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Features of Economic Socialization of Children with Disabilities

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Abstract

The article deals with the problems of economic socialization of children with disabilities, adaptation of such children, realization of their life chances, opportunities for self-realization in spite of low efficiency of corrective socio-educational technologies' implementation. The study revealed the peculiarities and differences in the rates of economic socialization of children with disabilities and physically healthy children, which are conditioned by the circumstances of life and the features of individual psychological and group characteristics of these groups of children. The ways, organizational forms and conditions that allow the inclusion of a disabled child in economic relations are identified; complex diagnostic tools were developed and tested to study the external and internal factors of economic socialization of children with disabilities. In the process of specially organized activity, which includes elements of economic knowledge, self-knowledge, value analysis and real practical actions, it is possible to promote enrichment of values and formation of elements of intrinsic motivation for the economic activity of the child. The effectiveness of the implementation of the developed program of direct and indirect influence on the development of economic ideas and economic behavior using the example of the Department of Early Social Rehabilitation of Children with Disabilities of the Center of Social Assistance and Rehabilitation of the Disabled "Turbota" in Berdiansk, Rivne Educational and Rehabilitation Center "Special Child" of Rivne City Council has been experimentally proved; it was included in the curricula of Berdiansk State Pedagogical University.

Keywords: Social adaptation, Social assistance, Economic socialization, Children with disabilities.

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Introduction

The accession of Ukraine to the world community as an equal member raises a number of requirements for changing not only the socio-economic situation in Ukraine but also for restructuring the style of thinking, its development on the basis of democracy and tolerance. Understanding the originality and uniqueness of others, understanding and accepting them as they are – is not only the highest form of social harmony, it is a prerequisite for the development of the state, society, and citizens.

An important criterion in assessing the level of society's civilization is recognition of the discrimination for people with disabilities in almost all areas of socio-economic life in Ukraine, the specificity definition of its manifestation in all spheres of human life (the relevant UN declared world standards) and adoption of the mechanisms of these problems' state resolving.

For modern Ukraine, the development of humanization processes of social relations, the growth of priority in the society of socio-anthropological problems on the background of the permanence of multilevel transformations of the socio-economic space is characteristic. This creates the necessary preconditions for the transition from the principle of social utility to social tolerance, to the recognition and respect of each person's rights, regardless of his/her abilities or beliefs. At the same time, the intensification of processes of economic marginalization of entire social groups in the conditions of socio-economic transformations is observed (Warneryd, 1988; Webley et al., 2001). Particularly negative impact of the Ukrainian society's transitivity is manifested in relation to, primarily, children with disabilities. The processes of reforms led to the deconstruction of the social integration system and adaptation of such children exacerbated the problems associated with the realization of their life chances, opportunities for self-realization on the background of low implementation efficiency of correctional social and educational technologies (Leiser, 1990).

In general, the urgency of the social integration problem of children with disabilities is determined by the steady increase in the social structure of the population of children with developmental disabilities. According to the state statistical reporting of Ukraine, the number of children with disabilities, who have motor defects (musculoskeletal disorders) and sensory (vision, hearing) spheres, has a steady upward trend. Today in Ukraine there are more than 165 thousand disabled children under the age of 18 (Akatov, 2003; Bakhteeva, 2019; Bevez, 2005; Hurenko, 2017; Lukashevych, 2003). Therefore, the problem of maximizing their potential for realization of their rights regarding equal opportunities with other citizens in active participation in the economic, political and social spheres is actualized.

This study aims to provide a theoretical substantiation and experimental study of the psychological factors of economic socialization of children with disabilities.

Literature Review

Many domestic and foreign scholars' works are devoted to different aspects of economic socialization. The main impetus on the development of the psychological concept of economic socialization was due to the studies by foreign (G. Becker, I. Bentham, L. Walras, E. Wernerid, T. Veblen, K. Danziger, W. Jevons, X. Dittmar, J. Keynes, D. Lyser, D. Levy, G. Münsterberg, J. Stigler, G. Tard, A. Traub, etc.) and domestic (V. Radaev, V. Avtonomov, and others) scholars. A significant contribution to the

development of the theory of economic socialization was made by the Russian and Ukrainian researchers: G. Averyanova, N. Volyanyuk, O. Deineka, N. Dembyts'ka, T. Drobysheva, O. Hurenko, H. Alekseeva, I. Zubiashvili, L. Karamushka, O. Kozlova, G. Lozhkin, S. Maksimenko, V. Moskalenko, V. Spasennikov, Y. Shvalb, etc. They focus on the economic socialization of children, emphasizing that the ability to adequately assess the economic situation and act in the economic space depends on the peculiarities of the economic consciousness of the individual, the basis which is formed from childhood. It is during this period of time that the skills of consumer and labor behavior, emotional attitude towards economic reality begin to develop, and the system of economic needs, interests, values, beliefs, and guidelines that determine economic adaptation to life begins to develop.

The greatest interest of modern researchers is concentrated on the study of all ages children's attitude to money (T. Babyts'ka, I. Zubiashvili, L. Salikhova, A. Fen'ko), the study of family economic education as a factor of economic socialization (S. Burenina, T. Drobysheva), the formation of schoolchildren's economic thinking (N. Dembyts'ka, V. Moskalenko). The researchers focus their interest on the study of the influence of the educational status of parents, the socio-economic status of the family, the region of residence, sex of the child, the level of his/her intellectual development on the formation of economic ideas of preschool and junior school-age children (T. Guseva, T. Drobysheva, I. Ermakova, Zh. Zhilina, O. Kozlova, S. Tsvetkov, etc.), study the content of consumer representations in childhood (N. Miromanova, M. Stelmashuk, A. Shchedrin, etc.).

The complexity of economic socialization study lies in the lack of predictability of this process' trends on an individual level. The objectively existing differentiation of social life conditions and physical condition of children causes the peculiarities of their economic socialization process. The formation of an economically conscious and socially active person is complicated by the presence of a number of unfavorable conditions and many social factors. That is why studying the factors of economic socialization of children with disabilities is necessary for understanding the psychological regulators of their economic behavior and psychological support for solving social problems that arise in the process of their integration into the economic space.

Methods

The methodological basis for the study: the principles of determinism, unity of the psyche and activity, supplemented by the statements on the systematic approach to understanding the integrity of the individual (B. Ananiev, B. Lomov, V. Merlin, S. Rubinstein, etc.); the theory of L. Vygotsky about the indirect nature of the development of higher mental functions; general psychological statements about the nature and development of the individual as the subject of his/her own life (K. Abulkhanova-Slavs'ka, G. Ball, A. Brushlinsky, G. Kostyuk, O. Leontiev, S. Maksimenko, V. Molyako, V. Tatenko, T. Yatsenko); methodological principles of psychological research's organization (L. Burlachuk, B. Lomov, S. Maksimenko, etc.); theories of economic socialization are considered in the works by foreign and domestic psychologists (K. Danziger, O. Daineka, A. Zhuravlev, A. Karnyshev, G. Lozhkin, V. Moskalenko, R. Sutton, etc.); psychology of economic behavior (V. Bakshtanovsky, V. Komarovska, G. Lozhkin, V. Moskalenko, Yu. Pachkovsky, V. Spasennikov, A. Kharash, etc.).

The solution of the set tasks of the research (theoretical analysis of modern psychological approaches to understanding the problem of economic socialization of children with disabilities as a relatively independent phenomenon; developing a model of external and internal factors of economic socialization of children with disabilities and their empirical study) provided for the application of a set

of methods. In particular, there were applied: theoretical methods – analysis, synthesis, comprehension, and generalization of the principles of psychological, socio-psychological, legal literature, classification, structural and functional modeling; empirical methods – questionnaires, surveys, test methods.

Empirical methods are divided into three blocks according to the defined research tasks.

The first block includes questionnaires and surveys to study the level of understanding of the basic economic concepts and relationships between children with disabilities and physically healthy children (O. Kozlova's questionnaire "The Formation of Economic Views").

The second block is a system of psychodiagnostic techniques for the complex analysis we have provided for the analysis of external (exopsychic) factors. Research of potential opportunities (material, social, psychological, etc.) of the family, economic consciousness and economic behavior of parents of children with disabilities was studied using a questionnaire, which is a combination of the "Standardized program of studying the economic and psychological characteristics of an individual" by A. Zhuravlev and N. Zhuravleva, a block of questions from the work by A. Zhuravlev and A. Kupreichenko, a block of questions from the work by N. Lebedeva and a questionnaire for parents by O. Kozlova. To find out the attitude of the parents to their child, his/her adoption, a number of techniques, proposed by O. Bilobrikina, was used. – "What kind of a person is he (she)?", "Subjective evaluation tendencies of the child's immediate microsociety" and "Questionnaire for Parents' Attitude towards the Children" by A. Varga and V. Stolin. To study the indirect attitude of the meso-environment to children with disabilities, L. Shypitsyna's questionnaires – "Awareness of disabled people with severe physical, intellectual and sensory-motor disorders" and "Attitude towards disabled people with severe physical, intellectual and sensory-motor disorders" were used.

The third block – for the analysis of internal (endopsychic) factors of economic socialization of children. Using the following techniques: The Color A-Person Body Dissatisfaction Test (CAPT); "Portraits", "What kind of a person are you?", "Triangle", "Two houses", "Magic wand" by O. Bilobrikina; "Tracks", "Circle" by O. Fokina; "The level of the relationship between "value" and "accessibility"" by O. Fantalova; Scale of alarm and anxiety by Ch. Spielberger. The following features of the I-image as the system-forming basis of individual functioning in the socio-economic space were studied: perception, awareness and attitude to the presence of a physical defect; self-perception; emotional orientation of general self-esteem; self-help; the level of egocentrism; motivational-and-need benefits; social representation of the world around us and of ourselves; level of social protection of a child, basic attitude to other people (trust / distrust); anxiety.

For the processing of empirically obtained data, the resources of mathematical statistics were used to check the reliability of the differences (χ^2 criterion, Student t- criterion) and multidimensional statistics (correlation and factor analysis). Statistical data processing and graphical presentation of the results were performed using a personal computer based on the SPSS 10.0 statistical software package.

Results and Discussions

Children acquire economic knowledge and skills of economic functioning through the process of economic and social knowledge, which consists of thoughts, knowledge and assumptions about the socio-economic world. Children look at economic relations between people and gradually realize the

principles and rules on which they exist. They try to understand their socio-economic experience and take a position considering what they and others think and feel.

During adolescence, social and economic knowledge is becoming an increasingly important determinant of a child's behavior. It is at this age that children must learn to solve simple economic tasks, to adhere to social rules, to plan their future (Danziger, 1958; Furnharn, 1984).

Correctional work on raising the level of social and economic activity of children with disabilities is relevant in adolescence – during the crisis period of personality development and when the norms of the group have not yet gained predominant influence on the will of the adolescent. At the same time, it is precisely at this age that the group of peers acquires much greater significance on the actions of its members and in the group of peers children learn social concepts, master social skills.

The main reason for mastering the economic knowledge of a child with disabilities is to provide and maintain a certain level of his/her mental and physical health, minimal, but, at least, still satisfaction with himself/herself, his/her activities and communication. In the process of a specially organized activity, which includes elements of economic knowledge, self-knowledge, value analysis and real practical actions, one can contribute to the enrichment of values and the formation of internal motivation's elements for the child's economic activity. To make such changes, one has to teach the child to see everything, that is happening, from different angles, from different viewpoints, to teach how to react to an unfavorable life situation without hiding from it, but doing something that really can change their behavior, their own attitudes, their attitude towards themselves and towards other people. Only believing in own strength, the child can find the strength to carry out internal and external transformations. Self-awareness, in-depth and specifically directed self-analysis will contribute to increasing the adaptation resources and achieving a new, desirable quality of life.

Internal factors were studied by us as personality traits of the child with limited physical abilities that influence the process of his/her economic socialization. The most informative indicators of personality, which allow judging his/her success in the life path, are:

- self-help,
- self-perception
- well-being in society,
- personal perceptions of himself/herself,
- self-esteem

These are the factors that make up the corresponding I-image.

For children with disabilities, the process of forming a holistic I-image greatly depends on the peculiarities of self-esteem by the individual of his/her own bodily organization, the awareness of the physical defect and the associated functional limitations.

To study perception, awareness and attitude towards a physical defect, we used the method of diagnosing the body image and its components, "The Color A-Person Body Dissatisfaction Test (CAPT)", which was first described in Ukraine in the dictionary-reference book on psychodiagnostics by Burlachuk and Morozov (1999). As stated in this source, this non-verbal method, published by Wooley and Roll (1991), is designed to assess the level of satisfaction (dissatisfaction) with his/her body. The

stimulating material is two images (frontal and lateral) of the human body (male or female, according to the sex of the subject), divided into parts. The size of the sheet of paper is 27.9 x 43.2 cm, the size of the female figure is 36.8 cm, male – 41.9 cm. The person under study is offered five pencils of different colors, with which he or she needs to color the depicted figure of the corresponding sex in the following way: red – those parts of body that he or she is not very satisfied with (these parts are estimated as 5 points), yellow – they do not satisfy the person (4 points), black – neutral attitude (3 points), green – satisfy (2 points), blue – they satisfy very much (1 point) . As a result of counting the points the researcher receives three indicators of body dissatisfaction: total (average value of all 16 units). The author of the test also gives information about the high retest reliability and validity, which can be found in the mentioned sources.

To study the emotional orientation of the child's general self-esteem, the methodology of O. Belobrykina "What kind of a person are you?" (2006) was used in which a child was offered 7 generalized characteristics that reflected a certain emotional evaluation indicator, from which he or she chose one: the best; good; same as all children; bad; worse than others, it depends – sometimes I am good, sometimes – bad; I do not know. Responses of the child correlated with one of the indicators of the emotional color of the overall self-esteem: positive, neutral (ambiguous), ambivalent (contradictory), indifferent (apathetic), negative.

The following methods are "Paths", "Circle" (Belobrykina, 2006), proposed by O. Fokina on the basis of an analog of socio-symbolic tasks developed by B. Long, R. Ziller, R. Henderson, aimed at measuring the self-attitude and self-identity of the child.

With the help of "Tracks" method, the level of self-esteem and the self-adoption by a child, the specifics of self-identification with those in the close environment were assessed.

The empirical research was conducted on the basis of Rivne Educational and Rehabilitation Center "Special Child" of Rivne City Council, Zaporizhzhya Educational and Rehabilitation Center "Dzherelo" of Zaporizhzhya Regional Council, Zaporizhzhya Regional Center for Social Rehabilitation of Disabled Children of Zaporizhzhya Regional Council, Department of Early Social Rehabilitation for Disabled Children of the Center for Social Assistance and Rehabilitation of the Disabled "Turbota" in Berdiansk and Secondary School No. 2 in Berdiansk.

The total number of children under research was 280 persons, among them:

- 112 children, including 56 people – children with disabilities from 11 to 16 years of age and 56 children – children without physical constraints from 11 to 12 years old;
- 108 parents, including 54 persons – parents of children with disabilities and 54 persons – parents of children who do not have physical constraints;
- 60 persons of the social environment, including: 30 – specialists working with children with disabilities, who have a direct relation to them in the process of life; 30 persons – persons who do not contact in everyday life with this category of children.

Such a sample of people under research gives an opportunity to trace the peculiarities of the factors of economic socialization of children with disabilities.

We have focused on disabled children with saved intelligence who study according to a general school program but have different forms of education (individual school curriculum, home study and training

at rehabilitation centers). The possibilities of their social adaptation and economic socialization are limited by various objective reasons, complicated by many problems and internal contradictions that are generated by existing physical and sensory-motor disorders, they have the defect, “visible” to the surrounding people, which is a barrier to their normal functioning and complicates the process of their adaptation to market conditions and their inclusion in the socio-economic space.

Children who have problems with the locomotor system were 64.3% of the sample of children with disabilities, respectively, 35.7% – children with sensory disabilities with hearing problems and vision problems. By age structure, the sample of children with disabilities had the following distribution: 37.5% of children are 11-12 years old, 44.5% of children – 13-14 years old and 18.0% – the children of 15-16 years old.

Such a distribution of children by age is due to the tasks of empirical research that arose during the pilot study. The pilot study according to O. Kozlova's methodology “The Formation of Economic Ideas” (2004) revealed a very low level of awareness of economic concepts in children with disabilities, which, in our opinion, is due to the delay in their social development. Therefore, it was decided to conduct the study of children with disabilities of all ages and such a sample of subjects allows tracing the dynamics of their socio-economic development and the peculiarities of their economic socialization factors.

Conducting psychological diagnostics of children with limited physical abilities was based on the individual approach to each child, taking into account his or her developmental level and degree of major and concomitant disorders. As we began to work, we studied the history of children's diseases and received relevant information from their parents. We took into account the physical characteristics of the child and all accompanying disorders and the possibility of their impact on the results of the study.

Organization of research

The organization of the research was carried out in the following way. Work with each child was performed individually, the duration of the study depended on the pace of work (mainly due to various degrees of motor coordination disorders) of the child. With the use of test methods, the characteristics of the children under research made it necessary to voice the test questions by the researcher in order to be able to control the procedure for filling the test and the understanding of the statements, which needed to be answered, as well as the voicing of answer options.

The study, which consisted of a large number of methods, was conducted in several stages with breaks for respite and switching attention (blank tests were interspersed with the conversation).

The applied part was performed with the use of observation methods, interviews, questionnaires, specialized tests and techniques.

Quantitative data processing was carried out with the help of mathematical and statistical analysis methods using a computer package of statistical software SPSS-10.

In more detail, the results of our experimental study of the psychological factors of economic socialization of children with disabilities had been published earlier (Serbova, 2008; 2009; 2010; 2015). So now we are partially appealing to them.

Having analyzed empirically the influence of internal factors on the economic socialization of a child with disabilities, we have developed a system of purposeful influence on the personality of a child in order to optimize the process of his/her economic socialization (Table 1).

Table 1. The system of purposeful influence on the personality of a child in order to optimize the process of his/her economic socialization

Internal factors of the economic socialization of a child with limited physical abilities	Format of purposeful influence	Purposes
Insufficient level of basic economic concepts' awareness	Formation of economic knowledge	Formation and consolidation of economic knowledge and skills
Limited economic experience	Economic and social incompetence and "trained helplessness"	Development of the mechanism for building the constructive economic relations
"Unification" of the individual psychostructure of the subject	Features of perception, awareness and attitude to the presence of a physical defect (the corresponding image of the body). Emotional immaturity, low self-esteem, anxiety	Inclusion of a mechanism to overcome the anxiety associated with external manifestations of the disease; reinforcement of the positive "I" image. The development of personal qualities that help to neutralize the experience of emotional discomfort, mastery of self-control skills, self-examination and self-regulation.
Personal values (value orientations)	Characteristics of the subjective semantic space	Creating the conditions for verbalization and awareness of one's own life perspective. Formation of sustainable socio-psychological guidance on a full-fledged lifestyle
Representation of a child about certain social roles and his/her social role as a disabled person, an outsider.	Handicap syndrome	Overcoming handicap. Formation of economic guidelines on economic independence.
Basic attitudes towards the world, other people (trust/distrust)	The limited circle of communication	Formation of constructive communication skills. Increasing of self-esteem.

In order to achieve the goals, functional forms, methods and technologies of corrective work are required. Training work, from the viewpoint of social psychologists (Vachkov, 1999; Sidorenko, 2004; Yacenko, 1996) is the most effective form of working with a group of adolescents, so in our study, we chose this form. Because in the mode of intensive interpersonal group interaction, taking into account the age-specific peculiarities of adolescents' development and the characteristics of children with disabilities, it is possible to create the most favorable conditions for activating the internal potential of

the individual and modeling and using by him/her the new, constructive forms of economic behavior (Vyatkin, 2002; Goshovsky, 2008; Dembyts'ka, 2008; Kozlova, 2004).

The main tasks of the training work are defined:

- expansion of economic knowledge of the child;
- training the skills of economic self-determination (and as a partial case – independent economic decision-making in uncertainty situations) which is a model for formation more universal skills necessary for life in general;
- increase of his/her economic and social activity;
- formation of adequate self-esteem and expansion of activity;
- inclusion of the child in active family functioning, processing of possible roles, functions and areas of his / her family responsibility, including economic ones;
- development of perspective ways of economic socialization of the child, taking into account his/her real psychophysical possibilities.

Teaching skills in economic self-determination will not be effective if the information approach is mostly supported. Teaching should not be formulaic, but it's necessary to associate all knowledge with experience and practice, with real life, with a social picture of reality, practically and realistically, that is, to teach socially. Social training is the process of transferring social knowledge and developing skills and competences that contribute to socialization (Galaguzova, 2003). In economic socialization, social education is aimed at obtaining by adolescents the key economic knowledge, the ability formation to analyze and comprehensively perceive economic processes, make informed decisions and choose the most effective models of behavior for oneself, to master the positive experience and the desire to apply it in life.

According to the essence and objectives of social training, the training should encourage participants to acquire certain systematic economic knowledge, abilities, and skills that will complement spontaneously obtained economic experience and ensure more successful development of socio-economic norms, settings, values and roles. When implementing training practices, it should be taken into account that:

- the process of social education should take place with consolidation, so that the acquired experience and knowledge after a certain period of time have not been lost, and the motivation has not ceased to function;

- the results of social education will not be visible immediately, response reactions and social actions, changes in the personal profile of economic socialization subjects (adolescents) may appear much later, as well as changes in economic behavior. The prospect of social learning needs to differentiate between what they are taught and what they seek;

- social learning does not involve the fact that the individual will blindly follow the model of social behavior that is demonstrated at the training. Rather, he/she will adjust his or her own reactions to

the imitation model or will produce reactions of action, which is the synthesis of behavioral models that he/she watched, analyzed, imitated in various areas of interaction with society, adapting them to himself/herself, to personal internal settings, stereotypes, beliefs;

- Social training involves giving participants the opportunity to experiment with their own experience and the experience gained while training, to realize their potential and resources in the economic activity;

- The effectiveness of social education depends on the ratio of expected results of the training education. If expectations were implemented, then to a certain extent the success of social education was ensured.

The driving forces of social studies at the training are own experience of adolescents; experience of other participants; social conviction; reverse psychological connection; obtaining the comparative information from observations of others.

An important role in this is played by the stimulation of activity and conscious self-activities of participants in the training process in accordance with the so-called participatory approach (Galaguzova, 2003). Its essence is not to passively contemplate, to perceive, to absorb information, but to be truly a participant of the training, to be active, motivated subject of the activity, an initiative person who willingly learns knowledge, analyzes, independently plans his/her further actions, finds the best ways and behavioral forms for himself/herself, based on own and acquired experience.

In accordance with the participatory approach, the training work should be designed in such a way as to motivate the subject to reflect, self-analyze, present own point of view and personal economic experience. Only under such conditions, we can talk about the social and educational effect of the training work.

We also used a dynamic approach in psycho-correction work. The theoretical and practical basis of psychodynamic correction are the works by domestic and foreign scientists I. Pavlov, L. Vygotsky, D. Uznadze, V. Nebylitsyna, R. Woodworth, Z. Freud, K. Young, E. Erickson, A. Freud, and others. The subject of dynamic psychology is the motivation of human behavior, that is, the dynamic (incentive, affective) aspect of psychic life.

The psychodynamic correctional work has its own specificity and aims at the psycho-emotional and socio-economic development of the child by activating his/her I-efforts in mastering economic knowledge and forming sustainable socially significant properties.

The contradictory nature of the personality's social development in the psychodynamic aspect is the inconsistency between the stable, unchanging, congenital individual and typological properties of the individual and his/her socially determined qualities. These substructures of personality in the context of "socium – individual" have the following hierarchy: ability to communicate, orientation, character, consciousness, experience, intelligence, psychophysiology (Andreeva, 2006). We are talking about the congruence of the individual, namely, the correspondence of peculiar psychodynamic parameters to

the capabilities of the psycho-physiological basis of the individual and his/her socio-psychological substructures.

Long-lasting, intense contradictions can brake, deform the normal human mental development, creating complex personality problems. Balancing of the dynamic substructures of the individual, their correlation with the psychophysiological capabilities of the body is the main task of correction (Averyanova, 2002; Drobysheva, 2009).

While developing the program, we proceeded from the fact that the balancing of dynamic substructures takes place in simulated social interaction and if a child is included in a group activity, he/she is involved in solving problems facing the collective subject, learns to reconcile personal interests with the interests of other participants of the interactions.

The ability to regulate own activity and behavior by matching the expectations of others with own thoughts, desires, actions, and taking into account their likely reactions increases the tendency towards decentralization, which is extremely important for children with disabilities, taking into account the results of our study that have found egocentric installation in most of them (Loginova, 2001; Miromanova, 2005; Moskalenko, 2006).

Organization of training

The training program is designed for children with disabilities in adolescence. Taking into account the specifics of the development of children with disabilities, namely, the slowness and asynchrony of their social development, we did not set age limits for the participants of the training. We consider it expedient to focus not on the physiological age of the child, but on the level of his/her socio-economic development.

An optimal number of participants in a group is up to 8 people. Classes were held once or twice a week, the duration of classes was 80 – 120 minutes. Such duration is due to the slow pace of work of this category of children and the need for a more detailed explanation of the material. In order to exclude the fatigue and exhaustion of children, relaxation exercises are a compulsory element in the structure of classes.

The training work was based on the following principles:

1. Principle of complexity. Complexity assumed simultaneous influence on the cognitive, emotional-volitional and behavioral sphere of the child.
2. Principle of “learning through experience”. In the course of the classes during the game, the children received some practical experience, and then this experience was comprehended and generalized conclusions were made by themselves. “Learning through experience” can completely replace the spontaneous process of obtaining and realizing the experience that can last for years or not happen in real life at all. Training is a specially organized reality of true participants' life, where one can make mistakes and gain experience without any losses.
3. Principle of step-by-step learning and group development. In the process of planning classes and games, we used the fact that the phases of giving economic knowledge should occur in accordance

with the results of our study on the recognition of the basic economic concepts of adolescents with physical disabilities, that is, starting with the components that they are aware of to a greater extent, and in the following order: money, salary; work, profession; shop, goods; advertising, bank; social inequality; life prospect. The new meeting logically came from the previous one and served as a basis for the next in the content plan. Each task passed a series of stages from simple to complex.

4. Principle of availability. The formal difficulties of the material do not always coincide with its psychological complexity. The level of difficulty should be accessible to a particular child. In accordance with this principle, it was important to support the independent work of participants in small groups – they needed additional explanations and support, which enabled children to feel the joy of getting through.

5. Principle of system. It was in the organization of interconnected classes. The complex of psychodynamic exercises was chosen in such a way that the acquired skills were supported at each subsequent meeting at a deeper level. During the implementation of the program, the transition to a new material began only after the relative formation of one or another skill. In this particular way the implementation of successive operations, first with the psychologist, and then independently leads to the formation of the necessary skills and actions in the child.

6. Feedback. Awareness of own problems and successes helped to discuss the experience gained after completing exercises, summarizing lessons and building plans for achievements. In order for the child to find out how successful and competent he/she was, the feedback from other participants and the trainer was received. This communication was informative and was carried out by providing the child with information about success or failure, explaining the reasons and ways to improve the results.

7. The principle of activity provided for the observance of the rules of training work by all members of the group and the real engagement of each participant in the work. The effectiveness of the training is influenced by the presence of a stable motivation in all its participants. Therefore, the trainer focused on the actualization of the children's I-efforts and motivation by activating their psyche, its dynamic structures, connecting the internal resource of the individual to self-development.

8. The principle of confidentiality was in the fact that the content of communication and events that occurred in the group remained within the group. The atmosphere of trust, psychological security is a prerequisite for the performance of the group.

The developed training is a complex of psychological and pedagogical techniques of socio-economic development of children with limited physical abilities of adolescent age, aimed at obtaining economic knowledge, skills and reinforcement of a positive sense of "I", intensification of their own efforts of self-development, promotes the formation of constructive economic structure in the complicated economic relations, first in the context of training and then beyond it.

Stages of the training

There are many descriptions of the stages of the training group's work, various authors use different grounds and different variants of the sequence of training exercises. More often, an approach is used where the following sequence is proposed: preparation, awareness, reassessment, and action.

In our work with children with disabilities, we consider the other sequence as more appropriate, namely: action (group interaction-study and group exercise in pairs and / or in small groups), relaxation workshops, awareness (discussion and exchange of experience) and dynamic modeling (Averyanova, 2005; Moskalenko, 2006; Serbova, 2011).

The first stage – group interaction – contains a set of exercises aimed at mastering the constructive skills of economic interaction. The tasks of this section were: acquisition and consolidation of skills of effective economic interaction, development of the ability to make simple economic decisions; reinforcement of the positive “I” image; the development of ability to reasonably defend their point of view, resist psychological pressure, and realize the nature of their own relationships with others. In the course of the group's work, each task was complicated, starting with simple economic situations (for example, buying different types of goods) to complex financial issues (allocation of funds, cost planning, savings, etc.).

The second stage of the lesson – the relaxation workshop – contains a set of exercises, aimed at minimizing the bodily worries of the teenager, braking of disturbing acts and the suggestion of positive emotions.

Relaxation relieves emotional stress and gives the child the opportunity to think and act freely, analyzing and solving own problems that cause anxiety. Some relaxation complexes are combined with psychogymnastics and autotraining.

Relaxation exercises, combined with exercises simulating various situations of social and economic interaction in the group, allowed to eliminate bodily stress, contributed to a better understanding of their emotional states and their management, gave impetus to the study by the adolescent of himself/herself and intensified the process of conscious personality development.

The third stage is awareness (discussion and sharing of the gained experience). Task stage: reviewing by the personality of his/her system of values; selection of values of internal motivation. Work with worries about the body in the previous stages allows to see the importance of each sense, learn to track, pay attention to the changes that occur in the process of active interaction and obtaining some economic experience. Teens open the possibility of self-development and self-knowledge, beginning with the knowledge of their body capabilities. The center of efforts' concentration in the process of self-development is testing of oneself, the adoption and solving of simple and complex economic tasks as a result of presenting requirements to oneself, on the part of the people around him/her. Specialized exercises and interactions in simulated situations helped teenagers cope with these tasks in the context of economic ties and become more skilled and self-confident.

The fourth final stage – dynamic modeling – a set of exercises aimed at developing the ability to freely apply the acquired skills of constructive communication in simulated situations of economic

interaction. It was at this stage that the children got their knowledge and relevant skills of economic interaction.

In this complex program, the following methods are used: gaming (didactic game, counterplay, problem-solving, role-playing situations); discussion (mini-lectures, conversations, situation analysis, group discussion); nonverbal (psycho-gymnastics, projection). Table 2 provides a generalized training structure.

Table 2. Structure of training for the development of economic consciousness of children with disabilities

Stage	Task	Types of work	Methods and content	Approximate Duration (min)
1 group interaction	1. Introducing group members, creating an atmosphere of trust and self-disclosure, setting common goals.	Introductory word	Mini-lecture on the topic	10
		Acquaintance/Greeting	Exercises	10
		Rules	Exercises	10
		Expectation	Exercises	5
	2. Acquisition and consolidation of effective economic interaction skills	Economic exercises	Exercises	25
2 relaxation work-	1. Relief of emotional, physical tension. 2. Understanding the improvement of their states.	Relaxation complexes, psycho-gymnastics, autotraining	Exercises	20
3 awareness	1. Viewing the personality of his/her value system, his/her enrichment. 2. Increasing of internal motivation for the socio-economic activity.	Monitoring and correction of the process of reviewing the values of the training participants	Discussion and exchange of experience	20
4 dynamic modeling	Practice the ability to freely apply the acquired skills of constructive communication in simulated situations of economic interaction.	Economic exercises, role games.	Discussion, situation playback - exercises	20

As a result of the planned system of training sessions, the formation indicators of the level of awareness of basic economic concepts underwent some positive changes. Participants were diagnosed and monitored using questionnaires and methods in the training process during each exercise. Adolescents with disabilities increased the level of their economic knowledge, the desire to develop the skills and abilities of active economic activity, expanding the range of possible options for behavior in difficult situations.

In order to consolidate the acquired knowledge and skills, we consider it necessary to have a stage of supportive conduct. Supportive conduct – support, increase of real social opportunities, assistance in social changes (Serbova, 2011).

Supportive conduct for the economic socialization of a child with disabilities includes:

1. Monitoring of economic knowledge, skills of economic interaction and economic activity;
2. Supporting and underpinning positive changes resulting from correctional work (through repeated, additional correctional courses and individual consultations);
3. Optimization of the interaction “a child with disabilities – “parents”” (by influencing the child's parents).

Conclusion

Theoretical analysis of modern psychological approaches to understanding the problem of economic socialization of children with disabilities and identifying the main factors and their role in the genesis of economic socialization disorders of such children indicate the need to introduce psychological support for this process in the form of direct and indirect influence.

The peculiarities of the awareness formation of basic economic concepts in children with physical disabilities made it possible to develop a model of external and internal factors of the economic socialization of children and to study them empirically.

An effective form of a direct impact on the economic socialization of children with disabilities is training. In the mode of intensive interpersonal group interaction, taking into account the age specificity of adolescents' development and characteristics of children with disabilities, it is possible to create the most favorable conditions for activating the inner potential of the individual and modeling and using by him/her the new, constructive forms of economic behavior.

The program of psychological support of economic socialization of children with disabilities has developed effective results from the practical implementation in the Department of Early Social Rehabilitation of Children with Disabilities of the Center of Social Assistance and Rehabilitation of the Disabled.

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