

FEATURES OF SOCIAL AND PEDAGOGICAL SUPPLY OF CHILDREN FROM FAMILY DISABLED RESIDENTS IN CHALLENGES OF REALITIES OF MODERN UKRAINE

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Abstract. The article actualizes the problem of social-pedagogical work with migrants; the definition and categorical analysis of the concept of "socio-pedagogical support" is proposed; his educational concept and peculiarities of implementation concerning children from families of internally displaced persons are disclosed; present statistics on the number of internally displaced persons in the world and internally displaced persons in Ukraine from the occupied territories of the Autonomous Republic of Crimea and the eastern regions as a result of Russia's aggressio.

Key words: migrants; internally displaced persons; social and pedagogical support;

Educational concept of social and pedagogical support.

ОСОБЛИВОСТІ СОЦІАЛЬНО-ПЕДАГОГІЧНОГО СУПРОВОДУ ДІТЕЙ ІЗ СІМЕЙ ВИМУШЕНИХ ПЕРЕСЕЛЕНЦІВ У ВИКЛИКАХ

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Анотація. У статті актуалізовано проблему соціально-педагогічної роботи з мігрантами; запропоновано визначення і здійснено категоріальний аналіз поняття «соціально-педагогічний супровід»; розкрито його виховний концепт та особливості здійснення щодо дітей із сімей вимушених переселенців; наведено сучасні статистичні дані щодо чисельності внутрішніх мігрантів у світі та внутрішніх переселенців в Україні з окупованих територій АР Крим та східних областей внаслідок агресії Росії.

Ключові слова: мігранти; внутрішні переселенці; соціально-педагогічний супровід; виховний концепт соціально-педагогічного супроводу.

Relevance of research. Socio-pedagogical support for children from families of internally displaced persons is determined by the socially significant problem of modern Ukraine caused by the processes of internal migration of the

population as a result of Russia's annexation of the territory of the Autonomous Republic of Crimea and military aggression in the Luhansk and Donetsk regions. The difficulties of its implementation are due to the fact that social workers of Ukraine for the first time faced such a large internal displacement of the population, which took place in extreme conditions, stress conditions of migrants, without prior special training of specialists and host communities. This novelty of the social and professional situation has actualized the problem of professional development of social pedagogues and practical psychologists, other specialists of the social sphere, who are involved in the process of professional assistance to the victims.

The innovative nature of professional activity, actualized by a social request, prompts the comprehension of socio-pedagogical support as an actual scientific problem of social pedagogy and social work, the solution of which is aimed at the development of theoretical positions, the development of principles and substantiation of the main content and forms of comprehensive assistance to those who find themselves in difficult life circumstances and constitute a group of social risk, in their social adaptation to new living conditions and learning, integration into new social circles Copyrights interaction, forming their patriotic awareness, positive thinking and citizenship.

The basis of our comprehension of the problem of social and pedagogical support for children from families of forced migrants is based on existing contradictions, which are:

- ✓ a social request for the formation of a responsible civilian position in the younger generations and its lack of certainty in the children of forced migrants;
- ✓ the needs of establishing a positive communication environment among adolescents and a high level of conflict on the basis of "otherness";
- ✓ the problems of understanding, designing, implementing and describing the accompaniment as a predominantly social or psychological and task of forming children's values, enriching the educational component

of social and pedagogical work in general education institutions and the place of residence of forced displaced children and the content of the training of future social educators and social workers by way of appropriate implementation in the educational component.

Analysis of recent research and publications. In modern native and foreign science, the main attention is paid to the problem of psychological and socio-psychological support. In the most general form, it is interpreted as psychological assistance in interpersonal interaction and conflict resolution, assistance in an adequate understanding of the emerging life situation, correction of personal developmental degradations, which are based on the internal potential of individuals, on their right to exercise their own choices and to assume responsibility for them. The overwhelming amount of research is aimed at revealing the peculiarities of social and psychological support of the educational process (U. Zeer, V. Panok, B. Romanchuk, O. Savitska etc.).

To reveal conceptual ideas of social and pedagogical support for families in difficult life circumstances, In particular, foster families and orphanages of the family type, where orphans are raised, the scientific achievements of I. Zvereva, J. Petrochko are directed. The peculiarities of its implementation in the conditions of the institution of preschool education are characterized by N. Zakharova. Reflections of social workers to work with refugees in the US and Canada are presented in the study of O. Olkhovich.

In the writings of foreign scholars, the theoretical foundations of social work with refugees are revealed (D. Bernier, J. Brinkman, M. Coumley, C. Lyons, J. Martin, J. Parker, L. Rogjler, M. Sherraden, etc.) and features professional training of social workers to work with migrants as consumers of social services (D. Eifel, I. Wiesman, D. Van Soest, B. Garcia, F. Fluciger, J. Fox, F. Schwartz, etc.). However, there is still no single definition of this concept, practically outside the attention of researchers remains the issue of socio-pedagogical support for children from families of internally displaced persons, its educational content.

Formulating the goals of the article. The purpose of the article is to define the concept of "socio-pedagogical support" and to uncover the educational concept of social and pedagogical support for children from families of internally displaced persons taking into account the current risks of the development of the social situation in Ukraine and the challenges to the professional activities of a social educator.

Theoretical basis of the study. The theoretical basis for a comprehensive understanding of the problem is determined by special researches of domestic scientists, presented in materials: national and scientific reports, in particular under the direction of E. Libanova (2015 and O. Balakireva (2016), explanatory note of the Consortium of International Migration Studies (2013), information materials of the International Migration organizations (2017), monographs and other scientific works on adaptation and creation of a safe environment for families and children of forced migrants O. Vozianova (2012) Z.Kisarchuk (2015), domestic and foreign scholars on the phenomenon of migration and migrants (K.Levchenko, V.Pank, J. Russell, T. Stefanenko, J.Guber, E. Stonequist), the meaningful way of life (L. Langle.) In these sources, the vector of comprehension of the problem is aimed at developing a social policy on forced migrants and norms of liability for its violation or the statement in the empirical comprehension of the facts gathered in accordance with the given parameters regarding their position in the new conditions of the settlement.

Thus, the aspect of the unpredictability of the complex trajectory of the situation in the situation of forced migrants as a dynamic system, which contains all the signs of divisions and forms a qualitatively new state of society as a result of a disturbance of the balance between the internal resources of the system and the external ones that are the habitat of their stay, is left out of the way. In-depth reflection also requires a civic identification problem, a conflict of values between forced migrants and the host community, in particular in the place of residence, among adolescents.

Research results. According to the Office of the United Nations High Commissioner for Refugees, the number of refugees, internally displaced persons and asylum seekers in the world, as of mid-2018, amounted to 68.8 million. It reached 1% of the world population - the highest level in modern history. Compared to the beginning of the year, their number has increased by 300 thousand. The number of refugees actually increased by 554 thousand – to 20.5 million. Of these, the number of internally displaced persons is about 40 million [3]. <https://hromadske.ua/posts/kilkist-bizhenciv-ta-pereselenciv-u-svitizrosla-na-300-tisyach-za-pivroku-oon>

According to official sources proclaimed by the Ministry of Social Policy of Ukraine, in particular reports of structural units of social protection of the population of the oblast and Kyiv city state administrations, as of the beginning of 2019, the number of registered migrants is more than 1 million 512 thousand people or 4% of the total population Of Ukraine. Of these, almost 1.3 million families and 241 thousand children, 57.6 thousand people with disabilities. Almost 8 thousand children have officially received the status of victims [4].

Ukraine is ranked fifth in the world by the number of internally displaced people [10].

Based on the study of the current state of migration processes in Ukraine, it was found that their regulation is carried out by: the Office of the United Nations High Commissioner for Refugees (UNHCR), the State Committee of Ukraine for Nationalities and Religions, the Ministry of Internal Affairs (State Department for Citizenship, Immigration and registration of individuals), Territorial Migration Service Centers, Social Protection and Mercy Funds, Hebrew Immigrant Aid Society (HIAS - Hebrew Immigrant Aid Society), Association for National and Cultural Affairs 'Associations Ukraine.

We consider the phenomenon of social and pedagogical support in the context of innovative processes both in education and in social life, in particular, with respect to families and children, other people who have been in difficult life circumstances. These include families and children of displaced persons.

In a generalized form, socio-pedagogical support can be interpreted from several positions:

- ✓ as a specific technology of the professional activity of a social teacher;
- ✓ as a technology in the technology of social and pedagogical support, which are structured and correlated on the principle of "dolls".

That is, socio-pedagogical support can be presented: a structural component of socio-pedagogical support; as a complex of measures (or actions) of the professional activity of a social educator aimed at creating conditions for the target group to achieve the goal (for example: successful adaptation of forced migrants in the new environment of their residence, their integration into the host community, social interaction circles, etc.) on all stages of their ontogenesis and in various activities and social activities (communication, learning, creative self-realization, professional development, etc.).

So, socio-pedagogical support is considered as a scientific category (type of socio-pedagogical support, socio-pedagogical technology) and professional socio-pedagogical activity.

The semantic and pedagogical content of socio-pedagogical support is disclosed by us in relation to children and young people [1, 7-19] and in support of family and family education in local communities [1, 42-49]. To a certain extent, socio-pedagogical support is consistent with case management [5], which in the international experience of social work at the conceptual level is also defined as a "case management".

The strategic goal of social and pedagogical support is determined by the creation of conditions for the prevention of the development of negative consequences and various socio-pedagogical problems of the individual and in the environment of his stay, mobilizing a person to activate its hidden reserves for self-help, internalizing values and reconciling the social expectations of the subjects of social interaction.

Socio-pedagogical support as a specific type of work of social pedagogue reveals that it is carried out taking into account actual needs and problems and in

order to provide preventive and operational assistance in their solution, social and moral development of the individual, self-development and life selfdetermination. The purpose of social-pedagogical support for children from families of internally displaced persons is to provide the child with care and support in a decent self-affirmation and full-fledged life.

The basic principles of socio-pedagogical support reflect the general human-democratic approach to working with families and children in difficult life situations. These are the following principles:

- ✓ environmental conditionality (features of the status and social well-being of the migrant in the host community (school, class, reference group, place of residence));
- ✓ pedagogical environment (educational work with parents, neighbors, peers);
- ✓ respect for families and children, regardless of social status and age (recognition of the value and dignity of everyone, the value of their life experiences);
- ✓ attention to the needs of the child and his family (study of life situation, identification of actual needs, adequacy of response);
- ✓ correctness of communication (observance of professional ethics; on the basis of consent of the child; with the knowledge of parents);
- ✓ expediency in the choice of methods of social and pedagogical work (only with the results of pre-conducted comprehensive diagnosis, taking into account age and individual capabilities and development needs);
- ✓ subject-subjective interaction (direct communication, targeting assistance, individual approach, individual counseling);
- ✓ based on positive social and pedagogical experience (taking into account the child's previous experience, her successes in various activities, abilities, professional competence in communicating with children and families of social risk groups);
- ✓ interdisciplinarity (integrated approach in the development of content and specific programs of socio-pedagogical support); cooperation (establishing a

trusting relationship with the child, involving it in the process of active communication and interaction, self-help and selfdevelopment);

- ✓ partnership (with the family, other teachers, friends of the child, in difficult cases - with other specialists for the child accompaniment as part of a multidisciplinary team of specialists).

Basic stages of providing social-pedagogical support:

- 1) a professional assessment of the situation;
- 2) drawing up a plan of measures (an individual program of support) to overcome the main problem of the child from the family of forced migrants;
- 3) assessment of the effectiveness of the support (monitoring its implementation).

The justification of social and pedagogical support includes:

- ✓ optimization of the content of the professional activity of the social teacher, its adequacy to the actual needs and existing social and pedagogical problems of children from families of forced migrants;
- ✓ needs to rely on clear principles of interaction, contains objective, cognitive, communicative, procedural and productive-evaluative (reflexive) components;
- ✓ is to coordinate various social institutions as partners in the competent implementation of it.

The educational component of the prevention of conflicts in the host community of the school and the place of residence, the establishment of positive communication among adolescents among peers, the formation of a responsible civic position and patriotic consciousness is the dominant structural element of the socio-pedagogical support of children from families of internally displaced persons.

This is reflected in the content of specially developed technologies, taking into account the modern challenges, the achievements of domestic and foreign psychological and pedagogical science and pedagogical practice, as well as the actual needs of children from families of forced migrants.

The definition of socio-pedagogical technology is proposed and substantiated by us as "the type of innovative social and pedagogical activity, built on the basis of the unity of the theoretical, methodological and procedural components, the algorithm of actions and procedures, the expedient choice of methods and means of their implementation in order to optimize the conditions of socialization of the individual, the potential of the environment, the achievement of positive changes in solving socio-pedagogical problems »(T.F. Alekseyenko, 2015, p. 50). This definition is decisive in the development of technologies of social and pedagogical support.

In our experiment, socio-pedagogical support is deployed on humanistic values, aimed at finding innovative content, forms and methods for supporting internal migrants (victims of a military conflict) in the system of social relations, values, prevention of marginalization, which can be implemented in educational institutions and at the place the residence of children, in particular by developing an educational component of social and pedagogical support for children from families of internally displaced persons.

Given the hybrid conditions of the war and the use of manipulative technologies in the split of civil society and the communication to consumers of objective information about events in Crimea and eastern Ukraine, the dominant ideas of the educational component are determined by us:

- ✓ formation of a responsible civil position and patriotic consciousness in the growing generations;
- ✓ prevention of conflicts in the host community of the school and place of residence;
- ✓ establishing positive communication among children of peers.

The implementation of social and pedagogical support focuses on:

- ✓ the development of the personality of the child-migrant in dynamic characteristics;
- ✓ the development of a children's team (a small group of its membership – a school class or a reference small group);

- ✓ the formation of their value meanings and value orientations;
- ✓ organization of joint cognitive, creative, charitable activities;
- ✓ constructive and benevolent interpersonal and intergroup interaction.

The organization of social and pedagogical support is carried out on the basis of diagnostic data in specific areas, using a set of techniques. The obtained data are the basis of the forming methods and, if necessary, for the development of programs of individual support for solving the actual socio-pedagogical problem.

The specifics of social-pedagogical support for children from families of internally displaced persons has an interdisciplinary character, due to the complexity, multi-faceted problems of their life, and the difficulties of social adaptation to new conditions of life and social interaction. That is why methods and programs of support provide for the use of methods of related sciences.

The basis of the implementation of socio-pedagogical support is the provisions of the Laws of Ukraine

- ✓ "On Education",
- ✓ "On General Secondary Education",
- ✓ "On Promotion of Social Formation and Development of Youth in Ukraine",
- ✓ "On Refugees and Persons in Need of Additional or Temporary Protection",
- ✓ "On the Guaranteeing of the Rights and Freedoms of Internally Displaced Person",
- ✓ "On Protection of Childhood",
- ✓ " On Amendments to some Laws of Ukraine on the Strengthening of Social Protection of Children and Support of Families with Children";
- ✓ State target social program "Youth of Ukraine" for 2016-2020;
- ✓ The National Program "National Plan of Action for the Implementation of the UN Convention on the Rights of the Child for the period up to 2021",

- ✓ the Action Plan for the implementation of the Strategy of National and Patriotic Education of Children and Youth for 2017-2020,
- ✓ the Program of joint activity of the Ministry of Education and Science of Ukraine and the National Academy of Pedagogical Sciences of Ukraine.

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The peculiarity of the social and pedagogical support of children from families of forced migrants also involves taking into account its specificity in the

training of future specialists in higher education, which may also be reflected in the content of the corresponding socio-pedagogical support for migrant students.

In higher education, it can be implemented at least in the aggregate of three conditions:

1) through study subjects, special courses and workshops, the content of which reflects the specificity of the phenomenon of migration and is developed taking into account the problems and needs of the forced migrants; reorientation of the content of disciplines from information to practical activities for the purpose of deeper involvement of students in the specifics of the professional activities of social pedagogues, as well as understanding the specifics of the target groups, the purpose of providing them with assistance, developing skills of communication with them and adequate selection or development of technology of social and pedagogical support;

2) by involving student youth in volunteer activities aimed at various types of assistance to internally displaced persons (depending on their actual needs existing). Such activities will contribute to the development of humanistic consciousness, charity, empathy, which are necessary for the profession of social teacher, as well as the acquisition of professional competence in direct activities;

3) the establishment and functioning of a social-psychological service in the institution of education. In a number of other tasks, she can provide psychological support to migrant students, as well as contribute to the establishment of their positive relationships in peer groups.

In the process of professional training of the future social teacher to work with forced migrants, it is important to create positive motivation for students to work with refugees; conscious perception of values, ethical principles and standards of social and pedagogical support and social work, general and special knowledge and skills, multilevel professional training. It is also relevant to train specialists in non-formal education, including through mediation of nongovernmental organizations that implement social projects in Ukraine in

support of internally displaced persons, including through participation in training programs that contain pedagogical content.

Conclusions from the study and perspectives of further exploration in this direction. The occupation policy of the Russian Federation towards the territories of Ukraine led to the mass migration of the population from the Crimea, as well as from Donetsk and Luhansk regions to new settlements. The difficulties of their social adaptation to the new conditions of life update the need for various types of support, including socio-pedagogical.

Socio-pedagogical support as a kind of professional activity of a socialpedagogue and as one of the technologies of social and pedagogical support is still not sufficiently disclosed at the conceptual level and in the content characteristics. We are offered to understand the educational concept of social and pedagogical support for children from families of internally displaced persons and taking into account its specificity in the training of future specialists in higher education.

Promisingly, we consider the development of targeted technologies for social and pedagogical support for children from families of internally displaced persons of educational content.

The experimental substantiation of the educational concept of social and pedagogical support of children from families of forced migrants will promotethe optimization and simulation of the process of purposeful social and pedagogical activity in and outside the educational environment, addressing oriented solutions of various complex problems and life situations of children from families of forced migrants from scientifically grounded positions. , and may also be effective in countering a boom.

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