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**Features of prevention of social exclusion within orphanages for pre-school age children**

It is well known that the number of children who are brought up to orphanages increases every year. This is due to the instability of socio-economic and socio-political life in Ukraine. Children have problems related to social exclusion, anxiety, insecurity, feelings of helplessness, a high deficit of attention, love and care when getting into governmental support programs and growing up not having family environment.

Thus, this study covers prevention of social exclusion within orphanages for pre-school age children.

Preventing social exclusion of socially injured pupils gains its significance and relates to one of the most important tasks of the state. The necessity is to neutralize the negative and enhance the positive direction of the formation of personality at this stage.

Particular importance in this process of social identity plays the teacher, since he has to carry out social education of preschool children, work on prevention of social exclusion and promote the formation of adequate social consciousness of students.

Under the conditions of the orphanage, work with children and young preschool children aims at enriching the positive emotional experience of the child and establish appropriate interpersonal contacts both with peers and with adults. Children need an attention from an adult interacting with them to form social competence and assure personal development.

It has been determined that orphanage, as well as other institutions for orphans and children left without parental care belong to the Ministry of Health of Ukraine (MoH). Also the legal and regulatory framework for residential care facilities has been defined.

The study was completed at the Zaporizhzhya Regional Orphanage "Sun". It has allowed to identify the main problems that lead to social exclusion of children, particularly having rough living environment and the transition to residential care facilities, The combination of the aforementioned problems leads to various degrees of the children social exclusion.

Socio-pedagogical approach implies that the activity of social teacher focuses on individuality and activating its adaptive capacity, the formation of favorable conditions for growth and personal development and its positive interaction with others. Early diagnosis and correction of deviations of socio-pedagogical conditions within the organization will mitigate the depth of mental, intellectual and behavioral disorders.

Therefore, increasing the number of preschool children requires not only an implementation of research results but also an urgent reform of governmental social policies in this field.

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