

girls. Students of higher education institutions have no difference in grades when studying future education and professional fields.

6. The contribution of students to the future education of girls is significantly higher than that of boys. The investment in future careers of freshmen and sophomores is significantly higher than that of juniors.

7. The level of consistency between the choice of specialty and career, career choice and career orientation of students is relatively high, the level of consistency between the main and received career orientation is low, and the level of consistency between the main direction, career choice and career orientation is the lowest.

8. In terms of the students of higher professional education, whose majors and career choices are consistent in their study of the field of future education are significantly higher than those who are not; when their majors match their career choices and their career choices match their career aptitude, younger girls are more interested in future careers. Field studies are significantly higher than those of freshmen and sophomores; men whose specialty corresponds to their professional inclinations have a much deeper idea of the future career than girls.

9. With regard to investment in education, the four levels of consistency do not have a significant impact on students in higher professional education.

10. In terms of career investment, boys whose specialty coincides with their career choice invest more in future careers, while among girls the difference is negligible. Students of higher professional educational institutions whose career choice corresponds to their professional inclinations, and their specialty corresponds to their professional inclinations, the contribution of first-year students to their career is significantly higher than that of second-year students.

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A STUDY ON NEEDS OF PARENTS REARING CHILDREN WITH DISABILITIES

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Due to the development of inclusive education based on the principle of equity, there has been a growing public concern about special educational needs which lay the foundation for the quality assessment of educational services provided. The World Declaration on Education for All states that "everyone, be it a child, youth or adult, should be able to avail themselves of education to meet their basic academic needs" [1-2].

Also, the Salamanca Declaration, adopted by the World Conference on the Education for People with Special Needs, highlights the necessity to enable children with disabilities to receive education at an early age: "Every child has a right for a better start in their lives" [3]. Both disabled and ordinary children have equal rights to meet their own needs. Likewise, China backs up the policy of protecting the rights of children with disabilities for education, which is recorded in the following statutory acts: "Provisions for education for people with disabilities", "Reports on further development of special education", "National medium- and long-term reform blueprint and developmental plan on Education for 2010-2020", etc. Pursuant to the latest report issued by the General Office of the State Council, the focus of attention has been shifted to preschool education of

children with disabilities with regard to local conditions, which contributes to the enforcement of the rights for education granted to the children with disabilities.

Despite the urgent pleas to bring the academic issues of children with disabilities into focus and to improve the quality of special education, the development of special preschool education in China has relatively been lagging behind whereas the concern about it stands behind the topicality of academic needs for ordinary children. The development of special education is closely related to the increase in children with disabilities, interests of the country and its people, the future of the country and its nation. As of today, the concept of "pedagogical culture" has been introduced in the scientific literature and can be construed from different viewpoints. One of it suggests providing appropriate services, including ones in special education, their evaluation, promotion, as well as the promotion and creation of customized academic programmes, etc. In practical terms, the level of pedagogical culture becomes an indicator of the quality of special education. Therefore, in order to improve it, it is necessary to satisfy the demands for special education from various groups of population.

There are certain differences between children with disabilities and "ordinary" children regarding their needs and demands. Most children with disabilities find it difficult to articulate their own educational needs. Considering the integration process of such children into society, some researchers focus on the specifics of the self-expression of children with disabilities in education, and in this regard, it is especially relevant to study the needs of parents of these children. The manifestation of the academic needs of children with disabilities becomes more apprehensible and clear when viewed from the perspective of their parents. Only on condition that educational activities in special schools or special educational institutions take into account the needs of parents and aim at improving their pedagogical culture, special education becomes of high quality and meets the needs of people. In order to engage the parents of children with disabilities in their rehabilitation and integration into society, it is necessary to look into the requirements from parents of children with disabilities so as to provide services effectively and assistance to children with disabilities and their families [4].

Recent research on the pedagogical culture of parents of disabled children are mainly devoted to the study of the culture of family education of disabled children. It is commonly believed that the main requirements from parents of children with disabilities relate to the support they hope to receive inside and outside the family. At the same time, parents' expectations regarding the maintenance and education of their children in special schools are ignored. However, in order to develop strategies for compensatory education, promote early integrated education and improve the quality of special education services, it is necessary to study the needs of parents rearing children with disabilities.

The research purpose is to study the needs of parents rearing children with disabilities.

Material and methods. The following methods were used to achieve the set goal: analysis of statutory acts and scientific literature, logical research methods.

Findings and their discussion. In a loose sense, the term "children with disabilities" refers to children who have sensory, intellectual, emotional, bodily, behavioral or speech special characteristics unlike "ordinary" children. Narrowly defined, the term "children with disabilities" describes children with physical and mental disabilities, including children with mental and physical disabilities, visual and hearing impairments, which leads to learning difficulties, emotional and behavioral disorders. In this research, the definition of "children with disabilities" refers to children with physical and mental disabilities, which corresponds to a similar concept stated in the Law of the People's Republic of China "On the Protection of People with Disabilities". It includes children with

visual, speech and hearing impairments, intellectual and physical disabilities, children with multiple developmental disabilities, children with autism.

The role of parents is very important for the development of children with disabilities throughout their lives. As soon as children become independent when standing on the legs, the functions of education and protection may disappear, but the care, guidance and communication of parents as equal partners still affect their lives. In this study, "the role of parents" will be defined as a set of standards and behavioral patterns, rights and obligations that correspond to their identity and status, which mainly applies to parents, grandparents or other custodians of such children.

The concept of "need" is used in various fields of science – in economics, psychology, sociology, pedagogy, etc. The concept of "educational needs" constitutes an economic component, as well as educational practice and management. In this study, the concept of "educational needs of parents of children with disabilities" implies the requirements and expectations of parents regarding the availability of educational services to meet their material and spiritual needs as well as their children's ones for a certain time. The educational needs of parents of children with disabilities are mainly related to the support and assistance that parents hope to receive inside and outside the family to educate and rear their children efficiently.

Within the scope of relevant sources in the publications of Chinese and foreign researchers, we found out that the parents' demand for the early education of children with disabilities can be narrowed down to the following groups: 1) economic needs; 2) needs for psychological adaptation; 3) needs for professional (qualified) assistance and information; 4) needs for constant support; 5) needs for social services.

Let us briefly describe each group of these needs.

Economic needs: parents of children with disabilities need constant financial support, as they incur large financial costs for raising children, rehabilitation and education, which puts a strong economic pressure on the entire family. The research by Huang Xinyin and colleagues suggests that parents of children with disabilities face significant financial difficulties, since the education and rehabilitation training of children with disabilities is associated with high economic costs. With the economic support of society and the Government, they can reduce their own burden and raise their children better.

The needs of psychological adaptation. Parents of children with disabilities face various difficulties in the process of raising children. They are more likely to suffer from emotional fluctuations and anxiety than ordinary parents, which causes psychological discomfort. In other words, parents of disabled children need specialized psychological support and assistance.

The need for professional (qualified) assistance and information. While raising children with disabilities, parents face many difficulties caused by the peculiarities of the physical and mental state of their children. One of the most important needs is the acquisition of the relevant information. To put it another way, parents seek to obtain reliable information on their rights and obligations, social policies for children with disabilities, the provision of medical assistance, etc.

The need for constant support. The special characteristics of the development of children with disabilities are determined by the fact that support in their development must be carried out throughout life. The study by Zhang Ningsheng and Rong Hui on parents with disabled children revealed that their greatest concern is the need for life-long care and support for their children.

Social service needs. It is a common knowledge that appropriate emotional and social support reduces the levels of anxiety for parents with disabled children. Sun Ying

singled out the major approaches to improve the social service system for disabled children in China. To do this, it is necessary to support social communities and non-profit organizations that provide assistance to families rearing children with disabilities. It is also necessary to expand the range of social services for such citizens.

Conclusion. In conclusion, we can state that the main needs of parents raising children with disabilities in China as well as in other countries can be narrowed down to 5 groups: 1) economic needs; 2) needs for psychological adaptation; 3) needs for qualified professional assistance and information; 4) needs for constant support; 5) needs for social services.

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ANALYSIS OF THE CAUSES OF SOCIAL PRACTICE PROBLEMS OF COLLEGE STUDENTS IN HIGHER VOCATIONAL COLLEGES

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The primary task of higher vocational colleges as an intermediate link is to cultivate "higher technical application professionals". With the continuous improvement of the social and economic level, new trends appear in the labor market and affect the employment structure. We analyze the possible abilities required by graduates of vocational colleges, while taking into account the new professions that will emerge in the future. In order to be in demand on the labor market without loss of work, students need to pursue self-education in order not only to improve their professional skills, but also to constantly cultivate their super-professional abilities. Social activity is one of the decisive qualities of personality. It is formed in activities and is characterized by important social motives and socially valuable results. We believe that supplementary education is a flexible and dynamic structure that allows students to choose their own curriculum plans and plays an important role in the formation and development of social activities. The above facts show the relevance of social activity research.

The *research purpose*. The article is dedicated to reveal the analysis of the causes of social practice problems of college students in higher vocational college.