

OPPORTUNITIES FOR IMPROVING SOCIAL WORK WITH PEOPLE WITH DISABILITIES IN RURAL AREAS (ON THE BASIS OF FOREIGN EXPERIENCE)

Anastasiia K. Bazylenko, Phd, Head of the Department of Social Work and Pedagogy, University "Ukraine".

E-mail: univer_ukraine@ukr.net

<https://orcid.org/0000-0002-8703-0004>

Anastasiia O. Grebenyuk, Senior Lecturer of the Department of Social Work and Pedagogy, University "Ukraine".

E-mail: nastysyaosipenko1@gmail.com

<https://orcid.org/0000-0002-6224-3134>

DOI: 10.32342/2522-4115-2020-2-20-11

Key words: social work, people with disabilities, independent living, rural assistance; empowerment.

Modern Ukraine is characterized by the special situation of villagers, especially those in difficult life circumstances. The problem of social life of people with disabilities living in the difficult social and economic conditions of modern village is relevant for a developing society and a crisis society. This is especially felt due to the low level of social life, difficult working and living conditions. The goal of the article is to determine the state of social work in the Ukrainian countryside, developing ways to develop this area of social work based on a comparative analysis of international experience. We used general scientific methods of empirical research (observation, comparison, description, measurement), general methods (analysis, synthesis) and the sociological approach (survey, method of document analysis). The study is based on the theory of empowerment applied to small social groups. To achieve the goal of the study, we studied the main problems of people with disabilities in rural areas and, accordingly, the main areas of social work to which they are entitled in different countries. The differences in the development and formation of the legal framework of Ukraine and Lithuania in this area of social work are analyzed. Differences in the need for different types of social services for people with disabilities living in Ukrainian and Lithuanian villages have been empirically revealed. The important role of social workers in the process of preparing people with disabilities for independent living in the community has been identified.

The key idea of the theory is that the expansion of rights and opportunities gives a person independence in the development of their skills, using the resources of the environment. The development of the ability to manage their lives and the formation of the sense of self-confidence, form, in the long run, the strengths of the client and the ability to solve problems and be personally responsible for their own actions. The article presents the results of a comparative analysis of the accessibility of social services for residents of villages with disabilities in Ukraine and Lithuania. The essence and experience of the Centers for Independent Living of People with Disabilities in different countries are analyzed. The basic modern approaches to social work in the conditions of rural life on the basis of the comparative analysis of the international experience are defined. The study showed that social work with people with disabilities in rural areas is characterized by general and specific features. It is established that the needs, interests, requests of the villagers are determined by the rural lifestyle, determine the content of social work, its forms and methods. The model of origin of the Centers of independent life in rural areas in Ukraine on the basis of foreign experience is suggested. The importance of creation and functioning of similar centers on the basis of foreign experience, for considerable growth of level and efficiency of social work in rural areas of Ukraine is substantiated.

References

1. Kolchenko, K.O. & Nikulina, H.F. (2009). *Zabezpechennia inkluzii molodi z invalidnistiu v universytetske seredovyshche* [Ensuring the inclusion of young people with disabilities in the university environment]. *Aktualni problemy navchannia ta vykhovannia liudei z invalidnistiu* [Actual problems of education and upbringing of people with disabilities], no. 6, pp. 8. (In Ukrainian).
2. Azin V., Baida L., Hoss N., Zhdan P., Sukhinina I. & Fletcher A. (Eds.). (2015). *Nichoho dlia nas bez nas* [Nothing for us without us]. Kyiv, Lenvit Publ., 102 p. (In Ukrainian).
3. Orban-Lembryk, L.E. (2010). *Sotsialna psykholohiia. Sotsialna psykholohiia grup. Prykladna sotsialna psykholohiia* [Social psychology. Social psychology of groups. Applied social psychology]. Chernivtsi, Knyhy XXI Publ., 464 p. (In Ukrainian).
4. Pechenko, I.P. (2007). *Silskyi sotsium yak faktor sotsializatsii osobystosti* [Rural society as a factor of socialization of personality]. *Psykholoho-pedahohichni problemy silskoi shkoly* [Psychological and pedagogical problems of rural school], issue 2, pp. 168-174. (In Ukrainian).

5. Pinska, O.L. (2018). *Teoretychni zasady problemy osobystisnoi samorealizatsii yak psykholohichnoho fenomenu* [Theoretical principles of the problem of personal self-realization as a psychological phenomenon]. *Visnyk Universytetu imeni Alfreda Nobelia. Pedagogika i psykholohiia. Pedagogichni nauky* [Bulletin of Alfred Nobel University. Pedagogy and Psychology. Pedagogical Sciences], no. 1 (15), pp. 36-41. (In Ukrainian).
6. Tiuptia, L.T. & Ivanova, I.B. (2014). *Sotsialna robota: teoriia i praktyka* [Social work: theory and practice], Kyiv, Znannia Publ., 575 p. (In Ukrainian).
7. Gaillenė, I. (2015). Ambivalentiška neigaliųjų ir visuomenės sąveika psichologiniame, edukaciniame kontekste [Ambivalent interaction of the disabled and society in a psychological, educational context]. *Šiauliai, Leidykla, Saulės delta Publ.*, 246 p. (In Lithuanian).
8. Hallahan, D.P. & Kauffman, J.M. (2003). *Ypatingieji mokiniai. Specialiojo ugdymo įvadas* [Special students. Introduction to special education]. Vilnius, 591 p. (In Lithuanian).
9. Kierienė, L. Proto negalią turinčių asmenų savarankiško gyvenimo patirtys [Experiences of independent living of people with intellectual disabilities]. Prieiga per internetą. URL: http://vddb.library.lt/fedora/get/LT-eLABa0001:E.02~2010~D_20100621_084627-22042/DS.005.0.02.ETD (In Lithuanian).
10. Llewellyn, A., Agu, L. & Mercer, D. (2008). *Sociology for Social Workers*. Polity. 337 p.
11. Mackie, P. (2012). Housing Pathways of people with disabilities Young people: Evidence for Policy and Practice. *Housing Studies*, vol. 27, issue 6, pp. 805-821.
12. Mantell, A. & Scragg, T. (2011). *Safeguarding adults in social work*. Exeter, Learning Matters Publ., 224 p.
13. Vensloviėnė, M. (2015). *Įgalinimo samprata ir veiksniai socialinio darbo metodų perspektyvoje* [The concept of empowerment and factors in the perspective of social work methods]. *Filosofija. Psichologija* [Philosophy. Psychology], no. 2, pp. 113-121. (In Lithuanian).
14. Pascall, G. & Hendey, N. (2004). Disability and transition to adulthood: The politics of parenting. *Critical Social Policy*, no. 24 (2), pp. 165-186.
15. Ruškus, J., Motiečienė, R., Mažeikienė, N., Naujanienė, R. & Dvarionas, D. (2013). *Įgalinančių socialinių paslaugų modelis socialinės gerovės politikos kontekste* [The model of empowering social services in the context of social welfare policy]. *Filosofija. Sociologija* [Philosophy. Sociology], pp. 88-97. (In Lithuanian).
16. Teater, B. (2014). *Contemporary social work practice*. Mc Graw-Hill Education (UK), 312 p.
17. Wilson, N.J., Jaques, H., Johnson, A. & Brotherton, M.L. (2017). From Social Exclusion to Supported Inclusion: Adults with Intellectual Disability Discuss Their Lived Experiences of a Structured Social Group. *Journal of Applied Research in Intellectual Disabilities*, no. 30 (5), pp. 847-858.

Одержано 25.08.2020.