

## Organizational and Pedagogical Education Terms for Disabled Persons at Universities

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**Abstract:** The study deals with the organizational and pedagogical terms necessary for successful implementation of inclusive practices at universities. These terms include: the creation of the legal framework for the teaching of disabled students at a university; the gradual inclusion of disabled persons in inclusive education; the creation of an adaptive educational environment; the psycho-pedagogical support of disabled persons; the use of special methods and organizational forms of education; the development of an inclusive culture among all participants of the educational process. The problems of inclusive education legal regulation are studied. The issues of inclusive education support are studied for the students with special educational needs, the organization of pre-university training and vocational guidance. The necessity of an adapted educational environment is revealed, including the use of the assistive technologies in the educational process. The issues concerning the need for an educational organization of the higher education structural unit responsible for the training of disabled persons are considered.

**Key words:** Persons with disabilities, inclusive education, Higher Education Institution (HEI), Persons with special educational needs (PLO), organizational and pedagogical conditions, professional college for disabled persons, assistive technologies, psychological and educational support

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### INTRODUCTION

The modern society imposes on its members the specific requirements in particular the role of knowledge, education and information is increased. In its turn, it becomes a prerequisite for a human personality development and therefore, the successful development of society as a whole.

Currently, each member of society has the right to get an education at all levels. However, there is a separate category of persons who require special conditions to implement this right. We mean the people with disabilities. The professional training is important for the socialization of such people. Now a days an inclusive education for the disabled persons is widespread.

The Russian Federation Law "About education" determines an inclusive education as the "ensuring equal educational possibilities for all students given the diversity of special educational needs and individual capabilities". According to this definition, it should be noted the need of creation the conditions that allow people to get an education with special educational needs.

However, there are complexities and contradictions in this matter. The absence of the necessary conditions for a full participation of disabled students in the educational process meeting their individual needs and capabilities as well as the use of insufficiently effective teaching

methods lead to the fact that most people of this category can not get a good education, a good profession and prepare for the life in society.

### MAIN PART

Currently, according to various sources the number of disabled people in Russia makes >12 million people, >1 million of which are the young people up to 18 years. Despite numerous efforts undertaken by the state and society for the prevention of disability and the preservation of health, there is a tendency of disabled people increase with different categories of disability. Therefore, there is the urgency of the problem solution concerning the increase of chances and the accessibility for disabled people concerning a vocational training according to the demanded occupations and trends (Nigmatullina, 2014). The unavailability of obtaining a good education is one of the main reasons preventing the inclusion of disabled people in the life of modern society.

The collaborative learning of disabled students in a university or an inclusive education is one of active society integration forms for disabled students. The inclusion as the way of the education organization for disabled children and youth is recognized by the world community as the most humane one. So, it became one of the leading strategies in the Russian Educational Policy (Fajzrahmanova, 2014a, b).

The learning process at a university together with the peers without disabilities promotes the integration of disabled students in the social environment, addressing the multiple tasks, including the expansion of social experience, the circle of contacts increase, the increase of a personal status, the creation of self-realization conditions.

The introduction of inclusive education technology in Russian universities undoubtedly makes a positive impact on the integration of disabled persons into society. However, this process requires a relatively long time and special conditions provision. A careful and thorough review and consideration of educational process organization options is necessary for the successful implementation of the learning experience among disabled people.

Certain organizational and pedagogical conditions are necessary for the successful implementation of inclusive education practices at the universities of the country.

The organizational and pedagogical conditions are considered by scholars as a set of objective possibilities, providing the successful solution of the set tasks, the circumstances of the educational process interaction, resulting from the planned purposeful selection, the design and the application of content elements, the methods of achieving the pedagogical activity goal, the set of content features, the forms and the methods of an integral educational process aimed at the achievement of the teaching activity objectives (Mikhailchi, 2014).

Thus, after the analysis of the information from different sources, the organizational and pedagogical terms include:

- The creation of the legal framework for teaching the disabled students at a university
- The gradual inclusion of disabled persons in inclusive education
- The creation of an adaptive educational environment
- The psycho-pedagogical support for disabled persons
- The use of special methods and the organizational forms of education
- The development of an inclusive culture among all the participants of the educational process

The international law in the field of inclusive education has a fairly long history of development. These laws include the Universal Declaration of Human Rights (1948), the Convention against Discrimination in Education (1960), the UNO Convention on the Rights of Children (1989), the Salamanca statement and the International Covenant on Economic, Social and Cultural

Rights (1966). All of these documents establish the right of everyone to obtain an education at all levels, prohibit any manifestation of discrimination in respect of education.

The provisions of the inclusive education are stated in the Russian government documents: the Russian Federation Law "About education", the law "On social protection of disabled people in Russian Federation": the concept of a long-term social and economic development of Russian Federation for the period until 2020. The qualifying characteristics of educational sphere employees, approved by the health ministry via the order No. 593 (the introduction of tutor post) issued on August 14, 2009, the National Doctrine of Russian Federation education until 2025.

Besides in order to teach the disabled persons, the educational organization should develop and be guided by local documents, containing the rules regulating the educational relationship within its competence in accordance with the current legislation on education in the manner prescribed by its charter, according to all main characteristics of the educational process organization. These include the documents that take into account the conditions of the inclusive education: the regulations on teaching disabled students, the regulation on the organization and carrying out of the testing of knowledge, the regulation on the student practice and other documents.

In our opinion, the successful introduction of the inclusive education practice requires a phased inclusion of disabled persons into the educational environment of a university. An algorithm of educational organization activity should be developed for disabled people. The analysis of the university existing practice, the guidelines of the Russian Federation Ministry of Education and Science for the education of disabled persons allows to identify the following areas of work:

- Pre-university training and vocational guidance work
- The support of disabled student inclusive education with special educational needs
- The promotion of disabled persons employment

The main forms of preparatory training and career guidance with the disabled applicants: the development and implementation of special education and rehabilitation programs for disabled students, the professional guidance for disabled applicants, the support of the entrance exams for disabled persons (Akhmetzyanova, 2014a, b). The disabled applicants shall be provided with special terms to and provide the assistant services if necessary for the

submission of documents to the admission committee to create special conditions for the passing of entrance exams.

Special education and rehabilitation programs should include the subject training and adaptive disciplines oriented at the future inclusive education. The purpose of these programs implementation is the training of disabled persons for the entrance to university.

The professional orientation of disabled students is aimed primarily at the development of their informed and adequate professional self-determination and the at selection of one or more educational programs available for a disabled person in accordance with the state of health, the recommendations set out in the individual rehabilitation program with his own interests, aptitudes and abilities.

The accompanying of the entrance examinations for disabled applicants includes the establishment of special conditions providing the choice of the entrance exams form, the technical aids and the assistant help and the longer period of admission exams.

The activities promoting the employment of disabled people should be carried out in cooperation with the state employment centers, the non-profit organizations, the non-governmental organizations for the disabled persons, the enterprises and organizations.

The main forms of such cooperation are the presentations and meetings with the employers of graduate students, the individual and group counseling of students and graduates concerning the employment issues, master classes and trainings.

Also, it is advisable to create a system to monitor disabled persons at the stages of their admission, education and employment.

The inclusive education involves the creation of the necessary adapted educational environment and the provision of support services, rather than a simple granting of the right to attend educational institutions.

Unfortunately, there are difficulties associated with the unsuitability of educational institution infrastructure for disabled people needs. Now a days, Russian universities do not always have the terms necessary for the education of disabled people. This concerns not only the architectural accessibility but also the organization of the educational process. According to the head of the social rating center "RIA Novosti" Irina Yasina, a particularly difficult situation occurs at the universities located in old buildings (Tsivilskaya, 2014).

The absence of special lifts, ramps, handrails, specially equipped training places in a classroom, the equipment and technical training aids is an indicator of a university inaccessibility for disabled people. Let's note

that the work in this field takes place. Currently, the Russian Federation State program "Accessible Environment" is being implemented. The result of this program should be the increase of the share available for the disabled people and other priority projects for the people with limited mobility in particular the school buildings. By 2016, it is expected to increase the available architectural structures from 12-45%.

Taking into account the characteristics and educational needs of individual students, there is a need for a wider use of assistive devices and technologies during the education process.

It is important to use the assistive technologies for the education of disabled persons. The assistive technologies are a necessary condition for the successful education of disabled persons. According to UNESCO definition, the assistive technologies are the devices, products, equipment, the software or services designed to enforce, support or improve the functional capabilities of disabled people (Twardowskaya and Fedorova, 2014).

The assistive technologies include the devices, the software and other means, the use of which extends the capabilities of disabled persons with special educational needs during the process of information obtaining and their adaptation to the terms of life and social integration.

The assistive technologies are designed to satisfy the most possible range of needs-from physical defects such as the inability to work effectively with a mouse or a keyboard to the sensor problems when the at the loss of vision and hearing a screen or an audio device become less useful.

One of the priorities for the successful implementation of inclusive practices at a university is a psycho-pedagogical support of the educational process of disabled students (Masalimova *et al.*, 2014). In this regard, it is proposed to introduce the additional posts in a staff. These new posts include: a tutor, a teacher, a psychologist, a social pedagogue, an expert for special hardware and software, a sign language teacher, a sign language interpreter, a visual impairment specialist.

It should be noted that there are difficulties in adapting the disabled persons into the educational environment of a university.

At the present stage of the inclusive education implementation, it is important to take into account the psychological peculiarities of disabled students and the barriers arising from the joint training. When a disabled person enters a university the process of adaptation is very important. The adaptation of disabled pupils to the conditions of a university may be carried out

in different ways: they are included in cultural programs, trips, the clubs for disabled students are established for communication and the conduct of trainings.

The problem of successful adaptation for disabled students at an university institution is largely conditioned by the organization of educational and extracurricular activity of the students (Akhmetzyanova, 2014a, b). During the implementation of an integrated education the students may have a relationship crisis, aided by the stereotypes about the people with a special psychological and physical development. These stereotypes are based on the concept of their cognitive opportunities low level and observed learning difficulties.

It should be noted that the period of university adaptation to the new socio-educational terms may be stressful not only for disabled students but for a lot of the first-year students who feel themselves uncomfortable, stressful, keep a long time distance when dealing with fellow students, experience the anxiety associated with getting into an unfamiliar environment (Fajzrahmanova, 2014a, b).

One solution of this problem is the development and the conduct of a training system aimed at the elimination or minimization of the problems described above.

Taking into account the special needs of disabled people, it is necessary to use the special methods and the forms of education. We mean the adaptation of educational programs. Such changes should include the introduction of specialized adaptation disciplines (modules), the choice of teaching methods, the provision of disabled people with special educational resources, the special procedures of practice passing, the study of "Physical culture" discipline, the performance of the ongoing knowledge control, the intermediate and final state certification, the development of individual training plans and individual schedules if necessary.

The choice of teaching methods for disabled students is determined by the content of training, the level of teaching staff training, the methodological and logistical support, the features of educational information perception by the disabled students and others. The provision of disabled people with special educational resources should be based by taking into account the form of educational material provision.

The organization of practical training for disabled students as a prerequisite for a higher education obtaining should be performed by taking into account their accessibility requirements for this category of students. It is necessary to take into account the recommendations of the medical and social expertise, reflected in an individual rehabilitation program with respect to the recommended operation conditions and

create special workplaces in accordance with the nature of the deficiency with the professional activity if necessary.

The inclusion in education has rather high requirements to all participants of the educational process. There is a need to spread and establish an inclusive culture in society.

The results of the survey, the purpose of which was to identify the awareness of the university students about the disability issue and to determine the healthy citizens attitude towards disabled people showed that the majority of students (47%) are aware of this and consider a distant form of learning as the most appropriate one. However, many respondents are not ready to become a personal tutor for a disabled fellow student.

It is very important that there is no critical attitude towards the disabled students according to the survey among the student community.

One may say that the change of an attitude towards the people with special needs is closely related to the degree of public awareness about their problems. Therefore, it is necessary to work distribute the knowledge about the inclusive education for disabled persons.

The creation of a structural unit in an educational organization of a higher education is responsible for the education of disabled persons. The main purpose of this unit activity is to create the conditions ensuring the inclusive education of disabled persons according to higher education programs. This structural unit according to the recommendations of the Russian Federation Ministry of Education and Science shall provide the conditions for disabled persons professional education.

## **CONCLUSION**

Thus, the creation of equal conditions and opportunities for the participation in social life for all its members is one of the priorities that any democratic state is designed to solve. At that the obtaining of higher education, the quality training of disabled people is particularly important here.

So now a days, it is difficult to predict the transition term of higher education system to an inclusive education. At the present stage the universities are actively working on the development of the inclusive education scientific aspects and their application in practice, the international conferences are performed.

The organizational and pedagogical terms are focused on a full and effective education by all the students of an educational organization implementing the inclusive practice. An atmosphere of the emotional comfort, the

formation of tolerance shall be performed straight within the educational process. The use of modern technology, methods, techniques, forms of educational work organization of educational work as well as the adaptation of the educational programs content is necessary, adequate to capacity and needs of the students.

### **IMPLIMENTATIONS**

An important component is the creation of conditions for the disabled persons rehabilitation in a peer group and the student community. The implementation of an inclusive practice at an university requires the use of material and technical resources for the students of different nosologies. Also, it is necessary to provide a complete psycho-pedagogical support of a disabled student throughout the period of his training in the educational organization of higher education.

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