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UDZIELANIE WSPARCIA SPOŁECZNO-PEDAGOGICZNEGO DZIECIOM OSIEROCONYM W RODZINIE ZASTĘPCZEJ

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Adnotacja: Autor zwrócił uwagę na znaczenie przygotowania się dzieci osieroconych do życia w rodzinie zastępczej. Wskazano, że program opieki nad dziećmi osieroconymi może działać jako model kompleksowego wsparcia społeczno-pedagogicznego dla dzieci osieroconych. Wskazane są zadania, na których rozwiązanie powinien być ukierunkowany program. Określono listę podmiotów wsparcia pedagogicznego socjalizacji dzieci osieroconych w warunkach rodziny zastępczej. Wskazano ważną rolę przyciągania dzieci osieroconych do zróżnicowanej interakcji interpersonalnej z różnymi instytucjami społecznymi. Przedstawiono merytoryczne wypełnienie teoretycznego modelu technologii wsparcia pedagogicznego dzieci osieroconych w warunkach rodziny zastępczej przez pryzmat takich czynników jak: warunki, zasady, uczestnicy, formy realizacji, metody. Koncentruje się na modelu wsparcia psychologiczno-pedagogicznego przygotowania dzieci osieroconych do przeniesienia do rodziny, w ramach którego wyznaczono kierunki działań, działania, formy pracy, metody, techniki i osoby odpowiedzialne za każdy konkretny kierunek. Zaznaczono cechy wsparcia społeczno-pedagogicznego oraz mezo- i mikro-poziomów. Rozważono społeczno-pedagogiczny kierunek działania w kontekście współdziałania rodziny zastępczej z siecią instytucji wychowania społecznego. Omówiono kluczową zasadę programu oraz znaczenie roli kuratorów i korepetytorów. Wskazane są priorytetowe kierunki i zarysowane są cechy interakcji kuratora i dziecka osieroconego. Wskazano, że w celu realizacji pełnego wsparcia społeczno-pedagogicznego dzieci osieroconych konieczne jest połączenie indywidualnych i grupowych form pracy, takich jak: zajęcia korekcyjne, praca w grupach komunikacyjnych i grupach metodycznych, działania mające na celu zwiększenie kompetencji pedagogicznych rodziców zastępczych. Należy zauważyć, że możliwość interakcji pracowników socjalnych z przyszłymi rodzicami zastępczymi znacznie zwiększa poziom wydajności pracy z rodziną zastępczą.

Słowa kluczowe: wsparcie społeczne, modelowanie, socjalizacja, pracownik socjalny, adaptacja.

PROVISION OF SOCIAL AND PEDAGOGICAL SUPPORT FOR ORPHAN CHILDREN IN A FOSTER FAMILY

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Abstract. The author notes the importance of preparation of orphans for living in a foster family. It is noted that the program of support for orphans can serve as a model of comprehensive socio-pedagogical support for orphans. The tasks on which the program should be focused are specified. The list of subjects of pedagogical support of socialization of orphans in the conditions of a foster family is defined. The important role of involving orphans in various interpersonal interactions with various social institutions is noted. The content of the theoretical model of the technology of pedagogical support of orphans in the foster family through the prism of such factors as conditions, principles, participants, forms of implementation, methods, is presented. Emphasis is placed on the model of psychological and pedagogical support for the preparation of orphans for transfer to the family, which outlines the activities, actions, forms of work, methods, techniques and people, responsible for each specific area. Features of social and pedagogical support and meso- and micro-levels are noted. The socio-pedagogical direction of activity in the context of interaction of the foster family with the network of institutions of social education is considered. The key principle of the program and the importance of the role of curators and tutors are considered. The priority directions and features of interaction of the curator and the orphan are outlined. It is indicated that for the implementation of full socio-pedagogical support for orphans it is necessary to combine individual and group forms of work, such as correctional classes, work in communication groups and methodological groups, measures to improve the pedagogical competence of foster parents. It is emphasized that the possibility of interaction of social workers with future foster parents significantly increases the level of efficiency of work with the foster family.

Key words: social support, modeling, socialization, social worker, adaptation.

НАДАННЯ СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ ДІТЯМ-СИРОТАМ У ПРИЙОМНІЙ СІМ'Ї

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Анотація. Автором відзначено важливість підготовки до проживання в умовах прийомної сім'ї дітей-сиріт. Зазначено, що програма супроводу дітей-сиріт може виступати моделлю комплексної соціально-педагогічної підтримки дітей-сиріт. Вказані завдання, на рішення яких повинна бути орієнтована програма. Визначено перелік суб'єктів педагогічної підтримки соціалізації дітей-сиріт в умовах прийомної сім'ї. Зазначено важливу роль залучення дітей-сиріт до різноманітної міжособистісної взаємодії з різними соціальними інститутами. Представлено змістовне наповнення теоретичної моделі технології педагогічної підтримки дітей-сиріт в умовах прийомної сім'ї через призму таких факторів, як: умови, принципи, учасники, форми реалізації, методи. Акцентовано увагу на моделі психолого-педагогічної підтримки підготовки дітей-сиріт до передачі в сім'ю, в межах якої окреслено напрямки діяльності, заходи, форми роботи, методи, техніки та відповідальні за кожен конкретний напрямок. Зазначено особливості соціально-педагогічної підтримки та мезо- та мікрорівнях. Розглянуто соціально-педагогічний напрям діяльності в контексті взаємодії прийомної сім'ї з мережею інституцій соціального виховання. Розглянуто ключовий принцип програми та важливість ролі кураторів і тьюторів. Зазначено пріоритетні напрямки та окреслено особливості взаємодії куратора та дитини-сироти. Вказано, що для здійснення повноцінної соціально-педагогічної підтримки дітей-сиріт необхідним є поєднання індивідуальних та групових форм роботи, таких як: корекційні заняття, робота в групах спілкування і методичних групах, заходи з підвищення педагогічної компетентності прийомних батьків. Наголошено на тому, що можливість взаємодії соціальних працівників з майбутніми прийомними батьками значно підвищує рівень ефективності роботи з прийомною сім'єю.

Ключові слова: соціальна підтримка, моделювання, соціалізація, соціальний працівник, адаптація.

The relevance of the research problem. Socio-pedagogical support for orphans is aimed at preparing for living in a foster family, that is, the formation of children's willingness to overcome possible difficulties in solving emerging social problems, a responsible attitude to their lives and the acquisition of social and domestic skills necessary for living in conditions of foster family. The success of socialization and adaptation of orphans to new living conditions and successful solution of current problems depends on the quality of support provided. However, due to insufficient practical training of future social workers, this area of work is inefficient and requires the formation of additional professional knowledge and skills.

Analysis of recent research and publications. The works of the scholars, such as S.O. Bader, N.A. Litvinova, Yu.Yu. Sinitsyna, S.O. Kubitsky, N.M. Chernukha, H.A. Shepeleva, were used during the study of the identified problem. However, the existing publications do not fully cover all aspects of providing socio-pedagogical support to orphans in the foster families and so there is a need to form a comprehensive view.

The purpose of the research is to analyze the features of providing social and pedagogical support to orphans in a foster family.

Presenting main material. Preparation for living in a foster family solves the problem of overcoming the contradiction between the collective form of organization of life in a boarding school and the individual nature of life outside it (Шепелева, 2014).

The preparation of orphans for life in foster families is realized through the activities of the entire teaching staff of the orphanage. This activity is aimed at providing an individual and differentiated approach to solving the problems of children in orphanages.

The purpose of the preparation is to compensate for the consequences of the traumatic experience, which the child has had, and to create a positive image of the family.

The tasks of preparation of social and pedagogical support of orphans for life in foster families include:

1. To help become more sensitive to different situations, possible feelings and experiences of other people.
2. To create conditions for the development of greater self-confidence, confidence in the role of the adopted child.
3. To teach socio-psychological skills of interaction to expand the role repertoire.
4. To encourage to work together and to solve problems.
5. To develop the necessary socio-cultural, legal, valueological, permissive, legal orientations and skills.
6. To help get a better idea of the future family, its members, to correlate ideas and desires with reality.
7. To increase the level of socio-psychological adaptability in society.

The problem of socialization of orphans cannot be solved without education, acquisition of primary skills and abilities. Through the efforts of the teaching staff, classes are held aimed at the primary socialization of children (preparation for membership in society, family) and partially secondary socialization, namely, to support graduates.

Directions of social and pedagogical support of orphans at the stage of adoption include:

- study of the social situation of children, identification of the main problem points of readiness to live in a foster family, its strengths and resources;
- assistance in creating conditions for preparation for living in a foster family;
- promoting the formation of life plans and clear prospects for the future for the orphan child;

- reduction of anxiety, the formation of orphans' confidence in their own abilities and in the reality of their life plans;
- promoting the acquaintance of orphans with the information field of social adaptation;
- assistance in the preliminary decision of questions of social protection and material security of the orphan child;
- formation of a network of social support for orphans, with the inclusion of relatives and specialists of bodies and institutions involved in social and pedagogical support.

The process of forming interpersonal relationships in the family is long. It is not easy for children to learn how to show family feelings to family members and relatives. Relationships with classmates are built in a very special way. Sometimes children transferred to a foster family want to 'buy' the respect of classmates, and this leads to the occurrence of the theft. Foster parents also note the difficulties of adaptation of children in everyday life (Сініцина, 2011).

The success of social adaptation largely depends on the quality of the organization of social and pedagogical support for orphans at the stage of preparation for living in a foster family.

The model of support of orphans can serve as a model of complex social and pedagogical support of orphans.

The purpose of the program is to prepare orphans for living in a foster family.

The program aims to solve the following tasks:

- assessment of the readiness of orphans to live in a foster family, study of the social situation of the child, identification of the main problem points of readiness to live in a foster family, its strengths and resources;
- development of the route of adaptation of the orphan and formation of conditions for its realization;
- development of a support plan to prepare for living with a foster family;
- promoting the implementation of programs to prepare orphans for living in a foster family;
- development of a program of assisted living in a foster family.

The subjects of pedagogical support for the socialization of orphans in a foster family are the administration of the educational institution, the teaching staff, specialists from other educational and cultural institutions, orphans, the foster family. At the same time, it should be emphasized that orphans as subjects of the educational system of the foster family have certain features of social development, which is why pedagogical support for socialization of children in this category should take into account the specifics of their personality and focus on solving their socialization.

The model acts as a generalization and systematization of the components of pedagogical support for orphans in a foster family, which should reflect the essential characteristics of this process, its content and components aimed at achieving results; open new opportunities for its improvement. By modeling the pedagogical support of orphans in a foster family, we understand the systematization, structuring and interpretation of knowledge about this phenomenon, taking into account the leading aspect – the socialization of orphans in a foster family. The model is based on a hypothetical idea of the logic, structure, directions, and effectiveness of pedagogical support for the socialization of orphans in a foster family (Литвинова, 2018).

Specialists implement the following mechanism of socio-pedagogical support for the preparation of orphans for transfer to the family (table 1).

Table 1

Model of psychological and pedagogical support of preparation of orphans for transfer to the family

Directions of work	Measures, forms of work, methods, techniques	Responsible person
Comprehensive diagnosis and rehabilitation of the child	Diagnostic tools, questionnaires, testing	Educational psychologist, medical workers, social worker, parents
Work on the formation of the child's psychological readiness for placement in the family	Techniques for working with psychotrauma, techniques for a child experiencing grief and loss of family, loved ones (art therapy, sand therapy, etc.). Techniques of accepting one's own history, past and awareness of one's own present and future	Educational psychologist, social workers, parents
Work to motivate the child to live in a foster family	Creating a book of the child's life story, family album, etc. Using flowcharts to create tables "Key moments of human life"	Educational psychologist, social workers, parents
Work on the formation of an adequate perception of the image of the future family and the place of the child in it	Talks, meetings, reading literature, watching TV	Educational psychologist, social workers, parents
Work on the formation and development of self-care skills and the self-consistency of the child	Family lifestyle, family rules, educational programs on family education, practical classes with a handicraft teacher, practical classes with a form teacher, facilitator	Parents, handicraft teacher Form teacher, facilitator
Organization of joint work with the child and the foster family	Organizational meetings, temporary transfer of an orphan on weekends, holidays, vacations	Head of social service, educational psychologist, school social worker
Meeting of the inclusive resource center for choosing an educational program for studying	Formation of a complete package of documents, recommendations of specialists	Specialists of social service, members of the inclusive resource center, parents

In working with orphans, the school social worker must perform certain professional functions (Сініцина, 2011):

- advisory, which involves the implementation of advisory activities in order to inform, psychological and pedagogical support and solve pedagogical, social, legal problems of children in this category;
- socio-therapeutic that is aimed at timely overcoming of crisis situations and problems of this category of children;
- organizational and mediation, aimed at establishing links in the interests of children in this category between the educational institution, the immediate environment and others;
- preventive, which is based on the identification of conditions, psychological and pedagogical factors that cause deviations in behavior, norms of children's lives;
- security and protection that is aimed at the implementation of social and legal protection of children in this category.

For the successful process of socialization of orphans in a foster family, a necessary condition is its involvement in various interpersonal interactions with various social institutions. In the case of an orphan, this becomes possible if an open socio-pedagogical environment is created, which would combine the integrated socializing influences of different social institutions.

At the meso level, there is an interaction of different specialists within each foster family to provide support to orphans.

The micro level is manifested through the activities of a team of professionals with a group of children or each individual orphan. The interaction of the foster family with the network of social partners at all levels takes place within certain areas of activity of the school social worker as a key figure in the pedagogical support of socialization.

Socio-pedagogical direction of activity covers the interaction of the foster family with the network of institutions of social education as a leading factor in socialization. These include educational institutions (preschools, orphanages of various types, higher education institutions), institutions of additional education (art schools, houses of creativity, swimming pools), cultural institutions (puppet theaters, cinemas, circuses, philharmonics, museums) (Дитвинова, 2018).

Thus, the technology developed by us for pedagogical support of socialization of orphans in a foster family for better understanding and clarity can be presented schematically in the following form (table 2) (Бадер, 2011).

The interaction between the curator and the orphan is based on extra-family-personal communication. This form of communication plays an important role in the acquiring by the child the rules of behaviour in the social world, in understanding its laws and relationships. Satisfying the need of an orphan child in mutual understanding and empathy of an adult is the main function of extra-family-personal communication. This communication is aroused by personal motives.

An adult is no longer an abstract source of attention and friendliness for a child, but a specific person with certain qualities (marital status, age, profession, etc.). In addition, an adult is a competent judge who knows "what is good and what is bad" and a role model. Extra-family-personal communication is of great importance for the development of the child's personality. First, the child learns the rules and regulations of behavior and begins to consciously follow them in their actions and deeds. Second, through personal communication, children learn to see themselves from the outside, which is a necessary condition for conscious management of their behavior. Third, in personal communication, children learn to distinguish the roles of different adults: parent, doctor, teacher, etc., and accordingly build their relationships with them in different ways.

The principle of the program is the individualization of the preparation of orphans for living in a foster family, which is realized through the activities of curators and tutors.

Curator is a specialist who provides individual socio-pedagogical support to orphans in preparation for living in a foster family, as well as during social adaptation.

The curator does not create special learning situations. He acts in everyday life, teaches in specific life situations and regularly monitors the effectiveness of learning. Having a curator means that the child has an interested adult who consciously takes responsibility for providing support and assistance.

In orphans, extra-family-personal communication with the reference adult is insufficient. That is, the role of the curator is to fill this experience. The communication between the curator and the child is aimed at providing the last help in searching and finding their adequate place in society. In the process of communication, the orphan learns to navigate in the social sphere, to establish various relationships with others.

The success of the curator is largely determined by his ability to create an atmosphere of trust and security in the communication process. The role of the curator is mainly in shaping the child's prospects for future life. The curator listens to the child, encourages him to talk about his plans, doubts and expectations. He supports the child in making decisions according to his level of maturity, provides him with information that can help in making decisions. The curator, together with the child and foster parents, plans possible ways to get an education, maintain health, ways to spend leisure time, etc. Based on the planned actions the route of social adaptation is made.

The curator prepares a support plan, which, based on monitoring the child's readiness to live in a foster family and analyzing its social situation, includes all actions and measures necessary to ensure the best conditions for a painless and gradual transition to family living. The plan is drawn up with the direct participation of the child and specialists of the support service.

The curator participates in the implementation of the support plan, he takes an active position, more often than other professionals interacts with the child, ensures the child's participation in planning his future and making a set of actions to implement this plan.

Table 2

Theoretical model of technology of pedagogical support of orphans in the conditions of a foster family

Factors	Characteristics
Conditions	<ul style="list-style-type: none"> – successful socialization of orphans by providing them with multifaceted assistance from the subjects of the educational system of the foster family on the basis of interaction and cooperation; – to analyze and study the conditions of the educational environment of the foster family by observing and analyzing the ways of interaction in the systems “parents – child” and “child – child”, educational opportunities of the foster family, its subculture, level of socialization; – to develop and implement a comprehensive program of pedagogical support for the socialization of orphans in a foster family; – based on the results obtained on the effectiveness of our developed program, to develop guidelines for parents in order to improve the quality of their activities for the socialization of orphans in a foster family.
Principles	<p>General:</p> <ul style="list-style-type: none"> – humanistic attitude to the child; – individual approach to solving each child’s problems; – naturalness, deep knowledge of personal characteristics development of each orphan child, his natural potential and abilities; – taking into account the age and psychological characteristics of children-orphans during the selection of content, forms, methods, techniques of working with them; – protection of the rights and interests of the child in all circumstances; – confidentiality of the received data about the child; – conducting classes on the principle from simple to complex; – reflexive approach to the process and result of pedagogical support of socialization; – creating a favorable psychological and pedagogical atmosphere within the family <p>Specific:</p> <ul style="list-style-type: none"> – creating the necessary conditions for self-education, self-development, self-improvement and creativity of the child; – reliance on the child’s own capabilities, the child’s priority in solving his own problems; – complexity and integrity of the organization of activity, which involves the development of positive qualities of the child in the complex. The content of the activity is determined by the personal needs of the orphan; – dosage in providing assistance and support; – humanization of relations in the system “parents – child”, where the latter acts as an active subject of socialization, capable of self-knowledge, self-realization; – the child’s consent to help and support, ie before providing assistance and support of the child, it is necessary to talk to the child himself, to understand him, his desires; – the child’s own priority in overcoming his or her own obstacles and difficulties, when parents only help to determine the essence of the problem, and overcoming the problem is the child’s own action; – parents’ awareness of their own role in pedagogical support, which is based on mutual understanding, cooperation, ie joint work, interaction between the teacher and the child, based on trust and equality, benevolence and invaluableity; – determined in accordance with the stages of technology of pedagogical support of socialization of orphans in the foster family: organizational, diagnostic-search, correctional-activity, evaluation, reflexive.
Participants	<ul style="list-style-type: none"> – foster family; – teaching staff; – children collective; – orphan.
Forms of realization	<ul style="list-style-type: none"> – collective; – group; – individual.
Methods	<ul style="list-style-type: none"> – general and specific (methods of forming consciousness, methods of organizing activities, methods of stimulating activities, methods of socio-pedagogical assistance).

To successfully prepare a child for living in a foster family, the curator must show maximum patience and attention, create a relaxed, favorable and comfortable atmosphere of communication, and provide all possible support to the child in the development of his independence. The tutor encourages the child to perform daily responsibilities, initiates the creation of conditions for the formation and development of knowledge and practical skills necessary for independent living, such as self-care, financial and social issues, organization of life. He supports the child in contact with strangers outside the foster family at the initial stage of forming a new system of social relations. The assistance is provided in doses, depending on the level of independence of the orphan.

Thus, the main role of the curator at this stage is to individualize the process of preparing the child for a foster family.

The most adequate to achieve the goals of assisted living is a tutor pedagogical model, and the tutor is a key figure in this process.

Tutor is historically formed special pedagogical position, which ensures the implementation of individual educational programs of students and is used to support the process of individual self-education in school, HEI, in systems of additional and continuing education.

Tutoring as a pedagogical model changes the roles of both adult and child. The adult does not so much transmit ready-made patterns of activity and knowledge, as creates conditions for building a child's life perspective based on his ideas about the future and various social trials. The child, in turn, actively forms his "educational order" and monitors its implementation.

The ideas of tutoring are used in the process of accompanied living in a foster family to strengthen the active position of the orphan. An orphan child wants and chooses, tries and makes mistakes, looks for the causes of mistakes and eliminates them, knows how he will further use the experience. An adult supports him and helps him in this process.

Thus, the task of the service specialists is to minimize the negative manifestations during the period of adaptation of children in the new family, to help foster parents to accept children, to understand the motives of their behavior, to teach to prevent crises in relationships and to overcome them.

Conclusions. Specialists use both individual and group forms of work to provide full socio-pedagogical support to orphans in the foster family and to increase the efficiency of the level of work with such children and families. These are individual correctional classes with a pedagogue-psychologist and a school social worker, as well as work in communication groups and methodological groups aimed at organizing joint leisure, formation and strengthening of family traditions; as well as increasing the pedagogical competence of foster parents. The possibility of interaction of specialists with future foster parents significantly increases the level of efficiency of work with the foster family, as before the adoption of the child into the family, the main risk areas are determined and close emotional contact is established. Sharing experiences and feeling that "you are not alone" always gives strength, and communication with like-minded people is very important for foster parents.

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