

ancestors. In high school, strict attention is given to political science, in which lessons the teacher explains the need for a ruling party, its main thrusts, what it contributes and why citizens should honor the party.

In addition, to raise the collective spirit for labor, Chinese school uses industrial practice, i.e. students are sent to various workshops, farms where they learn how to plant plants, take care of livestock, etc. China is one of the few countries in the world where primary military training is a compulsory subject of the school program and is introduced from the age of 9. The positive value of such training is in instilling discipline and teamwork. Patriotism is the highest morality of Chinese youth, and the school uses all its pedagogical tools to foster it.

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THE PROBLEMS AND STRATEGIES OF SOCIAL EDUCATION SUPPORT FOR DISABLED CHILDREN IN CHINA

N.Y. Andrushchenko, Chen Kangkang

Vitebsk, Vitebsk State University named after P.M. Masherov

(e-mail: andru-natalya@yandex.ru)

By analyzing existing educational resources, policies and regulations, as well as social attitudes, the paper puts forward a series of targeted recommendations to promote the comprehensive development and social integration of children with disabilities.

In China, the education of children with disabilities has always been a focus of social concern. With the implementation of the Law on the Protection of Persons with Disabilities in China and the Law on the Promotion of Special Education, the right of children with disabilities to education has been safeguarded to a certain extent. However, there are still many problems in practice, such as insufficient attention to the education of disabled children's families, uneven distribution of resources, lack of professional teachers. In addition, the education of children with disabilities is not only the responsibility of the family, but also a topic of common concern for society as a whole. Parents' motivation and persistence in raising children with disabilities show the infinite expectations and deep love of families for their children's future. However, they often feel overwhelmed in their pursuit of educational resources and professional support. This challenge stems mainly from the lack of research in this area in our society and the absence of a strong support framework at the national level. At present, although studies on educational support for families with children with disabilities have been conducted, they are still sporadic and insufficient when compared to the actual needs. The legal safeguard system and administrative facilitation mechanisms also need to be further strengthened in order to provide

stronger support to these families. It is important to recognize that increased research in the area of educational support for families with children with disabilities will not only help families today, but will also lay the foundations for the development of society in the future.

The purpose of this paper – is to explore the major problems faced by children with disabilities in China in terms of socio-educational support and to propose strategies to improve the situation.

Material and methods. Literature analysis, comparison, generalization, systematization. In addition, we analyzed the regulatory legal documents of China.

Findings and their discussion. Firstly, family education is an important link in the education of children with disabilities; however, at present, families in China do not pay enough attention to the education of children with disabilities. In reality, some families do not pay much attention to the education of children with disabilities, which may be due to parents' lack of knowledge of the abilities and development potential of children with disabilities, as well as their lack of a correct understanding of the importance of education.

Parents' perceptions of the education of children with disabilities are skewed, and they often neglect the educational needs of children with disabilities by assuming that they have limited learning abilities and cannot be integrated into the regular school environment. They may have no expectations of their children's academic performance or may have an over- or under-perception of their learning abilities, and therefore lack appreciation for the education of children with disabilities.

Secondly, parents' lack of relevant educational knowledge and skills is also one of the reasons for the insufficient attention paid by families to the education of children with disabilities. Education is a science, and parents who lack educational knowledge and skills can hardly educate their children with disabilities effectively. They may not understand how to effectively communicate and interact with children with disabilities, and they may not be able to adopt appropriate educational methods and strategies to help them.

In addition to family-related reasons, the unequal distribution of social and educational resources is also an important issue in social and educational support for children with disabilities in China. In China, for a variety of reasons, including differences in geographic location and economic conditions, children with disabilities have unequal access to educational resources.

China's educational resources for children with disabilities are unevenly distributed among different regions. Large cities and developed regions usually have more special education schools and resources, while children with disabilities in rural areas and less developed regions face a lack of educational resources. This disparity has led to huge gaps in the enjoyment of educational opportunities and resources by children with disabilities [1].

In China, there is a gap in educational resources between urban and rural areas. Because of greater economic development and investment in education

in urban areas, children with disabilities are usually able to enjoy better educational resources in urban areas. In rural areas, however, children with disabilities have limited access to education due to relatively poor economic conditions and inadequate educational resources.

The eastern region of China is more developed and has more educational resources and opportunities than the western region. This has led to the problem of children with disabilities having more educational opportunities and resources in the eastern region than in the western region. Children with disabilities in the western region often face a lack of educational resources, which exacerbates the urban-rural education gap.

In response to the above problems, the following measures can be taken in order to address the problem of unequal distribution of resources:

Firstly, the Government should increase its investment in special education, especially in rural and less developed areas. By increasing financial expenditure, it should improve the facilities and resources of special education schools and ensure that every child with disabilities has access to appropriate educational resources.

Secondly, there is a need to optimize the distribution of resources between regions. The Government can formulate policies and programs to distribute educational resources more evenly to all regions, especially rural and western regions.

Finally, a sound monitoring and evaluation mechanism needs to be established to ensure the rational allocation and use of educational resources. Governments can develop relevant indicators and evaluation criteria to monitor and evaluate the distribution of educational resources for children with disabilities, so that inequalities can be identified and addressed in a timely manner.

By taking the above measures, we can move towards the goal of achieving a balanced distribution of resources for social and educational support for children with disabilities in China. This will help to improve educational opportunities and resources for children with disabilities, promote their all-round development, and foster social inclusion and progress.

To ensure that every child with disabilities has access to appropriate educational resources, personalized education programs and individualized educational support can be provided, offering different educational resources and services according to the different needs of children with disabilities.

By increasing investment and optimizing the allocation of resources, the problem of insufficient attention to the education of families of children with disabilities in China can be effectively resolved, and the quality and effectiveness of social and educational support for children with disabilities can be improved.

Conclusion. At present, family education for children with disabilities in China faces many problems. Owing to the uneven distribution of resources, the lack of well-developed facilities and equipment in educational institutions children with disabilities are unable to receive appropriate educational resources and attention.

In order to address this problem, the Government should increase its investment in special education so as to improve the quality and level of family education for children with disabilities. Firstly, the Government should increase the financial budget for the field of special education and ensure that educational institutions receive adequate financial support. In this way, educational institutions will be able to improve teaching facilities, acquire appropriate educational tools and equipment, and provide a favorable learning environment.

Secondly, the Government should also step up the training of special education teachers and improve their professional abilities and teaching standards. Special education teachers need to receive systematic training to gain an in-depth understanding of the developmental characteristics and learning needs of children with disabilities and to master effective teaching methods and techniques. The Government can promote the professional growth of special education teachers by organizing professional training courses and providing a platform for academic exchanges.

In China, family education for children with disabilities faces the problem of uneven distribution of resources. At present, there are marked differences in the distribution of educational resources in different regions. Some developed regions are relatively rich in educational resources, while some impoverished regions lack resources. Therefore, optimizing the distribution of resources between regions is a key part of improving family education for children with disabilities [2].

Firstly, the Government should increase its investment in special education. Depending on the actual situation in different regions, the Government can appropriately increase its financial expenditures and provide more education funds for the education of children with disabilities. Attention should be paid to areas where resources are unevenly distributed, and policy guidance and financial support should be used to ensure that children with disabilities in those areas also have access to equitable educational resources.

Secondly, optimizing the distribution of resources between regions requires the establishment of a reasonable mechanism. The Government can formulate appropriate policies and norms to ensure the rational allocation of educational resources. For example, educational resources can be uniformly planned and distributed through the establishment of an educational resource pool to ensure that each region has equal access to educational resources. At the same time, a cross-regional resource-sharing mechanism can be established to improve the efficiency of resource use and reduce resource wastage through resource sharing and cooperation.

In the process of optimizing the distribution of resources between regions, it is also necessary to pay attention to the differences in the individual needs of children with disabilities. Since there are differences in the educational needs and use of resources of children with disabilities in different regions, individual differences must be considered in the allocation of resources to ensure that each child with disabilities receives appropriate educational support.

Therefore, optimizing the distribution of resources between regions is an important strategy for improving family education for children with disabilities. The Government should increase its investment in special education, establish a reasonable resource allocation mechanism, and strengthen cooperation and exchanges between regions to ensure that every child with disabilities has access to equal educational resources. Only through optimal resource allocation can equity and development in family education for children with disabilities be truly achieved.

At the end of the article, I would like to point out that although the China Law on the Protection of People with Disabilities and the Promotion of Special Education have provided legal guarantees for the education of disabled children, the educational challenges facing disabled children are still social issues that we must concern. I firmly believe that in the near future, with the joint efforts of the national government departments and all sectors of society, we will formulate a more perfect education policy for disabled children to ensure that the education rights of disabled children can usher in a new era full of hope.

List of sources used

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METHODS OF CONFLICT MANAGEMENT AT EDUCATIONAL INSTITUTIONS

Zhang Yan Ting

Vitebsk, Vitebsk State University named after P.M. Masherov

The problem of conflict permeates all spheres of human society. In the educational environment, conflicts affect the emotional state, mood and, accordingly, the psychological climate of the educational process. Educators deal with students, their parents, colleagues, administration, and in each of these connections conflicts can arise. From the understanding of conflicts as an integral side of social processes, as their source and driving force of people's creative activity, but at the same time as determinants of problems and difficulties of development, the question arises about methods and means of conflict management in the teaching staff.