentiary institutions were involved in the survey.

At the fourth stage, extended interviews with convicts were conducted. It was important for us to understand what meaning is put into the concept of "repentance", how convicts assess repentance during the execution of punishments, how their behavior, attitudes towards themselves, the victim, crime, moral norms and society change after full admission of guilt and repentance for their unlawful acts. The results obtained helped to develop their own idea of the role of the convict's repentance in the process of reforming and preparing convicts for life in freedom.

The study was conducted in the period from 2010 to 2016 in the correctional colonies of the Donetsk region. It was attended by 3,400 subjects of the correctional system and 280 employees of penitentiary institutions.

Research Results

We believe that repentance is an indicator of moral maturity, spiritual and mental health of a person. It includes many aspects of life, namely: the vision of one's own guilt, hatred for it, pity and compassion for the victim (victims and victims), shame for the crime and its consequences, sincerity in feelings, the desire to atone for moral and material damage.

Based on the results of questioning convicts about their attitude to the crime, we received the following data:

- only 3% of them experienced a feeling of remorse, remorse and remorse for a crime and its consequences for victims;

–   almost 90% of the convicted pleaded guilty, but 88% did not express regret about the violation of the law;
–   12% regretted what they had done, but had feelings only for the lengthy sentence passed by the court;
–   before committing a crime, only 19% foresaw the possible consequences and future punishment, including imprisonment. 81% of the convicts did not think about the crime, did not feel remorse, did not feel personal guilt, and did not imagine the consequences of their own responsibility before the law and society. This fact can be explained by the fact that 86% of convicts who were under investigation committed a crime (crimes) in a state of alcoholic or drug intoxication;
–   79% of those convicted of a crime blame friends, relatives, victim, investigation, judge, prosecutor, "hard life", but not themselves;
–   there is one peculiarity: with full admission of guilt and acceptance of punishment, 99% of convicts consider themselves "victims of circumstances";
–   1% responded adequately to the crime, its consequences, punishment, conditions of serving the sentence, difficulties of socialization after release. This percentage is made up of former convicts who have already been in prison once. They don't want to get there anymore.

Thus, the sincere conscious repentance of the convict (structural-logical scheme) consists, in our opinion, of the following elements: attitude towards oneself, attitude towards others, attitude towards life, attitude towards the future, attitude towards society, attitude towards crime, attitude towards consequences crimes, attitude towards punishment, attitude towards preparation for life in conditions of freedom and socialization.

–   76% of convicts admit their guilt purely formally. We saw no audiovisual signs of genuine conscious remorse, but there were signs of concern for our own future.
–   The used psychodiagnostics technique allowed us to establish several patterns:
–   the desire of convicts to abandon their own crime;
–   evasion from moral and spiritual assessment of the crime due to the traumatic consequences for oneself of such assessments;
–   focusing on the relationship of various external factors and the consequences of their socially dangerous actions;
–   reduce your role in the crime and try not to feel the consequences of the crime on yourself: "Yes, he was, but he is not to blame!!!"

Modern Ukrainian society is going through a crisis, the components of which are: a weak inclination to moral purification, spiritual self-improvement,

repentance. Any manifestations of conscience (repentance as an integral part of conscience, considered as an integral substructure of the psychological structure of a person along with abilities and charactering our "corporate society" are strongly repelled and considered "mutual responsibility". The environment of convicts, especially those serving sentences in prisons, is no exception. Our opinion coincides with the opinion of other scientists (Suprun, 2019; Pakhomov & Grigorenko, 2019).

On the basis of the general results of the research, we offer our view on the role and place of repentance in social psychology and pedagogy.

Let's start with the relationship between the two categories, which, at first glance, are not directly related to psychology. They are more philosophical. However, psychology owes its birth to this science, and all its origins begin with it. These are the categories "good" and "evil".

The concepts of "good" and "evil" are conditional and relative, this is only a projection of our desires onto the inner duality of any object. The main problem of good and evil is human choice. When the question arises of what exactly was the person (the convicted person) guided in this own action - reason or feelings, then in reality everything is completely different: was he guided by small, narrow, situational, personal guidelines or guidelines. Which were conditioned and were outside the situation, covering a significant period of time, milestones on the scale of a large imprint of time or even life. Thus, repentance is an integral state of a person's involvement in the "existence of the world", which reflects the degree of coincidence of the existence and essence of a person. It is the act of a person's self-esteem in situations of moral choice.

In our case, "good" is atonement, sincere, conscious repentance, and evil is a crime and its consequences.

To better understand our train of thought, we offer a step-by-step socio-pedagogical model of repentance.

Stage 1 – the ratio of "good" and "evil". It consists of: the process of knowing the difference between good and evil; the process of understanding this difference; the process of understanding the concepts of "good" and "evil"; stable installation in one of these categories; actions (behavior); result and the difference between one's own assessment of the crime and the assessment of society.

As you can see, the relationship between good and evil is a cognitive process and a process of voluntary choice by convicts for further actions for any purpose. However, the distance between "knowledge" and "conscious attitude" to any action has two more intermediate results - understanding (for example: I know that stealing is annoying, but I do not understand why) and realizing (stealing is annoying because it harms the victim, but for me the result is positive, because I do not take into account the consequences: investigation, trial, conclusion). The conscious attitude is the final product of the cognitive process of the individual

and the first step towards action. The conclusion in this case determines the person's intention to commit or not to commit a crime. He is influenced by his own assessment of the action and the perception of its consequences, as well as public assessment of the action and its results.

Self-assessment of an action (VO) – justification of a committed crime by reasons not related to its results and consequences (temporary enrichment, elimination of the victim, revenge, etc.).

Public assessment of the action (OS) is the reaction of society to the nature of the crime and its results or consequences (such a good person suffered, I really feel sorry for the victim, what a loss, etc.). However, the public assessment should be divided into: assessment of the close environment (family); assessment of the average environment (friends, comrades); assessment of the minimum-average environment (employees, neighbors, etc.); assessment of the maximum average environment (village, city, district); assessment of the remote environment (public response).

Let's consider the main types of VO and OS relations.

VO > OS – in this case, the individual's own ambitions will defeat public opinion and the crime will be committed (impossible, but I want it, or I decided so);

VO = OS – this ratio can have the following parameters:

1) - VO = - OS – the crime will not be committed, since the actions and their results in both cases have a negative assessment;

2) + VO = - OS – in this case, the assessment of actions and their consequences is diametrically opposite, but their resonance has the same strength with the opposite sign, so the crime will be committed due to a positive assessment of the immediate environment. and middle environment;

3) - VO = + OS – this is the case when society approves of a person's actions, but the one who performed them is dissatisfied with their consequences for himself;

4) + VO = + OS – this ratio can be called the "Robin Hood syndrome", when a positive assessment of criminal actions by society is justified and raised to the level of a "national hero" of a criminal. Here we observe a substitution of concepts: when actions and their consequences are replaced by slogans and projections, and this leads to a distortion of public opinion.

VO < OS – in this case, under the influence of public opinion, a person voluntarily refuses to commit a crime and looks for other ways and methods of solving his own problems.

Thus, the first stage influences the convict's conclusions about the expediency or necessity of changing his behavior, and as a result, his motives are clarified.

Stage 2 – the formation of motives for further behavior. This stage consists in the completion of the previous cognitive process, taking into account certain socio-psychological qualities of the individual. It includes: the process of knowing the conclusion; the process of understanding the output; stable attitude to action; level of development / presence or absence of conscience; psychological condition; personality behavior.

The following features are present in the behavior: the search for a meeting with the victim, the desire to compensate for the damage, to obtain forgiveness, the desire to be useful, and so on.

Motives of behavior - evasion of punishment, condemnation of the victim, indirect or direct justification of their actions (rationalism); willingness to accept punishment, sympathy for the victim, condemnation of their own actions (irrationalism). The motives of the convict's repentance are the relationship between rationalism and irrationalism in reparations.

It is this attitude that allows us to view repentance as an action and as an internal psychological need of a person.

Our research, as a result of the analysis of independent characteristics and observation, helped to establish the following motives for the repentance of the condemned: repentance as a way to receive encouragement; repentance as a way to shorten the sentence; remorse as a way of parole; repentance as a way to find a positive psycho-emotional state and peace of mind; repentance as a way of reconciling with the victim; remorse as a way to compensate the victim for moral damage; remorse as a way to compensate the victim for material damage; repentance as a hidden form of revenge on the victim; repentance as a personal spiritual need.

Thus, repentance is a complex mental process that takes place in the integral substructure of the personality "conscience", which evaluates the actions of the past in relation to the reactions of its own psyche, radically changes behavior and life in general, gaining a psychological state of peace and meaning.

Repentance is the ratio of emotional and sensory assessment (ECHO) of one's own actions and their consequences to cognitive-logical assessment (CLO) of one's own actions.

ECHO > CLO – remorse; ECHO = CLO – complete repentance; ECHO < CLO is a complete excuse. CLO (-), ECHO (-) – the person understands that his actions are illegal (those that are subject to condemnation), and he experiences a negative psycho-emotional state (I insulted the girl and I am ashamed of my actions, as she is). CLO (+). ECHO (+) – a person is completely satisfied with his own actions and their results, while experiencing complete psycho-emotional

satisfaction (he did everything right, he is calm, his conscience is clear). CLO (-), ECHO (+) – a person negatively evaluates his own actions, but experiences psycho-emotional satisfaction with the results (he deceived a friend, but I have a lot of money left). CLO (+), ECHO (-) – the person is sure that he did the right thing, despite the psycho-emotional dissatisfaction with the results or consequences (he did the right thing, but was punished).

Repentance is a psycho-emotional state of a person, in which he condemns his own actions and their consequences, shows pity and compassion for the victim and wants to come to terms with her in the material and moral sense. The result of repentance is the inner revival of the personality, which manifests itself in behavior and attitude towards oneself, life, future, death, others (society).

As the results of the extended interviews show, the attainment of sincere, conscious repentance by convicts goes through three periods. The first period is an assessment of the relationship between crime and punishment, where a crime is a characteristic of actions on the scale of their severity in accordance with the Criminal Code of Ukraine, and punishment is the correspondence of a crime to a punishment established by a court. According to the results of our analysis of the research data, during this period, the convicted person's own assessment of the court's sentence takes place in comparison with his own assessment of the sentence. This partly confirms the findings of the study (Kvachev et al., 2014), but significantly expands the understanding of the perception of their own guilt and the terms of punishment by convicts.

Variants of perception by convicts of the term of punishment established by the court: I totally agree; I partially agree; I do not agree; partially disagree; I totally disagree, it's not my fault; the term of the sentence does not correspond to the degree of my fault; I believe that the sentence could have been shorter; the term of the sentence surprised my expectations; I thought the sentence would be longer; I need to be shot; "I deserve a life sentence.

The second period is the convicts' own assessment of their guilt. The results of testing and interviews with convicts are the same. Among the options for reporting a crime, we highlight the following: completely guilty; guilty; partially guilty; rather guilty than not guilty; rather innocent than guilty; not guilty; completely innocent; partially guilty; I am guilty, but I do not feel guilty; "I do not see" guilt in the crime; my actions are not a crime; guilty (not guilty), because ...; I do not regret what I did, but I am very sorry that I was caught; innocent, since the crime was a consequence of the circumstances in which I found myself; the one who pushed me to commit the crime is guilty; I am guilty before the state (society) to the same extent as it is guilty before me; not guilty, because I was slandered.

The third period consists of the following stages: adaptation (hidden motives to achieve their own goal); rethinking the past (evaluating one's own life, actions

and their results, attitude to the world around them, etc.); personal need for psycho-emotional rest; specific positive actions (attitude to: regime, work, education, socio-pedagogical and psychological work, participation in public organizations, cooperation with public, religious organizations) in the process of resocialization; sincere conscious repentance (its assessment can be carried out in the process of socialization of the convict).

Conclusion

Thus, we have found indicators that allow us to establish the sincerity of the convicted person's conscious repentance. Structural and formal indicators of remorse assessment: attitude to the regime; attitude to work; attitude to learning; attitude towards participation in public life; attitude towards the collective of convicts. Structural objective indicators for assessing remorse: attitude to crime; attitude towards the victim; attitude towards punishment; attitude to the sentence; attitude towards the consequences of a crime; attitude towards the investigation; attitude to one's own role in a crime (when the crime is collective or group); attitude towards serving the sentence (the general result of structural subjective assessments of repentance).

We believe that the main socio-psychological indicator in assessing sincere, conscious repentance is the person's "attitude" to structural objective and subjective factors.

At the same time, it remains to solve the problem of creating a mechanism (algorithm) for bringing convicts to conscious, sincere repentance. In our opinion, it should contain a set of measures aimed at shaping convicts' understanding, acceptance and awareness not only of the illegality of their own actions, but also of their consequences for themselves and, which is especially important, for the victims. The result of a positive socio-psychological personality change should be a desire to accept punishment and prove the correction by concrete actions.

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DEVELOPMENT OF YOUTH VOLUNTEER PROGRAMS IN THE CONDITION OF THE COVID-19 PANDEMIC IN THE COMMUNITIES, NEIGHBORING TO THE AREA OF THE JOINT FORCED OPERATION IN THE EAST OF UKRAINE

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Abstract. Volunteering is popular among young people in Ukraine. This is especially important for the communities, neighboring the area of the Joint Forces Operation in the East of Ukraine.
However, one of the current challenges for the volunteer program development has been quarantine restrictions due to the COVID-19 pandemic. The main goal of the article is to analyze the participation of young people in volunteer programs during the quarantine restrictions related to COVID-19, in the communities neighboring the area of the Joint Forces Operation in the East of Ukraine.
The authors of the study used the "rapid appraisal" technique. Thus, in May 2020, the authors interviewed 22 representatives of state and non-government organizations of Donetsk and Luhansk regions of Ukraine which implemented youth volunteer projects. The study revealed challenges caused by quarantine restrictive measures which have been grouped by authors into two groups: organizational and methodological. The answers of the respondents provided the basis to identify the positive outcomes caused by the change of the usual format of youth volunteer programs and its development: mastering of distant forms of communication by employees; development of qualitatively new ideas and introducing training programs for volunteers; increasing the ability to use the Internet to promote volunteer programs; practicing online volunteering.
Keywords: COVID-19, Joint Forces Operation in the East of Ukraine, volunteer activity, volunteer program, volunteer, youth.

Introduction

It is the seventh year of fighting in the East of Ukraine, and the situation in the conflict-affected Luhansk and Donetsk oblasts negatively affect the lives of more than five million people. People in the affected areas face physical and mental health problems, such as shelling, the destruction of homes and civilian infrastructure, limited access to social services, and limited freedom of movement. There are also problems with a number of regulations that lead to humanitarian needs in a conflict situation. Finally, people face challenges in their ability to recover and rebuild, both in terms of social cohesion and the implementation of social development programs, using the capacity of local and national authorities.

Restrictions related to COVID-19 have exacerbated the difficulties and disadvantages faced by the conflict-affected population in eastern Ukraine, in particular through restrictions on freedom of movement and their impact on social and economic rights, and active participation in the volunteer movement.

In Ukraine, the active development of volunteering began with the adoption of independence in 1991. Since then, numerous public organizations and charitable foundations have been established, which have involved volunteers in the implementation of social projects, so they acted on a volunteer basis. But the greatest wave of volunteering among youth led to the emergence in 1993 of social services for youth. This all-Ukrainian network of public services was created as one of the mechanisms for the implementation of state youth policy (Declaration on General Principles of State Youth Policy in Ukraine, 1993). At that time, one social worker of this service had at least three areas of social work that needed to be developed. As a result, there was a great demand for staff. As social work in Ukraine also emerged in 1991, it was impossible to provide social services with qualified staff – universities have only just begun training such professionals. Therefore, the idea arose to create a nationwide public organization that would be training social workers in local communities to involve volunteers in the implementation of social projects. The All-Ukrainian Public Center "Volunteer" became such an organization (All-Ukrainian Public Center "Volunteer", 2020). Continuing the tradition, this public organization is still actively implementing programs to train coordinators of volunteer activities throughout Ukraine.

The All-Ukrainian Community Center "Volunteer" pays special attention to the communities of Donetsk and Luhansk regions, which found themselves in difficult life circumstances. Particular attention Ukrainian Community Center "Volunteer" gives communities Donetsk and Lugansk regions, in difficult circumstances, located on the territories controlled by Ukraine along the line of hostilities.

Currently the project "Training of managers of volunteer programs for a systematic professional approach in working with volunteers in Eastern Ukraine" implemented in the period from April 2020 to April 2021 with the support of the United Nations Recovery and Peacebuilding Programme (All-Ukrainian Public Center "Volunteer", 2020). The project is implemented by four UN agencies: The United Nations Development Programme, the UN Entity for Gender Equality and the Empowerment of Women, the United Nations Population Fund, and the Food and Agriculture Organization of the United Nations. The experts of the All-Ukrainian Community Center "Volunteer" provided training for professional state agencies and NGOs helping them to develop youth volunteer programs within the framework of the project. Currently, these volunteer programs are implemented in communities in Eastern Ukraine, with the active participation of young people.

The implementation phase of these youth volunteer programs occurred during the COVID-19 pandemic and related quarantine restrictions in Ukraine. This caused organizational and methodological problems for their coordinators, negatively affecting the activity of young people in volunteer programs, their social initiative, and motivation to develop their volunteer initiatives ("On the establishment of quarantine to prevent the spread of acute respiratory disease COVID-19, COVID-19 coronavirus SARS-CoV-2", 2020; "On prevention of the spread of COVID-19 acute respiratory disease caused by the SARS-CoV-2 coronavirus in Ukraine", 2020).

The analysis of such experience is valuable and provides key insights to identify the effective organization of volunteers' activities in the conditions of the quarantine restrictive measures in the territories adjacent to the zone of combat.

Literature Review

The COVID-19 pandemic has suddenly changed the personal and professional lives of billions of citizens and forced governments around the world to adapt quickly to the new reality which is characterized by increasing mortality, social distancing, and remote working (Oldekop et al., 2020).

Countries around the world face enormous challenges in the fight against the virus, making progress for sustainable development and finding new ways to achieve results in the conditions caused by pandemic COVID-19. They are forced to make major changes in social policy, to mobilize human resources to support vulnerable communities and individuals in difficult life circumstances (Barbier & Burgess, 2020; Naidoo & Fisher, 2020).

Researcher G. Goodwin (Goodwin, 2019), N. Kapucu (Kapucu, 2006), E. Ostrom (Ostrom, 1996) have pointed out that the government's response

during the crisis should be coordinated and supported by other actors (citizens, civil society, public and non-governmental organizations, and other). Volunteering plays an important role in this context because they participate in the volunteer programs implemented by state and public organizations; and provide appropriate social services to members of their communities without financial reward (Nabatchi et al., 2017). Working with volunteers and volunteer groups of community organizations to provide social services can fill gaps and prevent overloading of state institutions during crisis, such as COVID-19.

Researchers V. Gazley and J. Brudney (Gazley & Brudney, 2005) analyzed the crisis and the role of volunteers in local communities, and concluded that the main obstacle to such volunteering may be the inability of state and public organizations to effectively organize volunteer activities in a crisis.

Sharing the opinion of researchers, we consider it necessary to investigate the organizational and methodological problems faced by state and public organizations implementing volunteer programs in eastern Ukraine, under the quarantine restrictions caused by the COVID-19 pandemic.

Methodology

The study was conducted in December 2020 using the rapid appraisal methodology for rapid collection of information and qualitative understanding of the situation, making the necessary management decisions within the project or program (Beebe, 1995). To achieve the tasks of "rapid appraisal", the authors chose the focus group method.

The focus group method is a group interview conducted by a moderator according to a pre-designed scenario with a small group of representatives of the surveyed contingent of respondents, similar in basic social characteristics. Our focus group was conducted according to the methodology developed by American sociologists (Merton & Kendall, 1946).

Twenty-two coordinators of youth volunteer programs of state and public organizations of Donetsk and Luhansk regions of Ukraine were involved in focus groups. They implement the author's volunteer programs developed within the project of the All-Ukrainian Public Center "Volunteer" – "Training of volunteer program managers for a systematic professional approach to working with volunteers in Eastern Ukraine ".

This project is being implemented in the period from April 2020 to April 2021 with the support of the UN Peacebuilding Programme and supported by four UN agencies: the United Nations Development Programme (UNDP), the UN Entity for Gender Equality and the Empowerment of Women (UN Women), the United Nations Population Fund (UNFPA), and the Food and Agriculture Organization of the United Nations (FAO).

Thus, a total of 22 respondents took part in the survey (Table 1). The authors were limited in their ability to meet respondents in the offline mode due to quarantine restrictions caused by the COVID-19 epidemic. Therefore, the focus groups were held online in Zoom. Each focus group (2 groups of 11 respondents each) worked in a separate virtual office.

*Table 1 **Information about Respondents***

	Focus group 1	**Focus group 2**
Total	11	11
Age range	18-25 –1 (4.55%)	18-25 –0
	26-35 –5 (22.73%)	26-35 –6 (27.27%)
	36-45 –4 (18.18%)	36-45 –4 (18.18%)
	46-55 –1 (4.55%)	46-55 –1 (4.55%)
	55 and older – 0	55 and older– 0
Experience (%)	1-5 years – 8 (36.36%)	1-5 years – 9 (40.91%)
	6-10 years –1 (4.55%)	6-10 years – 1 (4.55%)
	More than 11 years – 2 (9.09%)	More than 11 years – 1 (4.55%)
Position (%)	Volunteer specialist – 2 (9.09%)	Volunteer specialist – 5 (22.73%)
	Head of Department – 3 (13.64%)	Head of Department – 1 (4.55%)
	Project coordinator – 4 (18.18%)	Project coordinator – 3 (13.64%)
	Instructor – 1 (4.55%)	Instructor – 1 (4.55%)
	Social pedagogue – 1 (4.55%)	Social pedagogue – 0
	Practical psychologist – 0	Psychologist – 1 (4.55%)
Education, scientific degree (%)	High education – 11 (100%)	High education – 11 (100%)
Represented institution (%)	Government organizations – 4 (18.18%) NGOs – 7 (31.82%)	Government organizations – 5 (22.73%) NGOs – 6 (27.27%)

n=22

The purpose of the study was to analyze the problems faced by coordinators of the youth volunteer programs of state and public organizations of Donetsk and Luhansk regions of Ukraine due to the COVID-19 epidemic and the quarantine restrictions.

The list of questions for the focus groups included:

1) the problems faced by the coordinators of youth volunteer programs in the conditions of restrictive quarantine measures caused by the COVID-19 pandemic;

2) ways and means of overcoming the problems faced by the coordinators of youth volunteer programs in the conditions of restrictive quarantine measures caused by the COVID-19 pandemic;

3)   resources used to address the challenges faced by coordinators of the youth volunteer program in the context of restrictive quarantine measures caused by the COVID-19 pandemic;

4)   the needs to be met for the effective implementation of youth volunteer programs in the context of restrictive quarantine measures caused by the COVID-19 pandemic;

5)   positive aspects of the experience gained during the restrictive quarantine measures caused by the COVID-19 pandemic.

The results of the focus groups were word for word transcribed and translated into English. To identify the descriptive topics, the pre-coding was done, and later clarified and interpreted using the MaxQDA10 program.

Research Results

The analysis of the answers to the focus groups questions provided the basis for authors to found out the problems faced by the coordinators of youth volunteer programs in the conditions of restrictive quarantine measures caused by the COVID-19 pandemic.

Survey results showed that the most common problems (63%): organization of online training and lack of motivation of volunteers to work in this format; the inaccessibility of the initial results due to obstacles in the form of lockdowns, the inability to gather volunteers during supervision and to control activities in the process; providing volunteers with specific resources by restricting their import to the region; ban on mass gathering; the majority of volunteer programs participants who received volunteer assistance are at risk of infection with COVID-19 (81%). The distance learning of student volunteers led to the transfer of the planned activities into online format, that has not produced the desired results due to lack of live communication, limited opportunities, decreasing of young people activity (50%). The constant monitoring of compliance with quarantine restrictions; the impossibility of online training volunteers due to lack of necessary equipment and stable Internet; the online training has not given the desired results; prohibition of the Lead Donor to conduct offline activities in the period of stabilizing the pandemic situation (44%); limited access to government agencies and officials. Another problem in the areas adjacent to the areas of hostilities was the cancellation of local elections from November 2020 to the present (25%), which led to a slowdown in the implementation of certain tasks of volunteer programs.

The analysis of the results showed that in the context of restrictive quarantine measures caused by the COVID-19 pandemic, it is important to strengthen social ties for the effective implementation of volunteer programs;

create a strong, secure, cohesive community; strengthen the public activity; provide assistance and services.

It should be taken into account that there are many issues faced by coordinators of the volunteer program in the context of restrictive quarantine measures caused by the COVID-19 pandemic, so it is important to understand ways and means to overcome the problems.

When asked: "How did you overcome the problems you mentioned above?" they answered:

"The number of online meetings was increased and opportunities were found to gather volunteer team leaders for an offline training session, and all participants of the regional volunteer project for the Volunteer Fest (Solodar city) in compliance with all sanitary and anti-epidemic measures";

"We diversified the process of learning online, using interactive methods of work";

"The problem with a ban on public events was solved with the help of the Zoom platform. In the initial submissions, there were many participants over 60 years of age with disabilities and musculoskeletal problems. They were unable to take part in the activities of the volunteer youth program due to health concerns, so it was decided to hold the event in rehabilitation centers and a+-boarding school";

"Problems of access to officials were solved through negotiations and meetings";

"During the lockdown, volunteers carry out their activities according to an individual schedule accompanied by the leader of the volunteer group. The initiative is implemented online. This is usually a telephone mode which is accompanied by video communication. Taking into account the characteristics of the beneficiaries, volunteers began to conduct individual training on how to use various social networks. "

The responses received from the volunteer program coordinators showed that despite the difficulties they faced in the context of the restrictive quarantine measures caused by the COVID-19 pandemic, the implementation of youth volunteer programs was carried out by making adjustments to planning, coordination, and control. Young people were actively involved in volunteer programs, which allowed them to make a personal contribution to solving social problems, to explore their capabilities.

The analysis of responses showed that 16 respondents (72.73%) indicated they were not quite ready to overcome the problems faced by the coordinators of volunteer programs in the context of restrictive quarantine measures caused by the COVID-19 pandemic, and 6 respondents (27.27%) indicated the absolute readiness to overcome problems. It should be noted that the following problems were identified, which the coordinators of volunteer programs (75% of

respondents) were not ready to overcome: delays in purchasing the necessary materials/equipment due to lack of supplies for events by volunteers – 16(72.73%) people; unwillingness to spend time on establishing cooperation with the new bodies of the local council for the implementation of the youth volunteer program – 11(50%) people; insufficient technical equipment of volunteers (lack of technical support during communication, lack of transport between cities that made it impossible to provide volunteer services) – 10(45.45%) people.

It is also undeniable that needs of the population in social care, psychological support and protection are growing. The coordinators of youth volunteer programs need to keep in mind the great responsibility they carry. After all, on the one hand, they are responsible for the volunteers themselves and their actions, and on the other – for those who receive voluntary assistance.

The responses prompted us to find out what resources were used to address the challenges faced by youth volunteer program coordinators in the context of the restrictive quarantine measures caused by the COVID-19 pandemic. The participants of one focus-group (11 people) have identified such resources: *"The improvement of online tools of work, explanatory work on the observance of norms of behavior during the pandemic; oral agreements and negotiations with all participants involved in the project; conducting remote events, negotiations ".*

The participants of the second focus group included *"...the ability to communicate with people as an important resource in solving the problems they faced. As practice has shown, most volunteers learned about our project not from Internet sources, but through personal communication with the project manager and coach".*

The importance of finding effective communication between youth volunteer program coordinators and young people when recruiting volunteers should not be underestimated. This will facilitate the participation of young people in various community volunteer projects.

Among the professional needs that should be met for the effective implementation of youth volunteer programs in the context of restrictive quarantine measures caused by the COVID-19 pandemic, respondents indicated: providing a stronger technical basis for online work, Zoom account for NGOs, and additional co-financing for activities to prevent the spread of infection – 11 (50%) people; advanced training through online education, master classes on working with the Google platform; gaining coaching skills in various areas. Also, respondents indicated: deepening knowledge in the psychology of communication – 19 (86.36%) people; planning of risks that may arise during the implementation of the program and options for overcoming those; flexibility of the program, the ability to make adjustments that do not affect the quality and

effectiveness – 16 (72.73%) people; developing guidelines for advocacy of volunteer programs – 20 (90.91%) people.

The coordinators of the youth volunteer programs chose supervision as a special form of communication. The main task of the volunteer program coordinator is to conduct regular supervision of volunteers. A large group of community volunteers is students youth. Therefore, their theoretical and practical training for volunteering is important. Volunteer training should be clearly structured, have a theoretical and practical basis, based on confirmed areas of volunteer training.

The obtained results also showed positive outcomes due to the change in the usual format of development of youth volunteer programs, which have been noted by the respondents. Among those: mastering remote forms of communication by employees – 15(68.18%) persons; development of qualitatively new content of training programs for volunteers – 12(54.55%) people; opportunity to use the Internet for advertising volunteer programs – 9 (40.91%) people; the emergence of online volunteering – 11(50%) people. The identified positive changes provide a basis for optimistic forecasts for the implementation of youth volunteer programs in the context of restrictive quarantine measures caused by the COVID-19 pandemic.

Conclusions and Recommendations

The social changes caused by the COVID-19 pandemic have affected the development and implementation of youth volunteer programs in communities adjacent to the Joint Forces Operation Area in Eastern Ukraine.

To summarize the results of conducted focus groups the rapid appraisal methodology was used. This methodology provides developing a preliminary, qualitative understanding of a situation, identifying the most acute problems and available means to solve them, and provide the basis to identify problems caused by quarantine restrictive measures.

The authors grouped the results into two categories:

1. Organizational – organization of online training: often the inability to train volunteers online due to lack of necessary equipment and Internet; lack of motivation for participants to work in this format; providing specific resources needed for volunteer work by limiting their visits to the region during the lockdown period; ban on holding mass events, difficulties in gathering volunteers and participants in one room, weakening of youth activity due to lack of live communication; constant monitoring of quarantine restrictions; limited access to government agencies and officials; insufficient technical equipment of volunteers (lack of technical support for communication, lack of transport between cities , which made it impossible for residents of cities and towns to

receive medicines and other assistance). A separate problem in the territories neighboring to the areas of hostilities was the cancellation of local elections in united territorial communities and the power vacuum of local governments (from November 2020 to the present).

2. Methodological – difficulties in motivating young people to participate in long-term volunteer programs, the offline format orientation of volunteer training programs and lack of experience in the online volunteer training; lack of experience in online recruiting volunteers, difficulties in providing a platform for informal communication of volunteers; lack of opportunity for intervision and supervision of volunteer activities, and other.

According to the respondents, the reduction in the number of youth activities due to quarantine restrictions does not mean that young people should stop, but rather the opposite. It is necessary to transfer civic activism to an online format temporarily, where the opportunity to participate in volunteer programs in communities can become more accessible for young people. Quarantine is a time to master the knowledge on implementation of social projects in order to "shoot" offline at the first opportunity with more strength and motivation.

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PROGRAM OF SOCIO-PEDAGOGICAL PREVENTION OF ANXIETY IN ADOLESCENTS IN THE CONDITIONS OF A GENERAL EDUCATIONAL SCHOOL

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Abstract. *This article discusses the problem of substantiating the need for social and pedagogical prevention of anxiety in adolescents in a general education school and the organization of the educational process, which takes into account the peculiarities of anxiety in adolescents. A theoretical analysis of the literature and the study of the experience of educational work in general education schools allow us to conclude that the educational process is not sufficiently focused on the prevention of anxiety among adolescents among the middle level.*

The aim of the research is to develop and approbate a program of social and pedagogical prevention of anxiety in adolescents in a comprehensive school. The structure of the study is based on the requirements of modern higher education, which is based on the professional competencies of the educational paradigm. The main results of the study allow us to determine the effectiveness of the developed program for the prevention of anxiety in adolescents. Based on the results of the analysis of the theory, the structure and methods of a social-pedagogical program for the prevention of anxiety will be revealed, using the example of the use of the methodology "Personal school of anxiety by J. Taylor" (1953). The question of the research is how to develop a program of social and pedagogical prevention of anxiety in adolescents, which will be systemic, holistic, personal and active in nature and will be effective.

Keywords: *anxiety, adolescent children, school anxiety, the program of social and pedagogical prevention of anxiety.*

Introduction

One of the most crucial stages in every person's life is adolescence. In this difficult period of a child's life, at a qualitatively new level, his development

potential is realized as an active subject, cognizing the world around him and himself, also acquiring his own experience of activity in this world.

Anxiety as a violation of the emotional sphere of the personality is a stable formation that persists for a long period of time and indicates the child's insufficient adaptability to certain social situations. Anxiety is a serious risk factor for the development of many neurotic and psychosomatic disorders.

Consequently, in the rapidly developing 21st century, one of the most pressing problems in the field of pedagogy, social pedagogy, psychology is the prevention of anxiety in adolescent children.

The relevance of this study is associated with the existing urgent need to create a special preventive educational program for working with adolescent students.

Research methods: theoretical analysis, survey, questioning; long-term observation using specially designed programs; pedagogical experiment.

Main Part

Different definitions of anxiety can be found in pedagogical and psychological literature, however, most researchers agree on recognition of the need to consider this concept differentially, as a situational phenomenon and as personal characteristics taking into account transient condition and its dynamics.

For instance, A.M. Prikhozhan (2007) specifies that anxiety is experience of emotional discomfort, related to expectation of ill-being with a presentiment of impending danger.

In the most general terms, anxiety is thought of as a negative emotional experience, which is somehow related to the presentiment of danger or anxiety. The fact that anxiety, along with fear and hope, is a special, anticipating emotion, explains its special position among other emotional phenomena.

Anxiety in adolescence is included in the complex of various negative emotional experiences; aggressiveness, hostility, negativism, suspicion, guilt, resentment, frustration are the most common ones among them.

The theoretical basis of the study as follows: the provision on the unity of age patterns of development of a normal and abnormal child by L.S. Vygotskiy et al. (2012), V.I. Lubovskiy & S.M. Valyavko (2010), T.A. Vlasova & M.S. Pevzner (1973); studies of L.S. Vygotskiy et al. (2012) on the role of social factors in the prevention and developmental disorders; sociological and psychological-pedagogical theories on the social development of a person, the mechanisms of his socialization (Andreeva, 2009; Mudrik, 1981); the concept of humanization of education; personality-oriented, competence-based and activity-based approaches; the theory of personality attitudes (Bodalev, 1970; Lazurskii, 1997; A. Leontiev & D. Leontiev, 2005).

Some Russian scientists such as: L.I. Bozhovich (2006), M.S. Neimark (1959), B.I. Kochubei (1988) should also be noted on research of this subject. Especially, it is necessary to emphasize the contribution of A.M. Prikhozhan (2007) in study of anxiety in children and adolescents.

In Republic of Kazakhstan, such problems and the study of anxiety were considered in the works of such famous scientists as: Zh.I. Namazbaeva (2012), S.M. Dzhakupov (2008), Z.B. Madalieva (2014) and others.

Theoretical analysis of the literature and the study of the experience of educational work in general education schools allow us to conclude that the educational process is not sufficiently focused on the prevention of anxiety among adolescents of the middle level.

There is still contradiction between the necessity for holding socio-pedagogical prevention of anxiety in adolescent children and insufficient research of this issue in the field of social pedagogy in real pedagogical process of the school until the current time.

Abovementioned contradiction defined the problem of the study, which consists in substantiating the need for the implementation of socio-pedagogical prevention of anxiety in adolescents in the condition of a general education school and the organization of the educational process, which takes into account the peculiarities of anxiety in adolescents.

Aim of the study is recognized as a development of the program of methods for organizing social and pedagogical prevention of anxiety in adolescents in condition of a general education school.

Object of the study: social and pedagogical process of general education school.

Subject of the study: program of social and pedagogical prevention of anxiety in adolescents.

Research objectives:
1. Analyze the theoretical bases of the social and pedagogical prevention of anxiety in adolescents in conditions of a general education school.
2. To reveal the essence of the concept of the adolescent anxiety in the context of modern social and pedagogical realities.
3. To develop and test a program in experimental and pedagogical work for the social and pedagogical prevention of anxiety in adolescents in condition of a general education school.

The number of children who experiencing anxiety, often associated with school life, academic performance, relationships with parents, peers, and emotional discomfort is currently increased.

The anxiety develops into a chronic, high-flown condition for some adolescents that interferes with their ability to attend school and achieve academic success. Participation in extracurricular activities, meeting new

people, chatting with friends, maintaining a supportive and flexible family relationships become difficult issue for the child. Sometimes anxiety is limited to generalization, a slight feeling of anxiety or discomfort. In other cases, it can also develop into panic attacks and phobia (Barker, 2003).

At first sight, there are similar concepts such as apprehension and anxiety. Anxiety is experience of emotional discomfort, related to the expectation of ill-being, with presentiment of impending danger. Anxiety is distinguished as an emotional condition and as a stable property, personality trait or temperament (Prikhozhan, 2000).

Currently, various definitions of the determination of the anxiety concept are used in the pedagogical and psychological literature however, at the same time, most researchers are of the same opinion on the need to consider it differentially - as a situational phenomenon and as a personal characteristic, taking into account the transitional condition and its dynamics.

Cases in which people differ to a certain extent from each other in terms of anxiety level happen quite often. In order to measure such individual differences, the American scientist J. Taylor (1953) developed a test that consisted of a number of statements, in particular, such as "I often have nightmares" or "I can easily get confused".

Over the course of time, it became clear to researchers that there are two types of anxiety: the first, as a more or less stable personality trait; and the second, as an individual's reaction to a threatening situation. Despite the fact that these two types of anxiety are completely individual categories, there is a certain connection between them. According to H. Hekhauzen (1964) there are clearer differences between people with high and low levels of anxiety, under the influence of disturbing and threatening phenomena (pain, stress, threat to social status, etc.).

Within the framework of this article and the theoretical analysis of the literature, we have developed the Program for the social and pedagogical prevention of anxiety in adolescents in the condition of a general education school.

Each lesson according to the program of the social and pedagogical prevention of anxiety in adolescents includes exercises to create a positive attitude, active neuromuscular relaxation, mutual understanding, increase self-esteem and self-confidence, team building, and providing feedback and reflection.

In order to determine the effectiveness of the developed program on prevention of anxiety in adolescents, we used the method of the Personal scale of anxiety manifestations (Taylor (1953), adapted by Nemchinova, 2012). Diagnosis results for the method of the Personal scale of anxiety manifestations are presented in the Table 1.

Table 1 **The Anxiety Level of Adolescents at the Ascertaining Stage of the Study (in %) on the Methodology of the Personal Scale of the Anxiety Manifestations**
(Tailor (1953), adapted by Nemchinova, 2012)

The anxiety level	Experimental group (20 students)		Control group (23 students)	
	quantity	%	quantity	%
Very high	2	10	0	0
High	9	45	6	26,08
Medium with a tendency to high	4	20	2	8,7
Medium with a tendency to low	2	10	8	34,8
Low	3	15	7	30,4

10% of adolescent children in the experimental group with a very high level of anxiety were detected according to results of the study, which was conducted with the methodology of the Personal scale of manifestations of anxiety (Taylor (1953), adapted by Nemchinova, 2012). High level of anxiety was detected in 45% of observed ones, they are, 9 adolescents in the experimental group. Also, Medium with a tendency to high level of anxiety in 20% of observed adolescents in the experimental group was detected by us. These students require increased attention, as these results indicate that these children tend to experience anxiety of various degrees of intensity, in particular at a medium and high level, while at school as in following cases: in the process of learning, testing and evaluation of knowledge in the process of communication and interaction with teachers and peers, etc.

According to our study, systematic observation, and also pedagogical analysis it was detected that students get more interested in learning activities such as: doing homework, getting less distracted by side matters in the classroom; answering the question of teacher without worry and anxiety.

During the participation of children in the program, aimed at social and educational prevention of anxiety in adolescents in the condition of general education school, they became more confident, more dynamic, academic performance has improved significantly, and also teachers of the class noticed some positive changes, having shown interest in the conducted prevention program.

As a result of considering this issue, it can be argued that the program of the social and educational prevention of anxiety in the condition of general education school is effective in the case of improving the performance level of anxiety in children after repeated diagnosis of anxiety level of children with applying the diagnostic methodology of the Personal scale of the anxiety manifestations (Taylor (1953), adapted by Nemchinova, 2012).

Table 2 ***Thematic Plan of the Program of Classes on Social and Pedagogical Prevention of Anxiety in Adolescents in the Conditions of a General Education School***

| №	Study subject	Aim of the study	Q-ty of hours
INTRODUCTORY STAGE			
1	Introductory lesson	creating a positive mood, emotional and muscle relaxation of students, acquaintance of students.	2
MAIN STAGE			
2	What is anxiety? How to cope with it?	Definition of the concept of anxiety, fear, worry, the study of ways to overcome anxiety.	2
3	Anxiety and Self-Esteem	Definition of the concept of the Anxiety and Self-Esteem, the importance of self-confidence	2
4	I dream of …	Creation of a collaborative environment, positive attitude with the aim of active participation of children in the lesson	2
5	I appreciate / I am grateful for…	Creation of a positive emotional attitude, determination of the concept of gratitude.	2
6	Music as the harmony of the soul	Creation of a positive attitude, conducting the meditation, determination of influence of the music on emotional condition of the human's soul.	2
7	United we are the power!	Determination of the importance of friendship in a person's life and the potential of friendship in certain situations.	2
8	"Audio story as a way of expressing the inner experiences of children"	The development of the verbal personality traits of a adolescent with the help of recording of audio stories.	2
9	Puppet show	Creation of a positive attitude, developing the inner creative potential of children.	2
10	Fairy tale with deep meaning	Formation of moral qualities of adolescents, using fairy tales as the method of manifestations of the basic thoughts of the child.	2
11	Meditation is the path to tranquility	Concentration on breathing, positive attitude, definition of meditation.	2
THE FINAL STAGE			
12	Everything depends on ourselves	Creation of a collaborative environment, the concept of life values, their role in the formation of a person's qualities.	2

Methodology of the Personal scale of manifestations of anxiety (Taylor (1953), adapted by Nemchinova, 2012) was conducted repeatedly after the implementation of the complex of lessons of the program, aimed at the social and pedagogical prevention of anxiety in adolescents in the condition of a general education school.

Table 3 **The Level of Anxiety in Adolescents at the Control Stage of the Study according to the Methodology of the Personal Scale of Manifestations of Anxiety (in percentage scale)**

The level of anxiety	Testing group (20 students)		Control group (23 students)	
	Quantity	%	Quantity	%
Very high	0	0	0	0
High	2	10	5	21,73
Medium with a tendency to high	4	20	3	13,04
Medium with a tendency to low	9	45	9	39,13
Low	5	25	6	26,08

Comparative analysis of the data in Tables 1 and 3 indicates that the level of anxiety in comparison with the ascertaining stage of the study is significantly decreased in students of the test group after conducted complex of the classes of the program of social and pedagogical prevention of anxiety in adolescents in a general education school.

The bar graph (Figure 1) was designed in order to visualize the comparative analysis of the results of experimental work of the ascertaining and control stages of the study based on the data of Tables 1 and 3.
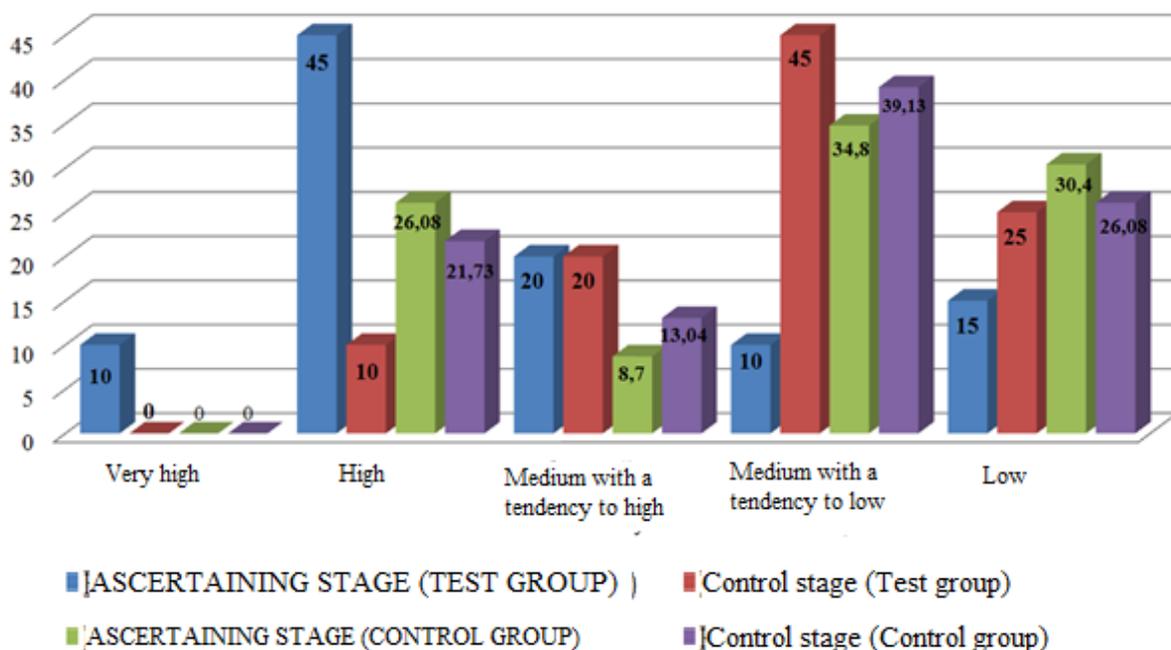
Figure 1 **The Bar Graph of Comparing the Diagnostic Results of the Personal Scale of Manifestations of Anxiety (J. Tailor) of Students of the Test and Control Groups on the Ascertaining and Control Stages of the Study (in percentage scale)**

Due to the conducted program of the anxiety prevention, during the analysis of results of the control stage of the study, we detected that majority of students of the class have low and optimal indicators of level of the school anxiety.

Conclusion

Adolescence is a difficult period of puberty and psychological maturation for every child. Significant changes happen in the consciousness of adolescent, such as facing the feelings of maturity, feeling oneself adult, there comes a passionate desire to at least seem like an adult and be considered as an adult.

Friendly relations, interaction of students with each other and association in informal groups are formed in this certain stage of person's life. Also, the pursuit to be like their peers in everything, try to stand out in the group and be the best, earn the respect and disposition of others, overcome existing shortcomings, demand loyalty, faith, etc. is noted. Having completed our conducted test work, we can make a conclusion, that all received data during the test work indicate that activity on the implementation of social and pedagogical prevention of anxiety in adolescents in the condition of a general education school was productive and effective.

That means, results and comparative analysis of the study specifies a need for work, aimed at preventing anxiety and worry in adolescents.

Therefore, the final data that we obtained during the control stage of the research work shows the effectiveness of the developed program of social and pedagogical prevention of anxiety in adolescents in the conditions of a general education school.

Results of the conducted study according to the social and pedagogical prevention and reduce of school anxiety among adolescents in condition of the general education school offer the following recommendations:
- create proper conditions to develop general and individual skills, creative potential of students to prevent anxiety, increase self-esteem, self-confidence (with the help of music therapy, drawing, vocals, poetry, sports etc.).
- selection of educational and methodological material during the preparation for the classes should be carried out properly, do not overload students with information;
- evaluation of the students should be reasoned, it is necessary to use reasoning as means to achieve the learning goals and objectives, and also create adequate attitude to notes and grades;

- create a favorable psychological and pedagogical climate in the classroom and provide emotional support to students;
- in order to prevent adolescent anxiety, it is important to familiarize them with the methods of self-organization of educational and leisure activities, teach planning and distribution of own spare time; develop the self-regulation, skills and abilities that increase self-confidence;
- parents should be informed about a high level of worry and anxiety of the child, about his behavior, academic performance, communication with classmates, and ways to reduce anxiety.
- carry out the conduction of diagnostics, researches, aimed at studying the level of anxiety of schoolchildren;
- organization of preventive activities aimed at preventing and reducing the general level of anxiety among students;
- providing necessary assistance, consultations to adolescents with anxiety, informing parents and teachers about received results;
- teaching the methods of self-regulation, stress-resistance, formation of positive thinking and positive self-concept, reasonable self-esteem to the children;
- developing the communication skills of social interaction with surroundings in adolescents, self-reflection skills, formation of the ability to analyze the events, receiving a positive experience, making perspective plans;
- organizing the training classes with teachers and parents, aimed at studying the concept of anxiety, the factors of anxiety and ways to overcome it.

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ВЛИЯНИЕ САМООЦЕНКИ ПОДРОСТКОВ НА МОТИВАЦИЮ ДОСТИЖЕНИЯ УСПЕХА

The Influence of Adolescents' Self-Esteem on the Motivation to Achieve Success

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Abstract. *This article reveals the features of the development of self-esteem and achievement motivation in older adolescents. Adolescence is considered a crisis period in human ontogenesis. In modern studies, there is a steady increase in the formation of unfavorable personality traits in adolescents. At this age, problems with self-esteem of the individual are more common, since the teenager's interest in himself, his self-perception and the need to understand himself are activated by the processes of puberty and psycho-physiological changes. The danger of this tendency for the future generation lies in the fact that inadequate self-esteem can cause the development of insecurity, complexes, anxiety, aggression, and can also act as a factor in suicidal behavior of adolescents. It should be noted that for many years Kazakhstan has been among the ten countries in the world in terms of the number of suicides among adolescents and youth.*

In modern socio-economic conditions, it is especially important to achieve a high level of development of a teenager's personality, and the formation of such qualities as self-confidence, motivation to achieve success. Therefore, the study of the relationship between self-esteem and the motivation for achieving success of the younger generation, along with modern social and revolutionary changes, is one of the urgent problems.

The article presents an analysis of the results of an empirical study, the purpose of which was to identify the relationship between self-esteem and motivation for achieving success in adolescents.

To achieve the goal of the study, the following psychodiagnostic methods were used: the method of G.N.Kazantseva "Study of general self-esteem"; the method of A.A.Rean "Motivation for success and fear of failure". The results suggest that there is a close positive relationship between self-esteem and achievement motivation in adolescents.

Keywords: *adolescent children, motivation, motivation to achieve success, motivation to avoid failure, self-esteem.*

Введение
Introduction

В настоящее время в Казахстане большое внимание уделяется работе с молодёжью и подростками. Так, в проекте Концепции государственной молодежной политики РК до 2020 года «Казахстан 2020: Путь в будущее» указано: «Молодежь и подростки активны как в позитивных, так и негативных проявлениях. По различным причинам, главной из которых является стремление самоутвердиться, иногда молодые люди совершают поступки, находящиеся за рамками закона. Сегодня во всем цивилизованном мире борьба с молодежной преступностью является приоритетным направлением молодежной политики. Молодые люди должны ясно осознавать, что от выбора модели поведения и образа жизни зависит не только их собственная судьба, но и жизнь общества в целом. Гарантируя защиту прав и свобод молодых граждан, государство будет повышать общий уровень правовой культуры и искоренять негативные явления, распространенные в молодежной среде» (The concept of the State youth policy of the Republic of Kazakhstan, 2014).

Актуальность данного исследования заключается в том, что на сегодняшний день отмечается устойчивый рост формирования у подростков неадекватной самооценки. Опасность данной тенденции для будущего поколения выражается в том, что неадекватная самооценка обуславливает развитие тревожности, агрессивности, дезадаптации, склонность к девиантному поведению.

Цель исследования: выявить взаимосвязь самооценки и мотивацию достижения успех подростков.

Мы предполагаем, что развитие оптимального уровня самооценки способствует преобладанию у подростков мотивации достижения успеха, что в свою очередь в наибольшей степени определяют развитие творческого, целеустремленного, конкурентоспособного и психологически здорового поколения.

Методы исследования: анализ научной психолого-педагогической литературы; психодиагностический метод, беседа, метод математико-статистической обработки данных.

Основная часть
Main Part

В подростковом возрасте происходит становление личности и в связи с этим данный период онтогенеза многими учеными считается самым сложным и трудным из всех возрастов. Огромного внимания, понимания и

поддержки требуется от взрослых, так как не все дети в этом возрасте могут конструктивно и адекватно воспринимать анатомо-физиологические и психологические изменения, происходящие в их собственном организме. Наблюдается трансформация и ломка привычной картины мира, меняются ценности и стандарты. На этом жизненном этапе у них складываются основы нравственности, формируются черты характера, социальные установки, формы межличностного поведения, отношение к себе и к окружающим. Социально-психологические особенности переходного возраста связанны с активным стремлением ребенка к самопознанию, самовыражению и самоутверждению.

Центральным новообразованием подросткового возраста считается чувство взрослости, а самосознание является последней и самой верхней из всех перестроек. Ребенок стремится быть и считаться взрослым, что проявляется во взглядах, оценках, в линии поведения, а также в отношениях со сверстниками и взрослыми (Burmistrova et al., 2015).

Самооценка в пубертатный период влияет на многие стороны личности, выступает показателем психологического благополучия или неблагополучия. На уровень самооценки могут влиять как внутренние, так и внешние воздействия. Оптимальная самооценка может помочь подростку легче перенести кризисный период.

В нашей работе мы исходим из определения, которое дано в толковом словаре С.И. Ожегова: «оценка самого себя, своих достоинств и недостатков, своих поступков» (Ozhegov, 2017).

Проблемами самооценки разных возрастов занимались такие зарубежные ученые: Б.Г.Липкина, (Lipkina, 1976), И.С.Кон (Kon, 1978), Л.И.Божович (Bozhovich, 1979), Л.С.Выготский (Vygotsky, 1984), И.И.Чеснокова (Chesnokova, 1977), А.В. Захарова (Zakharova, 2013).

Казахстанскими учеными проводились исследования, которые выявили, что существуют различия в самооценке между подростками, родившимися до и после приобретения Казахстаном независимости (Berdibayeva et al., 2014). Другие работы отечественных и зарубежных ученых направлены на изучение специфики самооценки современных подростков (Zhubanazarova et al., 2020, Koyshibaeva, 2009).

От самооценки зависит доминирование в личности мотивации достижения успеха или избегания неудачи. Если у ребенка преобладает мотивация достижения успеха, то он будет стремиться к высоким результатам в любой деятельности, а также проявлять свою способность и творчество. Данный вид мотивации выступает позитивным фактором, который в значительной степени определяет эффективность человеческой деятельности. Под мотивацией достижения успеха мы понимаем

устойчивую черту личности, которая характеризуется стремлением добиваться успеха в разных видах деятельности.

Проблема мотивации достижения успеха нашла свое отражение в трудах таких зарубежных психологов: Д.Макклеланд (McClelland, 2007), Х.Хекхаузена (Heckhausen, 2001), Ильин Е.П. (Ilyin, 2008), Г.Мюррей (Murray, 2001), М.Ш.Магомед-Эминов (Magomed-Eminov, 1987). Согласно работам данных ученых мотивация достижения успеха и мотивация избегания неудач являются важными видами человеческой мотивации.

Особо актуальна проблема повышения самооценки у лиц с особыми образовательными потребностями. В связи с этим, казахстанские ученые большое внимание уделяют исследованию проблемы внедрения в практику инновационных стратегий и моделей обучения и воспитания учащихся с ООП (Magauova & Makhambetova, 2020).

В данном исследовании принимали участие старшие подростки. Потому что в этом возрасте подросток вступает на новую социальную позицию и его поведение начинает больше регулироваться собственной самооценкой. Также в старшем подростковом возрасте происходят коренные изменения в содержании мотивационной сферы. Поэтому огромное значение имеет формирование оптимальной самооценки и мотивации достижения успеха именно в старшем подростковом возрасте, так как они стоят на пороге личностного и профессионального самоопределения.

Теоретический анализ проблемы самооценки и мотивации достижения в подростковом возрасте позволил разработать и реализовать программу эмпирического исследования. Метод теоретического анализа научной литературы был выбран, потому что в максимально возможной степени способствует изучению, систематизации теоретических представлений различных авторов.

Мы определили базу и выборку исследования в количестве 60 респондентов. В исследовании рандомизация выборки была произведена по следующим критериям: возраст, тип образовательного учреждения, уровень самооценки и тип доминирующей мотивации достижения (мотив достижения успеха или мотив избегания неудач). В качестве испытуемых выступали учащиеся общеобразовательной школы. Выборку составили дети подросткового возраста (14–15 лет), которые являются учащимися 8-х (А, Б, В) классов.

После определения выборки, нами были подобраны методы исследования. Для достижения поставленной цели исследования нами был выбран психодиагностический метод. Данный метод позволяет исследователю быстро и качественно изучить психологические особенности личности без создания специальных условий.

В нашем исследовании мы реализуем субъективный подход в применении психодиагностического метода, поскольку подростки отвечают на ряд вопросов, сообщая тем самым о своих личностных особенностях.

Для достижения поставленной цели исследования нами использовались следующие психодиагностические методики: методика Г.Н.Казанцевой «Изучение общей самооценки» (Istratova & Eksakusto, 2006), направленная на выявление уровня самооценки подростков; методика А.А.Реана «Мотивация успеха и боязни неудач» (Rean, 2006).

После сбора диагностических данных для установления взаимосвязи между двумя переменными мы провели корреляционный анализ. Для выяснения тесноты связи между самооценкой и мотивацией достижения был использован метод коэффициент корреляции Пирсона, который характеризует наличие только линейной связи между признаками, обозначающимися символами X и Y.

Результаты
Results

На основе проведенного эмпирического исследования мы получили следующие *результаты*.

Из выше изложенного анализа данных следует, что в данной выборке преобладают подростки со средним уровнем самооценки - 48% (что составляет 29 человек от общего количества испытуемых). Средний уровень самооценки является оптимальным и предполагает, что подросток знает свои как сильные, так и слабые стороны личности. Чаще всего такие люди отличаются уверенностью в себе, решительностью, они умеют адекватно оценивать свои возможности и стараются ставить перед собой достижимые цели.

Наименьшее количество подростков из этой выборки респондентов обладают высоким уровнем самооценки – 17% (что составляет 10 человек от всей выборки испытуемых).

Испытуемые с низкой самооценкой составляют в данной выборке 35% (что составляет 21 человек от общего количества испытуемых). Такие подростки нерешительны, малообщительны, недоверчивы, молчаливы, скованны в движениях. Они часто стесняются, не уверенные в себе, испытывают чувство неловкости в обществе. Им трудно постоять за себя и в связи с этим не высказывают своего мнения по волнующим их вопросам. Подросток с низкой самооценкой редко проявляет активность на уроках, не участвует в общественной деятельности. Эти учащиеся недооценивают свои способности и склонны ставят перед собой более низкие цели, чем те,

которые могут достигнуть.

Анализ результатов методики «Мотивация успеха и боязнь неудачи» А.А.Реана (Rean, 2006) можно показали, что 13% (что составляет 7 человек от всей выборки испытуемых) подростков мотивированы на достижение успеха. Из беседы с подростками данной категории мы выяснили, что многие из них участвуют в различных олимпиадах, конкурсах, внешкольных мероприятиях, КВН-ах, викторинах и других мероприятиях, они имеют достаточно разносторонние интересы, не боятся пробовать себя в новой роли и в новой деятельности.

Тенденция к мотивации успеха проявился у 28% (что составляет 17 человек от всей выборки испытуемых) учащихся, что свидетельствует об их настойчивости в достижении поставленных целей. В целом этой группе испытуемых характерны такие же черты, как и учащимся с высокой мотивацией достижения успеха.

Иначе ведут себя учащиеся, мотивированные на неудачу – 28% (что составляет 17 человек) и 23% (что составляет 14 человек от всей выборки испытуемых) подростков с тенденцией к неудаче. Их цель заключается не в том, чтобы добиться успеха, а в том, чтобы избежать неудачи. Из беседы с испытуемыми данной группы выяснилось, что они редко себя проявляют в творческой, учебной и внеучебной деятельности, в основном учатся удовлетворительно либо хорошо. Такие учащиеся малоинициативные, избегают ответственных заданий, не уверены в себе. Как правило, они предпочитают избегать трудных задач, стараются действовать стереотипно. Плохо оценивают свои возможности и отличаются меньшей настойчивостью в достижении цели.

По результатам диагностики в нашей выборке у 8% (что составляет 5 человек от общего количества испытуемых) подростков мотив стремления к успеху и мотив избегания неудач проявляется почти в равных соотношениях. Поскольку у этой категории подростков мотивационный полюс ярко не выражен, при столкновении с трудностями они стараются продумывать все возможные варианты решение проблемы и найти наилучшее. Могут проявлять инициативу только в том случае, если твердо уверены что конечный результат будет хорошим для них.

С помощью коэффициента корреляции Пирсона мы установили взаимосвязь между самооценкой и мотивацией достижения успеха подростков. Для анализа эмпирических значений, полученных во входе исследования нами были сформулированы рабочие гипотезы.

H_0: Корреляция значений между самооценкой и мотивацией достижения статистически значимо не отличается от нуля.

H_1: Корреляция значений между самооценкой и мотивацией достижения статистически значимо отличается от нуля.

Определены критические значения n = 60
Для степени свободы k=n-2=60-2=58

$$r_{кр.} = \begin{cases} 0{,}25 \ (\alpha \leq 0.05) \\ 0{,}33 \ (\alpha \leq 0.01) \end{cases}$$

Значения эмпирических коэффициентов корреляции $r_{xyэмп.}$ представлены в соответствующих полях Таблицы 1.

*Таблица 1. **Коэффициент корреляции между самооценкой и мотивацией достижения (n=60)***
Table 1 Correlation Coefficient between Self-assessment and Motivation of Achievement

Переменные	$r_{xyэмп.}$	Уровень значимости, α	Принятая гипотеза
Самооценка/ Мотивация достижения	0.935	(α≤0.01)	H_1

Так как абсолютное значение, полученного нами коэффициента корреляции больше критического значения, взятого из таблицы, мы отклоняем гипотезу H_0 об отсутствии корреляционной зависимости между переменными и принимаем альтернативную гипотезу о статистической значимости на 1% уровне (вероятность ошибки 0.01) отличия коэффициента корреляции от нуля, и наличии связи между выборками.

Прямая корреляционная связь между уровнем общей самооценки и мотивацией достижения ($r_{xyэмп.}$= 0,935>$r_{кр.}$(α ≤ 0,01) свидетельствует о том, что, чем выше уровень самооценки подростка, тем более выражена у него мотивация достижения успехов, и, наоборот, чем ниже самооценка подростка, тем сильнее проявляется у него мотивация избегания неудачи.

Адекватная самооценка предполагает принятие своих достоинств и недостатков, стремление ставить перед собой достижимые цели и как свойство личности тесно связана с уверенностью, удовлетворенностью с собой. Полученные результаты, возможно, объясняются тем, что удовлетворенность человека собой и своей деятельностью в большой степени зависит от его прошлого опыта, который был положительным или отрицательным. Преобладание в жизни подростка успехов или неудач по степенно формируют его самооценку. А от уровня самооценки личности зависит выбор жизненных целей и в целом направленность человеческой деятельности. Так как человек стремится к достижению таких результатов, которые согласуются с его самооценкой, способствуют ее укреплению.

У подростков с низкой самооценкой наблюдается неуверенность в себе, в связи с этим в учебной деятельности они проявляют пассивность, слабое стремление к достижению цели. Неадекватно завышенная самооценка также приводит к снижению мотивации достижения успеха, что связано с тем, что эти подростки чаще переоценивают свои возможности и ставят перед собой цели, которые они не всегда могут реально достигнуть. То есть у них высокий уровень притязаний, не соответствующий их реальным возможностям. Из этого вытекает то, что необходимым условием для формирования у подростков высоких показателей мотивации достижения является реальное оценивание своих возможностей и своего потенциала при среднем уровне самооценки. При такой самооценке подросток позитивно оценивает свои возможности и ставит перед собой реалистичные цели, которые в последующем достигает и получает позитивный опыт в виде успеха.

Заключение
Conclusion

Таким образом, в современной психологической науке особую актуальность приобретает проблема развития самооценки и мотивации достижения успеха у представителей разных возрастных групп. Это связано с тем, что за последние десятилетия в развитии казахстанского общества наблюдаются значительные социально–экономические изменения, предъявляющие новые требования к личности подрастающего поколения.

Подростковый возраст является одним из самых важных, существенно влияющим на дальнейшее развитие, критическим периодом в жизни человека. Сам процесс превращения ребенка во взрослого труден, поскольку связан с перестройкой психики и ломкой старых, сложившихся форм отношений с окружающими. Происходит интенсивное развитие самосознания и его компонента самооценки. Самооценка является важным свойством личности, поскольку играет роль регулятора деятельности и поведения, обеспечивая, тем самым, наилучшую адаптацию к постоянно меняющимся условиям жизни. В этот период меняется внутренняя позиция, происходит переоценка ценностей, формируется мировоззрение, возникает стремление к самостоятельной жизни. Поэтому именно подросткам очень важно помочь сформировать в себе адекватные и благоприятные качества, свойства личности, так как это является важнейшим условием успешной адаптации и дальнейшей социализации личности.

В своем исследовании мы осуществили теоретический анализ литературы по исследуемой проблеме, уделив особое внимание специфике развития данных свойств личности именно в пубертатный период.

На основании проведенного исследования направленного на выявление влияния самооценки на мотивацию достижения успеха, можно сделать следующие *выводы:*

В результате корреляционного анализа нами была выявлена тесная положительная взаимосвязь ($r_{хуэмп.}$=0,935) между самооценкой и мотивацией достижения, данная связь свидетельствует о том, что чем выше самооценка подростков, тем более выражен у них мотив достижения успеха, и наоборот. На основании данных, полученных в результате нашего исследования, мы можем утверждать, что цель исследования была достигнута.

Таким образом, на наш взгляд, исследования самооценки и мотивации достижения подростков помогут решить ряд проблем данного возраста, в том числе проблемы личностного самоопределения, трудности принятия на себя новых социальных ролей и других немало важных аспектов исследованием которых занимается возрастная и педагогическая психология. Мотивация достижения успеха и оптимальная самооценка способствуют формированию личности, которая может соответствовать требованиям современного общества.

Выявление закономерностей развития самооценки и мотивации достижения успеха могут лечь в основу построения новых программ обучения и психологического сопровождения, направленных на активизацию учебно-познавательной мотивации учащихся.

Summary

The article discusses the features of self-esteem and motivation for achieving success in adolescents. The aim of the empirical study was to identify the relationship between these two variables. School, as one of the main institutions of socialization, is involved in the formation of the personality of a teenager. The educational process involves focusing on the development of competence, as well as the education of creative, self-confident, active and striving for success young people.

The average level of self-esteem and motivation for success are favorable personal characteristics and contribute to successful learning. Adolescence is an important stage in the development of personality. In the era of digital information technologies, it is difficult for modern teenagers to navigate in rapidly changing life situations. The analysis of the literature and the study of the views of various scientists confirm the importance of studying self-esteem in adolescence. Self-esteem as a property of personality determines the activity of adolescents in building social ties and acts as an indicator of successful socialization and adaptation. Today, the priority is to form a new generation of optimists with self-confidence and the ability to overcome life's difficulties.

One of the types of motivation that determines the active and creative attitude of a teenager to the task is the motivation of achievement, defined as the desire to perform the task effectively, efficiently, and the desire to improve the results of their activities.

An empirical study conducted by us showed that there is a close relationship between self-esteem and the motivation for achieving success in adolescents. Therefore, if a teenager has an average level of self-esteem, then he will be motivated to achieve success.

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BYSTANDERS IN THE SCHOOL VIOLENCE SITUATIONS FROM THE PUPIL PERSPECTIVE

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Abstract. *Bullying rarely takes place between two individuals in isolation, usually, it occurs with pupil's bystanders present. How often pupils take the role of bystander, what bystanders usually do in the bullying situation and how it can be explained was examined with 5003 pupils attending 55 Latvia's schools. Responses indicated that more than a third (n=1913) of all respondents admitted that they had been in a situation where they witnessed another pupil being bullied. After analyzing the responses of those respondents, was concluded that although the majority of pupils felt bad about it, most did nothing about it or did not consider the situation important for involvement. This could be explained by the fact that the majority of children did not know what to do in the particular bullying situation. The implications for research and practice are debated.*
Keywords: *bullying, bystanders, pupils, Latvia.*

Introduction

Violence in schools is a socially and culturally complex phenomenon that affects not only the victim and the abuser but everyone, including eyewitnesses, parents, and educators. Studies from different countries (Ferrara et al., 2019; Ribeiro et al., 2015) mention the following types of violence: psychological, physical violence, sexual violence, and bullying. Bullying includes "verbal and emotional abuse, including in the form of isolating, rejecting, ignoring insults, spreading rumours, making up lies, name-calling, ridicule, humiliation, and threats, and psychological punishment" (UNESCO, 2018). Bulling can be both verbal and physical and also, as indicated in the report "Behind the numbers: ending school violence and bullying" (UNESCO, 2019), take place in cyberspace. The report mentions physical disabilities, gender, social inequality, ethnic, linguistic, and cultural diversity, and gender identity as causes of bullying and

violence in schools. Compared to other OECD – PISA participating countries and economies, the percentage of students in Latvia who reported being bullied (includes any type of bullying act) at least a few times a month is one of the highest. In Latvia, 35.5% of fifteen-year-old students suffer from school violence at least a few times a month (on average in OECD countries - 23%) (PISA, 2018b). Compared to the previous study (PISA, 2015), the level of violence has increased both in Latvia and on average also in OECD countries. Students in Latvia are one of the less co-operative, compared to other PISA-participating countries and economies (PISA, 2018a).

As it has been defined by several authors (Olweus, 2010; Peguero et al., 2018, O'Brien, 2019), bullying is a specific type of aggressive behaviour, which is characterized by the unequal power relationship between the abuser and the victim, it is systematic abuse (not a single episode of violence) and has a certain intension. Primarily in bullying situations, the perpetrator and the victim are those, who are in the focus and it is very important to identify them and act accordingly (Stephen & Harphold, 1999; Dewey et al., 2004; Mudhovozi, 2017). Evaluation of the KiVa antibullying program (Yang & Salmivalli, 2015) gives certain characteristics of bullies and victims. Bullies are usually aggressive, highly emotional, and hyperactive. Victims constantly have problems with self-definition, they often think negatively about themselves and others. It also appears that both – victims and bullies – have a lack of social and performance skills, comparing with their peers. Having considered the social context as one of the most important factors in forming the bullying situations in schools (Graham, 2016; Rigby, 2014) the focus from perceiving the bullying as relations between two individuals (perpetrator and victim) move towards the perception of bullying as the process which involves and is influenced by peers (UNESCO, 2018). The actions, behaviors, and attitudes of bystanders, can both - increase and reduce - the level of bullying. (Monks et al., 2009; Salimi et al., 2020). Olweus (1993) and Salmivalli (2014) give a wide spectrum of roles, which adolescents could take during bullying situations, ranking from bully supporters to defenders of victims. However, the proportion of those, who are present in the situation, but not taking an active role, forms the largest part of the bullying cycle (Twemlow et al., 2004).

Several studies on the topic of violence have been implemented in Latvia, also specifically on school violence (TNS Latvija, 2015, Jozauska, 2018, Linde-Ozola, 2019, SKDS, 2020). Authors of research commissioned by both governmental and non-governmental organizations have focused on topics such as the prevalence of violence, bullying, forms of violence, causes of violence, bullying. Jozauska (2018) explored teacher's necessary competencies in violence prevention. Although the role of bystanders has been analysed in research in the world, it has not been analysed in Latvia so far. Thus, this study focuses on bystanders in the bullying situation. In Latvia there are used several terms to

describe the same phenomena of bullying, for example, school violence, mobbing, bullying, mockery, we will use the term bullying as the prolonged naming, beating, emotional humiliation, or another kind of emotional abuse. This is usually done by several peers uniting against someone weaker or by one person. This study describes general trends in answering the questions: How often do pupils take the role of bystander and what bystanders usually do in the bullying situation, how can it be explained?

Method

The quantitative approach was used to examine the research questions. The original survey has been created (Children's bullying experience at school) by the social project "Neklusē" ([Speak out] (https://nekluse.lv/) with 39 questions. There is a diverse structure of items offered for the answers, which have to be chosen: (a) with different options for the answers at the same time, and those options are varying from 1 to 8, (b) with one possible answer from more options offered, in this case, the overall sum of the options makes 100%. In order to analyse in detail, the role of bystanders, a question was asked: have you been experiencing situations in school where someone was being hurt by another pupil or pupils? If the pupils answered in the affirmative, then 6 questions were followed: what kind of bullying did you see, how often have you seen someone being hurt by others, how did you feel about it (when you saw someone being hurt by others), what were you doing when you saw bullying, what happened when you got involved, why you were not involved? The question: "Do you know what is bullying?" also was analysed.

The questioner was distributed out to 55 Latvia's schools through EDURIO platform and data were collected by EDURIO ltd (https://home.edurio.com/) in the 2019 and 2020 school year. 5014 pupils participated in the research, but 5003 pupil's responses have to be analyzed as they were fully completed.

The respondents represent all 5 regions of Latvia: Riga, Vidzeme (18%), Zemgale (19%), Latgale, Kurzeme (15%). Almost half of the respondents were from the Riga region (49%), the smallest part from Latgale (only 9 respondents). Secondary (62%), primary [pamatskola - in Latvian] (35%) and pre-primary (3%) schools are represented in the survey. Students from the 1st grade to the 12th grade participated in the survey. The majority of respondents were from grades 4, 5, 6, 7, 8, 9, and 10 representing 89 % of the all respondents.

During the survey 1913 out of 5003 pupils (39%) indicated that they have been experiencing situations in school where someone was being hurt by another pupil or pupils. Therefore, the current study focus on these students. The profile of those 1913 respondents was almost the same as previously described. Respondents represent all 5 regions (Riga (49%), Vidzeme (18%), Zemgale

(18%), Latgale (less than 1%), Kurzeme (15%), the majority of pupils were learning in secondary school (62%), but 25% in primary school. The majority of respondents were from grades 4, 5, 6, 7, 8, 9, and 10 representing 89 % of all respondents (see Figure 1).
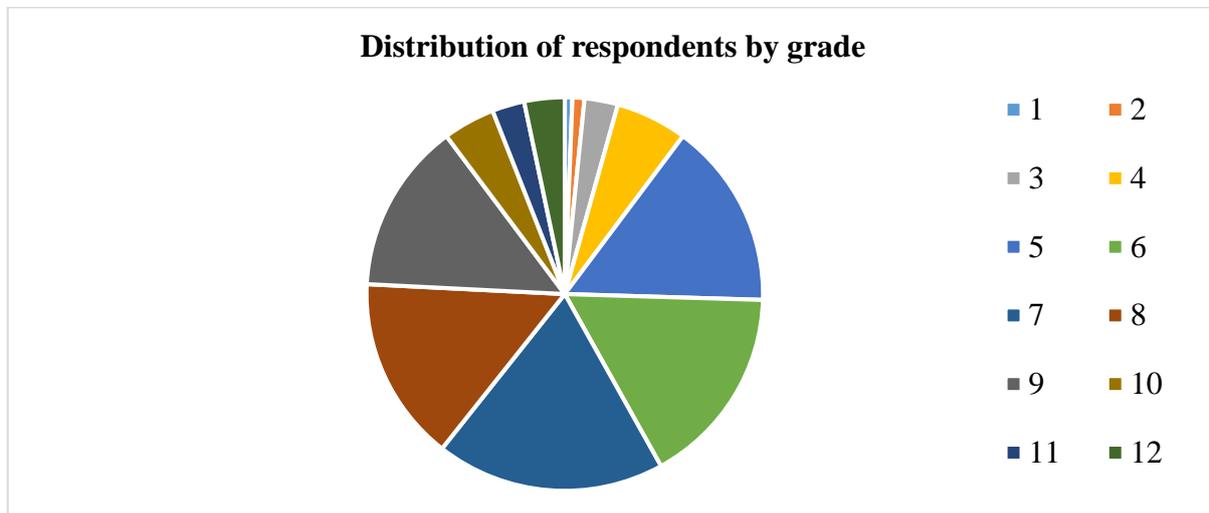

Figure 1 **Distribution of Respondents by Grade**

It means that the majority of respondents were adolescents from age 10/11 up to 16/17 years of age.

In processing the data gained from the answers the methods of descriptive statistics were used. Most often the data were presented in illustrative graphs of absolute and/or relative frequencies.

Theoretical Background

Research (Monks et al., 2009; Salmivalli, 2014; Maunder, Crafter, 2018) shows, that bullying mainly forms in peer groups, and roles, which involved persons hold, may change over time. Salmivalli (2014) lists the roles of participants that can be taken up by bystanders in the bullying process: assistants - can join the bullying act and assist the bully; reinforcers - can encourage the bully by reacting positively to what is happening; outsiders – believes that it is better not to interfere in the bullying situation and stays neutral; Salmivalli (2014) also stresses, that outsiders should be called silent approvers. It is necessary to mention, that in the case of a bullying situation the neutrality doesn't mean non-involvement. Defenders - trying to intervene and defend the victim. Research (Volk et al., 2015; Graham, 2016) shows that victims who have friends could overcome bullying situations in an easier way and could defend their positions better.

O'Connell et al. (1999) consider bystander intervention to be crucial. In up to 50% of cases, bullying can be stopped by peer interference. At the same time Salmivalli & Voetenen (2004) explain that bystanders did not intervene because they did not want to be the next victims, in most cases, they are also not aware that non-interference is a kind of support to the bully. Casey et al. (2016) agree, that the fear of being the next victim can be mentioned as one of the barriers to why the intervention does not take place also The qualitative research, involving 113 American young people (14-18) showed, that other barriers for intervention are unwillingness to interfere in other people affairs, and finally the notion that bystander's advice may be underestimated. At the same time, the research reveals, that those, who are more likely to intervene are ones, who had a personal experience of being victimized or can wear "other shoes" or a higher level of empathy. Another research (Walter, Espelage, 2019), where 764 American adolescents (372 boys, 392 girls) were taken, also proved a link between affective - emotional empathy and the bystanders' intervention, but no link was found with cognitive empathy, ability to understand another person's feelings without getting emotionally involved. Research (O'Connel et al., 1999), where 5,000 Canadian children and adolescents (ages 5-14) were involved found out, that students' willingness to help victims decreased with age. A similar conclusion comes out also from research, what was done in Australia (Rigby, Slee 1991) the emotional desire to defend the victim decreases by the age of 12. There is a difference between, what children think they should do in bullying situations and what they do to intervene.

Data from the research (O'Connel et al., 1999) shows, that 83% of 5000 observed children and adolescents felt uncomfortable when seeing bullying situation, but 41% of them intervene, even more – only 11% responded, that other peer trying to intervene. There is a certain necessity to empower bystanders and to clear their role. Observing the strategies, that children generally use for intervention – direct verbal confrontation; direct physical confrontation; distraction; indirect intervention and passive (Casey et al., 2016). Salmivalli (2014) recommends empowering children with strategies for dealing with bullying situations. Video films, stories, as well as role-plays could be useful tools to model the situation, by taking up different roles and to get a better awareness of the victim's feelings. Combining problem-solving methods in groups with a theory of group dynamics could serve, that the bullying process can be understood both emotionally and cognitively (O'Connel et al.,1999). Strengthening of empathy leads to the strengthening of the motivation to intervene and builds up an awareness, that bystanders in bullying situations are also responsible for the solution of the situation. Bullying should be formulated as a problem that affects everyone involved, regardless of their role (O'Connel et al., 1999; Salmivalli, 2014). The school is a great place to work with a group, but a school-wide

approach is needed (Storer et al., 2017). Bullying intervention programs mostly focus on teachers, their training, their capacity to deal with situations, but it is essential to share responsibility for its implementation with children and adolescents, to raise their awareness, that they are part of the solution instead of part of the problem, what should be solved by adults (Storer et al., 2017). The reason, why bystander intervention programs are so difficult to design and implement, could be the necessity to promote the system, that the solutions, how to handle with bullying situation come from the side of children, they need to change their attitude and behavior towards their peers. The evaluation of the effectiveness of the anti-bullying program KiVA (Yang, Salmivalli, 2015), proves, that a change in peer attitudes and reaction is influential and the bystanders' role could be the determinant factor for bullying to be continued or stopped.

Results

To answer the first research question: how often pupils take the role of the bystander, there were analysed the question: have you been experiencing situations in school where someone was being hurt by another pupil or pupils? It was identified, that more than third (39%) of pupils (n=1913 out of n= 5003) indicated, that they have been experiencing situations in school, where someone was being hurt by other pupil or pupils. It is important to mention, that 93% of those students were aware of what bullying meant exactly (73%) or partially (20%).

Two more questions were analysed: "How often have you seen someone being hurt by others?" and "What kind of bullying did you see?"

Answering the question "How often have you seen someone being hurt by others?" students were able to provide answers: 1- daily, 2-several times a week, 3- once a week, 4-once a month, 5-once in the last 6 months, 6-once in the last 12 months. Pupils' responses show, that most pupils have witness bullying at least once a week and more (49%) (See Figure 2).

Answering the question, "What kind of bullying was used?", it could be concluded that students most often saw emotional abuse (75%), including social ignorance and exclusion (36%), physical abuse was mentioned in 40% of cases. 31% of students said that bullying was witnessed on social networks or in some other cyber form.

To answer the second research question "what bystanders usually do in the bullying situation, how it can be explained" the following questions were focused: "How did you feel about it (when you saw someone being hurt by others)?" "What were you doing when you saw bullying?" "What happened when you got involved?" "Why you were not involved?"
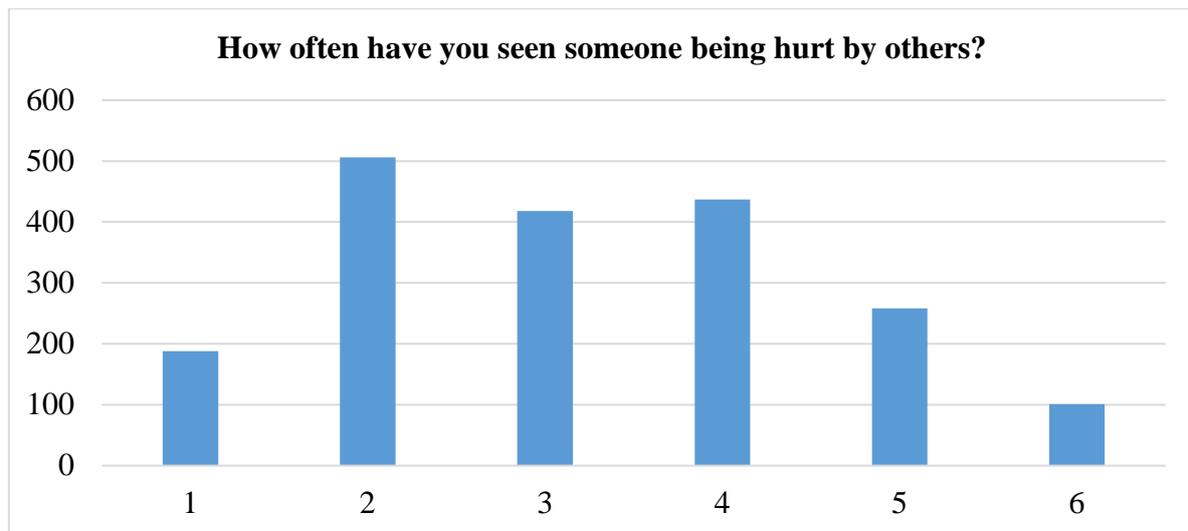
Figure 2 ***How Often Have You Seen Someone Being Hurt by Others?***

To the question, "How did you feel about it (when you saw someone hurt others)"? most students answered that they feel bad (62%) or sad (20%) about it. It is in line with other research where 83% of respondents felt uncomfortable when seeing bullying situations (O'Connel et al., 1999). Although the children felt this way, the majority (49%) admitted that they did nothing, most probably taking up the role of an outsider (Salmivalli, 2014) in this bullying situation. 42% of students admitted that they tried to help a student who had suffered, probably taking up the role of a defender (Graham, 2016). 24% noted that they informed adults about bullying, which is also explained by taking up the role of a defender (Salmivalli et al., 1997). 3% of pupils admitted that they have joined the bully, thus taking the role of assistant (Salmivalli, 2014).

To the question "What happened when you got involved?" 42% of pupils answered that they felt good about it. 34% admitted that as the result of involvement the bullying was stopped. 30% responded that other people were involved as the result. Unfortunately, 10% of pupils admitted that after involvement they became a victim of a bully. The last question asked to describe: "Why did you wasn't involved?" The majority of students answered, that they did not know what to do (48%). 31% of pupils assessed the situation as not serious enough to be involved in it. 21% of pupils were afraid, that they will become the next victims, so they better choose not to be involved. This is in line with previous research and it explains that bystanders did not intervene because they did not want to be the next victims (Salmivalli, Voeten, 2004). 16% of pupils answered that other people appreciated the involvement. 18% of pupils admitted that they did not care at all about the situation.

Conclusions and Discussions

Bullying rarely takes place between two individuals in isolation, usually, it occurs with pupil's bystanders present. The current research indicates that more than a third of all pupils admitted that they had been in a situation where they witnessed another pupil being bullied. Although the majority of pupils felt bad about it, most did nothing or did not consider the situation important for involvement. The results are in line with previously conducted research elsewhere (O'Connel et al., 1999). This may be explained by the fact that the majority of children did not know what to do in a particular bullying situation or may have a high tolerance to the bullying, as they did not consider the situation serious. Previous research that has been conducted in Latvia concluded, that there is a high level of tolerance towards violence in society (SKDS, 2020), however, it is relatively lower in educational institutions. Young people perceive that violence is an integral part of school life even though young people are increasingly more often able to recognize violence if compare with other parts of the population (SKDS, 2020).

This leads to the idea that it is a certain necessity to empower bystanders and to clear their role in the bullying situation. The pedagogical intervention programs for bystanders in a bullying situation is considered to be as important as programs for the bullies and their victims to reduce the bullying (Fair, Florell, 2019). There can be used different new pedagogical approaches and interventions to help pupils to understand their roles in bullying and to interfere, for example drama method and story writing (Goodwin et al., 2019, Barnett et al., 2019). As it is admitted by previous research, bystanders' responses to bullying can influence bullying occurrence and effects. Non-interference does not mean neutrality - in the case of bystanders, it is tacit support for the bully. Current research in line with previous research (Salmivalli et al., 1997, Salmivalli, Voeten, 2004) proved that bystanders take up different roles in the bullying situation – outsiders, defenders, and assistants. In the current research the majority of bystanders admitted that they take up the role of defenders and outsiders, the smallest part takes up the role of assistant of a bully. The results are inconsistent with international research (Salmivalli et al., 1997), therefore there is a need for further studies to specify the roles of bystanders in the bullying situation, by making the research instrument more specific (Bistrong et al., 2019).

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SOCIĀLAIS ATBALSTS ILGSTOŠAJIEM BEZDARBNIEKIEM – PSIHOTERAPEITISKĀS KONSULTĀCIJAS

Social Support for the Long-Term Unemployed – Psychotherapy Sessions

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Abstract. *Long-term unemployment causes people to have marked social adaptation problems. All hope to find a job is lost. The person has accepted their status and is hardly looking for a job. Thus, there is no belief that anything could help. Social support for the long-term unemployed provides for a social service – psychotherapy sessions. The understanding that the unemployed have about this service differs. A psychotherapist'sattempts to motivate a client are not always successful. To provide effective social support to the long-term unemployed, complex systemiclong-term help is required, which can be provided by an interdisciplinary team.*
Keywords: *unemployment, long-term unemployed, unemployment rate, motivation, psychotherapy, Gestalt therapy, contact.*

Ievads
Introduction

Cilvēkam zaudējot darbu, mainās viņa sociālais statuss, mainās ierastais dzīves ritms, viņš jūtas nevajadzīgs sabiedrībai, kurā dzīvo. Ja ilgstoši cilvēks nevar atrast jaunu darbavietu, tad pašrealizācijas, noderīguma vajadzības ir neapmierinātas. Bezdarbnieka psiholoģiskā stāvokļa pamatā ir stresa mehānismu graujošā ietekme, ko pastiprina darba motivācijas deformācija. Ilgstošā periodā tas var būtiski deformēt darba kā vērtības uztveri.

Nodarbinātības valsts aģentūra (NVA) ar Eiropas Sociālā fonda (ESF) projektu palīdzību veic virkni pasākumu, lai palīdzētu bezdarbniekiem pārvarēt bezdarbu veicinošas problēmas un atgriezties darba tirgū. Eiropas Sociālā fonda (ESF) projekta „Atbalsts ilgstošajiem bezdarbniekiem” (Nr.9.1.1.2/15/I/001) īstenošanas laiks ir no 2015.gada 29.decembra līdz 2021.gada 31.decembrim. Projekta mērķis ir veicināt ilgstošo bezdarbnieku iekļaušanos sabiedrībā un

iekārtošanos piemērotā pastāvīgā darbā vai piemērotā izglītībā/apmācībā, mazinot sociālās atstumtības riskus (NVA, 2020b).

Psihoterapijas konsultācijas ir viens no sociālā atbalsta pasākumiem, lai palīdzētu grūtībās, kurās cilvēks šobrīd nonācis saistībā ar darbu. Šo konsultāciju mērķis ir paaugstināt ilgstošo bezdarbnieku labklājības izjūtu. Projekta ietvaros psihoterapeita individuālās konsultācijas tiek piedāvātas visiem ilgstošajiem bezdarbniekiem. Lielākajai daļai šo cilvēku nav izpratnes par terapeitisko procesu, jo nekad nav iepriekš saskārušies ar to. Motivācija pētīt, izprast sevi daudziem ir ļoti zemā līmenī.

Rakstā ir atspoguļota autores personiskā pieredze geštaltterapijas konsultāciju praksē ar ilgstošajiem bezdarbniekiem. Pētījuma rezultātu ieguve ir veikta, izmantojot dokumentu analīzi, intervijas, projekta datu statistisko apstrādi.

Pētījuma mērķis: psihoterapeitisko konsultāciju kā sociālā atbalsta pakalpojuma ilgstošajiem bezdarbniekiem nepieciešamības un izmantošanas izpēte.

Pētījuma jautājumi: 1. Kāds ir ilgstošā bezdarbnieka sociālpsiholoģiskais portrets? 2. Vai viņi zina, kas ir psihoterapija, psihoterapijas konsultācijas, psihoterapeits? 3. Kā vērtē šo sociālā atbalsta pakalpojumu tie, kuri izmantoja pēc projekta paredzētās 10 individuālās psihoterapijas konsultācijas?

Pētījuma teorētiskie aspekti
Theoretical Aspects of the Research

Sociālo problēmu atklāšana, risināšana ir svarīgs sociālā darba uzdevums. Sociālo problēmu risināšanā tiek izmantoti daudzveidīgi pakalpojumi. Ja runā par ilgstošo bezdarbnieku sociālo atbalstu, tad tiek izmantotas aktivitātes – sociālā uzņēmējdarbība, iesaiste dažādās konkurētspējas paaugstināšanas izglītojošās programmās, atbalsta programmās u.c.. Psihoterapijas konsultācijas ir jauns pakalpojuma veids ilgstošajiem bezdarbniekiem. Latvijā tas tomēr vēl ir arī samērā jauns pakalpojums kopumā sabiedrībā. Galvenie iemesli, kāpēc cilvēki nemeklē palīdzību laicīgi, ir saitīti ar to, ka šis pakalpojums ir laikietilpīgs un skatoties no materiālā viedokļa – dārgs pakalpojums. Pateicoties ESF (Eiropas Sociālā fonda) projekta atbalstam finansiāli ir radīta iespēja saņemt šo pakalpojumu. Lai arī pētījumi apstiprina, ka „vidējais palīdzības ilgums optimālam rezultātam ir divdesmit sesijas" (Mārtinsone, 2016, 20), arī projektā paredzētās 10 sesijas ir pietiekami labs variants. Darba autore ir mācījusies ģeštaltterapiju, kuras pieeju un metodes arī izmantoja darbā ar ilgstošajiem bezdarbniekiem.

Geštaltterapija palīdz cilvēkam apzināties un pieņemt savas dzīves realitāti, atjaunot kontakta ar apkārtējo vidi funkcijas, jo pateicoties, tikai kontaktam

cilvēks dzīvo. Terapijas gaitā cilvēks saņem noteiktas zināšanas par sevi, iemācās pieņemt vai noliegt sevi attiecībās ar citiem. Pateicoties tam, ka terapeits pieņem klientu tādu kāds viņš ir, cilvēks labāk iepazīst un apzinās sevi, iegūst pieredzi būt patiesās attiecībās ar otru cilvēku, mācās izteikt sevi un uzticēties otram. Gingers S. savā grāmatā „Geštalts – kontakta māksla" raksta, ka terapeits un klients ir divi partneri (lai arī ar dažādām lomām un statusiem), kuri piedalās līdzvērtīgās, patiesās attiecībās *(Gingers, 2000)*.

Geštaltterapijā ļoti svarīgs ir cilvēciskais kontakts starp klientu un terapeitu. Ja ir izveidojies labs kontakts starp klientu un terapeitu, balstoties uz šo uzticēšanos notiek darbs ar klienta problēmu. Geštaltterapijā nav tik svarīgi, kas ar klientu ir noticis kādreiz, ir būtiski tas, ko klients dara vai kā jūtas šobrīdar to, kas ir noticis kādreiz. Geštaltterapijā klients var brīvi izvēlēties, cik dziļi virzīties savā izpētē, par ko runāt un par ko nerunāt. Terapeits vēro šo klienta procesu un atspoguļo viņam, kā viņš kaut ko risina vai nerisina izpratnē par sevi un situācijām, kas notikušas ar viņu (Dombrovskis, 2010).

Geštaltterapijas fundamentālais princips ir radošās pielāgošanās princips, kurš nosaka brīvu izvēli, no jau esošajiem vai jauniem kontakta organizācijas veidiem, atkarībā no esošā konteksta lauka dinamikas. Savas dzīves laikā tā vai citādi katrs cilvēks periodiski nonāk lauka kontekstā, kas izveidojies no faktoriem, kuri pārsniedz cilvēka aktuālo adaptācijas iespēju robežas. Gadījumā, ja radošās pielāgošanās process ir bloķēts kaut kādu iemeslu pēc, tad lauka konteksts pārveidojas hroniskā situācijā ar zemu intensitāti, kura nemainīgā veidā var eksistēt diezgan ilgu laiku. Bieži vien šāda situācija arī rosina cilvēku meklēt psihoterapeitisku palīdzību (Orska, 2016). Klaudio Naranho (1995) rakstīja, ka geštaltterapijā attieksmes būtību veido trīs jēdzieni – aktualitāte, apzināšanās, atbildība. Šie trīs jēdzieni ir vienotā esības tēla aspekti. Būt atbildīgam nozīmē būt tagadnē, būt šeit un tagad. Apzināšanās savukārt nozīmē būt tagadnē. Apzināšanās ir realitāte, tagadne, kas nesader kopā ar ilūzijām un bezatbildību, ar kuru palīdzību mēs iznīcinām paši sevi (Naranho, 1995,12). Perlss (Perlz, 2004) rakstīja, ka psihoterapeits nedrīkst bez uzmanības atstāt ne vienu klienta apgalvojumu vai uzvedības veidu, kas liecina par viņa nepietiekamo atbildību par sevi. Savukārt Džons Enraits (Jenrajt, 2002) norādīja, ka atbildīgi cilvēki atzīst savas darbības par savām un nepārliek atbildību uz apstākļiem, likteni, sociālo ietekmēšanu, jo cilvēks pats izvērtē un izvēlas, ko un kā darīs (Jenrajt, 2002). Atbildības princips ir viens no geštaltterapijas galvenajiem principiem. Terapija mērķtiecīgi tiek virzīta uz spējas uzņemties atbildību sekmēšanu. Akceptējot ikviena klienta unikalitāti, tiek īstenota individuāla pieeja. Geštalts ļauj skaidri izcelt akūtās vajadzības un atbilstoši tām noteikt skaidrākus mērķus, un tas savukārt sekmē veiksmīgākus risinājumus (Dombrovskis, 2010).

Bezdarbs ir situācija ekonomikā, kad darbaspējīgi, ar atbilstošu kvalifikāciju cilvēki meklē darbu par atbilstošu samaksu, bet nevar to atrast. Šobrīd daudzu valstu valdībām ir jārisina dilemma: samierināties ar bezdarba līmeņa pieaugumu un līdz ar to sociālās nestabilitātes pieaugumu valstī vai arī veikt pasākumus liela mēroga bezdarba līmeņa pieauguma nepieļaušanai, piemēram, samazinot darba laiku. Starptautiskās darba organizācijas Konvencija Nr.111 „Diskriminācija darba un nodarbošanās jomā" (1958) Latvijā ratificēta 1992.gada 27.janvārī. Šīs konvencijas 2.pantā ir rakstīts: „Katra Dalībvalsts, kurai šī Konvencija ir spēkā, apņemas paziņot un īstenot nacionālo politiku, kuras mērķis ir veicināt ar metodēm, kas atbilst nacionālajiem apstākļiem un praksei, iespēju un attieksmes vienlīdzību nodarbinātībā un amatā, lai izskaustu jebkādu diskrimināciju šajā sakarā" (Starptautiskās darba organizācija, 2012).

Darba tirgus pieprasījuma un piedāvājuma neatbilstības rezultātā veidojas bezdarbs. Izšķir četrus bezdarba veidus: cikliskais, strukturālais, frikcionālais, sezonas bezdarbs (Sloka, 2015).

- Cikliskais bezdarbs ir saistīts ar lejupslīdi, recesiju ekonomikā. Uzņēmumi samazina savu ražošanu, daudzi pat bankrotē, līdz ar to kvalificēti darbinieki zaudē darbu. Cikliskie bezdarbnieki grib strādāt pie esošajām algām un kvalifikācijas, bet nav darbavietu, kur varētu strādāt.
- Strukturālais bezdarbs rodas tad, kad mainās pieprasījuma struktūra, netiek pieprasīti kādas nozares izstrādājumi, mainās ražošanas tehnoloģijas. Īpaši problēmātiska situācija veidojas ar vienkāršo profesiju strādniekiem, jo viņiem nav atbilstošās kvalifikācijas, darba prasmju, kas nepieciešamas saistībā ar jaunajām tehnoloģijām.
- Frikcionālais bezdarbs veidojas tad, ja cilvēki labprātīgi atstāj darbu un meklē labāk apmaksātu darbavietu, maina dzīvesvietu un uzreiz nevar atrast darbu, meklē darbu pēc mācību iestādes pabeigšanas. Frikcionālais bezdarbs tiek uzskatīts par dabisku un pat vēlamu.
- Sezonas bezdarbs veidojas saistībā ar tādiem darbiem, kam ir sezonas raksturs. Piemēram, daudziem lauksaimniecības, celtniecības darbiem ir sezonāls raksturs (Sloka, 2015).

Pilnībā novērst bezdarbu nav iespējams, jo vienmēr pastāvēs dabiskais bezdarbs, kuru veido strukturālais, frikcionālais, sezonas bezdarbs.

Ekonomikas zinātnē ir daudz pētījumu par bezdarba ietekmi uz tautsaimniecību. Arī Latvijā šādu pētījumu ir pietiekami daudz. Daudz sarežģītāk ir ar pētījumiem par bezdarbnieka psiholoģiskajām problēmām. Latvijā nozīmīgu, psiholoģiski dziļu pētījumu par šo tēmu nav. Vairāk šāda veida pētījumi atrodami ārzemju pētnieku darbos.

Nonākot situācijā, kad cilvēks zaudē darbu, lielākā daļa bezdarbnieku uzskata, ka viņu sociālais statuss pazeminās. Cilvēkiem ar zemu sociālā statusa izjūtu var novērot radikālas, polāras prasības darbam: no „strādāt tikai savā specialitātē un citi varianti nav pieņemami” līdz „vienalga, ko strādāt, lai tikai būtu nodarbināts”. Šīs grupas pārstāvji uzskata sevi par maz piemērotiem jaunajiem ekonomiskajiem apstākļiem. Kopumā šiem cilvēkiem raksturīga neadaptīva uzvedība, atbildības pārnese no sevis uz citiem. Dominējošās emocijas ir trauksme, bailes no nākotnes, nenoteiktības stāvoklis. Šāds psiholoģiskais stāvoklis ietekmē darba meklēšanas stratēģiju – meklē darbu, kas ir ļoti vienkāršs, zemi apmaksāts un pazemina viņa statusu vēl vairāk (Shirobokov, Jakimanskaja, 2008).

Šo cilvēku adaptīvo reakciju īpatnība ir tā, ka viņi gaida palīdzību no ārpuses („Valsts neko nedara bezdarba samazināšanā”) un minimāli maz paļaujas uz pašu spēkiem, viņi vairāk orientēti uz atgriešanos iepriekšējā sociālajā un profesionālajā statusā vai arī vispār atsakās no jebkuras piepūles meklēt darbu („tāpat neko jau nevar šeit atrast”). Šie cilvēki nav gatavi izmantot radušos situāciju priekš tam, lai mainītu dzīvi uz labāko. Nepieņem krīzi kā iespēju.

Šie bezdarbnieki lielāko daļu situāciju uztver kā apdraudējumu viņu prestižam, labklājībai. Šīs situācijas ir stresa pilnas un rada trauksmi. Bailes nesasniegt ieplānoto rada aktivitātes darba meklējumos pazemināšanos, jau iepriekš paredzot neveiksmi darba atrašanā. Līdzīgs stāvoklis veidojas arī subjektīvajā dzīves situāciju kontrolē. Bezdarbnieki neredz saikni starp savām darbībām un nozīmīgiem notikumiem viņu dzīvē, neuzskata sevi par spējīgiem ietekmēt šos notikumus, kontrolēt to attīstību. Viņi uzskata, ka lielākajam vairumam notikumu ir gadījuma raksturs vai arī tas ir citu cilvēku darbības rezultāts. Bezdarbnieks sāk uztvert sevi kā vāju personību, kuram nav īpašas izvēles brīvības. Nostiprinās pārliecība, ka cilvēks nevar kontrolēt savu dzīvi, brīvi pieņemt lēmumus un realizēt tos. Cilvēks ir neapmierināts ar esošo situāciju. Diezgan bieži viņš sāk dzīvot ar „vienas dienas” attieksmi vai pagātni, viņam nav skaidru mērķu, uzdevumu nākotnei (Kremen', 2016).

Bezdarbnieka emocionālo stāvokli lielā mērā ietekmē viņa vecums, ģimenes stāvoklis, izglītības līmenis, darba stāžs un pieredze. Dažādu valstu pētījumi par bezdarbnieka psiholoģisko stāvokli uzrāda, ka apmēram 1/3 (viena trešā daļa) bezdarbnieku darba zaudējumu novērtē kā ļoti spēcīgu satricinājumu, lielu neveiksmi dzīvē. Šajā trešdaļā ietilpst cilvēki, kas veido katras valsts ekonomiskās attīstības galveno spēku, 30 – 50 gadus veci cilvēki, kuriem ir ģimene, bērni, konkrēta specialitāte, izglītība un solīda darba pieredze.

Darba meklēšanas motivācija bezdarbniekiem ir atkarīga no šī sociālā statusa ilguma. Cilvēki, kuri tikko zaudējuši darbu un bezdarbnieka statusā ir apmēram mēnesi, intensīvi mēģina kaut ko pasākt situācijas izmaiņai: meklē

līdzīgu darbu zaudētajam, meklē labāk apmaksātu darbu vai arī mierina sevi ar domu, ka tagad ir atvaļinājums „es sen neesmu bijis atvaļinājumā; sen esmu pelnījis atvaļinājumu" u.c. Turpmākajos mēnešos meklē iespējas pieteikties un iet mācīties kvalifikācijas celšanas, pārkvalificēšanās programmās, valodu vai datorprasmju pilnveides programmās. Cilvēkos ir cerība, ka jaunas zināšanas radīs jaunas iespējas atrast darbu. Lai uzsāktu mācības programmās, ir jāgaida rindā, tas atkal rada negatīvus pārdzīvojumus, mazina vēlmi aktīvi, ko pasākt. Apmēram pēc pusgada bezdarbniekam raksturīgs interešu zudums, nomāktība. Daudzi meklē „jebkādu darbu", kas vairs neatbilst viņa potenciālam. Ja neveicas atrast arī tādu darbu, tad cerība atrast darbu ir zudusi un nav aktivitāšu darba meklēšanā.

Ilgstošajiem bezdarbniekiem ir raksturīgas izmaiņas darba motivācijā, sevis uztverē:

- Pirmkārt, tas izpaužas iekšējās kontroles lokusa izmaiņās. Kontroles lokuss - tā ir pakāpe, kādā cilvēki subjektīvi uztver, vai viņi ir noteicēji par savu dzīvi vai viņu dzīve ir atkarīga no ārējiem apstākļiem. No kontroles lokusa ir atkarīgs tas, kā skaidrojam savas veiksmes un neveiksmes. Kontroles lokuss ir dzīves laikā iegūts, iemācīts. Un ir maināms. Izšķir internālo un eksternālo kontroles lokusus. Ne viens, ne otrs savās galējās izpausmēs netiek uzskatīts par efektīvu. Ilgstošajiem bezdarbniekiem izteiktāks kļūst ārējais kontroles lokuss. Tas nozīmē, ka atbildība par savu dzīvi, sevi, ģimeni tiek pārlikta uz citiem, t.i., „manās neveiksmēs vainojami citi cilvēki, valsts".

- Otrkārt, vairumam bezdarbnieku spēcīgi deformējas materiālais faktors. Materiālā nodrošinātība kļūst par vienu no svarīgākajām vērtībām. Visas darba iespējas tiek vērtētas caur materiālās nodrošinātības prizmu („par tādu smiekla naudu es neiešu strādāt", „ja es strādāju par minimālo algu, tad man nav sociālo pabalstu, bet tad es nevaru segt visus maksājumus" u.tml.). Darba devēju skatījumā, ilgstošais bezdarbnieks ir zaudējis savu profesionālo līmeni, tāpēc viņa atalgojums nevar būt augsts.

- Treškārt, daudzi bezdarbnieki neadekvāti apzinās savu sociālo statusu. Visgrūtāk samierināties ar savu stāvokli tiem, kuri ieņēma augstas statusu pozīcijas iepriekšējās darbavietās. Daudziem raksturīga sevis pazemošana („kas tad es tāds, nevienam daļas nav par tādu neveiksminieku", „es jau esmu muļķe datora lietošanā" u.tml.). Daži iekšēji sevi vērtē neobjektīvi un, lai to kompensētu, uzvedībā parādās demonstratīvisms.

- Ceturtkārt, bezdarbniekiem ir deformēts laika faktors, t.i. pakāpeniski zūd prasmes plānot savu laiku. Aizmirst par pasākumiem, kuri jāapmeklē NVA, noteiktā laikā („nevaru apmeklēt semināru, jo tajā laikā ir seriāls"). Daudzi bezdarbnieki neadekvāti apzinās savu sociālo statusu.
- Bezdarbnieka psiholoģiskā stāvokļa pamatā ir stresa mehānismu graujošā ietekme, ko pastiprina darba motivācijas deformācija. Ilgstošā periodā tas var būtiski deformēt darba kā vērtības uztveri.

Pētījuma metodoloģija
Research Methodology

Pētījumā veikšanai tika izmantotas empīriskās datu vākšanas metodes – dokumentu analīze, novērošana, anketēšana, intervēšana. Dati par katru klientu tika iegūti individuāli pirms psihoterapijas konsultāciju uzsākšanas. Klienti aizpildīja anketas, kur tika noskaidroti biogrāfiskie dati, dalība NVA piedāvātajos konkurētspējas paaugstināšanas pasākumos. Otra anketa tika aizpildīta pēc psihoterapijas konsultāciju beigšanas, tur tika sniegtas atsauksmes par saņemto pakalpojumu. Intervija tika izmantota, lai noskaidrotu klientu izpratni par pakalpojumu un motivāciju piedalīties tajā, kā arī precizēti dati no pirmās anketas. Novērošanas organizēšanā bija savas īpatnības, jo psihoterapeitiskās konsultācijas laikā fiksēt faktus novērošanas protokolā nevarēja. Tas satrauca klientus. Novērotie fakti tika fiksēti pēc konsultācijas. Tikai trīs klientes atļāva veikt audio ierakstu konsultāciju gaitā.

Pētījuma rezultātu apskats
Research Results

Nodarbinātības Valsts aģentūras (NVA) 2019.gada publiskajā gada pārskatā teikts, ka 2019.gada beigās NVA uzskaitē bija 57,8 tūkstoši bezdarbnieku. Lielākās mērķgrupas bija bezdarbnieki vecumā virs 50 gadiem un ilgstošie bezdarbnieki. Skaitliskajā izteiksmē – 22905 (39,6%) bezdarbnieki vecumā 50+; 12117 (21%) ilgstošie bezdarbnieki; 7868 (13,6%) bezdarbnieki ar invaliditāti.

Vidējais statistiskais bezdarbnieka portrets 2019.gada beigās:
- Sieviete – 53,7%
- Vecums virs 50 – 39,6%
- Vidējais bezdarba ilgums 139 dienas jeb nedaudz mazāk kā 5 mēneši
- Ar profesionālo izglītību -35,9%
- Ar zemu izglītības līmeni – 43% (NVA, 2020a)

Centrālās statistikas pārvaldes (CSP) Darbaspēka apsekojuma (DSA) dati parāda, ka 2020.gada novembrī faktiskā bezdarba līmenis Latvijā bija 7,9%. 2020.gada novembrī Latvijā bija 76,6 tūkstoši bezdarbnieku, kas ir par 20,7 tūkstošiem vairāk nekā attiecīgajā periodā 2019.gadā. (Centrālās statistikas pārvalde, 2021)

Bezdarba problēma ir aktuāla. Ilgstošo bezdarbnieku īpatsvars saglabājas diezgan liels. Visbiežāk dažādās aptaujās tiek minētas sekojošās ilgstošā bezdarba problēmas:

- zemas darba atrašanas iespējas;
- darba piedāvājumiem neatbilstošas bezdarbnieku prasmes un kvalifikācija;
- motivācijas trūkums kaut ko mainīt savā dzīvē;
- nav motivācijas sadarboties ar NVA savu bezdarba problēmu risināšanā.

Darba autore ir iesaistījusies pasākuma "Psihologu un psihoterapeitu individuālās un grupu konsultācijas" īstenošanā. No 2016.gada decembra līdz 2017.gada jūnija mēnesim ieskaitot ir notikušas individuālās konsultācijas ar 44 klientiem.

Šo klientu biogrāfiskais raksturojums ir sekojošs:

- vīrieši – 12
- sievietes-32
- vecumā no 25 līdz 35 –6
- vecumā no 36 līdz 46 – 8
- vecumā no 47 līdz 57 – 21
- vecumā no 58 līdz 65 –8

Lielākais vairums klientu ir sievietes. Tas ir saistīts ar to, ka ilgstošo bezdarbnieku vidū ir vairāk sieviešu pēc statistikas. Darba tirgū sievietēm piedāvāto vakanču ir daudz mazāk nekā vīriešiem, sevišķi tas parādās vienkāršajās profesijās. Vēl var minēt arī to, ka sievietes aktīvāk piekrīt iesaistīties pasākumā, ir gatavas „parunāt par dzīvi ar psihoterapeitu". To atzīst NVA filiāļu darbinieki.

Noskaidrojot ziņas par klientu izglītības līmeni, atklājās, ka visvairāk ir cilvēki ar vidējo profesionālo izglītību un profesionālo izglītību (1.att.). Intervijas gaitā klienti stāstīja, ka iegūtajā profesijā sen vairs nestrādā, jo nav vairāk to rūpnīcu (Rēzeknes piena konservu kombināts, Elektroinstrumentu rūpnīca, „Komutators" – Ludzā, u.c.), kurās ir sākuši darba gaitas pēc profesijas ieguves vai arī gājuši kā mācekļi un apguvuši visu „uz vietas". Pēc rūpnīcu slēgšanas nav meklējuši darbu savā specialitātē, jo tas bija saistīts ar dzīves vietas maiņu, ko nevēlējās. Daudzi ir pabeiguši profesionālās pārkvalificēšanās kursus, ieguvuši jaunu kvalifikāciju, strādājuši tajā, bet kādu iemeslu (tālāk tiks

skatīti) dēļ ir zaudējuši darbavietu. Vīriešu vidū bija arī mašīnu (automašīnu, autobusu, traktortehnikas) vadītāji, taču nav laicīgi nokārtojuši pārreģistrāciju vai izlēmuši strādāt citu darbu. Klientu vidū bija četras sievietes, kurām ir tikai pamatizglītība. Šīs sievietes ir vecumā no 25 līdz 35, nav pabeigušas profesionālās izglītības ieguvi sakarā ar bērna piedzimšanu. Pēc bērna kopšanas atvaļinājuma beigām mācības nav atsāktas. Starp klientiem ar augstāko izglītību ir tikai sievietes. Latvijā 2019.gadā sieviešu skaits, kam ir augstākā izglītība – 36,6%, vīrieši – 23,7%. Kopumā 2019. gadā Latvijas augstākās izglītības iestādēs grādu vai kvalifikāciju ieguva 14 848 personas, no kurām 65,2 % bija sievietes (CSB, 2020).
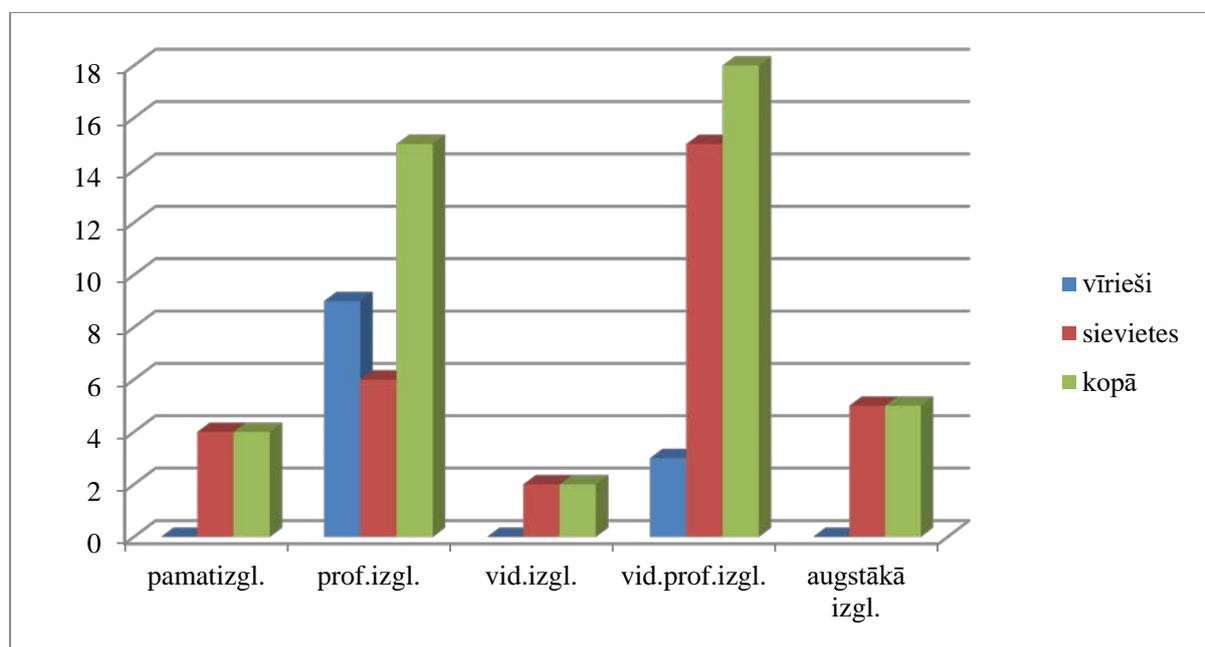
1.attēls. Respondentu sadalījums pēc izglītības līmeņa
Figure 1 Distribution of Respondents by Level of Education

Šo 5 klientu profesiju saraksts apstiprina to: skolotājas, tirdzniecības darbinieks, ģeogrāfs, inženieris – celtnieks.

Kā jau iepriekš tika minēts valstī starp ilgstošajiem bezdarbniekiem 13,6% ir cilvēki ar invaliditāti. Arī klientu vidu 10 cilvēki (22,7%) bija ar invaliditāti (skat. 2.att.). Invaliditāte piešķirta saistībā ar psihiska rakstura saslimšanām (visbiežāk – šizofrēnija) - 6 respondentiem, fiziska rakstura traucējumi – 4 respondenti, kur 1 klients – redzes traucējumi (iedzimts) , 3- kustību traucējumi. Invaliditāte ir galvenais šķērslis darba meklējumos, jo ierobežojumi saistībā ar veselības stāvokli samazina darba tirgus sektoru, kurā varētu meklēt darbu. Arī darba devēji ne vienmēr ir atsaucīgi, uzzinot par ierobežojumiem.
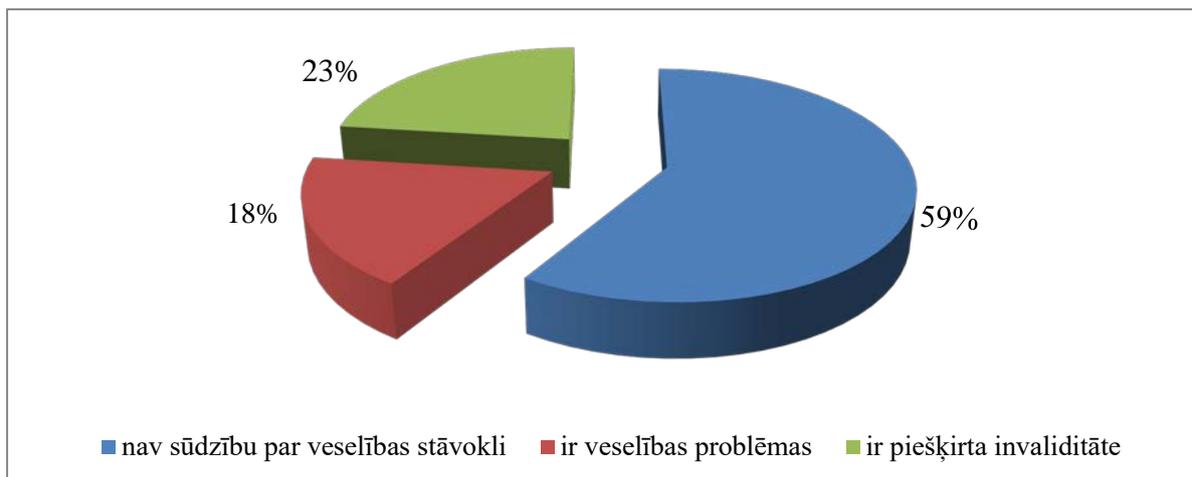
2.attēls. **Klientu veselības stāvokļa raksturojums**
Figure 2 **Characterization of Clients' Health Condition**

Intervijās 8 klienti atzina, ka ir nopietnas veselības problēmas (hroniskas somatiskas saslimšanas), bieži jāapmeklē ārsti. Veselības stāvoklis ir arī šķērslis darba meklējumos. Šo cilvēku primārais uzdevums ir sakārtot savu veselības stāvokli un tikai pēc tam darba meklēšana.

Starp klientiem bija 4 bezpajumtnieki, kuri uzturējās Sociālā dienesta Nakts patversmē. Viņus raksturo tas, ka šiem cilvēkiem ir alkohola atkarība, kas ir veicinājis veselu virkni zaudējumu: darba, mājokļa un arī attiecību ar saviem radiniekiem zaudēšana. Divi no šiem klientiem ir izmantojuši Nodarbinātības valsts aģentūras īstenoto atbalsta pasākumu „Atbalsta pasākums bezdarbniekiem ar atkarības problēmām”, kura mērķis ir veicināt bezdarbnieku iekļaušanos sabiedrībā un iekārtošanos piemērotā pastāvīgā darbā vai piemērotās apmācībās (piemērotas izglītības apguvē), mazinot sociālās atstumtības riskus. Minesotas 12 soļu programmas (Vagale, 2019) ietvaros ir bijušas psihoterapeita konsultācijas, tāpēc klienti zināja, kas ir psihoterapija un psihoterapeits. Taču motivācijas turpināt psihoterapiju nebija.

Visbiežāk minētais klientu darba zaudēšanas iemesls bija uzņēmuma vai organizācijas bankrots vai reorganizācija. Trešajā vietā pēc nosauktā biežuma – darba apstākļi: psiholoģiskais klimats kolektīvā (mobings, bosings), darba grafiks, darba vide. Arī veselības stāvokļa dēļ klienti ir zaudējuši darbu. Tikai viens klients atzina, ka darbu zaudējis alkohola problēmu dēļ. Nosauktie darba zaudēšanas iemesli ir tie paši, kuri tiek minēti ikgadējos Nodarbinātības valsts aģentūras pārskatos par bezdarba situāciju.

Ilgstošā bezdarbnieka statusa ilgums ir dažāds:

- Bezdarbnieka statuss līdz 2 gadiem ir 13 klientiem (10 sievietēm un 3 vīriešiem);

- Bezdarbnieka statuss līdz 5 gadiem ir 20 klientiem (13 sievietēm un 7 vīriešiem);
- Bezdarbnieka statuss 6 un vairāk gadi ir 11 klientiem (9 sievietēm un 2 vīriešiem).

Dažādos literatūras avotos par bezdarbnieka psiholoģisko raksturojumu atkārtojas tēze, ka bezdarbnieka stāžs ir atkarīgs no vērtību sistēmas un motivācijas virzības (Shirobokov, Jakimanskaja, 2008).

Pētījumos par bezdarbnieku vērtību sistēmu visbiežāk vērojama sekojoša sakarība: sistēmas pirmajās vietās ir vērtības - veselība, pašpārliecība, mīlestība utt. (šo vērtību sistēmā ceturto vietu ieņem interesants darbs.), kas norāda, ka viņiem ļoti nozīmīgs ir fiziskais un psihiskais stāvoklis, iekšējā harmonija, atbrīvotība no pretrunām, šaubām, taču šo vērtību realizācijas pakāpe ir zema, jo bezdarbnieks dzīvo iekšējā konflikta stāvoklī, tāpēc ka vēlme sasniegt harmoniju nav iespējama. Protams, tas viss ietekmē darba meklēšanas aktivitāti, motivācijas līmeni, mazāku orientēšanos uz radošu pielāgošanos.

Motivācija darba meklēšanā ir dažāda. Daļai klientu ir konkrēti plāni darba meklēšanai – zina kādu darbu meklēs, kur meklēs. Tā ir aktīva pozīcija. Lielākā daļa klientu par darba meklēšanu runā skeptiski, ir neticība iespējai atrast darbu. Šie klienti kā pagaidu risinājumu redz iesaistīšanos pagaidu sabiedriskajos darbos, profesionālās pilnveides kursos un „tad jau redzēs”. Ir arī klienti, kuri ir atmetuši cerību atrast darbu. Vairums tie ir pirmspensijas vecuma cilvēki. Viņiem raksturīga nomāktība, psiholoģisks nogurums, samierināšanās ar esošo situāciju. Viņi orientēti darboties dārzā, kārtot mājās saimniecības lietas, lasīt mežā ogas, sēnes un pārdot tās, tādā veidā iegūstot iztikas līdzekļus, kurus papildina sociālie pabalsti. Šo situāciju raksturo vienas klientes vārdi: „Ļoti gaidu dienu, kad varēšu oficiāli iet pensijā. Lai arī pensija būs neliela, bet būs katru mēnesi. Jutīšos stabilāk, drošāk.” A. Maslova motivēšanas teorijas pamatprincipi ir: vajadzību svarīgums, vajadzību apmierināšana ir bezgalīgs process, progresijas princips (cilvēka rīcību determinē vēl neapmierinātās vajadzības). A. Maslovs uzskata, ka jebkurš cilvēks apmierina savas vajadzības sākot no pirmatnējām un virzoties uz augšu, pietam, prioritāšu sistēma novērš konfliktus starp motīviem. Tas, protams, nenozīmē, ka zemākajām vajadzībām jābūt pilnībā apmierinātām, lai varētu kļūt aktuālas nākošās vajadzības. A. Maslovs uzskatīja, ka augstākā līmeņa vajadzības iegūst īpašu nozīmīgumu cilvēkam tikai ar briedumu. Atsevišķi cilvēki tā arī nodzīvo dzīvi apmierinot tikai zemākā līmeņa vajadzības. Šo hierarhijas teoriju iespējams apskatīt, kā organizējošo koncepciju, bet ne kā izskaidrojošo modeli (Maslou, 1999).

Noskaidrojot klientu zināšanās par to, kas ir psihoterapija, atklājās, ka lielākā daļa klientu nezina par to neko (26 klienti). Sanāk, ka cilvēks nāk uz pasākumu, par kuru neko nezina (skatīt 3.att.). Nākošais zināšanu avots par psihoterapiju ir filmas. Cilvēks ir redzējis, ka filmas varoņi dodas pie psihologa

vai psihoterapeita (lielākā daļa neatšķir), sarunājas ar speciālistu, risina kādu jautājumu, taču ne vienmēr atrisina. Klientam, skatoties filmu, nav radusies pārliecība, ka psihoterapija var palīdzēt grūtos brīžos. Sešiem klientiem ir pieredze psihoterapijā. Četri no viņiem ir piedalījušies atbalsta pasākumā „Atbalsta pasākums bezdarbniekiem ar atkarības problēmām" Minesotas 12 soļu programmā, kurā ir gan grupu, gan individuālā psihoterapija. Divi bija meklējuši palīdzību pie psihoterapeita, kad vēl strādāja. Arī šo cilvēku izpratne par psihoterapiju bija atšķirīga: vieni uzskatīja, ka terapija ir palīdzējusi paskatīties uz sevi savādāk un atrast resursus sevī grūtību pārvarēšanai, otri – speciālists, kuram jāatskaitās par savām domām, noskaņojumu (divi Minesotas programmas klienti). Tie, kuri ir lasījuši par psihoterapiju, nosauca žurnālus „Annas psiholoģija" un „Psiholoģija un es" (krievu valodā). Viņi ir meklējuši atbildes uz saviem jautājumiem patstāvīgi. Par geštaltterapiju nezināja neviens no klientiem.
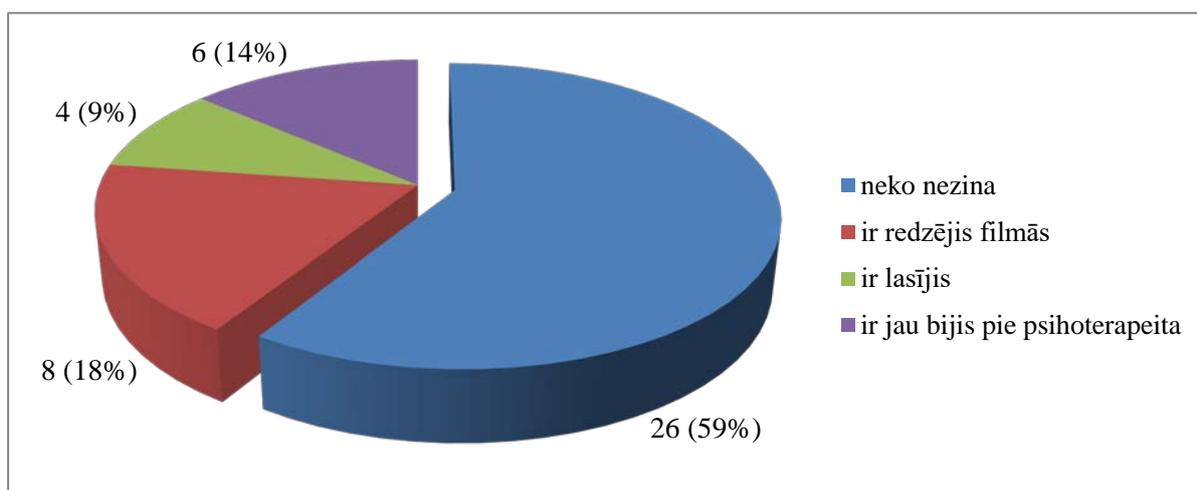
3.attēls. **Klientu zināšanas par psihoterapiju**
Figure 3 **Clients' Knowledge of Psychotherapy**

Līdz ar to pirmā konsultācija tiek veltīta skaidrojumam par psihoterapijas būtību, norisi, darbības metodēm, ieguvumiem, psihoterapeita uzdevumiem, darbības ētiskajiem principiem. Klients tiek rosināts padomāt par iespēju saņemt terapeitisko atbalstu, t.i., motivēts apmeklēt psihoterapeitiskās konsultācijas. 13 klienti pirmās konsultācijas beigās jau bija izlēmuši, ka šāds pakalpojums viņiem nav vajadzīgs. Paskaidrojumā skanēja līdzīgas frāzes: „Ar sevi tieku galā. Man ir gribasspēks, piespiežu sevi un viss jau kārtībā" u.c. Vēl 7 klienti piekrita padomāt par šo iespēju un piekrita atnākt uz otro konsultāciju. Taču pēc otrās konsultācijas sadarbību neturpināja, arī aizbildinājās ar to, ka paši līdz šim tikuši ar visu galā, tiks arī turpmāk. Tātad 45% klientu šī pakalpojuma nepieciešamību šobrīd neapzinās, nevērtē kā nepieciešamu.

Galvenās tēmas, par kurām vēlējās runāt tie klienti, kuri izlēma turpināt terapiju, bija:

- attiecības ar tuviem cilvēkiem;
- attiecības ar darba devēju;
- attiecības ar kolēģiem;
- vientulība;
- pašrealizācija;
- aizvainojums uz iepriekšējo darba devēju.

Geštaltterapijā ar ilgstošajiem bezdarbniekiem ir jārēķinās ar to, ka klienti ir jāmotivē apmeklēt terapiju, jo viņi nezina par tādu atbalsta veidu, neizprot to. Sakarā ar to, ir nepieciešams daudz ilgāks laiks terapijas procesa veikšanai. Sākotnēji Eiropas Sociālā fonda (ESF) projekta „Atbalsts ilgstošajiem bezdarbniekiem" Nr.9.1.1.2/15/I/001 atbalsta pasākumā "Psihologu un psihoterapeitu individuālās un grupu konsultācijas" bija noteikts – katram klientam 10 terapijas sesijas (NVA, 2020). No geštalterapijas viedokļa tā ir īslaicīgā uz problēmu centrētā terapija. Realitātē izrādījās, ka pat motivētiem klientiem tas ir nepietiekams laiks, lai atrisinātu pieteiktos jautājumus. Laika gaitā šie noteikumi tika atcelti. Īslaicīgā problēmcentrētā terapija paredz fokusēšanos uz konkrētu jautājumu, šajā gadījumā – darba meklēšanas jautājumi (tie ir projekta uzstādījumi), bet konsultāciju gaitā var atklāties citi jautājumi, kas traucē darba meklēšanas procesā.

Skatoties uz terapeitisko procesu no kontakta cikla norises darbā ar ilgstošajiem bezdarbniekiem, tad priekškontakts ir ilga fāze šajā ciklā. Klients stāsta savas dzīves notikumus (strādāja, zaudēja darbu, neveiksmīgi darba meklējumi). Stāstījumā ir daudz neapmierinātības, nožēlas, klients īsti neapjauš, ko vajadzētu mainīt sevī, lai mainītos situācija. Viņš ir koncentrējies uz apkārtējās vides kritiku. Ķermeņa kustības, balss intonācijas, tembrs norāda uz iekšējo pārdzīvojumu, taču klients to noliedz, tiek teikti vārdi „viss kārtībā, normāli jūtos". Tas ir sava veida nejūtīgums, sevi pilnībā neiekļauj, stāsta it kā no malas skatoties. Ir nepieciešamas 4 – 7 konsultācijas (atsevišķos gadījumos vēl ilgāk), lai klients saprastu, pieņemtu situāciju no visiem aspektiem – ķermeņa, emocionālā, kognitīvā aspekta. Ļoti grūti ir uzņemties atbildību par savu stāvokli un grūtībām.

Psihoterapijas speciālista uzdevums ir veicināt uzticēšanās veidošanos starp sevi un klientu, izpētīt klientu, viņa situāciju, ko viņš uzskata par problēmu. Geštaltterapijā kontakts ir galvenā terapijas forma, kontakts bez vērtējošiem spriedumiem, pievēršot uzmanību mijiedarbībai starp terapeitu un klientu. Bezdarbniekiem ir pieredze no darba intervijām, kurās viņu vērtē, tāpēc bieži terapijas sākumā un arī gaitā klients ļoti uzmanīgi vēro terapeitu – „vai nav vērtējuma". Tā ir vertikālās saskarsmes pieredze. Geštaltterapijā mērķis ir veidot

horizontālo saskarsmi. Dažreiz tas ir diezgan grūti, jo klients ne vienmēr apzinās, ka viņa saskarsmes veids ir vertikāls, t.i., ka viņš būtībā runā pats ar sevi un viņam ir grūtības noticēt līdzvērtīgai, horizontālai saskarsmei. No terapeita tas prasa pacietību, uzmanību un pielāgošanos klienta tempam. Ilgāku laiku prasa klienta terapeitiskā pieprasījuma konkretizācija, lai varētu noslēgt tā saucamo terapeitisko līgumu (kontraktu).

Secinājumi
Conclusions

- Ilgstošie bezdarbnieki uzskata sevi par maz piemērotiem jaunajiem ekonomiskajiem apstākļiem. Kopumā šiem cilvēkiem raksturīga neadaptīva uzvedība, atbildības pārnese no sevis uz citiem. Šie cilvēki nav gatavi izmantot radušos situāciju priekš tam, lai mainītu dzīvi uz labāko. Nepieņem krīzi kā iespēju.

- Bezdarbnieka emocionālo stāvokli lielā mērā ietekmē viņa vecums, ģimenes stāvoklis, izglītības līmenis, darba stāžs un pieredze. Dažādu valstu pētījumi par bezdarbnieka psiholoģisko stāvokli uzrāda, ka apmēram 1/3 (viena trešā daļa) bezdarbnieku darba zaudējumu novērtē kā ļoti spēcīgu satricinājumu, lielu neveiksmi dzīvē.

- Tāpat kā jebkuram cilvēkam arī ilgstošajiem bezdarbniekiem ļoti nozīmīgs ir fiziskais un psihiskais stāvoklis, iekšējā harmonija, atbrīvotība no pretrunām, šaubām, taču šo vērtību realizācijas pakāpe ir zema, jo bezdarbnieks dzīvo iekšējā konflikta stāvoklī.

- Darba meklēšanas motivācija bezdarbniekiem ir atkarīga no šī sociālā statusa ilguma. Ilgstošajiem bezdarbniekiem ir raksturīgas izmaiņas darba motivācijā, sevis uztverē: darba motivācijas deformācija pastiprina stresu. Ilgstošā periodā tas var būtiski deformēt darba kā vērtības uztveri.

- Psihoterapeitiskajā darbā ar ilgstošajiem bezdarbniekiem terapeitam īpaši jāpiedomā pie terapeitiskās alianses veidošanas, jo klientiem aktuālas ir vajadzības pēc drošības, pieņemšanas. Terapeits ne steidzina, ne bremzē klientu, bet pavada klientu viņa situāciju, stāvokļu izpētē. Lai varētu sniegt efektīvāku atbalstu ilgstošajam bezdarbniekam nepieciešama kompleksa, sistēmiska, ilgstoša palīdzība. Jāveido starpprofesionāļu komandas darbs.

- Pētījums veikts par viena gada darbu ar ilgstošajiem bezdarbniekiem. Lai iegūtajiem rezultātiem palielinātu ticamības pakāpi nepieciešams lielāks respondentu skaits un ilgāks laika periods.

Summary

The long-term unemployed believe that they are poorly adapted to the new economic circumstances. The emotional condition of an unemployed person is largely affected by their age, civil status, level of education, work experience and its length. Studies in different countries on the mental condition of the unemployed show that about 1/3 (one third) of the unemployed perceive the loss of a job as a very strong shock and a big failure in their life.

Job seeking motivation of an unemployed person depends on the length of this social status. The long-term unemployed tend to experience changes in work motivation and self-perception: deformation of work motivation increases stress. In the long term, it can significantly distortthe perception of work as a value.

In psychotherapy with the long-term unemployed, the therapist needs to think more carefully about the formation of a therapeutic alliance because theclients need security and acceptance. To be able to provide more effective support to the long-term unemployed, complex systemic long-term help is required from an interdisciplinary team.

The study covers one year of work with the long-term unemployed. To increase the reliability of the results, a larger number of respondents and a greater time period is required.

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SOCIAL PARTNERSHIP AS KEY FACTOR OF NATIONAL-PATRIOTIC EDUCATION

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Abstract. *The problem of social partnership in the national-patriotic education is not studied enough, the strengths and weaknesses of social professionals to work together on patriotism are not disclosed. The purpose of the article: to reveal the essence and organizational and pedagogical conditions of effective social partnership in national-patriotic education on the basis of identifying the readiness of social professionals to such a partnership. The essence of the readiness of social specialists for national-patriotic education on the basis of social partnership was clarified. Such readiness is characterized by the presence of appropriate ideas, knowledge, values, skills and abilities for partnership in national-patriotic education. The list of specialists-subjects of national-patriotic education is determined. The results of the ascertaining stage of the experiment of all-Ukrainian level on the topic 'System of Training Social Sphere Specialists for National-Patriotic Education of Children and Youth based on Social Partnership' are presented. The article presents the results of the survey of 2,309 social professionals and partners in the national-patriotic education of children and youth. The organizational and pedagogical conditions for establishing partnership in national-patriotic education are determined. Emphasis is placed on the need to develop and actively implement interactive training programs for social workers on social partnership. According to the survey results, the content of such training should include such issues as: initiative and choice of partners, dialogue with them to engage in national-patriotic education, concluding agreements on effective / mutually beneficial partnership, creation and implementation of partnership projects.*
Keywords: *national-patriotic education, partnership, social partnership, specialists in the social sphere.*

Introduction

Under contemporary conditions, social partnership is an effective means of social justice secured, social problems solved through consensus, civil peace guaranteed. It is social relations that secure an optimal balance and realization of various social groups' main interests and different subjects/social partners' efforts to achieve common goals. Social partnership envisages a number of joint actions, a search for ways of solving problems existing and new possibilities for future.

In contemporary conditions, national-patriotic education has to be the priority in the common activity of various social sphere specialists, and not just educators. The urgency of national-patriotic education under conditions in our

country, when sovereignty and independence is of high significance, is beyond doubt. National-patriotic education is a means of renovation of national culture, social degradation prevention, a stimulus of revoking in a person of spiritual and moral qualities, a guarantee of unity and sovereignty.

At the present stage of development, national-patriotic education in Ukraine is being carried out according to the provisions of new Strategy of National-Patriotic Education, approved by the Decree of President of Ukraine as of May 18, 2019 N 286. The strategy's aim can be achieved after different directions, the key one being constructive interaction, social partnership between subjects of national-patriotic education (Strategy of National-patriotic Education, 2019). The issue of social partnership in national-patriotic education in Ukraine has been defined as one of the standards of such activity (Petrochko, 2018).

The purpose of the article: to analyse the results of empirical study regarding readiness of social professionals to social partnership; to determine the organizational and pedagogical conditions that promote national-patriotic education on the basis of social partnership.

The Problem of Research and Research Focus

The issue of partnership interaction is studied in different countries of the world, for social partnership in the system of social relations is an index of real interest of society and the state in the further development of such relations (Carnicelli, Boluk, 2017).

We share the thought that only due to rich in content and wide intersectoral interaction, social initiatives can be innovational and consistent, which make complex tasks of social development more solvable. One sector's force cannot facilitate the process. Joint activity of partners can be secured through: innovational approaches to problems solution, development and introduction of mechanisms, thanks to which all sectors are able to contribute to common deal, new contacts provide new channels of attracting people to problems solution, partners understand better the value and qualities of every subject (Strukova et al., 2016).

The issue of forms and methods of interaction between school and local self-governments in the process of civic education of youth has been studied by O. Zhadko (Zhadko, 2020). At the same time, researchers Hafiri i Papathink that activity aimed at children and youth education should have family/parents as the main partner of school. The scientists underline the importance of strengthening partnership between school and family in order to improve educational process (Mara et al., 2011) and civic education (Hafiri & Papa, 2012).

Some research is dedicated to partnership in adult education, common formation of competencies of different specialists of social sphere and to creation

of various interactive educational programs. In part, some researchers underline that education of adults in itself favors social unity (Theodosopoulou et al., 2009).

The research mentioned above has become useful for researchers in order to understand the meaning and the essence of social partnership. At the same time, it is very important to reveal weak points of social sphere specialists' readiness to partner interaction in national-patriotic education for conditions of effective national-patriotic education based on social partnership to be secure and defined.

Methodology of Research

While this article compilation, theoretical methods (analysis, synthesis, and systematization, comparison, generalization) were used to outline the tasks of national-patriotic education in time of challenges, to define the essence of social partnership and to determine peculiarities of social sphere specialists' readiness to national-patriotic education based on social partnership.

The article represents the results of research-experimental work approved by the order of the Ministry of Education and Science of Ukraine as of April 03, 2018 N 313 "On Conducting All-Ukrainian Experiment 'System of Training Social Sphere Specialists for National-Patriotic Education of Children and Youth based on Social Partnership' in educational institutions of Zaporizhzhia oblast in 2017-2022" (according to the order of the Ministry of Education and Science, the author of the article – head of the project).

Within this experiment, the interviewing of social sphere specialists was conducted in October-November 2019. Other persons interested in national-patriotic education were involved in the interviewing.

To conduct an empirical study, the author identified three components of readiness for national-patriotic education on the basis of partnership (cognitive, motivational, practical). As follows, the indices of social sphere specialists' readiness to national-patriotic education based on social partnership are determined as follows: know ledge of the aims and principles of social partnership; inclination to work with other partners; readiness to interact with partners; ability to conduct a dialogue and to make agreements; ability to cooperate with social institutions and state bodies on national-patriotic education issues; experience in the development of own educational-methodical product used in national-patriotic education etc.

The interviewing covered 2309 persons of Zaporizhzhia. Specialists in the social sphere who had experience in national-patriotic education were involved in the survey. Among the interviewed: 1998 persons – educators (86.79%), 235 persons – parents of students of educational establishments (10,21%), 27 persons – representatives of state bodies (1.17%), 24 persons – representatives of cultural institutions (1.04%), 3 persons – military men (0.22%), 1 person –

policeman (0.13%), 9 persons – representatives of civic organizations (0.39%), 5 persons – representatives of business (0.30%), 7 persons – representatives of other organizations-partners (0.04%).

The interviewing was conducted in one oblast/region. It was important to find out who can be partners in national-patriotic education at the regional level, what are the difficulties and favourable factors of such a partnership. The fact is that the strategic vision, purpose and objectives of national-patriotic education is determined at the national level, and the strategy is implemented in the regions in accordance with the developed optimal models and practices of interaction of different subjects of national-patriotic education.

In order to conduct the ascertaining stage of the experiment 'System of Training Social Sphere Specialists for National-Patriotic Education of Children and Youth Based on Social Partnership', an on-line questionnaire in Google Formats has been developed. Educators and their partners in national-patriotic education of Zaporizhzhia were involved in the interviewing (according to the letter of the Department of Education and Science of Zaporizhzhia Regional State Administration as of October 01, 2019 N 02.2-16/1009).

While interviewing, resources of Oblast Scientific and Methodic Center of Monitoring Research of Education Quality of municipal establishment 'Zaporizhzhia Oblast Institute of Post-Graduation Pedagogical Education' of Zaporizhzhia regional council.

To process the results of the interviewing, methods of research and instruments were used such as: generation of reports (statistics of results after a certain question of the questionnaire) and cross-analysis (comparison of answers to a certain question).

Results of Research

Partner interaction in national-patriotic education has been defined by the author as an inter-impact of different national-patriotic education subjects, manifested in various social contacts. Thus, social partnership in national-patriotic education is a system of optimal interconnections and interrelations between state bodies and local self-governments, education establishments, cultural institutions and non-governmental organizations, families, and other institutions.

The author defines readiness of social sphere specialists to national-patriotic education based on social partnership as an integral quality of personality determined by notions, knowledge, values, and skills formed to a certain level and manifested in inclination to this very kind of activity and preparedness to its implementation on professional level.

Within the frames of all-Ukrainian experiment, the subjects of national-patriotic education were: representatives of state management and local self-governments (foremost, from departments of youth policy), educators and scientists-educators, legal advisers, police, representatives of cultural institutions, civil organizations, volunteers etc.

As for Zaporizhzhia, the subjects of national-patriotic education were: Department of Education and Science; educational establishments of different types (comprehensive middle and higher education); Department of Informational Activity and Communications with Society of Regional State Administration; Department of Culture, Tourism, Nationalities and Religions of Regional State Administration; Department of Youth, Physical Education, and Sport of Regional State Administration; the branch of the Center of Probation in Zaporizhzhia; Head Department of National Police of Ukraine in Zaporizhzhia; Zaporizhzhia local center of free legal advice; Regional scientific library; Regional library for youth; libraries in educational institutions; cultural establishments; and museums; Regional Center of Patriotic Education of Youth, Regional Center of Youth; All-Ukrainian Federation 'SPAS', Zaporizhzhia Regional Organization 'Union of Legal Advisers of Ukraine', Center of career 'Professionals', Zaporizhzhia regional children scout organization "Slidopyt" and many other civic organizations.

According to the results of the interviewing mentioned above, 61.31% of respondents have estimated their level of knowledge on social partnership as sufficient; 7.06% of respondents – as high one. However, 32.74% of respondents know the main aims and principles of social partnership.

The interviewed (75.88%) admit the need of patriotic education based on partner interaction. 64.49% persons of the interviewing are satisfied with cooperation and interaction in national-patriotic education.

21.82% of the interviewed think that the key partner in national-patriotic education of children and youth should be families (parents), 20.44% argue that the main partners are educational institutions, 14.32% consider civic organizations as the main impact in patriotic education, 12.38% – local state bodies, 11.28% – out-of-school institutions. So, the research shows that the most productive cooperation of national-patriotic education subjects is that with educational institutions. On the second place is the involving of parents in various educational measures. On the third place – civic organizations (NGOs), the fourth one – out-of-school institutions.

21.87% of respondents know obligations of local powers and their resources in national-patriotic education, 53.83% of persons know about it partially, 17.32% did not know about possibilities of local authorities. Almost every respondent's experience in social partnership with business structures was insufficient.

55.09% of respondents have wish to take part in national-patriotic measures based on social partnership. However, only 38.63% of respondents show personal initiative in the joint organization and conduct of such events.

11.43% of respondents do not make interested and do not motivate their partners to joint activities. 27.67% are willing to organize national-patriotic events on their own. At the same time, only 18.62% of respondents admit their willingness to independently promote and practically implement a socially significant idea.

54.61% of persons said that they use in their work on national-patriotic education interactive forms and methods. Besides, 13.99% are experienced in development of their own methodic products on patriotic education.

Only 32.70% of respondents are ready to project activity, despite the fact that this activity has enormous potential for attracting to events of national-patriotic education.

It was important during the interviewing to reveal whether the interviewed could choose partners to organize events of national-patriotic education. 19.92% of respondents declared such a skill. However, only 12.21% of respondents answered in the affirmative when asked "Do You try to find partners on Your own in order to organize work on national-patriotic education?"

27.89% of respondents declared their skills of communication with partners on national-patriotic issues. 5.59% of persons estimated their level of business communication with social institutions and state bodies as high. Unfortunately, only 7.28% of respondents noted that they had mastered skills of making agreements for events of national-patriotic education. The detailed results obtained are presented below.

Table 1 **Results of Interviewing National-patriotic Education Subjects on Social Partnership**

Questions	Answers of the interviewed							
	Yes		*Partially*		*No*		*Difficult to say*	
	N	%	N	%	N	%	N	%
Do You know the main aims and principles of social partnership in national-patriotic education?	756	32.74	1304	56.47	137	5.93	112	4.85
Do You consider as important securing and development of social and state values of Ukrainians?	2167	93.85	109	4.72	12	0.52	21	0.91
Do You know the authorities and their possibilities in patriotic events participation?	505	21.87	1243	53.83	400	17.32	161	6.97

Do You consider activity on national-patriotic education important?	1752	75.88	376	16.28	51	2.21	130	5.63
Are You satisfied with coordinated cooperation with partners?	1489	64.49	541	23.43	67	2.90	212	9.18
Do You make interested and motivated Your partners in national-patriotic education events?	978	42.36	876	37.94	264	11.43	191	8.27
Are there interactive methods in Your work?	1261	54.61	671	29.06	262	11.35	115	4.98
Are You ready to project activity?	755	32.70	895	38.76	336	14.55	323	13.99
Do You take part in press-conferences, master classes, business negotiations, round tables, and other measures to attract partners to national-patriotic education?	542	23.47	730	31.62	955	41.36	82	3.55
Have You skills of selecting partners to hold events of national-patriotic education?	460	19.92	892	38.63	729	31.57	228	9.87
Have You skills of business negotiations with partners in national-patriotic education?	644	27.89	1072	46.43	334	14.47	259	11.22
Are you looking for partners on Your own in order to organize national-patriotic education?	282	12.21	615	26.63	1251	54.18	161	6.97
Have You skills of making agreements on national-patriotic education events to be held?	168	7.28	552	23.91	1405	60.85	184	7.97
Do You consider topical the creation of a system of training social sphere specialists for national-patriotic education based on social partnership?	1595	69.08	464	20.10	114	4.94	136	5.89
Do You consider Yourself prepared to national-patriotic education based on social partnership?	270	11.69	1496	64.78	240	10,40	303	13,13

N= 2309

In general, it can be said that only 11.69% of the interviewed are fully prepared to social partnership in national-patriotic education, 64.78% are prepared partially. Nevertheless, taking into account answers of the interviewed to the previous questions, this self-estimation of readiness to social partnership in national-patriotic education can be considered subjective.
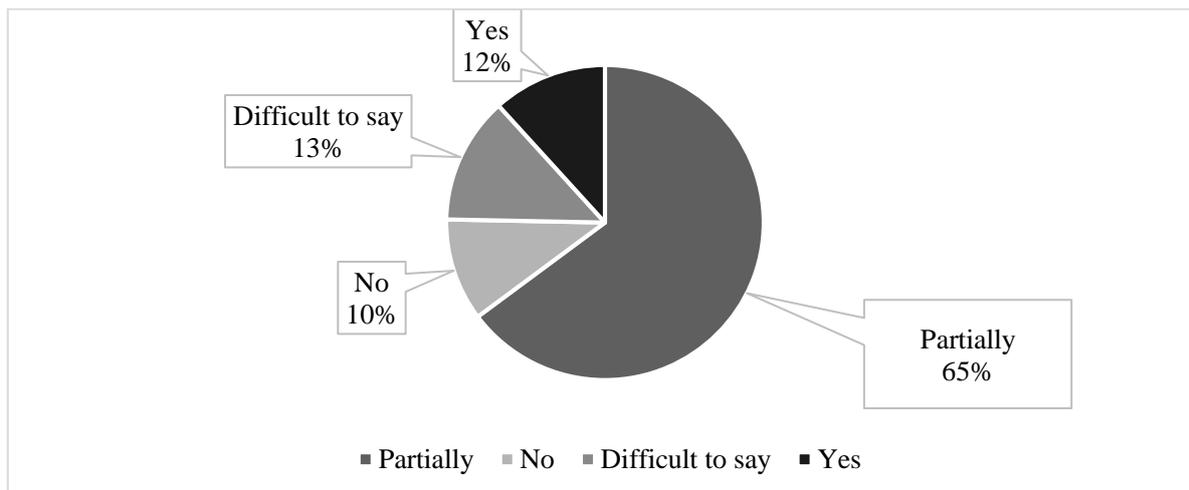
Figure 1 **Respondents' Answers to the Question about Readiness to National-patriotic Education Based on Social Partnership**

69.08 % consider important the creation of a system of training of social sphere specialists for national-patriotic education based on social partnership, being fully aware of weak points of partner interaction experience.

Discussion

The research results described in this article are confirmed by other research results and increase the significance of multi-vectoral study of social partnership in national-patriotic education.

Social partnership in national-patriotic education includes: interaction of representatives of institutions or organizations of different levels (state bodies and local self-governments, cultural establishments, educational institutions, civic organizations etc.), understanding by partners of their own role, responsibility and contribution in common goals, adherence to the main principles, rules, and agreements in realization of national-patriotic education tasks.

Social partnership aims at material and personnel resources to be united, methodic work perfection, pedagogical and professional qualification of various interaction subjects to improve, the best results to be presented. Social dialogue, search for compromise are the dominants of social partnership; plurality of thoughts, mutual understanding being its basis.

Research data coordinate with other scientists' view that national values formed are able to secure the unity of society and its development benchmarks (Cojocariu, 2013). Researcher L. Sokol stresses that social partnership can be implemented in the best manner when there is a socially significant common goal dictated by high values. She defines dignity as a psychological component of a social partnership model (Socol, 2019). Taking into account the facts mentioned

above, we consider as highly important the result of the interviewing presented below: 93.85% of respondents think that Ukraine should cultivate social state values, such as sobornist, self-identity, will, dignity, and view them as the basis of national-patriotic education based on social partnership.

The article's conclusions about the importance of a partner chosen for national-patriotic education correspond to the conclusion that the strength of partnership is in attracting to interaction an optimal number of partners. L. Vyatkina and I. Gruzdeva consider the provision in the same tune: they note that task performance under social partnership covers some stages, the first one being partner organizations selection (Vyatkina & Gruzdeva, 2016).

Some results of our research on insufficient readiness to project activity based on partnership are confirmed by the results of all-Ukrainian interviewing "Ukrainian Civic Identity". This interviewing has revealed a small part of youth from all regions of Ukraine who are experienced in national-patriotic education (17,6 % of young people took part in city, regional or oblast projects (measures) of national-patriotic education. The part of youth that had participated in border regions was the smallest (3,2% – in regions bordering on the Black sea and the Azov sea, 4,3% – in regions bordering on Belorussia, 8,4% – in regions bordering on Russia) (Ministry of Ukraine of Youth and Sport, 2018, p. 65-66). Thus, the further scientific attention should be concentrated on contemporary project activity of national-patriotic line (difficulties and peculiarities of this process), for it is democratic projects that reflect the essence of democratic consolidation (Tamayo, 2011).

Having analysed scientific sources and the results of the interviewing, the author of this article recommends organizational-educational conditions to be introduced in order to increase the effectiveness level of social partnership in national-patriotic education:

- building up of multi-vectoral partnership connections and creation of inter-departmental algorithms of actions for social sphere specialists in the process of national-patriotic education of children and youth,
- development and introduction of tested complex programs to train social sphere specialists in national-patriotic education, and methodic materials on organization of study and effective interaction of partners in national-patriotic education of children and youth,
- encouragement of using innovational educational technologies, forms and methods of partnership interaction,
- creation of resource platform for communication, informatization, experience exchange, common study.

We consider organization of training of social sphere specialists in national-patriotic education as a key term. The author of the article is experienced in creating and introduction of national-patriotic education programs (Bekh,

Petrochko, & Kyrychenko, 2017). During training sessions, subjects of national-patriotic education will improve their knowledge on international and home benchmarks\guidelines of social solidarity, as well as of the essence, mechanisms and peculiarities that can be used in their practical activity; will strengthen motivation for partnership interaction of national-patriotic education in local society, will form practical skills of partnership interaction, development and implementation of common projects of national-patriotic education. The pivot of training in social partnership is defined as formation of value marks of national-patriotic education subjects and social and state values.

According to the aim and tasks, study on national-patriotic education can include seven sessions: 1. Patriotism as a value and the basis for nation unity. 2. Normative and legal benchmarks of national-patriotic education of youth. 3. Analysis of resource possibilities and hindrances in introduction of national-patriotic education programs. 4. Intersectoral partnership in national-patriotic education. 5. Models of partnership interaction in national-patriotic education. 6. Methodic navigator of national-patriotic education. 7. Participation of youth in social life as a demonstration of patriotic position.

The proposed structure of the training program will secure a minimum sufficient level of readiness of participants to national-patriotic education based on social partnership.

Conclusions and Suggestions

Our research demonstrates that partnership in national-patriotic education is the basic term of its effectiveness. Nevertheless, partnership is now at the stage of development. Social sphere specialists are aware of its significance, are interested in partnership interaction, are socially active, they understand that partnership has to concentrate on social and state values. However, they know little about: partnership procedures, partnership principles. Social sphere specialists display little initiative, they are not ready to choose partners of national-patriotic education on their own, their knowledge of legal aspects is insufficient, they are not ready to interact with local state bodies and local self-governments, are not ready to common project activity etc.

We should create effective organizational-educational conditions and use them in their unity for efficient social partnership in national-patriotic education. A system of joint training of social sphere specialists to national-patriotic education based on social partnership is required to secure effective organizational-educational conditions. Such a system, when organized and secured as a multi-level one, will optimize the process of national-patriotic education and strengthen its efficiency. The content accents of the training, in our point of view, should be: knowledge of the potential of all partners in national-

patriotic education, initiative in partnership, selection of partners, partner communication, making agreements on effective partnership, creation and implementation of partnership projects.

Further research of the problem of social partnership in national-patriotic education can include: research of social partnership in national-patriotic education after project, cultural-educational, and educational lines, revealing the mechanisms of mutually profitable partnership, generalization of the best regional partnership interaction models.

Acknowledgement

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THE EXPERIENCE OF SOCIAL PEDAGOGUES AND SOCIAL WORKERS WHEN PROMOTING POSITIVE BEHAVIOUR IN CHILDREN AT DAY-CARE CENTRES

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Abstract. *The article presents the study, the purpose of which is to reveal the experience of social pedagogues and social workers when promoting positive behaviour in children at day-care centres. The qualitative type of research was chosen when applying the method of semi-structured inteview. The data of the study were processed by applying the method of data content analysis. 3 social pedagogues and 5 social workers, who work at children day- care centres, participated in the study. The data of the study revealed that when promoting positive behaviour in children at day-care centres social pedagogues and social workers create positive relationships with children and strengthen positive interrelationships between children, have individual conversations with children. Meaningful use of children's leisure time plays an important role when promoting positive behaviour in children. In this case, it is important that the activities, which are organised for children, would be personally and socially meaningful, that they would encourage independence and responsibility in children and humane relationships. When promoting positive behaviour in children social pedagogues and social workers encourage the culture of teamwork and cooperation in order to maintain partnership relationships with parents of the child and other specialists by sharing their experience and rendering assistance to other.*

Keywords: *day-care centre, children, promoting positive behaviour, social pedagogues, social workers.*

Introduction

The safeguarding of the child's welfare is a priority area in the national policymaking and its implementation. The Concept of the Child's Welfare of the Republic of Lithuania (2003) and The State Policy Strategy of the Child's Welfare (2005) define the child's welfare as facilitating conditions for the child to live a full life, the safeguarding of his right to protection, supply and participation in social life. These documents emphasise that the child should not experience poverty or social exclusion, the deprivation of realising their skills and helplessness when adapting to the changing conditions. The attention should be drawn to the fact that the measures of general scope, which seek the welfare

of all children, should be coordinated with targeted measures aimed at the children, who are in the most disadvantaged social position. Therefore, when solving multiple problems, which children and their families face, various services should be developed. The development of services for children and families and investment into the improvement of their quality is a priority to the state.

The State Policy Strategy of the Child's Welfare (2005) points out that particular attention has to be paid to the children's day-care and education services when expanding the network of children's day-care centres. The main activity of children's day-care centres is the provision of socio-educational services (Targamadze, 2017). At children's day-care centres, socio-educational services are provided to children, who are at social risk, to children with disabilities and other children and their families (Catalogue of Social Services, 2006). The socio-educational activity is aimed at the full development of personal abilities, the creation of conditions for personal development and individual education, while ensuring personal full-blown socialization in his environment and social inclusion (Šereivienė & Žydžiūnaitė, 2005).

It should be noted that a significant proportion of children, who attend day-care centres, are from families with negative conditions for children's development. Prevalent negative conditions in the family might lead to the formation of a socially immature personality, who is characterised by a negative worldview, inability to adapt to his environment, lack of self-esteem and self-control, as well as antisocial behaviour. The strengthening of positive socialisation and the development of positive behaviour are of special relevance to children growing up in the families, in which negative conditions for children's development prevail. I. Liepinskaitė & R. Motiečienė (2017) underline that child's day-care centres, which provide socio-educational services, contribute to the strengthening of positive socialisation in children.

Children's day-care centres provide a complex assistance, the purpose of which is to organise appropriate leisure activities for children after their lessons, to create a safe environment for them, detract from their negative social environment and to protect against an inappropriate behaviour, as well as to develop resilience to social risk factors in children, to promote and maintain their motivation in education, to assist them in feeling a full participant of social life and to increase their self-esteem (Masiliauskienė & Griškutė, 2010). Day-care centres provide socio-educational assistance to a child's family in order to strengthen family's functioning, their empowerment and parental ability to nurture their child.

The first Lithuanian day-care centre was established in 1996, however, there is still lack of scientific research in this area. Day-care centres were researched in connection with management: their functions and management

characteristics, territorial jurisdiction, interinstitutional collaboration and the assessment of their activity (Sipovič, 2007; Buzaitytė – Kašalynienė & Liaudginaitė – Zamalienė, 2012). Certain studies analyse socio-educational assistance to families at social risk and their children (Favourable Environment for Children and Youth: Challenges and Opportunities, 2013), as well as the significance of the assistance rendered at day-care centres on the basis of children's experience (Indrašienė & Šlapelienė, 2007; Masiliauskienė & Griškutė, 2010) and opportunities to develop social skills in children at children's day-care centres (Jančiauskytė, Širiakovienė, & Plaušinaitienė, 2013; Vaitiekienė, 2013; Gudžinskienė, Burvytė, & Barkauskaitė, 2017). They also studied the implementation of children's rights at day-care centres (Gudžinskienė, Raudeliūnaitė, & Uscila, 2016). However, there is still lack of scientific research analysing the experience of employees, who work at day-care centres. It should be noted that The Study of the Activity of Children's Day-care Centres and the Assessment of Services Provided There and the Development of Their Opportunities (2015) underlines that, at day-care centres, it is very important to develop positive behaviour in children, to assess the effectiveness of socio-educational services in order to enhance positive socialisation in children by conducting both quantitative and qualitative studies.

The research aim was to reveal the experience of social workers and social pedagogues when promoting positive behaviour in children at day-care centres.

Research Methodology

Research methods. Qualitative research was chosen for the study. „Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data" (Creswell, 2014, p.32). The data of the study was collected by using semi-structured interview in order to answer the following questions: how social pedagogues and social workers develop positive behaviour in children at day-care centres and what helps them to ensure the development of a positive behaviour in children at day-care centres. The data of the study was collected in the June-July of 2020.

The data of the study was processed by using a content analysis method. Qualitative analysis is a process of reviewing, synthesizing and interpreting data to describe and explain the phenomena being studied (Craswell, 2014). Qualitative content analysis was carried out in accordance with inductive, data-based research, in which categories are logically assigned. The study content

analysis was performed by taking the following steps: the reading of the transcribed interview texts for a few times; the coding of the study data; the grouping of codes, the creation of categories; the comparison of categories in between while distinguishing contrasts, underscoring the characteristics of each category and explaining the differences of categories; the creation of finite structure of categories on the basis of their interrelations and hierachy; the description of the study results and interpretation (Craswell, 2014). The participants of the study were asked to confirm the content of the categories and to provide additional commentaries, if they noticed any changes. The participants of the study did not change anything.

Research sample. Purposeful sampling was used. Selection criteria for research participants: the participants of the study were social workers and social pedagogues working at children's day-care centres whose experience of work with children at day-care centres is at least 3 years. 3 social pedagogues and 5 social workers, who work at children day- care centres, participated in the study.

Research ethics. The study was based on the respect for personal privacy, benevolence and attitude not to harm a researchee, confidentiality and anonymity (British Educational Research Association [BERA], 2018). The participants of the study participated voluntarily. They were briefed on the purpose and the use of the study, the method of study data collection and the procedure of the study, anonymity and confidentiality were ensured. Study participants were assigned a code by using the letter 'I' and a number (I1, I2 and so on).

Analysis of Research Results

The study took interest in how social pedagogues and social workers develop positive behaviour in children at day-care centres and what helps them to ensure the development of positive behaviour in children at day-care centres. Having analysed the study data, it was identified that social pedagogues and social workers while developing positive behaviour in children at day-care centres create a positive emotional environment, organise meaningful leisure for children and nurture the culture of teamwork.

The creation of a favourable emotional environment while developing positive behaviour in children. The study data shows that the creation of a favourable emotional environment at day-care centres should be associated with the creation of positive relationships between the employees and children, the enhancement of positive interrelationships between children and individual conversations with children (Table 1).

Table 1 **The Creation of a Favourable Emotional Environment while Developing Positive Behaviour in Children**

Category	Subcategory
Positive relationships of a social pedagogue and social worker with children	Positive attitudes of a social pedagogue and social worker towards all children
	The example of a social pedagogue's and social worker's positive behaviour
	Relationships with children based on humanist values: respect, self-confidence and assistance
The enhancement of positive relationships between children	The promotion of positive interaction
	The promotion of cooperation
Individual conversations with children	Assist in knowing a child better
	Assist in developing closer ties with a child
	Assist in choosing appropriate strategies of positive behaviour development suitable to individual needs of a child
	Motivate and assist a child in changing his inappropriate behaviour

Positive attitudes of the employees towards all the children are an important factor when creating positive relationships with children. According to the informants, "every child must matter and should feel welcome at the day-care centre, he needs to get the feeling of a warm, respectful communication with him" (14), "good relationships with children are possible when they feel accepted, feel that employees believe in them, when you don't downgrade, don't underestimate them" (15), "it is important to me to accept all the children such as they are and to think about a child positively, then, a desire arises to be with him, to help him to overcome arising difficulties, my own self-confidence, that I can do it, arises" (13).

The study shows that, when creating positive relationships with children, it is important that an employee would demonstrate an example of positive behaviour. According to the study participants, "if you start communicating with all the children respectfully, the children also notice it, this is exactly that example of the promotion of positive behaviour" (I7), "if we want to develop positive behaviour in children, let's act positively themselves, because children are very sensitive to that, and they adopt the examples of our behaviour" (I6), "children learn from us, we are their role models themselves" (I1).

The participants of the research emphasised that, when developing positive behaviour in children, it is important to base interrelationships on humanist values, especially politeness, attentiveness, confidence in a child, sincerity and assistance. The informants pointed out that "in order to achieve good behaviour in children you need to communicate with children pleasantly, warmly and very

sincerely, to be interested in them, to ask them how they are doing, to show that they matters to us, that we want to help them when they need our help" (I8), "attention, confidence in a child, talking about child's needs, desires, experiences assists in starting and maintaining good interrelationships, which are very important when developing appropriate behaviour in children" (I3).

Similar tendencies were also revealed by other studies (Patrick, Ryan, & Kaplan, 2007) which demonstrate that, in a great measure, the development of positive behaviour in children depends on the educator: his tactful, calm behaviour, his efforts to dispel fears, the manifestations of anxiety or tension. Therefore, it is important that an employee would display respect, friendliness, confidence in his strength, patience, if he fails, that he would also watch and control his own behaviour. According to S. Burvytė (2017), in order to lay foundations for the positive changes in child's behaviour, an educator must strike up a strong, friendly relationship with a child based on mutual trust. Only when a relationship, which is based on trust and understanding, emerges the person is able to obtain more confidence in his strength, to draw the appropriate conclusions regarding their behaviour and muster courage to make changes.

The study data revealed that social pedagogues and social workers, when developing positive behaviour in children, aim at strengthening positive relationships between children by encouraging children to learn to communicate and cooperate properly. The study participants pointed out that "the communication of a significant part of children is impaired, therefore, a lot of attention needs to be paid in order that children would learn to communicate properly" (I2), "children have a great lack of communication skills, therefore, we teach these skills in their daily communication, we devote special activities for that" (I8); "children are taught communication, communication culture in various daily situations and the activities that we organise" (I1); "we are creating a communicating community, because the child can learn appropriate mutual relationships and cooperate only in such community" (I4). According to N.Sturlienė (2005), when there is tension in the group due to insecurity, distrust towards one another, where everybody takes care only of himself, when there are small groups, within in the group, which don't see eye to eye, children feel one way. It is a completely another matter when the group lives in unity, when everyone feels being a part of it, accepted and important. According to B.Bitinas (2004), while being in a cooperating community, the child perceives himself as a full member of his community, experiences the feeling of security, is not afraid that he can be hurt or disdained, he learns to analyse and assess himself, understands his both belonging to the community and individuality, acquires the experience of communication and cooperation.

The study revealed that when developing positive behaviour in children employees hold individual conversations with children. It is conveyed by the

following statements made by the informants: "when developing proper behaviour in a child an individual conversation with the child is unavoidable, it is very important, it must be dominated by sincerity and avoidance to condemn the child, it must be dominated by the desire to understand him and help him" (I2), "during conversations, first of all, I try to learn about a child's situation, and, only having known the child, his behavioural or other problems, it is possible to foresee what kind of assistance he needs, how to help him" (I3), "during conversations with the child, we seek to find out the strengths of the child, as well as difficulties arising to him. We talk, discuss, we look for solutions to arising difficulties" (I7), "there are very different approaches to every child, therefore, while developing positive behaviour I endeavour to take into consideration a child's situation, his needs" (I8), "when a child lacks resolution, for example, to change his inappropriate behaviour then, while talking with him, I try to motivate him that he would make a decision himself, that he would take steps towards his change, and I try to support him, to discuss his progress, to help him on his way towards changes" (I4). The study data demonstrates that, during individual conversations, employees endeavour to get to know the child better, to choose appropriate strategies to develop positive behaviour which are suitable to child's needs. They also motivate and assist the child in changing his inappropriate behaviour. It should be noted that, during individual conversations, employees seek to establish and maintain close relationships, which are based on mutual trust, with children. When there is positive reciprocal interaction children become not so reserved, they exhibit a greater measure of cooperation with employees when resolving their difficulties and developing positive behaviour. In addition, not only does an educator need to communicate sincerely with the child, but he also needs to endeavour not to condemn him because of his inappropriate behaviour, to try to elucidate the causes of such behaviour, which encouraged them to act in such manner, and to show that there is a supportive man, who wants to assist him in finding out solutions to problems (Rupšienė, 2004). According to S. Burvytė (2017), a positive educational conversation is an effective tool enabling to change a destructive model of the child's behaviour into a positive one.

Meaningful children's leisure activities. The study revealed that positive behaviour in children is developed by organising various leisure activities. These activities influence child's behaviour in a positive manner when the child perceives them as personally and socially meaningful, when they encourage and develop his independence and responsibility, whereas strategies, which are applied to manage children's behaviour, assist in strengthening socially appropriate behaviour (Table 2).

Table 2 **The Development of Positive Behaviour in Children by Organising Leisure**
Activities

Category	Subcategory
Personal Meaningfulness of Activities to the Child	Activity which conforms to the interests, inclinations and preferences of child
	Activity encouraging child's self-expression
	Social skills of the child are developed
	Involvement in it results in success and pleasant experiences
Social Meaningfulness of Activities to the Child	Perform different social roles
	Carry out good works to others
Encouragement of Independence and Responsibility in Activity	To encourage children to perform various tasks independently
	To assist in understanding that the success of an activity depends on his effort
	To form a habit to perform assumed tasks carefully
Management of Children's Behaviour while Promoting Socially Acceptable Behaviour	Positive behaviour of the child is strengthened and supported
	To teach the child to encourage himself and others for good behaviour and work
	Creation of behaviour rules and compliance with them
	To react to inappropriate behaviour of the child thoughtfully and properly

In terms of educological aspect, the criterion of the meaningfulness of an activity to the child is important, because changes in the personality and behaviour of the child are positive only then, when he believes in the meaningfulness and value of what he does (Bitinas, 2004). According to the informant, "purposeful and meaningful engagement is very important to children, because otherwise children most often start behaving inappropriately due to boredom or not knowing what to do with themselves" (I6). The data of the study demonstrates that when developing positive behaviour in children it is important that an activity would be personally meaningful. On the basis of the study data, an activity will be personally meaningful when it will conform to interests, inclinations and preferences, when the child will be able to express himself, will experience success and will develop social skills. The participants of the study pointed out that, by involving children in various activities, they seek to take into consideration individual abilities, needs, interests and preferences of the child and create opportunities for the child to express himself. It is conveyed by the following statements of the informants: "an activity is selected according to their abilities and preferences, it is necessary that it would be liked by the child, then, he gets involved in it, it becomes acceptable to him and effective" (I2), "children are very creative, curious, they want to express themselves, therefore, we devote much attention to their self-expression, we encourage them to try themselves in various activities, to discover what is

interesting to them" (I3), "when a child can express himself, reveal himself, show his abilities all of that boosts self-confidence of children, strengthens their confidence in their abilities, they begin behaving in a more responsible manner" (I6), "I encourage children to express their opinion, to tell what kind of events they would like, I involve them in the organising of activities in order that everyone would contribute according to his abilities, would not remain unnoticed, uninvolved, this is how the 'I can" feeling of the child and responsibility are boosted" (I1).

The participants of the study pointed out that the social skills in children are developed by organising different leisure activities at day-care centres. The impact of activities on children's social skills is determined by the measure in which they enrich social relationships of the children and assist in forming socially appropriate behaviour. The informants emphasised that various activities are aimed at creating positive interrelationships while children learn to behave politely, to communicate respectfully, to resolve disagreements properly, to trust each other, not to disdain each other, to listen to each other, to apologise, if somebody is not right and the like. The informants also pointed out that when developing social skills in children they use different methods: "most often we have team exercises by involving in various educational games, as well as different films are watched, after that, we talk them over, we hold various discussions. We talk about what children think, what that man felt in that situation, what he would feel in such situation, we discus what could have influenced one or another behaviour, we discuss various situations arising at the centre as well" (I3), "during social skills lessons, we analyse, model and learn to behave nicely" (I8). Similar tendencies were also revealed by other studies which demonstrate that children's day-care centres, which develop social skills in children through various socio-educational activities, assist in resolving different problems in children related to their inappropriate behaviour (Gudžinskienė et al., 2016). According to Pihlaja, Sarlin, & Ristkari (2015), problematic behaviour in children is often related to the lack of social skills.

The study data revealed that when developing positive behaviour in children it is important that while performing activities the child would experience positive feelings and success. In order to achieve that it is important, according to the participants of the study, "to set clear and achievable goals, then, he achieves them, starts trusting himself more, becomes more motivated" (I7), "to assign tasks according to child's abilities in order that he would be able to perform them, would experience success, if need be, he gets help, to praise the child for his effort, performed work, this is how the child starts trusting himself more and more, he becomes more active, his behaviour improves" (I4). According to the participants of the study, "when an activity is not interesting to a child, it is too complicated, and the child experiences failures, he is angry, he

gets disappointed, gets indifferent," "we cannot hope to benefit from any activity into which the child gets involved unwillingly, as if he is forced, when he is not interested in it, therefore, I endeavour that an activity would give good emotions, he would participate in it willingly, would grow in it" (I6).

The study revealed that when developing positive behaviour in children it is important that activities would be socially meaningful to the child, assisting in acquiring useful social experience. The participants of the study pointed out that a socially useful activity is diverse, encompassing activity at the day-care centre and outside of it. According to the statements made by the informants, obligations imposed on children and obligation assumed by them at the day-care centre acquire particular importance. They allow the child to perform various social roles, to improve communication and cooperation skills, to get the feeling of being an important member of the centre community: "children have various obligations imposed on them and obligations assumed by them at the day-care centre, these are elected posts, various imposed or assumed tasks, duties when organising various activities or performing works, this is how children learn to be responsible, to make decisions and to develop independence" (I1), "in various activities, I encourage children to cooperate: to consult each other, to share tasks, to help each other, to communicate nicely and the like" (I2), "while performing activities children perform various roles: they plan, organise, help, lead. I endeavour that children would try themselves in different roles and would try themselves in new roles, if somebody is not so bold or doubts, I encourage him. I also encourage that children themselves would cheer up each other, would support, would help each other... Through various roles, they also acquire more diverse social experience and learn to behave appropriately" (I3).

The participants of the study pointed out that children participate in different organised social events, projects, do good works. According to the informants, "this activity assists children in expanding the scope of their social relationships, to form socially appropriate behaviour" (I7), "children, when doing good works to others, start feeling significant, develop self-confidence" (I1), "the benefits of such activity are great, I can often see joy experienced by children, their pride in themselves, because they can contribute something..." (I5). According to I. Klanienė & G. Šmitienė (2013), children, who get involved in social activities, are able to know better the needs of other people, to learn to meet them, to feel satisfaction and pride in their activity. Children also develop moral values: respect, tolerance, dutifulness, responsibility and citizenship.

The study data shows that when developing positive behaviour in children it is of relevance to encourage independence and responsibility in children through different activities. The participants of the study maintained that they assign various - both individual and directed at small groups - independent tasks, during which children learn to set goals, to plan, to assess, to choose tools and

methods. An employee mostly undertakes the role of the assistant. The informants notice that children perform tasks more willingly when they have an opportunity to choose, to present their suggestions, to put in their understanding and creativity.

On the other hand, according to the informants, it is equally important to assist children in understanding that there is a close link between the amount of their effort, which is put in, and success. According to the informant, "some children give up quickly when they encounter some kind of a difficulty and want that somebody else would do something in their stead, then, I encourage that they would firstly look for solutions and would engage somebody else as an assistant while searching for solutions, but not as a solution provider" (I5), "when a child experiences a failure I attempt to elucidate what he has been doing and what he is going to do; very often they say 'I don't know,' then, I help them not by giving a direct answer, but by asking questions, which encourage them to make efforts themselves and to find out the answer or solution, I praise for efforts. I only accompany, but I don't try to do it in child's stead, and I encourage others to stick to such strategy" (I2). The informants also pointed out that they motivate children to perform tasks and works assumed by them carefully. In this way the child's responsibility, self-confidence and self-control are developed. Thus, the ability of the educator to express his faith in the ability of the child to overcome difficulties (to instill hope in the child by encouraging him, supporting him, praising him for his efforts) should be deemed as a significant condition to develop positive behaviour.

The study revealed that, at day-care centres, social pedagogues and social workers, when developing positive behaviour, apply various strategies, which encourage socially acceptable behaviour, to manage children's behaviour. One of them is the reinforcement and maintenance of positive behavior. The study revealed that it is important to notice appropriate behaviour exhibited by the child: "these are praises that we use to encourage positive behaviour, we pay attention to child's positive behaviour when the child behaves nicely, does something good, you praise for behavioural changes achieved by them or improved learning outcomes, he is joyful, he is smiling, he is happy, he wants to behave nicely" (I7).

On the other hand, according to the informant, "we always try to react to any problematic behavioural act, we don't leave it unnoticed, we don't pretend that nothing happened. We stop and don't allow it to gain momentum, we clarify it immediately, we talk with the child and look for possible solutions together, it's not about how great punishment is, but that the child would understand the consequences of his inappropriate behaviour and would be willing to change his behaviour...when we see that the child tries to change his behaviour we support and praise him" (I6). R.K. Wheatley et al. (2009) also note that in particular

children are motivated to change when their appropriate behaviour is noticed. Praising and thanking are very important to the child, because they motivate children to improve and encourage the establishment of appropriate behaviour (Wheatley et al., 2009).

The results of the study show that the participants of the study, when developing positive behaviour in children, teach the child to praise himself and others for good behaviour, work, efforts and achievements: "it is important to me not only to praise a child, but also to teach the child to praise himself, to notice his own strengths, to rejoice in his own good act or work. I often ask the child how he feels after helping another person, having behaved nicely or the like. In such a way, he learns, gradually, to notice and to rejoice in his own good deeds himself" (I4), "it should be observed that children, when assessing each other's work, first of all, begin by expressing disdainful criticism, so I teach that, first of all, they need to start noticing positive, good things, whereas observations should be presented politely, without underestimating and humiliating others" (I1), "I teach to pay compliments to each other, to rejoice in each other" (I3).

Another method, which is applied to develop positive behaviour, is the creation of behaviour rules and compliance with them. This is corroborated by the following statements made by the informants: "we create the rules of good behaviour together with children, then, they comply with them willingly and learn to behave appropriately" (I1), "we don't present rules to the children, but we write down behaviour rules, which apply to all, together, and oblige themselves to stick to them" (I8), "we create rules, which help create good interrelationships, together with children, for example, to listen to each other, to talk politely, not to mock others and the like. We supplement them, if we see that it is necessary to add some rule" (I5). It demonstrates that employees create communication rules, which assist in creating friendly relationships with others, together with children. When creating rules it is important to cooperate with children, thereby the child will not feel that the adults forced unacceptable rules on him.

The study results show that the employees try to react to inappropriate behaviour of the child thoughtfully and appropriately: "it doesn't matter how difficult it is, firstly, I say 'stop' to myself, then, I think over and talk with the child calmly" (I5), "I try to react calmly, and I feel that when you react calmly they calm down as well" (I8), "it's necessary to try to react calmly, not to loose your temper, to talk with the child calmly, respectfully" (I1). It shows that in order to help the child it is necessary that the reactions of the adults would be thoughtful and appropriate. Spontaneous reactions towards problematic behaviour of the child may only worsen the situation. Furthermore, children learn from the emotion management strategy employed by the adults.

Teamwork. The study revealed that when developing positive behaviour social pedagogues and social workers nurture teamwork culture, which is based on the cooperation with the parents of the child and other specialist (Fig. 1).
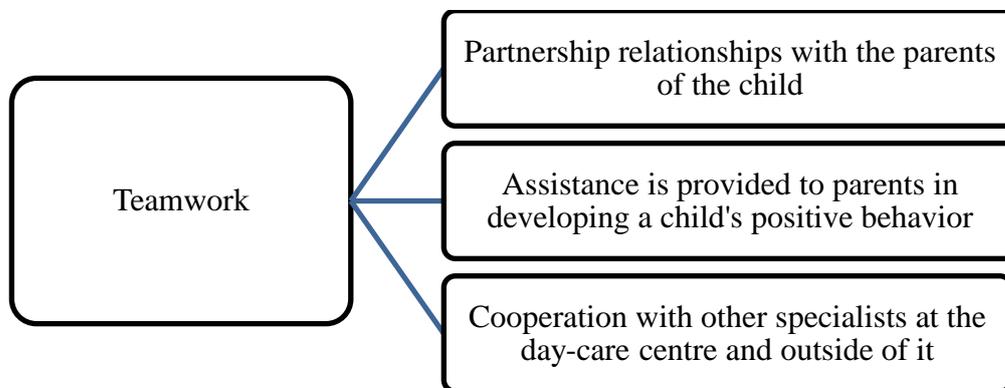
Figure 1 Teamwork in Developing Children's Positive Behaviour

The data of the study shows that the informants, who participated in the study, while cooperating with the parents of the child use empowerment approach by creating mutual partnership relationships and involving them in the making and implementation of decisions, which are related to their child, this in turn assists the child's parents in feeling competent to develop their child. The informants pointed out that they aim at maintaining close ties with the parents of the child: "we talk a lot with parents individually, we consult with them...cooperation assists us in knowing the child better, his situation in his immediate environment and meeting individual needs of the child...we involve parents in various events" (I2), "when developing positive behaviour of the child we discuss with his parents what strategies we will follow and foresee everyone's responsibilities and obligations" (I6). The informants pointed out that there are numerous instances when parents are focused on behavioural problems of their child without seeing and failing to overcome obstacles in their home environment. Employing teamwork enables them to perceive arising problems in a wider context. According to one of the informants, "talking and acting together help expand the vision of the behavioural problems of the child, discuss thoroughly and see what needs to be changed at home, where to direct attention at the centre when developing positive behaviour of the child" (I3).

The participants of the study pointed out that they organise training courses for parents on topical issues by engaging the specialists of the centre and those of other institutions in order to assist in solving problems related to the behaviour of the child or other educational difficulties. Social pedagogues and social workers, as well as psychologists consult parents on the topics of relevance to them. If they are not able to render assistance at the centre, they inform parents who can render assistance to them, if need be, they mediate by

assisting in obtaining necessary help. Some centres organise the courses of the development of parental skills for parents.

The informants maintained that they cooperate with the specialists of their centre and those of other institutions not only while rendering assistance to the child and his parents, but they also exchange good practice when developing positive behaviour in children. The participants of the study underlined that they take different courses to improve their professional competence, which in turn assist them in developing positive behaviour in children. The cooperation with other institutions is also of relevance when consultations are held and while receiving support and having encountered more complicated instances of the problematic behaviour of children.

Conclusions

The study revealed that when developing positive behaviour in children social pedagogues and social workers create a favourable emotional environment at day-care centres, organise meaningful leisure for children and nurture teamwork culture.

The study showed that when creating a favourable emotional environment it is important to establish and to maintain positive relationships between employees and children and to strengthen positive relationships between children, as well as to talk individually with the child. Positive attitudes towards all the children, their example of positive behaviour and the basing of relationships with children on humanist values facilitate the creation of positive relationships with children. The strengthening of positive relationships between children should be associated with the teaching of children to communicate and cooperate among themselves appropriately. Individual conversations with children empower the employee to know the child better, assist in establishing closer ties with him and choosing appropriate strategies, which conform to individual needs of the child, that develop positive behaviour, and motivating the child and helping him change his inappropriate behaviour.

The study established that the development of positive behaviour when organising leisure activities should be associated with the personal and social meaningfulness of activities to the child, the strengthening of independence and responsibility in their activity, and the management of child behaviour when encouraging socially acceptable behaviour. An activity will be meaningful to the child when it conforms to the interests, inclinations and preferences of the child, promotes the self-expression of the child, assist in developing social skills, and the child experiences success and pleasant feelings when performing it. An activity will be socially meaningful to the child when he performs various social roles and does good works to others. When developing positive behaviour in

children it is also of relevance to develop independence and responsibility in children in various activities by encouraging children to perform various tasks while assisting in understanding that the success of an activity depends on efforts, which are put in, and accustoming them to perform assumed tasks and works carefully. The management of children's behaviour, while encouraging socially acceptable, also take on important connotations. In this case, it is important to strengthen and to support positive behaviour of the child, to teach the child to incentivize himself and others for good behaviour and work, to create behaviour rules together with children and comply with them, as well as to thoughtfully and appropriately react to inappropriate behaviour of the child.

The study revealed that when developing positive behaviour in children teamwork is important. On the one hand, it is important to cooperate with the parents of the child while creating and maintaining partnership relationships with them, involving them in the process of the development of positive behaviour in the child and its continuity at home, as well as organising assistance to them to develop positive behaviour. On the other hand, it is important to cooperate with other specialists both at the centre and outside of it when rendering assistance to the child, his parents, exchanging good practice, developing positive behaviour in the child, as well as getting consulted and receiving support and encountering more complicated instances of child's behaviour.

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PERSONAL VALUES IN THE STRUCTURE OF THE SOCIAL ENVIRONMENT AND PROFESSIONAL ACTIVITY

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Abstract. *This article presents the results of a research on the impact of the values system of personal attitudes and values of the individual to choose a profession, as well as subsequent impact of this choice on the social environment in general. For our work, we used the following methods: pedagogical experiment, test and other methods for determining values in the structure of the personality (Methodology M. Rokeach, Sack's Sentence Completion Test, projective test methods «Tree of values», «I-real / I-ideal»).*
During the experiment, we also turned to the method of interviewing students (last courses of bachelor's and master's degrees) and working professionals in the educational environment to determine the impact of personal values on professional competence.
We were able to determine the features of professional activity understanding of the social development needs in the educational environment, its strengths and weaknesses for the formation of the social order of the state and the individual, as well as ways to improve the social environment on the basis of the proposed forms of work with the values of a future professional.
Keywords: *Personal Values, Profession, Professional activity, Social Environment, Values.*

Introduction

The modern world as we know it now has been shaped for generations and each new turn in history has changed society, changed perceptions of the world and changed values. What the world will be like after 2019 will also depend on human values, their acceptance by each nation and each individual. But in general, contemporary human values are a rather «stable object».

For instance, analyzing the information web portals of modern science we can note that the issue of values research is one of the most popular (Table 1). If we take the search engine ScienceDirect from Elsevier B.V., this database provides descriptions of 8,293,795 scientific publications in the period from

1997 to 2021 inclusive for the search query «values». For «personal values» the number of publications is much lower, at 1,050,081, but this does not narrow down the range of information for the consideration of our research questions. In addition, most of the material is related to earth sciences, materials, management, business and medical issues. That is why we turned to a relatively new scientific database, which is no less actively used in the modern world, but at the same time has more open access and correlates quite well with the previous database - it is Google Academy.

Table 1 **Comparative Analysis of Quantitative Indicators of Publications on the Research Subject (data as of 30.01.2021)**

№	Search request	ScienceDirect from Elsevier B.V.		Google Academy	
		1997-2020	**2019-2020**	**1997-2020**	**2019-2020**
1.	values (English)	8 293 795	1 067 799	7 730 000	600 000
2.	values (Russian – «ценности»)	Search not available		1 280 000	23 600
3.	values (Ukrainian – «цінності»)			241 000	16 100
4.	personal values (English)	1 050 081	118 413	5 030 000	172 000
5.	personal values (Russian – «ценности личности»)	Search not available		952 000	15 700
6.	personal values (Ukrainian – «особисті цінності»)			181 000	15 500
7.	personal values in professional activity (English)	179 441	23980	3 740 000	73 200
8.	personal values in professional activity (Russian – «личные ценности в профессиональной деятельности»)	Search not available		159 000	15 700
9.	personal values in professional activity (Ukrainian – «особисті цінності в професійній діяльності»)			30 600	14 900

It should be noted that the proposed system is configured according to Google's search protocols and automatically adjusts to the search parameters coming from your IP address. In addition, unlike ScienceDirect, searches can be carried out in any language, which makes it equally important for a deeper

coverage of the subject in the global overview, for country specific surveys, or if you do not have a high level of English language skills. This also significantly «speeds up» the search for relevant information.

So, for the request in English - «values» - we got an equally impressive result of 7,730,000 publications in the Google Academy database. Over the past two years, more than 600,000 scientific papers have been written on the subject, corresponding to education, training and professional activities of professionals in various professions. Among the presented list the results selected for «personal values» are 172,000.

The interesting point of our observation is that even without specifying the necessary topics - «professional competence», «professional activity» - we received a sufficient number of materials published in 2019-2020 related specifically to the question of «correlation between personal values and one's profession» that we are interested in. For example, among the submitted publications we can mention the following: «The influence of pro-environmental managers' personal values on environmental disclosure» (Luque-Vílchez, Mesa-Pérez, Husillos, Larrinaga, 2019), «Teachers' self-efficacy: The role of personal values and motivations for teaching» (Barni, Danioni, Benevene, 2019), «Personal values and innovative behavior of employees» (Purc, Laguna, 2019), «Relationships between personal values, micro-contextual factors and residents' pro-environmental behaviors: An explorative study» (Ling, Xu, 2020), «Determinants of individual-level social capital: Culture and personal values» (Kaasa, 2019), «Values matter, Don't they? -combining theory of planned behavior and personal values as predictors of social entrepreneurial intention» (Kruse, Wach, Costa, Moriano, 2019), ets.

The same query in Russian gave us a result of 159,000 total and 15,700 publications in the last two years. The total number of publications in Ukrainian is 5.2 times lower, but in the last two years the gap between the amount of Russian and Ukrainian content is only 800 publications. Which demonstrates an increased interest on the part of Ukrainian academics in questions of values, as well as the "opening up" of scientific boundaries to Ukrainian-language content.

Clarifying search (choice of language) allowed us to get acquainted with the materials related to the socio-psychological capital of an individual in a multicultural society (Tatarko, 2021), information-psychological security and psychological protection of an individual in society (Grachev, 2019), professional competences of higher school teacher (Kokoeva, Khetagov, Danilova, 2019), moral values in professional activity of social worker (Krajevska, Boychuk, 2019), risks of socialization of young people under the conditions of informatization of social environment (Umanets, 2020), values orientations in the development of personality (Prikhodko, 2020). values and basic social attitudes as factors of professional activity of students studying

psychology (Orlova, Orlov, 2020), professional and value orientations of a teacher (Nosova, 2019), requirements for personality formation of a modern teacher (Sharipov, 2020), the role of values in personality formation of a practical psychologist (Karpyuk, 2020), factors and problems affecting the cardinal development of a current personality (Lozovetska, 2019) and others.

At the same time, although the topic of values is quite «popular», with every change in the world, society, public policy, socio-economic or environmental situation, this issue is brought to the «top». Of course, from 2019 onwards, we will once again encounter a «reconsideration» of human values in connection with new global trends and the consequences of the pandemic, which leads us to conclude that the number of publications on the subject will increase.

The aim of our research has been to identify the influence of personal and universal values, along with individual orientations and preferences, on their interaction with the social environment and their surroundings in the process of professional activity. This formulation of the question enabled us to outline the following research objectives.

1. Analyse the focus and characteristics of contemporary research into the topic of values, particularly in the context of professional activity (which was presented in the introductory part of our paper and will also be covered in the theoretical background).

2. To present the results of a pedagogical experiment with test and other techniques that we used to determine values in the structure of personality and its motivation (which will be presented in the first section of the Results).

3. Analyse and summarise the presentation of the results towards the influence of values on the system of personal orientations and the choice of profession and the subsequent influence of such a choice on the interaction with the social environment as a whole.

The Theoretical Background

Following on from the postulated research objectives, we turned to the analysis of the current interest of academic and expert employees in the issues of values, personal values and their place in the structure of social and professional activity of the individual. We presented statistical information about this issue in the introduction. The question of the theoretical significance of values in the structure of the personality and their influence on the active position of the individual in the social environment and profession, allowed us to turn to modern scientific developments and experimental data.

Nagorniak notes in his paper that values are tasks that exist outside the situation and serve the interests of individuals or groups and represent one of ten

human motivations and, in matters of compatibility, values can complement each other in pursuit of desired goals, satisfaction of needs and integration into society or contradict each other, creating discomfort in internal and external environment (Nagorniak, 2020).

Today, we can talk about different and at the same time similar values, which are promoted in different areas of human activity. But it is certain that some of them are more important in today's dynamic world, especially considering the processes of digitalization, which affects professional fields and, of course, the educational sector. Having outlined the individual aspects of value orientations, it is important to understand that the nature of personal perception of the world will always put one value against the other: Growth Anxiety-Free/Self-Protection Anxiety-Avoidance, Social Focus/Personal Focus, Conservation/Open to Change, Self-Transcendence/Self-Enhancement; Power/ Universalism, Hedonism/Humility, Conformity& Tradition/Stimulation & Self-Direction, ets (Haljasorg, Lilleoja, 2016).

Equally important in shaping personal values is social class, which often creates a kind of «cult» passed down from generation to generation, but in practice many of their attributes lose relevance when choosing a profession. For example, playing musical instruments and knowledge of classical music create valuable social and cultural capital, but they are seldom important when we choosing a profession and entering university (Bull, 2016).

Granted, the greater people`s knowledge and skills, and the more fully developed their values, the better work they will do, and the more they will contribute to economic growth (Sutrop, 2015). However, changes in the social environment, in the processes of communication and interaction between people affect each of us every day and in some cases «force» us to make decisions that lead not only to changes in perceptions and reactions to the world around us, but also to changes in the value system of the individual in general. Such «pressure» for many has been the transition to total electronic communication, commerce, learning during the 2019 pandemic and the need to get used to these changes. In addition, such a leap in the social environment has created a reassessment of the value of professionals and the individual as a whole. So, the modern model of the «social ideal» can be considered a person with meaningful values that make him or her «go beyond» natural existence (comfort zone) and participate in the creation of culture and society as a whole (Semylit, 2019).

Therefore, the issue of research into the value structure of the individual and its formation should be a priority in the education sector, in particular in teacher training. After all, it is the teacher who «shapes the nation». It is the teacher who shapes the awareness of the value of any cause, directs and supports the formation of personality through its own performance and success, self-confidence, persistence in achieving goals, self-criticism and autonomy, which

ensure self-realization and comfortable adaptation in the social environment of the student (Gulias, 2019). And the best method for shaping the value system of an active personality is the model of the teacher behavior, because his values are reflected in the curricular content on which they focus, the conduct they choose to allow or encourage in the classroom, the way they address pupils and each other, the way they dress, the language they use, even where they stand while talking with students (Sutrop, 2015). It has also been an important factor in developing an understanding of the influence of values on users' perceptions of the relative importance of technology and learners' acceptance of priority in achieving outcomes through the completion of online courses (Mehta, Morris, Swinnerton, Homer, 2019).

Also, the intrinsic value of e-learning and traditional learning is related to self-improvement, in which each individual seeks to understand his or her purpose by filling their social environment with important subjectively meaningful events of individual life, and through distinguishing values - conditional, protective and real (Semylit, 2019). This approach to the perception of values as an important component of the professional formation of an individual became fundamental for our research.

Methodology of Research

During the study we organized a pedagogical experiment, which we implemented in course of studying the disciplines «Assisting in an Inclusive Environment» and «Special Pedagogy».

The inclusion took place during the study of the themes «Professional training and specificity of activity of teachers working on the formation of a child with special educational needs and ensuring their development» and «Perspectives for the development of special pedagogy and special education» respectively.

Therefore, to survey the value orientations of the students' personality we used M. Rokkich's test (Psihologicheskie testy, 2003) and its author's adaptation - diagnostic art-therapy practice «The tree of values» with elements of art-therapy training system «Journey to the Country of Yakiya» (Khilya, 2015). We further developed the main research questions based on the results received in an interview with each participant of the experiment. For the interview we used a list of questions from the Saks & Levi questionnaire (Psihologicheskie testy, 2003). Further to clarify the formed image of the respondents' personality we used the diagnostic method «I-Real / I-Ideal» (Yatsenko, 2004).

Since part of the experiment was conducted during a period of quarantine restrictions due to the pandemic of COVID-19, we transferred some of the test

methods to an electronic format using Google Form. This part of the study allowed us to supplement and expand the data on personality motivation and its influence on students' social activity and their professional orientation.

Results of the Research

Having outlined the importance of understanding the issue of values and the need to study the value system and orientations of an individual who will become part of society in the future. We identified the need to consider the impact of this system on the motivation and further social and professional activity of students. Therefore, for the experiment we selected 35 respondents from among the undergraduate students of Primary Education with a specialization in Inclusive Education. Among them, 10 students entered the University in 2017, 11 in 2018 and 14 in 2019 (Table 2.). Which demonstrates patterns towards a gradual increase in interest and demand for professionals for the inclusive school. In addition, 22.9% of respondents are already employed in schools and in special rehabilitation and speech therapy services. This already indicates a high motivational component of the students' social and professional engagement.

*Table 2 **The Main Characteristics of the Research Groups***

Group	Number	Gender	Age	Course	The number of working students	
					Primary school	Rehabilitation centres
Group A	14	Female	17-18	II	-	-
Group B	11	Female	19-21	III	-	2
Group C	10	Female	19-21	IV	5	1

Also, in the process of collecting information on value orientations, we used a Google Forms viral questionnaire to validate the test results and explore the influence of the social environment on the respondents' choices. The questionnaire was anonymous and the students were asked to fill it in and send it out to anyone they wished to join in. It was also voluntary, which provided an opportunity to find out more about the motivation component of the respondents. During the first week of the survey, the respondents themselves filled in the questionnaire and forwarded it to the «referrers» via a direct link to fill it in. Thus, by the end of the survey in 4 weeks we had 151 completed questionnaires.
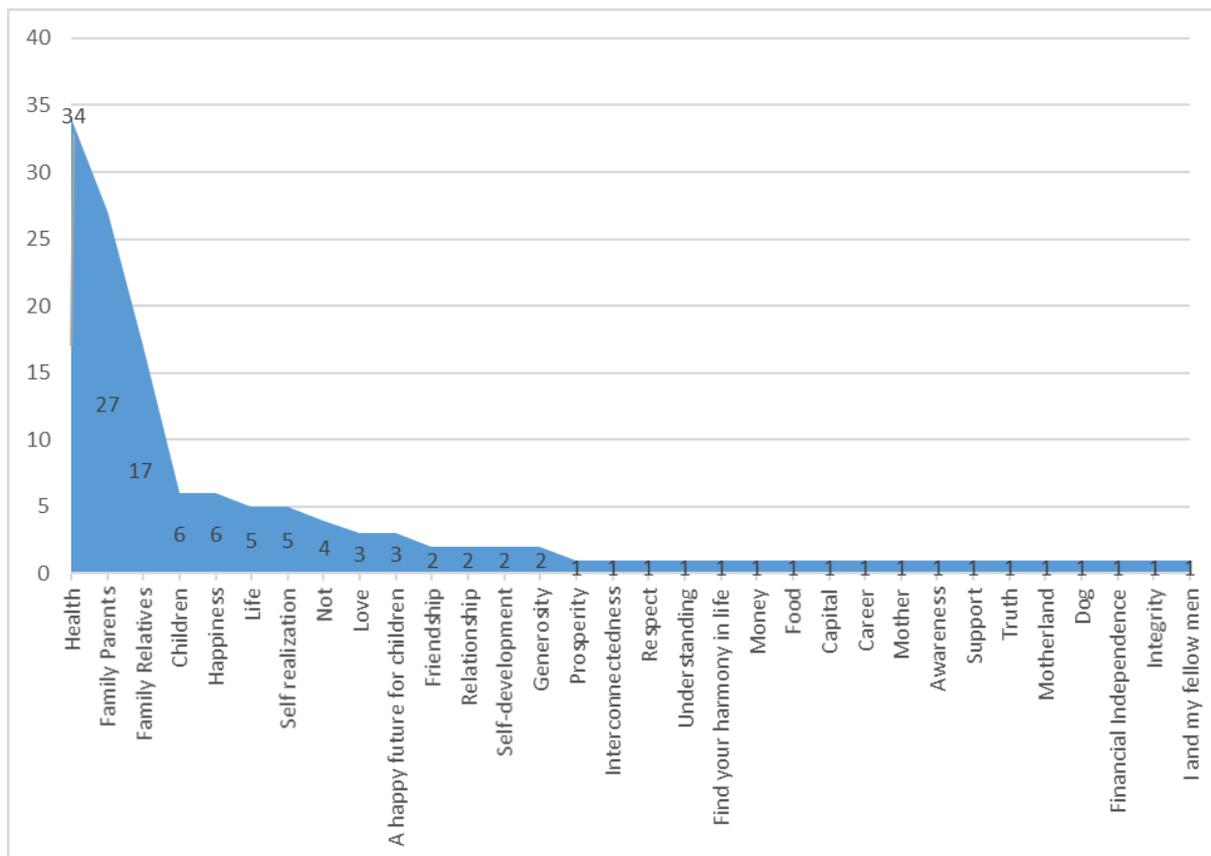
*Figure 1 **Sample of the Values of the Female Respondents***

Out of 35 respondents, 27 participants in the experiment completed the questionnaire, which also confirms the high interest in active forms of interaction and will subsequently become the basis of social activity and quality work of future specialists. As a result of the analysis of the questionnaire data, we found out that out of 151 respondents:

− 76,2% females, 84 of them were higher education students, 4 students, 27 professionals and 8 teachers; among the highest values for the female category were Health (34 choices), Family & Parents (27 choices), Family & Relatives (17 choices), more details can be found in Figure 1.

− 23,8% of the male respondents, 15 of them were higher education students, 1 student, 18 professionals from different fields and 2 teachers. The highest values for male respondents were Family & Parents (11 choices), Health (3 choices), Life (3 choices), more information can be found in Figure 2.
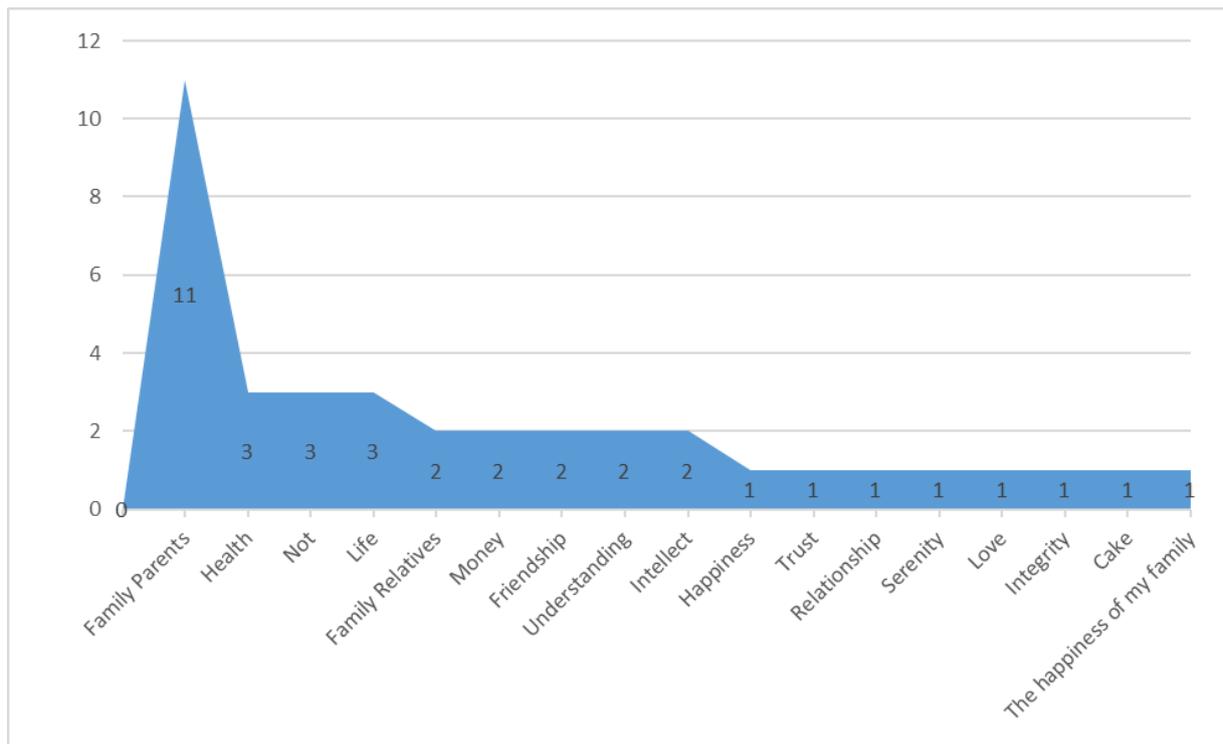
Figure 2 ***Sample of the Values of the Male Respondents***

In the general group sample we determined that respondents, as well as their social environment in the choice of 174 positions, the main values are Family & Parents (21.8%), Health (21.3%), Family & Relatives (10.9%). Which correlates with the data of tests and diagnostic tests. The next are less significant for the group of respondents, but important for understanding «social capital» and «human resource», which the student respondents possess as a starting point of social interaction, support and motivation for self-actualization in any situation. These are: Life (4.6%), Happiness (4%), Children (3.4%) and Self realization (2.9%). Also, there were those who chose not to show their choice among the questionnaires. There were 7 of them in total, which is quite insignificant in relation to the number of respondents, but at the same time it is a signal of «discomfort» when working with this subject even in the anonymous variant. Therefore, it can be projected that individuals with a desire for Serenity / Safety / Comfort are not 0.6%, but 4.6%.

Discussion

Thus we were able to identify the main values in the structure of personality, to analyze the interdependence of personal values with family and social values, their influence on the formation of an active position of a future specialist. Of course, we could not disclose the whole cycle of the research,

which makes it possible to continue our work in this direction – to introduce the results of the pedagogical experiment and the results of the use of practical exercises for work with students in the primary school to the wider society.

The methodology of the experiment included more than five forms and types of practical value learning, some of which we have been able to describe in this paper, and the rest of the research in this area is partly presented in the proceedings of the international conference «society. Integration. Education. 2021», all-Ukrainian and regional events. At the same time, the experimental part of our research on the formation of values, purposeful choice of profession and its influence on the social contacts of the individual continues and will also be presented in subsequent scientific publications with a methodological proposal for the implementation of coaching activities in the educational process and for a supervisory session on the subject of value orientations of young students.

In conclusion, it is necessary to point out that by surveying the issue of personal values in the structure of the social environment and professional activity we were able to present a part of the analytical report on modern databases and the presence of value orientations in them, as well as to design a subsequent research of values in the context of professional activity based on the materials and received information.

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ADULT EDUCATION FOR PEOPLE WITH EPILEPSY - MODIFICATION OF INTERNATIONAL EDUCATIONAL PROGRAM TO NATIONAL NEEDS

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Abstract. *The aim of the article is to discuss the process of piloting and modification of educational program for people with epilepsy, to present its implementation and country-specific evidence-based modifications which were influenced by sociocultural situation in the country and were made based on course's participants experience. The article is grounded on the theoretical, legal documents analysis and data of participatory research with reflection of professional experience.*
The changes in the program in Lithuania were caused by specific sociocultural context in the country: there was lack of specialised psychosocial services for people with epilepsy, domination of biomedical model in treatment and services, recognition of disability in relation to working capabilities, high permanent unemployment, dependency of people with epilepsy on medical staff and family, lack of reflection skills, etc. The main modifications were: prolonged duration of the training and slowing the intensity of the training what gave possibility to train reflection skills; added new topics to the Program; the Program was complimented with participatory research. Participatory research revealed that made changes during the Program's testing and modification process allowed participants to learn new skills, to tell illness narratives, to express hidden feelings, to take bigger responsibility for own illness, to formulate life goals and to plan next steps in life. The methodology of social pedagogy was used for the implementation of the Program, that it could meet the needs of the training participants and correspond to the national context.
Keywords: *evidence-based modifications, MOSES - The Modular Service Package Epilepsy, people with epilepsy, social pedagogy.*

Introduction

The Modular Service Package Epilepsy - MOSES is an educational program developed by professionals in the field of epilepsy to train and support people with epilepsy. Only trained and certificated professionals can implement the Program. Since the publication of MOSES in 1998 it was widely used in German speaking countries (Germany, Switzerland, and Austria) epilepsy centres and other institutions specialized on the care of people with epilepsy. The

overwhelming majority of the participants responded highly positive and reported that co-operation between service providers and patients was strongly improved by MOSES. Seeing the Program's success and importance for target groups, there was a growing international interest in such countries as England, Denmark, Netherlands, France, and Hungary. However, to use MOSES in other countries, it was necessary to translate the program to national language and to do country-specific modifications. Such adjustments were made in non-German speaking countries: Japan, former Czechoslovakia and Lithuania. The first MOSES educational program in Lithuania was implemented in Psychosocial Consultation for Persons with Epilepsy Centre in 2014. The first edition of the Program in Lithuania showed necessity for the modifications as the sociocultural situation in the Program origin country Germany and The Program piloting country Lithuania was different. In 2018 the Program was implemented for the group of people with epilepsy who were attending Day Occupation Group. During the Program implementation in 2018 a participatory research was done in order to find out what additional changes are needed in the Program.

The aim of the article is to discuss the process of piloting and modification of educational program MOSES, to present its implementation and country-specific evidence-based modifications which were influenced by sociocultural situation in the country and were made based on course's participants experience. This process was based on the methodology of social pedagogy as it is understood in German social pedagogy approach. Social pedagogy in the German sociocultural context means supporting the people in different situations and various phases of life. It includes preventive, counseling, pedagogical and therapeutic activities in attempt to find the balance between the needs of the individual and society (Kolleg für Sozialpädagogik, 2021).

In two following subchapters the process of piloting and modification of the Program is described. Firstly, based on theoretical, legal documents analysis and reflection of professional experience the changes caused by different sociocultural countries: The Program origin country Germany and the Program piloting country Lithuania are discussed. Secondly, the data of participatory research is presented. The research was implemented by certificated MOSES professional who already had experience in implementing the Program, therefore, could observe the process of learning from outsider and insider positions. During ten meetings she collected stories of nine Program participants and after content data analysis summarised additional needed changes.

Modifications Based on Specificity of Sociocultural Situation

MOSES started in 1998 in Germany and spread after that in other countries. It is an educational program developed by professionals in the field of epilepsy to

support people with epilepsy to become "experts" of their conditions through a better knowledge of diagnostic and therapeutic procedures, to understand possible psychosocial consequences of epilepsy and to cope actively with them, to live with as little epilepsy related restrictions as possible. The target groups of the program are persons with epilepsy irrespective of type and severity up from 16 years, and their partners or their relatives. Participants should be able to follow training sessions of about 90 minutes and be able to make personal notes (Baier et al., 2020).

MOSES is a modular program of education for people with epilepsy and their relatives, based on social pedagogy approach, the concept of comprehensive care, grounded on the view that the state of epilepsy consists not only of seizures, but also of the mental and social situation of human life. The content and didactics of the Program are designed to motivate people with epilepsy to participate actively in treatment and shaping their lives, to provide them with knowledge and models that enable them to act independently (Pfaefflin, Fraser, & Thorbeche, 2001). Participants of the Program gain medical knowledge about epilepsy, understand better their disease and subjective experience of living with the illness, strengthen self-confidence and confidence in others. People communication and cooperation in a group with each other and with MOSES teachers during the training helps to get rid of tension and anxiety, to overcome the fear of stigma, to gain the freedom in making and implementing decisions that increase their personal well-being (Sedienė, 2017).

Since the initiation of MOSES in 1998 it has been widely being used in German epilepsy centres and other institutions specialized in the care of people with epilepsy. One of the first evaluation study with 242 patients from Germany, Switzerland and Austria showed that overwhelming majority of the participants responded to the Program highly positive. Data proved that co-operation between physicians and patients strongly improved by MOSES. Patients who have participated in MOSES had greater knowledge about epilepsy, had more active coping strategies in comparison to control persons without training. At the same time seizure control had improved and less side effects of medication were reported (Pfaefflin et al., 2001).

As the effectiveness of the Program was proved, it spread in other, non-German speaking countries. The first MOSES educational program in Lithuania was implemented in 2014 by the professional who got training in Germany. However, a huge sociocultural difference between the countries called for necessity to modify the Program.

Compared to the situation in Germany, Lithuania does not have well developed psychosocial support system for people with epilepsy. In Germany, epilepsy centers have been operating for more than 100 years, providing psychosocial services in addition to medical services, epilepsy counseling centers

have been operating throughout Germany (Kleinwachau - Saxon Epilepsy Center Radeberg, 2021). In Lithuania, epilepsy was and still is treated exclusively by medical means and no specialized model of complex biopsychosocial care has been developed. Therefore, persons with epilepsy in Lithuania do not have the skills to seek psychosocial help, to use psychosocial and psychoeducational services. The biomedical model of health care still prevails in Lithuania, the unequal, paternalistic doctor-patient relationship remains, forming a greater dependence of people with epilepsy on doctors, family members and relatives.

In Germany, MOSES training is provided in epilepsy centers, epilepsy counseling centers and it is an integral part of epilepsy treatment therefore paid by patients (health insurance) funds. This provides an opportunity to formalize MOSES training, on the other hand, a formalized program frames the duration of training depending on payment. In Lithuania, MOSES education program is funded via projects activities therefore could be more flexible. Lithuanian participants of the training are attending Day Occupation Group for a long duration and have the opportunity to participate in the Program longer. Having such conditions, the duration of the Program has been extended from 2 intensive days as in original program to 2.5 months, having classes two days a week for 2 hours what has led to less intensity and bigger continuity.

In Germany original training is provided for people with epilepsy, often working and living independently. Meanwhile, in Lithuania, most people with epilepsy live with their parents and relatives, leading dependent life. This called for necessity to revise the Program content and to add new topics directed toward strengthening independent living competence.

Part of the people with epilepsy has a disability. The situation of the people with disabilities in Lithuania differs from the ones in Germany. In Lithuania the determination of level of disability is related with working capacity and effects the income. In Lithuania, people with epilepsy and disability are not motivated to work as their disability allowance could decrease in the case of employment. On the other hand, employers are not ready to hire people with epilepsy because they do not know specificities of the disease, they underestimate them, do not give the opportunity to work and achieve the results at work (Sedienė, Pivoriene, & Laskeviciute, 2017). Modification of MOSES training in Lithuanian aimed to empower people with epilepsy for employment, to prepare them for an interview with potential employer and further communication in working place. Better knowing individual aspects of own illness and abilities to work, people with epilepsy can explain to employers the real personal situation and thus to increase the possibilities of the employability.

In Germany, in the case of failure to integrate people with epilepsy into the labor market, another opportunity is used – they are employed in social enterprises. German epilepsy centres have specialized kindergartens, schools,

vocational training, and integrated workplaces where people with disabilities work together with other members of the community. Lithuanians lack such possibilities. People with epilepsy experience greater isolation and exclusion therefore, modifying MOSES program according to the Lithuanian context, it was necessary to study the availability of educational and psychosocial services for people with epilepsy, to provide them information, also to strengthen personal coping strategies by giving more space to sharing experiences, the expression of negative feelings, gradually moving from doing nothing to searching for solutions.

In Germany, regular psychosocial services, the opportunity to work and live independently allow people with epilepsy to use MOSES training more consciously and effectively, while MOSES training in Lithuania was primarily focused on understanding of own illness, reflection of life with epilepsy experience, recognition of feelings and their experiencing. Thus, it was sought to „open the space" for real changes and in addition to the standard training topics, additional topics were introduced: interpersonal relationships between group members; the relationship of the group members with the group leader; the attendance of Day center in connection with life goals, etc.

After evaluating above mentioned facts: inadequacy of psychosocial support system, the Program implementation, payment and duration possibilities, people with epilepsy dependence on others, long-term unemployment, MOSES program was strengthened with social pedagogy methodology. Six stages social pedagogy methodology defined by M. Heiner (2004) was applied during the Program implementation and it also was a core of participatory research. First, the questionnaire was used to collect data about the participants: illness duration, type and frequency of epileptic seizures, living conditions, treatment circumstances, and so on. In another stage collected data was validated during interviews what allowed to obtain the subjective experiences of the training participants and to give meaning to these experiences. The third stage of the training was for revealing the successes and failures of the treatment and the ways how family members involved in the treatment. After re-summarizing and assessing all gathered information, in the fourth stage of the training pedagogical activities and interventions, including art therapy methods, were applied. In the fifth phase of the training program, people with epilepsy get better understanding of the situation of their lives with epilepsy. In the final stage it was discussed and documented what was effective in the training, and participants formulated their future goals.

Modifications Based on Participatory Research Data

Aiming to adjust the Program to national needs the participatory research was implemented in 2018. It was done by certificated MOSES professional who provided the training and at the same time participated in people with epilepsy story telling. Data of ten meetings with the participation of nine people was analysed using qualitative content data analysis method which revealed these categories: involvement in the Program by agreement on learning objectives and common rules; continuous analysis of the effects of epilepsy on the personality as a way to reflect on personal experiences. The will to participate and continentality were ensured during the research.

Involvement in the Program by agreement on learning objectives and common rules. At the beginning of MOSES training, one meeting was planned to discuss learning objectives and common group rules. Such in-depth discussion is not foreseen in the original German program.

During the discussion participants showed high involvement in the process:

"I would like to meet a person who knows how to live with epilepsy, that the illness does not affect him, that he cannot do anything, that he cannot work" (A).

The data shows that there is a need to share experience, to talk about the illness and life with it, to learn living valuable life, regardless the consequences of illness.

MOSES teacher asked the participants to review the positive aspects of the illness and they told:

"I consider it as an advantage as 24 hours a day I can be with my child, there would not be such opportunities if I wouldn't be ill" (V). "At the beginning I was asking myself - why did I get that disease - but then I thought, what can I do, I have to live with that. What it would change, if I will be sitting and waiting for a seizure, my whole life will pass by" (A).

One of the most important rules which is discussed during the meeting is confidentiality. It could be understood in various ways, it depends on environment in which with whom information is shared and reflected.

"<...> it is important to talk about seizures, good that there is training to share that with others. Anyone can talk everything about me. When it was a seizure in the group, I haven't told about that when I went home. For me, it doesn't matter, if you will take information about me and use it somewhere" (V).

This excerpt from the interview shows that it is safer to talk about illness-related experiences in Day Occupation Group than at home.

People with epilepsy prefer "partial confidentiality":

"When I returned from a group home after someone's seizure in the group, emotions arise, so it is possible to share with friends or parents, but it is not necessary to name the person" (A).

Disclosure of teaching content to close people is considered a natural thing:

"I only talk to my mother. What tasks do we do, our talks" (L).

The topic of confidentiality also includes the rules that define the relationship between the members of a group:

"Everyone can say what he wants to say, respecting the other when it comes to illness; how we should be together, how we want to be together" (V).

Discussion of the general rules in the group allowed to analyze various attitudes and experiences related to whom and how to tell about the illness, also the importance of personal responsibility, a feeling of personal boundaries. It also revealed the phenomenon of hiding the illness, when a family resist to talk to others that a daughter or son has epilepsy:

"Mom always told me why do you talk, keep quiet, don't tell anyone. <...> My mother is a beautiful, kind woman, but she has fears, she is afraid that her value will decline, that she will be no longer the same in others' eyes, if they found out that her daughter is disabled, that she lives with her for 34 years" (V).

A detailed discussion of the confidentiality revealed the experiences of participants in the group and in the families. There are social environments in which people thoughts are perceived as meaningless and incorrect (Laing, 2002). In such environments, people avoid talking about illness or epileptic seizures, and such an unfavorable environment sometimes become families. The Day Occupation Group becomes only safe environment to reflect personal experience.

Made modifications allowed sufficient time to discuss common training rules and objectives. The importance of confidentiality for involvement in training and research was emphasized. It was explained how confidentiality is understood by the training participants, what forms of confidentiality are acceptable in which situations. It was decided that the form of confidentiality could be defined differently depending on where, in what environment and with which people the experience is shared and reflected. Sensitive issues related to confidentiality have been identified. It turned out that in Psychosocial Consultation for Persons with Epilepsy Centre it is safer to talk about experiences related to the illness than at home. A detailed discussion of the general rules of the group allowed to analyze various attitudes and experiences related to whom and how to tell about the disease, the importance of personal responsibility, a sense of personal boundaries.

Continuous analysis of the effects of epilepsy on the personality as a way to reflect on personal experiences. Personal identity is formed through social relationships. Other people reactions to the limitations and possibilities of ill person life, society's attitudes towards certain situations in a person's life, such as illness or disability, are important for the formation of identity. But no less important is self-knowledge, creating and re-creating narratives of one's life, making personal choices in shaping self-identity. Identity is formed during the whole person's life. This process can be called a journey into self-acceptance, which is only possible through a relationship with others. Self-acceptance allows to integrate all aspects of one's personality, strengthens conscious participation in public life, increases confidence. When it comes to epilepsy, which is stigmatized,

it should be emphasized that the integration of the illness into identity is highly dependent on the development of professional relationships between people with epilepsy and services providers, development of services which supports the human dignity services in society (Sedienė, 2020). Therefore, modifying MOSES educational program according to local/national needs involves long-term processes: building the relationship between the teacher and the participants, the opening of the space for narrative without time pressure and not limiting the topics included in original Program. One of such topics become reflection on outset of the illness. The answers differed for those participants who got epilepsy in early childhood and those who became ill in late adolescence:

"Well, I was healthy for 1-1.5 years, and then I have to learn everything again, to sit, to walk. It is very difficult for me to compare, because I don't remember myself healthy" (A).

"I felt like a bag of potatoes fall on me .... I have been taking medicine since the age of 14, the illness has changed me for the worse, but also for the better, it gave me strength, I am fighting. I don't know if I would have discovered my strength if I had been healthy all my life" (V).

"I needed time, I studied at vocational school, I was not allowed to choose a profession I wanted, I can't go to the pool..." (L).

"I lived with problems, I was used to them, but when I had epilepsy, I had to learn everything again. I had epilepsy when I was 20 years old. I was locked up at home for seven years" (R).

Epilepsy, which starts in adulthood, can destroy a person's sense of self and confidence in one's body, what calls for the adoption of various strategies to manage the threat to the identity (Kılınç, Campbell, Guy, & Wersch, 2018). Research data revealed that MOSES teachers need to pay attention to the impact that epilepsy can have on an adult person's identity and confidence in the body.

People with epilepsy, like others, want to be seen as individuals, not just as ill persons. This is evident in analyzing the challenges children face when they reveal their illness to others as Benson et al. (2015) wrote "I don't want them to look at me and think about my illness, I just want them to look at me and see me". Research participants say:

"I was told - you are not going to school, the teacher will come to you, I can say that I spent 4 years alone at home" (A). "I was locked up, they were saying me - you can't do this, you can't do that" (L). "They chose for me a vocational school, they said that the environmnt will be good, but it was terrible" (La).

Like their peers, people with epilepsy dream of jobs that match their talents and hobbies. However, the research revealed that people with epilepsy face limitations. Their parents, teachers, employers do not go deep into the specifics of seizures, do not listen to person's wishes, do not assess abilities, but decide solely on the diagnosis of epilepsy and therefore people with epilepsy cannot realize professional dreams:

"You can't work in the profession you dream of" (R).

With epilepsy, it becomes unsafe to live because people cannot rely on their social competencies:

"I became a baby in the family, I can't do anything, it stops me in my profession, I was locked up at home for my leisure time. What I've learned for so many years doesn't go out to do. Suddenly you find out that you have epilepsy, I lost documents on how to shop, pay taxes" (R). "Losing, in fact, if losing a child, people take a girl, even though she knows that I have seizure, she knows that it is impossible to talk to her mother, but others accuse me saying that I am alcoholic, drug addict" (V).

People with epilepsy experience disempowerment, not listening to their opinion. Sometimes it leads to resistance:

"Parents, guardians are responsible, but I want to be responsible for my life. I talk, consult with my child, I will never treat her the way I was treated" (V). "I'm told to do that, do that, and I'm used to give a report in every step, I'm writing a message in a while as a report, it is already in my blood" (L). "It doesn't matter that I'm ill, but I can live. I was 16-18 years old, treated like a toy which needs the help, parents themselves enforces that feeling, and after that get angry that as an adult I am dependent. They taught me that I can't do anything, I can't teach anything" (V).

Hypercare raises variety of fears. People with epilepsy are not satisfied with their level independence and relations (Geerlings, Gottmer-Welschen, Machielse, Louw, & Aldenkamp, 2019). The stories of the research participants show that they have changed not only because of illness itself, but also because of the behavior of family members. A failed transition to independence causes loneliness and effects identity. The development of the identity of a person with a chronic illness relates with a physical condition, impaired bodily functions, loss of social positions, inability to perform certain role in society, threats to material well-being and mental health, and threats to self, one's environment and one's life (Beland, 1985).

Majority of people with epilepsy said that it has changed them – they needed to take medication, they have challenges in education, they needed to follow a strict regime. Everyone in the group had different experiences, therefore it was important to hear everyone, to try to understand, to find explanations and to help reflecting the experience in writing and orally. Continuous, repeated analysis of the effects of epilepsy on the personality helped the participants to express their negative feelings that arose due to their own helplessness in epilepsy, overestimated control of close people, and difficulty in learning to live a new life with the illness. Active listening, giving enough time to narratives, slow tempo, safe environment provided for participants a space for the development of reflection skills.

Conclusions

MOSES aims to highlight opportunities, it encourages to become an ambassador of own illness. This requires the development of knowledge, skills

and personal qualities. At the same time, it is important to understand the limitations and accept reality as it is.

The necessary changes in the program in Lithuania were caused by specific sociocultural context in the country: there was lack of specialised psychosocial services for people with epilepsy, domination of biomedical model in treatment and services, recognition of disability in relation to working capabilities, high permanent unemployment, dependency of people with epilepsy on medical staff and family, lack of reflection skills, etc. The main modifications were: prolonged duration of the training and slowing the intensity of the training what gave possibility to train reflection skills; integration of various art therapy sessions what facilitated learning and acquiring needed competences. Participatory research revealed that made changes during training program's testing and modification process allowed participants to learn new skills, to tell illness narratives, to express hidden feelings, to take bigger responsibility for own illness, to formulate life goals and to plan next steps.

The methodology of social pedagogy chosen for the implementation of the Program in Lithuania allowed to look deeper into the subjective experiences of the training participants and to modify the Program using social pedagogical methods and interventions.

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СОЦИАЛЬНАЯ РЕАБИЛИТАЦИЯ ЛЮДЕЙ С ИНТЕЛЛЕКТУАЛЬНЫМИ НАРУШЕНИЯМИ МЕТОДАМИ АРТ–ТЕРАПИИ

Social Rehabilitation of People with Intellectual Disabilities Using Art Therapy Methods

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Abstract. *The article considers the problem of social rehabilitation of people with intellectual disabilities: analyzes the category of «disability» as a social phenomenon, summarizes the current approaches and social practices of foreign and Russian scientific schools in the context of the problem being studied, theoretically reveals the potential of art–therapeutic methods in organizing social rehabilitation of people with disabilities in accordance with the specifics of disabilities.*
The article describes an empirical study, in the course of which the features of social orientation of people with intellectual disabilities, their adaptive mechanisms and creative potential are revealed. The material of the article includes a description of the author's project "Art without Borders", aimed at the socio–cultural rehabilitation of people with intellectual disabilities and the development of their creative potential using art therapy methods. The results of the study can be the basis for designing a system of social rehabilitation of people with intellectual disabilities.
Keywords: *social rehabilitation, people with intellectual disabilities, art therapy methods.*

Введение
Introduction

Социальная политика России в отношении нетрудоспособных людей, а также людей с ограниченными возможностями интенсивно развивается, и по этой причине расширяются научные базы, спектр применяемых

систем обслуживания и технологий социальной сферы.

Проблема полноценной жизни в обществе и недостаточная степень включенности людей с ограниченными возможностями в производственные отношения требует дополнительного изучения и конструктивных решений, принимаемых как на федеральном, так и на региональном уровнях (Protokol Mintruda Rossii №33 ot 2 ijulja 2019 g., 2019). Поскольку именно социальная реабилитация направлена на восстановление социального статуса человека с ограниченными возможностями, достижение им материальной независимости и его социальной инклюзии, то данный процесс обеспечивается широким комплексом мер и средств, среди которых наибольший интерес авторов вызывают арт–технологии, так как они обладают особым, бережным, воздействием на личность человека, развивают потребность в самоактуализации и самопрезентации (Kachesov, 2007; Medvedeva, Levchenko, Komissarova, & Dobrovol'skaja, 2001).

Анализ эквивалентных понятию «арт–технология» категорий «арт–методы», «арт–педагогика», «арт–терапия» указывает на их сходство в общем смысловом поле «искусство», поскольку результаты решения различных задач (образовательных, коррекционных, развивающих, лечебных) достигаются с использованием содержания и средств многообразных видов искусства и через художественно–творческую деятельность (музыкальную, изобразительную, художественно–речевую, игровую). Очевидно, что арт–терапевтические методы релевантны при организации работы с людьми, имеющими ограниченные возможности: в частности, представляет интерес успешный опыт использования арт–терапии в ходе социальной адаптации и реадаптации лиц с ограничениями здоровья, имеющих интеллектуальные нарушения (Bobchenko, Pisnenko, Pronina, & Shefov, 2012).

С учетом специфики потребностей людей с ограниченными интеллектуальными возможностями в исследовании выдвинуто предположение о целесообразности разработки и реализации регионального проекта, направленного на их социальную реабилитацию в процессе использования методов арт–терапии. Таким образом, целью исследования является научно–экспериментальное выявление комплекса условий и содержания проектирования работы с использованием потенциала арт-терапии, направленной на социальную реабилитацию людей с ограниченными интеллектуальными возможностями.

В ходе работы применялись методы теоретического анализа, анализа продуктов творческой деятельности (рисуночный метод) и качественного анализа процесса и предварительных результатов части эксперимента.

Теоретическая основа темы
The Theoretical Basis of the Theme

Реабилитацию в контексте проблемы исследования трактуют как «комплекс медицинских, педагогических и социальных мероприятий, направленных на восстановление (или компенсацию) нарушенных функций организма, а также социальных функций и трудоспособности больных и инвалидов» (Slovar' medicinskih terminov. Reabilitacija, 2020).

Социальная реабилитация как социальная технология интегрирует задачи всех указанных направлений в рамках индивидуальной программы реабилитации людей с ограниченными возможностями (Nazarova, 2007). Применительно к детям с ограниченными возможностями реализуется весь спектр указанных выше мероприятий, однако, как только ребенок покидает стены образовательного учреждения, социальные функции утрачиваются вследствие ограничения круга общения молодого человека. Как считают И.А.Плохова, Н.В.Бибикова (Plohova & Bibikova, 2014), в такой ситуации на качество жизнедеятельности людей может повлиять комплекс мер, выступающих в качестве факторов социальной реадаптации, когда человек с ограниченными возможностями возвращается к практике социального взаимодействия. Таким образом, социальная реабилитация людей с ограниченными интеллектуальными возможностями предполагает учет всех механизмов и особенностей реадаптации (Mihajlova, 2005).

Отсюда, первым необходимым условием содействия в успешной социализации, в том числе в процессе арт-терапии, является *учет социальной ситуации и наличного социального опыта человека с ограниченными интеллектуальными возможностями*. Данное условие предполагает разные стартовые возможности людей с ограниченными интеллектуальными возможностями и результаты их работы.

Арт–терапия – междисциплинарное направление, которое возникло на стыке искусства и науки (медицины, педагогики, социологии и других). Ее методы универсальны и могут быть адаптированы к различным задачам, начиная от решения проблем социальной и психологической дезадаптации и заканчивая развитием человеческого потенциала. Арт–терапию рассматривают и как инструмент прогрессивной психологической помощи, способствующей формированию здоровой и творческой личности, и как образовательный ресурс, и как технологию социальной терапии (Grehova, 1997; Kiseleva, 2007; Murzina, 2017). Однако арт–терапевтические методы, будучи интегративными методами, эффективно сочетают в себе все выше обозначенные возможности.

Конвенция о правах инвалидов (Konvencija o pravah invalidov, 2013) призывает мировое сообщество не акцентировать внимание на

специфических проблемах человека с ограниченными возможностями, а помочь реализовать его потребности в любых видах приемлемой для него деятельности.

Арт–методы нивелируют границы между «нормой» и «дефектом», так как предлагают общаться на языке, который вдохновляет любого человека, независимо от его психофизиологического состояния – на языке красок, движений, музыки. В данном контексте представляют интерес идеи культурологического подхода (Purgina, 2015) к организации социальной реабилитации людей с ограниченными интеллектуальными возможностями, согласно которым человек как личность не только потребляет и транслирует культуру, но и активно ее создает.

Люди с ограниченными интеллектуальными возможностями, помимо нозологических признаков, влияющих на их жизнедеятельность, испытывают трудности в достижении максимально возможного уровня самостоятельности; имеют крайне ограниченные представления о себе и окружающем мире; в условиях социальной деятельности демонстрируют признаки несформированности социального поведения, коммуникативных умений (Basova, 2012). Трудности в вербализации мыслей и переживаний людей с ограниченными интеллектуальными возможностями успешнее преодолеваются в продуктивной деятельности. Результаты исследования А.Р.Маллер (Maller, 2005) говорят о том, что такие люди в юношеском и зрелом возрасте (до 30 лет) могут живо проявлять творческий интерес, быть социально активными и испытывать положительные эмоции, и это является важным ресурсом для их социальной реабилитации.

Однако и ситуация творческого процесса не решает проблему ограниченности возможностей анализировать собственные результаты деятельности и их видоизменять. Таким образом, арт–терапия помогает человеку с ограниченным интеллектуальными возможностями реконструировать (в разной степени) все то, что скрывается за «особостью» такого состояния.

Общепринятые классификации арт–направлений в арт–терапии разнообразны (Medvedeva, Levchenko, Komissarova, & Dobrovol'skaja, 2001; Mozdokova, 2002): изотерапия, библиотерапия, имаготерапия, вокалотерапия, кинезитерапия, игротерапия (Vinnikott, 2017). Результаты анализа программ социальной реабилитации людей с ограниченными интеллектуальными возможностями (Berezina, 2020; Mozdokova, 2002; Plohova & Bibikova, 2014) показывают многообразие возможностей именно арт–терапевтической работы: в рамках клубной работы, в реабилитационных практиках через куклотерапию, имаготерапию, кейс–ситуации, значение которых для организации социальной реабилитации умственно отсталых людей существенно, поскольку повторяемость

положительных результатов обеспечивает им повышение адаптивности в изменяющихся условиях.

Западноевропейский опыт обращения к разнообразным арт–направлениям не так распространен, как в России (Kopytina, 2012), однако некоторые идеи таких ученых, как, например, Э.Крамер (Kramer, 2000), позволяют сформулировать второе важное условие применения арт–терапии в работе с людьми с ограниченными интеллектуальными возможностями – *коммуникативное взаимодействие, предполагающее постоянное побуждение наставником человека с особыми потребностями к деятельности.* Таким образом реализуется его потребность в укреплении внешних социальных связей.

Р.Сильвер показала возможности диагностики внутреннего состояния человека, особенностей его «Я-концепции» в условиях применения арт–терапевтических методов (Kopytina, 2012), и это утверждение было положено в основу третьего условия работы с людьми с ограниченными интеллектуальными возможностями – *организация творческой деятельности с учетом комплексности решения развивающих, коррекционных, диагностических и познавательных задач.*

Безусловно, активный поиск новых форм взаимодействия человека с ограниченными интеллектуальными возможностями с миром, подтверждение своей индивидуальности и значимости в учебно–трудовой деятельности, в самообслуживании требует особой архитектуры и материально–технического оснащения среды для реализации идеи их социальной реабилитации в процессе арт–терапевтического влияния.

Эмпирическое исследование
Empirical Research

Результаты анализа содержания и условий реализации потенциала арт–терапевтических методов для успешной социальной реабилитации людей с ограниченными интеллектуальными возможностями были положены в основу проекта «Искусство без границ».

Экспериментальное исследование проходило на базе РРЦ ГБУСО «Производственно – интеграционные мастерские для инвалидов» им. В.П.Шмитца г.Пскова, отделение «Развития и ухода» (далее – Центр). Выборку составили люди возрастной категории «18+» с интеллектуальными, тяжелыми и множественными нарушениями (тяжелые нарушения опорно-двигательного аппарата в сочетании с нарушениями умственного развития и(или) расстройства аутистического спектра, сенсорные нарушения), воспитывающиеся в семьях (8 участников).

С помощью специалистов Центра была проведена первичная

диагностика проблем, охватывающих сферу самообслуживания, познавательной и продуктивной деятельности воспитанников.

По итогам диагностики были выявлены следующие проблемные зоны, представляющие интерес в рамках темы исследования: не всегда точное использование материалов для продуктивных видов деятельности (кисть, карандаш), застенчивость, неуверенность, малоинициативность, несамостоятельность на занятиях; низкий уровень коммуникации.

По ходу реализации проекта, на базе Центра, создавались условия для реализации замысла проекта – методами арт–терапии преодолеть выявленные барьеры индивидуально–личностного и социального характера: не только путем демонстрации своих творческих возможностей, но и в процессе развития моторной координации, преодоления поведенческих и эмоциональных нарушений. В качестве моноарт–метода авторы использовали изотерапию. Социальная реабилитация средствами изо–деятельности предполагала символизацию образа внутреннего «Я». В этом случае подсознательные процессы: внутренние переживания, конфликты и страхи, – переносятся на творческую работу и проявляются в процессе ее создания (Grehova, 1997; Kachesov, 2007).

Таким образом, в ходе реализации проекта учитывалось научная позиция о том, что процесс и результат создания продукта изобразительной деятельности – это и отражение «Я-концепции» человека. Анализ арт–терапевтических эффектов основывался на интерпретации изопродукта с помощью рисуночного метода (Venger, 2003) и некоторых общих показателей для анализа работ, основанных на соотнесении особенностей изобразительной техники и проявлений психологической организации личности (Machover, 1950): они представлены в таблице 1.

*Таблица 1. **Содержание показателей изобразительной техники в соотнесении с особенностями психологической организации личности***
Table 1 Descriptors of Visuals in Relation to the Peculiarities of Personal Psychology

N п/п	Особенности изобразительной техники	Особенности психологической организации личности, «Я-концепция»
1.	Общий вид–пропорции–цвет–размеры образа-состав линий	Самооценка и общая направленность личности (в частности, интерес к деятельности)
2.	Построение композиции	Эмоциональное состояние, социальный опыт
4.	Способ прорисовки	Уровень развития воображения, фантазии
5.	Сила нажима	Особенности мотивации деятельности
6.	Степень осмысленности образа	Особенности межличностных отношений, социальный опыт

Поскольку в исследовании декларируется командный подход к работе с людьми с ограниченными интеллектуальными возможностями, авторы ниже представили описание тех аспектов, которые отражают наличное состояние и потенциал формирования «Я-концепции» (социальный портрет, а не психологическую организацию личности участников проекта, влияющей на качество их социальной реабилитации).

Проект состоял из комплекса тематических встреч, включающих: создание композиции с помощью цветных карандашей «Сервиз», композиции с помощью гуаши «Кухонная посуда»; изопрактику «Рисунок своей семьи и дома», «Опасности в доме»; создание композиций из осенних листьев с помощью техники «объемного покрытия»; создание композиций зимнего пейзажа с помощью техники «Монотипия оттиск», а также мастер–класс по технике «Эбру» с выставкой работ целевой группы.

Рассмотрим некоторые из них. Например, встреча на тему «Мой дом. Кухонная зона», организованная в рамках недели по социально–бытовой ориентировке, состояла из нескольких этапов.

Первым этапом встречи стала беседа с группой молодых людей, участники которой отвечали на вопросы: какие предметы находятся на кухне; назначение таких предметов, как кастрюля, сковорода, чайник и так далее; поиск ответов на вопросы: в чём мы завариваем чай, из чего мы пьем чай или какао, есть ли узоры на вашем заварочном чайнике и чашке?

Второй этап встречи включал задание: используя цветные карандаши, нарисовать заварочный чайник и чашки, а потом изобразить цветочный узор на этих предметах, создавая подобие сервиза. Перед началом работы пример сервиза был представлен на изображении; все части, составляющие чайник (крышка носик и ручка), были обсуждены и названы.

Первый член группы использовал для рисунка только один цвет (синий), чётко обозначал границы объекта, предметы относительно листа имели довольно небольшой, размер, все части чайника были изображены. Из анализа процесса и результата деятельности можно сделать вывод о наличии неуверенности, растерянности перед выбором цветовой палитры, сюжета. Второй член группы изобразил чайник с тремя чашками, используя при этом два цвета; на чайнике нарисовал три цветка, а перейдя к чашкам проявил элементы творчества, дополнительно нарисовав цветы, «произрастающие» из чашек, при этом сделал линии округлыми. По данной работе можно сказать о том, что этот молодой человек инициативен, имеет определенный творческий потенциал и отчетливо понимает, что именно он хочет нарисовать.

Несколько членов группы (83%) использовали так же только один цвет, при этом нечетко изобразили все «составляющие» чайника, а чашку нарисовали ручкой вниз. Предметы имели средний размер, но

расположены в левом верхнем углу листа. Сильный нажим на карандаш свидетельствовал об усердии, а перевернутая чашка – об исполнительности, но безконтрольности и неосознанности своих действий.

Далее, согласно тематическому планированию, темой недели по социально–бытовому ориентированию стала тема «Времена года. Погода». В рамках этой темы было проведено два арт–терапевтических занятия в малых группах. Вводная беседа началась с выявления особенностей редких погодных явлений, таких, как: ураган, слепой дождь, вьюга, туман, северное сияние, иней. Потом было дано творческое здание: изобразить дом и на его фоне – слепой дождь (цель: отражение реального понимания сути погодного явления, выявление особенностей поведения человека в неблагоприятных условиях).

Пример интерпретации: у одного из участников проекта рисунок дома был сделан тонкими, прерывающимися линиями со слабым нажимом, что интерпретируется как наличие определенной неуверенности в себе. Размер дома и расположение его на листе соответствуют интеллектуальному развитию ребенка 2,5–3 лет. Отдельные детали дома, такие как окна, дверь, крыша, были прорисованы, но не всегда адекватно в пространстве самого дома. Дополнительное крыло дома и детали говорят о развитости воображения, а степень нажима, начиная от изначально нарисованных линий до тех, которые были нанесены в конце задания, показывают динамику заинтересованности как в процессе, так и в результате. По итогам творческой работы были сделаны выводы: все члены группы (100%) согласно замыслу изобразили погодное явление в своих работах. Аккуратность исполнения (владение кистью, нажим) у двух участников (25%) требует индивидуальной работы для коррекции развития мелкой моторики рук.

Шкала оценивания эстетики рисунка отражает внутреннюю собранность в проблемных ситуациях: результаты наглядно показывают, что часть группы (62,5%) в подобных ситуациях не способна контролировать себя: размер и расположение относительно центра листа иллюстрируют потребность в эмоциональной поддержке, постоянном вербальном сопровождении деятельности.

Согласно календарно–тематическому плану занятий по социально–бытовому ориентированию одна неделя занятий была посвящена теме «Опасности в доме». Поскольку при социальной реадаптации необходимо подкреплять формирование навыков межличностного общения, а также интегрировать личность в уже сложившиеся социальные отношения с помощью наработки стереотипов поведения, принятых в данном социуме, было проведено занятие, включающее повторение правил пожарной безопасности, обсуждение причин возникновения пожара и отработку

алгоритма действий при возникновении опасности. Творческое задание в данном случае выполняло следующие функции: а) психологическую: в самом задании иллюстрируется и проигрывается ситуация от причины возникновения пожара до его ликвидации. Люди с ограниченными интеллектуальными возможностями имитационные переживания переносят как личный опыт, и этим арт–экспериментом можно потенциально снизить риск панической атаки при реальном возгорании; б) оценочную: в процессе работы можно выявить, насколько участники проекта поддаются тревоге в результате возгорания и с какой скоростью реакции выстраивают правильный алгоритм общепринятых действий в подобных ситуациях; в) отображения качества изобразительной техники: по заданию нужно изобразить здание и спичку и далее приступить к процессу художественной имитации пожара и его ликвидации красками.

На основе окончательного анализа творческих работ станет возможным проводить занятия не только в полустационарных и стационарных центрах реабилитации, но и на дому. Реализация проекта «Искусство без границ» предполагает другие формы работы с людьми с ограниченными интеллектуальными возможностями: тематические занятия с арт–конкурсами; выставки творческих работ; обмен данным опытом с коллегами из других стран; создание совместных проектов.

Заключение
Conclusions

Предварительный анализ продуктов деятельности участников проекта «Искусство без границ» показал эффективность создания заявленных гипотетических условий и контента проектирования социальной реабилитации совершеннолетних людей с ограниченными интеллектуальными возможностями с использованием методов арт–терапии: наряду с актуализацией творческих проявлений, демонстрацией интереса к деятельности в ходе расширения их социального пространства, обогащения коммуникативного опыта, были выявлены социально-психологические проблемы людей с ограниченными интеллектуальными возможностями: неуверенность, низкий уровень самоорганизации, самоконтроля и изобразительных умений, обусловленных особенностью их психофизиологического состояния.

Перспективы дальнейшей работы по заявленной проблеме исследования связаны с расширением комплекса форм взаимодействия и разработкой методических рекомендаций по использованию практических материалов в деятельности специалистов, работающих с людьми с разной

степенью интеллектуальных нарушений в учреждениях социального обслуживания и образования.

Summary

Art therapy, as a psychosocial technology, plays a great role in solving a wide range of social rehabilitation problems. Art therapy develops personal creativity as well as helps preserve the value of a person with intellectual disabilities and even take it to a new, higher level. A literature review showed a variety of art-therapeutic types and directions. Scientists have discovered that art therapy reflects a person with intellectual disabilities feelings and emotions, creates new positive experience and demonstrates individual creative opportunities to their fully extent.

As a part of the project Art Without Borders, there were provided special conditions in order to reach the project aim: to overcome identify barriers of personal and social nature with the help of art therapy (help demonstrate their creative abilities as well as develop muscular coordination, expand the social experience):

1. considering social situations and experience of a person with mental disability;
2. communicative interactions between an intellectually disabled person and his mentor who motivates for different activities;
3. coordinating creative activity while dealing with complex correctional, developing, diagnostic and cognitive problems.

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PUBLIC OPINION ON THE PROVISION OF CRISIS INTERVENTION BY HELPING PROFESSIONS

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Abstract. *A crisis in a person's life is a state in which an individual encounters an obstacle in his or her life that he or she cannot overcome with standard solutions strategies. Simultaneously, a person must/have to start to solve the situation and not let the problem grow into a difficult situation. The crisis is generally perceived as a threat to the individual who finds himself in it. However, some authors mention the positive potential it can have. As this is a new situation in a person's life, it encourages him to think about the future and the changes that can get him out of a crisis. Crisis intervention is a professional service provided by social educators, social workers, or psychologists. The research aims to find out how the public perceives the issue of crisis intervention. What crises have the respondents already encountered, and what help they prefer. In addition, what is the public's knowledge of the basic concepts and forms of assistance provided? The sample size is 309 respondents. We investigated whether there was a significant difference in the characteristics of the crisis intervention concerning education, which we verified with the Chi-Square test and whether there is concerning age and the relationship between surviving the crisis and seeking professional help.*
Keywords: crisis, crisis intervention, helping professions, social work.

Introduction

The crisis is, at some point, part of everyone's life. It is a fundamental phenomenon, when people experience things more intensely, when a new part of life opens up, which usually changes the current one. The crisis results from a clash with a particular obstacle, which we cannot overcome on our own and with our strategies for dealing with difficult situations. A person must not resign in such cases and start resolving the situation, whether with family, friends, or a qualified social worker.

The term crisis appeared during the 16th century in European medicine to name a condition where the patient's condition suddenly deteriorated. It was not

until the 18th century that the word's meaning was transferred to other scientific disciplines (Matoušek & Kristan, 2013). The crisis represents a particular failure of regulatory mechanisms and subsequent dysfunction in biological, psychological, or social fields. There are three factors of the crisis that interact:(1) individual perception of stressful situations, (2) dangerous factors, (3) use of coping mechanisms to cope with stressful situations (Špánik, Šrobárová, 2014).

The term "critical incident" is a term which is frequently confused with the term crisis. Contrary to the crisis response: "a critical incident may be thought of as any stressor eventthat has the potential to lead to a crisis response in manyindividuals. More specifically, the critical incident may be thought of as the stimulus that sets the stage for the crisisresponse" (Flannery & Everly, 2000, p. 219).

Crises can be divided into acute and chronic. In acute crises, we can determine what triggers them. These are usually sudden changes in critical life situations or sudden losses of essential values. These are traumatic experiences, death, natural disasters, and events that occur suddenly, unexpectedly, and we cannot influence them (Šrobárová, 2016).

The primary starting point in the course of a crisis is that each client experiences it individually. At the same time, various factors enter the process, which affects the crisis itself. In cross-section, authors agree that at the beginning of the process in the first phase, a person perceives a threat and responds to it with his/her mechanisms and strategies. If the self-balancing mechanisms have failed, another phase follows in which the negative emotions escalate. In the third phase, the individual admits that he cannot cope with the situation himself and is open to outside help, into which he places considerable hope. Unless the condition improves, the process continues to the last, fourth phase, when a person loses hope, is sceptical, desperate about help, which manifests itself in psychopathological conditions. In general, therefore, the following sequence applies:

(1) "Denial of reality ("this cannot be true", "they must have been wrong"), this manifestation is characteristic of shock.
(2) Reservation, resistance to protest ("why me"), this speech is associated with anger and despair.
(3) Balancing - the client looks for proven forms of behaviour that helped her/him and tries to apply them; if they do not work, it goes to the 4th phase.
(4) Disorganization - the client is coming to terms with the situation, but still sees it hopelessly" (Šrobárová, 2016, p. 39).

A crisis does not always have to have only negative effects on a person; it can be an opportunity to acquire new skills. "Many traditional approaches to

crisis interventiondefine an intervention as successful if it returns a client to their pre-crisis life. A strengths-based approach to crisis intervention goes beyond this definition by viewing crisis intervention as anopportunity to develop new coping skills" (Hopson & Kim, 2004, p. 96). Crisis intervention assumes that that "the client's personal resources and coping mechanisms are inadequate to meet the challenge of the precipitating event. For successful crisis intervention, therefore, clients need to develop new resources and coping skills" (Greene & Lee, 2015, p. 70).

Crisis intervention is crucial also during COVID times of social distancing. In addition to the familiar sources of the crisis, perpetrators of loneliness, fear of the future or disease have strengthened. "Social workers serving the populations that are the most vulnerable to COVID-19, have become creative and resourceful in staying connected to our elderly clients, patients, friends, and families and supporting their efforts to stay connected with others to allay loneliness, social isolation, and anxiety. In-person activities and contacts began to be facilitated virtually through individual devices and videoconferencing. Social distancing, personal protective equipment and virtual reality devices have been introduced. Daily telephone reassurance calls, home delivery services, virtual and phone health care visits, and prevention education and news updates became a part of social work practice" (Berg-Weger & Morley, 2020, p. 1). These activities can be seen as preventing the crisis that threatens people affected by government measures during a pandemic.

Crisis Intervention in Slovakia

The interdisciplinary nature of crisis intervention is also emphasized by Šrobárová (2011), according to whom crisis intervention represents:
- Timely and adequate police intervention (protection of victims of violence),
- Medical first aid (paramedics, doctors, psychiatrists),
- Psychological help (trauma therapy),
- Social assistance (social workers),
- Legal aid (criminal report, custody of a child).

Růžička (Ružička et al, 2013) lists three pillars on which we can perceive crisis intervention. The first is the client's psychological stabilization when the employee should calm down and stabilize the client by acting calmly, empathetically, and not conducting the interview. It will also provide the client with space for ventilation. Here, the employee also assesses the problem and the possibilities of endangering the client. The second pillar is to prevent the escalation of the crisis. Here, the employee in the whole spectrum of the client's

situation is looking for the central problem that triggered the crisis, and they are trying to find solutions together with the client. The last pillar is the mediation of further assistance, which should include distributing the client to another expert.

According to Šrobárová (2011), after the direct threat to the client's life has been ruled out and the primary needs have been met, it is important to formulate the client's primary goal, which must be addressed immediately and subsequently define secondary goals. Give him/her enough space to vent his emotions and explain the situation in which he finds himself. The author also includes in the scope of work of a social worker:

"Mapping the available well-thought-out options for solving the problem, clarifying the subjective possibilities of the client and his/her closer social environment, which can lend him/her a helping hand, appeal to the client's needs and his/her suggestions; to construct the eventualities of the social and organizational structure of the region for solving the problem; the social network; analysis knowledge of the problem it is dealing with on the basis of qualified, case and information possibilities" (Šrobárová, 2016, p. 44).

"A client who has sought crisis relief is often tense, his stability is unstable, he may be confused or he may be in a state of panic. The crisis worker should be the one who brings the structure and the support and who helps to make the situation clearer" (Šrobárová, 2016, p. 36).

Within the framework of its internal functions, the state must provide to its citizens, creates conditions not only to ensure the protection of the health, life, and property of the citizen but also to ensure the quality of his life. Its legislative and executive mechanisms create laws, standards, and institutions to eliminate various adverse effects threatening the individual's social development.

The state administration bodies ensuring the state's functions at the local level in this area are the offices of labour, social affairs, and the family, which carry out prevention and intervention based on Act No. 305/2005 Coll. on Social Protection of Children and Social Guardianship.

Territorial self-government bodies that provide crisis intervention services are cities and municipalities; for this purpose, legal entities established by them as public providers.

Other organizations, complementary states and self-governing bodies, operate in the so-called third sector. These carry out crisis intervention through various civic associations, foundations, or non-profit organizations. The church is also an important non-state aid in Slovakia.

Equally crucial in crisis intervention is the Slovak Republic's Police, which protects citizens' lives and property and prevents them from acting. In the event of a crisis, it also performs intervention within its competence (Hunyadiová, 2012). In Act No. 448/2008 Coll. on Social Services, there is a social service

defined as "a professional activity, service activity or other activity or a set of these activities, which are within the framework of a crisis intervention aimed at solving the crisis social situation of a natural person and a family (Act No. 448/2008 Coll. on Social Services). It is stipulated that crisis intervention's social services address a natural person's unfavourable social situation (Act No. 448/2008 Coll. on Social Services).

Methodology

The subject of research is the public's perception of crisis intervention in Slovakia. Specifically, the Slovak public perceives the crisis in a person's life and whether they know how to manage the crisis, whether it registers their existence in the company or society.

The research's primary goal is to map public opinion in the field of crisis intervention; how people are informed about the possibilities of help with crisis intervention, and especially whether they know what crisis intervention is. In the research part, we tried to find out what type of crisis the respondents encountered and what solution they preferred or how they would help their friend solve the crisis and look for crisis intervention.

We carried out the quantitative survey in an anonymous questionnaire, which was available only in electronic form in the Google Forms. The respondents were addressed on social networks. 309 respondents filled in the questionnaire. Of the total number of 309 respondents, 68% are women, and 32% are men, representing 209 women and 100 men. The most numerous group consisted of respondents aged 17 to 25, who accounted for 53% of the respondents' total number. The youngest respondent was 17 years old and the oldest 89. Most respondents had completed secondary education (53%), followed by respondents with a university degree (45%).

The answers we received from the respondents through an electronic questionnaire, we gradually evaluated descriptively. We used the SPSS programme to provide us with the most precise possible information on the issue.

Based on the goal of recognizing and solving crises in the public, we have formulated the following research questions:

Research question 1:

Is there a significant difference between respondents in the characteristics of crisis intervention concerning their education?

Research question 2:

Is there a significant difference in respondents' resolution of the crisis concerning their age?

Research question 3:

Is there a relationship between the respondents between the crisis-experienced species and the search for professional help?

Data collection was carried out from December 2019 to February 2020.

Research Results

In the research, we were interested in what crises the respondents encountered in their surroundings (i.e. not in their own lives). Respondents could indicate more options in the questionnaire. They most often encountered death in their area (230), followed by separation and divorce, severe illness, and employment loss. Rarely have they witnessed addiction, natural disaster, loss of home and fire.

We were also interested in personal experience with a crisis in which the respondents could not help themselves. Seventy-one respondents out of 309 did not experience such a crisis; others reported one or more crises. They most often faced problems in relationships and the death of a loved one. Among those who sought help, most respondents used an interview with a family member or friend, a personal visit by a helping professional, and distance services. Most of the respondents (n = 166) who used the professional crisis intervention provided by the helping professionals rated this intervention as positive (60 respondents) and very positive (41 respondents). One hundred twenty-one respondents with their problems did not use any help in the crisis. The majority of respondents (95%) consider the helping professions as a psychologist or social worker to be important for society.

RQ1 Is there a significant difference between respondents in the characteristics of crisis intervention concerning their education?

The educational structure of the participants is as follows: Basic education as the highest education was achieved by 3% of respondents, secondary without GCSE 9% of respondents, secondary with GCSE 44% of respondents, university first degree 25% of respondents, second level university education 16 respondents and 3rd degree university education received by 3% of those who completed the questionnaire.

We verified RQ1 by Chi-Square test by two variables. The result is shown in Table 1. As the significance value is greater than the set level of significance (p = 0.05), there is no significant difference in the crisis intervention characteristics concerning the respondents' education.

Table 1 **The Difference in the Characteristics of Crisis Intervention Concerning Education**

Difference	Chi-Square	df	Asymp. Sig. 2 sid.
Characteristics of crisis intervention / education	11,673 th most common	20	0.927

n=309

RQ2: Is there a significant difference in respondents' resolution of the crisis concerning their age?

Participants had the following age structure: 17-25 years (53%), 26-35 years (22%), 36-45 years (13%), 46-55 years (6%), 56-65 years (4%) and over 66 years (2% of respondents). The age structure of the participants has a progressive structure, which corresponds to the way they are addressed - via social networks.

We verified RQ2 by Chi-Square test by testing two variables. The result is shown in Table 2. The value of significance is in all possibilities more significant than the set level of significance (p = 0.05). Thus, there is no significant difference in the resolution of the respondents concerning their age.

Table 2 **The Difference in Crisis Management Concerning the Age**

Difference	Chi-Square	df	Asymp. Sig. 2 sid.
Expert visit / age	7,288th most common	5	0.200
Emergency line / age	1,799th most common	5	0.876
Telephone helpline / age	2,614th most common	5	0.759
Internet help / age	4,121th most common	5	0.532
Interview friends / age	10,415th most common	5	0.064
Family interview / age	8,587th most common	5	0.127
He did not seek any help / age	7,600th most common	5	0.180

RQ3: Is there a relationship between respondents between the types of crisis they have survived and the search for professional help?

We verified RQ3 with Pearson Correlation. The result is shown in Table 3. The significance value is lower than the specified level of significance (p = 0.05) for addiction, school problems, relationship problems, serious illness, and unemployment. Therefore, there is a positive relationship between these types of crisis and the possibility of visiting an expert.

Table 3 **The Relationship between the Types of Crisis Experienced and Seeking Professional Help**

		addiction	death of a loved one	domestic violence	problems at school
Expert visit	Pear. Corr.	**0.207 ****	-0.008	0.058	**0.181 ****
	Sig. 2-tail.	**0.000**	0.883	0.312	**0.002**
	N	**303**	303	303	**303**
		economic problems	problems in the relationship	serious illness	unemployment
Expert visit	Pear. Corr.	0.022	**0.132 ***	**0.146 ***	**0.227 ****
	Sig. 2-tail.	0.697	**0.021**	**0.011**	**0.000**
	N	303	**303**	**303**	**303**

n=303

The processed data obtained through the survey show that the vast majority of respondents know what a crisis in a person's life is: i.e. a condition in which a person encounters an obstacle that he or she cannot overcome on his or her own with the help of conventional solution strategies. The data also show that respondents face several crises in their surroundings, most often with human loss, relationship problems, unemployment, serious illness, etc. The good news is that respondents are not indifferent to crises in their surroundings when most of the respondents in such a situation would recommend contacting professional help or choosing an interview with a person in crisis as help. This result conforms Mátel´s statement (Mátel et al., 2013) that it is crucial for a person in a crisis to have someone in his/her surroundings, which will support him/her.

A look at the processed survey data also shows us that most people have already found themselves in crises. For the most part, these are situations associated with the loss of a loved one, problems in relationships, problems at school or economic problems caused, for example, by unemployment. The respondents' answers clearly show the critical finding that if they have ever found themselves in a crisis in their lives, they primarily sought help from their loved ones - family and friends. This finding is in line with the Cimrmannová´s finding (Cimrmannová et al., 2013) that if a person finds himself/herself in a crisis, he/she primarily seeks his/her family, friends and acquaintances.

Conclusion

In the research, we found that the vast majority of respondents from Slovakia consider helping professions such as psychologists or social workers important. However, out of 238 respondents who experienced a crisis in their lives with which they could not help themselves,121 respondents did not seek any help. Of those who sought help in the crisis, most went to family and loved ones. Therefore, we recommend future research on where solitary/lonely people seek help in a crisis and crisis intervention.

Most of the respondents who used the professional crisis intervention provided by the helping professionals rated this intervention as positive or very positive. Therefore, we think that if those clients who did not seek help during their crisis in the past used a professional crisis intervention in the future, they would also evaluate this service positively.

When informing and promoting crisis intervention services by public health authorities, the Ministry of Health or local governments, we recommend emphasizing that clients can acquire new skills and ways of thinking in professional crisis intervention.

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BĒRNA VARDARBĪBA PRET VECĀKIEM: PSIHOLOĢISKIE UN PEDAGOĢISKIE ASPEKTI UN ATBILDĪBAS TIESISKĀ REGULĒJUMA PROBLEMĀTIKA

Child Violence Against Parents: Psychological and Pedagogical Aspects and Problems of Legal Regulations of Liability

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Abstract. *Domestic violence is a cycle of various harassment in which the abuser can be any member of the family. Both media and research on domestic violence focus on the behaviour of adult family members, while there is a lack of research analysing child abuse, for example against their parents. The current legal framework establishes the procedure for bringing an abusive person to justice, however, the provided sanctions do not apply to a child being violent in case the offense is not of a criminal nature. The study presents the research in two parts, the first part, indicating the psychological and pedagogical aspects of the problem, and the second - the problem of the legal regulation of liability.*
The aim of the study was to analyse the regulatory framework, which determines the child's responsibility in cases of child-to-parent violence, to identify the problems of the legal framework and to develop proposals for the improvement of the legal framework.
The study was developed interdisciplinary, performing the analysis of national and international legal acts, analysing statistical data and research on current issues. Analytical and descriptive method, grammatical, historical, teleological and systemic interpretation methods were used in the study.
As a result of the research, a number of problems were identified. These were related to the identification of a child being violent, the rights and responsibilities of the family and society in cases of escalating violence, as well as the issue of taking responsibility for the child's violence. At the same time, it was concluded that cases of violence by children to parents are difficult to identify, which may be due to the parent-child relationship and ignorance of the parent's problem, resulting in a formal determination of the child's responsibility in case of violence. In turn, the legal framework should strengthen not only the procedure of holding the children responsible for their violent behavior, but also to call for interdisciplinary prevention of violence committed by children.
Keywords: responsibility of a violent child, violence against parents, violent child.

Ievads
Introduction

Vardarbība ģimenē ir jebkurš aizskārumu cikls starp ģimenes locekļiem, kas var izpausties ikvienā no vardarbības veidiem. Pastāv stereotips, ka vardarbība ģimenē notiek tikai vecāku starpā vai, ka tikai vecāki veic vardarbību pret bērniem. Tostarp plašsaziņas līdzekļos vardarbība ģimenē pamatā tiek atspoguļota pieaugušu personu savstarpējās attiecībās, bet uzmanība netiek pienācīgi vērsta uz bērnu veikto vardarbību pret vecākiem. Ilgstoši neidentificējot bērnu kā vardarbīgo personu ģimenē, kura veic vardarbību pret vecākiem, situāciju var eskalēt tiktāl, ka bērns no vardarbīgās personas kļūst par upuri, bet vecāki par vardarbīgajām personām pret bērnu. Problemātikas aktualitāti pastiprina trūkstošie pētījumi, kuros tiktu analizēta bērna vardarbība pret vecākiem, kā arī skaidri noteikta tiesiskā kārtība atbildības noteikšanai vardarbīgam bērnam. Lai gan bērns Civillikuma 219.panta izpratnē ir persona līdz astoņpadsmit gadu vecuma sasniegšanai (LR Saeima, 1937), vardarbība pret jebkuru personu ir būtisks cilvēktiesību aizskārums, kas ir sodāms, savukārt cilvēka pamattiesību aizsardzības principi nostiprināti Latvijas Republikas Satversmē (Latvijas Satversmes sapulce, 1992).

Pētījuma mērķis ir analizēt normatīvo regulējumu, kurš nosaka bērna atbildību veiktās vardarbības pret vecākiem gadījumos, identificēt tiesiskā regulējuma problemātiku un izstrādāt priekšlikumus tiesiskā regulējuma pilnveidošanai, kas nodrošinās bērna saukšanu pie atbildības vardarbības gadījumos, ja to veicis bērns. Publikācijā atspoguļots starpdisciplinārs pētījums, kurā analizēti psiholoģiskie un pedagoģiskie aspekti un bērna atbildības noteikšanas problemātika veiktās vardarbības gadījumā.

Pētījuma tapšanā tika izmantota analītiskā un aprakstošā metode, ar kuras palīdzību tika noskaidrota vardarbīga bērna tiesiskā atbildība un pienākumi turpmākai vardarbības novēršanai, pētīti psiholoģiskie un pedagoģiskie aspekti vardarbības cēloņiem. Savukārt, gramatiskās, vēsturiskās, teleoloģiskās un sistēmiskās interpretācijas metodes izmantotas, lai noskaidrotu tiesību normu rašanās iemeslus un to jēgu, nosakot vardarbīga bērna atbildības tiesisko regulējumu, kā arī mērķi, kurš būtu jāsasniedz, pielietojot konkrēto tiesību normu. Vienlaikus, minētās metodes pētījumā pielietotas, lai veiktu tiesību normu izpēti un analīzi kontekstā ar citām tiesību normām un likumiem, kas paredz bērna atbildības nodrošināšanu vardarbības gadījumā, kuru veicis bērns.

Bērna vardarbības pret vecākiem psiholoģiskie un pedagoģiskie aspekti
Psychological and Pedagogical Aspects of Child to Parent Violence

Mazi bērni dienu no dienas izdzīvo bagātu emociju spektru, tajā skaitā negatīvas emocijas, kā dusmas, greizsirdību un frustrāciju, kas reizēm bērnus pārņem tik intensīvi, ka vērojamas grūtības sevi savaldīt. Liela daļa mūsdienu pētījumu liecina par to, ka bērnu uzvedības problēmu sakne ir traucēta emociju pašregulācija. Taču laika gaitā lielākā daļa bērnu iemācās emociju pašregulāciju, vēl pirms skolas gaitu uzsākšanas. Bērniem pieaugot un izdzīvojot dažādas attīstības stadijas, vecākiem šis laiks var kļūt par nopietnu izaicinājumu. Jebkurš vecāks kādā situācijā ir sagaidījis no bērna tādu atbildes reakciju, kas likusi justies bezspēcīgam, jo bērna pirmajos dzīves gados atteikšanās sadarboties, eksperimentēšana ar robežām, ir saprotama un pieņemama, bet situācija iegūst atšķirīgu nozīmi, ja izaicināšana, nereālu prasību izvirzīšana un atteikšanās sadarboties turpinās jau no vecāka bērna. Pusaudžu vecumposmam ir raksturīga autonomijas iegūšana, kad pusaudzis tiecas pēc neatkarības un vēlas kļūt patstāvīgs, taču ir jāspēj to diferencēt no vardarbības pret vecākiem formas, kad bērns ir ieguvis vairāk varas, nekā tas būtu pieļaujams šajā vecumposmā, un kad bērns izmanto šo varu, lai draudētu un iebiedētu vecākus vai pedagogus, cenšoties panākt, lai tiktu izpildītas viņa prasības. Ir situācijas, kad uzvedība sastāv no kliegšanas vai durvju aizciršanas, tomēr vecāki ir piedzīvojuši arī smagākus vardarbības veidus, kas rezultējas nopietnos fiziskos kaitējumos vai īpašuma bojāšanā. Protams, nonākot šādā situācijā, sākumā vecāki cenšas mijiedarboties ar bērnu, mainot savu pieeju audzināšanā, vai pakļaujoties bērnu prasībām, līdz ar to ir skaidrs, ka līdz brīdim, kad vecāki meklēs palīdzību, paies ievērojams laika periods. Šeit noteikti jāpiemin emocionālā komponente, jo vecāki var izjust kaunu vai vainas sajūtu, ja viņa bērns uzvedas vardarbīgi, apšaubot savas kā vecāka spējas, tāpat bailes no sabiedrības nosodījuma var kavēt vecāku vērsties pēc palīdzības. Vecāki, kuri piedzīvo savā ģimenē vardarbību no bērna puses, izjūt ciešanas, kas bieži saistītas ar izolētības, neveiksmes, kauna sajūtu un stigmatizāciju par vardarbīga bērna radīšanu (Condry &Miles, 2012; Holt, 2009).

Cottrell (2003) bērna vardarbību pret vecāku raksturo kā „jebkuru kaitīgu darbību, kuras mērķis ir iegūt varu un kontroli pār vecākiem". Tas ir termins, kas kopš tā laika ir attīstījies, un, lai gan joprojām trūkst vienprātības par definīcijām un terminoloģiju, to kopumā var uzskatīt par ieraduma, piespiedu uzvedības modeli, kas maina vecāku / bērnu varas dinamiku (Wilcox, 2012). Ļaunprātīga izmantošana var būt fiziska, psiholoģiska vai finansiāla. Vardarbība ietver sevī draudus, iebiedēšanu, īpašuma iznīcināšanu, verbālu pazemošanu un fizisku vardarbību.

Jāatzīst, ka intervences un rehabilitācijas programmas Latvijā saistībā ar vardarbību ģimenēs, pamatā ir vērstas uz pieaugušo uzvedību (Freimane, 2015;

Ministru kabinets, 2014b), taču trūkst praktisku pētījumu praksē un zinātniskajā literatūrā saistībā ar vardarbību, ko veic bērni un pusaudži. Šeit svarīgi nošķirt ļaunprātīgu rīcību un pusaudžu vecumposma konfliktus starp vecākiem un bērniem. Daudzviet pasaulē atzīts, ka trūkst kvalitatīvu pētījumu, kas pētītu bērnu un pusaudžu vardarbību, tās izplatību un ietekmi, tāpat ir maz informācijas par intervences programmām vai atbalsta metodēm, kuras tiek izmantotas. Līdz ar to jāturpina profesionāli pētījumi un jāiegūst saskaņota definīcija bērnu vardarbībai pret vecākiem.

Arī Latvijā par vardarbību no bērnu puses tēmu ir sākts runāt, taču vairāk pedagogu un skolēnu savstarpējo attiecību problēmu kontekstā. Mēdiju uzmanības lokā ir nonākušas vairākas izglītības iestādes, kur skolēni fiziski aizskar skolotājus, verbāli pazemo, pie tam rīkojas atklāti un neraizējoties par sekām. Valsts Policijā no 2018.gadā reģistrētajiem 424 fiziskās vardarbības gadījumiem izglītības iestādēs 10 bija pret skolas personālu, bet no 147 emocionālās vardarbības gadījumiem pret skolotājiem bija vērsti 31 (Laganovskis, 2019). Taču šeit ir jāuzsver, ka tie ir identificētie gadījumi, par kuriem ir ziņots. Izskaidrojums ir identisks kā situācijās ar vecākiem, kad pedagogi nevēlas publiski atzīt šādas situācijas, jo šeit klātesoša atkal ir emocionālā komponente, kad pedagogs var izjust kaunu vai pazemojumu par šādu situāciju un saņemt sabiedrības, tajā skaitā vecāku nosodījumu, tādejādi tiek apšaubīta pedagoga profesionalitāte un kompetence (Holt, 2011).

2017.gadā, kā liecina Tiesībsarga biroja veiktā aptauja, no kopumā 119 pašvaldībām tikai 47 municipalitātēs skolas ir ziņojušas par konfliktsituācijām tajās. 2015.gadā šādu skolu bija 69, bet 2013. gadā – 55 (Laganovskis, 2019). Rodas pamatots jautājums, vai konfliktsituācijām skolās ar katru gadu ir tendence samazināties, tāpat kā pašvaldību skaitam, kuras par to ir ziņojušas, un kāda ir situācija pārējās pašvaldību izglītības iestādēs? Arī princips „nauda seko skolēnam" var veicināt vardarbības faktu slēpšanu vai nenodošanu atklātībā, jo ziņošana tiesībsargājošām iestādēm var pievērst sabiedrības uzmanību, kas var rezultēties tajā, ka izglītības iestāde var iegūt sliktu slavu un vecāki bērnu izglītības iegūšanai izvēlēsies citu skolu. Līdz ar to var apgalvot, ka situācija ne tikai pasaulē, bet arī Latvijas kontekstā ir pietiekami nopietna, lai tiktu pētīti cēloņi, izstrādātas pierādījumos balstītas intervences programmas un metodes šīs nopietnās problēmas risināšanai. Vispirms par šo problēmu ir jāsāk runāt atklāti, jo „bērnu vardarbība pret vecākiem ir īpaši slēpts vardarbības ģimenē veids, par kuru netiek pietiekami ziņots, vecāki ziņo, ka viņu vecāku tiesības tiek pakļautas bērnu tiesību diskursam un to pastiprina valdības politika (Holt, 2011). Tādēļ būtiski ir ziņot par incidentiem, lai varētu noteikt problēmas mērogu un padarīt pieejamus resursus problēmas risināšanai. Precīzas vardarbības pret skolotājiem statistikas atrašana ir praktiski neiespējama vardarbīgo incidentu reģistrēšanas dažādo veidu dēļ. Ja pastāv konsekventa statistika, tas norāda uz fizisku skolēnu

uzbrukumu pieaugumu skolotājiem (Lebron, 2019). Nedaudz vairāk kā pirms gada ASV tika publicēts emuārs ar nosaukumu " Vardarbība pret skolotājiem ir klusa nacionāla krīze" (Lucas, 2018). Emuārā atzīmēts, ka ir veikti tikai ierobežoti pētījumi par vardarbību pret skolotājiem un, ka esošo pētījumu rezultāti ir pretrunā ar oficiālo vardarbību pret skolotāju statistiku. Neatbilstība bija izskaidrojama ar atšķirīgām definīcijām par to, kas ir vardarbība, un par to, ka skolotāji par maz ziņo par vardarbīgiem incidentiem. Kopš šī emuāra publicēšanas jaunus pētījumus veica Amerikas Psihologu asociācija (APA), Nacionālā izglītības asociācija (NEA) un Amerikas Skolotāju federācija (AFT). Aptauja, kas tika nosūtīta 3 403 skolotājiem no visām Amerikas Savienotajām Valstīm, atklāja, ka 25% ir cietuši no fiziskas vardarbības vai vardarbības, 20% ir piedzīvojuši fiziskas vardarbības draudus, un 37% teica, ka viņi ir pakļauti verbālam apvainojumam, necieņas izrādīšanai vai nepiedienīgai rīcībai (Anderman et al., 2018).

Iemesli, kāpēc skolas nepietiekami ziņo par vardarbību pret skolotāju statistiku, ir cieši saistīti ar to, ka šī statistika veicina skolu publisko profilu, un līdz ar to skolas var zaudēt bērnu skaitu un finansējumu, ja tās uzskata par bīstamām vai, ja vecāki uzskata, ka skolotāji nespēj uzturēt kontroli (Lebron, 2019).

Nacionālā labdarības organizācija Family Lives 2010.gadā ziņoja, ka viņu palīdzības tālrunis saņēma 22 537 tālruņa zvanus no vecākiem, kuri ziņoja par savu bērnu agresiju, no kuriem 7000 bija saistīti ar fizisku agresiju (Home Office, 2015; Parentline Plus, 2010). Starptautiskie pētījumi, galvenokārt no ASV, Kanādas, Austrālijas un Spānijas, parāda līdzīgus atklājumus. Harbins un Maddens (Harbin & Madden, 1979) jau 1979.gadā veica 43 gadījumu izpēti, pētījumā iesaistot zēnus pusaudžus. Literatūras pārskats no Kennair un Mellor (2007) liecina, ka visbiežāk mātes, vientuļie vecāki un vecāki, kas saskaras ar ievērojamiem sociāliem un ģimenes stresa faktoriem, visbiežāk izjūt bērnu vardarbību. No Metropolitan Police ziņojumiem pētnieki Condry un Miles (2013) atklāja, ka 87% no vardarbības veicējiem bija dēli un 77% upuru bija sievietes, parasti mātes. Pirmo apjomīgo pētījumu par bērnu vardarbību pret vecākiem Lielbritānijā veica Oksfordas universitāte laika posmā no 2010. līdz 2013. gadam (Condry and Miles, 2013). Aptaujātie vecāki to raksturoja kā bieži vien agresīvu, aizskarošu un vardarbīgas uzvedības modeli ilgā laika posmā. Tajā konstatēts, ka nav vienota skaidrojuma par ļaunprātīgu izmantošanu. 2012. gada pētījums, kurā piedalījās deviņi praktizētāji, uzsvēra, ka bērnu vardarbībai nav viena iemesla un līdz ar to arī nav viena risinājuma (Holt & Retford, 2013). Ģimenes aprakstīja virkni iemeslu, kurus, viņuprāt, izraisīja bērnu vardarbību, tostarp narkotiku lietošanu, garīgās veselības problēmas, mācīšanās grūtības vai vardarbību un paškaitējumu ģimenes anamnēzē. Bērni, kuri veic vardarbību pret vecākiem, visticamāk paši ir bijuši vardarbības upuri vai vardarbības liecinieki, vai

pieredzējuši vardarbību ģimenē (Gallagher, 2008; Holt, 2009). Vecāki bieži nevēlas atklāt vai ziņot par sava bērna vardarbību, baidoties, ka viņu vecāku prasmes var tikt apšaubītas, vai viņiem neticēs. Tā vietā, lai saņemtu atbalstošu pakalpojumu, vecāki uzskatīja, ka profesionāļi aktuālās grūtības atzīst par sliktu vecāku audzināšanu (Selwyn & Meakings, 2016), kas var veicināt šo vecāku ideju, ka kaut kādā veidā viņi ir pelnījuši būt par "upuriem", salīdzinājumā ar to, piesaistot mazāk līdzjūtības un atbalsta. Atbalsta dienesti bieži neatzīst bērna uzvedības kontrolējošos elementus. Vecāki aprakstīja, ka profesionāļi, šķiet, nostājas bērna pusē (Selwyn & Meakings, 2016). Tāpat vecāki bija noraizējušies, ka viņu bērnu var viņiem atņemt un /vai kriminalizēt (Holt, 2013). Bērna aizvešana no mājām, lai aizsargātu upurus, var nonākt pretrunā ar vecāku pienākumiem pret saviem bērniem, kā rezultātā policijai bieži vien nav citas iespējas kā atgriezt bērnu mājās (Condry & Miles, 2013).

Bērnu kā vardarbības veicēju jēdziens pats par sevi ir problemātisks. Atšķirībā no pieaugušajiem viņi nav krimināli atbildīgi, un jauno likumpārkāpēju vecāki par viņiem ir atbildīgi tādā veidā, kā nav pieaugušu likumpārkāpēju vecāki (Holt & Retford, 2013). Iepriekšējie pētījumi (Nixon, 2012; Holt & Retford, 2013) ir atklājuši, ka reakcija uz bērnu vardarbību - no policijas, tiesu varas, jaunatnes dienestu, sociālās aprūpes, izglītības, veselības aprūpes pakalpojumu un kopienas / brīvprātīgo grupām - ir nepietiekama. Pieņemšana Apvienotās Karalistes atbildē uz Likuma par vardarbību ģimenē projektu (Squires, 2019) norāda, ka viņu locekļi bieži atklāj, ka profesionāļiem, kas strādā ar viņiem, nav zināšanu, kompetences un izpratnes par bērnu vardarbību, bērnības traumām, lai viņus pienācīgi atbalstītu. Pētījumi liecina, ka jebkurai pieejai runājot par bērnu vardarbību, ir jāņem vērā ģimenes dinamika kopumā, ne tikai indivīds (Holt & Retford, 2013; Home Office, 2015).

Bērna atbildības uzņemšanās tiesiskā regulējuma problemātika
Problems of the Legal Regulation of Children to Accept Responsibility for Their Actions

Latvijā šobrīd vienota vardarbības legāldefinīcija nav izveidota, savukārt vardarbības definīcijas nostiprinātas vairākos tiesību aktos un to atšķirība ir saistīta ar tiesību akta mērķi. Tostarp vardarbības jēdziens ir skaidrots arī vairākos Ministru kabineta noteikumos (Balode, 2015). Atbilstoši Bērnu tiesību aizsardzības likuma mērķim, vardarbība tiek skaidrota, kā visu veidu fiziska, emocionāla, seksuāla vai citu veidu cietsirdīga izturēšanās pret bērnu (LR Saeima, 1998a). Savukārt, Civilprocesa likuma 250.[45] pantā vardarbība tiek skaidrota kā jebkura fiziska, seksuāla, psiholoģiska vai ekonomiska vardarbība starp laulātajiem, tajā skaitā, starp bijušajiem laulātajiem un vienā mājsaimniecībā dzīvojošām personām (LR Saeima, 1998b), bet atbilstoši Krimināllikuma

mērķim, vardarbība tiek atzīta arī kā ilgstoša citas personas vajāšana, novērošana, draudu izteikšana un nevēlama saziņa, kā rezultātā personai ir radies pamats baidīties par savu un tuvinieku drošību (LR Saeima, 1998). Cita starpā Eiropas Padomes Konvencijā (Eiropas padome, 2011) par vardarbības pret sievietēm un vardarbības ģimenē novēršanu un apkarošanu (Konvencija Latvijas vārdā ir parakstīta 2016.gada 18.maijā, bet līdz šim brīdim tā nav ratificēta Saeimā) 3.panta b apakšpunktā par vardarbības upuriem ģimenē tiek norādītas sievietes, bērni, vīrieši un vecvecāki. Par galvenajām atšķirībām no citiem vardarbības veidiem, vardarbībai ģimenē galvenā pazīme ir ģimeniskā saikne starp upuri un varmāku, bet lomu maiņa nav raksturīga. Vardarbība ģimenē var izpausties gan ar fizisku, tā emocionālu, seksuālu un ekonomisku raksturu. Visbiežāk vardarbība ģimenē var izpausties kā ģimenes locekļu izolēšana no draugiem, citiem radiniekiem, izteiktiem draudiem, vajāšanu, iedzīves un personīgo lietu bojāšanu, kontrole pār naudas, personisko lietu, uztura, transporta lietošanu (Eiropas Padome, 2011). No tiesību aktos nostiprinātajām vardarbības definīcijām izriet, ka vardarbības upuris var būt jebkura persona, neatkarīgi no tās vecuma, brieduma pakāpes, sociālās piederības, statusa ģimenē vai kopīgā mājsaimniecībā dzīvojošām personām. Vardarbībā cietušās personas var būt gan kopā dzīvojoši ģimenes locekļi, gan laulātie, gan bijušie partneri. Saskaroties ar vardarbību ģimenē, klasiski par vardarbības upuriem tiek identificētas sievietes un bērni, tomēr būtiski šo problēmu pētīt plašāk. Svarīgi uzsvērt, ka ikvienā no vardarbības gadījumiem un to veidiem liela nozīme ir savlaicīgai vardarbības veicēja un upura identificēšanai, lai būtu iespējams veikt preventīvus pasākumus vardarbības pārtraukšanai, it īpaši gadījumos, kad vardarbīgā persona ģimenē ir bērns.

Latvijas Republikas Satversmē ir nostiprinātas cilvēka pamattiesības un tās tiek garantētas aizsargāt ar nacionālajiem un valstij saistošajiem starptautiskajiem tiesību aktiem. Minētajā tiesību aktā nostiprinātais cilvēka pamattiesību kopums paredz ikvienas personas, tai skaitā arī bērna, tiesības būt pasargātam no jebkāda veida vardarbības pret sevi (Latvijas Satversmes sapulce, 1992). Anastasija Jumakova ir norādījusi (Jumakova, 2019, 101.lpp.), ka pastāv bērnu tiesību un interešu pārākums, kurš nostiprināts gan nacionālajos tiesību aktos kā, piemēram, Bērnu tiesību aizsardzības likuma 6.pantā (LR Saeima, 1998a), Bāriņtiesu likuma 4.pantā (LR Saeima, 2006), tā arī starptautiskajos tiesību aktos, proti, 1959.gada Bērnu tiesību deklarācijā un 1989.gada Konvencijas par bērnu tiesībām preambulā (Jumakova, 2019, 101.lpp.). Jāatzīmē, ka bērnu tiesību pārākuma nostiprinājums vienlaikus rada arī negatīvu tendenci bērnam savas tiesības izmantot pretēji likumdevēja gribai un tiesību aktos noteiktajam mērķim. Cita starpā svarīgi ir izprast, ka tiesību aktos nostiprinātās bērnu tiesības vienlaikus uz pašu bērnu ir attiecināmas arī kā pienākums pret jebkuru citu personu, ievērojot šīs personas tiesības. Eiropas Anti-vardarbības kampaņas (Europe's Antibullying Campaign) ietvaros no 2011.-2012.gadam tika īstenots pētījums, kurā apvienojās

6 dalībvalstis (Grieķija, Bulgārija, Igaunija, Itālija, Latvija, Lietuva), lai risinātu vardarbības problēmas izglītības iestādēs. Pētījuma rezultātos tika secināts, ka vardarbība izglītības iestādēs pastāv kopš organizētas izglītības sistēmas pirmsākumiem un tās forma joprojām ir neskaidra un grūti definējama, jo vardarbībai piemīt kvantitatīvas un kvalitatīvas pazīmes, ņemot vērā pagātnes un tagadnes tendences, kas izpaužas vardarbības biežumā, intensitātē un izpausmes formās (Europe`s Antibulling Campaign, 2013). Bērnu, kurš ir vardarbīgs, raksturo nepieciešamība dominēt pār citiem; nespēja kontrolēt savus impulsus; pazemināta paškontroles spēja; nespēja ievērot noteikumus un ierobežojumus; uzbudināmība; pārspīlēts paštēls; mēra sajūtas trūkums; zems popularitātes līmenis vienaudžu vidū; naidīga attieksme pret vidi, īpaši pret saviem vecākiem un skolotājiem; empātijas trūkums un apkārt ir bērni, kuri nav vardarbīgi, bet iedrošina bērnu – varmāku (Eiropas Anti-vardarbības kampaņa, 2013).

Valsts politikas plānošanas dokumentā par Ģimenes valsts politikas pamatnostādnēm 2011.-2017.gadam, ir skaidri definēts, ka ģimene ir katras sabiedrības pamatelements, savukārt, bērnam ģimenē ir jānodrošina tādi apstākļi, lai bērns spētu augt un attīstīties par pilnvērtīgu personību un sabiedrības locekli (Ministru kabinets, 2011). Civillikuma izpratnē par ģimenei labvēlīgas vides nodrošināšanu un bērnam labvēlības mikrovides izveidošanu ir atbildīgi viņa kopā vai atsevišķi dzīvojoši vecāki, kuri īstenojot aizgādības tiesības, vienlaikus, nodrošina bērna aprūpi, uzraudzību, uzturu un gādā par bērna drošību. Uzturdošanas pienākums un aizgādības īstenošana uz vecākiem gulstas tik ilgi līdz bērns pats sevi spēj nodrošināt un tas neizbeidzas, ja bērns tiek šķirts no viena vai abiem vecākiem (LR Saeima, 1937). Autores publikācijas pirmajā daļā norādīja, ka bērns, kurš ir vardarbīgā persona ģimenē, iespējams pats ir cietis no vardarbības, savukārt, bērna vardarbībai ģimenē piemīt slēpts raksturs, kuras atklāšana nav vienkārša. Lai pārtrauktu vardarbību ģimenē no bērna puses pret vecākiem, ir ļoti svarīgi atklāt problēmu tās pašā sākumstadijā, izprast vardarbības cēloņus un veikt preventīvus pasākumus, lai situācija netiktu eskalēta tiktāl, ka bērna vardarbība pavēršas pret viņu pašu. Proti, bērnam ar savu vardarbīgo uzvedību nemitīgi provocējot vecākus uz atbildes reakciju, kas vērsta uz bērna vardarbīgo uzvedību, vecāki kļūst par vardarbīgajām personām, bērnu fiziski vai emocionāli sodot, bet bērns šādā apgrieztā situācijā kļūst par upuri. Šādā gadījumā, atklājoties vardarbībai ģimenē, kurā ir notikusi vardarbīgās personas – upura lomu maiņa, bērna tiesībsargājošo institūciju kompetencē, ir primāri nodrošināt bērna tiesību un interešu aizsardzību, bērnu nošķirot no vardarbīgiem vecākiem. Tomēr būtiski ir uzsvērt, ka šādas vardarbības formas risināšana, neatklājot sākotnējos bērna vardarbīgās uzvedības cēloņus pret vecākiem, kas noveda pie lomu maiņas, darbs ar vardarbīgo ģimeni nebūs sekmīgs.

Šobrīd nav skaidri pamantotu iemeslu kādēļ attiecībā uz bērnu kā varmācīgo personu nav izstrādāts vienots koncepts preventīvo pasākumu veikšanai, lai

mazinātu vai pārtrauktu risku vardarbībai transformēties smagākā formā, jo bērns, kurš ir varmācīgā persona, Civillikuma izpratnē ir nepilngadīga persona līdz 18 gadu sasniegšanai (LR Saeima, 1937), savukārt Bērnu tiesību aizsardzības likuma 5.pantā noteiktajiem bērna tiesību aizsardzības subjektiem (LR Saeima, 1998a) ir pienākums pārstāvēt un aizsargāt bērna tiesības pat, ja bērns šajā gadījumā ir varmāka. Svarīgi uzsvērt, ka ģimenē no vardarbības cieš ne tikai tas ģimenes loceklis pret, kuru vērsta vardarbība no bērna puses, bet visi ģimenes locekļi, tostarp māsas un brāļi, vecāki un vecvecāki. Tomēr ir būtiski izprast, ka vardarbība ir kompleksa problēma, tā apvieno daudz, sarežģītus un savstarpēji saistītus cēloņus, tādēļ arī prevencijas pasākumiem ir jābūt atbilstošiem un daudzveidīgiem, nodrošinot visu iesaistīto pušu vajadzības. Ņemot vērā preventīvo pasākumu mērķi, darbā ar bērniem, kuri ir vardarbīgi pret vecākiem, kā arī pārējiem vardarbībā iesaistītajiem ģimenes locekļiem būtu ievērojami trīs preventīvo pasākumu līmeņi – primārā, sekundārā un terciārā profilakse, to piemērojot katra ģimenes locekļa lomai vardarbībā (Čirko, Kalniņa, 2019).

Vardarbība, kura nav krimināltiesiska rakstura, ir sodāma administratīvā kārtībā. Administratīvās atbildības likumā ir nostiprināta tiesību norma, kura nosaka administratīvā soda mērķi. Proti, tas ir ietekmēšanas līdzeklis, kuru piemēro administratīvo pārkāpumu izdarījušai personai, lai tā turpmāk atturētos no citu administratīvo sodu izdarīšanas, tādējādi nodrošinot sabiedrisko kārtību un taisnīgumu (LR Saeima, 2018). Gan Administratīvās atbildības likuma, gan Bērnu tiesību aizsardzības likuma tiesību normās noteikts, ka administratīvā atbildība bērnam iestājas no 14 līdz 18 gadu vecumam, par ko tiek piemēroti audzinoša rakstura piespiedu līdzekļi, bet, ja konkrētajā gadījumā tas nav lietderīgi, tad piemēro administratīvo sodu (LR Saeima, 2018; LR Saeima 1998a), proti, atbilstoši Administratīvās atbildības likuma 16.panta astotajai daļai tā ir puse no summas, kas tiktu piemērota pilngadīgai personai par tāda paša administratīvā pārkāpuma izdarīšanu (LR Saeima, 2018). Cita starpā Ministru kabineta noteikumos Nr.161 "Kārtība, kādā novērš vardarbības draudus un nodrošina pagaidu aizsardzību pret vardarbību" nostiprināta kārtība, kādā vardarbīgā persona nošķirama no ģimenes, vienlaikus vardarbīgajai personai nosakot īpašus ierobežojumus, lai vardarbības upuris no varmākas tiktu pasargāts (Ministru kabinets, 2014a). Vienlaikus gan jāatzīmē, ka minētie Ministru kabineta noteikumi attiecināmi tikai uz pilngadīgām personām. No augstāk minētajām tiesību normām secināms, ka nepilngadīgai personai jeb bērnam, kurš ir vardarbīgs pret vecākiem vai skolotājiem un vienaudžiem, faktiski nav noteikta nekāda veida atbildības uzņemšanās par savu rīcību, savukārt administratīvā atbildība bērnam iestājas pēc 14 gadu sasniegšanas. Ņemot vērā, ka bērna vardarbības pret vecākiem atklāšanas gadījumi nav izplatīti, sastopoties ar agresīvu bērna uzvedību pret vecākiem, tā tiek saistīta ar neatbilstošu vecāku

spēju audzināt un aprūpēt bērnu, par ko savukārt, vecāki var tikt administratīvi sodīti.

Lai pilnībā bērnam nebūtu iespēja izvairīties no soda par veikto vardarbību, šī brīža praksē, sadarbībā ar bērnu tiesībsargājošām institūcijām, tiek sastādīts bērna uzvedības korekcijas plāns, par pamatu ņemot audzinoša raktura piespiedu līdzekļus. Būtiski atzīmēt, ka likuma Par audzinoša raktura piespiedu līdzekļu piemērošanu bērniem tiesību normās nostiprināts bērna vecuma slieksnis no 11 līdz 18 gadu vecumam, kurā drīkst piemērot minētā likuma tiesību normas (LR Saeima, 2002). No minētā izriet, ka bērniem, kas ir jaunāki par 11 gadiem, faktiski arī šādā veidā nav paredzēta atbildības uzņemšanās par vardarbīgu rīcību pret vecākiem. Cita starpā vecāks, pamatojoties uz Bāriņtiesu likumā noteikto bāriņtiesas kompetenci domstarpību izšķiršanā starp vecākiem un bērnu, pēc palīdzības var vērsties savas dzīvesvietas administratīvās teritorijas esošajā bāriņtiesā.

Nobeigums
Conclusion

Lai runātu par bērna atbildības uzņemšanos vardarbības pret vecākiem gadījumos, kam nav kriminālsodāms raksturs, ir jāvērš uzmanība, ka administratīvās atbildības uzņemšanās sistēmu veido tie tiesību akti, kuros noteikti administratīvo pārkāpumu veidi, soda veidi un administratīvo pārkāpumu process. Analizējot tiesisko regulējumu bērnu atbildības uzņemšanās jomā, secināts, ka bērnam, kurš ģimenē ir vardarbīgā persona, nevienā no tiesību aktiem nav nostiprināta tiesiskā atbildība par veikto vardarbību. Šī brīža tiesiskajā regulējumā netiek paredzēta administratīvā atbildība bērniem, kuri ir jaunāki par 11 – 14 gadiem. Tas nozīmē, ka bērns, kurš nav sasniedzis administratīvās atbildības uzņemšanās vecumu, nesaņem sodu par izdarīto pārkāpumu, proti, vardarbību pret vecākiem, vienaudžiem, skolotājiem. Jāatzīst, ka tikai atbildības uzņemšanās nostiprināšana tiesību aktos nav risinājums, jo bērna vardarbībai pret vecākiem ir komplekss raksturs, tam ir savstarpēji saistīti cēloņi, kas risināmi kompleksi, vienlaikus ar atbildības uzņemšanos par nodarījumu. To apstiprina secinājums, ka bērnu vardarbība pret vecākiem un pedagogiem ir īpaši slēpts vardarbības veids, par kuru netiek pietiekami ziņots, vecāku un pedagogu tiesības tiek pakļautas bērnu tiesību diskursam un to pastiprina valdības politika. Līdz ar to svarīgi sākt par šo aktuālo problēmu runāt atklāti, nenoklusēt vardarbības faktus, vardarbības atklāšanas gadījumā, noteikt tiesisku atbildības uzņemšanos.

Biežākie iemesli pusaudžu vardarbībai ir pārāk attīstīta tiesību izjūta pretstatā pienākumiem, trūkst cieņas pret vecākiem, ir piedzīvotas traumas un vardarbība ģimenes anamnēzē, ietekme no vienaudžu grupas, alkohola un narkotiku lietošana, garīgās veselības problēmas vai psihiskie un uzvedības

traucējumi. No minētā secināts, ka tiesiski nenostiprinātu prevencijas pasākumu trūkums, secīgi vardarbības problēmu attīsta ļoti strauji, radot bērnā nesodāmības sajūtu. Svarīgi ir izstrādāt precīzu prevencijas konceptu bērniem, kuri ir vardarbīgās personas, vienlaicīgi procesā iekļaujot visas iesaistītās puses. Tas nodrošinātu problēmas minimalizēšanu vai pat tās apstādināšanu sākotnējā stadijā, liktu iesaistītajām institūcijām apzināt problēmas nopietnību un izstrādāt starpinstitucionālu un starpdisciplināru sadarbības plānu vardarbīga bērna reabilitēšanai.

Būtiska nozīme ir profesionālu pētījumu veikšanai par bērnu un pusaudžu vardarbību pret vecākiem un pedagogiem cēloņiem un jāizstrādā saskaņota definīcija bērnu vardarbībai pret vecākiem, jāturpina izstrādāt pierādījumos balstītas intervences programmas un metodes šīs nopietnās problēmas risināšanai.

Summary

Although there are legal provisions in the law that require parents to take care of a child so that he or she can develop emotionally and physically into a full-fledged member of society, these expectations are not always confirmed. There is a well-established belief in society that a child is not violent towards his parents, but the manifestations of his or her behaviour that go beyond the generally accepted norms of behaviour are interpreted as a consequence of the poor upbringing.

Any contribution to the child's growth directs the child to his full development, however, there are cases when the child does not accept, does not perceive parental contribution, becomes too abusive towards the parents in the case of over-care or abusive parents, and its manifestations are also reflected in the educational institution.

The aim of the article is to analyse the regulatory framework that determines the child's responsibility in cases of parental violence, to identify the problems of legal regulation and to develop proposals for improving the legal framework that will ensure that a child is prosecuted in cases of violence. Since the researched issue goes beyond legal competence and it should be considered in connection with the results of psychological research, to achieve the aim of the artile an interdisciplinary mixed-type study was conducted.

To achieve the goal, the following tasks were set:
1) to provide research and analysis of the data contained therein, which reveals the causes of child to parent violence, the frequency of performed and established cases;
2) to describe the profile of a violent child found and developed in research;
3) to describe the problems of the current legal regulation, which determines the prosecution of a child to parent violence;
4) to summarize the conclusions made and to put forward proposals with the help of which cases child to parent violence would be identified and the lack of legal liability would be resolved.

The research is based on national and international legislation, literature sources, research and practice observations.

Strengthening children's legal responsibility in cases of parental abuse depends on the ability to detect such cases and causes of child abuse, as well as to openly update and formulate it as a specific form of violence for which responsibility must be taken.

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STUDY ON YOUTH'S SAFETY SENSE

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Abstract. *The safety of young people in today's society is a topical and socially significant issue, as the younger generation is the future of society. In the everyday work of law enforcement and emergency agencies, significant attention is paid to promote the safety of young people for preventive purposes. Often, the methods used in practice tend to be outdated or ineffective due to the channels chosen. In order to promote the safety awareness of young people, it is necessary to find out the opinion of young people about the safety factors that are relevant to them, as well as various habits that affect them and the information channels for reaching them. In order to find out the understanding of safety within youth, a study was conducted in which 4281 children and young people in Finland, Latvia and Lithuania were surveyed. More than half of the respondents were in the age group of 14 to 18 years. The survey data indicated that young people believe that they are lacking knowledge about First Aid, safety on water and psychological safety. It is worrying that 19 percent of surveyed young people have experienced sexual abuse. The obtained and analysed survey data will provide an opportunity to improve the safety awareness promotion for young people. In the research conclusions proposals have been developed on the types of safety education for young people that can be used by educators and safety specialists.*
Keywords: *children, information channels, promotion of safety, reach, safety, youth.*

Introduction

United Nations Children's Fund (UNICEF, 2015) explains that violence against children may take the form of physical and sexual, and emotional violence and may occur in a variety of settings, such as at home, school, in the community or on the Internet.

One of the ten core values of the social value classification system developed by social psychologist Schwartz (Schwartz, 2006) is safety, which includes health, social harmony, order and stability, security, etc.

In a study published in 2016 by Hillis, Mercy, Amobi and Kress (Hillis, Mercy, Amobi, & Kress, 2016), compiling data on approximately half of the world's countries, concluded that over the course of 2015, more than 1 billion children and young people aged 2 to 17 had experienced violence.

These figures are surprising, so everyone should take care of the children –

our future. In order to reduce violence against children and young people, as well as to increase their sense of safety, it is necessary to find out what is the current level of safety awareness of young people.

The aim of the research: to clarify and systemize the information obtained in the study on the safety awareness and understanding of young people, identifying their views on current safety factors, as well as various behavioural habits that affect them.

Preparations before the Study

"Union of the Baltic Cities (UBC) is the leading network of cities in the Baltic Sea Region with the members from all ten Baltic Sea countries. Founded in 1991 in Gdansk, UBC is a voluntary, proactive network mobilizing the shared potential of its member cities for a safe, smart and sustainable Baltic Sea Region. The UBC cooperates with numerous Baltic and European organisations." (Union of the Baltic Cities, 2020, p. 47). In January 2021, the UBC consists of 68 member cities (Union of the Baltic Cities, 2021). In accordance with the Statute of the UBC (Union of the Baltic Cities, 2019), a General Conference is organized at least once every two years, which is the highest body in the Union and to which representatives of each member city are invited to participate. Various working and discussion groups are also organized during the General Conference. In October 2017, within the framework of the 14th General Conference of the UBC, which took place in the Swedish city Vaxjo, in a discussion conducted by the author (Union of the Baltic Cities, 2017), 20 young people aged 15 to 18 from all over the Baltic Sea region were invited to a small focus group discussion. By dividing the young people into two smaller discussion groups, discussions were carried out about the most significant safety risks of young people, which undermine the sense of safety among them. The first group of young people mentioned quite wide and different security risks. Highlighting separately the threats existing in educational institutions and workplaces, because today young people are not only educating, but also looking for different job opportunities, of course, depending on the age group. There was also a separate mention of safety at home and in their free time, and additionally, the safety while traveling was mentioned. It is likely that travel safety was mentioned because many young people came to the venue from other countries, thus further thinking about traveling in general. The importance of health in safety matters was also emphasized, but the main emphasis was on intoxicating substances and harmful habits. Meanwhile, the discussions by the second group also raised the main topics related to various safety elements, in addition to highlighting various possible safety problems at home, as well as possible solutions to how this sense

of safety could be promoted, for example by educating about first aid and self – defence. It is important to mention that the young people of the second discussion group highlighted the need to know how to act in various emergency situations in their place of residence and considered this to be an important aspect of safety.

Summarizing and comparing the results of the discussions in both groups, which were conducted independently of each other, the main conclusions of young people on safety factors did not differ from one another, thus gaining confidence that on average these safety risks are of major concern to all young people in the Baltic Sea region. The results of the focus groups have been taken into account in developing the basis for conducting a survey for young people in the Baltic Sea region. It is essential that both discussing groups highlighted Internet and its related risks as the main safety concern, rather than the physical safety. The importance of the Internet for safety among young people is understandable, as today a large proportion of young people use the Internet on a daily basis for a variety of purposes, from education to entertainment and communication. Meanwhile physical safety may not be such a relevant topic for young people, although various physical safety issues were also emphasized in the discussions. Of particular note is the peer harassment and bullying, which was emphasized in the discussions of both groups as a topical issue today, especially among young people. If in the past, before the widespread use of the Internet, the bullying of school and classmates took place only in an educational institution, nowadays, with the help of the Internet, this bullying can take place 24 hours a day, 7 days a week, publicly and individually, knowing or even not knowing who the exact bully is. Furthermore, with computer technology and the Internet, this bullying has become more widespread and possibly more abusive. It is important that the young people of both discussion groups have also raised issues related to road traffic, not only as pedestrians, but also as drivers. By understanding the fact that there are various factors that affect road safety directly on the behalf of drivers, it is hoped that today's young people will become more conscientious as future drivers. Both groups also highlighted the safety factors related to sexual violence and harassment, which suggests that examination of this factor is also important in promoting youth safety.

In September 2019, the development of a youth safety survey was launched. In the development of the survey young people from the Latvian city of Liepaja, the Finnish city of Espoo and the Lithuanian city of Kaunas were involved. Additionally, there was an involvement of safety professionals (fire and rescue services, police and civil protection practitioners) from the Baltic Sea region cities who are members of the UBC Safe Cities Commission.

Methodology

The study "Youth for safer youth" was developed in the Baltic Sea region. The survey was conducted in the summer of 2020 in three countries of the Baltic Sea region – Latvia, Lithuania and Finland, with a total of 4281 respondents from these three countries between the ages of 10 and 30. The aim of the survey: to determine the feeling of safety among the young people of the Baltic Sea region in both physical and virtual environments.

The subject of the study: children's and young people's awareness of current and to them important safety factors and aspects. The study sought answers to the following research questions:

1. What is the self-assessment of the young people's sense of safety?
2. How do young people perceive safety information?
3. What are the favourite social networks of young people?

Percentage calculations were used for mathematical statistical processing of the study data.

In order to develop a questionnaire on youth safety, the choice of questionnaire questions was based on the results of a discussion platform of working groups of youth representatives and safety practitioners. The following topics were identified: respondent information, general issues, fire safety, road safety, safety in the Internet environment, safety in public places, health care, family safety, followed by the conclusions.

Results of a Study on Youth Safety

4281 respondents from three countries of the Baltic Sea region participated in the survey - 3156 (74%) from Finland, 702 (16%) from Latvia and 423 (10%) from Lithuania. The majority of respondents were female - 62.7%, but 36% were male, while 1.3% of respondents did not identify themselves with any of both genders. 19% of respondents were under 13 years of age, while the majority (68%) of respondents were between 14 and 18 years of age. Young people aged 19 to 24 accounted for 9% of responses, while 2% of respondents were aged 25 to 29. 2% of respondents were older than 30 years.

Asked to assess their overall sense of safety (Fig. 1) on the scale from 1 to 5, where "1" indicates that the young person does not feel safe, but "5" indicates that the young person feels very safe, a total of 86% of all the surveyed young people indicated that they feel safe or very safe. Most young people feel very safe in Finland (44%), while in Latvia 32% of young people feel very safe, but in Lithuania only 21% of surveyed young people feel very safe. 3% of all young people surveyed feel unsafe.
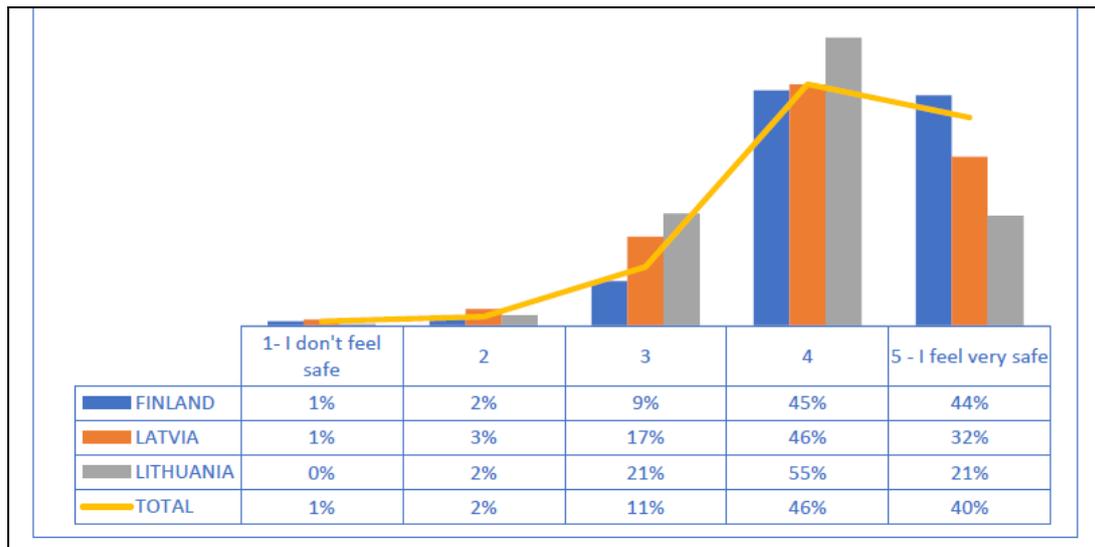
	1- I don't feel safe	2	3	4	5 - I feel very safe
FINLAND	1%	2%	9%	45%	44%
LATVIA	1%	3%	17%	46%	32%
LITHUANIA	0%	2%	21%	55%	21%
TOTAL	1%	2%	11%	46%	40%

Figure 1 **Self-assessment of Young People's Sense of Safety**

Assessing their level of awareness of the various safety factors, it can be concluded that young people consider that they have good or average awareness of safety, with the exception of first aid, psychological safety, travel safety and safety on the water. Analysing young people's responses by country, it can be concluded that young people in Finland consider that they have poor knowledge of safety on the water (13.8%), first aid (11.5%) and psychological safety (7.9%). Meanwhile, young people in Latvia have indicated that they have poor knowledge of first aid (34.7%), psychological safety (20%) and travel safety (11.2%). Lithuanian young people believe that they have poor knowledge of psychological safety (21.9%), first aid (20%) and fire safety (10.8%).

13% of all young people surveyed have been in fire. Most of the young people that have experienced a fire were in Lithuania (27%), in Latvia 16%, but in Finland 10% of young people have been in a fire. 53% of the all the respondents have completed fire safety training. If in Lithuania 62% of the surveyed young people have had fire safety training, then in Finland they are 55%, but in Latvia only 39%. When asked if young people know what to do in the event of a fire in their home, 94% of them would know what to do. Analysing these answers by countries, 96% of young people in Finland would know what to do in the event of a fire at home, 92% in Latvia and 85% in Lithuania would know what to do. It can be concluded that although in general only 53% of the surveyed young people have received fire safety training, almost all of them would know what to do in case of fire.

98% of all surveyed young people have been introduced to traffic rules, but only 89% of young people always use a seat belt in a car. The most conscientious are young people in Finland, of whom 91% always wear a seat belt and 8%

sometimes. In Latvia, 85% always wear a seat belt, but 14% use it sometimes, while in Lithuania, 79% always use a seat belt, but 21% use it sometimes. When riding a bicycle, 47% of all surveyed young people follow road traffic and safety regulations (53% in Finland, 27% in Latvia, 32% in Lithuania). 32% of the surveyed young people always use reflectors when walking in the dark (33% in Finland, 25% in Latvia, 31% in Lithuania). It must be concluded that although almost all young people surveyed have learned traffic and safety rules, it is still problematic for them to follow these rules, thus endangering their health and life. It is therefore necessary to remind young people on a regular basis about these rules when they are relevant, as well as the consequences of non-compliance with these rules, with an emphasis on threats on their own health and life rather than punitive sanctions.

When asked about online safety, 94% of all the respondents said that they were familiar with principles of Internet safety, i.e., restricting the processing of personal data, being careful when downloading files, creating secure passwords, shopping in trusted and secure online stores, being careful when "meeting" people online, using antivirus and firewall programmes, etc. However, when asked about the frequency of changing passwords, 62% of all respondents replied, that they change their passwords only when required by the website, while 18% of all respondents do not change the access passwords to websites that require authorization at all. Thus, it is understandable why 21% of all respondents have indicated that their social network or other website account has been hacked. Assessing their sense of safety when using the Internet, 86% of respondents indicated, that they feel safe. Young people in Finland (92%) feel most secure, while young people in Latvia (71%) and Lithuania (72%) feel less secure. A total of 42% of all respondents have been contacted on the Internet by an unknown person who has tried to allure or persuade them to do something. Even more worrying were the answers to the question of whether young people had met people in real life after they had met them online. More than half (55%) of all respondents have met people in real life after they got to know them online. This fact is very worrying because the Internet is used by unscrupulous people who sometimes pretend to be other people. 20% of all respondents indicated that they had been a victim of emotional humiliation online, while 14% of respondents indicated that they had insulted, ridiculed and posted humiliating comments about another person online. Internet bullying is a relatively big problem, because in the past, before the Internet became popular, bullying was mostly only done when people were in the same room, but via the Internet, it can take place continuously and in many different channels and ways. When asked if respondents would act when they saw suspicious behaviour or intimidation and bullying on social networks, about 60% said they would try to do something to prevent it.

In the questionnaire section on safety in public places, a total of 43% of

respondents said they feel safe at mass events in public places, while 48% said they often feel safe, but 10% said they do not feel safe. In supermarkets and public transport, young people feel safer, with only 6% saying they do not feel safe in these places. When asked whether respondents try to avoid possible conflict situations, only 5% of all respondents stated that they do not try to avoid, but 55% always try to avoid potential conflict situations. Meanwhile, 33% of all respondents have found themselves in conflict situations with strangers. When walking in the dark, 28% of all respondents stated that they tend to walk often in dark and unlit places. 54% of all respondents have learned self-defence. If in Finland and Lithuania more than half of the respondents have learned self-defence, then in Latvia they are only 33% of the respondents. Only 14% of the surveyed young people always carry some form of self-defence tools, for example a pepper spray. When asked whether respondents would be able to defend themselves if necessary, 28% of all respondents said that they would definitely, while 53% would be more likely to do so. Only 19% of all respondents said they could not defend themselves. It should be noted that in Finland only 13% think that they would not be able to defend themselves, while in Latvia 33%, but in Lithuania 35% of respondents. It should be highlighted that most of the respondents were minors, but if they had to deal with an adult abuser, then young people would still have little chance to defend themselves.

When answering questions on health safety, 72% of all respondents have received first aid training. It is important to point out that there is a significant difference between the countries represented by the respondents, if in Lithuania 85% of the respondents have received first aid training, but in Finland 74%, then in Latvia 53% of the respondents have received first aid training. It is necessary to provide first aid knowledge at an early age, because, as indicated by 20% of respondents, they have had to perform first aid – 9% have performed it alone, while 11% have performed it together with someone. However, when asked whether the respondents know how to perform Cardiopulmonary resuscitation (CRP) correctly, a total of 64% (Lithuania - 70%, Finland - 65%, Latvia - 55%) stated in the affirmative. 95% (97% in Finland, 95% in Lithuania, 87% in Latvia) of all respondents knew how to deal with light cuts, stabs or abrasions. Young people have a very poor knowledge of what to do in situations where they have to help someone who has an asthma attack (35% of respondents would know how to help), diabetes (37% of respondents would know how to help) or an epileptic seizure (29% of respondents would know how to help). Meanwhile, in general, 59% of respondents would know how to help in a situation where a person is intoxicated with alcohol or other narcotic or psychotropic substances. However, even in this case there are significant differences between the countries represented by the respondents - in Finland 67%, in Lithuania 50%, but in Latvia only 29% of the respondents would know how to help. Assessing the answers of

the respondents on health safety issues in general, it must be concluded that in Finland and Lithuania young people are more knowledgeable about how to act in case of various injuries than young people in Latvia.

Assessing psychological safety, in total 70% of young people have encountered negative thoughts and felt depressed (25% - often, 45% - from time to time). Most often, faced with negative thoughts were young people in Latvia - 37% and in Lithuania - 31%, but in Finland - 21% of respondents. In their opinion, 45% of all respondents have experienced a panic attack. 19% (Latvia 21%, Finland 19%, and Lithuania 16%) of all respondents think that mental health complications should be hidden from others and dealt with alone. However, 83% of all respondents would know where to turn for psychological help, but there is a relatively significant difference between the countries represented by the respondents - in Finland 87%, in Lithuania 79%, but in Latvia 68% of young people know where to turn for psychological help.

Thinking about the safety at home and in the family, a total of 87% feel safe, 11% generally feel safe, but 2% do not feel safe. When asked whether the respondents face domestic violence, the provided answers indicated that in total 78% have not experienced it, but 7% no longer do so. Unfortunately, 5% of respondents experience physical or emotional abuse in the family, while 10% experience it sometimes. However, when asked whether respondents have a good relationship with family members, 3% of all respondents said they do not have a good relationship with their family members. The contrast between the countries represented by the respondents can be found by evaluating the answers given between good relations and mostly good relations. In Finland, 82% of respondents have good relations with family members, while in Lithuania they are 62%, but in Latvia only 47%. When asked whether respondents trust their family members, in general 74% always trust, 20% mostly trust, but 5% do not trust them. There are quite significant differences between the countries represented by the respondents, if in Finland 4% of the respondents do not trust their family members and in Lithuania 6%, then in Latvia 11% of young people indicated that they do not trust them. Overall, 77% of respondents know what to do if the respondent or relatives are exposed to domestic violence.

It is worrying that 19% (20% in Finland and Lithuania, 12% in Latvia) of young people surveyed have experienced sexual abuse or harassment in the form of sexual comments, inappropriate touching, etc. Meanwhile, a total of 34% (in Latvia 40%, Finland - 34% and Lithuania - 27%) of respondents have experienced mental abuse.

When asked how safety information is most easily perceived by young people, 50.7% of young people in Finland said that they think, that information was best perceived through practical training by safety professionals, while 48.4% would prefer presentations by safety professionals. 34.9% of respondents

indicated that they like video lessons, but 34.8% can learn from social networks content. 32.9% said they enjoy learning by playing games. However, 73% of the surveyed young people in Latvia indicated that they would like to learn the most with the help of the Internet and social networks, but 53.8% would prefer practical trainings led by professionals. 50.9% admitted that they could learn from the presentations of safety specialists, but 41.4% of young people indicated that they would remember well the information from public events on safety issues. Meanwhile, 72.9% of the surveyed young people from Lithuania would prefer practical trainings by safety specialists, but 56.4% - presentations of professionals. 48.6% of responses on how to make it easier to understand safety information stated that this could be done by public events on safety issues and the content of the Internet, including social networks.

At the moment, young people receive information and education about safety at school (53% in Finland, 55% in Latvia, 57% in Lithuania) and from family and friends (53% in Finland, 51% in Latvia, 53% in Lithuania). Information on safety is also obtained from social networks (27% in Finland, 18% in Latvia, 30% in Lithuania) and news (32% in Finland, 25% in Latvia, 18% in Lithuania).

In 2017, the study "On Media Literacy of 9 to 16-Year-Old Children and Adolescents in Latvia" initiated by the Ministry of Culture of the Republic of Latvia (Latvijas Universitātes Sociālo zinātņu fakultāte, 2017) conducted by the UNESCO Department of Media Literacy of the University of Latvia, it was concluded that in Latvia the most popular daily activities of children and adolescents from 9 to 16 years of age on the Internet are watching videos (70% of respondents do it every day, 98% admit that they tend to do it at all), communication with short messages (68% of respondents do it every day) and use of social networks (66% of respondents do it every day). A smartphone is the most commonly used device that performs these activities. When describing modern students, E. Welburn and B.J. Eib (Wellburn & Eib, 2010) indicated that young people do not like school, but they like learning, they use social networks during lessons, they often do not read textbooks or reading material, they think that school have no connection with life and do not understand how different test questions can help them solve societal problems or help them in their future work.

As today's young people can be found on social networks and they use them regularly, it was clarified what social networks young people use in Finland, Lithuania and Latvia. The results of the survey indicate that of the social networks, most young people use (Fig. 2) YouTube (94%), WhatsApp (87%), Instagram (87%) and Snapchat (82%). There are significant differences between countries in their use of the two social networks. Facebook is used only by 34% of young people surveyed in Finland, while in Latvia 55% and in Lithuania 93% use that social network. However, WhatsApp is used by 96% of young people in

Finland, 95% in Latvia and only 18% in Lithuania. Therefore, in order to reach young people through social networks, it is necessary to know the most popular social networks among young people in the respective country, because, according to the survey results, they tend to differ even in close and very similar countries like Latvia and Lithuania.
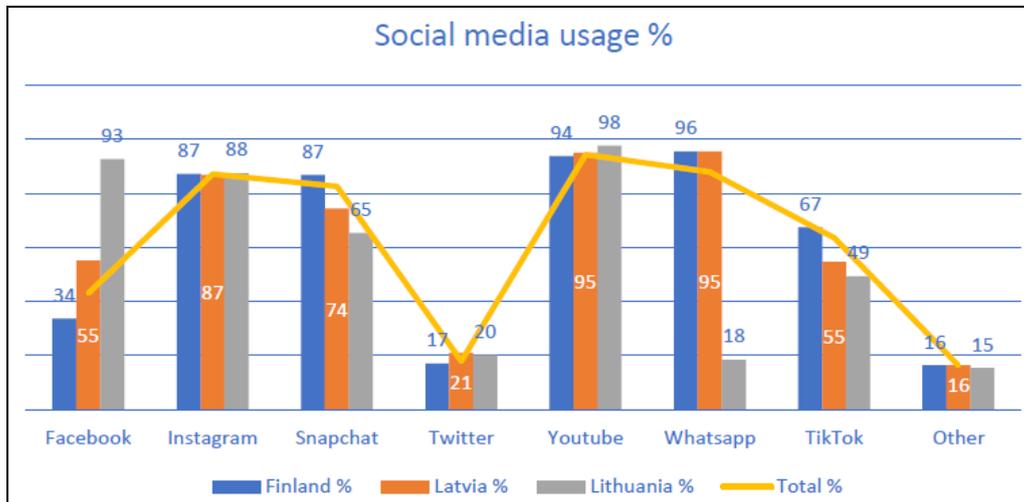

*Figure 2 **Social Networking Habits for Young People***

In total, 19% of young people surveyed follow at least one of the social network accounts of emergency services (police, fire and rescue services, emergency medical services, etc.). In Finland, to at least one of the emergency service accounts in social networks is followed by 16% of respondents, in Latvia - 23%, but in Lithuania 29%.

Conclusions

Based on the data of the study, it can be concluded that today's young people mostly feel safe. However, when analysing the survey data on individual safety components for young people in Finland, Latvia and Lithuania, it can be argued that there is a need for additional knowledge on a variety of safety factors.

The young people surveyed admitted that they have insufficient knowledge about psychological safety, first aid, fire safety and safety on the water. From the survey data, it can be concluded that in each of the safety factors included in the study, it is necessary to improve and enhance the knowledge of young people so that they feel and are safer. As young people spend a lot of time on the Internet, it is important to pay attention to this factor, because online safety affects psychological, financial and physical security.

Assessing the ways to raise young people's awareness and education on safety issues, it can be concluded that significant impact would provide purposefully designed practical training or presentations led by safety professionals, as well as through the use of the Internet and social networks.

Systematizing and summarizing the analysis and interpretation of the data obtained as a result of the study, it can be concluded that qualitative improvement of young people's knowledge about safety is possible by developing a common methodology for preparing educational materials and implementing them in practice for educating young people, using the various technological possibilities of the Internet.

The results of the study can be used in the work of both teachers and safety specialists, developing educational and informative strategies appropriate for the target audience of young people.

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