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PRINCIPLES OF DESIGNING AND REALIZATION OF ADAPTED EDUCATIONAL PROGRAMS OF PROFESSIONAL EDUCATION AND ANALYSIS OF THEIR IMPLEMENTATION IN COLLEGES AND UNIVERSITIES OF RUSSIA

Abstract. The article provides scientific, methods and normative-legal foundation of the principles of working out adapted educational programs of professional education for persons with special educational needs. It outlines the specificity of formation of the structure of such programs, their content and realization. The authors analyze organizational, pedagogical, information-technological conditions and equipment necessary for the implementation of adapted programs in the system of inclusive professional education.

The article demonstrates the importance of inclusion in the curricula of colleges and universities of adaptive modules (disciplines) which are aimed at removal or minimization of influence of the problems of people with special educational needs upon the formation of general cultural (general) professional competences with the purpose of achieving the pre-planned results of acquisition of the educational program. The article also specifies the importance of inclusion in the adapted program of a module (discipline) for development of communication competences of students, including the use of special information-technological and hardware-software means in the education process in order to compensate for developmental disorders.

The article provides the results of the 2015 monitoring the implementation of adapted educational programs of professional education in colleges and universities of Russia.

Keywords: professional education, inclusion, adapted educational program, persons with special educational needs, disabled persons, competences.

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Under the Federal law “On Education in the Russian Federation” professional education of persons with special educational needs (hereinafter: persons with SEN) is provided on the

basis of educational programs adapted for training taking into account the peculiarities of their psycho-physical development, individual abilities and, if necessary, ensuring proper treat-

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ment of developmental disorders and social adaptation [18]. An adapted educational program of professional training is a complex of documents regulating the content, organization and assessment of the quality of training students and graduates with SEN in a field of education (profession or specialty) incorporating a curriculum, academic timetable and working module (discipline) programs.

The adapted educational program defines the volume and content of education in the corresponding field of training (profession or specialty), pre-planned results of acquisition of the program material, and special conditions of academic activity created at the educational institution of higher education or vocational education establishment for students with SEN [15].

Adaptation of educational programs, alongside with proximity of educational institutions and their safety is one of the most important conditions of realization of inclusive professional education of persons with SEN [1; 10].

The design and realization of adapted educational programs of professional education target the following:

- creation of special conditions at an educational institution necessary for acquisition of professional education by persons with SEN, as well as their adaptation and socialization;
- possibility of shaping individual educational trajectories for persons with SEN;
- formation of competences set by the corresponding Federal State Educational Standards in a concrete field of training (profession or specialty) [2; 3].

While designing adapted educational programs of professional education with due regard for the adopted normative documentation and Federal State Educational Standards, it is necessary to proceed from three key principles of their structuring and content organization. On the whole, these principles of designing and realization of adapted educational programs of professional education can be used in relation to both higher and secondary professional training [16; 17].

The first principle consists in the following: the characteristics of professional activity indicated in the adapted program should be based on the principle of equal possibilities in professional activity [11]. It means that by the end of study the graduates with SEN should master the same fields and objects of professional activity as all other graduates and be prepared for execution of all kinds of activity stated in the Federal State Educational Standards [14]. It is not permitted to introduce any differentiations or limitations in reference to kinds of activity or competences of graduates with SEN. Identical competences should be formed in graduates with SEN and all other graduates as a result of acquisition of the adapted program of education. Exclusion of some competences from the adapted program requirements in relation to the given category of students is not allowed.

Consequently, the structure of the adapted educational program should not differ from the regular educational program in any way and should consist of the blocks (academic cycles) identified in the Federal State Educa-

tional Standards. The disciplines of the basic part of the curriculum and practices are obligatory for acquisition by all students including those with SEN. It is not permitted to exclude any disciplines or modules, practices and final attestation procedures from basic (obligatory) ones in reference to students with SEN.

The curriculum for realization of the adapted educational program is worked out on the basis of the typical curriculum and presupposes inclusion of special adaptive disciplines (adaptive academic cycles) aimed at overcoming academic problems in students with SEN in the process of formation of general and professional competences.

Nevertheless, not all competences defined by educational standards in connection with training students with SEN can be properly formed without creating additional conditions [6; 9].

The second principle consists in the fact that separate parts of the adapted educational program should be complemented by additions meeting the requirements of inclusive education of persons with SEN.

Firstly, the curriculum for realization of the adapted educational program worked out on the basis of the typical curriculum should provide a possibility of addition in its variable or optional component of adaptive disciplines (adaptive academic cycles) aimed at overcoming academic problems of students with SEN. The given disciplines (adaptive academic cycles) are aimed at formation of general and professional competences, individual correction of academic and communi-

cation skills of the students of this category and facilitate their professional and social adaptation.

Secondly, the adapted educational program should guarantee the following:

- provision of printed and electronic educational resources for students with SEN in forms adapted to their disabilities;
- allocation of students for practice at institutions in accordance with the proximity principle;
- availability of the corresponding equipment of the academic process, including adaptive teaching equipment for persons with SEN having various sensory and motor impairments;
- use of distance education technologies;
- organization and staffing of inclusive education;
- creation of tolerant socio-cultural and health-preserving environment;
- complex support of educational process for students with SEN;
- provision of individual curricula and academic timetables for students with SEN, etc.

Special attention should be given to inclusion of adaptive modules (disciplines) in the curricula.

Adaptive modules (disciplines) are designed to eliminate or minimize the influence of disabilities of persons with SEN on the formation of general cultural (general) and, if need arises, professional competences with the aim of achieving the pre-planned results of acquisition of the educational program. These are socio-cultural

modules (disciplines) of the professional training profile which are also designed for improvement of communication skills, including improvement by means of mastering a special information-compensatory technique of reception/transmission of learning information.

Pedagogical orientation of the adaptive module (discipline) consists in promoting relevant formation of the system of pre-planned competences of persons with SEN necessary for successful acquisition of the training program on the whole in the chosen field (profession, specialty).

These disciplines “complement” the study of disciplines of the basic (obligatory) and variable parts of the educational program; they are aimed at socialization, professionalization and adaptation of students with SEN and facilitate their adequate professional self-identification and the ability to shape their individual educational trajectory by themselves [7; 8].

Remedial orientation of the adaptive module (discipline) may be defined as improvement of self-consciousness, development of personal emotional-volitional, intellectual and cognitive properties of students with SEN [5]. Compensation for deficiencies of the previous levels of education and remedial support by special education pedagogues contribute to the remedial orientation of the adaptive module (discipline) [12].

It is utterly important to include a communication competence development module (discipline) in the adapted program, including a module (discipline) on the use of special IT

and hardware and software means in the education process in order to compensate for the influence of impaired organs and systems and teach to use information technologies in the learning process [13]. Teaching these disciplines should guarantee students with impaired communication skills full access to learning and scientific literature, information networks, electronic resources and possibilities of daily communication with other students and teachers. It is equally important to teach how to use business contact technologies, partner-oriented and group interaction and formal and informal communication [4].

The third principle consists in variability and personification of adapted educational programs providing satisfaction of individual educational needs and corresponding to the capacities of students with SEN, as well as ensuring consideration of their psychophysical peculiarities and impairments and their proper rehabilitation.

Designing and order of realization of adapted programs meeting these principles demands a special approach taking into consideration the existing practical experience of inclusive higher and secondary professional education.

The adapted program, as any other educational program of professional training is worked out and adopted by the educational institution on the basis of the corresponding Federal State Educational Standard and its requirements but in accordance with educational needs of persons with disabilities taking into account peculiarities of their psycho-physical development and individual possibilities.

The adapted program may be worked out both for an academic group of students with SEN and individually for a concrete student.

The adapted program may be worked out for students with particular kinds of disabilities (hearing impairments (partial or total inability to hear), visual impairments (complete or partial vision loss), musculoskeletal disorders, etc.).

Realization of the adapted educational program may be carried out using various forms of instruction including distance education technologies and e-learning.

Adaptation of educational programs is effected in accordance with the recommendations given to students in the report of the psycho-medico-pedagogical commission, or individual rehabilitation program, or habilitation of a person (or child) with disability.

It is recommended to invite tutors, psychologists (teachers-psychologists and special psychologists), social pedagogues (social workers), specialists in special technical and software teaching means, and, if necessary, a sign language interpreter or a tiflopedagogue to work out adapted programs.

The process of working out adapted programs is personified according to the following criteria:

– with indication of the structure and number of adaptive modules (disciplines) included in the adapted program for the given person with SEN. The nomenclature, number and content of adaptive modules (disciplines) is defined by the educational

institution in accordance with the peculiarities of the contingent of students with disabilities and their educational needs. The educational organization provides expert help in the adequate choice of adaptive modules (disciplines) by the students with disabilities taking into account the assessment of peculiarities of their psycho-physical development and individual educational needs;

– by the term of study – with prolongation of the term of study following an individual curriculum or without prolongation according to the common curriculum; by the structure and character of special learning conditions for the given student personally – with the indication of either the uniform complex of conditions necessary for any student with SEN in accordance with the common for all students Federal State Educational Standard or a complemented or extended complex of conditions required individually for the given student (the uniform complex complemented with individually required specific conditions);

– by the definition of the form of instruction and the degree of application of distance educational technologies and e-learning (additional or basic programs).

A person with SEN may be enrolled for a course of study according to an adapted program on submitting a personal application supplemented with medico-social expertise or a report of the psycho-medico-pedagogical commission.

Adaptive modules (disciplines) may be introduced in both in group curricula and in individual curricula

depending on concrete circumstances (number of persons with SEN and their distribution according to kinds and level of disabilities – visual, hearing and musculoskeletal impairments and somatic diseases). And each module (discipline), in its turn, may be subject to variation for students with SEN grouped in accordance with the kind of disability. Adaptive modules (disciplines) are not obligatory; their choice is subject to individual educational needs of the students with disabilities; the chosen adaptive modules (disciplines) are included in individual students' curricula. The student is entitled to choose as many, or as few of the offered adaptive modules (disciplines) as he wishes – either all of them or none at all. In order to provide conditions for better acquisition of adaptive modules (disciplines) the educational institution may practice mixed grouping of students with SEN who choose a certain adaptive module (discipline); the corresponding timetable is provided for each group within the general timetable. Working programs of adaptive modules (disciplines) are developed along the lines used for development of the working programs for all other modules (disciplines).

Thus, the principles described above characterize the main criteria of the adapted educational program and its structure and recommendations about the content constituents of the program so that its acquisition might ensure proper acquisition of general-cultural (general) and professional competences in the corresponding field of education (profession, specialty) by graduates with SEN. This may

facilitate their successful study, mastery of the pre-planned competences alongside with other students and further employment and integration in the society as equal members and create prerequisites for successful personal and living perspectives.

Inclusion of adapted programs in the educational process demands significant growth of potential of educational institutions of professional training, consolidation of their efforts, heavy investments in the development of the scientific, normative, methodological, organizational, staffing, IT and equipment foundations.

The professional education community takes these changes not only as a consequence of the necessity of correspondence to international and Russian standards, but also as factors urgent for the integration of society and elimination of inequality, education of the growing generation in the spirit of tolerance, respect for all society members, and stability of its existence; it finds relevant solutions of the problems of inclusion and implements its basic conditions in its activity. According to the 2015 monitoring of the Ministry of Science and Education of the Russian Federation, 26.7% of all students with SEN follow adapted educational programs of secondary professional education. Adapted educational programs are realized by 16% of all educational institutions providing training for students with SEN. Higher education institutions demonstrate a somewhat higher indicator – 29.5% of students of this category study in accordance with adapted educational programs. Adapted educational programs of

higher education are realized by 34.5 % of all higher education institutions enrolling students with SEN.

The largest number of students with SEN study in accordance with the following adapted educational programs of higher education (bachelor and specialist programs): economics, law, management, pedagogical education, informatics and computer study, medicine, special education, social work, state and municipal government, psychopedagogical education, and physical training for persons with disabilities (adaptive physical training).

In the field of secondary professional education, the following professions and specialties may be mentioned as the most popular among students with SEN: medical massage (for students with visual impairments), economics and accounting (in various fields), programming in computer systems, information processing specialist, cook, confectioner, commerce (in various fields), tailor, and applied informatics (in various fields).

Realization of an adapted educational program should necessarily presuppose the creation of special conditions in an educational institution that would include both general conditions for all students with disabilities and special conditions for concrete categories of persons with various disabilities and ensure the realization of their special educational needs.

Let us consider now what forms of adaptation are used by educational institutions for teaching students with SEN:

– allocation of students for practice in accordance with the principle of proximity is carried out by

82.5 % of higher education institutions providing education for students with SEN and 65.9 % of educational institutions offering programs of secondary professional training;

– while conducting current control and semester and state final certification, 72.6 % of higher education institutions providing education for students with SEN and 59.4 % of educational institutions offering programs of secondary professional training take into consideration the peculiarities of the disabilities of their students;

– the majority of educational institutions – 69.2 % of higher education institutions and 56.6 % of educational institutions offering programs of secondary professional training – use teaching methods suitable for education of students with SEN;

– individual curricula and timetables are designed in more than half of the higher education institutions (56.7 %) and in only 23.4 % of educational institutions offering programs of secondary professional training;

– 42.9 % of higher education institutions and only 18.9 % of educational institutions offering programs of secondary professional training provide printed electronic education resources adapted for students with SEN.

It was shown above that inclusion of adaptive modules (disciplines) into adapted educational programs is a most important constituent of the process of adaptation. In the 2014/15 school year, only 5.6 % of educational institutions offering programs of secondary professional training for students with SEN included adaptive

modules (disciplines) into educational programs. For higher education institutions this indicator was higher: adaptive modules (disciplines) were realized in 24.8 % of higher education institutions providing education for students with SEN.

The following adaptive disciplines are usually included in the educational programs of secondary professional training: foundations of healthy life style, social adaptation, effective activity at the labor market, adaptive physical culture, sign language, social adaptation at the labor market, etc.

A number of educational institutions realize the adaptive disciplines recommended by the Ministry of Education and Science of the Russian Federation: adaptive information and communication technologies, communication workshop, foundations of intellectual work, career education and personal psychology, social adaptation and fundamentals of socio-juridical knowledge [4].

Higher education institutions include such adaptive modules (disciplines) as intellectual work technologies, foundations of social adaptation and law, means of communication in educational and professional activity, remedial physical training, foundations of healthy life style of persons with disabilities, training adaptation to the higher school educational environment, Russian sign language, hearing and speech rehabilitation, workshop in social adaptation of students with SEN, inclusive education technologies, foundations of interpersonal interaction and positive communication at a higher education

institution, technologies of special possibilities and environment without barriers, social integration technologies in the conditions of labor and education activity, psychological self-regulation, etc.

It is worthy of note that in 2015 there were no students with SEN in the system of secondary professional education who studied without certain forms of adaptation of educational programs (in the previous year, students with SEN studied at about 20 % of educational institutions without any forms of adaptation of educational programs which totaled to 10 % of the students of the given category). In 2015, 5.4 % of persons with SEN studied at higher education institutions without any forms of adaptation of educational programs.

The results of the undertaken monitoring show that designing adapted educational programs at higher education institutions and colleges is well under way. Nevertheless, the process of complex adaptation of the education process of students with SEN is complicated by the inadequate development of the available architectural environment, inefficient introduction of special information and technical means and distance education technologies, and inadequate number of pedagogical staff qualified to work in the conditions of inclusive education.

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