Support for Children with Disabilities, who Live in the Industrial Region

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Abstract: The article discusses theoretical and modeled framework practical aspects of supporting children with disabilities living in an industrial region.

The main goal was to study the traditions and trends of providing socio-psychological, pedagogical and economic support to the above population with further development of the theoretical foundations of rehabilitation and social adaptation of children with disabilities in the industrial region and framework justification of socio-pedagogical support program. social and pedagogical realities of one of the industrial regions of Ukraine. It is proved that the basis of the regional model of social and pedagogical support of children with disabilities is always the appropriate state model, as well as the general guidelines and traditions of its implementation adopted in this region. Such guidelines for the Donetsk industrial region are: understanding the problems of children with disabilities not as medical and pedagogical, but as socio-pedagogical; an integrated approach to the use and integration of great opportunities of the industrial region (strong socio-economic and pedagogical potentials and opportunities of all subjects of socio-pedagogical support of children with disabilities); targeted, comprehensive nature of socio-pedagogical support. The mechanism of implementation of the regional program of social and pedagogical support of children with disabilities in an industrial region has been modeled. Its structure includes sectors and areas of activity, the level of implementation (regional, city (district), educational institution), and its implementation consists in systematic activities for the implementation of socio-pedagogical diagnostics of the child and youth environment, identification of the goal and priority areas of activity at the regional level and development of strategic and tactical measures for the practical implementation of the regional action program.

Keywords: *social adaptation, subjectivity, educational needs, regional model, children's problems, complex approach.*

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Introduction

In the context of building a Ukrainian democratic society, the idea that solving the problem of rehabilitation and social adaptation of children with disabilities is the concern not only of teachers but also of the whole public is widely supported. Children with disabilities should not be isolated from society, but, on the contrary, live, study and be educated at home, in open educational institutions, actively communicate with their peers, family members, receive all possible help and support from the public, businesses, institutions, organizations, etc. However, the Law on Inclusion has not yet been adopted in Ukraine, so roughly most of these issues remain open. Children with disabilities have a problem of special educational needs, which in world pedagogical science and practice are defined as persistent difficulties of the child that appear in the educational process due to inconsistencies in the pace of learning, learning conditions of individual typological properties of the child. This complicates the rehabilitation and social adaptation of children with disabilities, so there is a need for wider socio-pedagogical support.

Scientific work of the 2000s on the support and adaptation of people living in the industrial sector analyzes the psychosocial aspects of health care, risks and prevention of workers. The selected contingent is selected according to gender, age or valeological criteria; duration and harmfulness of staying in enterprises, etc. (Väänänen et al., 2003). Instead, there is a lack of research examining the psychosocial support of people with disabilities who are involved in or living in the industrial sector (meaning industrial areas of cities or living directly in an industrial complex). The study of the psychosocial and valeological status of children and adolescents with special needs seems to be especially relevant, as such a group is focused on acquiring basic production professions and plans to work in the future. The latter fact can complicate their adaptation and support and requires the expansion of models for providing such support.

In addition, the study area does not cover a specific industrial location, but the entire economic industrial region, which determines not just individual conditions, but the lifestyle of its inhabitants as a whole. The Donetsk industrial region actually coincides with the administrative, which determines the relevant socio-economic policy.

Thus, the study of the process of socio-pedagogical support for children with disabilities was conducted in conditions that are typical for regions of this level. Therefore, the theoretical basis that underlies the appeal to the peculiarities of the industrial region, was chosen environmental

approach, which in social pedagogy becomes decisive in addressing issues related to the influence of society on the nature of pedagogical processes. The introduction of the environment as an active component of the process of pedagogical support for children with disabilities objectively creates theoretical prerequisites for streamlining all elements of this process, which in general has a positive effect on its results

The purpose of the study is to develop theoretical foundations of socio-pedagogical support for the process of rehabilitation and social adaptation of children with disabilities in the industrial region and substantiation of the socio-pedagogical model of support taking into account the specifics of Ukrainian economic, social and pedagogical realities.

Methods of data collection for analysis were documentary and sociological study of social policy, culture, traditions and legal aspects of the organization of support for people with disabilities in the Donetsk region (Ukraine).

Scientific discourse on the problems of social and psychological support of people with disabilities in the industrial sector

Most current research on social support issues in a well-defined environment does not involve constant but acute interventions in the lives of people with disabilities on the scale of a particular type of manufacturing sector.

Thus, the study of social support at critical moments in the lives of people with special needs (spinal bifurcation, cerebral palsy, attention deficit, etc.), who also have impaired self-perception and full identification has shown that there are three most popular types of social and psychological support: a) instrumental; b) emotional; c) cognitive. All these types are aimed at forming self-efficacy, increasing self-esteem, affirmation of the subjective "Ego-concept" (King et al., 2006). The social aspect is to create a supportive environment that is open to adaptation. The industrial sector is characterized by a lack of attention and formalized attitude to people with special needs.

On the other hand, these types of urban environments are characterized by stigmatization. Especially from the low social domain of the population, adolescents and peers. Moreover, stigmatization also affects parents and guardians of children with special needs: "It has been established that stigma affects psychological health both through a reduction in the effectiveness of overcoming and through isolation; both are extremely harmful to parents of children with disabilities. The synergistic link between stigma, support and self-esteem and their relationship to depressive

symptoms suggests the importance of interventions to reduce and prevent stigma against people caring for people with disabilities” (Cantwell et al., 2015). Stigma is a significant barrier to the support available in an industrialized, low-attention environment. However, in densely populated industrial regions, it is quite easy to find people who are susceptible to stigma and to organize support groups based on the development of contacts and exchange of information about problems.

A separate problem of industrial regions and densely populated cities is the migration of children with special needs and their parents. For example, in Toronto, Canada, relevant information was collected through interviews from social service providers for families with disabilities. The main analysis and analysis of the domains of social support by the Gaussian method identified the need for the following types of support: a) structural; b) instrumental; c) emotional; d) support in perception (Khanlou et al., 2015). Employment, immigration, language or other social status is an obstacle to providing support according to standard algorithms and requires the transformation of access channels to social support.

For the phenomenon of the status of a child with special needs in the industrial region, comprehensive studies of the factors of family well-being and quality of life of the child seem to be especially valid. In an informationally, communicatively and man-made environment, "Social support should be built as a protective mechanism with basic and buffering effects that can affect family well-being, quality of parenting and resilience of children at many stages" (Armstrong et al., 2005). Currently, there are few conceptual developments that would synergistically link these factors, so it is necessary to develop models of social support with constant and variable components. It should be borne in mind: the specifics of the region - the least flexible factor.

The industrial urban environment produces more and more innovations and unusual situations that are difficult to plan and predict. In this regard, "The ability to develop effective educational and social standards and measures to support human progress is outdated. Together, these new changes support a global transformation that is already affecting the way we interact, work and identify with society" (Basham et al., 2020). The 21st century is defined as the "fourth industrial revolution", which can not only have a destructive effect on people with special needs, but will also completely determine all aspects of their existence. Therefore, there are ongoing discussions at the level of governments and non-governmental organizations on the education and professional careers of people with disabilities in industrial society.

In industrial areas, the key social support for young people with disabilities is to provide them with professional or paraprofessional employment. However, this problem has two sides: supply and demand. A study of employers' demand for workers with special needs in Korea identified the following optimization prospects: "improve the work skills of people with disabilities, reduce employers' fear of industrial injuries among people with disabilities, reduce taxes and social security costs for companies that employ people with disabilities; create space in the workplace, regulate employment quotas for people with disabilities by occupation, offering information to companies about people with disabilities looking for work, and enforce quota systems more rigorously" (Kang, 2013). To a large extent, such same tasks are faced by the Ukrainian society as well.

The residence of people with disabilities in the industrial region is primarily related to the implementation of social support and transfer programs aimed at people with disabilities of working age. In the United States, the Netherlands, Sweden, and Germany, the economic well-being of people with disabilities is considered a time-dependent measure (Bound & Burkhauser, 1999). The time factor affects not only the potential capacity for work and ability to adapt, as well as opportunities for support in insurance, labor supply, age, private and social behavior, and so on. These aspects in childhood are just beginning to materialize, so it is crucial to plan the personal intentions of a child with disabilities, its testing for professional suitability and forecasting an individual social support program. In parallel with the framework (satisfactory in this area) and inclusion laws, there are obstacles: "historical heritage, dependence on social policy, preservation of identity and freedom of the social partners, literal approach to EU policy and limited role of civil society organizations" (Foster et al., 2020). The way out of the situation is the implementation of alternative approaches to employment of people with disabilities and the elderly. Currently, such projects are actively discussed, especially in Central and Eastern Europe, where this dissonance is most noticeable.

Some studies on socio-pedagogical and psychological support for people with disabilities are relevant for people of all ages and can be the subject of correctional pedagogy, adult pedagogy and gerontopedagogy. For example, Hsu & Tung (2010) investigated the synergy of external and internal resources in supporting people with disabilities in Taiwan and concluded that the effect of mobilizing internal and external resources depends on difficulties in adapting to disability. In fact, social support proved to be most successful when it was directed not at overcoming the consequences of disability, but at its psychological personal acceptance. On

the other hand, the feeling of subjective psychological well-being and the presence of self-regulation have helped to reduce the destructive effects of the oversaturated industrialized and urbanized environment.

Despite the fact that the problem of socio-pedagogical support for children with disabilities is relatively new to Ukraine, currently in monographs, dissertations and other scientific papers covered theoretical concepts, classifications, identified the main groups of children who need special conditions in the process their rehabilitation and social adaptation (Bech, 2003; Kashchenko, 1994; Vlasova & Pevzner, 1973). The content and features of education, preparation for life of children with disabilities, are sufficiently covered in the Ukrainian scientific discourse (Bilous, 2000; Dmytriyeva, 2002; Kovshova, 1997; Lipa, 2000; Zolotoverkh, 2001); organization of social and pedagogical work with children and youth with disabilities (Lyashenko, 2004; Molchan, 2003); the problem of pedagogical support as a component of the humanistic theory of education within the interdisciplinary approach (Asmolov, 2002; Volkova, 1998) technologies of social and pedagogical work with different categories of clients (Kapska et al., 2001; Mishchuk, 1997; Zvyeryeva, 1999).

However, the analysis of the above research shows that on the one hand, the phenomenon of supporting children with disabilities has a broad theoretical coverage, on the other hand, it bypasses the narrow geographically and economically determined aspects.

Subjectivity and culture as a basis of social and pedagogical support in the industrial region

For the full formation of a child with disabilities in an industrial society is not enough to provide only the function of adaptation. No less important is the formation of it ability to change itself together in a dynamic environment, and become an active subject of self-change.

First, let's summarize the choice of subjectivity as the main personal education of a child with disabilities. First, in modern science, subjectivity is defined as the core of human culture, and secondly, in philosophy, the subject is an active person who has consciousness and will, resists the challenges of the external; thirdly, the growth of the child's subjectivity in the pedagogical process is increasingly recognized as its main educational factor; fourth, only object orientation forms a unique individuality with specific demands and ways of social self-realization. Children with disabilities living in the industrial sector (or region) need to develop the following skills: creating an individual lifestyle; selection of the optimal mode of intellectual, emotional, physical activity; ability to adequately respond to disagreements

and luck; determination of an acceptable type of work and forms of leisure; formation of a caring attitude towards people. From the standpoint of social pedagogy, the goal of their life should not be an artificially created program, but the process of living in specific limited conditions.

We single out the following general features of the subjectivity of children with disabilities:

1) the child's ability to go beyond reproductive thinking and activities with the desire to creatively reproduce the acquired knowledge, taking into account their own objective capabilities;

2) a high level of mastery of the basics of various activities, including those related to the provision of their specific needs;

3) conscious and friendly perception of pedagogical support as the most important factor of personal development:

4) developed sense of self-worth, self-importance for parents, team, adequate awareness of their role in the family and team;

5) the ability to independently adjust their own behavior, the ability to manage mood, emotions, adequately, adjusted for objective reasons, to evaluate the results of their own activities;

6) the ability to quickly make adjustments to their own plans depending on health status and other objective factors;

7) the ability to reflect on their own actions, results of activities and communication, to make positive adjustments in relations with others;

8) awareness of the uniqueness and originality of one's personality and one's life as the highest value, regardless of illness and state of health;

9) the focus of activities and communication on the inclusion of mechanisms of self-education, self-control, self-realization in specific specific conditions;

10) the presence of positive dynamics of subjectivity depending on age.

These features together characterize the achievement of children with disabilities of a particular level of life competence.

The study of the process of socio-pedagogical support for children with disabilities was conducted in the Donetsk industrial region, which is typical for regions of this level. The theoretical basis, which underlies the appeal to the peculiarities of the industrial region, was chosen the approach of the environment, which in social pedagogy becomes decisive in considering issues related to the influence of society on the nature of pedagogical processes. The introduction of the environment as an active component of the process of pedagogical support for children with

disabilities objectively creates theoretical prerequisites for streamlining all elements of this process, which in general has a positive effect on its results.

As for the formation of subjectivity in the industrial region, it is necessary to take into account its socio-cultural and psychological factors that affect the formation of all its inhabitants. Thus, it is believed that the industrial region is a generator and translator of urban culture, which in one way or another affects all residents of the region, regardless of specific place of residence and social status. According to A. Mudryk (2000), industrial regions are characterized by: a) the advantage in the process of communication of anonymous, business, short-term, partial contacts; b) the small importance of territorial communities of residents; c) high subjective and emotional significance of the family for its members against the background of intensive extra-family communication; d) diversity of lifestyles, cultural stereotypes, value orientations; d) instability of the social status of the city resident; e) weak social control of human behavior and a significant role of self-control.

These features of the industrial region determine the specifics and capabilities of local governments, influence the implementation of social policy for children with disabilities. In addition, these bodies form a special historical, cultural and ethno-national environment. Thus, the Donetsk region is characterized by the following features:

- 1) increasing independence in the reproduction and development of educational potential and historical and cultural traditions. It is at the regional level that the specifics of the content of education and upbringing, the direction of professional training, the development and implementation of regional social and educational programs, including for children with mental and physical disabilities;

- 2) complicating the conditions for obtaining education, advanced training outside the region for all categories of young people, and especially for children with disabilities. In the region there is an opportunity to find internal reserves for target social and pedagogical support of children of this category;

- 3) creation of objective opportunities at the regional level for "immersion" of young people of this category in the history, traditions, culture, socio-economic reality of the native land. Children with disabilities adapt more easily in the conditions of the "small homeland", with which the vast majority of them have expectations of professional development and personal life plans, especially since in the Donetsk industrial region they have a wider opportunity than in other regions, especially in rural areas;

4) the presence in the Donetsk region of long-standing traditions of humane solutions to the problems of children with disabilities, as well as the problems of those who received injuries or disabilities at work. In addition, care for people in this category is reduced to the rank of regional policy of Donetsk region;

5) formation in recent years of a regionally oriented system of general and special education for children with disabilities. The functioning of such a system is based on long-term development programs of the region, which take into account socio-economic and demographic trends in the near future; 6) affirmation in the region of the desire of the general public to attract local and private funds and resources to ensure full education, upbringing, treatment and correction of children with disabilities. This is due to the lack of budget funding, as well as the growing civic awareness of the region's elite.

Thus, both the specifics of the subjectivity of the individual, which is formed in the industrial region, and cultural and administrative traditions are determinants of creating a model of socio-pedagogical support for children with disabilities.

The only aspects of a subject-oriented program to support children with disabilities in the industrial region

The most important research task was to create a model of socio-pedagogical support for children with disabilities. It was found that regional models of socio-pedagogical support for children with disabilities are characterized by certain transformations depending on the specifics of the region. In specific cases (for example, in an industrial region) they require adaptation to specific socio-economic and pedagogical conditions, i.e. constant clarification of the tasks of the regional model of socio-pedagogical support for children with mental and physical disabilities, its directions, forms and methods of work.

The main objectives of the regional model of socio-pedagogical support for children with disabilities in the industrial region were as follows: a) study of children with mental and physical disabilities as a basis for developing and implementing a regional model of socio-pedagogical support; b) real guarantee on the ground of state legislation and regional targeted programs for the rehabilitation and social adaptation of children with disabilities, creating the necessary conditions for the development and social adaptation of such children directly at the place of residence; c) assistance to children with disabilities in the realization and self-realization of their creative abilities and initiatives, targeting and effectiveness of socio-

pedagogical support; d) the provision of the region to every child with disabilities of socio-economic and pedagogical services in all spheres of life. Relocation of centers and educational institutions providing social and pedagogical support directly to the place of residence or education of children with mental and physical disabilities; d) use of modern technologies of treatment, education, upbringing, rehabilitation and social adaptation of children with disabilities; e) coordination of national, regional and personal interests during the implementation of the regional model of socio-pedagogical support for children with disabilities; f) ensuring the implementation of the regional model of social and pedagogical support for children with disabilities through effective training, creation of the necessary executive and management structures, development of the infrastructure of special educational institutions.

Program and mechanism of realization of social and pedagogical support of children with disabilities in the industrial region

The basis for the development of a regional comprehensive program to support children with disabilities were the results of the analysis of social services in the Donetsk industrial region.

The analysis confirmed that the current system of rehabilitation and social adaptation of children with disabilities does not meet the requirements of the time and the achievements of modern science. Namely: actions of all subjects of social and pedagogical support of children with disabilities are not integral and systemic, the authorities do not perform the function of the central link of the system, as a result of which it is not possible to use the opportunities of the industrial region in full; solving the problems of children with disabilities is carried out on the basis of medical and pedagogical approach, not socio-pedagogical; material and financial support is extremely limited and does not meet world standards, requirements of time and science; extra-budgetary financing, sponsorship, charity of individuals and legal entities are unable to provide all material and financial needs; the existing passivity of the medical and pedagogical community in finding new approaches to solving the problems of children with disabilities; social and pedagogical workers are slowly mastering the technologies of rehabilitation and social adaptation of children with disabilities in secondary schools and families.

As a result of the analysis of scientific sources and application of the modeling approach by initial positions in development of aspects of the program stages are as follows:

a) the program should be based on a set of properties and features characteristic of systems of this type;

b) the program should be clearly focused on the active inclusion of children with disabilities in the world of socially useful practice as the main means of mental development and the formation of the personality of each person with disabilities;

c) the process of socio-pedagogical support for children with mental and physical disabilities should be based on personality analyzers that function normally;

d) social and pedagogical support should be aimed at providing the necessary sanitary and hygienic conditions in the places of life of children with disabilities;

e) support should ensure the formation of children with disabilities psychological attitude to the importance of each of them as a unique individual for people and society as a whole.

Based on these positions, the structural components of the regional program and its psychological and pedagogical support were substantiated.

The first component is a description of the initial and predicted state of socio-pedagogical support for children with disabilities.

The second is related to the programming of the system of socio-pedagogical tasks for the formation of such children 's psychological and practical readiness for active life and self - realization as individuals.

The third is the development of a mechanism for implementing the planned tasks, taking into account the opportunities available in the industrial region and its features.

The last, fourth, component of the program presents a description of the means of socio-pedagogical control over the level of socio-pedagogical support for children with disabilities.

The program of social and pedagogical support of children with disabilities is a normative model of joint activities of the subjects of socio-pedagogical process, the essence of which is reduced to a single vector - the development of subjective qualities in children with disabilities.

The system of social and pedagogical support allows to solve the following issues: prevention of psychophysical development disorders; psychological, medical and pedagogical rehabilitation of children with disabilities; providing organizational and methodological assistance to public organizations and associations of families with special needs.

The social profile of the regional program of social and pedagogical support of children with disabilities contains five main sections: general information about the child; social characteristics of the family; history of

psychophysical development of the child; research of the child's self-esteem; observation of the influence of the environment on the child's development. The basis of the regional program of social and pedagogical support for children with disabilities is the idea of targeted and comprehensive social and pedagogical assistance to each child with mental and physical disabilities. This is achieved by focusing on the use not of separate measures and means, but of their integral complex with access to a specific child.

The main goal of the program is social and legal protection of children with disabilities, formation of life competence by creating various optimal conditions at school, city (district), regional levels, which guarantee the implementation of individual development programs, rehabilitation and social adaptation of each child with mental and physical disabilities. Based on the following understanding of the technological structure of socio-pedagogical support, we have identified three of its main functions that can be implemented in practice during the application of the program:

- compensatory, which we consider as the child's ability to compensate for their objectively limited capabilities with the help of pedagogical support that can include the body's internal reserves or provide additional social opportunities;

- adaptive, which allows a child with disabilities to successfully adapt to the realities of social reality, which are changing rapidly;

- developmental, aimed at the fact that, despite the objective limitation of the child's abilities, its meaningful life principle remains unchanged - the development of their subjective qualities and the continuous enrichment of the creative potential of their personality.

The regional program of social and pedagogical support of children with disabilities is based on the idea of targeted orientation and complexity of social and pedagogical assistance to each child with mental and physical disabilities.

The main tasks in accordance with the goals and essential characteristics of the program were defined as follows: providing targeted medical, financial, material assistance to children with mental and physical disabilities; creation of appropriate conditions for the maintenance, education, upbringing and full development of children with disabilities in general and special educational institutions and at home; providing comprehensive support and assistance of informational, socio-legal, psychological and pedagogical nature to children with mental and physical disabilities and their parents; development of creative abilities of children and teenagers with limited physical and mental abilities, organization of their treatment and rehabilitation; promoting the employment of children with

disabilities, creating an extensive regional system of vocational training and higher education for children in this category; creation of appropriate information banks for children with disabilities and the conditions in which they are; organization of effective work of psychological, medical and pedagogical consultations for timely examination of relevant categories of children, providing them and their parents with professional consultations.

Particular attention was paid to the development of mechanisms for implementing the program of social and pedagogical support for children with disabilities. For this purpose, the parameters of resource support were proposed, the main of which are defined as follows: regulatory, informational, conceptual, methodological, material, psychological, staffing.

The components of the mechanism of development and practical implementation of the regional program of social and pedagogical support of children with disabilities should be: standing commissions for children with disabilities in representative authorities (regional, city, district, town, village); management (committees, departments) in executive bodies; special service for children and youth with disabilities (state or public); branches of all-Ukrainian institutions, establishments for studying the problems of children and youth with disabilities and training of social and special workers; funds (or their branches) to promote the implementation of socio-pedagogical support for children and youth with disabilities.

Thus, under the socio-pedagogical program of support for children with disabilities in the industrial region, we understood the system of legal documents and materials, organizational and practical actions of all subjects of social and pedagogical support to be taken for children with disabilities in the process of their development, rehabilitation, social adaptation adequate to the type, type and levels of developmental disabilities of children in this category. We believed that the content of socio-pedagogical support for children with disabilities, on the one hand, is an important condition for their self-development and self-realization, as it reflects the current and future needs of the individual, the region, Ukraine; on the other - a tool for the realization of personal needs of a child with disabilities and its development, treatment, education, upbringing, and rehabilitation and social adaptation. We have identified three criteria for determining the effective content of socio-pedagogical support for children with disabilities (volume, depth, complexity), as well as four levels of their implementation (basic, modified, partial-system, system-creative).

Forms of socio-pedagogical support for children with disabilities we consider as a purposeful, clearly organized, meaningful and organizationally-methodically provided system of interaction and communication, on the one

hand, the subjects of socio-pedagogical support, and on the other - a sick child as equal sub of socio-pedagogical process. We distinguish three groups of forms:

- * traditional-planned (social aspect of support: benefits, surcharges, subsidies, standards of material and financial costs provided by the state; pedagogical aspect of support: traditional general pedagogical forms and traditional forms of special support);

- * unscheduled (social aspect of support: actions in favor of sick children to certain dates or events, support of charitable and sponsorship activities of legal entities or individuals; pedagogical aspect of support: forms at the initiative of social or pedagogical workers in extracurricular and extracurricular activities);

- * special (social aspect of support: creation by subjects of social and pedagogical support of target programs or carrying out of target actions which essentially activate the help and attention to sick children from the state, society, public; pedagogical aspect of support: development and realization of personality-oriented programs and systemic actions with the involvement of modern pedagogical technologies and methods).

Conditions for the effective functioning of the regional system of social and pedagogical support for children with disabilities in the industrial region

The conducted research work allowed to establish that the innovative strategy and tactics of construction and functioning of the regional system of social and pedagogical support of children with disabilities provides a specific organization of management of this system, based on scientific and theoretical foundation.

The decisive factor in the management of the regional system of socio-pedagogical support for children with disabilities is its innovative organization, which is based on the personal position of specialists (employee, administrator, practical social educator) in relation to a child with developmental disabilities as a subject of socio-pedagogical activities. This position consists, first of all, in the superiority of the status of the assistant of formation and development of the child's personality, who respects this personality, regardless of the possibility of joining knowledge, the degree of its understanding or misunderstanding, over the status of the bearer of social experience.

The organization of management of the system of social and pedagogical support of children with disabilities should include diagnosis of the subject, planning and decision-making, monitoring and coordination of

activities, logistical and methodological support of social and pedagogical activities, selection and training. It is necessary to correlate the organization of socio-pedagogical activities in the field of social institutions of correctional and compensatory orientation with the social structure of society, the system of public administration and a particular society (region).

The scientific and theoretical basis for managing the regional system of socio-pedagogical support for children with disabilities are the ideas of socio-pedagogical design, the purpose of which is to organize the process of actualizing self-development of the child and which initiates changes in the social environment. At the same time, the legality and validity of socio-pedagogical design is ensured by compliance with the principles of an integrated approach, system approach, continuity, additionality, optimality, unity of activity and relations, nonlinear development.

Practical support for the effective functioning of the regional system of socio-pedagogical support for children with disabilities based on program-targeted approach to its management as a set of consistent influences on planning, organization, management and control to achieve optimal innovation, creative management was provided at the level planning - a planning strategy from operational, working to a centuries-old comprehensive program approved by regional authorities; creation of a scientific and methodological center that substantiates the strategy and tactics of management. At the level of the organization - the creation of councils for socio-pedagogical support of children with disabilities, which provide flexibility, mobility and purposeful management in the region, city, district. At the management level - ensuring the optimal mode of functioning of the system of socio-pedagogical support through the use of three types of leadership (open, cyclical, mixed) based on trust and independence. At the level of control - providing methodological assistance, identifying trends, corrections of work plans.

The study showed that one of the crucial conditions for the implementation of the regional program of socio-pedagogical support for children with disabilities is a high level of professional training of social educators and social workers. It was substantiated that the personal and professional development of social educators and social workers involves the allocation of its three system-forming components - regulatory, stabilizing and transforming. Each of these components is represented by defined criteria, which are integrative characteristics of the individual, which include indicators of professionalism of activity A and professionalism of the personality of the social educator and social worker.

Integral criteria of personal and professional development, which characterize the professionalism of the individual, are professional identity and professionally important personal traits, and integral criteria, which characterize the professionalism of activity, are professional competence and individual creative style of professional activity.

The central chain of targeted retraining of specialists we have defined a conceptual combined model of formation of special professional competence, the purpose of which was to improve the organization of content and learning technologies. The meaningfully developed model is an organic unity and interaction of three components: socio-cultural, subject and professional-subjective. The first takes into account the influence of socio-cultural environment, the second concerns the definition of professional and ethical component of the content of preparation for socio-pedagogical support, the third is related to the latent nature of special competence, which is explained by individual psychological characteristics.

The system parameters of the model (socio-cultural, subject, professional-subjective) are realized through the subsystem by direct and indirect influence on the personality of specialists. We have identified the following components of the subsystem components of direct influence: fundamental forms of continuing postgraduate education (retraining, advanced training, internships) and operational forms of continuing postgraduate education (permanent seminars, creative circles, schools of excellence, instructional meetings, one-time seminars, one-time seminars impact: the creation of a single educational space in the city (district).

The study identified and developed seven modules of professional retraining in accordance with the list of basic functions that provide full socio-pedagogical support for children with disabilities: rehabilitation and educational, communicative, didactic-rehabilitation, psycho-didactic, cultural and educational psychotherapeutic and linguistic. The content of these modules was determined in accordance with the system components of special competence (socio-cultural, subject, professional and subjective), as well as structural components of special competence (substantive, personal, operational and procedural). The study revealed significant features of professional activity of specialists in working with children with disabilities, which is due to the presence of burnout as a complex psychophysiological phenomenon, defined as emotional, mental and physical exhaustion due to professional emotional stress associated with the specifics of work.

Conclusions

The study presents a theoretical generalization and scientific solution of a set of problematic issues of socio-pedagogical support for children with disabilities in the industrial region, taking into account the existing socio-economic conditions.

It is substantiated that the main result of organized socio-pedagogical support for children with disabilities should be the formation of the subjectivity of the child's personality, as objective reasons from childhood force them to rely more on their own experience and strength, forming a sub object of his life and activity.

It is established that the industrial region is a powerful factor in the socialization of the child, which determines the specifics and capabilities of local governments in the implementation of social policy

Among the important features of the industrial region that directly affect the processes of socio-pedagogical support for children with disabilities were identified the following: a) socio-pedagogical support for children with disabilities is a complex and multifaceted pedagogical phenomenon, the scientific and theoretical basis of which is the pedagogy of freedom as a theory and practice of professionals focused on the development of children's freedom, support in spiritual self-construction and construction of the inner world; b) socio-pedagogical support for children with disabilities provides, first, individual-oriented assistance to children in the implementation of basic basic needs; secondly, the creation of conditions for the most free realization of the physical, intellectual, emotional abilities and capabilities given by nature, characteristic of this individual; thirdly, support in creative self-realization, in the development of the ability to vital self-determination; c) availability of a developed information space and a more saturated socio-cultural environment. The main purpose of the regional model of socio-pedagogical support is to provide favorable socio-pedagogical conditions for development and self-realization on an individual trajectory.

The basis of the regional model of socio-pedagogical support for children with disabilities is always the appropriate state model, as well as the general guidelines and traditions of its implementation adopted in the region. Such guidelines (directions) for the industrial region are: understanding the problems of children with disabilities not as medical and pedagogical, but as socio-pedagogical ("the whole world" - on the principle of Ukrainian folk pedagogy); integrated approach to the use and integration of great

opportunities of the industrial region (strong socio-economic and pedagogical potentials and opportunities of all subjects of social and pedagogical support of children with disabilities); targeted, comprehensive nature of socio-pedagogical support.

Areas were implemented in six sectors (education, health promotion and rehabilitation, realization of economic interests, realization of spiritual interests, provision of cultural needs and meaningful leisure, promotion of public and political activity) at three levels: regional, city, educational institution. The main purpose of the regional model of socio-pedagogical support is to "reach every sick child" and provide favorable socio-pedagogical conditions for development and self-realization on an individual trajectory.

Based on the regional model of socio-pedagogical support for children with disabilities, an appropriate regional program was developed, the essence of which is maximum differentiation and individualization of work on rehabilitation and social adaptation of sick children and socio-pedagogical situations in which they find themselves. The main goal of the program is social and legal protection of children with disabilities, preparing them for independent living by creating a variety of optimal, favorable conditions for educational institutions, city (district), regional levels, which guarantee the implementation of individual development, rehabilitation and social programs adaptation of each child with psychophysical disabilities.

The main structural components of the regional program: a description of the initial and projected state of socio-pedagogical support for children with disabilities; programming a system of socio-pedagogical tasks for the formation of children with disabilities of psychological and practical readiness for active life and self-realization as individuals; development of the mechanism of realization of the planned tasks taking into account the opportunities existing in the industrial region and its features; description of means of social and pedagogical control over the state of increasing the level of social and pedagogical support for children with disabilities.

The strategy of forming the content and forms of social and pedagogical support for children with disabilities is substantiated, which was based on the idea of personality-oriented orientation, and its essence was to enhance the development, self-realization and self-improvement of children in this category. The choice and use of content and forms of socio-pedagogical support for children with disabilities was based on three complementary approaches: integration and optimization of its social and pedagogical aspects, internal and external factors, and the level strategy of its use taking into account the existing level of developmental disabilities.

Socio-pedagogical support needs a content that would ensure not only the active work of all actors, but also the self-development and self-realization of children with disabilities.

The mechanism of implementation of the regional program of social and pedagogical support of children with disabilities in the industrial region developed during the research consists of the following set of actions: implementation of social and pedagogical diagnostics of children and youth in general and children with disabilities in particular, identification of goals and priorities of regional level ; development of strategic and tactical measures for the practical implementation of the regional action program. The mechanism of implementation of regional social and pedagogical support for children with disabilities took into account: its structure: sectors and activities, levels of implementation (regional, city (district), educational institution).

The effective functioning of the developed regional system of social and pedagogical support for children with disabilities provided a program-targeted approach to its management, as a set of consistent influences on planning, organization, management and control in order to achieve optimal mode of operation. The leading means of creating a program-targeted approach to the organization of socio-pedagogical support for children with disabilities in the industrial region were: comprehensive planning of all areas of work; specification of tasks, content, forms and methods; personality-oriented and systemic approaches; integration of efforts of regional - city (district) - educational institution of levels. Program-targeted approach to the organization of socio-pedagogical support for children with disabilities involves the development of management decisions based on democracy; orientation of realization of all set of innovations on result, instead of on process; the choice of the anticipatory nature of managerial influence. Orderliness, scientific validity, active nature of the regional level of the regional system of social and pedagogical support of children with disabilities contributed to the intensification of relevant activities at the level of cities (districts) and special educational institutions.

The central chain of targeted training of specialists in the implementation of socio-pedagogical support for children with disabilities should be the formation of special professional competence, which is the result of three system components (socio-cultural, subject and professional-subjective), each of which is considered a set of psychological and pedagogical conditions , providing educational and cognitive and communicative activities of specialists in the interaction of three interdependent components -content, personal and operational-procedural.

Specialists will be trained according to a modular system (7 modules - rehabilitation-educational, communicative, didactic-rehabilitation, psychodidactic, cultural-educational, psychotechnical and linguistic) and by groups of specialists, which are divided by such indicators as place of work, option of interaction with sick children, type of basic vocational education and approximate percentage of the total. Forms of special ethical competence training are defined as fundamental (retraining, specialization, advanced training, internship), operational (systemic and non-systemic (one-time) activities), as well as self-education and self-education.

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