

Inclusive Education in Technical University

O.G. Savka, E.V. Milkina

MIREA - Russian Technological University, Moscow, Russia

Abstract

The present article addresses the issue of importance of inclusive education in higher education institutions with statistical data on students with disabilities undergoing training. In this article the problems of university readiness for implementation of inclusive education of young people with disabilities are analyzed; and the legal, educational and systemic aspects of special education are investigated.

Keywords: *inclusive education, higher education for people with disabilities, education system, disability, accessibility of education.*

1. Introduction

The term inclusive or inclusive education is used to describe the process of teaching individuals with special needs, which is based on the principle of eliminating any discrimination, ensuring equal treatment for anyone, and at the same time creating special conditions for students with special educational needs. Inclusive education makes progress in development of modern education, implying its accessibility and adaptation to the needs of all of all categories of consumers of educational services.

The development of inclusive education takes place on the bases of traditional and special systems, which are combined to help people with disabilities and HIA. According to the analysis of statistical data, about 4% of such young people are currently studying in Russian universities, that is, most of them do not use higher education for various reasons, therefore it is necessary to create certain conditions to correct this situation and involve them in university studies [1].

2. Research Method

In the Russian Federation, access to higher education is mainly provided to a small number of persons with motor and sensory impairments.

The purpose of this work is to establish the current state of inclusive education in the system of higher education of the Russian Federation; a review of the development and degree of implementation of inclusion.

The research method is the regulatory, systemic, pedagogical aspects of general and special education.

The Law "On Education in the Russian Federation" defines inclusive education as "creating equal access to education for all students, taking into account special educational needs and individual opportunities". It was introduced in universities of the Russian Federation with the aim of creating conditions without any discrimination for people with disabilities to receive quality education. The Law also prescribes the correction of developmental deviations and provision of correctional assistance on the basis of special pedagogical aspects, the languages most

suitable for these persons, and methods of communication, and conditions that maximally contribute to obtaining a certain level and specific orientation, as well as social development of these persons [2].

The law defines the need to create special conditions in universities, such as "the use of special educational programs and teaching methods, special textbooks, teaching aids and didactic materials, special technical tools for teaching collective and individual use, provision of assistants for aid, access to the buildings of educational organizations, and other conditions, without which development of learners with disabilities in educational programs is impossible. "

3. Results and Analysis

It should be noted that there are obstacles in the development of inclusive education in universities due to the large differentiation of training areas, as well as the scientific and material base.

University education is now only the first step in the lifelong education process. The goal of education is to develop students' interdisciplinary critical thinking, adapting to the requirements of scientific and technological progress, improve the task of "endeavor to learn " throughout life [3]. This should imply a change in conditions of educational institutions with a focus on the needs of students of various categories.

Not all students with disabilities are able to master the curriculum of a university in a timeframe and in a certain amount set for them; they need a special program that takes into account their capabilities and features. A very important condition for the successful training of persons with disabilities and HIA is individual curricula and adapted curricula [4].

The Law "On Education" confirms the need to implement these measures in universities, thereby helping to shape the transition to inclusive education and making it possible for students with different needs to be educated by extending the period of study and reducing the study load.

For students with disabilities, external education and distance education are also an effective form of education, since they include individually adapted programs and have increased periods of educational; besides that students do not have a single training schedule, and they do not need to create physical conditions for

movement.

In other cases, people with disabilities have to make significant efforts to overcome the path they are facing. In order to eliminate these difficulties, the "Accessible Environment" program was launched in 2010–2012, whose task is to change the spatial and physical conditions to meet the needs of people with disabilities. The vast majority of universities were equipped with ramps and elevators for students in wheelchairs, and signs and inscriptions were duplicated in Braille.

Representatives of the authorities decided to extend the All-Russian state program of "Accessible Environment" for persons with disabilities until 2025, and also expressed their wishes to simplify the procedure for confirming disability and support various student volunteer projects and private initiatives.

It is worth noting the great influence of the Accessible Environment program on ensuring the comfort and accessibility of people with disabilities, and as a result, attracting students with physical disabilities to higher education institutions and their training with others.

However, the implementation of this program revealed some shortcomings: some educational institutions carried out reconstruction only in one of the buildings, and the main thing was not taking into account that the classes are held in different buildings; in some universities, they did not carry out any work at all for the adaptation of persons with disabilities and did not reorganize the educational process. Access to scientific libraries, archives, research institutes and museums is often difficult [5].

For high-quality education of persons with special educational needs, universities need to have the appropriate technical equipment. Currently, the educational process uses visual, audio and informational-communicative technical means, such as cameras, tape recorders, slide projectors, stereos, video recorders, televisions, video cameras, multimedia projectors and computers with various application software.

Technical education tools are a source of information that increase visibility, they make educational material more accessible, especially for individuals with disabilities. The organization of accessible networks of electronic resources and creation of an electronic library for studying methodological and educational literature are extremely important, since this allows us to process and perceive large amounts of necessary information [6].

In Russian universities, the use of special methods of teaching people with disabilities and HIA with the use of rehabilitation tools and new developments is gradually being introduced, of which an important factor in teaching is the release of training and teaching aids with an increased font size and in Braille.

Also a necessary part of the educational process should be multimedia presentations that allow students to take notes on them with hearing impairments, because the perception of verbal information is difficult for them, as well as for foreign students.

An important factor in the creation of a common educational environment and academic accessibility is the focus of universities on the production of textbooks and manuals for people with special needs.

The positive experience of leading educational institutions should be studied and implemented everywhere, being a condition for the formation of inclusive education and the inclusion of students with health problems in the general educational environment. Opportunities for the acquisition and use of technology for people with disabilities are often hampered by the lack of funding for inclusive education in universities.

The development of inclusion cannot be realized without stable financing, however, the principle of state policy of "money follows the student" or regulatory per capita financing in the field of education of persons with disabilities is not systematically implemented now.

Exploring the mechanisms of inclusive education management, S. Kondratieva. So it classifies the main sources of its financing:

1) Means of regional and municipal budgets that can be attracted by:

- a) the creation of an experimental site, allowing universities to introduce additional units of staff;
- b) funding for one of the existing targeted programs of municipal, regional or federal status (for example, addressed to children or persons with disabilities);
- c) targeted funding in excess of the usual estimates of individual activities of inclusive education.

2. Extra budgetary resources, which include:

- a) grant funds;
- b) charitable contributions of patrons and sponsors.

At the expense of extra-budgetary resources, it is possible to create a barrier-free environment, retrain teachers and managers.

When entering a person with disabilities in studying at a university, the adaptation process is not very important, conditions for which are not created, and students are forced to overcome obstacles and get used to the educational environment. Often in an institution of higher education Often in an institution of higher education the only department for working with students with a disability or any deviation in health is the trade union committee. The data are incompletely presented to students with disabilities or HVD, which does not contribute to the development of conditions for their education and to the consideration of needs [7].

After graduating, the majority of people with disabilities experience difficulties in applying for a specialty due to the imperfection of legislation on the employment of persons with disabilities, which affects the ability to have a decent income and build a family life.

4. Conclusion

After analyzing the current state of inclusive education in the system of higher education in Russia, one can see the insufficiency of conditions developed for the transition to inclusive education. It is difficult to assume duration of the process of higher education system transition to inclusive universities, even though the universities are actively working to develop aspects of this education and apply them in school life. New educational strategies are promoted by international conferences for the growing number of students with disabilities.

Inclusive education in Russia is formed with a lag behind America and European states, but at the same time we have the opportunity to draw on the experience of other countries, avoiding mistakes and analyzing the positive aspects of inclusion, adapting them to the realities of the Russian education system.

Taking into account the goals and objectives of our study, several areas of work to improve the situation with inclusive education in Russian universities can be identified at the moment as following:

- to carry out a more complete accounting of the number of students with disabilities in universities in order to fully cover their needs;
- the use of e-learning and distance education in universities, the use of multimedia devices, hearing aids, textbooks in Braille, etc. ;
- reconstruction of buildings to meet the mobile needs of students with various disabilities, including the provision of ramps, elevators, expansion of doorways, etc. ;
- development of adapted curricula and programs with individual terms of mastering the disciplines;
- necessity of involving public and sponsor organizations due to the insufficiency of budget financing;
- it is important to regulate relationships within student groups, since the perception of persons with disabilities is ambiguous, and it is necessary to promote loyalty to people with disabilities;
- for the full implementation of inclusive education in universities, it is necessary to form a unified system of educational policies and mechanisms of inclusion.

References

- [1] Badil V. A., Lyubimov M. L. Inclusive classes as an option for the development of inclusive education // National Psychological Journal, 2012, №2, P.132-135.
- [2] Federal Law of 29.12.2012 N 273-FZ (as amended on 03.08.2018) "On Education in the Russian Federation" // "Rossiyskaya Gazeta", N 303, 31.12.2012.
- [3] Khabarova E.I., Nikitina S.V. Budaeva L.L. Formation of Ecological Thinking among the University graduates, namely future professionals and leaders // Russian Technological Journal, 2017. 5 (4), P. 77-84.
- [4] D. Vedikhova. The development of inclusive education in Russia // News of the Dagestan State Pedagogical University. Psychological and pedagogical sciences, 2011.C.1-6.
- [5] Gulnaz Mavletzyanovna GALEEVA, Olga Aleksandrovna AKTASHEVA Forecasting the Dynamics of Foreign Direct Investment in the Russian Economy, Astra Salvensis, Supplement No. 2/2017, p. 137
- [6] Kashapova LM. Regulatory and legal framework and regulation of the process of introducing inclusive education // Vestnik UGNTU. Science, education, economics. Series: Economics, 2012, №2, p. 131-136.
- [7] Penin G. N. Inclusive education as a new paradigm of public policy // Universum: Bulletin of Herzen University, 2010.S.41-47.