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**EXPERIENCE OF DESIGN OF A SPECIALIZED ADAPTIVE DISCIPLINE
FOR PERSONS WITH DISABILITIES IN THE EDUCATIONAL FIELD
«PERSONNEL MANAGEMENT»**

Abstract. The article presents model content of a specialized adaptive discipline “Adaptation of Persons with Disabilities to Productive Labor” and substantiates the importance of the discipline for successful practice of students with disabilities and their safe inclusion in professional activity after graduating from the university.

The process of learning the discipline is aimed at the acquisition of knowledge of the fundamentals of socialization, professional orientation and professionalization of the personnel, the principles of formation of the system of its labor adaptation, design and implementation of programs of labor adaptation and the ability to use them in practice. The article defines the aim and tasks of the discipline, discusses the notion, stages and peculiarities of labor adaptation of persons with disabilities and guarantees of their employment; it also presupposes training students in the skills of interaction with the work collective at the time of initial adaptation. The article presents the content of the discipline in the form of parts, topics and practical tasks — cases.

The authors believe that the acquisition of the specialized adaptive discipline “Adaptation of Persons with Disabilities to Productive Labor” would help students with disabilities to prepare for their on-the-job training and to avoid potential risks in their integration in the sphere of production.

Keywords: persons with disabilities, specialized adaptive discipline, formation of professional competences.

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Modern public policy in the sphere of support for children with disabilities of various levels is aimed at creation of conditions for education acquisition, including vocational education on the basis of individual psycho-physiological needs of each pupil.

The Ministry of Education and Science of the Russian Federation man-

ual of organization of education process for persons with disabilities at higher education institutions highlights the necessity to guarantee the students of this category an opportunity to master optional specialized adaptive disciplines. Introduction of specialized adaptive disciplines is designed for additional individual academic and communica-

tion skills rehabilitation programs and professional and social adaptation at the level of higher education [2].

The nomenclature of optional disciplines is defined by the education institution itself proceeding from the needs of the persons with disabilities. They may be disciplines of the socio-humanitarian area, career education profile, and also those aimed at communication rehabilitation.

The Volgograd Branch of the Russian Presidential Academy of National Economy and Public Administration included an optional specialized adaptive discipline "Adaptation of Persons with Disabilities to Productive Labor" in the block of optional subjects of the higher educational program in the field "Personnel Management".

Design and introduction of the discipline "Adaptation of Persons with Disabilities to Productive Labor" in the curriculum of the educational program was determined by comparatively low employment rates of persons with disabilities after graduation and the adaptation problems in new life conditions.

According to statistics, only about 50% of the total number of graduates with disabilities find jobs [3]. The period of adaptation at the new place of work is not a simple period for any employee, and for a person with disability it may be connected with a whole range of problems of both inner personal and external character brought about by the peculiarities of certain nosologies.

The main problems of labor adaptation of persons with disabilities in-

clude absence of access to the workplace and lack of the corresponding equipment; tenacious employers' stereotypes towards persons with disabilities and poor formation of a truly tolerant attitude of the surrounding people to persons with disabilities; and low self-esteem and low level of social competence of persons with disabilities.

The abovementioned problems demand management of labor adaptation of persons with disabilities through creation of conditions for improvement of the level of their social competence and provision of psycho-emotional support for the person who needs it.

Successful adaptation to the new conditions would allow the person with disability to get accustomed to the new workplace, be fully functional professionally and integrate into society.

In this connection, it is necessary to form special knowledge about the adaptation peculiarities in order to cut the time of adaptation in the work collective (including the on-the-job training period) of students belonging to the group of persons with disabilities.

Given the orientation of the educational program "Personnel Management" and training future heads of departments (services) of personnel and labor relations management, specialists of personnel services of employment centers, the students have to know the peculiarities of integration of persons with disabilities in the work collective for effective professional activity.

The discipline "Adaptation of Persons with Disabilities to Productive Labor" stands in logical and con-

tent-methodological relationship with other parts of the educational program. The discipline is preceded by the study of “Fundamentals of Personnel Managements”, “Labor Law”, and “Management of Personnel Adaptation”. The aim of the suggested discipline is formation of preparedness of persons with disabilities to interact in the work collective and preparation for on-the-job training. The main training tasks are: to consider the notion, stages and peculiarities of labor adaptation; to explain the guarantees of employment for persons with disa-

bilities; and to teach the skills of interaction with the work collective during primary adaptation.

The process of the discipline study is oriented towards such professional competences as knowledge of the foundations of socialization, professional orientation and professionalization of the personnel, the principles of formation of the system of labor adaptation of the personnel, design and implementation of labor adaptation programs and practical skills of their application (PC-4) [7].

Table 1

Expected education outcomes of persons with disabilities of different levels

<i>Competence Index</i>	<i>Competence Content</i>	<i>Expected education outcomes in the discipline</i>
PC-4	Knowledge of the foundations of socialization, professional orientation and professionalization of the personnel, the principles of formation of the system of labor adaptation of the personnel, design and implementation of labor adaptation programs and practical skills of their application	Know: Z1 – the notion, stages and peculiarities of labor adaptation; Z2 – guarantees of employment for persons with disabilities
		Be able: U1 – carry out business communication, treat others with tolerance
		Have skills: V1 – methods of efficient interpersonal interaction

Four parts and the corresponding topics are proposed for inclusion in the discipline content.

Topic 1. Guarantees of employment for persons with disabilities.

Modern public policy in the sphere of employment of persons with disabilities of different degrees. Guarantees of employment for persons with disabilities under the legislation. The Labor Code of the Russian Federation (Article 224). Working Capacity of a person with disability. Indi-

vidual Rehabilitation Programs for persons with disabilities. Peculiarities of employment of persons with disabilities in Russia and EU countries and the USA.

Topic 2. Personnel Adaptation in the Work Collective.

Notion of adaptation. Adaptation problems. Structural elements and stages of adaptation. Types of adaptation (organizational, professional, psychophysiological, socio-psychological, and socio-economic). Process of adaptation

management. Primary and secondary adaptation.

Topic 3. Peculiarities of Adaptation of Persons with Disabilities in the Work Collective.

List of documents required for employment. Workplace, working timetable, professional instruction. Organization infrastructure. Organization structure, structural divisions. Work ties. Prevention of accidents at an enterprise and in an organization. Personnel department (agency, etc.), its role in the ensuring personnel adaptation.

Topic 4. Social Competence.

Work collective, socio-psychological climate in the work collective. Guiding communication. Peculiarities of communication with workers of different categories. Peculiarities of business communication with the organization administration.

The work program of the discipline may include a list of practical tasks and case-tasks for organization of the students' independent work with the following content.

Topic. Personnel Adaptation in the Work Collective.

Practical Task. Study the kinds of adaptation, determine the kind of adaptation by its description, and complement the notions by pointing at adaptation difficulties of each of them:

1) adjusting to the new workplace, current rules and regulations, labor organization and methods of activity;

2) active acquisition of profession, its speciality, necessary knowledge, skills, habits, techniques

and technologies of activity;

3) adaptation to labor conditions, timetable of work and rest;

4) adaptation to collective and its norms, peculiarities of relationships, one's new role and status, to administration and colleagues;

5) adaptation to the level of income and ways of getting payment.

Types of adaptation (organizational, professional, psycho-physiological, socio-psychological, and socio-economic).

Topic. Peculiarities of Adaptation of Persons with Disabilities in the Work Collective.

Practical Task. Make up a list of instructions the prospective worker is to know before employment.

Case-task 1. Instruction description: On employment, the personnel department officer handed you a number of forms to be filled. After some time, the officer went out to be present at an operative meeting at the administrator's office leaving you in the room alone. In the course of filling in forms, several documents seemed to you strange and not clear enough. Some time passed but the officer had not come yet.

1. What do you think could be done in the situation? Comment on your answers.

2. What do you think is the role of the first contacts in relation to favorable adaptation process development?

Case-task 2. Situation description: You have begun your professional career at an institution with a complex infrastructure. It has offices, departments, sectors. In addition there

are several Councils, committees, colleges, etc. in it.

1. What efficient means of a fast study of the infrastructure could you offer? Comment on their efficiency.

2. When do you think is it necessary to study the institution infrastructure? Is it possible to limit yourself to the study of you office (department, sector, etc.) only at the stage of adaptation?

3. Is it important to establish working ties with the staff of other structural divisions? Explain your answer.

Topic. Social competence.

Practical Task. Study and single out specific features of building communication with workers of various categories:

– communication with workers of the same rank;

– communication with administration.

Case-task 1. Situation description: In the collective you are to work in all members are united into several non-formal groups. They do many things in their groups: drink tea, mix in the intervals and meat off work. Neither of the groups shows initiative in recruiting you.

1. Is it necessary to try to join any of them? Give your reasons.

2. Can we assess the socio-psychological climate in the collective as favorable?

3. Offer you variant of the situation solution in the result of which you will find yourself in an optimally comfortable and professionally correct position in the given collective.

Case-task 2. Situation descrip-

tion: You have been working at an institution for two months. You are satisfied with your work, the level of your professional skills improves, your relationships with the members of the collective are becoming more favorable. But, to your mind, your boss does not notice your progress.

1. How can you make your boss see your professional progress, and is it necessary to do so after all? Give reasons for your point of view.

2. Make recommendations on building communication with administration which, to your mind, would be efficient for your further professional career.

The acquisition of the specialized adaptive discipline “Adaptation of Persons with Disabilities to Productive Labor” would help students with disabilities to prepare for their on-the-job training and to avoid potential risks in their integration in the sphere of production.

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