

MODEL OF FORMATION OF READINESS OF FUTURE SPECIALISTS OF FINE ARTS FOR SOCIO-PEDAGOGICAL WORK

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Abstract: The purpose of study is to develop and experimentally test the model of formation of readiness of future specialists in fine art for socio-pedagogical work. The developed model of formation of readiness of future specialists of fine arts for socio-pedagogical work consists of target, semantic, organizational and effective units. In the course of experimental work, the efficiency of the offered model with use of means of information technologies (presentation, web-quest, project), mental maps and practical work is checked.

Keywords: Children with special educational needs, Future specialists in fine arts, Master class, Model of formation, People with disabilities, Readiness for socio-pedagogical work, Social groups.

1 Introduction

In modern conditions of society development, an important area of public life is social work, which is to provide social support to various segments of the population, taking into account their specifics. We are impressed by the approach to socio-pedagogical work as one that not only solves the problem of helping vulnerable social groups, but also promotes the following: the development of social values, social qualities through the enrichment of the environment of social development of the individual, the organization of meaningful leisure; meeting cultural and spiritual needs or socially approved ways to restore a person's life, improving his ability to social activity [1, 3, 19]. The organization of this type of work with different social groups takes into account the main provisions of the Convention for the Protection of Human Rights and Fundamental Freedoms, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, approved by UN General Assemblies and ratified by Ukraine.

In our opinion, the solution of problems of social and pedagogical work can be entrusted not only to specialists in social work, but also to specialists in fine arts, as art in general and arts and crafts in particular, involvement in artistic activity represent an effective means of development, connection of the specified tasks that promotes development of potential creative possibilities of the person, formation of qualities of personal amateur performance, expansion of sphere of communication, the organization of leisure [10, 13-15, 18, 20]. In this case, representatives of different social groups cannot stay away from socio-cultural life and the system of human relations [2, 15]. Socio-pedagogical activities can be part of the professional activities of many professionals, including teachers of fine arts and artists.

2 Literature Review

Researchers Petrochko, J. (2010), Yurkiv, J. (2010), Cramer, E., McLeod, D., Craft, M. and co-authors (2018) emphasize the effectiveness of the use of art in socio-pedagogical work and the need to train future professionals to such a field of activity. Effective educational practices, through the use of art-based materials, enrich students' learning, deepening the emotional and cognitive understanding of others, providing new perspectives on problems, and engaging students in critical reflection [6, 7].

Art is used quite intensively in social work as art therapy to help a person who finds himself in difficult life circumstances. Studies of Ukrainian scientists Dutchak, U. (2011), Kovinko, A. (2018), Nakonechna, O. (2015), Poltorak, L. (2016), Soroka, O.

(2015) are devoted to the training of future professionals to use art-therapy in educational and socio-pedagogical work. Supporting the views of these authors on the role of art in socio-therapeutic work, we believe that art in general and fine arts, in particular, have inexhaustible opportunities for the harmonious development of the ability of individuals from different social groups (children with special educational needs, the elderly, participants in hostilities, etc.) to self-realization [9, 12, 16, 17, 19]. According to Vilkelienė, A. (2015), art education has personal and social significance for students with special educational needs, so it is important to provide art education that focuses on the emotionally positive interaction between student and teacher and has a moral aspect [22].

In terms of socio-pedagogical work, we were interested in the approach of Vaicekauskienė, V. (2016) on the features of socialization of people with disabilities, which is determined by developmental disorders of individuals. According to the author, effective one for solving the problems of socialization of people with disabilities is the creation of an integration environment and cooperation in it, the use of diversity of professionalism and methods of work, providing activities and rehabilitation opportunities, development of interdisciplinary trends in social work and educational science and finding effective means of its expression in the socialization of people with disabilities. Studies by Keesler, J. (2019), Aesha, J., Schrandt, K. (2019) provide evidence of the importance of taking into account the type of disability, the characteristics of children with intellectual disabilities and the need for further dialogue, focusing on the specifics of working with people with special needs in the profession of social workers, which is relevant for the effective organization of assistance to this category of clients [4, 5, 8, 24].

We were interested in research of technologies and methods of preparation of future social workers to work with different categories of clients (Mishchuk, L. (2011), Velychko, O. with co-authors (2013), Kovalchuk, T. (2015), Lapa, O. (2014), Dodds, C., Heslop, P., Meredith, C. (2018)), which emphasize that interactive and exciting modeling contributes to the education of social work to bridge the gap between knowledge and skills, allow students to gain learning experience in the development of practical skills.

We consider it expedient to develop ideas on the application of modeling in the process of professional training not only future specialists in social work, but also specialists in fine arts to socio-pedagogical activities with different social groups (people with disabilities, children with special needs, the elderly, combatants, etc.).

3 Materials and Methods

The success of the provision of social support by specialists in fine arts to different social groups depends on the availability of readiness for socio-pedagogical work, taking into account the peculiarities of the development of different segments of the population. Thus, the purpose of our study is to develop and experimentally test the model of formation of readiness of future specialists in fine arts for socio-pedagogical work. The personal contribution of the authors of the article is presented in a number of scientific publications and speeches at international scientific and practical conferences on vocational training in higher education, in the development of disciplines "Decorative and Applied Arts", "Modeling the activities of a specialist" which are provided by educational programs of preparation of applicants for higher education in Ukraine. The main provisions are used by students in the process of organizing extracurricular practical work.

Research hypothesis: the effectiveness of the readiness of future art professionals to socio-pedagogical work increases with the development and implementation of its model, which takes into

account students' knowledge and skills on the specifics of socio-pedagogical work with different social groups to provide social support to the individual who is in difficult life circumstances.

The study uses theoretical and empirical research methods. Theoretical methods: analysis of preliminary conclusions on the research problem; modeling method for developing a model of readiness of future specialists in fine arts for socio-pedagogical work. We used the following empirical research methods: observation, which revealed the problem field of preparing students for socio-pedagogical work; questionnaire, which contributed to the study of the problem from the standpoint of effective involvement of fine arts in the process of forming the readiness of future professionals in fine arts for socio-pedagogical work; formative experiment to study the effectiveness of the developed model of readiness of future specialists in fine arts for socio-pedagogical work.

We define the readiness of future specialists in fine arts for socio-pedagogical work as an integrated system of personality formation, which characterizes the selectivity of activities during training and involvement in activities aimed at helping socialization, human entry into society, harmonization and democratization of human relations, personality formation, capable of self-control using the means of fine arts based on the potential of different social groups.

The model of formation of readiness of future specialists of fine arts for social and pedagogical work developed by us consists of target, semantic, organizational and effective units.

The target unit defines the purpose of formation of readiness of future experts of fine arts to social and pedagogical work which is concretized in such tasks: awareness of a role of art for successful socialization of the person, assimilation of socio-cultural experience by the person for self-realization in a society; mastering the knowledge and methods of organizing socio-pedagogical work with the use of fine arts based on the characteristics of representatives of different social groups, involving them in active transformational activities in accordance with cognitive interests, needs and motives; development of skills to implement preventive, corrective, and rehabilitation functions of socio-pedagogical work by means of fine arts; development of reflexive behaviour.

The content unit consists of motivational-value, content, procedural and reflexive components of readiness for socio-pedagogical work.

We believe that the basis of the motivational and value component is the future professionals' understanding of the value of art and artistic activity for socialization and self-realization, the desire to involve children, youth and adults in cultural and creative activities based on self-knowledge and potential development.

The semantic component of readiness for socio-pedagogical work involves a certain level of development of the ability to perceive and analyze art based on knowledge of the theory and history of art, aesthetic experience, the ability to compare figurative means of art. This is facilitated by developed cognitive processes (feelings, perception, attention, memory, thinking, imagination, speech) and the availability of psychological and pedagogical knowledge to create conditions for effective self-realization of the individual.

The procedural component of the readiness of future professionals for socio-pedagogical work involves the presence of experience in aesthetic activities for the transfer of cultural heritage, the organization of artistic activities with different social groups, taking into account a particular social situation.

The reflexive component of readiness is based on the following abilities: to assess a specific goal in the unity of diagnosis, analysis and prognosis; adjust the goal in accordance with the value requirements for the activity; to show readiness to reconsider ways of activity for achievement of the certain

purposes; predict the end result of the activity; to determine the significance of the product of activity taking into account the criteria of the influence of socio-pedagogical activity on the development of personality.

The organizational unit of the model of formation of readiness of future specialists for social and pedagogical work contains forms, methods, and ways of professional education. In the experimental work (in classes on the subject "Decorative and Applied Arts") we offer an individual educational and research task: to develop a master class project for different social groups. The purpose of the master class is socio-pedagogical support of representatives of different social groups, development of socially and vitally important ways of dealing with objects, standards that distinguish in objects certain properties that are manifested in actions, deeds, interactions and activities, ensuring their emotional, social, physical and intellectual development, maximum disclosure of their potential.

The experimental groups envisaged the development of a project taking into account the characteristics of individual social groups. Therefore, students received a project development plan, the first stage of which is to get acquainted with the characteristics of individual social groups, that was carried out in the process of applying the webquest. We consider webquest as a learning technology that involves independent search activities of students using information resources on the Internet in order to acquire professional knowledge, skills, and competencies. In the process of developing webquests to get acquainted with the characteristics of master classes, which must be taken into account in the process of socio-pedagogical work, we rely on the proposals of Dodge, B. (1999) to determine the degree of tasks: problem, clarity of wording, cognitive value; accuracy of the description of actions at performance of work; variety and originality of Internet resources; availability of additional materials for tasks; the ability to measure work results.

The web-quest, in which we involved students from the experimental group, contained the following steps:

- 1) Observation in a video recording of master classes with different social groups, on the basis of which students had to determine which features of the development of a particular social group were taken into account or not taken into account;
- 2) Acquaintance with sites on which features of development of various social groups are revealed;
- 3) Acquaintance with sites on which the information on specificity of use of fine arts in social and pedagogical work with various social groups is covered;
- 4) Drawing up a mental map, which reveals the relationship between the peculiarities of development and the feasibility of using certain techniques and methods of organizing art activities in socio-pedagogical work with individual social groups. Defining the task of developing a mental map, we offer students possible options for its structure. The first option: in the center – a master class in fine arts with a certain social group; the second branch – features of representatives of a certain social group who will be participants of a master class; third branches – goals of activity; fourth branches – techniques of art, which can be offered to a certain category of participants; fifth branches – the conditions of the master class, taking into account the characteristics of the participants of the master class, its goals and types of art activities. The second option: in the center – the identity of the participant of the master class or "master"; the first branches are the problems that need to be solved in the process of developing and conducting a master class; the second branches – the conditions for solving these problems; the third branches – tools that should be used to solve these problems.

An important stage in the development of a master class project is the goal setting stage.

We emphasize that the main purpose of the master classes is to create conditions for self-realization of the individual, taking into

account its potential, the needs of each person based on the development of preserved psycho-physiological capabilities. For example, the purpose of a master class with children with disabilities to make a knot doll is to gradually adapt to new conditions, help in the perception and relationship of shape in the space of three-dimensional and flat quantities, the development of self-confidence.

The next stage of project development is to justify, comprehend, and accept the idea of a master class for different social groups. At this stage, we pay attention to the features of this form of work, which allows you to use both the perception of works of art and direct participation in the creation of artistic images based on acquaintance with certain artistic techniques, carried out by direct and commented demonstration of techniques inclusion of all "apprentices" in practical activities on the basis of cooperation, co-creation, joint creative search. During the development of the master class plan, students answer the following questions: with which social group will the master class be held, detailing the purpose of its holding, taking into account the characteristics of its participants; what artistic technique the participants will get acquainted with under the substantiation of its expediency for a certain social and age group; what product will be made; what artistic ideas can be embodied, what own creative ideas can be realized in the process of imitating the actions of the master; how to motivate the activity of "apprentices" in the course of involvement in the work; how to switch the attention of the master class participants to the activity colored by positive emotions, to get aesthetic pleasure from it.

4 Results

In the future, students carry out methodical development of the project idea, that involves determining the elements of technology of the master class, which are the creation of a problem situation, determining the structure of the group of master class participants, adaptation, presentation, reflection.

The beginning that motivates the creative activity of each participant of the master class is a problematic situation. In the context of our study, students created a problematic situation in the process of conducting master classes in fine arts in the following ways: demonstration of finished products, the quality of which exceeds the skills of the participants; making a product as a gift to a loved one; learn what others can do; to express their feelings by means of fine arts from the perception of works of other arts; to convey their state with the help of fine arts. The problem facing the participant should excite his mind, relate to feelings and emotions, show the need to work on self, identify means to achieve a certain goal, come to discover the unknown, mastering new skills of self-expression and self-realization. In this case, the participants of the master class begin to realize that the problem can be solved, come to the discovery that the right goal can be achieved.

An important element of the technology of the master class is to determine the structure of the group of its participants, which can be formed spontaneously on the initiative of the participants or determined by the "master". The "master" must anticipate the composition of the group, potential opportunities, psychophysiological qualities of the participants. Accordingly, it is necessary to design possible options for adjusting the composition of the group, regulation of balance, psychophysiological capabilities of participants, modification of tasks, methods and pace of their implementation.

Also in the process of methodical development of the master class project, it is expedient to determine how the participants will adapt, correct individual qualities, use the unique abilities of all participants of the master class, which gives them the opportunity to realize themselves.

Another element of the methodical development of the master class is the presentation of the activities of the master class participants and the "master", and acquaintance with them. Each

participant has the right to present their work and express their emotions, thoughts about the course and its results. Students are asked to determine how the presentation of the works of the master class participants will be carried out: organization of the exhibition of "masters" and "apprentices", commenting on the process and the result of the work.

An obligatory element of the master class is reflection, which involves the reflection of feelings that arose in its participants. Future specialists determine the ways of reflection by the participants of the master class: color reflection, choice of emoticons of their emotional state during the work, verbal assessment, formulation of prospects for the use of acquired skills for self-development and self-realization. At the same time, we emphasize to students that the information obtained as a result of reflection is the basis for further improvement of the "master".

An important stage in the development of a master class project is the practical work on the implementation of the idea. At this stage, the work can be carried out both individually and in groups of students. If the work is organized by a group of students, the roles are divided between them as follows: "organizer of the creative workshop", "leading master of the creative workshop", "administrator", "supplier", "PR-manager". The "organizer of the creative workshop" must anticipate how the process of work in general and of each actor in particular will take place, how to direct the situation in the right direction in time. The Lead Master simulates the process of demonstrating to participants the sequence of creative work and warnings against mistakes. The Administrator determines the occupancy of the Creative Workshop by participants and the order. The Supplier must predict what material is needed for the workshop. There will be a popularization of the creative workshop, the master class, the skills acquired as a result of the activity and the presentation of the completed works. In the case of individual development of the master class, all these responsibilities are performed by one student.

Testing of the developed master classes took place both in the process of direct interaction of "masters" with its participants, and online or individually. Requests for master classes with affected social groups are provided by social work coordinators, volunteers who provide care for certain categories of the population. So the Department of Arts of the Regional Universal Scientific Library named after D. I. Chizhevsky (Kropyvnytskyi, Ukraine) was invited to hold master classes with combatants, children with disabilities and the elderly. The directorate of the Rivne special boarding school of the 1st-2nd grades of the Novoukrainsky district of the Kirovohrad region submitted a proposal to involve pupils with special educational needs in joint creativity.

The final stage of the master class technology is the completion and self-assessment of the creative solution of the idea. We offered students to conduct a mutual review of the developed projects, identifying its advantages, disadvantages, problems that may arise in the process of its implementation. After receiving reviews, the authors could take into account the comments of colleagues and improve their project.

The effective unit of the model of formation of readiness of future specialists of fine arts for social and pedagogical work consists of criteria and levels of readiness. We have identified the following criteria of the studied readiness: axiological, gnostic, praxeological, autopsychological.

The indicator of the axiological criterion is the following: the degree of students' awareness of the importance of socio-pedagogical activities as a component of professional activity and the role of art for further work with different social groups; attitude to the educational process on the formation of readiness for socio-pedagogical work; motives of professional and personal self-improvement.

The completeness and systematization of knowledge about the purpose and objectives of socio-pedagogical work, the specifics of different social groups and the organization of artistic activities taking into account the social situation, the degree of development of cognitive processes are indicators of epistemological criteria.

The praxeological criterion is specified due to the degree of formation of skills to use fine arts in socio-pedagogical work with different social groups, productivity of practical professional tasks that take into account the impact of fine arts on socialization of the individual, ability to overcome difficulties and obstacles by art.

Self-assessment of one's own readiness for socio-pedagogical work by means of art, the level of reflexivity, the ability to reflect on one's own socio-pedagogical activity are indicators of the autopsychological criterion.

According to the set criteria, we determine four levels of readiness of future professionals to use fine and decorative arts in socio-pedagogical work: high, sufficient, average, low. The developed model of formation of readiness of future specialists in fine arts for social and pedagogical work is presented in Figure 1.

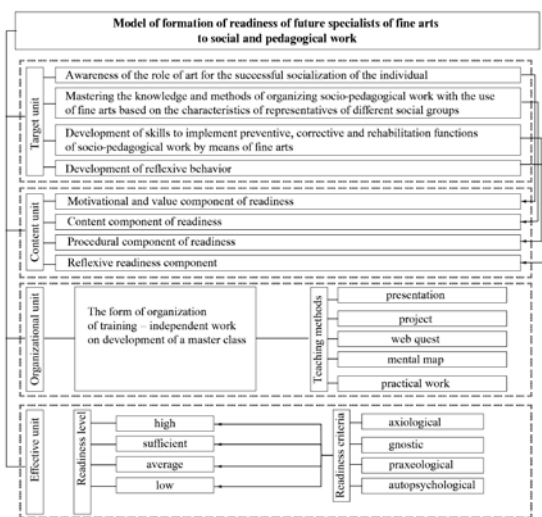


Figure 1 – Model of formation of readiness of future specialists in fine arts for social and pedagogical work

5 Discussion

The experimental work was carried out during 2016–2020 at the Faculty of Arts of Pedagogical University. Control and experimental groups were identified. Control groups consisted of 42 students, while experimental one contained 46 people. The initial level of readiness of future specialists in fine arts to use fine arts in socio-pedagogical work in experimental and control groups was approximately the same.

In experimental groups, the efficiency of the developed model of formation of readiness of future experts of fine arts to use of fine arts in social and pedagogical work was checked. From the proposed forms, methods, techniques, methods of organizing art activities, future professionals have chosen appropriate ones in terms of impact on members of a particular social group. Students of the control groups were also involved in the independent development and conduct of master classes on the use of their own educational and artistic potential.

To diagnose the level of readiness of future professionals to use fine and decorative arts in socio-pedagogical work, we used the following research methods: questionnaire by Karpov, A. (2003) “Diagnosis of the level of reflexivity” to study readiness by

autopsychological criteria, the method of “Incomplete sentence”, which we modified to determine the readiness of the Gnostic criterion, the method of included observation of the characteristics of the level of readiness by the praxeological criterion and the method of Avanesov, V. “Methods of measuring artistic and aesthetic needs”.

The results of the work in the experimental and control groups are presented in Table 1 and Figure 2.

Table 1: The results of experimental work

Results, Levels	Experimental groups		Control groups	
	Number	%	Number	%
High	3	6,5	1	2,4
Sufficient	21	45,5	18	42,9
Average	20	43,5	19	45,2
Low	2	4,3	4	9,5
Together	46		42	

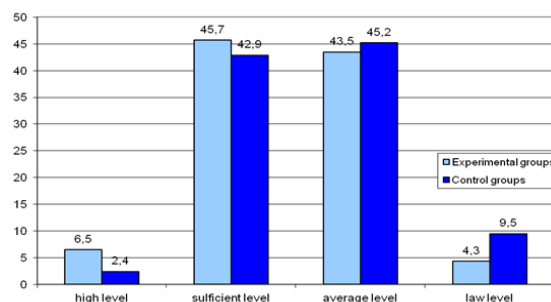


Figure 2 – Comparison of results of work in experimental and control groups

In the course of the work, it was found that in experimental groups 6.5% of students have a high level of research readiness (in control groups – 2.4%), a sufficient level was revealed in 45.5% of students in the experimental group (42.9% – in control group). However, 4.3% of students with a low level of readiness remained in the experimental group, although 9.5% were found in the control group of such students.

Students of experimental groups demonstrated the best ability to independently develop a creative idea of inclusion of different social groups in art activities in order to develop their social values, social qualities, organization of meaningful leisure, satisfaction of cultural and spiritual needs. A characteristic feature of these students was their ability to effectively use forms, methods, techniques, methods of organizing art activities, taking into account the specifics of the participants of the master class, an example of which are the mental maps developed by them (Figure 3).

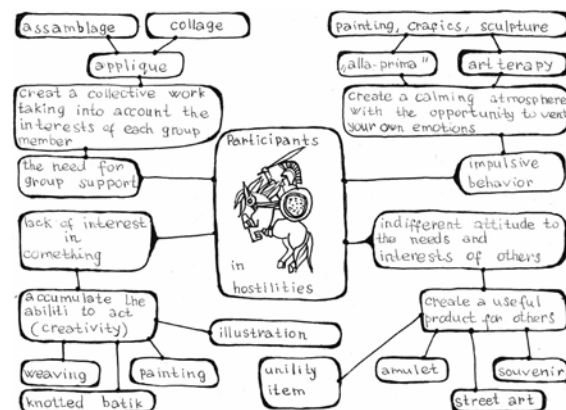


Figure 3 – Mental map “Features of a master class with participants in hostilities”

The students of the control groups were dominated by a reproductive approach to the development of a master class: a

significant number of students used ready-made developments without taking into account the psychophysiological characteristics of its participants.

Characteristic for the students of the experimental groups was a high and sufficient level of the studied readiness according to the autopsychological criterion. 48.0% of students in the experimental groups (40.5% – in control groups) had situational reflection, which provided direct self-control of human behaviour in real situations, interpretation of its elements, analysis of performance in specific situations. Other students showed mostly behavioural, retrospective, and perspective reflection. Behavioural reflection was manifested in the fact that in the process of developing a master class project with different social groups, during its implementation and after the end of the work, students analyzed the course and results, the feasibility of making decisions about choosing ways to influence the individual. Analysis of one's own experience of conducting master classes characterized retrospective reflection. Promising reflection of the "masters" is reflected in the careful planning of subsequent behaviour in the process of creating projects and their implementation.

6 Conclusion

During the master classes with different social groups, future professionals developed a critical attitude to the results of their own activities, experience of teamwork, increasing responsibility for their activities. Future specialists in the conditions of real practical activity had an opportunity to use the skills acquired in the course of theoretical training, which can be transferred to other activities.

The introduction of a model of readiness for socio-pedagogical work into the educational process of training specialists in fine arts, which consists of target, content, organizational, and effective units, is effective for including future specialists in working with different social groups to help their socialization and self-realization using art.

Involvement of higher education students in the development and implementation of master class projects with different social groups contributed to the formation of the ability to use the means of fine arts in socio-pedagogical work, taking into account the potential of these groups. In times of pandemics and social crises, this approach to solving problems is quite relevant; it expands and deepens the possibilities of providing assistance to clients who find themselves in difficult life circumstances. Training of future specialists for the organization and implementation of socio-pedagogical work with the use of information technology is optimal at the present stage for their active involvement in activities.

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