

Inclusive education in a sports-oriented higher education institution

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Abstract. Students with disabilities around the world face certain challenges during their studies. Changes are needed in educational programs and special equipment of universities. The mechanisms and conditions of psychological and pedagogical support for these individuals are outlined. Purpose of the study: to improve the learning process and socio-psychological support for people with disabilities in higher education. Research methods: analysis and synthesis of scientific and methodological literature, Internet resources, pedagogical observations, results of sociological research, processed using mathematical and statistical apparatus. The study involved 15 students, 18 students with disabilities and 20 university teachers. Object of study: inclusive higher education of people with disabilities. Subject of research: the process of psychological and pedagogical support for persons with disabilities in higher educational institutions with a sports orientation. Ways have been established for the implementation of inclusive higher education, taking into account the social, psychological and pedagogical conditions of training, education and rehabilitation of persons with disabilities. Along with the shortcomings and problems, positive trends in inclusive higher education have been identified. The foundation for further research has been laid.

Keywords: life activity, technical teaching aids, adaptation and socialization, persons with disabilities.

1. Introduction

With the growing number of children with disabilities and limited health capabilities (HHI), the issue of their receiving basic and vocational education is relevant. If obtaining the first is more organized, then there are many problems in vocational training [1]. The main thing is to create conditions for education and social rehabilitation. An effective form of higher education for persons with disabilities and disabilities has become inclusive, with their

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inclusion in the educational environment and the provision of equal opportunities [2, 3, 4, 5].

Training and obtaining a profession in higher education institutions for persons with disabilities and disabilities is one of the essential conditions for their successful socialization and effective self-realization in types of professional and social activities [6].

Currently, as part of the reform of Russian education, innovative approaches to the training, education and socialization of persons with disabilities are being implemented. As a result, in Russia, as well as throughout the world, there is an acute problem of training and building social and psychological-pedagogical support for people with disabilities in a form accessible to them. This requires the development and implementation of special visual aids and optimization of environmental conditions for educational activities for persons with disabilities in higher education institutions [6, 7, 8].

Social and psychological support is a system of professional activity not only for teachers, but also for other specialists who work in the higher education system [8, 9, 10].

Today, the domestic higher education system is not sufficiently prepared for training and psychological and pedagogical support for people with disabilities and people with disabilities, which is due to many problems in this area:

- not all universities in Russia have sufficient mobility, flexibility, and adaptability of the educational environment;
- low adaptability of Russian universities to the individual characteristics of disabled students;
- teachers do not have the appropriate level of knowledge and proficiency in technologies for correctional and developmental work with different categories of students with disabilities [1, 2, 3].

Although in the Federal Law “On Physical Culture and Sports in the Russian Federation” Art. 31 states that “...physical rehabilitation and social integration of disabled people and persons with disabilities are carried out... in physical education and sports organizations” [11], which includes sports universities in Russia.

Consequently, high requirements for organizing the process of social and psychological-pedagogical support for persons with disabilities and disabilities require a search for the most effective technologies for its implementation, confirming the relevance of research into inclusive higher education with a sports focus.

The novelty of the study is due to the fact that the analysis of existing experience in scientific developments in this area allows us to emphasize that in pedagogical theory and practice the organization of educational activities and socio-psychological support for persons with disabilities and disabilities in higher education has not been sufficiently studied [12, 13, 14].

The research hypothesis was based on the assumption that training and socio-psychological support for persons with disabilities and disabilities in sports-oriented higher education institutions can be optimized through the implementation of specially created conditions and innovative technologies.

The purpose of the study was to identify problems and optimize the learning process, and socio-psychological support for persons with disabilities and disabilities in sports-oriented higher education institutions.

The objectives of the study were:

1. Summarize theoretical ideas about the organization of training and socio-psychological support for persons with disabilities and disabilities in higher education institutions with a sports focus.
2. To study the readiness of teachers of the Voronezh State Sports Academy to work with disabled students and persons with disabilities, assessing the methodological difficulties of such work, the teachers’ knowledge of special technical teaching aids and

psychological support for such students.

3. Analyze the availability of conditions for obtaining higher education by disabled people and persons with disabilities at the university.

4. Develop and experimentally substantiate a program of training and socio-psychological support for students with disabilities and disabilities in higher education.

The article presents the materials and methods used in the study, obtained as a result of interviews and surveys of students, persons with disabilities and disabilities, and teachers, materials processed using mathematical and statistical methods. On the basis of which an analysis and interpretation of the studied results was carried out, the main provisions, conclusions and practical recommendations for the implementation and improvement of training and socio-psychological support for persons with special educational needs in sports and other universities in Russia and abroad were formulated.

2. Materials and Methods

The possibilities of socio-psychological support for persons with disabilities and disabilities in higher education institutions are formulated using the analysis and synthesis of available sources of scientific and methodological literature, Internet resources, pedagogical observations, questionnaires, interviews and mathematical and statistical data processing.

Pedagogical observation was carried out on the basis of the Federal State Budgetary Educational Institution of Higher Education "Voronezh State Academy of Sports" in order to collect and summarize factual material on the problem of interest to us.

A sociological survey was conducted among representatives of three different social groups in the form of conversations and using a questionnaire specially developed for these purposes. The questionnaire form included questions related to studying students' readiness for joint learning with people with disabilities and disabilities, monitoring the readiness of teachers to work in inclusive groups and socio-psychological support for people with disabilities, as well as diagnosing satisfaction with the education of students with disabilities and disabilities at VGAS.

The data identified as a result of the analysis of the results of the sociological survey were used to develop and further implement a program of measures to improve and implement the system of training and socio-psychological support for persons with disabilities in inclusive higher education institutions.

Mathematical statistics methods were used to analyze the research results. Used: arithmetic mean; arithmetic mean error; standard deviation.

3. Results

The foundations for the development of domestic inclusive education are enshrined in various legal acts. Persons with disabilities and disabilities often cannot cope with difficulties on their own, which necessitates social and pedagogical support to overcome such problems, socialize and become a socially mature individual [6, 15].

As part of the research work, the experience of organizing the educational process, as well as the experience of training and socio-psychological support for students with disabilities at the Voronezh State Academy of Sports was studied and analyzed.

The study involved: 20 university teachers, 18 students with disabilities or disabilities and 15 students from general groups.

The purpose of the survey was to analyze the readiness of the teaching staff of the VGAS to teach and provide socio-psychological support to persons with disabilities, as well

as to work in inclusive groups.

The survey revealed that the majority of teachers (16 people - 80% - out of 20) were aware of an inclusive approach to teaching and supporting persons with disabilities, with the fact that effective implementation requires the development of special programs; improvement of the teaching staff training system; availability of specialists (speech pathologist, speech therapist, tutor); material and technical equipment of the educational process.

Based on the results of the survey, it can be concluded that monitoring the readiness of the teaching staff of VGAS for socio-psychological support of students with disabilities and disabilities in inclusive groups indicates undeniable positive changes in the implementation of inclusive higher education.

A survey of university teachers showed that the vast majority of them have knowledge about the psychophysiological characteristics of students with disabilities and disabilities, the specifics of receiving and transmitting educational information, and the use of special technical teaching aids, taking into account various nosologies of students.

More than half of university teachers believe that it is advisable to teach people with disabilities and disabilities in "regular" groups, together with healthy students.

However, most teachers have little idea or do not know the specifics of social and psychological support for students with disabilities, and also have limited time resources, therefore, the problem of obtaining higher education for disabled people and persons with disabilities has not yet been resolved.

Social and psychological support for students with disabilities and disabilities in a higher educational institution requires the creation of special conditions, as well as certain knowledge. In this regard, a survey was conducted among students with health problems (18 people). Of these, 13 people (which is 72%) have hearing impairment; 1 person (6%) has visual impairment; 2 people (11%) have musculoskeletal disorders, 2 people (11%) have other disorders, among the students surveyed there are masters of sports and masters of sports of international class. The survey revealed 100% satisfaction with studying at the university, indicating integration into society on an equal basis with healthy students, despite the fact that the majority of respondents (15 people - 83%) are ready to interact with people with disabilities, 3 people (17%) allow joint education without reducing quality higher education.

The majority of respondents (14 people - 78%) had a positive attitude towards distance learning, because Due to health reasons, it is difficult for them to attend classes regularly. Distance learning helps ensure accessibility and mass participation of inclusive education.

To the question: "Remember how support for entrance examinations was provided for persons with disabilities?" 18 people (100%) noted the increase in the duration of exams and the assistance provided to them, and, if necessary, the provision of technical assistance, which indicates the creation of favorable conditions.

To the question "Assess the level of barrier-free architectural environment at the university," 14 people (78%) answered "satisfactory," 4 people with visual impairments (22%) answered "unsatisfactory." All 18 students note the problems of accessibility of the territory, entrance groups and routes of movement in the university, the availability of specially equipped sanitary and hygienic premises, warning and alarm systems.

Due to the age of construction of the main building of the VGAS, it is impossible to fully equip it in accordance with the requirements of a "barrier-free environment". There are certain difficulties with equipping with ramps, desks with adjustable tabletops, etc.

Regarding the question "Has an environment been created at the university that allows for the full inclusion of students with disabilities in the life of the student body?" 100% noted favorable conditions for learning and involvement in public life: participation in conferences, events and competitions from intra-university to international.

To the question: “Are the university and teachers ready to teach disabled people and people with disabilities?” 100% of students responded positively.

To improve the quality of education for disabled people and persons with disabilities at the university, the interviewers proposed: widening the doorways and equipping the university with an elevator for disabled people with musculoskeletal disorders; introduce tactile paths and Braille inscriptions, PC software and lectures in audio-video format for blind and deaf students, as well as expand the possibilities of psychological counseling and cooperation with various psychological services. Thus, students with disabilities themselves note the importance of social and pedagogical support in higher education institutions and the interaction of all subjects of the educational process.

As a result of the survey, it was established:

1. All disabled students are satisfied with the organization of training at the university, both methodologically and psychologically.

2. Positively assess the mechanisms of interaction between students with disabilities and limited health capabilities in the triad “student with disabilities and disabilities-teacher-classmates.”

3. Due to the age of construction of the first building of the VGAS, it is impossible to fully comply with the requirements of a “barrier-free environment”.

During the survey process, the question was asked: “What could you suggest to improve the quality of social and psychological support and the correctional and developmental environment for people with disabilities and people with disabilities at the university?” Respondents offered the following recommendations:

- PC software for the blind;
- availability of lectures in audio format;
- availability of psychological counseling or cooperation with various psychological assistance and counseling services.

4. Discussion

Socio-pedagogical support is a set of purposeful, consistent pedagogical actions that help disabled people understand the emerging life situation, ensuring self-development based on reflection on what is happening [1]. The mechanisms of psychological and pedagogical support are determined by its purpose and content, taking into account the nosological groups of students.

Social and psychological support involves optimizing the teaching of educational material to students with disabilities in an accessible form: the use of modern technologies, socially active and reflective teaching methods; technologies of sociocultural rehabilitation; provision of educational and methodological materials; development and implementation of special visual aids, selection of didactic materials for correctional work.

Theoretical research and practical experience have shown that inclusive education of students with disabilities requires not just their inclusion in the educational process, but the creation of a system of socio-psychological support with a set of activities.

The organization of socio-psychological support for students with disabilities and disabilities takes into account their psychophysiological characteristics; the need to compensate for sensory deficiencies that impede the perception and assimilation of educational material; socio-psychological factors that complicate integration in an educational institution; needs for physical rehabilitation and additional assistance from specialists [2].

Taking into account the above, it can be argued that the domestic higher education system is still not sufficiently prepared for the inclusion and socio-psychological support of people with disabilities and persons with special needs, which is due to the presence of

problems: not all universities in Russia use adapted educational programs (a systematic and technological approach to social psychological support); low adaptability of Russian universities to the individual characteristics of students with disabilities; limited time resources for students with disabilities, as well as teachers; Teachers do not have enough knowledge and skills in the field of socio-psychological support for students with disabilities at different stages of their mastery of the profession [7, 8].

In this regard, high demands are placed on the organization of training and socio-psychological support for persons with disabilities, which require further search for effective technologies for their implementation.

5. Conclusion

Thus, the research results obtained made it possible to put forward a number of practical recommendations for improving and implementing training and socio-psychological support for persons with special educational needs in the field of higher education:

1. Use technological means of e-learning that allow the reception and transmission of information in accessible forms, depending on the student's nosologies.
2. Interaction between various specialists and university services in implementing the tasks of psychological and pedagogical support for students with disabilities and disabilities in the process of obtaining higher education.
3. Introduction of additional professional education (advanced training and retraining of specialists) into the educational process of educational institutions.

Consequently, psychological and pedagogical support for students with disabilities and disabilities at a university should begin with psychodiagnostics aimed at identifying readiness for each stage of education and socialization of students with disabilities and disabilities.

Next, comprehensive psychodiagnostics should be carried out as an element of psychological support, aimed at conducting intermediate diagnostic studies at the entire stage of training of a student with disabilities and disabilities at the university, upon graduation from the university (readiness to carry out professional activities), as well as during the period of professional and social adaptation of the graduate - disabled person to the workplace.

It can be concluded that socio-psychological support is a system focused on supporting participants in the educational process, which begins with psychodiagnostics to identify readiness for the stages of training, professionalization and socialization of students with disabilities. A number of tasks of socio-psychological support in higher education institutions are identified:

- integration into the educational and social environment;
- formation of social responsibility;
- development of social activity and mobility;
- adaptation in the student and teaching staff), as well as during the period of professional and social adaptation of a disabled graduate to the workplace [1].

The results obtained, summarizing the many years of experience of the teaching staff and students of the Voronezh State Academy of Sciences [2, 3], can be used in the practice of work on inclusion and socio-psychological support in universities in Russia and the countries of the former Soviet Union.

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