STUDENTS WITH DISABILITIES: THE ALL-RUSSIAN CUT AND EXPERIENCE OF ADAPTATION IN THE ENVIRONMENT OF MULTICULTURAL HIGHER EDUCATION INSTITUTION

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Abstract

The problem of adaptation of physically disabled people is timely for the Russian society at large, especially it is particularly important in the sphere of education and professional training. Article brings up to speed on the main points of the Russian regulations on the organization of training process of children with disabilities. Key data of monitoring among heads of governing bodies on all territorial subjects of the Russian Federation on problems of implementation of the federal educational standard are provided. By the way, according to the obtained data, overall across Russia there are 39008 educational institutions, 1498 of them are correctional. Regarding quantity of inclusive classes, most of them are at the elementary level of education. Estimation on several blocks of problems is given, among them: legal and regulatory and financial provision; material equipment; staffing; providing contingent of the educational organizations; information support.

Therefore, emphasizing important points of results, it is possible to note, that in 64,5% of the organizations free of charge textbooks and manuals are provided. Information support is at high level - according to answers of heads of organizations, 94,4% of institutions have websites, studies of public opinion on questions of introduction of federal educational standard are conducted at 83% of regions of Russia.

Along with a monitoring research, an example of experience in organizing learning environment for students with disabilities is one of the largest and the most international higher education institution of Russia – Peoples` Friendship University of Russia (RUDN University).

In addition, the results of empirical sociological researches conducted in 2015-2016 are presented. Within these studies the level of adaptation of RUDN University students with disabilities was estimated, and by making use of projective questions, the attitude of other students towards students with disabilities was found out.

The first research has been directed to interviewing students with disabilities (all 95 people). According to results, most of students has no problems with access to educational buildings and visits university every day. Most of students have shown discontent with information sources, but students with disabilities feel comfortable both among other students, and among teachers.

The desires of RUDN students with disabilities generally are related to more careful cleaning of the street in winter (cleaning of paths from ice), equipment of all of university elevators, developments of bigger space for rest of students with HIA, modernization of the website and equipment of audiences with new furniture.

Students of RUDN without disabilities became objects of the second research, and the purpose is an assessment of their attitude towards people with disabilities, so two projective questions with closed alternatives have been asked: "Imagine, that the entrance to the RUDN is blocked for installation of the special equipment for people with HIA, and you should bypass the building from the backyard to get inside" and " Imagine, that you have come to a blind date with someone with whom you got acquainted on the Internet, and he/she is a wheelchair user" (quota sampling, sampling error±3%).According to data, every tenth student is not ready to accept students with disabilities as full-fledged members of society while the others are ready to some extent.

Keywords: students with disabilities, attitude towards students with disabilities, federal educational standard, inclusive classes, international higher education environment.

1 INTRODUCTION

Disability has always been considered as a problem of the person with a disability, who needs to change himself/herself or he/she will be helped by specialists through treatment or rehabilitation. This
attitude is manifested in various aspects: the creation of a special education system, a barrier-free architectural environment and an accessible health care system. Such attitude also influences social policy concerning physically disabled people, the legislation, technologies of work with disabled people.

M.N. Reut allocates five periods of changing the attitude towards disabled people, saying that during the fifth period in Europe attempts of integration of disabled people into normal public life with full recognition of their civil rights that are not different from the rights of healthy citizens are made. During this period in Europe the Sweden approach, according to which disabled people can independently live, is especially remarkable, there are a lot of the projects aimed at realizing of this goal. For example, the project designed to help disabled people, who earlier lived in special facilities to move to live in more comfortable conditions, which are brought closer to usual life – in foster homes, group houses. Russia, according to the author, is only on the way of transition to the fifth period now [1].

More often now, the emphasis is placed on school inclusive education, while the problem does not end there, and the psychological support of students with disabilities or with health impact assessment as well as the general availability of these categories to higher education is a problem of no lesser scale. That is why in this article the results of the all-Russian monitoring among heads of government bodies for all subjects of the Russian Federation on the problems of introducing the federal educational standard for physically disabled people (school level) and the results of sociological studies of RUDN University students’ perception of disabled people in the university environment also are given.

2 METHODOLOGY

Data of three researches are provided in article.

The first study is monitoring among heads of governing bodies on all territorial subjects of the Russian Federation on problems of implementation of the federal educational standard for disabled people. Heads of all regions of the Russian Federation have been questioned.

Example of good experience of the organization of conditions for training of disabled students is one of the largest and the most international higher education institution of Russia – Peoples’ Friendship University of Russia (RUDN University). The first and most important indicator of the psychological state and process of adapting students with disabilities is their own assessment. To this end, in March-February 2016 the total survey of these categories of students in RUDN University was conducted (totally 95 people). Method - interviewing. The objects of the second study, which was conducted in September-December 2016 (sampling of quota 478 people, sampling error ± 3%), were RUDN University students without physical disabilities. The aim was to assess their attitude towards people with disabilities, for this goal projective questions were used.

3 RESULTS

This chapter presents key data of monitoring among heads of governing bodies on all territorial subjects of the Russian Federation on problems of implementation of the federal educational standard for physically disabled people.

3.1 Key data of monitoring among heads of governing bodies on all territorial subjects of the Russian Federation on problems of implementation of the federal educational standard

3.1.1 Material and Technical Equipment

In the surveyed Russian educational organizations conditions of assistance to disabled people at the entrance and exit from educational institution most often are created (21,4% of all indications of the educational organizations on the created conditions), 17,3% are the conditions, allowing to free enter and leave educational institution, 15,5% - informing disabled people about public transport routes, 13,3% - possibility of independent movement across the territory of educational institution for access to the place of providing service, 11,4% - possibility of landing in the vehicle and leaving it before entering to the educational organization, 9,0% - maintenance of disabled people with persistent impairment of vision, 6,1% - appropriate placement of information necessary for access for disabled
people to necessary services, 5.6% - providing access to the facility, where the services of the guide dog are provided, etc. (Fig. 1).

![Figure 1. Conditions of availability of educational institution (%).](image)

Speaking about conditions of availability of services, we would like to highlight, that in 65.1% of the educational organizations the official site of body and organization, providing services in education, are adapted for persons with violation of sight (visually impaired), in 64.5% of the organizations textbooks and manuals, other educational literature, and special technical means of training for collective and individual use free of charge are provided. The provision of other necessary assistance by employees of bodies and organizations for disabled people in overcoming barriers, preventing receiving services in education and using of objects on an equal basis with other persons providing services in education is characteristic of 62.7% of the organizations.

Least of all in the educational organizations are developed the following services: the presence at the entrance to the object of a signboard indicating the organization, the schedule of its work, the work plan, executed in relief-dot Braille on a contrasting background* (only in 8.7% of cases are developed). Services in existence in one of the rooms intended for holding mass actions, induction loops and the sound-amplifying equipment – 9.5% are also underdeveloped. The services for availability in one of the premises intended for mass events, induction loops and sound amplifying equipment are also underdeveloped - 9.5%.

Best of all the educational organizations for disabled children are provided with workshops, worst of all – gyms (1.3 and 0.76 rooms on average for one educational institution).

Educational organizations feel the biggest need in the literature on the relief-dot Braille. The number of educational organizations provided with educational and methodological kits for educational programs is 1.7 times higher than the number of organizations, that need it.

### 3.1.2 Staffing

For 82 regions of the Russian Federation there is the greatest need for the following specialists: APE (adaptive physical education) teacher, assistant, tutor. The greatest availability a teacher-psychologist, a medical worker, a social educator (Fig.2).
3.1.3 Information Support Sub-subsection: Guidelines for Figures and Tables

According to answers of heads, 94.4% of educational institutions have a website. We would like outline that worse the situation is with existence on the website of information on realization of the adapted main general education program (47.7%). Study of public opinion on questions of introduction of the federal educational standard for disabled children is organized in 83% of subjects of the Russian Federation.

3.2 Adaptation of students with disabilities to conditions of studying in RUDN University

RUDN University following the Bologna system and requirements of the European higher education area (EHEA) creates conditions for disabled students. In 2016-2017 in RUDN University 95 disabled students studied, all of them have participated in survey, conducted by method of personal interviewing.

According to answers of disabled students, most of them admitted the fact, that in RUDN University a barrier-free environment is created and there is no need in any new architectural conditions (Fig.3 and Fig.4).
The psychological component is expressed in a subjective assessment of RUDN University disabled students comfort among peers (students) and among teachers. 92% of respondents said, that they are comfortable among students, and absolutely all noted, that teachers treat them well and with understanding (see graphs 5 and 6), which indicates the successful social policy of the University in this direction.
According to the results, most of students has no problems with access to educational buildings and visits university every day, what is explained by the fact, that most of disabled students don’t need the special equipment or architectural conditions. Most of students have shown discontent with information sources, but students with disabilities feel comfortable both among other students, and among teachers.

The desires of RUDN students with disabilities generally are related to more careful cleaning of the street in winter (cleaning of paths from ice), equipment of all of university elevators, developments of bigger space for rest of students with HIA, modernization of the website and equipment of audiences with new furniture.

However, on a question of subjective comfort of this category of students the problem isn't exhausted, the relation of students without disabilities to people with disabilities – also important indicator of a condition of a problem.

3.3 Attitude of RUDN University students to disabled people

Despite all applied measures at the level of the state to adaptation of disabled people in society, social and psychological mechanisms of adaptation concerning generally interpersonal relations, perhaps exert even a greater influence on efficiency of integration.

People with disabilities, especially with the acquired disability, appear in specific conditions of formation of own “Self-concept” which, as we know, is not constant education [2]. For this reason, within RUDN University students without disabilities for understanding of the fact as far as they are ready to accept the person with disabilities as the full-fledged member of society have been interviewed.

The first projective question about the attitude towards disabled people was posed to students: “Imagine, that the entrance to the RUDN is blocked for installation of the special equipment for people with HIA, and you should bypass the building from the backyard to get inside. You…”, 1) Ready to endure the inconvenience as much as necessary, 2) I agree to be uncomfortable, but if the entrance is blocked too long, it will irritate me, 3) I don't understand why I have to stand inconveniences even if it is temporary. Most of students (66%) are ready to stand inconveniences so much how many it is necessary. Less than a third (28%) agree to stand inconveniences not for long. The smallest number of students (6%) aren't ready to stand inconveniences (Fig. 7).

The second projective question about the attitude towards disabled people was posed to students: “Imagine that you have come to a blind date with someone with whom you got acquainted on the Internet, and he/she is a wheelchair user. Your reaction: 1) I do not see any trouble to continue the appointment; 2) I will be confused but remain so as not to offend the person; 3) I will try to find an excuse to get away; 4) Do not know. 15% of the students are not ready to accept a person with HIA as an equal partner, one in three ready to accept such a man/woman as a partner, 53% are ready to accept such people as full members of society, but not as their partners (Fig.8).
Figure 8. Answers to the question "Imagine, that you have come to a blind date with someone with whom you got acquainted on the Internet, and he/she is a wheelchair user …" (%).

According to the obtained data every tenth student isn't ready to accept people with disabilities as full-fledged members of society while the others are to some extent ready.

4 CONCLUSIONS

All-Russian monitoring showed, that the material and technical security of organizations leading activities for children with disabilities is at a satisfactory level, staffing is at a high level (but there is big need for APE (adaptive physical education) teachers), also is being conducted work with public opinion. In order to illustrate the efficient integration of disabled people into the higher education environment, the RUDN University case is presented, the success of which is expressed by the opinion of the disabled students themselves.

In conclusion, it should be noted, that psychological training and adaptation of disabled people in society is impossible without an integrated problem resolution approach which begins with work at the school level and doesn’t terminate at the level of the higher education organizations, where emphasis has to be put on creation of architectural conditions of availability. The problem of disability has dialectic character, and best of all is reflected in social and constructivist approach, according to which identity of the disabled person develops not in itself, but is based on perception by his surrounding people. Thus, work on adequate perception of an inclusion by people without disabilities should begin in preschool educational institution and schools, and should be conducted equally both among children, and among their parents.

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