

Targets and Mechanisms for the Development of Vocational Education of Disabled People in Russia

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Abstract

Annotation

The article is devoted to the goals and mechanisms of the development of professional education of persons with disabilities in the unity of professional orientation, vocational training and employment of this category of citizens.

Keywords: *Professional Education; Disabled Person; Professional Orientation; Choice Of Profession; Employment; Special Educational Conditions*

Introduction

Vocational education is the most important sphere of socialization of students with disabilities and a condition for their integration into society. This is an urgent issue, first of all, because in 2020, employment in Russia decreased by more than 1 million people against the background of the coronavirus pandemic and the decline in economic activity. Therefore, the employment of able-bodied disabled people is just the reserve that will make up for the lack of labor resources.

Meanwhile, despite the efforts being made to integrate disabled people into society, they still remain a special group, very poorly included in social processes and very severely restricted in rights, not only because of their psychophysical characteristics, but also because of the presence of a number of barriers to the realization of basic human needs. Thus, according to the Federal State Statistics Service, as of January 1, 2020, the employment rate among disabled people of working age who are registered in the Pension Fund system of the Russian Federation is about 14% (see table 1), which is 2.5 - 3 times lower than the same indicator of Russians without health restrictions [1].

Total working disabled people	2012	2013	2014	2015	2016	2017	2018	2019	2020
	2276	2344	2407	2473	2543	2012	1644	1655	1571
of these:	93	87	82	82	82	69	49	53	40
I groups									
some of them have been disabled since childhood	3	3	3	3	3	6	7	7	7
II groups	898	906	913	923	939	704	557	556	525
some of them have been disabled since childhood	23	23	23	23	24	49	58	60	63
III groups	1280	1348	1409	1466	1520	1235	1038	1046	1005
some of them have been disabled since childhood	46	52	58	69	83	110	139	146	153
The share of working disabled people in the total number of disabled people registered in the Pension Fund system of the Russian Federation	17,7	18,4	19,1	19,8	20,5	16,9	14,3	14,7	14,0

Table 1: Information on working disabled people registered in the Pension Fund system of the Russian Federation (thousand people) (as of January 1).

At the same time, it should be taken into account that even with more favorable variants of impaired development, assuming the possibility of obtaining vocational education not only in the system of secondary vocational education, but also in higher school, the indicators of employment and labor activity of disabled people who have received education are significantly lower than expected. At the same time, the reasons are not always hidden in external factors (the lack of quota jobs, stereotypical biases in the inability of disabled people to perform high-quality work, the objective lack of demand for a particular profession in the district, city, region, etc.). Even the absence of all these obstacles does not guarantee the stable inclusion of a disabled person in professional activity [2].

The study of the causes of this phenomenon, which is widespread not only in domestic but also in foreign practice, revealed a number of factors associated with the presence of dependent attitudes among disabled people and, in part, among their family members, low activity of disabled people in search of work, lack of realistic ideas about the chosen professional activity, inability to productive interaction in a team and to independently solve relatively simple problem situations, etc.

The objectives, tasks, organizational and legal aspects of vocational education are reflected in the modern legislative framework and are formally able to support and regulate the processes of acquiring accessible professions for persons with disabilities, protect their right to work and regulate the necessary conditions for this. Various directions and forms of work on vocational guidance of students with disabilities have been developed, approximate adapted programs for secondary vocational education organizations have been developed, lists of professions potentially available to persons with disabilities of specific categories have been identified, models of dual education are being introduced, involving theoretical training in an educational institution and practical training in the workplace, etc. However, all these undoubtedly necessary developments do not significantly change the situation with professional self-realization and employment of disabled people.

What is the reason? What problems can't be solved here yet?

First of all, the problem is seen in the extremely low level of personal readiness of students with disabilities for professional self-realization, which should be formed as a systematic result of upbringing and correctional and developmental training at all levels of education. The majority of high school students with disabilities are characterized by insufficient overall certainty of professional choice, and its motivation is not sufficiently effective.

Meanwhile, professional orientation for disabled adolescents is incomparably more important than for their peers without health restrictions, because, as our research shows, they are less and very superficially informed about the range of available professions. In most cases, disabled school graduates are guided by a spontaneous search for a profession, by the choice of an inadequate type of professional activity under the influence of a random factor [3, pp. 324-325]. But the most important thing is that the "price" of a mistake when choosing a profession for disabled people is higher, because it will be much more difficult for them to change the type of their professional activity. And it is disabled adolescents who, mainly due to a disease that objectively limits their ability to work, are put in the conditions of professional choice.

The second problem is related to the lack or low efficiency of career guidance work. Vocational guidance of students with disabilities is virtually absent in the conditions of inclusive school education, since this work, if carried out by teachers, is focused on the bulk of students, that is, on adolescents and high school students with normative development. There is no reason to count on individual diagnostic, educational and advisory assistance to a child with a disability in these conditions. Therefore, in this case, the work of career guidance falls mainly on the family raising a disabled child, which can transmit to him unrealistic ideas about the prospects of his professional self-realization.

Therefore, improving the effectiveness of career guidance work, as the main activity that contributes to the professional self-realization of students with disabilities, is one of the priority tasks for the development of the system of vocational education of young people with disabilities.

With the proper organization of the main stages of vocational education of students with disabilities, an adequate definition of its place, purpose and content of the work carried out, it is possible to predict and evaluate its results at the level of the main targets.

Modern target settings in the field of vocational education of disabled people are associated with ensuring the continuity of various stages of their professional and educational career, which involves building the following vertical: pre-school and general education institutions and career guidance work in them-successful training in organizations of secondary vocational and higher education – access to the open labor market through employment support-postgraduate support for a disabled person at the workplace.

The target guideline in assessing the readiness for professional activity of students with disabilities of senior school age is the readiness for a conscious or recommended choice between employment in an affordable profession, continuing education in organizations of secondary vocational education or in higher school.

The general goals of vocational guidance for disabled adolescents are:

- Providing assistance in a specific choice related to the definition of either the sphere of professional activity/a specific profession, or the option of further training corresponding to the individual professional abilities, physical and mental capabilities of the disabled student;
- Promoting the formation of a subject of professional self-determination, which involves the formation and development of competencies necessary for a student with a disability for independent orientation and professional choice.

The basis of a conscious choice of the sphere of professional activity or a specific specialty should be the personal preferences of a high school student, formed as a result of career guidance work (with the participation of his parents) and his own adequate ideas about the opportunities and limitations in the field of professional self-realization.

Today, the general education system is changing intensively, adapting more and more to the education of disabled children. These changes, creating new learning and socialization opportunities for disabled children, will lead to an increase in the level of their needs for higher education in the future. Therefore, universities should be prepared in advance for an increase in the number of students with disabilities.

Currently, 28.15 thousand disabled people are studying in the Russian Federation under the programs of higher education (bachelor's degree, specialty, master's degree). This is about 0.7% of the total number of students, however, systematic work is currently underway to improve legal, financial, informational and organizational mechanisms aimed at improving the accessibility and quality of education for people with disabilities and people with disabilities.

The growth rate of those accepted for training in educational programs of higher education in the period from 2017 to 2019 is 12.7%, which is higher than the growth rate of the number of disabled people and persons with disabilities who have received a certificate of secondary full general education - 3%, which indicates that disabled people and persons with disabilities are more actively enrolled in educational organizations of higher education than before.

The most common target guideline in assessing the readiness of school graduates with disabilities for vocational education in higher education is a formed attitude to long-term and responsible inclusion in the labor-intensive educational process, objectively supported by the proper quality of the formation of prerequisites for mastering this level of vocational education.

Along with the general goals, we can also name the specific goals of the higher education system that contribute to the career guidance of persons with disabilities:

- socially adaptive:
 - creation of special conditions at the university to meet special educational needs, which will contribute to the formation and implementation of career guidance needs;
 - orientation of disabled graduates of general education organizations to the areas of professional activity/specific professions necessary in the economy of the region;
 - the formation of social competencies that contribute to a conscious choice of profession (based on available information and certain social experience) and the formation of a willingness to take responsibility for it;
 - formation of the adaptive potential of the individual, which allows him to actively adapt in a changing social space and successfully realize himself in his chosen profession;
- educational – providing value and semantic guidelines for higher education and professional activity;
- developing – promoting the full development of students who clearly understand the value of higher education for their personal and professional growth, the opportunities and resources available for this [4, p. 199].

Providing opportunities for people with disabilities to receive higher education is an important achievement of the social policy of our state. However, for the successful development of this level of professional education and optimization of the process of employment of persons with disabilities, it is advisable to carry out a number of targeted measures aimed at:

Mandatory consideration of the special educational and social needs of students with disabilities as a necessary condition for reducing or compensating difficulties in the process of obtaining higher education;

Creation of mechanisms to ensure continuity at different levels of education of persons with disabilities in the formation of their readiness to choose and master a profession;

Development of criteria for evaluating the effectiveness of career guidance work with disabled adolescents, and the factors that determine it;

Determination of differentiated conditions and prospects of vocational education for specific categories of students with disabilities, taking into account their special educational needs at each level of education;

Development of the institute of social curators (tutors) who assist in the social integration of young people with disabilities in the first years of study;

Improving the efficiency of the functioning of the created resource educational and methodological centers that support the educational process of students with disabilities and advising the teaching staff;

Information support for providing conditions for teaching disabled people in all educational institutions of higher education in the region, including by placing Internet links on the official websites of the executive authorities of the subjects of the Russian Federation that carry out state administration in the field of education [5], providing direct access to the websites of educational organizations of higher education, resource training and methodological centers in the system of higher education (if available), implementing adapted educational programs of higher education in various groups of nosologies, and being participants of the regional model of network interaction of the subject of the Russian Federation;

Building communications with potential employers to identify popular professions and specialties, as well as to determine the willingness of employers to hire young people with disabilities, including with employers for whom the laws of the constituent entities of the Russian Federation establish a quota for hiring disabled people;

Involvement of representatives of professional communities with experience in employment of young disabled people to participate in educational events of the subject of the Russian Federation, including exhibitions, fairs, regional parent meetings, professional navigation events, etc.;

Providing specialized newsletters of employers, including lists of recommendations on the conditions of successful labor and social adaptation of young people with disabilities, with the inclusion of thematic Internet resources and hotline contacts to accompany their appeals, requests with qualified consulting support (including taking into account methodological recommendations on the list of recommended types of labor and professional activities of disabled people, taking into account impaired functions and limitations of their life [6]).

The practical experience of the Moscow State State University shows that the most difficult problems in implementing an inclusive approach to teaching disabled people are problems of a socio-psychological nature, the unwillingness of teachers, students, parents to accept new principles of education, the lack of comprehensive psychological and pedagogical knowledge and technologies. Finally, it is very important to establish an effective mechanism for managing inclusive practice at the university.

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