

## SOCIAL ADAPTATION OF CHILDREN WITH DISABILITIES

Rezida A. Fahrutdinova

Institute of Philology and Intercultural Communication, Kazan (Volga Region) Federal University

Iskander E. Yarmakeev

Institute of Philology and Intercultural Communication, Kazan (Volga Region) Federal University

Rifat R. Fahrutdinov

Institute of Philology and Intercultural Communication, Kazan (Volga Region) Federal University

### ABSTRACT

Changes in social relations and social turmoil are painful for vulnerable populations, which include, in particular, the children with disabilities. The growth of number of children with disabilities in Russia is accompanied by the search for solutions to the problems this group of people, providing them with accessible environment. The principle of inclusive education in accordance with article 79 of the Federal Law "On education in Russian Federation" №273-FZ lies in the adoption by the administration and teachers of children with disabilities regardless of their social status, physical, emotional and intellectual development and create conditions based on psychological and pedagogical methods targeted at needs of these children [1]. Health limitation of children is directly linked to disturbances in their physical and mental development, difficulties in self-care, communication, learning, acquiring professional skills. The problem of development of the children with disabilities social experience, their integration into the existing system of social relations, which demands that professionals dealing with this category of children, competent decisions and actions is discussed in this article. These include the development of special programs, creation of centers of social adaptation, specialized schools, etc. In this regard, this article presents the materials of experimental work control process, diagnostics of the real state of social adaptation of children, development of the optimization criteria, the definition and use of effective social technologies.

**Keywords:** *disabilities, social adaptation, inclusive education, social and communicative competence, inclusive environment, social technology*

### INTRODUCTION

A priority for any healthy society is to find the strength to compensate for the difficulties of the socially vulnerable groups of population with attention to their needs and concerns, genuinely humane attitude towards these people.

The problem of inclusion of people with disabilities in real life is relevant in the world. According to the UN, there are approximately 650 million people with mental and physical functions. They constitute almost a tenth of the inhabitants of the planet. There are 250 million children with disabilities in the world.

The number of children with disabilities under the age of 18 years in Russia on 1 January 2015 amounted to 604 thousand people. Annually about 50 thousand children who are recognized as disabled are born in our country [2].

Hence, obviously, the contradiction between the social need of the management of social adaptation of children with disabilities, on the one hand, and insufficient development of scientific systems and technology of management, on the other hand.

The relevance of the research, the degree of scientific elaboration and formulated research problem determine the choice of the object and subject, aims and research questions.

The object of research – is social adaptation of children with disabilities.

Subject of research –is psychological and pedagogical conditions of management of social adaptation of children with disabilities.

The aim of research is to explain theoretically and prove experimentally the efficiency of psycho - pedagogical conditions of management of social adaptation of children with disabilities.

The aim of our research leads to the following research questions:

- 1) to disclose theoretical aspects of management of social adaptation of children with disabilities.
- 2) to develop a model of management of social adaptation of children with disabilities.
- 3) to identify psycho – pedagogical conditions of optimality for the social adaptation of children with disabilities and prove experimentally their significance.

The hypothesis of our research is based on the assumption that successful management of social adaptation of children with disabilities will be possible if:

- preliminary diagnosis of the state of the adaptation process is provided;
- model of management of social adaptation of children with disabilities is developed;
- criteria of efficiency of social adaptation of children with disabilities are identified;
- technologies of optimization of adaptation process of children with disabilities are used.

Today the problem of development of inclusive education is under scrutiny not only parents and educational communities but also the entire community. The Federal educational standards and Sanitary-epidemiological requirements of education of children with disabilities are developed and entered into force on 1 September 2016. The professional standard for teachers, which makes demands to personal qualities of a teacher: readiness to teach all children, regardless of their inclinations, abilities, special needs, limited opportunities" is also developed.

The practice shows that the implementation of inclusive education is complex, multifaceted process, affecting scientific, methodological and administrative resources however, inclusive space implies openness and accessibility, not only for children but also for adults.

Opportunity of education for children with disabilities is one of the main and indispensable conditions for their successful socialization and ensure their full participation in society, the effective self-realization in various types of professional and social activities.

The advantages of inclusion for children with disabilities is very important:

- Children with disabilities demonstrate a higher level of social interaction with their peers in the inclusive environment compared to children in special schools. This is particularly clear if the adults in the school purposefully support the socialization, and if the number of children with special needs is in natural proportions in relation to the rest of the student body as a whole.

-Social competence and communication skills of children with disabilities are improved in an inclusive environment. This is concerned with the fact that children with disabilities have more opportunities for social interaction with their peers, who act as carriers of the model of social and communicative competencies, peculiar to this age.

-Children with special needs have a more intense curriculum in an inclusive environment. The result is improved skills and academic achievement.

Social acceptance of children with special need improves because of special teaching in small groups in inclusive class. Children "crossed" over the line disability another child, working with him on a task in a small group. Gradually, children begin to realize that they have much common with children with

disabilities. The theories of social adaptation suffer some unilateralism, which attracts the attention of P. Bourdieu, C. Geertz, M. V. Romm and Yu. M. Reznik. The essence of this paradigm is expressed in the following provisions[3]:

1. Human is a complex system. The functioning of this system depends on its stability, and the ability to transform in a changing space, by implementing the adaptive capacity of the system.
2. The ability to interpret the social reality determines the normative-interpretative approach to the analysis of social adaptation of a person with disabilities, strategies of social adaptation. Man is in constant process of interpreting the social world and in this world.
3. Social adaptation of people with disabilities is a complex concept due to different contexts, which must be attributed not only to the context of sociality, but itself a disease, the pathology of the individual with disabilities, their interpretation. In this context, disease has the function of context adaptive space of the person with disabilities.
4. Adaptive mechanisms are socially determined, and simultaneously are the result of comprehension of social reality, because human existence is impossible only on the outside, she is always inside.
5. It becomes important to weave individual and social dimensions of social adaptation.

To conclude a brief description of possible approaches to the definition of social adaptation, we note that common to these approaches is its understanding as a process of interaction, which is characterized by: first, the presence of two or more subjects; second, the presence of special conditions - conditions of imbalance, inconsistency between systems; third, some coordination between the systems, the extent and nature to which can vary in enough wide limits; fourth, the achievement of the purpose, which implies certain changes in inter-active systems[4]

Social adaptation – is the process of adaptation of the individual (group) to the social environment, involving interaction and gradual agreement the expectations of both parties. The aim of social adaptation is providing stability, tradition, consistency, social experience, and its changes, on the basis of innovative enrichment. Social adaptation involves the acquisition of individual subjectivity for self-implementation of social actions and functions with optimal psycho-physiological costs.

The adaptation criterion means that teenagers have high resistance to stress, adequate perception of criticism, good health and mood, cheerfulness, healthy ambition, mobility, high operability, self-confidence, steady and positive selfassessment, understanding and division of I-images. The communicative- organizing criterion includes skills to listen and understand interlocutors, sincerity, capacity to build long-term partnership and confidential contacts in real life, ability to argue one's point of view, non-conflict, empathetic, real estimation and distributing of one's forces. [5]

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Through the social adaptation as an active adaptation of the individual to social environment (living environment) favorable conditions are created for self-manifestation and natural learning, making goals, values, norms and styles of behavior accepted in society. The social adaptation of the younger generation has a great importance —it is the process and result of matching individual capabilities and condition of the child with the surrounding world, his adaption to the changed environment, new conditions of life, the structure of relations in certain socio-psychological communities, establishment of conformity of conduct adopted in these rules and regulations.

It is a systematic approach to the process of rehabilitation when the interaction of social, medical, psychological, socio-cultural and labor rehabilitation is placed at the center and gives the optimum effect. [6]

The problem of social adaptation is especially important for children with disabilities.

Limitation of opportunities – is the process in which violations of the constitution, body functions or environmental conditions make difficult or impossible the human activity or the functioning of its organs; the reason of limited opportunities, may be the unsuitability of the environment for the socialization, for example, the lack or imperfection of educational programs, medical and social services needed by children[7]

## **RESEARCH METHODS**

The authors used a complex of research methods: observation, experiment, interviews, study of productive activity, questioning.

The sociological data collection was conducted through questionnaires and expert interviews, study of documents, free and standardised interview, participant observation.

### **The methods of our research are:**

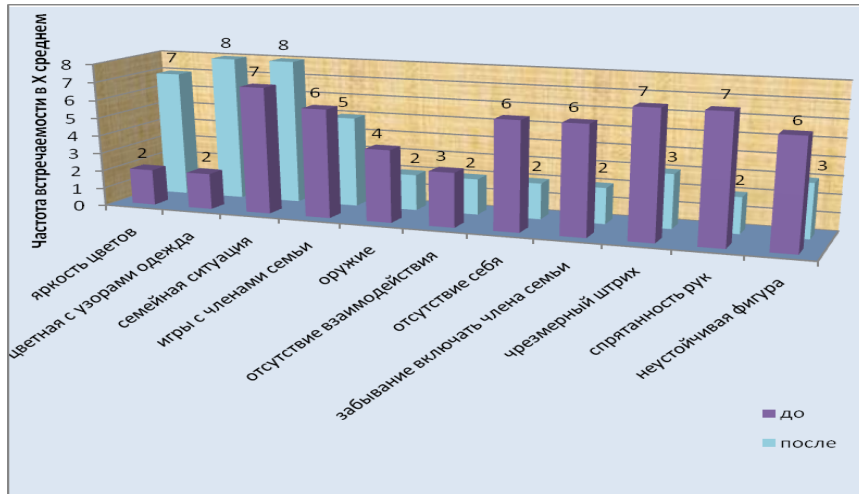
1. The method of Rene Gilles allows to use the social adaptability of the child, the scope of its interpersonal relationships and its characteristics, the child's perception of family relations.
2. The method of "Captain of the ship" is intended for diagnostics of the status of preschool and primary school children in the peer group.
3. The technique of diagnostics of socio – psychological adaptation K. Rogers and p. diamond

Theoretical - methodological basis of the research

1. Conceptual approaches to the definition and study of social adaptation: regulatory (E. Durkheim, R. Park, E. Giddens, T. Parsons, R. Merton), interpretive (Weber, E. Fromm, R. Nisbett, L. Ross), integral (P. Bourdieu, M. V. Romm, Yu. M. Reznik).
2. Theoretical states about the features of social adaptation of children with disabilities, proved in the works of F. V. Borodulina, N. F. Dementieva, A. I. Kovaleva, M. N. Reut, A. Z. Sverdlov).
3. A socio-cultural concept of atypical (E. K. Naberushkina, P. V. Romanov, E. R. Yarskaya-Smirnova, etc.), on the basis of humanistic social policy towards children with disabilities and their families.

Experimental work has been carried out on the basis of “Rehabilitation center for children and adults with disabilities” in Laishev municipal district in Tatarstan Republic. 43 children of preschool, primary and secondary school age (6-17 years) took part in experimental work.

A comparative analysis of results of diagnostics of family relations and attitudes towards children with disabilities before and after the optimization measures of social adaptation can be seen in the chart of fig. 1.



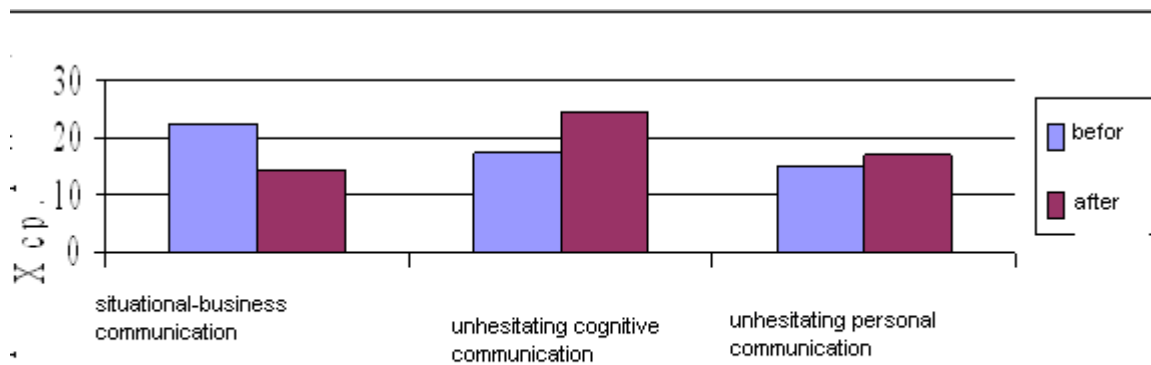
**Fig. 1.** The picture of children before the measures of optimization of the social adaptation.

From this figure it is revealed that the children with disabilities have deviations in relation to itself before the measures of optimization of the social adaptation. There are pictures where they depicted exaggerated size of hands, which is interpreted as the propensity to aggression, if it is "self-portrait". If there are the parents or nanny, the focus on hands means the expected or actual aggression. Inflexible, stereotypical shapes are drawn, as a rule, children, difficulties which can take various forms and have various causes. Some children have problems with bad school performance, they learn worse than their abilities. Such drawings are often manifested by emotional immaturity. Problems can also be associated with tense home atmosphere. Children react with allergies and eating disorders at a tense family atmosphere.

There is a picture where the child crossed out the image. This picture can be interpreted as the expression of extremely negative feelings. The emphasis on stroking individual parts or the whole figure is constantly found in the pictures of anxious children. The face, the lower part of the body or, more revealing, genital area can be stroked.

Thus, we can conclude, that children with disabilities have adverse relationships with their parents and other members of family before the measures of optimization of the social adaptation.

The measures of optimization of the social adaptation of children with disabilities have proved their efficiency. Children started to use more bright colors in their pictures, and clothes for the members of family, which shows an improvement of family relationships. Before the measures of optimization of the social adaptation the children with disabilities felt anxiety in relations with parents, that interferes with their emotional maturity and achievement of mental health.



**Рис. 2.** The forms of communication with children with disabilities before and after the measures of optimization of the social adaptation.

From figure 2 we can see that before the measures of optimization of social adaptation the situational-business communication was dominated among children, and after the unhesitating cognitive communication began to prevail. There is a positive trend through all selected criteria by comparative analysis at the beginning and end of the experiment.

The results of research confirm the validity of the hypothesis.

## RESULTS

**The scientific novelty of the research is:**

- the indicators of social adaptation of children with disabilities, systematic factors, and assess the success of the adaptation process are identified;
- the model of management of social adaptation of children with disabilities, includes focus, functional, resource and organizational subsystem is developed;
- the system of optimality criteria of social adaptation of children with disabilities, systematic technology optimization is identified;
- psychological and pedagogical conditions of social adaptation of children with disabilities are identified;
- to provide a preliminary diagnosis of the state of the adaptation process;
- to develop a model of management of social adaptation of children with disabilities;
- to define criteria of efficiency of social adaptation of children with disabilities;
- use technology of optimization of adaptation process of children with disabilities.

## SUMMARY

The practical significance of the research lies in the fact that they will be useful for managers and specialists of organizations of education and social protection of children. The developing systemic model of management of social adaptation of children with disabilities could be the basis for improving management performance in this sphere. Considered criteria and ways of optimization the social adaptation of children with disabilities may be required in the development and implementation of target programs of social adaptation of children of the specified category, organization and conducting of educational work, the design of social work among children with disabilities and their parents.

## CONCLUSION

The theoretical significance of the research lies in the fact that the results of the study give deep and comprehensive view about the peculiarities of social adaptation of children with disabilities, conditions and ways of its optimization. The developed system model of management of this process identifies promising direction of research.

## ACKNOWLEDGEMENT

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