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CECHY ORGANIZACJI ŚRODOWISKA SPOŁECZNEGO OŚRODKA REHABILITACJI: ANALIZA DOŚWIADCZENIA

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Adnotacja. Artykuł poświęcono badaniu środowiska społecznego ośrodka rehabilitacji i przeanalizowano jego główne cechy. Zauważono potrzebę stworzenia specjalnego środowiska rozwojowego w ośrodkach rehabilitacji dzieci i osób niepełnosprawnych.

Zbadano znaczenie otwartości, humanizmu i rozwoju środowiska dla ustawowych przedstawicieli dzieci z niepełnosprawnością.

Słowa kluczowe: ośrodek rehabilitacji, przestrzeń korekcyjno-rozwojowa, dzieci niepełnosprawne, rehabilitacja społeczno-pedagogiczna, humanistyka, środowisko społeczne.

PECULIARITIES OF THE ORGANIZATION OF THE SOCIAL ENVIRONMENT OF THE REHABILITATION CENTER: ANALYSIS OF EXPERIENCE

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Abstract. The article is devoted to the study of the social environment of the rehabilitation center and its main characteristics are analyzed. The need to create a special developmental environment in rehabilitation centers for children and persons with disabilities is emphasized.

The importance of openness, humanism and development of the environment for legal representatives of children with disabilities has been studied.

Key words: rehabilitation center, correctional and developmental space, children with disabilities, socio-pedagogical rehabilitation, humanism, social environment.

ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ СОЦІАЛЬНОГО СЕРЕДОВИЩА ЦЕНТРУ РЕАБІЛІТАЦІЇ: АНАЛІЗ ДОСВІДУ

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Анотація. Стаття присвячена дослідженню соціального середовища центру реабілітації та проаналізовано основні його характеристики. Наголошено на необхідності створення спеціального розвивального середовища у центрах реабілітації дітей та осіб з інвалідністю.

Досліджено важливості для законних представників дітей з інвалідністю відкритості, гуманістичності та розвивковості середовища.

Ключові слова: центр реабілітації, корекційно-розвивальний простір, діти з інвалідністю, соціально-педагогічна реабілітація, гуманістичність, соціальне середовище.

Purposeful creation of a favorable correctional and developmental environment as a holistic, high-quality characteristic of the internal life of a rehabilitation institution is a means of realizing the goals and objectives of social rehabilitation activities in rehabilitation centers. It should be noted that scientists have been verbalizing

the socialization value of the environment since the 18th century. In particular, B. Beam-Bad (Бертків, 1998: 19), K. Wentzel, J. Dewey, J.-Zh. Rousseau, F. Froebel, M. Montessori (Богуславський, 2000: 186), S. Shatsky and others in their works described the theory and practice of the environment as the general and most important principle in pedagogy, and later in rehabilitation. Zh.-Zh. Rousseau claimed that «the art of the teacher is to do everything without doing anything himself, except the main thing – building the immediate environment» (Ландсберг, 1986: 42). In addition, the researchers analyzed the key characteristics of the environment that increase its socializing effect. In particular, B. Bim-Bad singles out the following key characteristics of the social environment: «it should protect against serious troubles. Actions in it have the character of art for art's sake, pleasure for pleasure. The environment guarantees physical safety. Support in a favorable and social climate is important. The subject in it cannot be ashamed and harm his future. He does not receive prizes, certificates. The best way to learn really complex things is to appear in an environment where you can experiment, make mistakes, guess as much as you want. And all this without serious consequences» (Бертків, 1998: 7). Modern researchers O. Bertkiv, V. Granovsky, E. Durmanenko claim that the social environment, as a set of social conditions of rehabilitation, directly affects the mechanisms of its regulation, since changes in the rehabilitation process are necessarily caused by changes in the structure and functioning of the social environment (Бим-Бад, 2002: 144).

And the priority in creating such a space should be compliance by specialists of the rehabilitation institution with the norms of the Law of Ukraine «On the Rehabilitation of Persons with Disabilities in Ukraine» which in Article 31 guarantees to a child with a disability during the implementation of rehabilitation measures the observance of his right to respectful and humane treatment by the employees of rehabilitation institutions; choice of type of rehabilitation and rehabilitation institution; refusal of rehabilitation measures; confidentiality of personal information, including regarding the specifics and nature of health damage; protection of one's rights and legitimate interests, including in court proceedings. A number of scientists (N. Berdyayev, O. Gavrilin, L. Kulikova, N. Chaldyshkina and others) testify to the paradigmatic nature of humanist elections. Thus, N. Chaldyshkina defines the paradigms of the formation of humane relations in society (Чалдишкіна, 2007: 102). : O. Gavrylin notes that in humanistic theories a person appears as an independent, autonomous, free being – a «cause in itself» (Гаврилин, 1997: 218). In the humanistic concepts of I. Kant, A. Camus, A. Maslow, K. Rogers, etc., the leading invariable component of humanism is the concept of freedom, and freedom is considered from the standpoint of the inner world – the «world of man». «Freedom is an act of human activity, which marks the transition to independence from the outside world, more precisely, from external determination to internal conditioning of consciousness and behavior. It is the «freedom» that integrates a person as a whole, allows him to build a harmonious existence» (Гаврилин, 1997: 30-34). Here we are talking, according to L. Kulikova, «about the free space of multiple and diverse interactions of the child with «others», adults and children, where the child, making many decisions of his own choice and carrying out many responsible actions, unfolds his essence, realizes personal growth, and specialists of the rehabilitation center help him determine the development trend» (Куликова, 1997: 209). Humanistic consideration of the child helps to define «freedom» as its characteristic that demonstrates the ability to exist autonomously, the ability to independently (taking into account and overcoming the biological and social task) make one's own individual choice. Special importance for the organization of the development process for children with disabilities gets the theory of free education, which M. Montessori used as the basis of her methodology.

M. Montessori emphasized that the humanism of the space of the rehabilitation center is a priority for all its specialists and requires a conscious attitude and willful efforts from them. She wrote: «Be tireless... filling the surrounding world with care, restraint and silence, mercy and love» (Ландсберг, 1916: 34). Scientists note the openness of the space of the rehabilitation center as one of its important characteristics. In particular, I. Rogalska notes that «openness is intended to actively involve the children's community and the staff of the institution in socio-cultural ties with society and to satisfy their needs in contacts with the social world. Openness contributes to ensuring an adequate degree of knowledge of the social world, development and appropriation by children of diversity, its social relations and connections based on its active, consistent and subjective perception (Перегінєць, 1997: 215).

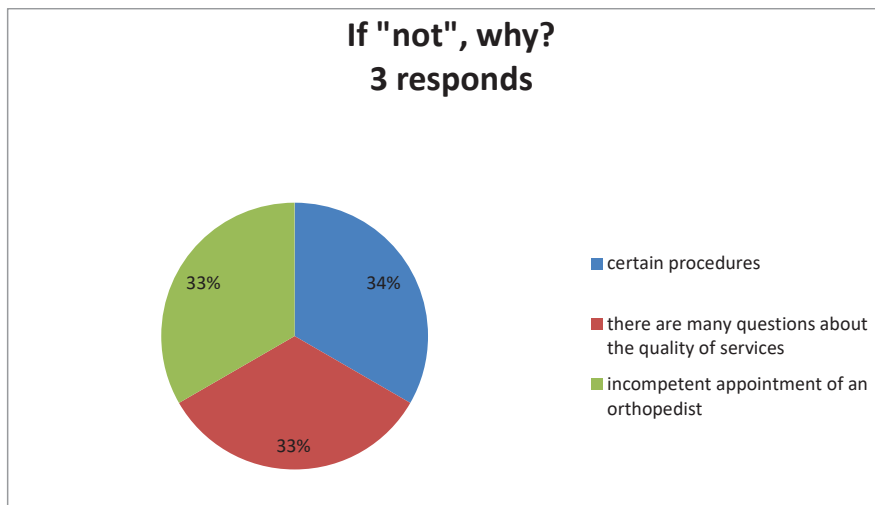
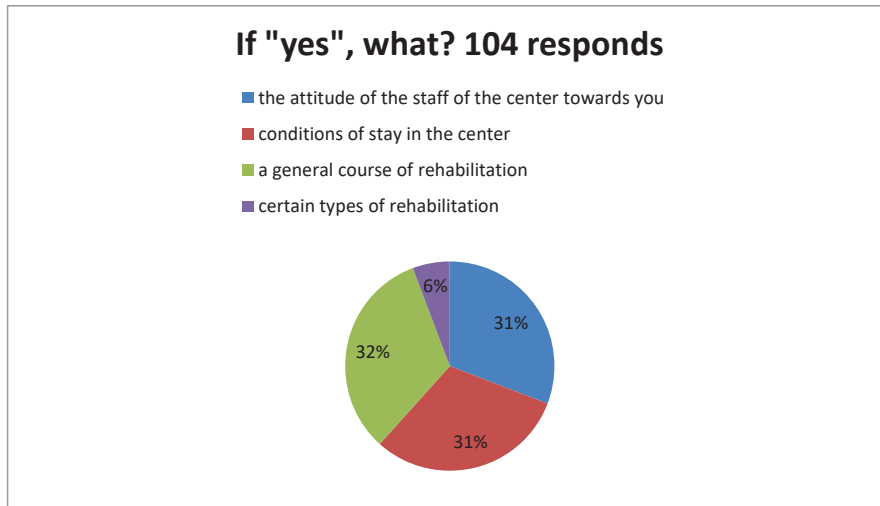
The openness of the rehabilitation center is ensured by the close cooperation of specialists of departments, organizations and institutions, auxiliary services. Thus, N. Chaldyshkina singles out the levels of external and internal interaction in order to ensure effective socio-pedagogical rehabilitation of children with disabilities: interdepartmental (regional interaction) and institutional (identification of organizations, institutions that meet the requirements of effective social-pedagogical rehabilitation and integration of children with disabilities), individual and personal (involvement of specialists in various fields (pedagogical, social-pedagogical, psychological-pedagogical, medical, etc.) (Чалдишкіна, 2007: 80-85).

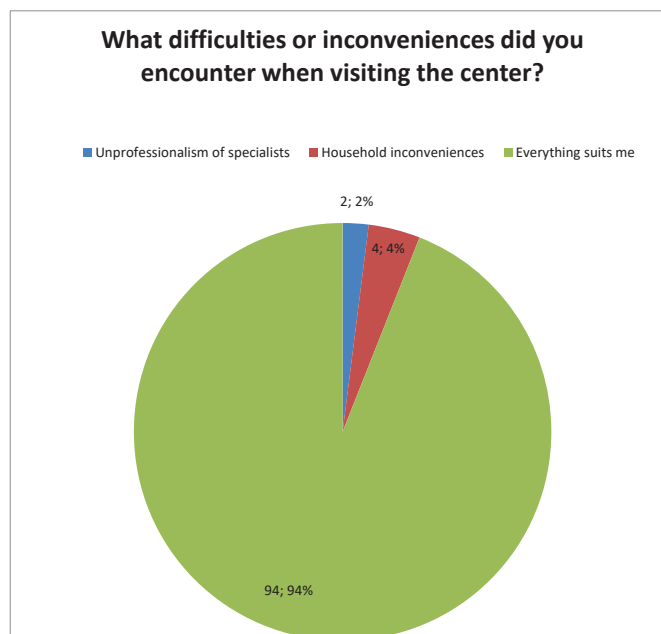
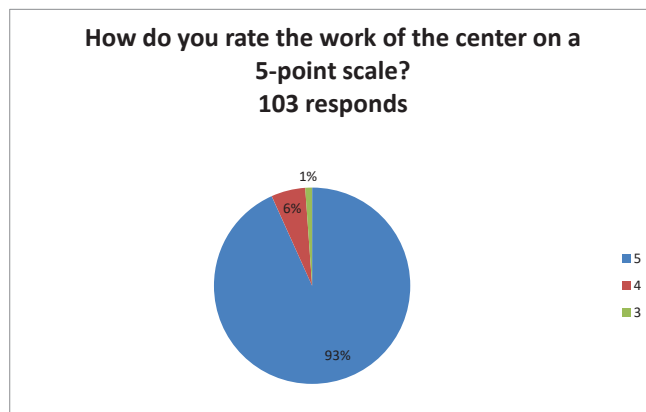
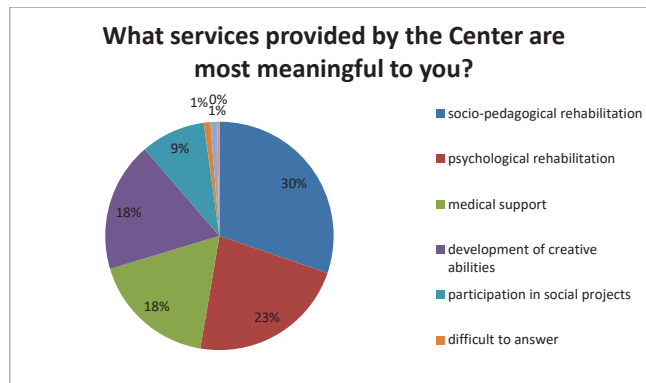
In this context, we will present the results of a study conducted by us in one of the most famous rehabilitation institutions of Sumy region and Ukraine, which carries out comprehensive measures for the rehabilitation of children and persons with disabilities – the Communal Institution of the Sumy Regional Council – the Sumy Regional Center for Comprehensive Rehabilitation for Children and Persons with Disabilities (Sumy, Ukraine). According to the practitioners of the Center, the creation of a developmental, humanistic environment occupies a leading place in the organization of the lifestyle of persons with disabilities. The main direction is the creation of an active, operative

living environment, which encourages them to self-activity (Чалдишкина, 2007: 118). The Center's experience in creating a correctional and developmental space on its base, in order to create a favorable atmosphere, includes the following measures, within the framework of which playgrounds for games, sports and recreation areas are arranged in the institution; on an arid area, a garden, an alpine slide, a corner of a coniferous forest, a reservoir – all this was created for the active recreation of children with disabilities and their legal representatives (Рогальська, 2009: 404).

In order to realize the purpose of the study, a survey of legal representatives of children and persons with disabilities who receive rehabilitation services at the Center was conducted. Respondents of the study are 105 legal representatives, whose children are from 3 to 18 years old and have the main diagnosis: Down syndrome, cerebral palsy (CP), autism spectrum disorders (ASD), chromosomal abnormalities, etc. The obtained results are statistically processed and are reliable.

Among the list of positions that were clarified was the question about the importance for legal representatives of such phenomena as openness, humanism of the rehabilitation institution, availability of information about it, transparency of measures, positive, benevolent attitude of specialists towards children with disabilities and their legal representatives. And also, whether there are reasons for which children with disabilities experience discomfort and what difficulties and inconveniences legal representatives encountered when visiting a rehabilitation institution. It was found that 100% of the respondents confirmed the need for the openness of the institution providing rehabilitation services.





All obtained results are summarized and used to improve the work of the Center. Surveys of legal representatives of children and persons with disabilities with physical, sensory, and mental disorders made it possible to characterize the practical dimension of the realization of the right of this category of citizens to complex rehabilitation measures, as well as to draw conclusions that thanks to a complex approach to the provision of services, namely: the creation of favorable rehabilitation environment, team interaction of pedagogical and medical specialists takes place. The team is constantly looking for innovative, European-style methods and techniques. After taking comprehensive rehabilitation measures in a developmental environment when the facility is open, service users improve their

general condition, tactile sensitivity, increase mental and physical activity, improve general and fine motor skills, and strengthen the body as a whole. Social rehabilitation measures in the created developmental, humanistic rehabilitation environment contribute to the improvement of self-care skills, economic and household skills. Almost all respondents and interviewees noted that humanism is the main characteristic of the institution's openness. In addition, the openness of the institution implies the initiation of intra-corporate cooperation, the defense of the idea of openness as the starting point of the modern rehabilitation system in Ukraine. In this perspective, we are talking about establishing the cooperation of all subjects of the rehabilitation process: the institution's administration, rehabilitation specialists, legal representatives of children with disabilities.

From the survey, we noted that the degree of external dependence has decreased for many recipients of services, which has a good effect on their psycho-emotional state, they are more independent in life support skills, and have become more confident in their own abilities. Children with intellectual disabilities, who were doomed to loneliness, isolation from society and did not have the opportunity to realize themselves, revealed their great creative potential. Male and female respondents noted their readiness for advisory and psychological support at home, readiness to visually perceive positive examples of other families, participate in charity events and promotions, and social projects. The interviewees believe that legal representatives of children with disabilities need financial, psychological, explanatory and legal support, and the situation can be improved by increasing funding for the medical and social spheres and by increasing the number of specialists who provide support to such families in an inclusive manner. Under the influence of a complex of measures for social, psychological and pedagogical rehabilitation, children and young people are better socialized in a team, learn certain rules of behavior, and some children have been integrated into educational institutions of the region.

On this basis, we came to the conclusion that the activities of specialists working in the rehabilitation center should, first of all, ensure the openness of the institution and all the services provided in it. We found out that an important characteristic of the openness of the rehabilitation institution is its multifacetedness. On the one hand, according to their functional duties, the specialists of the center cooperate on various issues with social protection bodies; public organizations; medical and legal institutions; other rehabilitation institutions. This activity ensures the actual openness of the institution, its ability to perform socially protective, socially providing and other functions.

Another important characteristic of the social rehabilitation space is the work of an interdisciplinary team. After all, the key goal of social rehabilitation and habilitation of a child is its social formation and integration into the social environment. The process of achieving significant results in the rehabilitation of a child requires the involvement of a team of specialists, each of whom is able to contribute to the holistic process of his social development. Thus, the active involvement of all participants in the rehabilitation process on equal terms as part of the team solves the problem of giving a specific child the opportunity to lead a life as close as possible to the this one, he would have without functional limitations. Teamwork means joint practice in an optimal composition (Шевцов, 2007: 17). The next characteristic of space is its development. The space around the child should expand the boundaries of the surrounding world accessible to children, the circle of their interests. The components of the space are: a set of subjects, natural, family and environment of one's own «I». «The world of children with disabilities is often limited by the walls of the home, the rehabilitation center. Their circle of communication is very narrow: mother, teachers, doctors. Due to this, the development of a sick child with special needs is disturbed in general: children often become outsiders in the life of modern society. They are often unfamiliar with such familiar situations as buying and selling goods, visiting a cafe, traveling in public transport, walking around the city, attending events. The idea of the surrounding world is often formal, fragmentary, isolated from each other. Therefore, children with disabilities need to expand the boundaries of the surrounding world accessible to them, to increase the range of interests» (Лильин, 2011: 62).

The rich developmental rehabilitation environment of the Center both improves the quality of life of a child with disabilities and becomes a tool for his social development. The components of this environment are: a friendly atmosphere of independence from adults, which promotes the development of independence and self-confidence; a combination of hygiene, physical education and free movement, which involves the free movement of children indoors; use of didactic (developmental) material. Researchers note that a child at the subconscious level, with the participation of the «absorbing mind», inherent only to children of early or preschool age, is able to perceive and assimilate any objects of the environment (both material and social), for example, spatial and temporal relationships ties, socio-cultural features, relationships between people, etc. The functioning of this ability is limited in time, but it is enough for the child to get the necessary amount of knowledge about the surrounding world (Дегтяренко, 2012: 347).

So, the socio-pedagogical features of the rehabilitation space are: humanism; psychological comfort for children and parents (or persons who replace them); openness; interdisciplinarity and tandem partnership; safety (social security; feeling of comfort and safety); development; saturation with sensory influences; expanding the boundaries of the surrounding world accessible to children with special needs, increasing the range of their interests.

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