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**CORRECTIONAL AND EDUCATIONAL TECHNOLOGY OF SOCIALIZATION
OF PUPILS AT SPECIAL SECONDARY SCHOOL**

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Abstract

The article reveals the problem of children's socialization with intellectual disabilities; directions of psychological and pedagogical support of their socialization at the stage of individualization in the conditions of special secondary school. This problem is very relevant, there is a change in human behaviour, that provokes the corresponding social tension in society because of the modern conditions of reforming the country, violation of traditional mechanisms of social regulation and interaction and due to the formation of market relations. It should be noted that negative influences in society, first of all, affect the most vulnerable part of it, these are children, and especially the so-called "risk groups", which include children with disabilities. As a result, the problem of children's disabilities and mental illness is exacerbated. Experience has shown that children often face certain serious problems that they are unable to solve on their own. They need careful attention and especially help from the state and qualified specialists: social educators and psychologists. That is why the processes of aggravation of social relations and socialization, in general, require rethinking, analysis and generalization. There is an urgent need to develop a social policy strategy at both the state and the regional levels. Educational, training and rehabilitation institutions, there is a targeted impact on children with disabilities there, should play an important role in managing the process of social development of their pupils and achieving their general level of social persuasion.

Keywords

Socialization – Children with intellectual disabilities – Stage of individualization

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Introduction

The current state of the country is accompanied with significant changes in political and economic life, the social structure of society, that requires the modernization of education, a new look at the problems of teaching and education, schools in general. The issues, the solution of which is aimed at preparing the individual for life in a constantly changing environment, in order to provide him/her with opportunities for social development, full existence in society, become especially relevant. At the same time, new parameters of the socialization process are set, that place increased demands for the individual to form adequate models of his/her social behaviour and value system, in accordance with new circumstances, assimilation of social experience, adequate reproduction of social relations. The emphasis is made primarily at the personality, at his/her socially conditioned characteristics, at the development of certain qualities as a result of social influence. The emphasis is also at the process of acquiring the social qualities that are necessary for life and activity in society. At the present stage of development of society, the interest in human personality's possibilities is so high that it becomes the subject of study of almost all social sciences: philosophy, sociology, pedagogy, psychology, ethics, genetics. Therefore, a comprehensive approach to the study of personality, the symbiosis of a number of sciences, the involvement of modern technologies come to the fore.

Based on this, the process of forming certain socio-typical traits at the individual that will allow him/her to exist comfortably in society, to be a full member becomes very important.

All these important issues are solved by the problem of the individual's socialization. Socialization refers to the processes, that thanks to it, people learn to participate effectively in social groups.

That is why the main task of a modern school is to prepare students for adequate existence in society, focusing at his/her individual capabilities and prospects for development, because the family, as the most important factor of socialization, does not perform its functions. The system of special pedagogical influence should be aimed at the realization of the child's own potential in order to develop further the living space. Even more relevant is the problem of ensuring the socialization of children with intellectual disabilities, the process of socialization of which runs with significant difficulties due to their limited capabilities. Therefore, the teaching staff should focus their efforts on a student ensuring his/her social competence, teaching a child the ability to survive in different conditions, helping to determine professionally, taking into account his/her talents, abilities and aptitudes. All activities of a special educational institution should be subordinated to the implementation of these tasks.

Thus, socialization should be considered as the most important task of a special school, the leading direction of correctional and educational work, the effectiveness of which involves the purposeful organization of the pedagogical process.

Despite the significance of the problem, its special relevance at the present stage of development of society, correctional and educational technology of children's socialization in a special secondary school has not found proper implementation yet. The determination of organizational and methodological foundations of this process, the completeness of its pedagogical support in a special school throughout a child's stay need

more detailed consideration. In this context, it should be noted that the work in schools is carried out sporadically, without a well-founded pedagogical technology how to ensure socialization, the intensification of work at their labour training prevails, attention is also paid to the child's adaptation to the conditions of schooling, but the completeness of socialization and the achievement of results' presupposes also ensure the process of individualization of the child, who is able to realize his/her potential adequately and clearly, positive qualities that can be relied on and used in their lives. That is why the correctional and educational technology of socialization of students at the stage of individualization should be an important area of special secondary school, which involves consideration of the essence (features, content, methods) of special pedagogical influence on children with intellectual disabilities.

Thus, the *urgency* of the problem, insufficient coverage of its main aspects in theoretical and practical terms determine the need to find ways to improve the socialization of students at the stage of individualization, determining the content and features of correctional technology in a special school.

Purpose and tasks. *The purpose of the article* is to reveal the essence (features, structure and content) of correctional and educational technology, to ensure the socialization of students with intellectual disabilities at the stage of individualization in a special school and to prove experimentally the effectiveness of its implementation. The tasks of the article are to determine the theoretical foundations of socialization of students with intellectual disabilities; to generalize the results of an empirical study of the students' socialization of this category at the stage of individualization in a special secondary school; to reveal the structure and content of correctional and educational technology as to the insurance of the children's socialization with intellectual disabilities at the stage of individualization in a special secondary school; to check the effectiveness of the proposed correctional and educational technology.

Research methods

The effectiveness of psychological and pedagogical influence on students at the stage of individualization was tested by indicators that were determined at the stage of ascertainment, and as it was established that the positive course of their socialization depends on: the formation of the child's self-consciousness, first of all, his/her awareness of his/her psychophysical capabilities, and his/her adequate self-esteem.

The following *methods* were used: survey, expert evaluation, testing, the studying of the process and products of students' activity (drawings, products, creative works, etc.), studying and generalization of pedagogical experience at the state of students' socialization at the stage of individualization in a special school.

The survey method was aimed at identifying students' knowledge about themselves, to determine each child's certain inclinations, abilities, as well as features of character, temperament and more. It included a conversation, interviews, questionnaires and was conducted offline according to the questionnaires that were developed by us in an individual oral form, that was determined by the children's age and abilities. The surveys of teachers, educators (in order to clarify the certain information about the students' inclinations and abilities) and students' parents (in order to obtain the additional information about the child and the conditions of the organization of his/her leisure, free time in the family) were also made.

The method of conversation was conducted orally offline and was aimed at determining how students understand their features and capabilities, how they are evaluated, or implemented in the process of their learning and in certain activities, while performing various tasks. Methods of interviews and questionnaires were aimed at studying the awareness of school teachers and psychologists, the state of school practice on the problem of socialization of students at the stage of individualization. Teachers were offered specially designed questionnaires, they had to answer in writing offline without prior theoretical training.

The method of expert assessment was used offline in the presence of 3 experts (the experts were the authors of the article) to assess the degree of manifestation of each child's personality: the presence of certain features, capabilities, positive qualities; determination of directions of development and realization. These data were correlated with student survey data.

The method of testing took an important place in the study, the self-awareness and self-esteem of students were studied in accordance with the results of this method, as well as the conformity of the child's inclinations and abilities with a certain profession.

In this context, it should be noted that vocational training begins exactly at the stage of individualization (from the 5th grade), there is a definition for students of profiles of vocational training, which is carried out in a special secondary school. It is very important that this selection corresponds primarily to the psychophysical capabilities of students, as well as their desires and inclinations. It becomes necessary to study the conformity of the child's inclinations and abilities with the profession defined for him/her.

For this purpose, standardized psychological methods were used, they were selected taking into account the individual psychological characteristics of children of primary school age and modified in terms of accessibility for children with intellectual disabilities. The work according to the methods was carried out in an oral individual form. Thus, the study of self-awareness was carried out using the method of "Self-Portrait" by R. Burns; the study of self-esteem was carried using the method of Dembo-Rubinstein; the study of conformity of the child's inclinations and possibilities with the defining profession for him/her was carried by means of the differential-diagnostic questionnaire E.O. Klimov.

The statistical significance of the differences of each of the studied indicators was determined based on the use of Pearson's chi-squared (χ^2) test. This criteria refers to non-parametric criteria of agreement, which allows to identify differences in the distribution of the feature and can be applied to the nominative data type, and therefore fully satisfies the requirements of the study.

The characteristics of levels of pupils' socialization at a stage of individualization have been made on the basis of the semantic analysis of the defined indicators which were evaluated on a four-point scale system:

High level – the student is aware of his/her features (mental, psychical, physical) and capabilities (inclinations, abilities); is able to assess them adequately; to correlate his/her psychophysical capabilities with certain activities and profiles of teaching the profession at school. This level corresponds to 4 points.

Sufficient level – the student is mostly aware of his/her features and capabilities; is basically able to assess them adequately, to correlate his/her psychophysical capabilities with certain activities and profiles of teaching the profession at school. This level corresponds to 3 points.

Intermediate level – the student is not sufficiently aware of his/her features and capabilities; inadequately evaluates them in general; is not able to correlate sufficiently his/her psychophysical capabilities with certain activities and profiles of teaching the profession at school. This level corresponds to 2 points.

Low level – the student is not aware of his/her features and capabilities; evaluates them inadequately; is not able to correlate his/her psychophysical capabilities with certain activities and profiles of teaching the profession at school. This level corresponds to 1 point.

Presentation of the main research material

The problem of socialization occupies a special place in psychological and pedagogical research. They define that ensuring the socialization of the individual is the most important socio-pedagogical problem that society has ever faced, as its solution depends on the success of the young people's inclusion in independent living and work. This problem is even more important in solving the correction, education and upbringing of children with intellectual disabilities, as they experience significant difficulties in learning social experiences. The importance of studying the problem of socialization is also determined by the fact that there is still no complete understanding of the issues of socialization not only in special but also in general pedagogy. All this determines the need for a detailed consideration of the process of socialization, the psychological content and features of each of its stages, the indicators of manifestation, the effects of the corrective and developmental impact.

Understanding the process of socialization is presented in social and general psychology and pedagogy. Thus, some authors define socialization as a phenomenon due to which a person learns to live and to interact effectively with other people¹; others define socialization as a process of self-actualization, the formation of self-concept, self-realization of the individual's potential and creative abilities².

Socialization is seen as a two-way process in psychological and pedagogical research that includes, on the one hand, the assimilation of social experience by an individual by entering the social environment, the system of social relations and, on the other hand, the process of active reproduction by an individual of the social relations' system due to his/her activity, active entry into the social environment³.

¹ Y. G. Volkov, I. V. Mostovaya, *Sociology: a textbook for universities* (Moscow: Gardarika, 1998); T. Parsons, *On the structure of social action* (Moscow: Academic project, 2000) y A. Reber, *Big explanatory psychological dictionary* (Moscow: Veche, 2003).

² V. S. Merlyn, *Psychology of Individuality: Psych.Tr* (Voronezh: NPO "MODEK", 1996); G. Allport, *Personality in psychology* (Moscow: Yuventa, 1998) y A. Maslow, *Motivation and personality* (Saint Petersburg: Eurasia, 1999).

³ D. I. Feldstein, *Social development in the space-time of Childhood* (Moscow: Flinta, 1997); G. M. Andreeva, *Social Psychology: textbook* (Moscow: Aspect Press, 2000) y E. V. Andrienko, *Social Psychology: tutorial* (Moscow: Academy, 2002).

Socialization is interpreted as a continuous process during which the individual acquires his/her development under the condition of passing the main stages. *Stages of socialization* correspond conditionally to the age stages of human development in ontogenesis and his/her personal growth⁴ and involve adaptation, individualization, integration and the labour stage (which is specified in the conditions of the special school as a stage of early labour training).

At *the stage of adaptation* (from birth to adolescence) the child learns social experience uncritically, adapts, conforms, imitates;

– *at the stage of individualization* (adolescence) the child has a desire to distinguish himself/herself among others, a critical attitude to social norms of behaviour. This stage is characterized as intermediate socialization because the worldview and character of the adolescent is still unstable;

– *at the stage of integration* (adolescence and teenager), the child has a desire to find his/her place in society, it means to "fit" into society. Integration is successful if human characteristics are accepted by a group, society;

– *at the labour stage* (the whole period of human maturity, the whole period of his/her labour activity) a person not only assimilates social experience but also reproduces it by active influence on the environment through his/her activities.

Psychological and pedagogical support of students' socialization with intellectual disabilities is considered within the presented article at the stage of individualization. It should be noted that at this stage the child, whose self-awareness is actively formed, tries to distinguish himself/herself among others, focusing on his/her special, unique features. At the same time, there is a manifestation of his/her critical attitude to the assimilation of experience, social norms of behaviour.

The study of the peculiarities of students' socialization at the stage of individualization was carried out with the help of an experiment that was conducted during the school year in the process of extracurricular educational work in special secondary schools in Donetsk and Dnipropetrovsk region, Ukraine. The experiment involved 120 students with intellectual disabilities. Purposeful work was carried out with students of the experimental group of 60 people. The effectiveness of socialization was determined by the indicators presented above.

The obtained results made it possible to identify the insufficient level of children's socialization at the stage of individualization according to certain indicators. The obtained results demonstrated the existence of significant difficulties in students' awareness of themselves, their actions and deeds, which is insufficiently adequate, undifferentiated and uncritical. Mostly they can be aware of some of their qualities and states (appearance, certain character traits, well-being, favourite hobbies), they can be less aware of their capabilities, and they can be the least aware of their inner potential, emotional state, attitude to themselves. In general, the self-awareness of students is dominated primarily by personal qualities that are related to the performance of activities and relationships.

⁴ L. D. Stolyarenko, *Fundamentals of psychology* (Rostov-on-Don: Feniks, 2001) y I. V. Tatianchykova, *Socialization of a child with Defects of Development: Theory, Experience, Technologies: Monograph* (Sloviansk: B.I. Matorin Publishing House, 2017).

One of the indicators of students' successful socialization with intellectual disabilities at the stage of individualization is adequate self-esteem. It was found that the majority of students (58,33%) are characterized by inadequate, namely inflated, the self-esteem of their abilities, while children with the norm of intelligence is dominated by adequate self-esteem (56,67%). It was found that the majority of students (58,33%) are characterized by inadequate, namely inflated self-esteem of their abilities, while adequate self-esteem is dominated among children with the norm of intelligence (56,67%). The results of the experiment showed that inflated self-esteem is mainly characteristic of adolescents who have problems with learning and behaviour problems.

The study of the conformity of a child's inclinations and abilities with a certain profession for him/her (starting from the 5th grade, the profile of professional training of a student is determined in the context of vocational training) shows that only 56,67% of mentally retarded students correspond to their inclinations (with the student's rate of intelligence – 80,00%).

The generalization of data on the success of individualization showed that the majority of children with intellectual disabilities are at low (58,33%) and medium (28,33%) levels.

Thus, the lack of students' socialization at the stage of individualization encourages the search for pedagogical tools aimed at improving the efficiency of this process in a special secondary school.

The basis for the development of experimental methods are the understanding of the essence of socialization, its stages (stages of individualization); features of socialization of students according to certain indicators at the stage of individualization and, accordingly, the main semantic lines of socialization, that are identified at the ascertaining stage; selection of adequate psychological and pedagogical means of influence.

Based on the results of the statement, further research is based on the understanding that pedagogical work should be carried out constantly and gradually in order to improve the effectiveness of students' socialization with intellectual disabilities at the stage of individualization in a special secondary school, and it also should be carried on the basis of assistance to this process according to the indicators determined as the subject of correctional and developmental influence.

According to the indicators that ensure students' socialization at the stage of individualization, the components of pedagogical influence were identified: formation of students' self-awareness and adequate self-esteem, adolescents' awareness of their qualities, capabilities and their development; selection of vocational training profiles, in accordance with individual psychological characteristics and psychophysical capabilities of children's development. The experimental work was carried out on the basis of specially developed correctional and educational technology, which provided for the use of appropriately selected pedagogical tools – methods, content, organizational forms.

The content component was presented by modules that corresponded to the main areas of work at the stage of individualization, in accordance with the subject of correctional and developmental impact, goals and objectives. 3 modules were identified: "What I am", "My strengths or weaknesses", "Professions that are taught in school".

Purposeful pedagogical influence on students involved various educational activities and was carried out in the process of extracurricular activities in special classes, mainly in frontal and group form. Considerable attention was paid to individual work with students.

Correctional and developmental program was aimed at forming adequate self-esteem of the student and the development of his/her individual characteristics. The activity has the greatest opportunity in this regard, which results in a real, predictable result and provides a clear gradation of achievements and mistakes. This requires discussion, evaluation and comparing the achievements of each student with the samples, with other students' achievements. Students learn the rules of relationships in joint activities, between people who are socially approved and know themselves through the prism of evaluative judgments and actions of peers. In this regard, special attention was paid to the collective form of activity, in the process of which the evaluation of its results takes place, the child's self-esteem is formed (work; activities during attending clubs, classes of interest; fulfilment of certain instructions of teachers and adults; activities aimed at duty in the classroom, in the dining room; cleaning at school; work on the school grounds, etc.).

The particular emphasis was made on the formation of children's correct reaction to the results of their (and other's) activities. During the activity, a situation of success was created on the basis of providing individual assistance to the student, that is aimed at removing a certain fear of performing tasks, insecurity in his/her including in the proposed activity; positive emotional atmosphere (light or familiar rhythmic music, friendly relations, calm tone of address to each other and the teacher to children).

There were also actualization of the student's potential, reliance on the positive characteristics of every child. At the same time, success in the activity contributed to the education of the student's sense of self-esteem: children actively respond to positive attitudes, feel the acceptance of themselves and the results of their activities by teachers and others, children gradually begin to understand their own value and significance too. That is why this process was carried out both directly and indirectly when we showed a positive attitude to the child by our behaviour and statements. In such a way student first feels and only then begins to realize, to accept himself/herself as he/she is.

When organizing the activities for students, we complied with the following requirements: children were given feasible tasks, which increased their chances of success; after the completion of each task, comments and discussions on the results of activities were made, and their adequate assessment was given; the opinion of the team was taken into account, the evaluation of the results of the child's activity was carried out by other students; the self-assessment of each child was compared with the assessment of the student (and the results of his/her activities) by classmates.

In the process of organizing and discussing the results of activities, we tried to eliminate (or minimize) both the negative evaluation of the child's results, which gradually leads to low self-esteem and excessive praise, which forms an overestimated self-esteem. Some attention was paid to the exclusion of factors that injure the child and affect his/her self-esteem, especially in the direction of underestimation (certain fears, anxiety, tense relationships with classmates, parents, teachers; fulfilment of certain assignments that are not under force, etc.).

The correctional and developmental program also included special classes to make students aware of themselves and their individual qualities. The number of classes in each module was determined by the effectiveness of work with students. Special exercises, tasks, role-playing games were used in the classes.

The correctional and educational technology of students' socialization at the stage of individualization was developed by us and provided the structure and the content according to the certain stages and modules. Thus, correctional and educational technology for the formation of students' self-awareness and adequate self-esteem (modules 1-2) involved work on the preparatory and corrective stages⁵.

The preparatory stage was aimed at identifying students with individual characteristics and psychophysical capabilities, setting them for a positive result. *The correctional stage* was aimed at forming students' knowledge about themselves, adequate positive self-esteem (module 1 "Who I am") and identifying the strengths or weaknesses of each student (module 2 "My strengths or weaknesses").

Correctional and educational technology as to the optimization of the profiles of vocational training selection for students with intellectual disabilities (module 3) involved work in stages: propaedeutic and basic.

The propaedeutic stage provided for the psychological and pedagogical study of students in the context of their vocational training; identification of children's propensity to a certain type (profile) of work; providing primary information about the professions that are taught at school.

The purpose of *the main stage* was to stimulate the child by creating a situation of novelty and interest in mastering the profession that are taught in school; explaining to students the importance of determining the profile of vocational training, taking into account the production needs, employment opportunities and earnings; providing students with information about the results of activities that have useful and social significance.

The results of the introduction of the correctional and educational technology developed by us showed a significant increase of the success of socialization at the stage of individualization according to certain indicators among the students of the experimental group. Thus, the experimental group found a significant improvement in data on the indicator of the child's self-awareness – self-perception became more adequate, differentiated and complete; attitude to their personal qualities, performance and behaviour have become somewhat critical. Significant changes in self-esteem were revealed: its adequacy increased to 33.33% among students (Table 1).

⁵ I.V. Tatianchykova, Socialization of a child with Defects of Development...

Level	Control group		Experimental group	
	Before the experiment	After the experiment	Before the experiment	After the experiment
Adequate	16,67	20,00	20,00	53,33
Underestimated	26,67	26,67	30,00	16,67
Overestimated	56,67	53,33	50,00	30,00

Table 1
Data on the nature of students' self-esteem in the control and experimental groups (in % of the total)

The analysis of the obtained data showed that the students of the control group are mainly characterized by overestimated and underestimated self-esteem, which correlates with the results of the ascertaining stage of our study. Quantitative values of indicators of overestimated self-esteem are high and decrease insignificantly (from 56,67% to 53,33%) with a slight increase in the values of indicators of adequate level (from 16,67% to 20,00%). At the same time, quantitative data on low self-esteem remains unchanged (26,67%). No statistically significant changes were found at the level of self-esteem in the control group using Pearson's χ^2 -test ($\chi^2_{emp.}=0,26$; $\chi^2_{cr.}=5,99$; $\chi^2_{emp.}<\chi^2_{cr.}$; $p<0,05$; $k=2$).

Instead, positive changes in self-esteem were recorded among the students of the experimental group after the formative experiment: self-esteem was adequate in 53,33% of children (20,00% previously), overestimated – 30,00% (50,00% previously), underestimated – in 16,67% of students (30,00% previously). The increase of indicators of the adequate level is due to the reduction of the indicators of overestimated and underestimated levels almost twice, which is the result of the introduction of correctional and educational technology. The children have learned to assess adequately not only their appearance, mind and character but also other features, especially their abilities and capabilities. After the experiment, these qualities, according to the degree of adequate self-assessment, were distributed as follows: learning → behaviour → abilities → opportunities → performance → authority among peers → appearance → mind. The evaluation of themselves in a particular activity, learning outcomes and behaviour, their abilities and capabilities are of particular importance for students. Students also evaluate their place in the team of peers. Completely different priorities begin to dominate among students when they assess themselves, which were not detected among children of the control group. We are convinced that adolescents begin to evaluate themselves more consciously, set more realistic goals for further development, which are adequately correlated with their capabilities and abilities after correctional and developmental work. This primarily affects their assessment of their ability to master the profiles of labour training. The use of Pearson's χ^2 -test indicates the statistical significance of changes at the level of self-esteem among students of the experimental group ($\chi^2_{emp.}=20,84$; $\chi^2_{cr.}=9,21$; $\chi^2_{emp.}>\chi^2_{cr.}$; $p<0,01$; $k=2$).

The analysis of the results of purposeful pedagogical influence showed a significant increase in the general level of success of socialization at the stage of individualization among the students of the experimental group. In this regard, the number of students with a high level of socialization success increased (from 6,67% to 13,33%),

and the number of students with a low level showed a tendency to decrease significantly (from 60,00% to 23,33%). Positive changes in the data are confirmed by the use of Pearson's χ^2 test at the level of $p < 0.05$ ($\chi^2_{emp.} = 10,99$; $\chi^2_{cr.} = 7,84$; $\chi^2_{emp.} > \chi^2_{cr.}$; $k=3$). This proves the effectiveness of our developed correctional and educational technology to ensure the socialization of children with intellectual disabilities at the stage of individualization.

Discussion

Thus, our results confirm the data of other researchers, who prove that improving the effectiveness of socialization of students with intellectual disabilities is determined by a number of pedagogical, including methodological, issues that are related to the practice of special organization of correctional and developmental training and education in a special educational institution⁶; that individualization and socialization act as necessary, inextricably linked components of a single process of personal development⁷; that the completeness of socialization and achieving its results involves primarily ensuring the process of the child's individualization, who is able to realize their capabilities and positive qualities⁸.

However, scientists do not consider the socialization of a child with special educational needs as a process of the gradual development of personality on the basis of ensuring his/her individualization, taking into account his/her abilities, inclinations, interests; insufficient attention is paid to the consideration of child's individual psychological features and psychophysical capabilities, which should be relied on in the process of socialization. Research on pedagogical support of the child's socialization at the stage of individualization (by means of content, organizational forms, methods) is also presented superficially.

Conclusions

The conducted study provides a basis to make the following conclusions:

- it was found on the base of the theoretical analysis, that despite the importance and social demand of society on the problem of socialization of children with intellectual disabilities, it still remains underdeveloped in both theoretical and practical terms. This is especially true of the disclosure of issues of individualization in the process of socialization. It is determined that socialization at the stage of individualization should be considered as a process of personal growth of the child based on his/her awareness of capabilities, which should be developed, which should be relied on and used as much as

⁶ O. P. Khokhlina, Provision of Childs' Socialization as a Purpose of Activity of Special Educational Establishmen, in: Didactic and Social-Psychological Aspects of Correctional Work at Special School: scientific and methodological collection (Kiev: Scientific World, 2009); O. P. Globa, Regional Rehabilitation Environment as a Factor of Socialization of Children and Youth with Limited Psycho-Physical Possibilities: Monograph (Kramatorsk: DSM-BA, 2011) y I. V. Tatianchykova, Socialization of a child with Defects of Development...

⁷ D. I. Feldstein, Social development in the space-time of Childhood... y A. O. Tatianchykov, Intellectual operations in the context of adaptation of pupils to primary school: Methodical recommendations for teachers of general education schools and practical psychologists (Sloviansk: B.I. Matorin Publishing House, 2015).

⁸ O. P. Khokhlina, Provision of Childs' Socialization as a Purpose of Activity... y I. V. Tatianchykova, Socialization of a child with Defects of Development...

possible in his/her further development and professional development in a social environment;

– the generalization of the results of the empirical study of students' socialization with intellectual disabilities at the stage of individualization made it possible to determine that they are characterized with insufficient both at the general level and at the level of individual indicators. At the same time, the lowest quantitative values characterize the adequacy of students' self-esteem;

– correctional and educational technology was developed to ensure the socialization of students with intellectual disabilities at the stage of individualization in a special secondary school, which is based on a certain structure, content, methods and organizational forms. The implementation of correctional and educational work takes place in accordance with the defined modules and involves the organization of various educational activities in the context of extracurricular activities;

– the efficiency of using the developed correctional and educational technology has been experimentally proved, which aims to increase the efficiency of socialization of students with intellectual disabilities at the stage of individualization. The analysis of the results of purposeful pedagogical influence showed a significant increase of the general level of success of socialization and its level on individual indicators at the stage of individualization among the students of the experimental group; instead, the students of the control group did not show its positive dynamics.

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