

# STUDY AND EDUCATION OF PERSONS WITH SPECIAL EDUCATIONAL NEEDS

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## ADAPTED BASIC GENERAL EDUCATION PROGRAMS UNDER MODERN EDUCATIONAL CONDITIONS

**Abstract.** The modern Russian school is challenged by a number of new problems to be solved in the conditions of the educational system improvement. In case of enrolling children with disabilities, one of the most important tasks of the education institution is to create conditions for providing proper education in the framework of realization of the FSES PGE (primary general education) for children with disabilities and the FSES for children with intellectual disability.

The most evident way of practical implementation of FSES for both education institutions of special type and institutions of integrated and inclusive education consists in design of adapted basic general education programs (ABGEP) as local normative documents determining the content and organization of education of children with disabilities.

In order to help education institutions realizing the inclusive and differentiated approaches to education of children with disabilities to solve the problem of designing their own adapted basic general education programs on the basis of model ABGEPs, the faculty of Special Education of Herzen SPU of Russia held a round table discussion “Design and implementation of adapted basic general education programs for persons with disabilities: responsibility of the education institution” in the framework of the business program of Saint Petersburg Educational Forum – 2016.

Questions connected with scientific-methodological support, issue of textbooks, electronic teaching aids and other educational materials, solution of problems of formation of personnel potential of the majority of education institutions and other questions were raised in the course of active discussions of the challenges and perspectives of implementation of the FSES in practical activity of education institutions. Detailed discussion and solution of these problems is a precondition of providing high quality educational services and creation of efficient ABGEPs for children with disabilities.

**Keywords:** Federal State Educational Standard; children with disabilities; children with intellectual disability; children with intellectual disorders; adapted basic general education program; inclusive education; primary school; junior schoolchildren.

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Under the modern conditions of development of the educational system of the Russian Federation, the school is challenged by a number of new problems to be solved. In case of enrolling children with disabilities, one of the most important tasks of the education institution is to design an adapted basic general education program (ABGEP). Of course, experience of work of the education institutions with certain categories of children with disabilities makes it easier for their personnel to carry out such work than for the schools which have never come across the problem of organization of training children with disabilities or are enrolling children of new typological groups of disabled children. In order to help education institutions to solve the problem of designing their own adapted basic general education programs on the basis of model ABGEPs [7—15] in good time and in a proper way, the faculty of Special Education of Herzen SPU of Russia held a round table discussion “Design and Implementation of Adapted Basic General Education Programs for Persons with Disabilities: Responsibility of the Education Institution” in the framework of the business program of Saint Petersburg Educational Forum – 2016.

More than 260 pedagogues took part in the work of the round table discussion. They represented various regions of the Russian Federation: Moscow and Moscow Region, Saratov and Saratov Region, Samara, Tolyatti, Iva-

novo and Ivanovo Region, Saint Petersburg, Leningrad Region, and some other regions. In addition to full-time in-person participation, remote discussion of the suggested materials by interested educationalists was conducted on-line. Such lively activity and interest in the raised questions could not be attributed to the implementation of the said documents only. It is also important that educational standards for children with disabilities and intellectual disorders [4; 5] are being worked out and implemented for the first time. That is why all participants of this innovative process find themselves in the role of pioneers.

The Federal State Educational Standard (FSES) of primary general education (PGE ) for children with disabilities and the FSES for children with intellectual disability guarantee adequate realization of the idea of the universal educational space of the Russian Federation and accessibility of education for all children of the schooling age irrespective of the place of residence, socio-cultural status and typical features of psycho-physical development. These documents provide an opportunity of integrated (inclusive) education for all categories of children with disabilities. They also make the systems of general and special education open for the children transition either way.

The implementation of the FSES PGE for children with disabilities and the FSES for children with intellectual disability is expected to ensure:

– preservation and modernization of the system of special education, systemic development of inclusive education and development of the forms of family education of schoolchildren with disabilities;

– increase of the innovative potential of the basic education of children with disabilities, also as a result of implementation of the activity-based, competence, learner-oriented, culturally-sensitive approach in education and specific structuring of the educational content;

– modernization of the institutions of the educational system of the Russian Federation and enhancing their role and opportunities in providing social development for persons with disabilities, increasing competitiveness of the school leavers and formation of a comfortable socio-cultural environment, also through changes in the approaches to out-of-class activity, network interaction, widening the zone of social contacts in education and inclusion of parents in the pupils' education;

– advancement of professional competence of modern pedagogues and creation of centers of methodological support, “combined schools”, etc.;

– formation of the conceptual foundation for design of new generation textbooks and learning materials, also on the basis of ICT for education of children with disabilities.

These results could be achieved through correct organization of implementation of FSES in practical activity of the Russian education institutions and first of all through correct preparation of the education institution for this

kind of work and design of a logical and efficient ABGEP. For this end, model ABGEPs were worked out by the specialists of the Herzen SPU of Russia with the participation of colleagues from other regions and reflecting the versatility and specificity of the state and the educational needs of schoolchildren with disabilities.

According to the FSES PGE for children with disabilities and the FSES for children with intellectual disability, disabled children who had begun an adapted program of learning on the basis of the given FSES in accordance with the recommendation of the psycho-medico-pedagogical committee may continue learning along various (from 4 to 5) variants of the ABGEPs. Thus, 28 variants of ABGEPs have been designed and offered for realization: for blind and deaf pupils and pupils with autism spectrum disorders and musculoskeletal system impairments – 4 variants of ABGEPs for each disability, for children with visual and hearing impairment – 3 variants of ABGEPs for each disability, and for pupils with disorders of psychological development, severe speech disorders and intellectual disability – 2 variants of ABGEPs for each impairment.

The most evident way of practical implementation of FSES for both education institutions of a special type and for the ones with integrated or inclusive education consists in design of an ABGEP – local document determining the content and organization of education activity of pupils with disabilities.

The given problem finds individual solutions in different education

institutions. But it is believed [6] that there are some universal features of this work for both education institutions of the system of special education and for education institutions which have decided to enroll children with disabilities under conditions of inclusive education for the first time.

The general (mass) education institutions which have decided to enroll children with disabilities under conditions of inclusive education for the first time will have to work on provision of new special educational conditions, while personnel and equipment of special schools are usually of a high enough level of development. But bringing the traditions of the education institution closer to the new requirements of the FSES, beginning from the goal setting component and ending with completion of everyday organization tasks of the new FSES challenges, will be a priority direction of busy activity of the institution.

In both cases, such structural units of the program as psychopedagogical characteristics of the pupils and description of their special educational needs will determine all other components of the ABGEP including conditions and pre-planned results. It is these components that are to be regarded as system-forming ones for all ABGEP realization documentation. They should be paid special attention to, taking into account the specificity of concrete pupils contingents both from the point of view of their social status and psychophysical characteristics. In schools with differentiated learning of children with disabilities the content of

the given units is formed by comparing the reports of different specialists: pedagogues-defectologists, psychologists, logopedists, physiotherapy instructors, medical workers, i.e. support service workers, and teachers and tutors. The situation with the system of inclusive education is much more complicated. Inclusive education schools may get help only through the system of network interaction with the members of the psycho-medico-pedagogical committee, special school or other education institution of a similar profile and qualification.

The experience of organizations which have been included in this kind of work may be useful for revealing problems arising from the implementation of the FSES and design of ABGEPs and discovering the ways of their solution. Comparison of different expert positions allowed the authors of this article to reveal a number of steppingstones that could be used for analyzing expected problems and perspectives for their solution.

One of the main problems of implementation of FSES PGE and design of ABGEPs consists in discrepancies between normative-juridical bases of various agencies and levels which hamper innovative processes to a great extent. In this connection it is necessary to note that under Item 5 of Article 111 of the Federal Law "On Education in the Russian Federation" from the day of its coming into force, the normative acts of the President of the Russian Federation, Government of Russia, Federal organs of executive power, organs of state power of the subjects of the Russian Federation, and the organs of local gov-

ernment regulating relations in the sphere of education are used provided they do not contradict the Federal Law "On Education in the Russian Federation" or the issuing normative-judicial acts of the Russian Federation. This means that we may hope that the work in the field of coordination of approaches of various agencies to the realization of the FSES and bringing all documentation to a modern working order should be completed soon.

The second problem deals with the personnel potential of FSES implementation. The increase of the number of fully-fledged modern pedagogues in the sphere of education may be achieved through retraining and professional advancement of the workers and the system of network interaction between specialists. One of the solutions of the given problem lies in the sphere of extending full-time retraining and professional advancement at courses, on-the-job training and other forms. The tendency to solve this problem through the system of on-line resources may be also considered as a perspective mechanism especially in the framework of inter-regional interaction. Both higher education institutions and institutes of education development, and information-methodological centers as carriers of the more complete and new information about the resources, availability and other moments connected with the real school functioning may become actively involved in the work. The specialists of the Faculty of Special Pedagogy of the Herzen SPU of Russia are actively engaged in this work through vari-

ous mechanisms:

- personnel retraining programs are being worked out;
- various professional advancement programs connected with the implementation of the FSES are being realized;
- a joint project of cooperation with the information-methodological center for design of the curriculum and instructional kit for rehabilitation courses and the system of work in the sphere of professional advancement and support for teachers carrying out inclusive education is being undertaken.

The third significant aspect is connected with provision of the education process with textbooks, computer-based educational resources and other didactic materials meeting the requirements of the FSES PGE for pupils with disabilities and the FSES for children with intellectual disability.

At present, the development of learning-methodological equipment of the FSES implementation is in the focus of attention of practical specialists who need them for efficient design of work programs and educational routs of pupils with disabilities; of the authorities of the system of education solving problems of searching for new approaches to the assessment of efficiency of training and rehabilitation work; of the parents realizing the need to use modern teaching aids and techniques for children with disabilities reflecting the general tendencies of development of the modern system of education and making it possible to balance the approaches to teaching schoolchildren of all categories. The solutions of these challenges and

problems are in the focus of attention of the specialists of the Herzen SPU of Russia: they have prepared a manual for special adaptation of the content of education in the framework of realization of the FSES for blind and visually impaired children [2; 3; 6, etc.], they are working out textbooks for children with intellectual disability and hearing impairment (A. P. Antropov, N. E. Grash, S. Yu. Il'ina, O. A. Krasil'nikova, L. A. Kuznetsova, S. V. Kudrina), they are testing electronic educational resources for work in the system of differentiated and inclusive education of children with disabilities in the basic subjects (reading, writing, arithmetic and the surrounding nature study).

In addition to discussing questions of academic-methodological nature, the participants of the round table came close to the solution of one more challenge actively raised by colleagues in all regions of the Russian Federation. It was the question of preparation of the parents for taking a conscious decision about the place of their child's learning, the educational route, and inclusion of the parents in active support for the children with disabilities' education.

As long as the participation of the family in education is estimated by the modern legislation as being rather high, work with the family becomes one of the leading problem fields of the education institution activity. On the one hand, school must take into account the family's needs and its social order in relation to the quality of education and specificity of organization of out-of-class activity;

on the other hand, it is necessary to explain to the family the peculiarities of their children and engage the family in activity productive for every child. In order to solve this problem it is urgent to work out a complex of regulating documentation between the school and the parents starting from acquainting the parents with the ABGEP, concluding an agreement between the school and the parents, and ending with exchange of notebooks, keeping observation diaries and providing other means of letting the parents know about the achievements and failures of their children. Quite naturally, the traditional forms of work – such as parents meetings, schools of parental mastery, specialist counseling, open lessons with the parents present, family visiting, etc. are still popular. But it is also necessary to design new variants meeting the opportunities and needs of the parents' community such as social networks groups, authored sites of specialists, etc.

All aspects we have mentioned above are problems and tasks at the same time. The activity of the most enthusiastic part of the pedagogical community is aimed at their solution. In the partnership of practical workers, specialists in methods and scholars the examples borrowed from practice will become diagnostic benchmarks; and the suggestions of the methods specialists will delimitate the sphere of the necessary actions for the implementation of the ideas which have been represented in the recent scientific works and, first of all, in the FSES PDE for pupils with disabilities

and the FSES for children with intellectual disability.

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