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## **THEORETICAL ANALYSIS OF THE PROBLEM OF MONITORING SOCIAL EXPECTATIONS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

**Abstract.** *The article highlights the results of a theoretical analysis of the problem of social expectations of students with special educational needs. The difficult socio-economic circumstances of life in Ukraine caused by the consequences of the pandemic and the war actualize the problems of medical, economic, social and psychological-methodological provision of reintegration and adaptation of youth with special needs as a socially vulnerable population group. At the same time, it is important to study the own social expectations of students with special needs and their transformations in modern conditions for the effectiveness of using technologies of socio-pedagogical support and successful integration.*

*The purpose of the article is to analyse the problem of social expectations of youth with special educational needs, to define their structure and characteristics among students of boarding and inclusive educational institutions, to determine the technologies of social-pedagogical support and success of the integration processes of entering of students with special needs according to the modern concepts of personality socialization.*

*To implement the outlined tasks, the following general research methods were used: theoretical analysis and synthesis to define the social expectations of youth and methods of their research, the structure of the social and educational environment for the formation of social expectations; comparison in order to determine the features of social expectations of students with special educational needs in the conditions of boarding and inclusive educational institutions and their peers without developmental disorders; modelling in order to determine and substantiate the main strategies of socio-pedagogical support of students with special educational needs for successful social integration.*

*According to the results of the theoretical research, the main approaches to defining the definition of “social expectations” from the point of view of psychology, sociology, and social pedagogy are outlined. The main functions and structure of social expectations, the tasks and methods of monitoring studies of social expectations of young people, in particular with special educational needs in modern conditions, are defined. The aspects and results of the latest domestic and foreign research on the social expectations of young people are considered. A model for monitoring social expectations of youth with disabilities is proposed.*

*The directions of future research are to define methods and experimentally verify the proposed model for monitoring social expectations of youth with disabilities; to indicate the impact of learning conditions (inclusive, boarding) on the formation of students’ social expectations; to substantiate the directions of socio-pedagogical support of students with special educational needs in the conditions of distance learning in boarding and inclusive educational institutions, to determine the strategies to overcome stigmatization and successful social integration of youth with disabilities.*

**Key words:** *social expectations, students with special educational needs, inclusive education, barriers of the social and physical environment, stigmatization.*

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**Introduction.** In the difficult socio-economic conditions in Ukraine caused by the war, people with disabilities as a socially vulnerable group of the population are faced with life

challenges, as well as they need social attention and support. Active combat operations throughout the territory of Ukraine have led to increasing in the number of citizens with injuries and disabilities. This actualizes the issue of medical, economic, social, psychological and methodological support for the reintegration and adaptation of young people with disabilities to the new realities of their lives. At the same time, it is important to study the youth with special needs' own social expectations and their transformations in modern conditions in order to apply effectively the technologies of socio-pedagogical support and the success of the integration processes of entering students with special needs into independent life as citizens of their country.

**Aim and tasks.** The purpose of the article is to analyse the problem of social expectations of youth with special educational needs, to define their structure and characteristics among students of boarding and inclusive educational institutions, to determine the technologies of social-pedagogical support and success of the integration processes of entering of students with special needs according to the modern concepts of personality socialization.

**Research methods.** To implement the outlined tasks, the following general research methods were used: theoretical analysis and synthesis to define the social expectations of youth and methods of their research, the structure of the social and educational environment for the formation of social expectations; comparison in order to determine the features of social expectations of students with special educational needs in the conditions of boarding and inclusive educational institutions and their peers without developmental disorders; modelling in order to determine and substantiate the main strategies of socio-pedagogical support of students with special educational needs for successful social integration.

**Research results.** The relevance of modern monitoring studies of the social expectations of young people is determined by the challenges and requests of scientific prediction of the development of the social situation as a resource for the social construction of a person's future life in the conditions of socio-cultural transformations and new social challenges. Analysis of the content and structure of the concept of "social expectations" indicates its interdisciplinary nature and multifaceted nature [2, p. 95].

Social expectations are defined by N. Otereshko as "subjective orientations, which are a set of social attitudes, stereotypes of behaviour, evaluations of transformations, social processes and significant phenomena that support and form members of a social group and society in general" and due to this, a person is prepared to perceive the consequences of social events. In psychology, they

are considered as a complex cognitive-motivational construct that determines the orientation and regulation of an individual's behaviour as a subject of behaviour in a current situation. According to psychologists, social expectations are closely related and reflect the person's emotional and value-meaning attitude towards the expected events and thereby directly determine the motivation of the individual's behaviour [10].

The main functions of social expectations are to organize social interactions, increase the reliability of the system of social relations, consistency of relations between members of society, and increase the effectiveness of processes of adaptation to changes.

The concept of social expectations emphasizes the role of the subject as a factor in the formation of social reality, when the human personality not only affects the surrounding world but also takes an active part in its construction.

Furthermore, social expectations are interpreted as a part of the theory of objectified subjectivity, according to which people's life feelings, value orientations and attitudes are increasingly becoming a socio-creative force, which is able to determine the direction of socio-cultural changes.

Social expectations of young people are the subject of research in psychology, social psychology and sociology. In particular, social expectations are considered as a process and result of reflection, construction of social reality and mental regulation of behaviour (I. Popovych); as a manifestation of self-awareness of an individual and a mechanism of self-regulation of behaviour (H. Andreieva, M. Boryshevskiy, T. Tytarenko); as a component of communicative role-based interaction (P. Hornostai); as a phenomenon of social mood (Zh. Toshchenko); as one of the factors of social changes (O. Zlobina, N. Soboleva, Yu. Kupriianova) [2, p. 96; 12].

According to I. Savelchuk, the analysis of the latest national studies, which are devoted to the issue of social expectations of young people, indicates that the subject of study is social expectations as a factor of a person's innovative activity (P. Frolov & O. Kramarevich), social expectations of applicants and their motivational attitudes (L. Spitsyna), peculiarities of the formation of social expectations in the conditions of professional training of future social psychologists (I. Popovych & O. Blynova), future teachers of higher education (I. Andreikova; V. Proshkin), social expectations of teenagers as social status preferences and career expectations (O. Maksymovych), prognostic skills and value orientations in the context of future expectations (O. Maksym & T. Riabovol), [16, p. 115].

I. Popovych defines person's social expectations as a unique socio-psychological formation, which acts as a process of mental regulation of behaviour, a mental state, it has a number of properties; through psychological mechanisms and functions, social expectations regulate social behaviour; the formation of expectations is an important component of goal setting; social expectations provide a person with the ability to construct social reality [13, p. 211].

Determining the social expectations of certain social groups makes it possible to predict the stage of the development of society – a crisis, a stable state, or an upswing. Monitoring studies of social expectations inherent in different layers of the population offers the opportunity to predict the reactions of society and individual groups to various factors on which the effectiveness of social reforms and transformations depends.

According to S. Aksonova, it is appropriate to consider social expectations also as components of the system of regulation of interaction in groups or society as a whole, which often have an informal and not always conscious nature. In modern society, regulation is mostly carried out through psychological influence on a person. People try to satisfy social expectations in order to avoid unpleasant worries, feelings of guilt, shame, internal and external conflicts. Such expectations reflect the degree of necessity and expediency for a group or society of a certain form of behaviour. The successful functioning of the group or even society as a whole is doubted without expected behaviour. Social expectations as a form of transfer of social experience are one of the main factors of socialization and personal development [1, p. 52-53].

People's social orientations as part of social expectations are formed during their life under the influence of various social environments (external factor) and in accordance with their own beliefs and aspirations (internal factor) [10, 92-93].

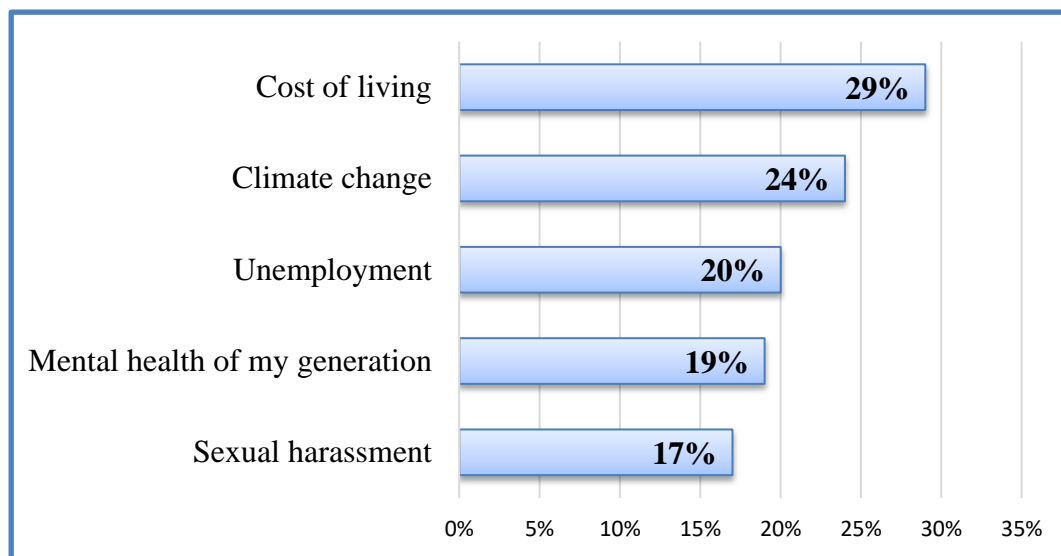
The definition of the structure of social expectations of young people is based on the indicators of promising areas of their direct implementation. Consequently, I. Savelchuk's study offers the following indicators of personal and social changes that lead to the orientation towards the future:

- 1) value perspectives (higher education, work and career, cooperation, service);
- 2) social perspectives (equality, social justice, national identity, patriotism, helping others);
- 3) life prospects (sustainability, strategies, self-efficacy, locus of control);
- 4) family perspectives (marriage, family, parenthood) [16, p. 118].

The formation of students' social expectations (orientations) occurs under the impact of

various types of social environments. In addition, this process is determined by age characteristics, personal qualities and expectations of society, as well as it differs in terms of gender and regional aspects [10, p. 96]. Therefore, monitoring social expectations has a complex assessment structure, as it directly correlates with the conditions of their implementation (age, gender, environmental, regional aspects of measurement).

According to the results of the last international survey of the Deloitte Global conducted during November 2021 – January 2022 [20], today's youth shows a high level of concern and anxiety related to geopolitical conflicts, extreme climate events, problems of inequality, discrimination and violence, high inflation and problems of the economy. The survey found that the younger generation is concerned about global issues and struggles to reconcile their desire for change with the demands and constraints of everyday life. Among the problems that cause the greatest concern of young people, the five top of them are presented in the diagram below (Fig. 1).



**Fig. 1.** Top concerns of young people according to the results of the study (Deloitte Global, 2022)

It is noteworthy that despite the high level of concern related to financial instability, rising cost of living and unemployment problems, modern youth are not inclined to hold on to a job if the employer does not provide comfortable and safe working conditions. Moreover, young people are easily ready to change it to a more interesting and comfortable one, while even radically changing the sphere and field of professional activity, as well as young people are open to new knowledge and mastering new professional skills.

In view of the above, the study of the structure and dynamics of social expectations allows us to outline the prospects for the social development of the individual and society. This research makes it possible to determine social problems and difficulties of social integration for youth with special educational needs, to outline possible strategies for overcoming social maladjustment and stigmatization of this group, to determine socio-pedagogical technologies of social integration of youth with special needs.

In the context of this research, we tend to consider the social expectations of students with special educational needs as an important factor of personality socialization. According to the concept of the socio-pedagogical approach, it is important that the socialization of the individual is considered as the process of person's social formation in a specific socio-cultural environment, as the formation of a specific social type, as a multifactorial process of the individual acquiring human properties and qualities determined by a specific social situation.

Within the socio-pedagogical approach, socialization is also considered as a process of social adaptation of a person, realization of the ability to everyday (physical), moral, social survival in existing, expected or unforeseen circumstances, readiness to choose the right ways of existence, maintaining one's active position (B. Wulfov); and through the prism of social adaptation and social autonomy. The first is designed to ensure the active adaptation of the individual to the social environment; the second is stability in relation to it, the realization of one's own "self-concept" (M. Ryzhkov) [6, p. 26-27].

Problem of socialization and social integration of children, youth and adults with special needs is the "cornerstone" of special pedagogy and psychology. In fact, the entire system of psychological, pedagogical and rehabilitation support for children with developmental disorders sees the formation of a socially active citizen, who is able to create an independent life, as the ultimate goal.

The modern transformation of the philosophy of understanding "disability" is characterized by the transition from a medical model of disability to a social one. Social aspects of disability are taken into account in the International Classification of Functioning, Disability and Health, (ICF, 2001), and disability is not considered only as a phenomenon of "medical" or "biological" dysfunction [19].

Based on the social model, a person's disability is considered as a result of a dynamic interaction, on the one hand, between a person's health and other personal factors (such as age,

gender, personality, or level of education) and, on the other hand, the social and physical environment in which they live are found

The UN Convention on the Rights of Persons with Disabilities, ratified by the Law of Ukraine in 2009, states that “the concept of disability is developing and that disability is a result of interaction between people with health impairments and the barriers in attitude and environment, which make it difficult for their full and effective participation in society on an equal basis with others”. According to Article 1, “people with disabilities include those who have long-term physical, mental, intellectual or sensory impairments...”. In addition, Article 2 defines the degree to which these impairments disable someone depends on the level of barriers that people face in society [15].

According to the legal basis, the social model approach to disability is aimed at empowering people with disabilities and ensuring their active participation in political, economic, social and cultural life, in a way that respects and takes into account their differences [4].

There is a paradigmatic difference between the medical and social models of disability. According to the medical model, a person with a disability should be maximally adapted to life in the general environment and space, on the other hands, according to the social model, the spatial, educational, social environment itself should be maximally adapted to the capabilities and needs of the person.

Wide implementation of the social model of disability allows society to avoid problems related to the rights of people with disabilities, to prevent and overcome their discrimination. People with disabilities are entitled to the same rights as people without disabilities, but they can be directly or indirectly discriminated against and excluded from almost every area of life. This may be due to social prejudices or structural problems in society, as well as due to impairment of their own health. This means that they often need positive social changes, changes in the social environment that surrounds them. In particular, this may concern areas such as access to information, health, education and employment. In order to create a more equal society, affirmative action should be aimed at finding opportunities for the representation of certain groups that have traditionally suffered from discrimination,

Non-discrimination against people with disabilities includes the concept of reasonable accommodation. “Reasonable accommodation means to apply, if needed in a specific case, the necessary and appropriate modifications and adjustments, which do not constitute a

disproportionate or unjustified burden, for the purpose of ensuring the realization or exercise by peoples with disabilities on an equal basis with others of all human rights and fundamental freedoms” [15]. Its general purpose is to facilitate human participation in society. For the most effective application of “smart accommodation” it is necessary to monitor one’s own social expectations and requests of people with disabilities.

However, it should be noted that the medical model of disability still prevails in many countries, and the social model is not generally accepted and is not so widely used, including in Ukraine. Despite the long-term reform of the system of special education for children with developmental disabilities and the legislatively defined as a priority implementation of inclusive forms of education for such children, the system of institutional institutions, including educational ones (boarding schools), remains quite extensive and difficult to transform to modern changes.

In addition, quarantine restrictions related to the pandemic and modern realities of life in Ukraine should be taken into account, when educational institutions are forced to transfer the majority of students to distance learning for their physical safety. These realities have a negative impact on socialization and interaction with the social environment for all children and youth, especially for children with special educational needs who studied in inclusive educational institutions.

The long-term dominance of the medical model of disability in national special pedagogy and psychology had a decisive influence on the nature of studies on the problems of socialization of people with developmental disabilities. Consequently, it should be noted that the existing research related to the problems of socialization of the personality, who is developed in the actually segregated environment of the boarding school. Accordingly, issues of socialization of people with disabilities are considered mainly from the point of view of maladjustment and its overcoming, since students with special educational needs have a low level of socialization. At the same time, the success of the social adaptation of the individual is mainly connected with the possibilities of professional realization (acquisition of professional skills). It should be taken into account that the choice of a future profession for young people with special needs was and remains to this day significantly limited primarily by their physical capabilities and state of health.

Polish scholar A. Zitek identifies the monitoring the individual needs of people with special needs as an important task in an education system and the labour market. Appropriate identification the individual needs and capabilities of people with disabilities poses new challenges for the



integration of people with disabilities in society, their employment and professional self-realization. According to the research results, the expectations of people with disabilities most often relate to choosing a profession, professional training, obtaining a place of work and professional independence, as well as employment, improvement and activity in the labour market [7, p. 101].

In a number of studies on special psychology devoted to the problems of socialization of people with visual impairments (Ye. Klopota [8], V. Kobylchenko [9], Ye. Sinova [17]), the problem of personality socialization is considered in the context of interpersonal interaction and communication features. According to their results, there are low social activity of such children, persistent difficulties in establishing interpersonal relationships, indifferent attitudes towards each other, inflated level of self-esteem and low sociometric statuses in peer groups, which are directly correlated with the degree of physical impairment.

Therefore, the analysis of special pedagogical and psychological sources testifies that there are some difficulties of socialization and social adaptation of children and youth with special educational needs. In order to overcome these problems, the social environment should be adapted and reasonable adaptation should be applied.

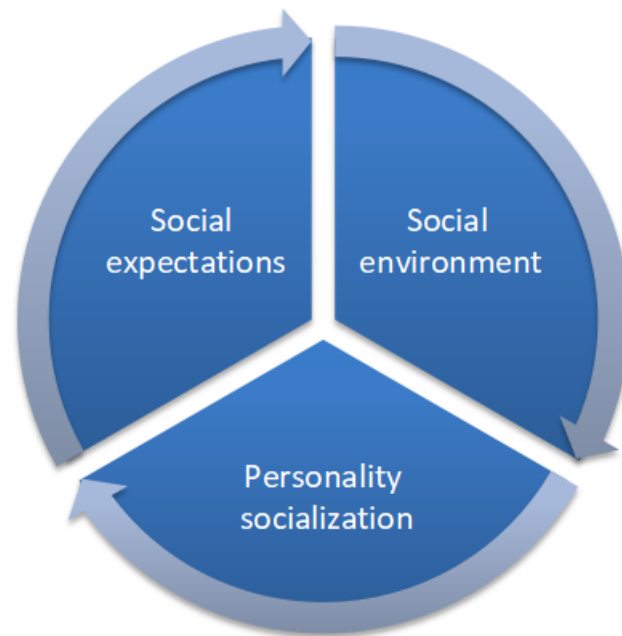
Let us consider the concept of “social environment” in more detail. R. Chubuk [18], differentiating the social environment according to the formative influence, defines the “social-educational environment” as a concrete manifestation of social relations that contribute to personality socialization, the adaptation of the individual to the changing environment, the awareness of oneself as a person who understands closely the interests of other people. The scientist claims that due to the creation of a socio-educational environment for the successful socialization of an individual, the following processes occur: the integration of the efforts of the subjects of social-educational activities, the interrelationship of the target, meaningful, organizational-activity, evaluation-resultative components of the social-pedagogical process; the range of opportunities for educational influence on the personality is expanded by inclusion in the assimilated social and natural environment; specially modelled and created conditions for students’ self-realization and self-affirmation, which contributes to their self-expression, manifestation of unique individuality, humanization of their business and interpersonal relations, etc.

Simultaneously, the social and educational environment must meet certain requirements, such as meet the demands of the immediate social environment and the expectations of a person; be focused on personal development; be diagnostic. The mechanism of organization of the socio-

educational environment is a set of socio-pedagogical events that take place because of the initiative activities of adults, children, and youth regarding the development of living space, which is based on their personal needs [18, p. 73-74].

Taking into account the outlined problems of socialization of children and youth with special educational needs, its direct dependence on the social environment, where an individual lives, as well as the correspondence of the social environment to the person's expectations, the following model of monitoring social expectations of youth with special needs will be appropriate for this research (Fig. 2.)

Due to the defined structure of social expectations of youth with special educational needs, we obtain a rational basis for social adaptation and the formation of a socio-educational environment, the appropriate application of reasonable adaptation and, as a result, the creation of favourable conditions for the socialization of youth with special educational needs.



*Fig. 2.* A model for monitoring social expectations of students with special needs

**Discussion.** The determination of the problem of monitoring social expectations among children and youth with special educational needs was based on theoretical analysis of national and international psychological, socio-pedagogical and sociological studies on the issue of social expectations of youth. The research results in special psychology and pedagogy regarding the

problems of socialization of youth with special educational needs were considered.

The theoretical foundation for defining the problem of monitoring social expectations of students with special educational needs was psychological and sociological research dedicated to defining the concept of “social expectations” of S. Aksonova [1], T. Alieksieienko [2], N. Otreshko, [12], I. Popovych [13; 14], “social orientations” of T. Kunytsia [10], “personality socialization” of I. Zvereva [6], O. Bezpalko [3]; “social and educational environment” as a specific manifestation of social relations that contribute to personality socialization of R. Chubuk [18]; analytical national and international studies that are devoted to the structure of social expectations of modern youth [10; 16; 20], including youth with special educational needs of A. Zitek [7]; definition of legal problems of “disability”, differentiation of medical and social models of disability, the concept of reasonable accommodation [15]; studies on special pedagogy and psychology which are devoted to the issues of socialization of children and youth with special educational needs, in particular with visual impairments in the conditions of boarding and inclusive education [8; 9; 17]; applied research of pedagogical support by I. Hudym [5] and psychological research on the psychological support of children and youth in conditions of inclusive education by A. Obukhivska [11].

It is noted that this research is aimed at studying the own social expectations of youth with special needs, determining their structure and content as decisive factors for the formation of the social and educational environment. Moreover, study finds out the strategies and technologies for social and pedagogical support of students with special educational needs in the conditions of distance learning in boarding and inclusive educational institutions. As a result, this will contribute to personality socialization and the success of the integration processes of students with special needs entering independent life as citizens of their country.

**Conclusions.** The article presents the results of a theoretical analysis of the problem of monitoring social expectations of young people, particularly those who have special educational needs. Psychological, socio-psychological and sociological approaches to defining the concept of “social expectations” are considered. Based on theoretical analysis of the latest national and international studies, the structure and content of social expectations of children and youth are determined and the main approaches to their monitoring are outlined. According to the analysis of the research results in special pedagogy and psychology, a low level of social activity and negative dynamics of social integration of youth with disabilities were established, which directly correlates with the degree of physical impairment and conditions of education (boarding or inclusive). As a

result, a model for monitoring social expectations of youth with special needs was determined.

Ensuring the conditions of the social and educational environment in institutions of general secondary, professional and higher education determined by the results of monitoring of social expectations will contribute to overcoming the negative consequences of social maladjustment and stigmatization of students with special educational needs, as well as it will help specialists to create the most favourable environment for students' social integration.

The directions of future research are to define methods and experimentally verify the proposed model for monitoring social expectations of youth with disabilities; to indicate the impact of learning conditions (inclusive, boarding) on the formation of students' social expectations; to substantiate the directions of socio-pedagogical support of students with special educational needs in the conditions of distance learning in boarding and inclusive educational institutions, to determine the strategies to overcome stigmatization and successful social integration of youth with disabilities.

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## ТЕОРЕТИЧНИЙ АНАЛІЗ ПРОБЛЕМИ МОНІТОРИНГУ СОЦІАЛЬНИХ ОЧІКУВАНЬ УЧНІВ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ

**Анотація.** В статті висвітлені результати теоретичного аналізу проблеми соціальних очікувань учнівської молоді з особливими освітніми потребами. Складні соціально-економічні умови життя в Україні спричинені наслідками пандемії та війною актуалізують проблеми медичного, економічного, соціального та психолого-методичного забезпечення реінтеграції та адаптації молоді з особливими потребами, як соціально вразливої групи населення. При цьому, важливим є вивчення власних соціальних очікувань молоді з особливими потребами та їх трансформацій в сучасних умовах задля ефективності застосування технологій соціально-педагогічного супроводу та успішності інтеграції.

*Метою статті є теоретичний аналіз проблеми соціальних очікувань молоді з особливими освітніми потребами, визначення їх структури та особливостей в учнів інтернатних та інклюзивних закладів освіти, визначення технологій соціально-педагогічного супроводу та успішності інтеграційних процесів входження учнівської молоді з особливими потребами у світлі сучасних концепцій соціалізації особистості.*

*Для реалізації окреслених завдань було використано наступні загальнонаукові методи дослідження: теоретичного аналізу і синтезу для визначення соціальних очікувань молоді та методів їх дослідження, структури соціально-виховного середовища формування соціальних очікувань; порівняння – для визначення особливостей соціальних очікувань учнів з особливими освітніми потребами в умовах інтернатних та інклюзивних закладів освіти та їх однолітків без порушень розвитку; моделювання – для визначення та обґрунтування основних стратегій соціально-педагогічного супроводу учнів з особливими освітніми потребами для успішної соціальної інтеграції.*

*За результатами теоретичного дослідження окреслено основні підходи до визначення дефініції «соціальні очікування» з погляду психології, соціології, соціальної педагогіки, визначено основні функції та структуру соціальних очікувань, завдання та методи моніторингових досліджень соціальних очікувань молоді, зокрема з особливими освітніми потребами в сучасних умовах; розглянуто аспекти та результати останніх вітчизняних та зарубіжних досліджень з питань соціальних очікувань молоді; запропоновано модель моніторингу соціальних очікувань молоді з інвалідністю.*

*Перспективи дослідження вбачаються у визначенні методів та експериментальній перевірці запропонованої моделі моніторингу соціальних очікувань молоді з інвалідністю; з'ясування впливу умов навчання (інклюзивне, інтернатне) на формування соціальних очікувань учнів; обґрунтовані напрями соціально-педагогічного супроводу учнів з особливими освітніми потребами в умовах дистанційного навчання в інтернатних та інклюзивних закладах освіти, визначенні стратегій подолання стигматизації та успішної соціальної інтеграції молоді з інвалідністю.*

**Ключові слова:** *соціальні очікування, учні з особливими освітніми потребами, інклюзивне навчання, бар'єри соціального та фізичного середовища, стигматизація.*

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