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**PEOPLE'S SATISFACTION WITH THE STATE OF THE MARKET OF PSYCHOLOGICAL
AND PEDAGOGICAL SUPPORT SERVICES FOR CHILDREN WITH DISABILITIES**

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Abstract

The article analyses the conditions shaping the state policy in education and the government programs laying down the conditions for the development of education and culture. On the example of sociological data, the factor of consumer satisfaction with the services in the market of psychological and pedagogical support for children with disabilities and additional education for children is examined. The indicators of respondents' evaluation of the service market state are disclosed. The variation of respondents' ratings is explored based on the example of differentiated audiences of the region, municipalities, and small and medium-sized cities of the Leningrad region, Russia.

Keywords

Education – Culture – Additional education

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Introduction

The institutionalization and expansion of the forms of governmental support for the system of general, primary, and additional education of children, including children with deviant behavior and disabilities, is an important area of state policy in the field of education¹. The “Education”, “Demography”, and “Culture” national projects are focused on the reinforcement of values of education, family, and upbringing. The message from the President of the Russian Federation, V. V. Putin, to the Federal Assembly of the Federation Council of the Russian Federation of January 15, 2018, was focused on designing a new framework for social development strategies and revitalizing human capital. The national priority projects formed a systemic approach to the education system transition to the renewed development trajectory. The tasks of the national project implementation center around the need to introduce a project approach as a mechanism for managing changes in the state education policy.

The formation of state policy in the field of education traditionally has a program-targeted basis and one cannot but note the importance of implementing the Russian Federation state program “Development of Education” for 2013-2020, approved by the order of the government of April 15, 2014, No. 295-r. The subprograms presenting scientific interest to the present article are ones devoted to the development of additional education for children, the implementation of youth policy, and the promotion of preschool and general education development.

The primary tasks of the “Development of Education” program include the formation of an effective system for the socialization of the younger generation and youth, designing and implementing educational programs for additional education and ensuring a qualitatively new level of the system of additional education for children. The most important task of the program is to create institutional infrastructure and mechanisms to ensure equal access to services in the market of preschool, general, and additional education of children and services of psychological and pedagogical support for children with disabilities².

The most important part of the list of government programs is targeted towards the implementation of the “new quality of life” priority and is represented by the “Development of education”, “Social support for the citizens”, and “Accessible environment” programs³.

¹ M. G. Sergeeva; M. V. Donskaya; V. V. Kolchina; N. A. Machehina; G. P. Zhirkova y E. F. Shaleeva, “Model of psychological and pedagogical support of professional development of future specialists in the humanitarian profile”, *Revista Espacios*, Vol: 39 num 21 (2018); M. S. Logachev y G. S. Zhukova, “Problems of Professional Education in Russia: Quality Monitoring of Educational Programs”, *Revista Inclusiones*, Vol: 7 num Especial (2020): 263-274 y Y. A. Svirin; A. A. Mokhov; V. A. Gureev; O. N. Volkova y S. E. Titor, “Staffing issues in the russian medicine. *Revista Inclusiones*, Vol: 7 num Especial (2020): 69-83.

² The Russian Federation state program “The Development of Education” for 2013-2020, approved by the order of the government № 295-r. April 15, 2014; M. G. Sergeeva; M. V. Donskaya; V. V. Kolchina; N. A. Machehina; G. P. Zhirkova y E. F. Shaleeva, Model of psychological and pedagogical... y M. G. Sergeeva; N. V. Ippolitova; A. V. Solovyeva; L. A. Petrova; M. L. Kunytsina y I. S. Andryushchenko, “Verification of management support of the professional and educational trajectory of students in the sociocultural educational environment of the University”, *Revista Espacios*, Vol: 39 num 2 (2018).

³ The List of state programs of the Russian Federation, approved by the order of the Russian Federation Government № 1950-r. November 11, 2010.

The list of state programs of the Russian Federation, approved by the order of the Russian Federation Government of November 11, 2010 No. 1950-p, serves as a basis for the development of state policies. Program monitoring demonstrates high levels of program implementation indicators and a range of government programs show high effectiveness of key activities implementation: "Development of education" – 98.6%, "Social support for the citizens" – 95.6%, "Science and technology development" – 98.3%. The analysis of the Russian Federation government program indicators demonstrates the following results: "Development of education" – 77.8%, "Social support for the citizens" – 82.2%, "Science and technology development" – 69.6%⁴.

Manea and Purcaru⁵ highlight the complexity of marketing planning for the educational services market and the importance of infrastructural support for consumer demand for general, preschool, and additional education of children. It is especially important to consider the specifics of providing educational services for children with disabilities. On the one hand, government programs and business agents are oriented towards increasing the number of services provided to children with disabilities. On the other hand, it is necessary to improve its quality and take into account the specifics of such services⁶. It is, therefore, vital to identify the key issues in the service provision system in this field. It is also necessary to identify problems on every stage of service provision (development, promotion, and provision itself).

Methods

The roadmap for the development of competition and competitive environment implemented by the Russian Federation government focuses on stimulating regional authorities to create conditions for the development of competitiveness and emphasizes that special attention should be paid to improving the demographic situation and stimulating the effective use of human capital. The Leningrad region government traditionally chooses children, family, and youth as priority directions of social and economic development and invariants of regional social capital development. The top five of the approved list of government programs for the region include the "Modern education in the Leningrad region", "Social support for particular categories of citizens in the Leningrad region", "Development of physical culture and sport in the Leningrad region", and "Development of culture in the Leningrad region" programs. This set of programs highlights the chosen priority of regional social policy and determines the range of managerial decisions and the concentration of regional resources.

⁴ I. V. Leskova, "Social Mechanisms of Harmonization of the Relations between Muslim and Christian Culture", *Bogoslovni vestnik* num 79 (2019): 1053—1061 y S. N. Bolshakov; Iu. M. Bolshakova and Iu. N. Manaenkova, *Otsenka effektivnosti realizatsii programmno-tselevykh metodov resheniia socialno-ekonomicheskikh zadach na sovremennom etape* (Rostov-on-Don: RANPEA Southern Institute, 2017).

⁵ N. Manea y M. Purcaru, "The evolution of education marketing", *Annals of Spiru Haret University Economic Series*, num 4 (2017): 37-45.

⁶ D. V. Fedyunin; V. V. Bezpalov; S. A. Lochan; V. V. Golovina y A. V. Ivanov, "Information Support Model for the Children's Leisure and Tourism Industry within the Annual Planning Cycle", *Journal of Environmental Management and Tourism*, Vol: 9 num 6 (2019): 1256-1262; Ali Hassan Zayer y Taha Talib Mohammed Al- Tweel, "The impact of electronic payment systems on the velocity of money circulation", *Revista de Ciencias Humanas y Sociales*, num 21 (2019): 1460-1477 y O. N. Kiyanova; N. V. Boldovskaya; I. V. Kryzhanovskaya; S. G. Zelgin; S. Y. Parfenov y E. F. Shaleeva, "Pedagogical support of the future specialist at professional self-determination", *Revista Espacios*, Vol: 39 num 38 (2018).

Results

A study of competitive markets of the Leningrad region revealed the leading markets in various areas of economic development, including the areas of education, upbringing, and child support.

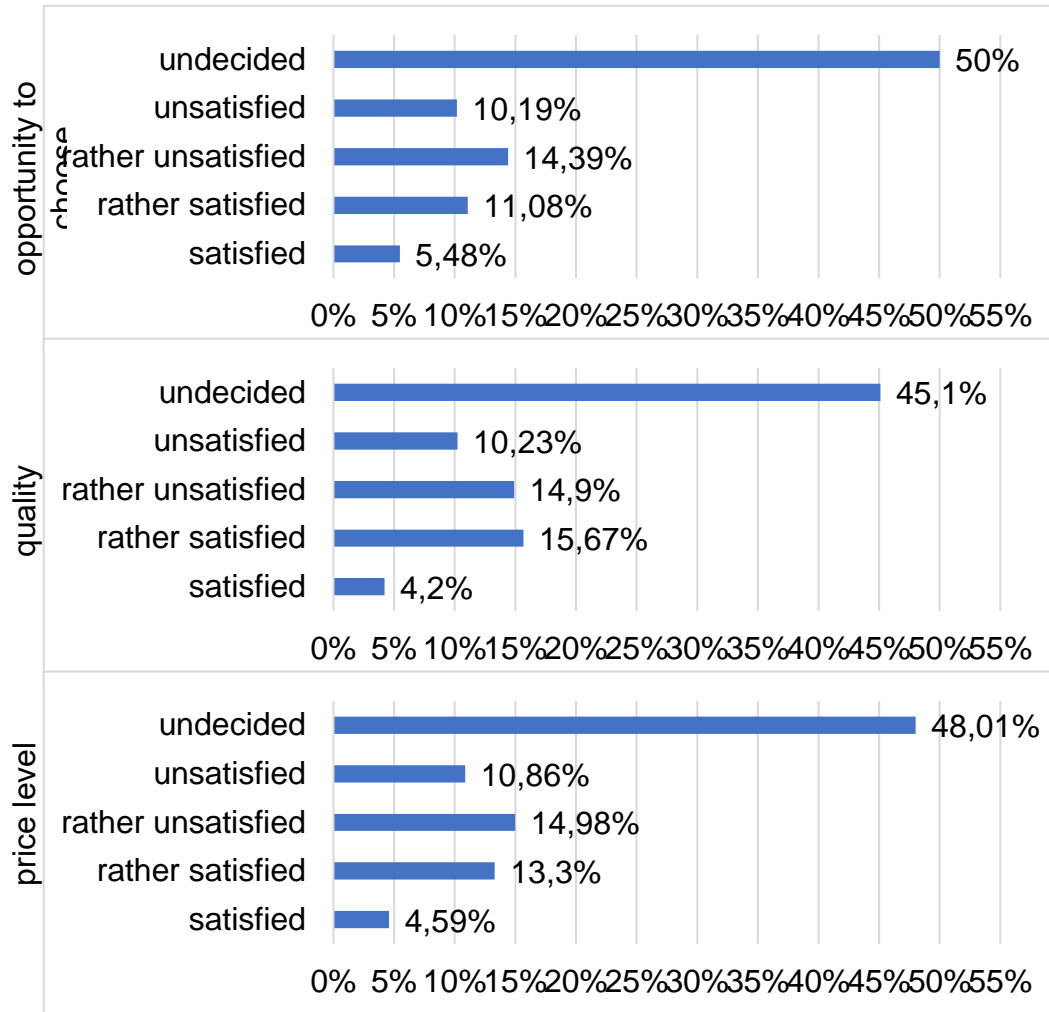


Figure 1

Market of psychological and pedagogical support services for children with disabilities in the Leningrad region, 2019, N = 1,515 (compiled by the authors as a result of their research)

The results on people’s satisfaction with the services on the market of psychological and pedagogical support for children with disabilities in the Leningrad region (Figure 1) show the respondents’ uncertainty on the criterion “quality of services” – 45% of the respondents found it difficult to provide an answer. A similar characteristic was provided by the respondents on “opportunity to choose an organization” (50%) and “price level” in the market of psychological and pedagogical support for children (48%). The satisfaction assessment generally showed the respondents’ preferences in terms of state and municipal organizations:

- for the “price level” criterion, the summed proportion of “satisfied” and “rather satisfied” answers for the criterion of “price level” reached 18% and the sum of negative answers (“unsatisfied” and “rather unsatisfied”) composed 25% of answers;
- for the “quality of services” criterion, positive ratings (“satisfied” and “rather satisfied” answers summed) composed 19.8% of answers and the sum of negative service quality ratings reached 25.1%;
- for the criterion of “opportunity to choose” an organization providing the service of interest in the market, the sum of positive respondent ratings was 26.5% and the negative ratings were provided by 24.5% of the respondents.

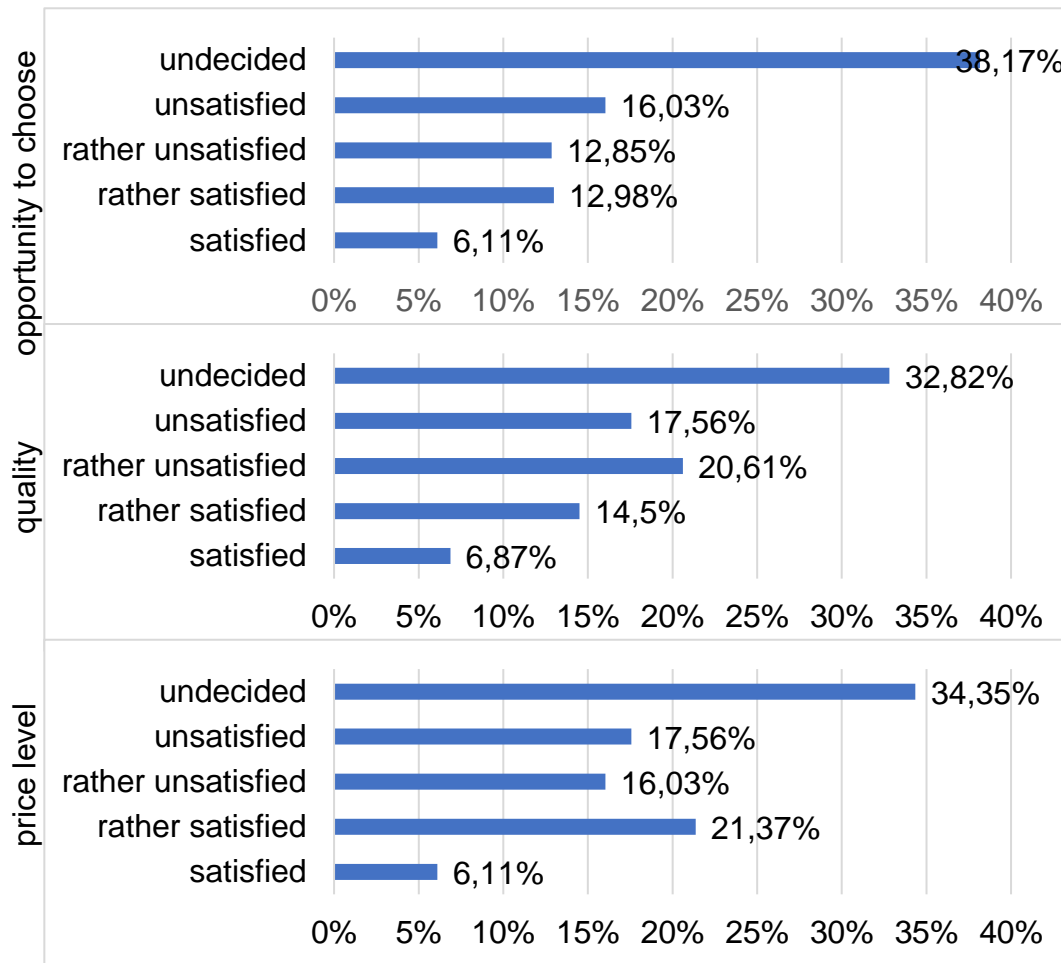


Figure 2

Market of psychological and pedagogical support services for children with disabilities in urban districts of the Leningrad region: Vsevolzhsk, Vyborg, Luga, Pikalevo, Podporozhye, Sosnovy Bor, 2019, N = 1,515 (compiled by the authors as a result of their research)

The analysis of the market of psychological and pedagogical support services for children with disabilities in the main urban districts of the Leningrad region (Figure 2) demonstrates more negative results on the chosen criteria. The “price level” criterion results show that 37% of the respondents were unsatisfied with the prices in the market of psychological and pedagogical support for children with disabilities (which is 11% lower

than the overall rating in the region). The “service quality” criterion results demonstrate that 38% of the respondents were unsatisfied with the quality of said services (12.9% lower than the overall regional rating). 28.8% of the respondents (one-third of the sample) provided negative ratings on the criterion of “opportunity to choose” an organization providing the service in the market (4.3% higher than the overall rating in the region). Such a negative background is caused by the state of the city environment and the need for additional measures of economic and financial stimulation of the market of psychological and pedagogical support for children with disabilities. The summed proportion of “satisfied” and “rather satisfied” answers on the “price level”, “service quality”, and “opportunity to choose” criteria respectively composed 27.4%, 21.3%, and 19% of the responses, which can generally be characterized as a positive trend, considering the specificity of the service market.

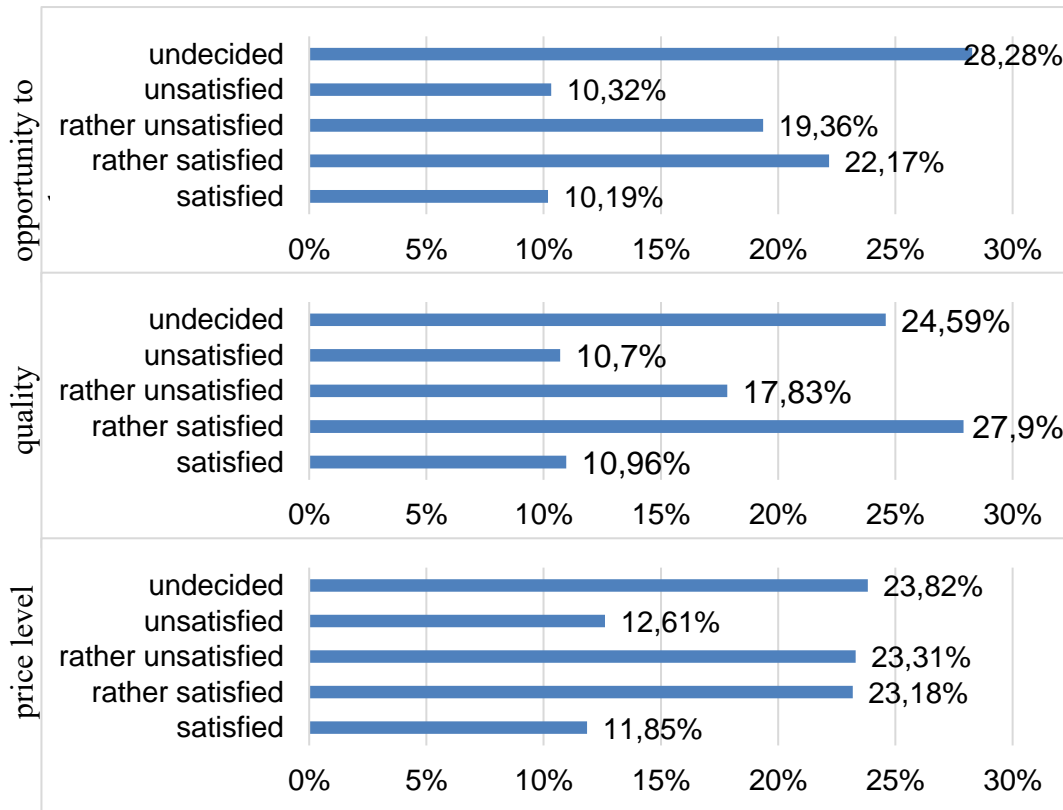


Figure 3
The market of additional education for children in the Leningrad region, 2019, N = 1,515
(compiled by the authors as a result of their research)

The market of additional educational services for children in the Leningrad region was overall rated positively by the respondents. The sum of “satisfied” and “rather satisfied” ratings on the criterion of “price level” composed 33.9% of the responses. Results on the criterion of “service quality” show that 38.8% of the respondents rated the quality of services on the market of additional education for children in the Leningrad region positively (Figure 3), which is also highlighted by the development of the municipal network of additional artistic, aesthetic, creative, and technical components of the education of children and adolescents. The following programs of additional education of children are being actively developed in small and medium-sized cities of the Leningrad

region: in Sosnovy Bor – physical education and sports club of judo and additional pre-professional program for painting; in Vyborg – the “Surprising is near” program of civic orientation for raising children, the “Planet of Why’s” program for introducing children to the outside world, the “Young Volunteer” program for developing skills in social and socially significant activity in children, the “Young museologist” program for studying the materials of local history museums, the “Mathematical school” program for children with disabilities, etc.

The results on the criterion of “opportunity to choose” an organization providing the service of interest on the Leningrad region market indicate that every third respondent (29.7% of the sample) highlighted their satisfaction with the quantity and quality of organizations to choose from.

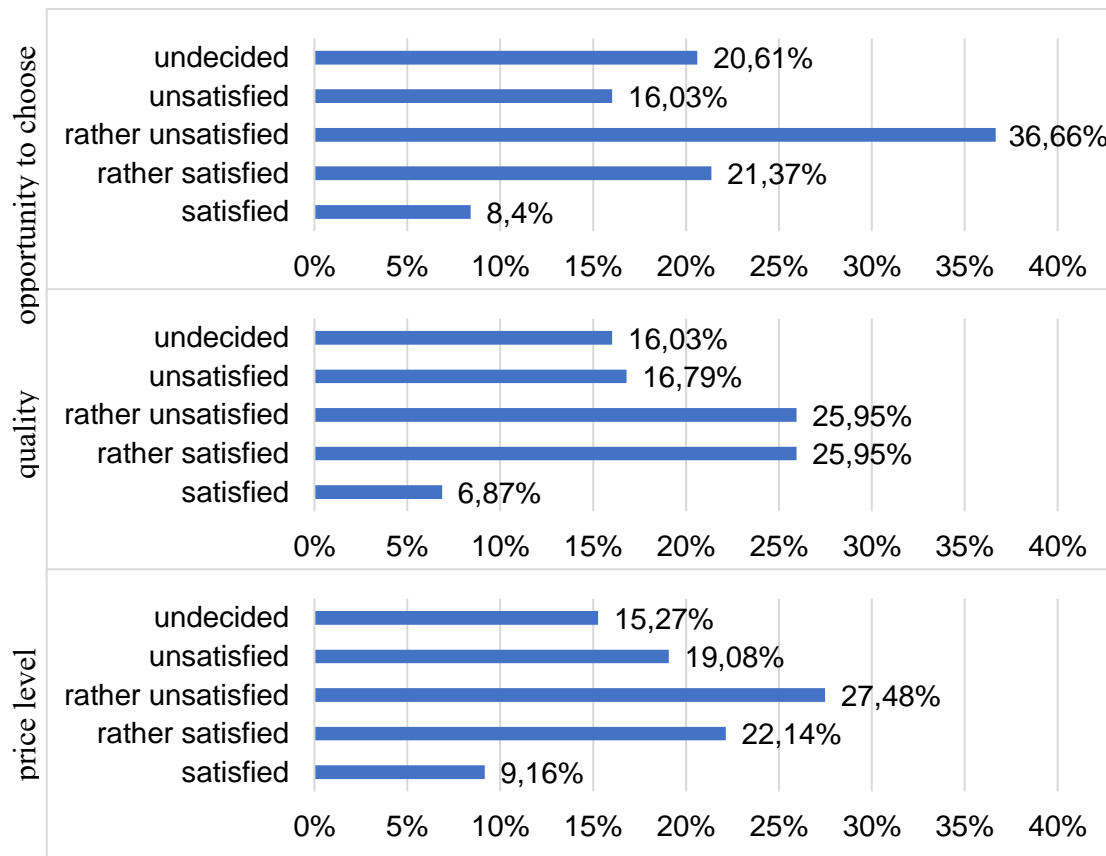


Figure 4

The market of additional education for children in urban districts of the Leningrad region: Vsevolzhsk, Vyborg, Luga, Pikalevo, Podporozhye, Sosnovy Bor, 2019, N = 1,515 (compiled by the authors as a result of their research)

Discussion

The sociological assessment of the respondents’ satisfaction with the state of the market of additional education services for children in urban districts of the Leningrad region (Figure 4) signifies the decrease in the level of satisfaction with said services in this market, which is not typical of urban municipal environment from the point of infrastructural development and the level of material and technical base, on the one hand, and more

active demand for this type of services for children in small and medium-sized cities of the region, on the other. Satisfaction with the “price level” criterion was reported by 31.2% of the respondents (which is 2.7% lower than the overall regional satisfaction level). 32.82% of the respondents demonstrated satisfaction when rating the criterion of “service quality” in the market of additional education for children in the Leningrad region cities (5.98% lower than the regional level). Satisfaction with the “opportunity to choose” was rated positively by 29.77% of the respondents.

The analysis of the market data on additional education services for children illustrates the activity of municipal and regional authorities in organizing the provision of these services. On the territory of Leningrad region municipalities, 49 programs in the field of art and in the direction of fine art are being implemented. Programs like “Painting” for children aged 5 years and older, “Fine art” for children of 7 years old, teaching preschoolers in groups for early aesthetic development, “Skillful groups” and “Magic square” programs aimed at organizing work with various materials, “Modeling from clay” and “Risovashka” programs for children with disabilities aimed at developing visual perception and artistic and aesthetic development of preschoolers are widely represented⁷. Additional programs for general development like “Iris” and “Artist's alphabet” are aimed at teaching drawing and expression to the world; work with various materials is organized. Municipal organizations for additional education of children present the “Watercolor” and “Semitsvetik” programs aimed at mastering non-traditional drawing techniques and the development of students' artistic and creative abilities. The programs of the foundation of fine art literacy like “Craftsman” and “Colored hands” are aimed at stimulating the student's creativity and creating products from various materials (paper, cardboard) and offer an integrated system of classes for drawing and making paper collages⁸.

Conclusions

Further interdepartmental support for education and culture programs in the field of additional artistic, aesthetic, and cultural training is needed. The active demand of people in the region and municipalities for such programs is emphasized by the fact that 21 out of 49 programs lack vacant places and have stopped the recruitment of new students. Only 4 out of 49 additional fine art education programs for children are organized for children with disabilities and only 7 programs can be paid for with a special certificate. The analysis of the respondents' answers also signifies a range of problems in the examined markets including a shortage of vacant places in centers for additional training in artistic, aesthetic, and cultural studies, complex work schedule, as well as insufficient working hours and program content.

Further analysis of the research problem is vital to reveal the potential of artistic, aesthetic, and cultural studies in correcting the behavior of children and adolescents, as well as to assess the resources and material and technical base of municipalities for the organization of the provision of said services.

⁷ T. A. Soloveva, “Novyi podkhod k upravleniiu rezultatami vklucheniia detei s OVZ v obshcheobrazovatel'nuiu sredu”, Vestnik of Pushkin Leningrad State University (Scientific journal), num 4 (2018): 239 y I. K. Shats, “Risovanie kak metod korrektsii emotsionalnykh narushenii u detei s ogranichennymi vozmozhnostiami zdorovia”, Vestnik of Pushkin Leningrad State University (Scientific journal), num 2 (2018): 233-242.

⁸ The Russian Federation state program “The Development of Education” for 2013-2020, approved by the order of the government № 295-r. April 15, 2014.

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