

should be paid to professional career choice, projects aimed at family psycho-education (parents and other family members), training of team building in the new educational environment, sports, business and research games involving all students in activities.

It is important that all events take place with families, children's groups and collectives are aimed at the solidarity, integration and implemented on the principle "Together, not for them".

Conclusions

In the study, 708 participants (605 children and 103 adults) were interviewed in six regions of Ukraine. In general, we can report an average-high level of satisfaction with the educational, socio-psychological, socio-cultural needs of IDP children.

We have identified a number of factors that hinder the adaptation and integration processes of IDP children:

- limiting of families' opportunities (first of all, financial) for additional education and children development;
- imperfections in the curriculum and school programs, which do not ensure full life skills development and students' creative abilities development;
- insufficient level of psychological and pedagogical competence of individual educators, psychologists, parents.

On the other hand, there are problems of individual psychological, socio-psychological nature:

- individual peculiarities of some children's adaptation;
- a complexity of the transitional age (problems with self-regulation, motivation, etc.);
- low level of social, communicative competence of children (teenagers) from small towns and villages;
- lack of social support of the school environment;
- in some cases, "stigmatization" of this category of children through the allocation of individual measures that cause forced isolation.

We did not find any fundamental difference between the IDP children and the general group in the needs structure and the level of their satisfaction. In our opinion, the lack of fundamental differences in the IDP children needs structure is caused by the general situation in the country.

A lot of Ukrainian families are living under the pressure of the circumstances of the "uncertainty of life and the future", "difficulties of ensuring the current existence", "difficulties in raising adolescents", etc. We live in a VUCA world – the volatility, uncertainty, complexity and ambiguity of general conditions and situations (Stiehm, Judith Hicks and Nicholas W. Townsend, 2002, p.6). These families can be classified as ones facing "difficult living conditions". Therefore, it is important to combine the efforts of all participants in the educational process in order to stabilize and harmonize the children's development and optimize the processes of their socialization.

Resources of the adaptation and integration process optimization of IDP children are:

- a fairly high level of «adulthood» (maturity) of children from IDP families, which can serve as the basis for the life values development and capability of self-fulfillment;
- readiness of the majority of educational workers who work with IDP children to increase their professional, psychological and pedagogical skills;
- readiness of the educational authorities for cooperation in the direction of optimization and harmonization of educational processes.

Taking into account the results of the study, we believe that further research should be conducted on the impact of IDP children on the educational environment of host communities.

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