

РОЗДІЛ 1

MODERN RESEARCH IN THE FIELD OF SPECIAL PSYCHOLOGY

THE METHODOLOGY OF THE SOCIO-PSYCHOLOGICAL INTEGRATION OF PERSONS WITH DISABILITIES INTO SOCIALLY ACTIVE LIFE

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Review of methods of socio-economic integration of persons with disabilities. An active social life, which includes work, leisure, communication with family and friends, is so ordinary for many people that not everyone even realizes the value of what they have. At the same time, there are people among us for whom each of these elements of everyday life is extremely important because they are entirely or partially deprived of such seemingly ordinary activities. We are talking about people with disabilities who cannot always find their place in our society because they often have limited access to education, the labour market, communication with other people and a decent holiday.

Despite the high level of development of modern society in developed countries, the problem of the social and economic integration of people with disabilities is relevant today. New research indicates that even with the improvements achieved, most of these people remain a socially vulnerable group, do not have a full social life and are subject to discrimination and stigmatization by society [1, 2, 3]. However, this problem and its causes in practice are much more complex and are not limited to physical obstacles, such as the lack of ramps.

Persons with disabilities belong to different groups according to the level of complexity of their physical or psychophysical condition, live in varying levels of development of settlements, have another social status. Also, the level of development of public awareness of the place, role and rights of persons with disabilities is of great importance. All these factors affect the level of socio-economic activity of these people. The level of complexity of the methods to be used for the integration or reintegration of persons with disabilities into public life.

Unfortunately, in Ukraine, the study of the problems of people with disabilities, the factors that prevent their (re-)integration and the implementation of effective measures to improve the lives of these people, leaves much to be desired. At the same time, modern European integration processes are forcing Ukraine to reconsider existing approaches and existing opportunities to improve the situation regarding the socio-economic integration of people with disabilities. Given this, it is essential to review and analyze existing practices in Ukraine and abroad in terms of their compliance with current requirements and their advantages and disadvantages compared to other methods.

The problem of integration of persons with disabilities into public life has existed throughout human existence. At the same time, despite the urgency of the issue, it will be no secret that the level of solving this problem remains low even in the developed world, regardless of the method used to calculate this level. It is therefore not surprising that many writers, politicians and scholars continue to pay attention to this in their works and speeches.

Careful acquaintance with several studies demonstrates the versatility of the problem of socio-economic integration of persons with disabilities. Alpatova P. and Zub T. [1] studied the difficulties faced by a person with a disability in an urban environment, from sociology. Interestingly, even after ten years, most of the problems analyzed by researchers remained relevant, and not only for the urban environment [2]. Thus, an acute problem that is receiving more and more attention from society is the problem of discrimination and stigmatization [1, 3], difficulties in obtaining an education, gaining access to the free labour

market and so on. At the same time, as domestic and foreign research shows, all these problems need additional analysis in terms of existing ways to solve it, their systematization and search for new solutions.

Before considering the methods of socio-economic integration of people with disabilities, it is necessary to in-depth analysis of the root causes of the problem. In the scientific literature, some authors identify two main groups of barriers that prevent people with disabilities from having a full social life, including professional realization: physical and psychological barriers. The first focus is usually on the first group of obstacles that are directly related to the physical limitations of a person with a disability. Thus, if a person uses a wheelchair, he needs the infrastructure adapted for such people, or certain vehicles and special equipment to get to work and do their job in the workplace. The same applies to people with visual, hearing, speech impairments, etc.

At the same time, psychological barriers are equally important. People with disabilities and everyone else can be the source of these barriers. Firstly, the person with a disability may seek a life more isolated from society, may despair of himself and refuse the opportunity to realize himself in community. Secondly, other people's reluctance to accept people with disabilities into their environment remains common. And here the reasons can be various: fears that the person with a disability will work less or less qualitatively, than others; fears that the physical disability of a person with a disability may repel other people working with the company; unwillingness to have in their environment anyone who has specific physical differences; as well as reluctance to spend resources on material support for proper working conditions for a person with disabilities [3].

We agree that the division into only two groups does not allow us to fully understand the existing barriers to the socio-economic integration of persons with disabilities. Therefore, some scientists distinguish communication in a separate group of obstacles [3], which, incidentally, are near related to both physical and psychological barriers. There are three types of communication barriers. Firstly, this barrier can exist as a physical manifestation of the disease, for example, when a person has limited physical activity. Secondly, quite often, there are situations

when a person with a disability is confined to a narrow circle of people, including most family members and some other persons with disabilities [3]. This lifestyle can be caused by limited physical activity and the lack of adequate infrastructure, which makes a person a kind of prisoner of his own home. Thirdly, a person with a disability may have a negative experience of communicating with so-called “normal” people due to discrimination, contempt, misunderstanding, insults [1, 3].

Indeed, the problem of discrimination and stigmatization of persons with disabilities remains acute both in Ukraine [3] and in other countries [4]. At the same time, it is evident that the formal prohibition of discrimination at the state level does not eliminate this problem. This issue is incredibly painful for those people with disabilities who seek a full working life and professional realization. Discrimination can take various forms when hiring or refusing a job, offering an appointment with a lower qualification level, offering worse pay conditions. Also, in the course of work, discrimination against a person with a disability can be manifested in the daily treatment of this person, blocking career opportunities without objective reasons, ignoring the success of this person and his contribution to joint activities.

Another group of barriers is educational information. Thus, not in every area, people with disabilities have the opportunity to receive full counselling on services and organizations that can help them, as well as on opportunities in the labour market [2]. As for education, many educational institutions in Ukraine are still not adapted to the fact that their students may include people with disabilities.

The combination of barriers discussed above can lead to another problem. Some groups of people with disabilities work in specialized enterprises, for example, in UTOS enterprises. But they do not have access to the open labour market [1, 2, 6]. For some people with disabilities, entering the free labour market is very difficult due to physical reasons. In contrast, other people with disabilities have fewer restrictions and can compete with regular candidates for jobs in non-specialized enterprises. However, they are hindered by psychological barriers or lack of education or information.

One of the first approaches to the full integration of people with disabilities is their physical rehabilitation and adaptation. Thus, it is essential to adapt to the needs of people with disabilities in their homes, places of rehabilitation and ways of moving (International Labour Organization). Appropriate adaptation of workplaces, labour operations, tools, equipment and labour organization is also needed to facilitate the vocational training and employment of these people (International Labour Organization).

Of great importance in choosing an approach to the integration of persons with disabilities in the labour market is the type of disease or physical disability that a person has. A person with visual impairments and a person who has good eyesight but moves in a wheelchair will have slightly different choices of occupations in the labour market. At the same time, the arrangement of the workplace will require different approaches. Therefore, the improvement of the infrastructure of the territory of residence and frequent stay of persons with disabilities should be by the needs of persons with disabilities with different types of diseases: for people with visual impairments tactile markers, sound signals; for people with hearing impairments - unique visible signs; for people with reduced mobility - ramps, handrails, wide doors and passages, low location of buttons in elevators, traffic lights and other important places, the availability of specially equipped public toilets, cleaning the way for people in wheelchairs from debris and possible other barriers.

Particular attention should be paid to compliance with modern norms and standards in the development of new infrastructure, in particular, in the construction of new buildings, especially buildings of educational institutions, government agencies, social services. Similarly, the development of new vehicle models and the purchase of these vehicles for public transport networks must also be tailored to the needs of people with disabilities.

Finally, the availability of special equipment and facilities for people with disabilities, their families, businesses and organizations where people with disabilities work or plan to use is equally important. Firstly, all stakeholders should have access to information on where

to obtain or purchase the necessary equipment or facilities. Secondly, it is essential to use fiscal instruments, in particular, exemption from internal taxes or any other internal charges levied on imports or subsequently of certain goods, educational materials and equipment necessary for persons with disabilities.

Overcoming the information barriers is essential to organize the work of social services, employment services, medical institutions and other services and organizations. So, each person with a disability and their family members receive full information about their rights, opportunities for education, rehabilitation and employment. Active cooperation with traditional and online media is necessary for the systematic dissemination of information essential for people with disabilities.

Another group of methods for overcoming communication and information barriers is the use of new technologies. Today, modern information technologies allow expanding the range of communication via the Internet, in particular, through social networks, forums and means of remote communication. Therefore, one of the methods of accelerating the socio-economic integration of people with disabilities is to provide certain groups of such people with access to the Internet. Communication via the Internet can have several advantages for specific categories of people with disabilities: there is no need to go or travel somewhere, overcoming infrastructure imperfections. Other people with whom a person with a disability communicates may, if they wish, not see that person at all and, consequently, not know that they are communicating with a person who has specific physical characteristics.

At the same time, this way of communication is not without its drawbacks. Thus, for some people with reduced mobility, it may be necessary to equip them with additional technical means so that a person with a disability can use new technologies on their own (particular mouse, keyboard, sound recording and reproducing equipment, etc.). Some people, especially the elderly, may find it challenging to learn new technologies and may need additional training. It is especially true for older people with disabilities and

those who cannot use a regular computer on their own due to certain limitations in physical activity. Moreover, communication via the Internet cannot replace the standard transmission; much less be the only solution to the problem of socio-economic integration of people with disabilities. Therefore, it remains necessary to eliminate other physical and psychological barriers to the mobility of such people and better communication with other members of society.

In addition to the Internet, other technologies can be used to overcome communication barriers. Thus, Politis Y., Robb N., Yakkundi A. and others describe in their work several examples when the development of computer games for people with autism spectrum disorders and certain mental disorders (intellectual disorders) involved people with such diseases [7]. Each of the projects described by the authors of the development and use of specialized computer games aimed to improve reading, communication and social skills in people with disabilities.

This way of solving the problem of developing communication skills for Ukraine with its potential in the IT-sphere is quite real. It can complement other methods used today by specialists in social and medical institutions. At the same time, according to the authors of the study, it is necessary to continue studying the effectiveness of such computer games for different groups of people with disabilities and to improve these games based on the results of research.

To eliminate the problem of discrimination and stigmatization, scientists propose to work in two directions: to conduct activities with those who are stigmatized and discriminated against and with those who stigmatize and discriminate, which requires different methods of solving the problem [4]. Working with people with disabilities should help these people to take an active position in life, and all this should be supported by appropriate rehabilitation, training, counselling and infrastructure. In turn, work with other people should be aimed at developing a conscious vision of the problems of people with disabilities, understanding and tolerance.

To overcome the problem of discrimination, it is worth paying attention to the recommendations that the International Labour

Organization provided more than 30 years ago (International Labour Organization):

1. Providing persons with disabilities with the opportunity to receive and retain suitable work for them, which, if possible, corresponds to their personal choice, and to advance in the service. The implementation of this recommendation, on the one hand, can contribute to faster full-fledged socio-economic integration of persons with disabilities. On the other hand, this requires collaborative work of social services, employment services, appropriate control, as well as work with the public and enterprises.

2. To use and adapt for disabled people the existing services of vocational guidance, vocational training, employment, employment and related services for employees in general. To implement this recommendation, it is essential to continuously train and improve the staff of social services and government agencies that work with people with disabilities.

3. Carry out measures to promote the employment of persons with disabilities that meet the employment and wage standards applicable to employees in general. Monitoring of wages in the region, industry and individual enterprises is essential for the implementation of this recommendation, including separate monitoring for persons with disabilities and other persons. It will identify existing and prevent new cases of discrimination.

4. Take measures to prevent the potential for exploitation in vocational training and specialized enterprises and to facilitate the transition to a free labour market for persons with disabilities.

5. Promoting the creation and development of cooperatives of persons with disabilities, in which, if appropriate, other persons may participate. It will enable people with disabilities to independently manage the newly created organization, determine the order of its work, working conditions by the needs and capabilities of people with disabilities.

6. Carry out measures aimed at overcoming prejudice, misinformation and unfavourable attitude to the employment of people with disabilities and their social integration or reintegration. To this end,

it is necessary to conduct regular information campaigns among the population, organize training for social workers, hold information meetings with representatives of enterprises, cover issues of people with disabilities, including discrimination and stigma, at conferences, seminars and round tables.

Employers often perceive a person with a disability as less productive and even unprofitable [1, 2]. However, it is rightly noted by Kruse and Rat [8], changes can occur not only in the physical condition of a person, such as deterioration or improvement of health in various diseases but also in society as a whole. Working conditions are changing. New technologies make it possible to eliminate the difference between a person with a disability and an ordinary worker. A clear example here is the field of computer technology, where a person in a wheelchair, in general, in terms of productivity can be no different from those who will sit next to a chair. Therefore, it is essential to study the labour market, new trends, changes, and conduct appropriate educational and outreach work.

Further, to reduce the level of prejudice against people with disabilities and at the same time, reduce the financial burden on employers, the following measures can be implemented (International Labour Organization):

1. Financial incentives for employers to encourage their activities for the organization of vocational training and subsequent employment of persons with disabilities. Such incentives allow not only to reduce the number of unemployed but also to expand the labour market for people with disabilities from specialized enterprises to any other, where all other people can work.

2. Encouraging the dissemination of information on examples of existing and successful labour integration of persons with disabilities. It will allow other people with disabilities to be optimistic about job search and professional growth, the public to see the real contribution of such people to the region's economy, and businesses to reduce prejudice and perceive people with disabilities not as a social burden but as social and labour capital.

One of the areas of work on the socio-economic integration of

people with disabilities is to provide these people with support and assistance for self-employment. Although self-employment has many advantages, in the scientific literature the problem of, traditional employment in an enterprise or organization has received more attention than the question of how to motivate a person with a disability to start their own business. At the same time, the results of a study conducted ten years ago [9] showed that people with disabilities were more involved in starting their own business than other people without such status. Own business allows a person with a disability to do what suits his interests and abilities. Self-employment as a way of integration into public life is one of those methods that allow not only to ignore the problem of discrimination in employment but in general to forget about dependence on the decision of another person and have a full professional and personal realization. Therefore, it is advisable to develop and implement unique programs that will assist in the creation and development of persons with disabilities in small businesses and cooperatives.

Particular attention should be paid to the problem of socio-economic integration of persons with disabilities in rural areas. On the one hand, these people's problems are similar to the issues of people with disabilities living in cities. On the other hand, rural areas in Ukraine still lag significantly behind cities. There is no necessary infrastructure, sometimes even for healthy people, let alone people with disabilities. Off-road, lack of gas heating, water supply, stable transport connections are often the reasons why people with disabilities can not go outside their yard, and sometimes at home.

In such areas, it is advisable to create mobile services that take care of the problems of people with disabilities. In addition, as recommended by the ILO, the government can provide financial and material assistance for the establishment of cooperatives and other associations for people with disabilities in rural areas, where these people could manage this organization and engage in specific professional activities (International Labour Organization).

As discussed above, many people with disabilities have limited access to the general labour market and do not know how to expand their

capabilities and go beyond specialized enterprises. Social services can advise such people on employment opportunities in non-specialized enterprises. In turn, the government may provide special subsidies for those enterprises. So, that will create or adapt jobs for people with disabilities and will hire people from specialized enterprises.

One of the problems faced by government agencies and organizations in the implementation of measures for socio-economic integration of persons with disabilities is the lack of financial and material resources, and sometimes the mismatch of knowledge of employees to today's needs. Therefore, it is essential to develop and support the sector of non-profit and non-governmental organizations that aim to help people with disabilities. Such organizations can be faster and more flexible in finding the necessary resources and in involving the public in the implementation of individual activities.

In general, comprehensive programs of socio-economic (re-) integration of persons with disabilities must be implemented at the state, regional and local levels. This approach involves a systematic professional view of solving the problem, involving various institutions and organizations, establishing their coordinated actions, monitoring the implementation of the program and the final analysis and evaluation of measures in terms of their effectiveness and efficiency. Moreover, such programs should be coordinated with the strategies of socio-economic development of territories, which will allow proper planning of the budget and other material assistance for the implementation of specific measures and thus reduce the economic and financial risks of the program.

One of the essential measures in the medium and long term is to conduct research on various topics aimed at studying the problems of persons with disabilities, the effectiveness and efficiency of specific measures of their (re-) integration, the behaviour of society and certain groups concerning persons with disabilities, opportunities participation of certain groups of persons with disabilities in such types of work activities that were previously inaccessible to them. Of course, such studies are conducted, but, unfortunately, Ukraine lacks the financial and material resources to conduct comprehensive, sometimes long-term, high-quality research.

Review and analysis of existing methods of socio-economic integration of persons with disabilities allow us to propose a classification of these methods according to several classification criteria:

1. By scale or level of implementation (at the level of the state, region, individual settlement or territory, or group of enterprises, personal organization or enterprise).

2. By the level of coverage of persons with disabilities (mass coverage, selective (depending on the type of particular need, area of residence, etc.)).

3. By specialization - psychological, medical, socio-political, engineering-infrastructure, information-technological, scientific, etc.

4. By direction / social object of influence - impact on people with disabilities, impact on society as a whole, impact on employers.

5. By the subject of power (state, enterprise, organization, individual).

6. By material nature (tangible/intangible).

7. By duration of action - permanent, short-term, one-time.

The classification of methods allows generalizing the existing knowledge and current practices to effectively and effectively use them in further work, the correct combination of several ways, taking into account the advantages and limitations of each of them.

The search for problem's solutions of socio-economic integration of people with disabilities should begin with an in-depth analysis of the barriers that stand in the way of such people. In many cases, it is impossible to remove the main obstacle - the physical limitation of the person himself. However, existing approaches can overcome or reduce both physical and psychological, communication, information and educational barriers. It is essential to have an integrated approach and use different methods at the same time to achieve a faster and more effective result.

The analysis of different methods carried out in this article is based on the secondary data received from the researches of other scientists. At the same time, it would be worthwhile to study the effectiveness of specific methods in today's conditions in Ukraine and the effectiveness and efficiency of government programs designed to promote the full integration of people with special needs into whole public life.

Education as a way of integration of persons with disabilities into society. According to the UN, about one-tenth of the world's population are people with disabilities. In Ukraine, this figure is about 6% of the total population. Moreover, according to the State Statistics Committee of Ukraine, the number of people with disabilities in our country is increasing every year. Most of them (approximately 80%) are young people of student and working age.

The modern development of the state recognizes the need to integrate people with disabilities into society by overcoming not only physical but also conditional obstacles in their lives. The integration of a person into society implies his full inclusion in all spheres of society, destigmatization of a person on any grounds (age, sex, race, health, religion, behaviour, etc.). The integration of people with disabilities into society is of particular importance, as they are still a social group "excluded" from the community [10].

The processes of socio-psychological adaptation, integration into society, employment and training are studied by scientists in many areas: psychology, economics, sociology, medicine and more. The problem of socio-psychological adaptation, integration of persons with disabilities through education and their access to education, including higher education, was studied in the works of S. Lebedieva, O. Hluzman, V. Shchekolodkina, O. Fudorova, V. Tserklevych, M. Tomchuk, V. Skrypnyk, T. Komar and others. They considered the peculiarities of social and psychological adaptation of young disabled people, studied the socio-pedagogical conditions of integration of students with disabilities into a group of classmates of higher education.

General issues of social and psychological protection, labour relations, professional training of the population attract the attention of such scientists and practitioners as M. Avramenko, S. Bandur, D. Bohynia, O. Buhutskyi, I. Hnybidenko, M. Dolishnii, T. Zaiats, K. Korsak, M. Kostakov, E. Libanova, I. Maslova, V. Onikienko, V. Pokryshchuk, V. Savchenko, A. Shevtsov, L. Shepotko, L. Cherniuk and others.

Analysis of scientific publications shows that, despite the growing share of fascinating and essential works, the degree of study of the realization of their rights by people with disabilities in all spheres of life,

the processes of their professional rehabilitation, socio-psychological adaptation can not be considered sufficient and needs further research, which determined the direction of our study.

Assistance and support for people with disabilities should become one of the critical tasks for our country today. Because such people can work, achieve significant results in sports and other areas, thereby helping the country's economy and improving Ukraine's image in the international arena. The priority of the state socio-economic policy today should be comprehensive assistance to citizens with disabilities in the realization of their inalienable right to education and productive work in conditions of freedom, equality, security and self-esteem. Promoting the employment of people with special needs has a specific effect on the national economy by reducing the cost of disability benefits and, consequently, reducing poverty among this category of citizens. Productive work for a person with a disability, which, according to MSEC, can work and wants to, determines for him the shortest way of integration into society, increasing the level of material security.

In this systemic context, vocational training of persons with disabilities is the acquisition of full education and profession by each of them, acquisition of professional skills that determine their socio-psychological adaptation, the realization of their abilities, further integration into socially useful life through employment and employment.

There comes a time when a person appears in education as a whole. Therefore education integrates different approaches to learning and teaching, so that a person, assessing his place in the world and the level of realization of meaning in life, at every stage was satisfied with his life in all its manifestations.

Today, within this paradigm, there is a person-centred education, which is guided by the following provisions:

- 1) consideration of the individual (student, teacher, leader) as a subject of educational activity and a matter of relations;
- 2) recognition of man as a complex self-developing system;
- 3) perception of personality as a goal, not a means of activity: personality-oriented education is aimed at the future of the individual and is entirely due to its action, mind and feelings [11].

The elevation of the role of man, its transformation into a measure and criterion of socio-economic progress, extensive development and implementation of the most advanced information and intelligent technologies have their inexhaustible source of development of science and education. Science generates new ideas, new knowledge, and education provides mastery of large masses of people and each person individually, develops thinking, develops the ability to apply and use knowledge in social and practical activities [12]. The socio-economic policy of the state must ensure personal development, create conditions for the formation and implementation of the right of every citizen to education and a sufficient standard of living, including people with disabilities.

Modernization of the educational process of modern society has brought to the fore the problem of building adequate models of education and training, the main link of which is a person as a creative subject. Based on this, we can define education as a specific form of socialization, in which the transfer of skills, abilities, ideas, norms, patterns, knowledge to those who have mastered them, those who have not yet mastered them. Therefore, the development of creative abilities through the system of modern education should be considered a priority for people with disabilities in public life.

Modern education of people with disabilities, both higher and impressive, is inextricably linked with general and special psychology. Psychological research has shown that for students with disabilities, choosing a profession, acquiring knowledge and professional skills, future work in the job and overcoming social isolation are especially significant problems. That is why the question of providing such students with psychological and pedagogical support, which is carried out by creating a psychological service, the involvement of practising psychologists in the educational process. Research related to the adaptation of a person with a disability to the academic environment in both secondary and higher schools, especially the integrated type, is becoming essential. Most manifestations of such behaviour form a person with a disability, such as aggression, conflict, isolation, are associated with the problems of the initial stage of their entry into

the team. That is why the issues of socio-psychological adaptation of people with disabilities to the integrated team, and yet - to society, increasing their motivation to learn to require further research, analysis and generalization. The development of the educational system in Ukraine should lead to:

- emergence of new opportunities for updating the content of education and methods of teaching disciplines and dissemination of knowledge;
- expanding access to all levels of education, realizing the possibility of obtaining it for a large number of young people, including those who can not study at universities in traditional forms due to lack of financial or physical opportunities, professional employment, distance from big cities, prestigious schools, etc.;
- implementation of the system of “continuing education” “throughout life”;
- individualization of education in mass education.

Students with special needs have specific problems that have formed in previous periods of life and learning of young people and significantly affect their cognitive activity and integration into the educational environment. Among them [13]:

- gaps in knowledge, insufficient preparation for the requirements of higher education;
- difficulties in overcoming the barriers of the environment, in particular, education;
- problems in the perception of educational material in the conventional form;
- reduced efficiency, increased fatigue and exhaustion, impaired concentration;
- increased vulnerability to infectious diseases and therefore problems with attending classes;
- low level of physical training;
- lack of communication;
- insufficient orientation in society, low social activity;
- habit of undemanding, indulgent attitude, inflated ideas about their capabilities;

- low level of motivation to achieve the goal, a sense of loss of the future;
- low level of self-actualization, indecision, introverted behaviour, low self-esteem, underdeveloped self-control;
- increased anxiety, vulnerability, emotional instability, depression and many others.

The process of overcoming by students with special needs problematic situations in the educational process in higher education can be considered a method of socio-psychological adaptation of the individual, during which he uses the skills and mechanisms of behaviour acquired in previous stages of his development and socialization new programs and plans of intrapsychic processes.

Therefore, the specific task facing the training of people with disabilities is to ensure real equality in everyday life, their successful integration into society through education, employment and employment.

Studies show that in a tough competition, only a prepared, competent, confident subject of new economic relations survives. Thus, quality education can be the main channel of successful socio-psychological integration and a factor of self-realization. Numerous scientific studies show that higher education is among the top ten values most important for young people. For people with disabilities, higher education, a prestigious speciality, decent work (which is facilitated by higher education) is almost the only way to overcome the state of alienation, social inclusion, in which they found themselves under objective conditions related to health [10]. Moreover, as scientists note, "increasing the value of university education and knowledge, transforming them from an optional element of socio-economic life of society to its basic component - an important trend of today" for all members of society, including people with special needs.

Features of psychological assistance to first-year students with disabilities in the process of socio-psychological adaptation to higher education. Today, the characteristic is the increase in the pace of life, the deterioration of interpersonal relationships of people due to the complexity of socio-economic conditions of their lives and as a

consequence of this increase in the number of patients, the emergence of many people nervous breakdowns. People who can better adapt, adapt to change, and first of all, social conditions feel best. Socio-psychological adaptation changes the inner world of man: new intentions appear, knowledge of the activities in which he is engaged, there is a self-correction and self-determination of the individual, changes in self-esteem, goals and objectives of the individual and others. Based on these grounds, there is a change in attitude to self-affirmation, the individual acquires the necessary knowledge, skills and abilities. All this determines the essence of its socio-psychological adaptation to society, the success of its course.

In the context of drastic economic and political changes in our country, when the tendencies of social and material instability are intensifying, young people entering active adult life and gaining a profession need close attention from scientists to provide them with educational and psychological support. Such orientations are especially relevant for young people who want to learn but have specific psychophysiological or physical problems. A significant number of disabled people are students. Defects of people with disabilities significantly complicate their contacts with the environment, limit participation in public life, affect personal development: cause feelings of anxiety, insecurity, form a complex of inferiority, selfish and antisocial attitudes [13, 14]. As practice shows, for students with disabilities ("Students with disabilities", "students with disabilities" as synonyms for this concept) are characterized by some significant personal problems caused by the deforming effects of chronic disease (cognitive mental impairment, low self-esteem and level of demands, the manifestation of accentuations of character traits, the inadequacy of relationships with healthy students and teachers, etc.). It determines the formation of them during their studies at a higher education institution (HEI), especially in the first year, both intrapersonal and interpersonal conflict. However, students with disabilities have fully preserved intelligence, the ability to successfully master most professional activities, receive higher education, work productively, benefit the state and self-improvement. It was found that when they

receive professional education, due to specific isolation from public life, lack of stable trust in the social environment and perception of it as hostile. They do not form an active life position, blocked personal, including professional development. They need socio-psychological assistance, psycho-correction, psychological support in the process of studying at the university [14].

Our analysis of the psychological and pedagogical literature on this problem shows that most of the works of scientists reveal general socio-psychological adaptation issues as a specific form of personal activity (B. H. Ananiev, H. O. Ball, Yu. V. Hana, L. S. Vyhotskyi, O. M. Leontiev, etc.), the relationship between the problems of social adaptation and social attitudes (A. A. Nalchadzhian, Sh. A. Nadirashvili, K. Rodzhers, L. Festinher, etc.), socio-psychological problems adaptation of youth to new conditions of existence and social environment (O. I. Honcharov, A. D. Erdniiev, D. V. Ishchenko, V. L. Kikot, O. V. Symonenko, T. V. Sereda, etc.), the adaptation of people to mental and physical loads (A. M. Antropova, A. H. Khrypko, etc.). In the majority of psychological and pedagogical researches on a problem of adaptation of youth to training in HIE features of the transformation of students from its dynamics, the maintenance, criteria, kinds and results are presented (D. A. Andrieieva, M. D. Dvoriashyna, A. M. Kolesova, A. L. Malevych and many others), factors, including personal, that cause the process of maladaptation, disrupt the adaptation of newcomers (O. I. Borysenko, T. O. Komar, M. V. Levchenko, B. A. Rudov, V. S. Shtyfurak and others).

However, despite some thorough research on the processes of socio-psychological adaptation of first-year students with special needs and their psychological support, given the challenges of today, require additional research. Also, these studies are relevant in the field of pedagogical and age psychology, as their results can help improve the process of adaptation of students with disabilities studying in integrated groups at the initial stage of education in HIE, which is the most difficult for them. Teachers, psychologists, social workers of higher education today have an urgent need for scientific and practical recommendations for the optimal organization of the process of preparing young people with special needs in educational institutions

for independent adult life, professional activity, self-realization in life. Moreover, the need to study this issue is related to the humanistic tasks dictated by the open European system of education and training of HEI students. It is an indicator of humanity and spirituality to those who need exceptional help and support.

Newcomers with disabilities have problems, difficulties with their socio-psychological adaptation to study in an integrated group, which are due to the new social situation of development, changing living conditions, their bad attitude to their disability and abnormal interpersonal relationships in higher education. Complicating the process of socio-psychological adaptation of the freshman's personality is manifested in adverse psychogenic reactions, emotional instability, anxiety, low motivation and achievement of aggravation of certain character traits, reduced academic performance and well-being of students with disabilities. We believe that the development and implementation of an adequate program of psychological support for students with special needs in an integrated group will contribute to the success of their learning and mental development.

Isolation of students with disabilities from peers, friends, causes, according to L. S. Vyhotskyi, "secondary disability", a secondary defect. In students with disabilities, socio-psychological adaptation should be studied in the real conditions of their educational activities in an integrated group, which excludes the influence of the phenomenon of isolation. A special place in the structure of secondary defects in students with disabilities, as we found, is occupied by their attitude to their weakness, which is an internalized attitude to them of the immediate environment (family, peers, etc.). External attitude to disability is transformed into internal: into self-perception, self-attitude and self-esteem. Students with disabilities on the background of ordinary intelligence are frequently aware of their problems in learning, which is the subject of constant condemnation at home and university, and this leads to emotional breakdowns, depression, aggression, and so on. Depending on the age and individual characteristics of all students with disabilities, it is appropriate to conditionally differentiate into two groups: students of the first - physiological disorders predominate,

the second (the vast majority of such students) - secondary symptoms of illness, disability and, above all, feelings of inferiority, self-doubt, insignificance.

We identified determinants that negatively affect the socio-psychological adaptation of newcomers with disabilities, such as disability, which is superimposed on social factors: the unsociable attitude of peers, excessive attention to their problems, the element of a single-parent family, learning difficulties, the inadequacy of upbringing in the family, low psychological culture of HEI teachers, etc. Significant differences in the indicators of social and psychological adaptation of students with disabilities and students with normative development have been established. The former often feel lonely, unprotected, afraid of the world around them, and therefore seek the help of reliable friends to reduce it. If the norm includes active life in the core of values, then in students with disabilities this value is found on the periphery, which indicates their reduced motivation for self-realization, their certain social immaturity and reconciliation with their low status in the student group. Due to maladaptation and high dependence on others, newcomers with disabilities often tend to look for ways to resolve conflict at the behavioural level by adapting to the opponent, rigid forms of behaviour that block the possibility of realizing their potential. During the first year of study, students with special needs and students of the norm show a complex dynamics of changes in mental states, ability to work, socio-psychological adaptation. Significantly worse rates were found in students with disabilities compared to ordinary students. High anxiety in students with disabilities is manifested in helplessness, insecurity, helplessness in front of educational and upbringing tasks, reduced motivation and success in learning, negative mental states. They are often dominated by a passive-suffering position, self-doubt and stability of the situation, and aggression appears as a form of resentment and self-aggression.

Indicators of maladaptation are negative mental states, inappropriate behaviour, low results in educational and social activities of the student. Psychological correction, assistance to such students provided an impact on their cognitive, emotional and behavioural spheres. To this

end, we have developed a program of group and individual psycho-correctional work, which complemented each other.

The main methods of group work with students with special needs in the integrated experimental group were psychodrama, art therapy, the technique of playing psychodramatic situations, and others. At the same time, the performance of a particular program of group exercises was supplemented by individual psycho-correctional work with those students with disabilities who needed it.

It was found that students with disabilities who were included in the program of the psycho-correctional experiment, compared with the control group, increased self-esteem, increased expressiveness, self-control, emotional stability, self-confidence. At the same time, they have significantly increased the level of self-awareness, the ability to take responsibility for the consequences of their actions, increased interest in professional activities, improved the level of communicative culture. All this was a consequence of the removal of their psycho-traumatic experience of communication with adults and peers, which developed before entering the university. The behaviour of students with disabilities has become more flexible; the tendency to learn new, unknown aspects of life has increased, the development of creative thinking in solving non-standard life situations has improved in some way.

Also, it turned out that group psycho-correctional work is an extremely effective means of integrating people with disabilities into the student body and contributes to their successful personal development.

Psychological problems of integration to the active social life of a person with special needs. The question of integration of persons with disabilities into public life has existed throughout human existence. At the same time, despite the urgency of the issue, it will not be a secret that the level of solving this problem remains low even in developed countries. An active social life, which includes work, leisure, communication with family and friends, is so ordinary for many people that not everyone even realizes the value of what they have. At the same time, there are people among us for whom each of

these elements of everyday life is extremely important because they are entirely or partially deprived of such seemingly ordinary activities. We are talking about people with disabilities who cannot always find their place in our society because they often have limited access to education, the labour market, communication with other people and a decent holiday.

At the moment, almost 3 million people with disabilities live in Ukraine, or 6.3% of the total population, of which more than 80% are of working age. Today, in these difficult conditions, that research of psychological support of personality and socio-psychological adaptation of the character, which reflects the level of its interaction and integration with the community and self-determination in it. The level of realization of inner capabilities and personal potential in socially significant activity, in the ability, while maintaining himself as a person, to interact with the surrounding society under specific conditions of existence.

Today, society is overly concerned about the problem of disability, which has a tendency to increase and is the result of injury, contusion or mutilation due to hostilities in the east, deteriorating environmental conditions in Ukraine, malnutrition of a large part of the population, increased injuries and more.

At the moment, in these difficult conditions, that research of psychological support of personality and socio-psychological adaptation of nature, which reflects the level of its interaction and integration with the community and self-determination in it, the level of realization of inner capabilities and personal potential in socially significant activity, in the ability, while maintaining himself as a person, to interact with the surrounding society under specific conditions of existence. This problem is considered by the majority of authors (B. N. Almazov, S. A. Belicheva, T. M. Dychev, M. Ratter, etc.), as the process of disturbance of the homeostatic balance of the person and the environment, as disturbance of adaptation of the individual owing to the action of these or those reasons; as a violation caused by the inconsistency of the innate needs of the individual to the requirements of the social environment; as the inability of the individual to adapt to their own needs and demands.

Socio-psychological adaptation changes the inner world of man: there are new intentions, knowledge of the activities in which he is engaged, there are a self-correction and self-determination of the individual, changes in self-esteem, goals and objectives of the individual, and others. Based on these grounds, there is a change in attitude to self-affirmation, the individual acquires the necessary knowledge, skills and abilities. All this determines the essence of its socio-psychological adaptation to society, the success of its course.

It is worth noting that the socio-psychological adaptation of people with disabilities is associated with the optimization of the socio-psychological existence of the individual, adjusted to its capabilities, needs and values. But for a long time, society was dominated by the idea that the limitation of a person's functional capabilities should automatically lead to a reduction in his needs. And most importantly, concerning people with disabilities, it was usually about basic needs, not about the values that determine the meaning of their lives and, above all, spiritual matters. People with disabilities were identified with basic needs, not with costs, the difference between which is that the former push a person behind, and the latter - attracts to the front.

The development of a person with a disability, his self-awareness under the influence of various social factors leads to the fact that there may or may not be the resolution of contradictions, which ultimately leads to the adaptation or maladaptation of the individual. If new for the individual social values, types of behaviour contradict previously learned, which are part of his inner world, the balance between external and internal is disturbed, there is a psychological dissonance. It leads, in our opinion, to the formation of negative mental qualities and characteristics of a person with a disability.

In the process of internalization of social influence, a person with a disability changes his old concepts, social norms, transforms them, i.e. there is an internal reorganization of the psychological structure, the inner world of the individual, which is usually accompanied by profound emotional experiences.

An analysis of the psychological characteristics of people with disabilities revealed another fact, namely, due to their unnecessary

need in the labour market and their social isolation is the process of their removal from society. This world inhibits the formation of their active life position. Most of these people do not form a strong sense of trust in the world, in other people. As a result, people with disabilities often perceive everyone as a hostile environment. Most of them do not live a full life, they do not have sufficient motivation to communicate, and therefore the result is their isolation, alienation from people. Under these conditions, the formation of “diffuse” identity and their long delay in the egocentric position is possible.

New research indicates that even with the improvements made, most people with disabilities remain a socially vulnerable group, do not have a full social life, have difficulty finding employment or cannot go beyond specialized enterprises, and are subject to discrimination and stigmatization by society [4]. However, this problem and its causes in practice are much more complex and are not limited to physical obstacles. Several other factors complicate it even more.

For Ukraine, the issue of social protection and psychological support for people with disabilities is significant. It is due to several reasons, the main of which are psychological, demographic, socio-economic and political.

Firstly, there are negative trends in the reproduction of human capital, the expansion of its degradation zone, which threatens the socio-economic security of the state primarily due to an increase in the number of people with disabilities, especially working age, with acute depopulation.

The main reasons for the increase in the number of people with disabilities, especially children, are the impoverishment of a large part of the population, which has significantly affected its health, as well as the unsatisfactory state of the environment, primarily caused by the devastating consequences of the Chernobyl disaster, at work and home, the growth of crime.

Secondly, the growth of poverty, especially among the socially vulnerable, including people with disabilities, has prompted them to change their psychological behaviour, often from observational, expectant and passive, to forced hard work to earn a living, family.

That is, the distribution of roles within the family has begun to change. People with special needs are moving from the category of dependents to breadwinners.

Thirdly, people with disabilities belong to socially vulnerable groups who cannot compete in the labour market on an equal footing with others due to their physical or mental disabilities, especially since the labour market situation is currently unfavourable.

Fourthly, in the current socio-economic conditions, restructuring of the employment system, vocational training, social protection, etc., there is an urgent need to assist in the socio-psychological adaptation of citizens to new economic and political conditions, as well as their rehabilitation. Of course, this primarily applies to people with disabilities.

The experience of psychologists shows that people with special needs often face specific problems in various spheres of life, including education, employment, social activities, family relations, life and leisure, communication and more.

Persons with disabilities belong to different groups according to the level of complexity of their physical or psychophysical condition, place of residence, social status. The severe chronic somatic disease significantly changes first of all the whole socio-psychological situation of human development. It significantly affects the level of her mental capabilities in the implementation of activities, leads to a limited range of contacts with others, often for objective or subjective reasons leads to a limitation of its activities as a whole, i.e. changes the accurate place man in life, and, as a consequence, his inner position to all the circumstances of life [10].

Defects of people with disabilities significantly complicate their contacts with the environment, limit their participation in public life, negatively affect personal development: they cause feelings of anxiety, insecurity, lead to the formation of inferiority, selfish and antisocial attitudes.

The two main groups of barriers that prevent people with disabilities from having a full social life, including professional realization, are physical and psychological barriers. The focus is usually on the first group, which is directly related to the physical limitations of a person

with a disability. At the same time, psychological barriers are equally important. People with disabilities and everyone else can be the source of these barriers.

Firstly, the person with a disability may seek a life more isolated from society. Such people are often closed off in their world. They have a very narrow circle of friends, which includes family members, doctors, possibly several friends and the same people with disabilities. The first reason for this way of life may be the restriction of physical activity and the simultaneous lack of appropriate infrastructure, which makes a person a kind of prisoner of his own home. Also, a person may despair of himself and others and refuse the opportunity to realize themselves in society.

Secondly, other people's reluctance to accept people with disabilities into their environment remains common. The main psychological barriers for people with disabilities are:

1) communication barrier is a communication disorder, one of the most challenging social problems of children and youth with disabilities, which is a consequence of emotional protective self-isolation. The communication barrier creates motivational, ethical, emotional difficulties.

Motivational difficulties: excessive motivation (for example, "worried and did not say everything, remembered"); lack of reason (I do not want to understand, not interesting), etc. Ethical (moral) difficulties: lack of tact, tolerance; audacity, audacity; gossip, rumours, deception, meanness, dishonesty; envy, bias, etc. Emotional challenges: untidy, outrageous appearance; bold postures, gestures, manners, habits, etc.; brutal tone, tone of voice, etc.;

2) the barrier of business communication creates problems associated with the characteristics of healthy people and people with functional limitations of health, which arise when paying attention to those aspects of personality that he is not aware of or wants to hide, in our case - this physical defects. Some authors, when considering the problem of social integration of people with poor physical health, even suggest introducing the concept of "ideological equality" to denote the perception of a person with disabilities as equal and having a different worldview, different lifestyle and particular needs [10];

3) the emotional barrier consists of people's emotional reactions and is two-way. That is, on the one hand, healthy people may show curiosity, ridicule, inconvenience, guilt, hyperopia, fear. On the other hand, people with special needs can wait for self-pity, hyperopia, can blame someone for their defect, seek isolation, etc.

A person with a disability may have a negative experience of communicating with so-called "normal" people due to discrimination, contempt, misunderstanding, insults [1]. The problem of racism and stigmatization of people with disabilities remains acute both in Ukraine and in other countries [4]. At the same time, it is evident that the formal prohibition of discrimination at the state level does not eliminate this problem. This issue is incredibly painful for those people with disabilities who seek a full working life and professional realization.

Ukraine is still at the initial stage of its development in the issues of social and psychological support and life support of people with special needs. It is taking the first steps toward approaching international standards. Therefore, there is still a wide range of urgent problems, and there is no appropriate mechanism to solve them.

At the same time, modern European integration processes are forcing Ukraine to reconsider existing approaches and existing opportunities to improve the situation of integration/reintegration and the implementation of effective measures aimed at improving the lives of people with disabilities.

Problems of stimulating self-employment of people with disabilities: socio-psychological aspect. The employment of people with disabilities remains an essential issue for most countries. To a large extent, the European orientation of modern Ukrainian politics draws additional attention to the needs of minorities and social groups that are in a non-competitive position. The government has taken some steps to improve legislation and state support. Still, the general political situation and the level of economic and social development of the country hinder the solution to this problem. The training programs for persons with disabilities and their further employment in specialized enterprises or enterprises with specially equipped jobs have shown

their effectiveness, but, unfortunately, the scope of coverage of persons with disabilities in such programs remains insufficient.

Several studies [14, 15] conducted in Ukraine and abroad show that despite the efforts of the state, there are still companies and organizations that are afraid to hire people with disabilities. They are fearful of reduced productivity, reduced quality of products or services, increased control by the state, additional costs, additional responsibilities. Also, many people are afraid to work with people who have psychological or mental problems, lag behind in development. This phenomenon is observed in different countries of the world [15]. Therefore, it is difficult to talk about the full competitiveness of people with disabilities when the labour market is not ready for it. In such conditions, one of the areas of work in the field of social rehabilitation of persons with disabilities and their employment is to stimulate self-employment of such persons.

According to Ukrainian law, a self-employed person is a taxpayer who is a natural person-entrepreneur or carries out the independent professional activity, provided that such person is not an employee within such entrepreneurial or independent professional activity.

Entrepreneurship is an opportunity that allows a person with a disability to develop professionally and provide for their material needs. It also allows you to take a better position in society while having a flexible working day that meets the capabilities and conditions of this particular person, will enable you to work from home or specially equipped for their own needs office or workshop, and have, no less important, professional independence.

An important area of work to increase the employment of people with disabilities is to encourage such people to start their own business. In Ukraine, the state supports such initiatives. Thus, in Ukraine, an unemployed person who wants to start his own business can be provided with one-time assistance for organizing business activities. The State Employment Service does not differentiate between people with disabilities but implements some measures aimed at supporting people who want to start their own business.

These measures include, but are not limited to:

- 1) informing the unemployed about the possibility of receiving financial assistance to start their own business;
- 2) provision of individual career guidance services;
- 3) involvement of the unemployed in counselling seminars;
- 4) help in developing a business plan;
- 5) assistance in the process of registration of documents and registration of own enterprise.

The number of people with disabilities who have received such assistance in the last three years is low.

At the same time, the problem of self-employment of people with disabilities needs in-depth analysis not only in terms of the number of people who received assistance in starting their own business but also in some other characteristics/indicators used in research by foreign scientists [16]:

- 1) perception of the existence of opportunities for persons with disabilities;
- 2) perception of their abilities;
- 3) fear of failure;
- 4) intentions to start their own business;
- 5) attitude to entrepreneurship;
- 6) the number of newly established enterprises (or the number of recently registered entrepreneurs);
- 7) the number of mature enterprises (number of entrepreneurs);
- 8) number of enterprises at the stage of origin/business plan;
- 9) the number of enterprises/entrepreneurs that have ceased their activities.

Indeed, it is necessary to pay attention to the fact that not all entrepreneurs continue their activities for an extended period. In January-October 2019, the number of entrepreneurs who ceased their activities was 3,160 and 1,131 more than the number of people who received unemployment benefits once (registered as entrepreneurs). Unfortunately, there is no data on persons with disabilities who have written the cessation of business activities.

There are several reasons why people with disabilities are in no hurry to start their own business. Some problems do not disappear

when changing the form of employment of a person with a disability - whether this person works under a contract for another company, or independently develops their own business.

First of all, this applies to the stereotype of a passive person with a disability, which has long been established in society. For the most part, there is a plaintively passive attitude towards such a category of people as people who are physically and psychologically unprepared to work in the public sphere of production. It was facilitated, in particular, by the long-term silence from society about the accurate scale of disability issues and the implicit social isolation of most of these people. For the most part, these people were left alone with their problems and hardly crossed the threshold of their place of residence. All care was reduced to the provision of financial assistance and some of them - vocational education and jobs in state-owned enterprises and organizations.

Secondly, people with disabilities in terms of motivation to work are a very diverse group: some of them have this motivation is relatively high, some - no, some - no at all. There is no direct relationship between the level of motivation to work and the degree or nature of the disability. Some people with disabilities have a lack of motivation to work - and this is one of the main obstacles to their self-employment.

And in this case, it is correct to speak not about low, namely about insufficiently high motivation, after all these people, in comparison with others need to overcome more obstacles, to make more efforts to establish own business and to work. Consequently, the motivation to work in them should be higher than in others.

We provide an indicative list of interrelated motives (meanings) of self-employment that may be important for a person with a disability:

1. Improvement of material condition;
2. Opportunity to feel their significance, communication with colleagues at work, a sense of belonging to the workforce;
3. The possibility of self-realization, enjoyment of work;
4. A sense of usefulness to other people;
5. Changing the social status of a person with a disability - obtaining grounds for social recognition, self-esteem;
6. Opportunity for career and material growth;

7. The possibility of establishing close relationships, starting a family;
8. Opportunity to diversify life, make it meaningful, full, etc.

In our opinion, in work on motivating people with disabilities to work, it is necessary to start the process of activating the existing motivation of a person in an irrelevant, "passive" state. It is a necessity to direct the flow of his thoughts in the right direction; it is necessary to create such conditions independently, decided on their significance for themselves. One of the main techniques that complement the identification of motives for self-employment is to discuss with a person with a disability the relevance of his current professional choice to life perspective. Suppose a young person realizes that his decision to start his own business is one of the components of his "life project". In that case, it is more likely to hope for activity in finding opportunities for self-employment and successful implementation of plans.

Also, in our opinion, it is necessary to dwell on the case when the motivation for self-employment is too high. When for a person starting a business becomes a "matter of life or death", it leads to excessive tension and stress, because every failure or difficulty in implementing plans, she is very disappointed. As a result, such a person may despair altogether, give up his intentions to work. Therefore, this category of people needs to pay more attention to the psychological support of self-employment.

Thirdly, one area of motivational work may be to address the fears of people with disabilities. Such people may not be active in starting their own business because they are afraid of some aspects of future employment: the rejection of the social environment, inability to cope with work tasks, fear of deteriorating health, fear of losing a pension (assistance), and so on.

Fourthly, it is the attitude towards a person with a disability in society. Such a person can fall victim to stereotypes anywhere if negative stereotypes about people with disabilities are firmly established in the community.

Fifthly, the level of development of social contacts can be a problem [17]. Social connections are essential when looking for a job in the speciality, and the development of their own business. Quite often,

contacts with a person with a disability are closed to family, medical staff, and possibly some other people with disabilities. The situation is deteriorating in places where the infrastructure does not take into account the needs of people with disabilities, and such people have a reduced level of mobility as a result.

Finally, as analyzed in the previous section, the underdevelopment of institutions that would support people with disabilities at the start-up stage also hurts the number of businesses started by people with disabilities.

Institutional support is a significant factor in the development of entrepreneurship among people with disabilities. Studies around the world show that people with disabilities tend to have lower incomes and may even live on the brink of poverty [17]. This situation can be caused by various factors, among which it is especially important that people with disabilities may not be able to master a high-paying profession due to lack of access to appropriate vocational education. Lack of sufficient financial and material resources, in turn, can affect the ability of a person with a disability to start their own business. As some scholars have rightly pointed out [18], people with disabilities, although assisted in starting their own business, do not take into account the need to adapt the workplace to the needs of people with disabilities, which may require significantly more financial investment than the amount of assistance. Therefore, an important step should be the differentiation between people with disabilities who start their own business.

At the same time, the problem of psychological readiness of a person with a disability to start his own business remains no less important than financial. Several factors affect the existence of this problem:

1. Insufficient level of socialization of individuals with disabilities. Only now is the state's policy on inclusive education and barrier-free cities gaining momentum. At the same time, progress has not yet affected all educational institutions, as well as not all settlements in Ukraine, have been able to adapt infrastructure to the needs of people with disabilities. Therefore, many such people are forced to spend most of their time at home, study at home and sometimes even master the profession. Such people especially need support so that

they have confidence in their abilities and can go from the idea of entrepreneurship to its implementation and further support of such activities.

2. Limited list of professions taught to persons with disabilities in the State Employment Service and rehabilitation centres. On the one hand, the occupations on the list that teach people with disabilities are in demand. However, on the other hand, as mentioned earlier, many other professions are in need that can be mastered by people with disabilities, and that can be more convenient for such people and can allow them to start their own business.

3. Fear of failure studied helplessness. Throughout life, a person with a disability may become accustomed to criticism, to doubts about their own ability to do and achieve something, and the source of such suspicions may be loved ones. It affects the decision as to whether to start one's own business: the fear of failure, the belief that it will not work out, and as a result, a person with a disability prefers a small amount of social assistance instead of trying to have a full professional life.

Without waiting for the government to solve its problems, Ukrainian society is moving forward and has been spreading the practice of social entrepreneurship throughout Ukraine for several years. "A social enterprise is a social economy operator whose primary goal is to have social influence, not to make a profit for its owners or shareholders. It uses its profits primarily to achieve social goals...". The European Commission identifies three main characteristics-vectors of social enterprise (European Commission):

- business vector - social enterprises have economic activity that brings profit and allowabilities and other people in providing state assistance to s

- s to distinguish these enterprises from non-profit organizations;

- social vector - the primary and clear social goal at the heart of all activities that distinguish social enterprises from other ordinary enterprises;

- management vector - which combines the two previous vectors so that business serves social purposes, and there are restrictions on the direction of profit distribution.

Social entrepreneurship is closely related to the concept of “inclusive entrepreneurship”. It is a concept that means the involvement of underrepresented groups in entrepreneurship to help them overcome their social and economic problems [16]. As the name implies, this concept is closely related to the idea of inclusion, which in this case has a particular specificity. As some scholars rightly point out, inclusive entrepreneurship involves more than just the inclusion of everyone in social life by accepting them into joint activities. This concept is broader because it concerns the change of worldview, skills and competencies on the way to self-realization. Social enterprises can be aimed at supporting people belonging to vulnerable social groups, including people with disabilities. This practice is not new to Western Europe, whereas in Ukraine it used to be much less effective and much less frequent in the private sector. The media claim that social entrepreneurship is gaining momentum and scale in Ukraine. Still, social activists, politicians and society continue to point to the acute problems that people with disabilities face daily. In this situation, the question arises whether social entrepreneurship is significant enough and how it can help solve the problem of unemployment in this group.

Unfortunately, in Ukraine, there are no detailed official statistics on the number and characteristics of social enterprises. This lack of statistics makes it difficult to assess the effectiveness of social enterprises in solving social problems. According to some data, at the end of 2021, there were about 200 social enterprises in Ukraine, but these are enterprises that reported their existence. The exact number of enterprises that would meet the criteria of social entrepreneurship is still unknown. According to researchers and analysts, the institutional environment of social entrepreneurship in Ukraine is still weak and needs significant further development. Many, if not most, of the social enterprises that currently exist in Ukraine, have been established through international donor projects. It is unclear whether they will continue their activities after the completion of the projects, as Ukraine still does not have a developed state and private-public support system for social entrepreneurs. Despite the increase in the number of social entrepreneurs and the constant development of the institutional

environment for social entrepreneurs, Ukraine lacks a developed legal framework that would define social entrepreneurship and establish a clear regular basis for their creation and operation.

Thus, we believe that one of the promising areas of social policy for the employment of people with disabilities is to promote self-employment. This practice is actively used in many countries around the world. In Ukraine, a person with a disability who has expressed a desire to start his or her own business can receive a one-time allowance from the employment service. At the same time, available statistics show a low percentage of people with disabilities who have benefited from such support. Problems remain lack of previous experience, insecurity, lack of motivation for self-employment for people with disabilities, the ultimate goal of which is significant employment and economic growth. Several socio-psychological causes cause social tension, poverty, insecurity, material and moral degradation of persons with disabilities and their families.

Besides, the legislation excludes from tax benefits the payment of a single social contribution for persons with disabilities engaged in independent professional activity. It creates the preconditions for professional and socio-economic discrimination.

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