



Social and pedagogical support of children with disabilities in conditions of general secondary educational establishments

Yuliya Bystrova¹

Viktoriiia Kovalenko²

Olena Kazachiner³

Journal for Educators, Teachers and Trainers, Vol. 12 (3)

<https://jett.labosfor.com/>

Date of reception: 17 Feb 2021

Date of revision: 15 May 2021

Date of acceptance: 14 Aug 2021

Yuliya Bystrova, Viktoriiia Kovalenko, Olena Kazachiner (2021). Social and pedagogical support of children with disabilities in conditions of general secondary educational establishments. *Journal for Educators, Teachers and Trainers*, Vol. 12(3). 101 – 114.

¹Doctor of Psychology, Professor of Psychocorrectional Pedagogy, National Pedagogical Dragomanov University, Department, Kyiv, Ukraine.

²PhD of Psychology, Candidate of Psychological Sciences (PhD), Doctoral Candidate of Faculty of Special and Inclusive Education, National Pedagogical Dragomanov University, Kyiv, Ukraine,

³Doctor of Pedagogy, Associate Professor of Human Health, Rehabilitology and Special Psychology Department, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine,



Social and pedagogical support of children with disabilities in conditions of general secondary educational establishments

Yuliya Bystrova¹, Viktoriia Kovalenko², Olena Kazachiner³

¹Doctor of Psychology, Professor of Psychocorrectional Pedagogy, National Pedagogical Dragomanov University, Department, Kyiv, Ukraine.

²PhD of Psychology, Candidate of Psychological Sciences (PhD), Doctoral Candidate of Faculty of Special and Inclusive Education, National Pedagogical Dragomanov University, Kyiv, Ukraine,

³Doctor of Pedagogy, Associate Professor of Human Health, Rehabilitation and Special Psychology Department, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine,
Email ID: ceasc.edu@gmail.com, kovalenkov811@gmail.com, elena.kazachiner@gmail.com

ABSTRACT

The article is devoted to the analysis of the problem of social and pedagogical support of children with visual impairments in the conditions of secondary education establishments. The article presents social and pedagogical support method of children with profound visual impairments in the educational and rehabilitation center. 113 children took part in the ascertaining stage of the study to assess the level of socialization of children with visual impairments as an indicator of the effectiveness of social and pedagogical support of children with visual impairments in the educational institution. The control group (CG) 57 respondents and experimental group (EG) 56 respondents were formed according to such parameters as: degree of visual impairment, age, place of residence, type of educational institution, etc. The main components of the methodology of socio-pedagogical child support are determined: experimental, productive, normative, corrective, informational, and its functions within the educational process: diagnostic support, counseling, informational and methodological support, organization and management. The effectiveness of experimental technology introduction was confirmed: the success rate in children's educational activities, the level of integrative skills' development, the average indicators of social activity and morality were increased. The number of children with a high level of socialization has increased.

Keywords: social support, pedagogical support, children with special educational needs, children with visual impairments, general secondary educational establishments

INTRODUCTION

In modern conditions of reforming the education system, social and pedagogical support of children with visual impairments is one of the most important tasks of special and inclusive education, because it must provide comprehensive pedagogical support and assistance to such children in their development, correction of disorders and education at the appropriate level, entering society on an equal footing with a person with normal vision. Special difficulties arise in the process of socialization of children with complex developmental disorders, in particular profound visual impairments (Syn'ova, 2008; Fedorenko, 2012; de Verdier, 2018; Verver, Mathijs Vervloed & Steenbergen, 2019).

In modern special pedagogy, scientists show a relatively low level of social adaptation, the forming children with special educational needs' life plans and point to the unwillingness to design their own future independently (Ivanenko, 2015), insufficient forming communicative and motivational sphere of personality as a foundation of personality self-determination and self-awareness' development (Syn'ov, 2008; Wooffitt, 2015). Scientists emphasize the problems of preparing children with special educational needs at different ages for integration into society in the context of forming normative behavior and moral qualities (Dmitrieva, 2006; Shishmentsev, 2017).

The problem of children with severe visual impairments' successful socialization becomes especially relevant in accordance to children with severe visual impairments, due to developmental deficiencies due to stable and pronounced visual deprivation, which distorts the overall development of the child's personality. In this situation, there is a divergence between biological and social profiles of development and distorts the process of

socialization of the child (Ye.Syn'ova, T.Grebenyuk, I.Sasina, 2019). Such a comprehensive approach to the development of the personality of a student with severe visual impairments, his successful adaptation and socialization makes it possible to implement socio-pedagogical support as a specific technology of working with children.

The scientific literature highlights certain aspects of accompanying such children in order to form their social competencies (Bystrova, 2007; Syn'ova, 2008). It is established that timely and early social and educational support is a priority in the development of life skills in such children (Teslenko, 2020).

The works of Ukrainian scientists reflect the issue of methodological support for the process of forming and correcting skills of educational and practical activities of children with visual impairments (Bondarenko, 2017). Pedagogical, psychological and medical aspect of the rehabilitation of such children are widely represented in the scientific literature (Kovalenko, 2014; Lupir, Petrunya, 2012). Forming the personality of a child with visual impairments is covered in the scientific works of Ye. Syn'ova. Some aspects of this category of children's communicative activities and interpersonal relationships development are reflected in the works of D. Suprun, M. Fedorenko (2018); Stephens & Breheny (2015).

It is found that the realization of the right to education and successful integration into society of children with visual impairments is possible in educational and rehabilitation centers, where the educational process combines psychological and pedagogical, rehabilitation, correctional and developmental technologies (Kolodna, 2011). However, these studies do not sufficiently cover the problem of socio-pedagogical support for children with visual impairments in secondary education, do not present an effective comprehensive methodology for supporting the educational process of children from admission to graduation, aimed at developing all areas of their socialization (leading activities; communication and behavior; self-awareness).

The results of the review of special (Matveeva, Sinyov, Khokhlina, 2008) and social (Savchenko, Popovych, 2019) scientific and pedagogical literature allowed to clarify the meaning of the concept of «socio-pedagogical support» and highlight its features. Analysis of scientific research (Bondarenko, 2017; Kolodna, 2017; Sinyova, 2019; Sokolovskaya, Grinenko, Miroshkin., Udodov, Egorova, Diatlova, 2019; Budnyk, Sydoriv, 2019; Ziętek, 2020) testifies to the understanding of the concept of support as a dynamic process, the implementation of which takes place by all subjects of the educational process. A. Ziętek (2020) analyzes the socio-pedagogical support of socialization of people with mental and physical disabilities as a process of removing barriers to professional and social activities of people with mental and physical disabilities, preparation of educational programs and projects that increase economic activity in the labor market and their effectiveness employment. The main purpose of the specialists in the process of support, scientists name teaching students to solve complex problems and situations independently, rather than giving them a ready-made solution (Sokolovskaya, Grinenko, Miroshkin, Udodov, Egorova, Diatlova, 2019).

N. Kolodna (2017), F. Augusto, R. Antunes, R. Schiave, J. Estéfano (2019) understand socio-pedagogical support as a comprehensive system of tools and methods that provide assistance to the child in the need to make their own decisions, individual choice, self-realization in educational, communicative, professional and labor activities; support of social formation of the person during formation in it in the course of training and education of abilities, moral values, self-consciousness. The most important result of support should be the effective interaction of the child with society, its self-determination and self-realization.

In the works of many scientists (Syn'ov, Pometun, Kryvusha, Suprun, 2000) the legal aspect of the problem is mentioned – scientists compare support with protection and consider it as a system of pedagogical and social actions that provides physical, psychological, moral safety of the child in the educational process and creates a legal basis for his successful socialization in the educational institution.

Socio-pedagogical support of children with severe visual impairments is provided by all subjects of the pedagogical system in situations of interaction with the child and aimed at finding strengths and compensatory mechanisms of child development with profound visual impairment, correction, reliance on preserved mental functions and analyzers, taking into account the structure and level of psychophysical development. creation of socio-pedagogical conditions for the formation of communication with society and forming integrative skills (Kolodna, 2011).

It is established that socio-pedagogical support of children with severe visual impairments should be carried out comprehensively and systematically, taking into account the individual capabilities of each child, such as temperament, communication skills and cognitive development (de Verdier, 2018).

Of particular relevance in the process of socio-pedagogical support of a child with severe developmental disabilities in an educational institution is the creation of positive social and educational experiences in children (Danene, 2018).

In the process of socio-pedagogical support of children with severe visual impairments in an educational institution with inclusive education, it is important to focus on the formation of compensatory skills and spatial orientation skills; social interaction skills, use of assistive technologies, independent living skills, leisure and leisure skills, self-determination skills and sensory efficiency (Opie, 2018, Budnyk & Sydoriv, 2019). Also important in the process of socio-pedagogical support of children with visual impairments in the educational

institution is the continuity of occupational socialization, because most people with severe visual impairments are faced with choosing a profession, obtaining appropriate qualifications and training, employment, vocational adaptation and leaving employment (Szczupał, 2017).

The purpose of the article is to substantiate, work out scientifically and experimentally test the methods of socio-pedagogical support of children with visual impairments in secondary education.

METHODOLOGY AND TOOLS

Research design:

A significant indicator of the effectiveness of socio-pedagogical support of children is their successful socialization. To achieve this goal and assess the level of socialization of children with visual impairments, as an indicator of the effectiveness of social and pedagogical support of them, we relied on the theory of socialization as a process of assimilation of moral norms and social behavior (Bystrova, 2007; Savchenko, 2003; Fedorenko, 2012). The theory is based on the position of socialization as a complex and multifaceted process of personality formation and development in the environment, during which various connections of personality with society are formed, orientations, values, norms are mastered, personal qualities are developed, personality activity and integrity are formed, social experience. According to the specified theory in ascertaining research criteria of socialization of children with visual impairments were allocated:

cognitive - self-determination and identification of the individual, the individual's knowledge of himself, his own abilities, independence in activity;

motivational and value - the creation of a person's own moral values, motives, self-awareness and autonomy;

personal-activity - the level of communication and educational activities, possession of integrative skills.

According to certain criteria, in order to establish the level of socialization of children with visual impairments, diagnostic methods were selected:

to determine the cognitive criterion - educational experiment, the method of «Map of L.Scott», the method of «Abilities» of L. Jovayshi (Vrublevskaya, Zykov, 2004), the method of social orientation by M. Rozhkov;

for the motivational-value criterion - thematic conversations, the method of «Assess the action» to study the level of formation of students' moral values (Kurganova, Karabanova, 2004), the method of autonomy of R. Ryan (Dergacheva, Dorfman, Leontiev, 2004); method of L.Murenets «My landmarks» (Kolodna, Murenets, Primak, 2017);

for personality-activity criterion: analysis of activity products, questionnaire of L.Bozhovych, N.Gutkina (Kovalenko, 2014), experimental conversation for diagnostics of communication development «Nonverbal behavior» (V. Labunska, 1986), test film by Rene Gille (Gille, 1959) and S. Rosenzweig (Lukin, Suvorov, 1993).

Participants:

113 children took part in the ascertaining stage of the study to assess the level of socialization of children with visual impairments as an indicator of the effectiveness of social and pedagogical support of children with visual impairments in the educational institution. The control (CG) and experimental (EG) groups, in which 57 and 56 respondents participated, respectively, were formed according to such parameters as: degree of visual impairment, age, place of residence, type of educational institution, etc.

Out of 113 respondents, 57 children were students of training and rehabilitation centers (experimental group (EG)): Rubizhne Training and Rehabilitation Center «Kryshatylyk», Kryvyi Rih special multidisciplinary training and rehabilitation center № 1 and 56 children – students of special secondary schools (control group (CG)): Cherkassy special boarding school of I-III degrees of Cherkassy regional council, Zaporizhia special boarding school «Landmark», Kamyanyets-Podilsky special school of Khmelnytsky regional council.

Data collection tools:

The study involved respondents with visual acuity up to 0.05 in the eye, which sees better, with optimal correction, i.e. the leading criterion for inclusion of respondents in the sample was the presence of congenital or early acquired severe visual impairment.

The choice of respondents of this age was determined on the basis of the purpose of the ascertaining stage of the study, based on Gessen's theory, according to which the leading factor in the child's socialization in the second (school) period is the educational institution and the child's environment. It should be noted that in the presence of visual deprivation in a child, the impact of socio-pedagogical support of a child in an educational institution on the degree of his socialization and the quality of further professional socialization increases significantly (Ye.Sinyova, Grebenyuk, Sasina, 2019), that is why the specified age range was chosen for the study participants.

The process of conducting this study followed the relevant ethical rules. First of all, all ethical requirements were taken into account before conducting this study. Then the authors of the study received approval from the ethics committee of the educational institution. After that, parents of children (guardians or other legally

authorized persons) and respondents were informed about both the goals and objectives of this study and conducted an interview.

The consent of parents (guardians) and children to participate in the psychological study was documented and signed by two parties: the psychologist and the parents of the study participants. The consent contained information about the purpose of the study, its duration, nature and consequences of research influences, rights and obligations of the parties, the limits of confidentiality, and fixed the right of participants to refuse to participate in the study and withdraw at any stage.

Data analysis

At the ascertaining stage of the research, in order to assess the level of children with visual impairments socialization, as an indicator of the effectiveness of their social and pedagogical support carried out in an educational institution, the following methods were used: theoretical ones: comparison, generalization and systematization of scientific and theoretical data to study the state of the problem and ways to solve it; empirical ones: purposeful observation, interviews, testing and questionnaires, namely: method «L. Scott's observation map», the method of «Assess the action» to study the level of forming students' moral values (Kurganova, Karabanova, 2004); observation, experimental conversation to diagnose communication development; questionnaire of L.Bozhovych, N. Gutkina for diagnosing the level of learning motivation; analysis of activity products to diagnose the level of general educational skills; Rene Gille's test film (Gille, 1959) for the study of interpersonal relationships; S. Rosenzweig's method of socialization (Lukin, Suvorov, 1993); method of L.Murenets «My landmarks» (Kolodna, Murenets, Primak, 2017); «Professional abilities» by L.Jovaishi (Vrublevskaya, Zykov, 2004) for personal self-determination's diagnosis.

RESULTS

The results of the study on the scale «isolation (seclusion)» by «L. Scott's observation map» at the beginning of the experiment showed that almost half of students (50.33% of students with severe visual impairments) were characterized by an average level of manifestation of this personality trait, directly related to behavior respondents in a communicative situation. Almost a third of students (33%, respectively) have a high level of isolation (seclusion), and 16.67% - a low level of isolation (seclusion). In our opinion, the results of the study on this scale can be explained by insufficient expression of the need for communication in certain students (some adolescents have high scores on this scale), low level of communication skills and (or) possible negative experience of interpersonal interaction in the past.

According to the questionnaire «Need for communication» the most pronounced communicative needs of adolescents are the need for impressions, the need to belong to emotionally significant relationships (child-parent, family), the need for a caring, emotionally positive attitude, help.

Students with profound visual impairments often do not accept their self-image, so they do not want to communicate with peers, considering the situation of communication as traumatic. However, we note that they have a growing need to communicate with peers in the senior classes. This can be seen on the scale of «attitude to a friend» in the test film by R. Gilles (38% - younger adolescents; 52.7% - older ones). The most pronounced communication needs of adolescents with visual impairments are the need for emotional response; belonging to emotionally significant relationships (child-parent, family); in the expression of attention, in a caring, emotionally positive attitude.

The adolescents with profound visual impairments have the process of finding status in the group as normal, so in the average adolescence they have an increased rate of conflict (12% - younger adolescents; average – 18.3%; 11.4% – older ones) and desire to dominate the group (21% - younger adolescents; 26.9% - average; 22.4% - older ones). Low rates of sociability and inability to make decisions in situations of frustration are an obstacle to normal interpersonal relationships in the team and successful socialization.

Analysis of the results of the students with profound visual impairments' study at the beginning of the experiment allowed to conclude that personality traits such as impulsiveness, anxiety, insecurity, loneliness, aggression, low sociability and inability to make decisions in situations of frustration may be personality traits adequate interpersonal relationships and successful socialization in the future.

The results of the observational study proved that all indicators of socialization in both groups are approximately at the same level – below average. Particularly low indicators were on the scales: independence (8.78% in EG and 8.93% in CG), self-determination (5.27% in EG and 5.36% in CG), autonomy (10.53% in EG and 10,72 % in CG), communicative activity (7.02% in EG and 7.15% in CG).

Based on the analysis of the results of the observational experiment on the criteria of socio-pedagogical support's effectiveness (cognitive, motivational-value and personal-activity), three generalized levels of socialization of children with profound visual impairments were identified: high, average and low ones.

The presence of a high level of socialization was found only in a small number of children with profound visual impairments (8.78% in EG and 8.93% in CG), these children have integrative skills, sufficient autonomy, self-acceptance, identification with peers, understanding of their own tendencies and abilities, understanding of

moral values and personal needs, know and follow the norms of social behaviour in interpersonal communication with peers and adults, have a high communicative need, cognitive activity and motivation to learn. They have full knowledge of their own future and the need to plan it (table 1).

The average level of socialization was stated in 36.85% of children with visual impairment in EG and 39.28% of children in CG. These children's vocabulary is at an average level. Children have knowledge of a specific nature, do not always show cognitive interest in the social world, learning motivation is unstable. They have established interpersonal relationships with students in the classroom, but are weakly establishing new social connections. Knowledge of one's own future life is incomplete. Integrative skills are partially formed (table 1).

A low level was found in half of the respondents (54.39% in EG and 51.79% in CG). These children are characterized by speech inertia, low cognitive activity, superficial knowledge, problems with behaviour and communication, have undeveloped practical and integrative skills, lack of independence and autonomy, low level of learning motivation. They revealed the superficiality of knowledge about their own future, random, unstable ideas (table 1).

Table 1: Levels of socialization of children before the introduction of socio-pedagogical support methods (in %)

Levels of socialization	Experimental group (students of secondary schools)	Control group (students of special schools)
High	8,78	8,93
Average	36,85	39,28
Low	54,39	51,79

Thus, the results of the study of the level of children with severe visual impairments' socialization allowed to create a complete pedagogical picture and gave grounds to state the need to work out and implement methods of socio-pedagogical support of such children in the educational process.

The conducted ascertaining experiment allowed to create a complete pedagogical picture, to substantiate the expediency of socio-pedagogical support of children with profound visual impairments, to determine the components of such methods and to start its organization and implementation (formative stage of the experiment) in training and rehabilitation centers.

The formative experiment is aimed at creating pedagogical conditions in the classroom and in extracurricular activities of the training and rehabilitation center for a purposeful, personality-oriented process of forming social competencies and soft technologies in students, which will ensure their successful socialization.

The training covered 57 students with profound visual impairments aged 11-18 (EG). The sample was determined to include children of the same age, the same degree of visual impairment, with equal distribution by gender, with representatives of rural and urban areas, as well as with regular education in special schools and training and rehabilitation centers. Regarding the control group (56 students) the method of social and pedagogical support was not implemented, the educational and correctional process was carried out in the standard educational environment of educational and rehabilitation centers.

The basis of the structure of the methodology of socio-pedagogical support were the basic conceptual provisions: cognitive, activity, personality-oriented and motivational-value and competence approaches, which determined the content of the main methodology components: content (goals, objectives, principles, directions); functional (stages, forms, methods and technologies); evaluation (criteria, levels).

The methodology was created on the basis of the following principles: interrelation of various forms of educational activity (lesson, webinar, seminar, workshop, excursion, educational relay, elective, correctional classes and various extracurricular activities); the principle of systematization, integrity, consistency, continuity and succession of the educational process in the training and rehabilitation centre; compliance of teaching methods with the current needs of New Ukrainian school; personality-oriented learning; individuality and independence of decision-making; the principle of interaction and cooperation; the principle of integrativeness is the acquisition of soft technologies and social competencies.

These principles were implemented through the relationship of the methodological associations of the centre with work on the basis of cases (specific social situations that were provided to students to solve and consolidate the knowledge gained in school and educational classes, in order to form in them basic competencies of socialization.

The method of socio-pedagogical support on the basis of cases provides an opportunity to set tasks for students and gradually achieve the result of their implementation by solving the problem situation.

The main purpose of the methodology is to create pedagogical conditions in the classroom and during extracurricular activities for a purposeful, personality-oriented process of forming students' social competencies and soft skills, which will ensure their successful socialization.

Case study algorithm: student perception of the situation and information provided in class – understanding of the situation by students with explanations and questions – reproduction of information – understanding the event, understanding the lack of information and competence to solve it – changing attitudes to the situation, finding new motives for its solution, seeking help – a new solution to the situation, a new way of working – a new competence. The method of individually selected cases allows to ensure the success of their implementation for all students of the training and rehabilitation centre, regardless of the degree of violation.

The molding experiment was performed in 3 stages.

At the first stage, the structure of methodological support of social and pedagogical support is determined: scientific-methodical and pedagogical council of schools, methodical associations of subject teachers, board of trustees, representatives of social services and parents' university.

The support team was created separately and the main forms of its activity were determined: *diagnostic* – comprehensive study of the child taking into account the primary violation; *prognostic* - determination of directions of correctional work, drawing up of the individual program of development, forecasting of results of corrective and educational influence; *correctional* – implementation of personality-oriented training and rehabilitation programs; conducting correctional and developmental classes; *informational-consultative-educational* – timely and convincing informing of parents, pedagogical staff about children's problems and difficulties in learning; advanced training for specialists of institutions.

At the second stage, socio-pedagogical support of children was carried out with the help of cases, taking into account the areas of their socialization (leading activities, communication, self-awareness) in the following areas: working out educational and practical activities at the stage of primary school; development of individual-personal and social-behavioural qualities of the child, interpersonal relations and communicative sphere; formation of personal and professional self-determination, development of motivational sphere and self-consciousness of institution's graduates.

The main methods of work of the support team at the second stage of the experiment were: case method, individual conversations, explanations; consultations, correctional classes, watching video materials on the problem, dramatization games, training work, assignments, flash mobs, work of groups and electives, creation of children's school organizations.

Implementation of the methodology includes: creation of the cases on the material studied in school and supported by practical actions in extracurricular activities by teachers; creation of interdisciplinary situations, the relationship between classroom work and extracurricular activities; actualization of basic knowledge before solving cases; use of different communication methods in the student-student system; student-teacher (explanation, help, support, mediation, demonstration of actions, joint design and planning); personal approach in the formation of training groups to perform tasks-cases; individual motivation; independent work of the student during the decision of a problem situation; variability of tasks (several correct solutions); demonstration of algorithms for solving complex problems (conflict situations, situations of creating social ties); creation by teachers of a model of communication and interpersonal communication while performing tasks.

The effectiveness of the method of socio-pedagogical support is proved by diagnosing the level of socialization of children with profound visual impairments according to the criteria identified in the study at the third stage of the experiment. To assess the effectiveness of the developed and implemented methods of socio-pedagogical support of children with severe visual impairments, the following methods were used: sociometry in adaptation by N. Kolominsky, method «Study of children's socialization», by M. Rozhkov, test «Research of professional interests and inclinations», questionnaire «Professional Abilities» by L. Jovaisi.

Thus, at the control stage of the experiment there were:

assessment of the level of socialization of children with profound visual impairments for whom the method of socio-pedagogical support was introduced on the basis of the case method (EG) and the level of socialization of children with profound visual impairments for whom the method was not implemented (CG);

comparison of control and experimental groups according to Student's statistical criterion, analysis of the obtained experimental data, formulated research conclusions on the effectiveness of the worked out methodology, selected pedagogical conditions.

The effectiveness of experimental correctional work among the participants of the experimental group is confirmed by indicators of increasing the level of well-being of relationships in the group: the level of well-being in groups of children from medium to high has increased. The number of students who received 3 - 5 elections increased (from 35% - before the experimental correction work to 48.33% - after).

The normalization of interpersonal relationships is evidenced by a decrease in the level of isolation after classes (1.4 times), conflict in groups by 1.3 times.

Indicative results were obtained after a correction program in a group of adolescents with profound visual impairments. Significantly increased the ratio of friends, girlfriends in the experimental group from 24.65% to 40%, in the control group, it remained almost at the same level from 25.2% to 27.2%. Like the results of sociometry, this fact indicates an increase in well-being in a peer group.

Students with profound visual impairments have learned to respond more adequately in situations of frustration. Boys and girls began to feel themselves as a part of the team, which gave them self-confidence. Interpersonal relationships have become positive; students have become more communicative. Respondents showed a desire to cooperate with the team, there was a desire to become an active participant in the life of the team – this is a necessary quality for successful socialization.

Table 2: Comparative analysis of indicators of children with profound visual impairments' socialization before and after the introduction of methods of socio-pedagogical support

№	Indicators	Experimental group		Probability criteria	
		before	after	T	p
1	Social adaptability	34,1 %	87,3 %	6,31	0,00
2	Autonomy	8,5 %	16,9 %	4,99	0,001
3	Morality	39,1 %	88,7 %	6,75	0,00
4	Social activity	61,8 %	88,7 %	3,37	0,001

After the implementation of the experiment, a control diagnosis was performed with students according to the method «Study of the children's level of socialization» by M. Rozhkov. At the beginning of the experiment, the results of the level of socialization in such indicators as autonomy in children with profound visual impairments are very low - only 8.5% of children showed an average level of autonomy in behavior, independent planning and action (table 2). At the beginning of the experiment, this figure doubled, but remained quite low, due to the peculiarities of the development of a child with a primary sensory impairment - even with a systematically organized social support of the child cannot overcome the violation of autonomy completely. According to the results of the diagnosis, it can be concluded that at the beginning of the experiment the indicators of socialization as social adaptability and morality of children in the education and rehabilitation center are quite low (34.1% and 39.1% respectively), but at the final stage - consistently high - 87.3% of children have social adaptability at the level of average and high; 88.7% of children have a high and average level of assimilation of moral norms after the introduction of the system of social and pedagogical support.

The social activity of the children of the education and rehabilitation center increased from 61.8% to 88.7%. It should be noted that social activity was at a sufficient level, but in addition to the quantitative indicator, the quality indicator of such activity increased. Observation of children during classes and in extracurricular communication showed the development of the social position of the student, the formation of social status «I am a student», the growth of desire to attend classes and participate in social activities of the center and the city. In addition, it is necessary to note the qualitative level of determinants of socialization in children of the institution after the implementation of the program of social and pedagogical support. According to the results of the indicators, teachers and psychologists of the institution note a significant increase in the level of socialization of children according to the following criteria:

1) in the formation of psychological competencies of socialization:

- the confidence (self-control, self-control) increased;
- the level of critical thinking increased;
- the ability to solve their own problems increased;
- a steady interest in environmental events develops;
- the presence of their own views and the ability to argue them is formed;

2) in the development of the communicative sphere of students:

- the confidence in communicating with peers increased;
- the ability to cooperate and communicate in a group improved;

3) in the formation of instrumental skills and abilities:

- the desire and ability to maintain their health increased;
- the economic awareness increased;
- the level of knowledge about the sources of searching for the necessary information increased;
- the level of practical skills increased.

To determine the motives of socialization of graduates of the institution, their social landmarks, the method «My landmarks» was conducted. Based on the results of the methodology, the following conclusions can be made that the majority of graduates (30% of the respondents) are ready to develop, change and work on themselves for the sake of success in people of the opposite sex. This is easily explained by the leading activities in adolescence and adolescence. Note that the children chose several goals at once.

The training and rehabilitation center is located in the district center, so most students believe that they need training and social activity in order to achieve certain opportunities to live in a big beautiful place (27% of graduates). 19% of graduates dream of a beautiful life and see the purchase of expensive and fashionable things

as the main goals of socialization. It should be noted that 24% of graduates have ambitious goals - 12% want to be able to manage people, and another 12% of graduates dream of receiving honorary titles and awards.

The result of the implementation of the tasks is the successful admission of graduates to higher educational institutions of III-IV levels of accreditation (Fig. 1).

All graduates of the institution have chosen a profession and continue their studies. More than half of the graduates of the institution (56%) became students of technical schools and colleges, 20% of graduates – students of higher educational institutions of Ukraine.

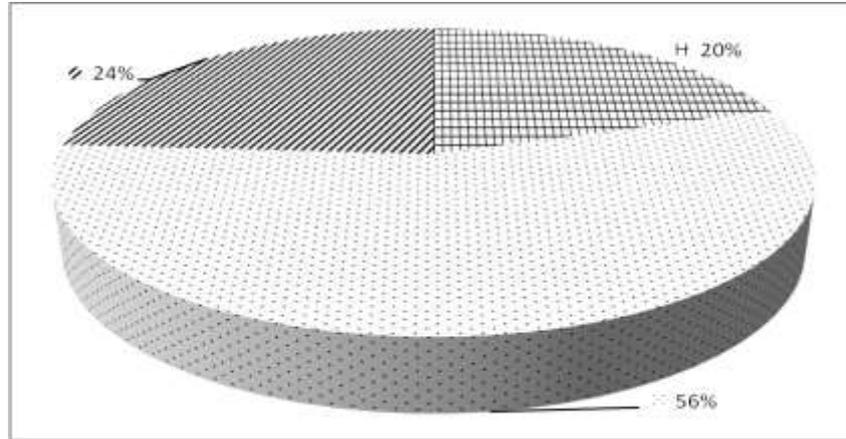


Fig.1: The results of graduates' professional self-determination

Qualitative and quantitative comparative analysis of the results of the experimental study at the ascertaining and control stages of the experiment allowed to formulate generalized conclusions about a significant increase in the level of socialization of the participants of the experimental group (table 3).

Table 3: Levels of socialization of children with profound visual impairments in control and experimental groups (in %)

Levels	Experimental group (students of secondary schools)			Control group (students of special schools)		
	ascertaining experiment	control experiment	t/p	ascertaining experiment	control experiment	t/p
High	8,76	35,09	2,6/0,01	8,93	16,08	0,61/0,05
Average	36,85	54,39	1,9/0,05	39,28	39,28	-
Low	54,39	10,52	4,4/0,001	51,79	44,64	0,79/0,05

The effectiveness of the method of socio-pedagogical support is proved by diagnosing the level of children with visual impairments' socialization according to the criteria identified in the study at the third stage of the experiment.

Statistically significant indicators were determined in EG: the number of children with a high level of socialization increased significantly (from 8.76% to 35.09%). The rate of children who had a low level decreased significantly (from 54.39% to 10.52%).

The level of socialization in children of the control group has not changed. No significant improvement in the presented indicators of all levels was detected. 51.79% of children have a low level at the beginning of the observational experiment, and 44.64% of children after its end ($t = 0.79; p \geq 0.05$).

The rate of success in the educational activities of EG children has doubled ($p \leq 0.001$), the level of integrative skills' development has increased (from 34.1% to 87.3%); the average indicators of social activity (from 61.8% to 88.7%) and morality (from 39.1% to 88.7%) increased, the level of motivational sphere of children with profound visual impairments' forming increased 2.5 times ($p \leq 0.001$). The level of independence and professional self-determination of high school students has significantly increased – CG graduates have chosen a profession and continue their studies. More than half of them (56%) became students of technical schools and colleges, 20% – became students of professional lyceums, 24% - became students of universities in Ukraine.

Minor positive changes in the control group are due to the fact that children study in training and rehabilitation centers or special educational institutions, and they are carried out programmatic educational and correctional work, which provides a certain result. But without a specially organized socio-pedagogical support aimed at the development of social competencies as a prerequisite for the child's socialization - this result is insignificant. According to the study, compared with the control group, the experimental level of children's communication, level of integrative skills, level of autonomy, self-acceptance, understanding of their own tendencies, needs and

abilities, their use for self-actualization and growth, creation of own spiritual and moral values motives for leading activities. The children of the experimental group know and follow the norms of social behavior in interpersonal communication with peers and adults, have a high communicative need and motivation to learn. Children have knowledge of both concrete and abstract nature, purposefully show cognitive interest in the natural, visual and social world, can establish cause-and-effect relationships. The level of perceptions of visually impaired children about the plan of the future, about the consistency in planning and the need to plan their own lives to achieve any life goal, about the future family and profession has increased significantly in the experimental group; children learned to design life plans; planning your time, planning an event for the short and long term, comparing your own achievements in the past and present, planning achievements in the future; received and mastered the knowledge of the need to establish social ties, learned to seek help and establish interpersonal relationships, mastered the skills of social and normative behavior.

Thus, the results of the study proved the effectiveness of the implementation of socio-pedagogical support methods, their ability to ensure full socialization of a child with profound visual impairments in conditions of inclusion in conditions of training and rehabilitation centers.

DISCUSSIONS AND CONCLUSIONS

The conducted research demonstrates the connection between studied scientific literature and the obtained results. Thus, the work of I. Shishmentsev presents the method of socio-pedagogical support of adolescents with intellectual disabilities in order to form their moral competencies both at the Ukrainian literature lessons and extracurricular activities. The author uses interactive methods of working with adolescents, introduces elements of theatrical performances (Shishmentsev, 2017). I. Ivanenko's research presents methods of social support for special schools graduates in order to form their ideas about the future family and relevant social competencies' development. The author includes dramatization games, trainings, discussion of situations after watching movies on a given topic into practice of work with adolescents with intellectual disabilities (Ivanenko, 2015). But the authors consider a separate category of children with special educational needs, namely - with intellectual disabilities. Socio-pedagogical support of children with visual impairments was considered in the work of N. Kolodna (Kolodna, 2011; Kolodna, 2017). The author insists on a comprehensive combination of social and rehabilitation components of support. It should be noted that the methodology of cases has not been the subject of research in special education in terms of the forming competencies of people with visual impairments yet. Our author's method of using specific social situations for the forming social competencies in adolescents differs from traditional methods presented in the research of Ukrainian scientists, by the fact that in solving cases students have the opportunity to simultaneously form any social competence and control its level of formation in an adolescent. In addition, for the first time in the practice of correctional education, we have declared not only correctional classes, but also extracurricular activities as a developmental environment for the competencies' forming.

Thus, based on the theoretical analysis of special and social pedagogical literature, it is found that socio-pedagogical support is a system of consistent, comprehensive, socially oriented pedagogical activities of a team of specialists that provides processes of individualization of the student's personality, creates conditions for self-determination. abilities, protects the rights of the student. The method of social and pedagogical support of children with profound visual impairments in the conditions of the educational and rehabilitation center is worked out and introduced. The main components of the methodology of socio-pedagogical support of the child are determined: experimental, productive, normative, corrective, informational ones, and its functions within the educational process: diagnostic support, counseling, information and methodological support, organization and management. It is established that comprehensive socio-pedagogical support by a team of specialists should be based on basic methodological principles that allow to create and implement effective innovative technologies for teaching children with special educational needs, aimed at developing all areas of child socialization (leading activities; interpersonal relationships and communication; self-awareness). The main indicators of efficiency of social and pedagogical support methods in various spheres of socialization of the child are defined: in the sphere of leading activity – knowledge and idea of the world around, forming skills of educational and practical activity, development of interests, educational motivation, inclinations and abilities; in the field of interpersonal relations and communication – forming communicative and joint activities, interpersonal relations; ability to resolve conflict situations, possession of socially acceptable behavior; in the field of self-awareness – forming life goals, personal and professional self-determination, the development of social motivation, self-awareness and reflection. Based on the indicators of the effectiveness of socio-pedagogical support and criteria (cognitive, motivational-value and personal-activity), three generalized levels of socialization of children with profound visual impairments in the educational and rehabilitation center are identified: high, average and low ones. It was found that at the beginning of the experiment, less than 9% of students had a high level of socialization. On the contrary, half of the respondents (54.39% in the experimental group and 51.79% in the control group) had a low level; these children are characterized by communication and behavioral disorders, low cognitive activity, limited unsystematic stock of knowledge about the world around them, have unformed practical and integrative

skills, insufficient level of independence and autonomy, low level of educational motivation. A set of socio-pedagogical technologies for organizing the process of socialization of students with visual impairments based on the case method – an interactive learning technology for the formation of competencies and personal qualities based on solving real and simulated social situations that require analysis, additional knowledge and independent solution was worked out and tested. The effectiveness of the implementation of the experimental methodology was confirmed: the success rate in children's educational activities doubled ($p \leq 0.001$), the level of development of integrative skills increased (from 34.1% to 87.3%); the average indicators of social activity (from 61.8% to 88.7%) and morality (from 39.1% to 88.7%) increased, the level of formation of the motivational sphere of children with profound visual impairments increased 2.5 times ($p \leq 0.001$). The number of children with a high level of socialization increased significantly (from 8.76% to 35.09%) and the rate of children with a low level decreased (from 54.39% to 10.52%).

The result of the implementation of socio-pedagogical support method is the professional self-determination of secondary education graduates with visual impairments – their successful admission to higher education institutions of III-IV levels of accreditation. All 100% of graduates who participated in the experiment have chosen a profession and continue their studies. More than half of the graduates (56%) became students of technical schools and colleges, 20% of graduates – students of higher education institutions of Ukraine.

Thus, the use of methods of socio-pedagogical support of children with profound visual impairments solves most of the problems associated with their personal, life and professional self-determination.

Further study is needed in the study of socio-pedagogical support of people with visual impairments after graduation, as well as the issue of autonomy as a component of socialization within the socio-legal and defectological approaches. It is advisable to continue experimental work in the direction of forming ten main social competencies of the New Ukrainian School for children with visual impairments, which will ensure their successful personal, professional self-determination and socialization.

CONFLICT OF INTERESTS

The authors declare that there is no conflict of interests.

REFERENCES

1. Augusto, F., Antunes, R., Schiave, R., Estéfano, J. (2019) Estudo das causas de cegueira e baixa de visão em uma escola para deficientes visuais na cidade de Bauru. *Revista Brasileira de Oftalmologia*. Volume 78, no.3, Rio de Janeiro May/June 2019 Epub July 01, 2019. <https://doi.org/10.5935/0034-7280.20190125>
2. Bondarenko, Yu. A. (2017). Teoretyko-metodychni zasady korektsiynoho spryamuvannya muzychnoyi diyal'nosti doshkil'nykiv zi znyzhenym zorom [Theoretical and methodical basis of correctional direction of musical activity of preschoolers with reduced vision]: avtoref. dys. ... dokt. ped. nauk 13.00.03. K.: Natsional'nyy pedahohichnyy universytet imeni M.P. Drahomanova [in Ukrainian].
3. Budnyk, O., & Sydoriv, S. (2019). Social and pedagogical aspects of the development of inclusive education. *Sociální pedagogika/Social Education*, 7(1), 36–48. <https://doi.org/10.7441/soced.2019.07.01.03>
4. Bystrova, Yu. O. (2007). Osoblivosti konfliktnoyi povedinki rozumovo vidstalih pidlitkiv [The peculiarities of conflict behaviour of mentally retarded teenagers]. Extended abstract of PhD thesis (Special psychology). Kyiv. Retrieved from: <https://cutt.ly/byXst7N> [in Ukrainian].
5. Danene K. Fast Including Children with Visual Impairments in the Early Childhood Classroom. Submitted: May 16th 2018 Reviewed: August 15th 2018 Published: November 5th 2018. <https://doi.org/10.5772/intechopen.80928>
6. Dergacheva, O. E., Dorfman, L. Ja., & Leont'ev, D. A. (2008). Russkojazychnaja adaptacija oprosnika kauzal'nyh orientacij [Russian-language adaptation of the causal orientation questionnaire]. *Vestn. mosk. universiteta. ser. 14. psihologija*. 3, 13–19. Retrieved from: http://msupsyj.ru/pdf/vestnik_2008_3/vestnik_2008-3_91-106.pdf [in Russian].
7. De Verdier, K. (2018) Children with blindness: Developmental aspects, comorbidity and implications for education and support. Stockholm University, Faculty of Social Sciences, Department of Special Education. 124 p. <http://www.diva-portal.org/smash/get/diva2:1206093/FULLTEXT01.pdf>
8. Dmytriyeva, I. V. (2006). Osnovni funktsiyi estetychnoho vykhovannya uchniv dopomizhnoyi shkoly [The main functions of aesthetic education of auxiliary schools]. *Naukovyy chasopys Natsional'noho pedahohichnoho universytetu imeni M.P. Drahomanova. Ser. 19. Korektsiyna pedahohika ta spetsial'na psykholohiya*, 5, 116–123. [in Ukrainian].

9. Fedorenko, S.V. (2012). Navchannya i vykhovannya ditey z porushennyamy zoru v Ukrayini: istoriya ta s'ohodennya [Education and upbringing of children with visual impairments in Ukraine: history and nowadays] : Monohrafiya. Zaporizhzhya : Vyd-vo Khortyts'koho natsional'noho navchal'no-reabilitatsiynoho bahatoprofil'noho tsentru. [in Ukrainian].
10. Gessen, S.I. (2001). Pedagogicheskie sochinenija [Pedagogical compositions]. Sostavitel' Ye.G.Osovskij. Saransk: Krasnyj Oktjabr' [In Russian]
11. Gille, R. (1959). Le test-film (French) paperback. January, 1. Retrieved from: <https://cutt.ly/GyXds8Y>
12. Ivanenko, A. S. (2015). Formuvannya uyavlen' pro maybutnyu sim"yu yak napryamok sotsializatsiyi rozumovo vidstalykh pidlitkiv [Forming ideas about the future family as a direction of socialization of mentally retarded adolescents]. *Naukovyy chasopys Natsional'noho pedahohichnoho universytetu imeni M. P. Drahomanova*. Seriya 19 : Korektsiyna pedahohika ta spetsial'na psykhohiia, 30, 230–236. Retrieved from: <http://enpuir.npu.edu.ua/handle/123456789/12046> [in Ukrainian].
13. Kovalenko, V. Ye. (2014). Osvitnye seredovyshe yak chynnyk emotsiynoho rozvytku rozumovo vidstalykh molodshykh shkolyariv [Educational environment as a factor of mentally retarded primary schoolchildren's emotional development]: avtoref. dys. ... kand. psykol. nauk : 19.00.08, Kyiv: Nats. ped. un-t im. M. P. Drahomanova. [in Ukrainian].
14. Kolodna, N. A. (2012). Sotsial'no-pedahohichna pidtrymka ditey z vadamy zoru v umovakh navchal'no-reabilitatsiynoho tsentru [Socio-pedagogical support for children with visual impairments in the educational and rehabilitation centre]. *Zbirnyk naukovykh prats' Kam"yanets'-Podil's'koho natsional'noho universytetu imeni Ivana Ohiyenka / za red. O.V.Havrylova, V.I.Spivaka. Kam"yanets'-Podil's'kyy : Medobory-2006, 19(2): 2, 307–313*. Retrieved from: <https://fkspp.at.ua/Bibl/19-2.pdf> [in Ukrainian].
15. Kolodna, N., Murenets, L., & Prymak O. (2017). Navchalno-reabilitatsiinyi tsentr yak pedahohichna systema sotsializatsii ditei z osoblyvymy osvitynymi potrebamy. [Educational and rehabilitation centre as a pedagogical system of socialization of children with special educational needs]. *Dyrektor shkoly: dlia kerivnykiv navchalnykh zakladiv*. Kyiv. Shkilnyi svit, 19(20), 85-104. Retrieved from: http://ek.kubg.edu.ua/cgi-bin/irbis64r_17/cgiirbis_64.exe [in Ukrainian].
16. Kumar, A., McCarthy, L., Rehn, S., Swearer, D., Newell, R., Gereta, S., Villarreal, E., Yazdi, S., Ringe, E. (2018). Exploring Scientific Ideas in Informal Settings: Activities for Individuals with Visual Impairments. *Journal of Chemical Education*. April 10, Volume 95, Issue 4, 499 – 688. <https://doi.org/10.1021/acs.jchemed.7b00488>
17. Kurganova, E., & Karabanova, O. (2004). Anketa «Oczeni postupok». Metodika «Differenciacziya konvencional`nykh i moral`nykh norm po E.Turielyu [Questionnaire «Evaluate the act». Methodology «Differentiation of conventional and moral norms» by E. Turiel]. Moscow. Retrieved from: https://xn--j1ahfl.xn-p1ai/library/metodika_differenciacziya_konvencionalnih_i_moral_194809.html [in Russian].
18. Labunskaya, V. (1986). Neverbal`noe povedenie (sotsial`no-perceptivnyj podkhod) [Non-verbal behaviour (socio-perceptual approach)]. Rostov University, 121–126. Retrieved from: <https://cutt.ly/NyXsCjH> [in Russian].
19. Lukin, S., & Suvorov, A. (1993). Test risunochnoj assotsiaczii Rozenczvejga (rukovodstvo po ispol`zovaniyu). [Association drawing test by Rosenzweig (usage guide)]. Saint Petersburg. Retrieved from: <https://cutt.ly/kyXdqN6> [in Russian].
20. Morrison, C., Villar, N., Thieme, A., Ashktorab, Z., Taysom, E. (2018). Torino: A Tangible Programming Language Inclusive of Children with Visual Disabilities. *Journal Human-Computer Interaction*. Volume 35, 2020 – Issue 3. <https://doi.org/10.1080/07370024.2018.1512413>
21. Opie, J. (2018). Educating students with vision impairment today: Consideration of the expanded core curriculum. *British Journal of Visual Impairment, 36 (1), 75-89*. <https://doi.org/10.1177/0264619617730861>
22. Petrunya, A. M., Bystrova, Yu. O., & Lupyr', S. A. (2012). Orhanizatsiya kompleksnoho suprovodu navchal'no-reabilitatsiynoho protsesu ditey z porushennyamy zoru v osvitynikh zakladakh novoho typu [Organization of comprehensive support of the educational and rehabilitation process of children with visual impairments in educational institutions of a new type]. *Osvita Donbasu, 3, 40–44*. [in Ukrainian].

23. Popovych, I. S. (2019). *Psykholohiia sotsialnykh ochikuvan osobystosti: metodolohiia, teoriia i praktyka: navch.-method. posib.* [The Psychology of Social Science: Methodology, Theory, and Practice]. Kherson. Retrieved from: <http://ekhsuir.kspu.edu/xmlui/handle/123456789/8892>. [in Ukrainian].
24. Savchenko, S.V. (2003). *Socializacija studencheskoj molodezhi v uslovijah regional'nogo obrazovatel'nogo prostranstva* [Socialization of student youth in a regional educational space]. Lugansk : Al'ma-Mater. [in Russian].
25. Shishmentsev, I. M. (2017), *Vihovannya kultury lyudskyh vzayemyn u rozumovo vidstalych starshoklasnykiv zasobamy ukrayinskoyi literatury* [Upbringing Culture of Human Relations of Mentally Retarded Senior Pupils by Means of Ukrainian Literature]: avtoreferat dis. ... kand. ped. nauk : 13.00.03. Nac. ped. un-t im. M. P. Dragomanova. Kyiv [in Ukrainian]. Retrieved from: <http://enpuir.npu.edu.ua/handle/123456789/14905>. [in Ukrainian].
26. Sokolovskaya, I., Grinenko, A., Miroskin, D., Udodov, A., Egorova, E., Diatlova, E. (2019). The Eco-Psychological Approach in the Psychological Follow-Up Program for Children with Limited Abilities. *Ekoloji* 28(107). 659-664.
27. Stephens, C., & Breheny, M. (2015). Narrative Analysis in Psychological Research: An Integrated Approach to Interpreting Stories. *Qualitative Research in Psychology*, 10, 71-78. Retrieved from: <https://doi.org/10.1080/14780887.2011.586103>
28. Suprun, D., & Fedorenko, M. (2019). *Psykholinhvodydaktyka rozvytku movlennyevoyi aktyvnosti ditey starshoho doshkil'noho viku z autystychnymy porushennyamy* [Psycholinguodidactics of speech activity development of older preschool children with autistic disorders]. *Psykholinhvystyka*. 25, 1, 281-299. Retrieved from: <https://doi.org/doi:10.31470/2309-1797-2019-25-1-281-299> [in Ukrainian].
29. Suzanne H. Verver, Mathijs P.J. Vervloed & Bert Steenbergen (2020). Facilitating Play and Social Interaction between Children with Visual Impairments and Sighted Peers by Means of Augmented Toys. *Journal of Developmental and Physical Disabilities*, 32, 93-111. <https://doi.org/10.1007/s10882-019-09680-6>
30. Syn'ov, V. M., Matveeva, M. P., & Khokhlina, O. P. (2008). *Psihologiya rozumovo vidstaloyi dytyny* [Psychology of a mentally retarded child]. Kyiv: Knowledge. Retrieved from: <https://cutt.ly/lyXdRis> [in Ukrainian].
31. Syn'yov, V. M., Pometun, A. I., Kryvusha, V.I., & Suprun, M. O. (2000) *Osnovy teorii vihovannya* [Fundamentals of upbringing theories]. Kyiv: RV KIVS. Retrieved from: http://www.enpuir.npu.edu.ua/bitstream/123456789/22706/1/Pedagogika_2018.pdf [in Ukrainian].
32. Syn'ova, Ye. P. (2008). *Tyflopsykholohiya. Psykholohichni osoblyvosti lyudey z hlybokymy porushennyamy zoru* [Typhlopsychology. Psychological features of people with profound visual impairments]. K.: Znannya [in Ukrainian].
33. Syn'ova, Ye.P., Hrebenyuk T.M., Sasina, I.O. (2019). *Kompleksnyy pidkhid u reabilitatsiyi ditey z invalidnistyu po zoru* [An integrated approach to the rehabilitation of visually impaired children]. *Materialy vseukrayins'koyi naukovo-praktychnoyi konferentsiyi «Psykholohopedahohichni stratehiyi bezbar'yernoho osvith'oho seredovyscha dlya ditey z porushennyamy zoru»* (12 bereznya 2019 roku, m. Kyiv), 42 - 44.
34. Szczupał, B. (2017). *Aktywna polityka rynku pracy – szansą na aktywizację zawodową osób z niepełnosprawnością wzroku. Tyflopädagogika wobec współczesnych potrzeb wspomagania rozwoju, rehabilitacji i aktywizacji społecznej* Redakcja naukowa Małgorzata Paplińska Małgorzata Walkiewicz-Krutak Wydawnictwo Akademii Pedagogiki Specjalnej Warszawa, 168-184.
35. Teslenko, V. (2020). Improving the Health of Children with Special Needs During the Implementation of the Programme of Social and Educational Support. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(2), 199-219. <https://doi.org/10.18662/rrem/12.2/274>
36. Vrublevskaia M.M., & Zykova O.V. (2004). *Oprosnik professional'nyh sklonnostej L. Jovajshi. Proforientacionnaja rabota v shkole: Metodicheskie rekomendacii* [Questionnaire of professional inclinations by L. Jovayshi. Career Guidance at School: Guidelines]. Magnitogorsk: MaGU, 13-17. Retrieved from: <http://testoteka.narod.ru/prof/1/12.html> [in Russian].

37. Wałachowska, M., Parenting of people with visual disabilities as an interdisciplinary context of contemporary special education. *Interdisciplinary Contexts of Special Pedagogy*, no. 26, Poznań 2019. Pp. 163–190. <https://doi.org/10.14746/ikps.2019.26.08>
38. Wooffitt, R. (2015). *Conversation Analysis and Discourse Analysis*. London. Retrieved from: <https://doi.org/10.4135/9781849208765>
39. Ziętek, A. (2020). Role of Psychological and Pedagogical Support in the Life of People With Disabilities. *Journal of Vasyl Stefanyk Precarpathian National University*, 7 (1), 93-101. <https://doi.org/10.15330/jpnu.7.1.93-101>