



## STRUCTURAL AND FUNCTIONAL MODEL FOR THE SOCIALIZATION AND DEVELOPMENT OF CHILDREN WITH INTELLECTUAL DISABILITIES IN GROUP WORK

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**Keywords:**

children with intellectual disabilities, socialization, development, structural and functional model, group work.

**Ključne besede:**

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**Abstract/Izvilleček**

The aim of the article is to introduce an effective structural and functional model for the socialization and development of these children through group work, implemented in out-of-school education institutions (SFM). The study presents a comprehensive model comprising target, substantive, organizational, procedural, result-oriented, and analytical components. It outlines content and methodological support for socialization and development in various areas, such as naturalistic, tourist, local history, artistic, and aesthetic domains. It also highlights the essential spatial-subject, psycho-didactic, and social conditions required for an inclusive educational environment.

**Strukturno-funkcionalni model socializacije in razvoja otrok z motnjami v duševnem razvoju skozi skupinsko delo**

Cilj prispevka je predstaviti učinkovit strukturni in funkcionalni model za socializacijo in razvoj otrok z motnjami v duševnem razvoju skozi skupinsko delo, ki je uveden v izobraževalnih ustanovah izven šole. Raziskava predstavlja celovit model, ki vključuje cilje, vsebinske, organizacijske, postopkovne, rezultatsko usmerjene in analitične komponente. Opiše vsebino in metodološko podporo za socializacijo in razvoj na različnih področjih, kot so naravoslovje, turizem, lokalna zgodovina, umetnost in estetika. Poudarja tudi ključne prostorsko-subjektivne, psihodidaktične in socialne pogoje, potrebne za inkluzivno izobraževalno okolje.

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## Introduction

In cases of intellectual disability, immaturity of personality and deficiencies in social functioning are the consequences of low cognitive activity, inertia of nervous processes, and weakness of the closing function of the cerebral cortex. In particular, the DSM-5 defines intellectual disability as a developmental disorder of the nervous system that occurs in childhood and is characterized by intellectual dysfunction and deficits in communication, social, and practical areas (Američka psihijatrijska udruga, 2014). The authors of the study (Schuengel et. al., 2019) pointed out that children with intellectual disabilities have reduced cognitive ability and low levels of adaptive functioning, which negatively affect their socialization and social adaptation. Therefore, the socialization and development of children with intellectual disabilities is seen as the main aim, main process, and key result of correctional education in an educational institution. At the same time, the following studies (Vuković, 2021; Nesayan et. al., 2016) showed that the learning process in formal education is focused on the formation of program learning outcomes and subject competences. Instead, out-of-school education embraces the European values of non-formal education and addresses the general and specific tasks of educating children with intellectual disabilities, the leading place among which is given to the correction of deficiencies in psychophysical and social development, along with the formation of life and social competences. Out-of-school education provides opportunities for informal and non-formal learning, creating conditions for communication, for acquiring teamwork skills, learning social roles, developing critical thinking, and exhibiting independence, and self-awareness (Brajčić and Kuščević, 2022; Brajčić and Sunko, 2020). In addition, the involvement of children with intellectual disabilities in out-of-school activities and hobby groups allows them to acquire pre-professional knowledge, skills, and abilities (Kovalenko et. al., 2021).

## Theoretical background

Considering the social significance and significant achievements in the field of correctional education of children, the system of out-of-school education and certain aspects of the activities of out-of-school education institutions in terms of education, upbringing, and social formation of the individual have been the subject of scientific

research (Abells et. al., 2008; Cummins and Lau, 2003; King et. al., 2003; Kovalenko et. al., 2021; Mundhenke et. al., 2010; Murphy and Carbone, 2008; Rimmer et. al., 2007; Shields et. al., 2012). One study (Murphy and Carbone, 2008) determines that participation of children with intellectual disabilities in out-of-school activities is important for their health, has a positive impact on their self-esteem and psycho-emotional state, while creating conditions for acquiring social competence, and promoting physical development. The leading model for involving children with intellectual disabilities in out-of-school education is “collective educational integration”, and the leading form is group work (Kovalenko et. al., 2021). Out-of-school education is considered as an environment in which educational, developmental, orientation and vocational, correctional, creative, constructive and sports services should be provided for children with special educational needs. This is an environment where a child can find motivation to fulfil their individual personal needs, and satisfaction contributes to a good mood, harmonization of emotional states, overcoming aggressive behaviour, self-control and self-regulation of their actions, the formation of dialogue, and communication, including verbal and alternative communication (Shulzhenko, 2021). A study by Cummins and Lau (2003) emphasizes that involvement of children with intellectual disabilities in out-of-school education contributes to the development of their communication skills and social integration. This allows for the development of children’s social competence and interpersonal relationships, improves their quality of life, ensures their integration into society (King et. al., 2003), and improves their academic achievement (Şeker, 2020). The distinctive feature of out-of-school education is the positive emotional atmosphere in a group of children, including tolerance, equality, and success for everyone. Every child with intellectual disabilities can feel significant and successful if appropriate conditions are created based on the principles of special didactics. Despite the significant correctional and socializing potential of out-of-school education, children with intellectual disabilities are less likely to be involved in it than their peers with normal development (Abells et. al., 2008). One study (Mundhenke et al., 2010) affirms that children with intellectual disabilities have a desire to participate in out-of-school activities, but they have significantly fewer opportunities to do so compared to their typically developing peers. Barriers to children’s involvement include the instability of their interest in group work participation, a significant gap in skills compared to children with normal development, insufficient parental involvement in the upbringing of these children

and maintaining interest in group work activities, along with personal barriers such as behavioural problems or lack of social skills (Shields et. al., 2012). Therefore, there is a need for psychological and pedagogical mentoring in the processes of socialization and development of such children. The assimilation of social experience occurs during activities and communication, leading to the enhancement of mental processes and the broadening of cognitive understanding of the surrounding world. Given this, leveraging the potential of out-of-school education becomes especially crucial in facilitating the socialization and development of children with intellectual disabilities. Above all, involvement of children in out-of-school education, activities and communication based on their interests involves expanding the sphere of life, raising their social status, and active participation in public life, while developing abilities and subject competence in accordance with the chosen profile of out-of-school education, expanding the boundaries of freedom of choice (social tests) in determining their life and professional path. These benefits substantiate the importance of developing *a structural and functional model for the socialization of children with intellectual disabilities in out-of-school group work (SFM)*.

## **Methodology**

The methodological basis of the study is the dialectical method of cognition and a systematic approach. The following theoretical methods were used in the study: analysis of general and special psychological and pedagogical literature on the research problem; systematization and generalization of theoretical approaches to solving the problem of socialization and development of children; and theoretical modelling to create the SFM. The purpose of this article is to describe the SFM.

The presented SFM is implemented in the educational process of Kharkiv Regional Station of Young Tourists of Kharkiv Regional Council, the Center for Tourism, Local History and Excursions of Pupils' Youth of Valky City Council of Kharkiv Region; the municipal institution "Centre for Creativity and Youth of Kyiv Region"; the municipal institution "Palace of Pupils' Youth of Lutsk City Council", Krasnokutsk Centre for Children and Youth Creativity of Krasnokutsk Village Council of Bohodukhiv District of Kharkiv Region; the municipal institution "Volyn Regional Centre for National and Patriotic Education of Tourism and Local History of Pupils' Youth of Volyn Regional Council"; the municipal institution "Volyn Regional Centre for Tourism and Local History of Volyn Region"; the municipal

institution "Volyn Regional Centre for National and Patriotic Education of Tourism and Local History of Student Youth of the Volyn Regional Council"; the municipal institution "Kupiansk Special School, municipal institution" the "Centre for Children and Youth Creativity No. 3 of Kharkiv City Council" and proved its effectiveness (Kovalenko, 2022). The formative stage of the experiment, which lasted from 2016 to 2022, involved 468 participants: 288 children of primary, second, and high school age with mental disabilities, 132 parents of children; and forty-eight teachers, heads of group work.

## **Results and Discussion**

The method of pedagogical modelling was used to create the SFM. The scientific substantiation of pedagogical modelling was according to these two studies: (Maksymenko, 2016; Kovalchuk, 2020). During development of the SFM, we relied on the following definition of a pedagogical model: "It is a model of pedagogical activity that presents the idea of the predicted result, defines its content, describes the means and conditions necessary for the realization of the expected result, and identifies the subjects of activity" (Kovalenko, 2022). The general requirements for a model are content (the ability of the model to reflect the properties and functions of reality and the system); deductive requirements (the ability to control the result); inductive requirements (demonstration of shifts, dynamism of the system); and the independence of the result in relation to a particular interpretation. Thus, on the one hand, the structural model imitates the internal organization and structure of the original and on the other hand, it demonstrates its functional characteristics. The SFM provides for specially organized correctional and pedagogical activities of the group work heads aimed at the socialization and development of children with intellectual disabilities. The development of the SFM allowed us to logically organize correctional and pedagogical activities.

In our study, the SFM is considered a complex holistic system, which is represented by a set of interconnected structural blocks: target, content, organizational and procedural, and result-oriented and analytical. The modelling method allowed us to reveal the essence of the model and demonstrate it graphically (Fig. 1). Let us analyse the presented model blocks in more detail.

**The structural and functional model of socialization and development of children with intellectual disabilities in out-of-school group work**

<b>Target</b>	<p><b>Aim:</b> to increase the level of development and socialization of children with intellectual disabilities at the stages of adaptation, individualization, and integration through their involvement in out-of-school activities</p> <p><b>Tasks:</b>  <i>in the field of socialization:</i> development of cognitive-awareness, motivational-value, emotional-regulatory, and activity-behavioral components of socialization;  <i>in the field of development:</i> formation of knowledge, skills, competences (in accordance with the direction of out-of-school education), development of abilities, and development of intellectual, cognitive, and physical components of development.  <b>Methodological approaches:</b> synergetic, personality-oriented, activity-based, organizational, corrective, therapeutic, competence-based.  <b>Principles:</b> unity of diagnostics and correction; purposefulness; activity principle; principle of correctional and compensatory orientation; continuity and sequence; social and adaptive orientation; principle of individual and differentiated approach; principle of multi-subject partnership and principle of "spiral" of emotional well-being.</p>												
<b>Content</b>	<p><b>Subjects of the educational process: heads of group works, psychologist, medical worker, pupils, parents of children with intellectual disabilities</b></p> <p><b>Content of training, education and development</b> Modified curricula for out-of-school group works</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Initial level (corresponds to the adaptation stage)</td> <td colspan="2" style="width: 50%; text-align: center;">Basic level (corresponds to the stages of individualization and integration)</td> </tr> </table> <p><b>Components of socialization</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">cognitive-awareness</td> <td style="width: 25%;">motivational and value</td> <td style="width: 25%;">emotional and regulatory</td> <td style="width: 25%;">activity-behavioral</td> </tr> </table> <p><b>Development components</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">intellectual and knowledgeable</td> <td style="width: 33%;"></td> <td style="width: 33%;">physical</td> </tr> </table>			Initial level (corresponds to the adaptation stage)	Basic level (corresponds to the stages of individualization and integration)		cognitive-awareness	motivational and value	emotional and regulatory	activity-behavioral	intellectual and knowledgeable		physical
Initial level (corresponds to the adaptation stage)	Basic level (corresponds to the stages of individualization and integration)												
cognitive-awareness	motivational and value	emotional and regulatory	activity-behavioral										
intellectual and knowledgeable		physical											
<b>Organizational and procedural</b>	<p><b>Stages of model implementation</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;"><b>Diagnostical</b></td> <td style="width: 33%; text-align: center;"><b>Environmental modeling</b></td> <td style="width: 33%; text-align: center;"><b>Correctional and upbringing</b></td> </tr> <tr> <td style="text-align: center;">identification of interests, starting level of socialization and development</td> <td style="text-align: center;">adaptation and modification of spatial-subjective, psychodidactic, social conditions of the educational environment</td> <td style="text-align: center;">Education, upbringing, development, socialization of children with disabilities in out-of-school group works</td> </tr> </table> <p><b>Professional development of heads of group works (organization of professional development courses)</b></p> <p><b>Organizational forms:</b> group work, individual lessons, competitions, excursions, hikes, exhibitions, concerts</p>			<b>Diagnostical</b>	<b>Environmental modeling</b>	<b>Correctional and upbringing</b>	identification of interests, starting level of socialization and development	adaptation and modification of spatial-subjective, psychodidactic, social conditions of the educational environment	Education, upbringing, development, socialization of children with disabilities in out-of-school group works				
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<b>Result-oriented and analytical</b>	<p><b>Assessment of the level of socialization and developmental dynamics of children with intellectual disabilities</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">In the field of socialization</td> <td style="width: 50%; text-align: center;">In the field of development</td> </tr> <tr> <td style="text-align: center;">formation of cognitive-awareness, motivational-value, emotional-regulatory; activity-behavioral components of socialization</td> <td style="text-align: center;">formation of knowledge, skills, abilities, professional competences (in accordance with the modified program of out-of-school education), formation of physical, intellectual and knowledge components of development</td> </tr> <tr> <td style="text-align: center;">Levels of socialization: high; medium; low</td> <td style="text-align: center;">Levels of development: high; sufficient; medium; low</td> </tr> </table>			In the field of socialization	In the field of development	formation of cognitive-awareness, motivational-value, emotional-regulatory; activity-behavioral components of socialization	formation of knowledge, skills, abilities, professional competences (in accordance with the modified program of out-of-school education), formation of physical, intellectual and knowledge components of development	Levels of socialization: high; medium; low	Levels of development: high; sufficient; medium; low				
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Figure 1. The structural and functional model for the socialization and development of children with intellectual disabilities in out-of-school group work

### *Target block of the SFM*

It involves defining the aims and developing tasks, while interconnecting, and describing all components of the model. The goal of the SFM is to increase the level of development and socialization of children at the stages of adaptation, individualization, and integration through their involvement in out-of-school education. In the context of the study, the aim is understood as an ideal, planned result of educational activity. The aim is realized through the solution of the following tasks: in the field of socialization: development of cognitive-awareness, motivational-value, emotional-regulatory, and activity-behavioural components of socialization; in the field of development: formation of knowledge, skills, abilities, and profile competences (in accordance with the direction of out-of-school education); and development of intellectual, cognitive, and physical components.

When constructing the SFM, we relied on the ideas of the following approaches: synergistic, organizational, activity, correctional, personality-oriented, and therapeutic. The synergistic approach is the methodological basis for the socialization and development of children with intellectual disabilities in out-of-school group work, as the out-of-school education system is complex, open, and nonlinear. This approach outlines the use of a set of ideas, concepts, and methods in the correctional management of socialization and development processes. It involves a combination of a multifaceted impact on the development and socialization of children with intellectual disabilities through direct correctional impact (working directly with children using a variety of methods that activate mental activity and creatively organize the educational space), and indirect impact (professional development of teachers, heads of group work, and the development of skills to create pedagogical conditions for schoolchildren to learn new social experiences).

The personality-oriented approach involves considering the interests, abilities and inclinations of the child when determining the direction of out-of-school education and the profile of out-of-school group work, and is aimed at creating conditions for the formation of the child's personality, its development and socialization in the artistic and aesthetic, tourist and local history, and ecological and naturalistic areas that are interesting and accessible to the child, whose needs and desires are important (Kisovar-Ivanda, 2022).

The activity-based approach serves as the systemic basis for the development and

socialization of children with intellectual disabilities. Its objective is to establish conducive conditions within out-of-school education group settings for active and purposeful engagement. Successful, interesting, and accessible activities are the means through which learning outcomes, educational progress, and personal development are attained by the children.

The organizational approach is aimed at creating a safe educational environment focused on the implementation of the principles, aims, and content of out-of-school education, which ensures the development and socialization of children. The organizational approach involves determining the optimal forms for involving children in out-of-school education: group work, individual work, concerts, competitions, exhibitions, excursions, and hikes.

The correctional approach involves the correction of secondary and tertiary developmental disorders during the teaching and upbringing of children in out-of-school group work. Organizational issues in the correction of children's development in out-of-school education institutions, their education and social adaptation involve the creation of special learning conditions in the educational process that best meet the needs of the child.

The therapeutic approach is aimed at the self-disclosure, release, and sublimation of internal tension and negative experiences of children in socially acceptable forms of behaviour. The child's internal conflicts are expressed through visual, artistic, sports, environmental and naturalistic activities in out-of-school group work.

The competence-based approach involves focusing not only on the formation of knowledge, skills, and abilities but also on the ability to perform functions related to different subject areas and the development of social competence.

We have identified the following main principles of the model based on the synergistic, person-centered, organizational, correctional, activity, therapeutic, and competence approaches: unity of diagnosis and correction, purposefulness, the activity principle, principle of correctional and compensatory orientation, continuity and consistency, socially adaptive orientation, the principle of the individual and differentiated approach, the principle of multi-subject partnership, and the principle of the "spiral" of emotional well-being.

#### *Content block of the SFM*

This block constitutes the educational content and is one of the main means for children's development and socialization. The subjects of the educational process



are the heads of group work, a psychologist, a medical worker, schoolchildren, and parents of children with intellectual disabilities.

The socialization and development of children in out-of-school education is based on the tasks set out in the model. The content of education and upbringing is determined by modified curricula of out-of-school group work that correspond to the current level of pupil development, considering their abilities and potential. The modified programs for primary and basic levels are based on typical programs in specialized subjects for children with intellectual disabilities, considering typical programs of group work for children with normal development.

Primary level programs for out-of-school education are aimed at developing pupils in a particular subject area, deepening their interests, adapting to out-of-school activities, and developing social interaction skills in group activities. The programs provide for the general cultural development of the child and the assimilation of socio-cultural experience using both educational content and various organizational forms of out-of-school activity in a favourable environment.

The modified primary level curricula provide for further deepening and broadening of children's interests and the formation of professional interests. The development of children's subject competences allows instilling practical skills and meeting their needs for professional mentoring. The programs include not only active learning of socio-cultural experience but also its selective reproduction through collective activities and communication. The period of implementation for modified basic level programs lasts for four to six years and corresponds to the stages of adaptation, individualization, and integration of pre-labour socialization. Considering the focus of children with intellectual disabilities on artistic and aesthetics, tourism and local history, and ecological and naturalistic activities (Kovalenko et al., 2021; Carbonaro, and Maloney, 2019), the curricula Folk Art, Young Tourists and Local History, Historical Local History, and Floriculture were modified.

#### *Organizational and procedural block of the SFM*

The organizational and procedural block of the model includes ensuring the organization of educational activities, which identifies the necessary stages and conditions of the educational environment for out-of-school education.

The involvement of children with intellectual disabilities in out-of-school education means consistent work, which consists of a diagnostic stage, environment modelling, and correctional and educational stages. Let us consider the content of each stage in more detail.

### *Diagnostic stage*

This stage involves the following: 1. identifying the direction of children's interests and abilities; peculiarities of their physical development to establish possible contraindications to involvement in certain areas of out-of-school education for health reasons; 2. identifying the "initial" level of children's socialization to establish an optimal model for their involvement in out-of-school education; 3. determining the "initial" level of development of subject competences that correspond to the direction of children's interests to determine modifications and/or additions. Thus, when involving children in the artistic and aesthetic direction of out-of-school education, it is advisable to identify the features of artistic subject competence; when involving children in the tourism and local history direction, the level of development of physical qualities, subject natural science and geographical competences; and when involving children in the ecological and naturalistic direction of out-of-school education, it is necessary to identify the features of natural science and geographical competences. On the basis of the identified modal-specific and phenomenological features, the direction of out-of-school education and the model of involving a child in out-of-school education are determined. Group work should be organically combined with individual lessons, competitions, excursions, hikes, exhibitions, and concerts. For example, in addition to group work, schoolchildren with an artistic and aesthetic direction are involved in competitions and exhibitions of creative work; tourism and local history – actions and expeditions "My Motherland", "My native land", "The land where I live", youth conferences "Know yourself, your family, your people"; ecological and naturalistic – "Help the birds in winter", "Autumn clean-up", environmental campaigns "Let's save the world so that life can continue", exhibitions "Flower show", "Floral vernissage", etc. Special education institutions hold group work in the areas of tourism and local history, ecology and natural history, and art and aesthetics. The group work activities are managed by the teachers of out-of-school education institutions.

The out-of-school education institution provides organizational, pedagogical, methodological, and financial support for the group work activities during out-of-school time, which contributes to their socialization and development.

#### *Environmental and modelling stage*

At the environmental and modelling stage, the adaptation and modification of spatial-subject, psycho-didactic, and social conditions of the educational environment of out-of-school education was conducted. We consider the educational environment of an out-of-school education institution as a system of corrective influence on the processes of development and socialization for children with intellectual disabilities because it creates special conditions (spatial and subject, psycho-didactic, social) that promote the physical, social and mental development of pupils, their acquisition of primary professional knowledge, skills and abilities necessary for their socialization, and the expansion of social experience through the acquisition of additional knowledge, and social interaction skills.

The spatial and subject conditions of the educational environment must meet the following requirements: safety of the educational environment, guaranteed by safety rules, principles of accessibility and rationality; convenience of classrooms; sufficient lighting; ergonomic furniture; maintaining a balance in visual stimulation and avoiding excessive noise.

The following psycho-didactic pedagogical conditions of the educational environment are of particular importance: modification of curricula; application of a security and pedagogical regime; combination of theoretical and practical classes, group and individual forms of work; and mandatory use of excursions in the educational process. The content of out-of-school education should consider the set of knowledge, skills and abilities already acquired as well as the set of knowledge and skills necessary to master a profession that meets the aptitudes and intellectual capabilities of these children. To create conditions for extensive interaction between schoolchildren and the teacher to ensure their socialization, interactive teaching methods were widely used in group work, such as mind maps, lapbook activities, associative learning, case studies, and the project method. Choosing a group of interactive methods works because the situation of social interaction modelled by the teacher may be a prerequisite for the start of the real learning process, and social interaction provides stimulation to develop the child's potential for further learning and development (Zoglowek and Aleksandrovich, 2017).

The social conditions of the out-of-school education environment characterize the system of social interaction among all subjects in the educational process, which should aim to harmonize the processes of socialization and development of the pupils through group work, ensuring the emotional well-being of children, parents, and teachers. In the case of children with intellectual disabilities who enter the out-of-school environment, teachers at the institution should provide corrective social education aimed at developing socially significant qualities of the pupils necessary for the formation of their life competence and an active life position. Therefore, the general social conditions of the educational environment of out-of-school education are the following: formation of communicative competence in the process of interaction with the social environment (developing skills of constructive interpersonal interaction); a systematic approach to mastering, understanding and observing social norms; expansion of the scope of activity, focusing its content on the realization of socially significant needs of the individual (satisfaction of the need for communication); development of socially normative behaviour.

At the stage of adaptation, correctional social education should be aimed at forming children's ideas about social moral norms and emotional attitudes toward them as those that must be strictly observed. The subject of correctional social education should be the formation of pro-social values, development of self-control, deepening of interests, reduction of impulsivity and aggression, and formation of socially normative behaviour on this basis.

At the stage of individualization, correctional social education is aimed at developing self-awareness and adequate self-esteem, developing stable interests, forming moral beliefs, developing value orientations in activities of interest, in accordance with individual psychological characteristics and abilities, harmonizing the emotional background, developing communication skills and self-control, socially normative behaviour, and independence. At this stage, the content of out-of-school education should meet the needs of pupils for individualization and development of knowledge, skills, and abilities in a certain profile of correctional educational activities.

At the integration stage, several aspects have particular significance: the development of social activity and independence, the fostering of constructive social interaction skills, the further refinement of moral convictions, the cultivation of enduring interests in various activities, and the enhancement of pupils' effectiveness in professional and labour-related endeavours.

Additionally, it is vital to consider and nurture their capabilities and professionally significant qualities. Furthermore, preparing children for personal and professional self-determination and self-realization is crucial at this stage. The involvement of children with intellectual disabilities in group work was preceded by professional development courses for teachers at out-of-school education institutions, which made it possible to expand and deepen professional knowledge, skills and abilities to adapt/modify spatial and subject, social and psycho-didactic educational environments in accordance with the modality-specific features of children's socialization and development. The curriculum focuses on deepening the competences of out-of-school education teachers and heads of group work in the following areas: effective organization of the educational process in group work involving children based on their interests, abilities, levels of socialization and development; application of innovative methods, forms, and techniques of teaching, considering the specific patterns of development and socialization of children and individual characteristics of interests, preferences, abilities and inclinations; formation and development of key subject competences of pupils in accordance with the direction of out-of-school education; solving the problem of correctional education of children in group work, preparing them for conscious professional choice and independent life in a democratic society; improving the knowledge, skills and abilities of pupils in the field of out-of-school education, developing the ability to evaluate, adapt and develop new educational materials considering the individual capabilities and needs of pupils with intellectual disabilities and specific learning situations, to creatively use pedagogical technologies of competence-based, special and inclusive education.

### *Correctional stage*

From the moment a child with intellectual disabilities starts attending group work, a qualitatively new stage of correctional education begins, focused on promoting development and socialization and forming educational, cognitive, practical, and social competences. This stage involves the process of teaching, upbringing, development, and socialization of a child in group work at the primary and basic levels of out-of-school education in specially created spatial, subject, psycho-didactic, and social conditions of the educational environment. Group work sessions are organized twice a week, considering the sanitary and hygienic requirements for the load on children.

*Result-oriented and analytical block of the SFM*

This block includes intermediate and control analytical procedures and studies of the effectiveness of the measures taken, including an assessment of the children's level of socialization and developmental dynamics. The criteria include formation of the cognitive-awareness criterion (knowledge and awareness of social moral norms and rules of social behaviour); the motivational and value criterion (peculiarities of the child's attitude to social and moral norms); the emotional-regulatory criterion (degree of adaptability of the individual, degree of perception, understanding and assessment of one's own personality, and the capacity for emotional regulation); and the activity-behavioural criterion (a set of practical actions and deeds through which an individual implements the resulting cognitive abilities).

In practice the SFM guides teachers in structuring corrective education tailored to the needs of children with intellectual disabilities, fostering an inclusive learning environment. It can also be used for individualized support, when educators use the model to create personalized support plans based on each child's interests, potential, and needs, enhancing their learning experiences. By emphasizing essential conditions for inclusivity, the model encourages educators to create accessible and supportive learning environments for all pupils. The model aims to enable children with intellectual disabilities to thrive academically and socially, empowering educators to support their success.

**Conclusion**

The process of socialization for children with intellectual disabilities involves successful preparation for independent living, meaningful activity and participation in social life, and professional self-determination. Ensuring the processes of socialization and development for children with intellectual disabilities involves the use of two leading strategies: enhanced labour training and communication with various peers in the community (Johnson and Bauer, 1992). This emphasizes the importance of using out-of-school education resources in harmonizing the development and socialization of children with intellectual disabilities. The developed and substantiated SFM combines the following systemic blocks: target and content, as well as organizational, procedural, result-oriented, and analytical components. The content and methodological support for the socialization and development of these children in group work involving the ecological and naturalistic, tourist and local history, artistic and aesthetic directions of out-of-school

education has been developed and implemented. The spatial-subject, psycho-didactic and social conditions of the educational environment for out-of-school education, which should be created on the basis of an out-of-school education institution and a special school when involving schoolchildren with intellectual disabilities on the model of collective educational integration, are characterized. The curricula of the primary and basic levels of out-of-school education in the artistic and aesthetic area (“Folk Art”), the ecological and naturalistic area (“Floriculture”) and the tourism and local history area (“Young Tourists and Local History”) were modified; the structure of group work class was developed; the procedure was described for applying interactive teaching methods (mind maps, work with lapbooks, associative learning, the case method, the project method, etc.) to ensure the development and socialization of schoolchildren with intellectual disabilities in group work. An experimental study of the effectiveness of the proposed SFM proved its effectiveness.

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