

ИНТЕГРАЦИЯ ОБРАЗОВАНИЯ И ВОСПИТАНИЯ

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Student Guidelines in Relation to the Disabled Youth

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The article is devoted to the problem of tolerant attitude formation to the students with special educational needs studying humanitarian, social and engineering specialties (Transbaikal State University, Russia) and medical specialties (Mongolian National University of Medical Sciences, Mongolia). The authors reveal the peculiarities of understanding disability as a social problem that must be solved by the modern society. The authors believe that educational institutions should become the main centers for educating young people to be tolerant of people in need. The presence of an inclusive educational environment supports the effective cooperation of all students, as well as the integration and socialization of students with special educational needs. In the article special attention is paid to individual value attitudes of students and their world view in relation to special students. The aim of the research is to determine the features of Russian and Mongolian students' attitude towards their fellow students with special educational needs. The research has embraced 307 students: 184 persons studying in the humanities and natural science are the students from the Transbaikal State University, Chita, Russia, and 123 persons are students receiving medical specialties from the Mongolian University of Darhan, Ulaanbaatar. The author questionnaire included three sets of questions: socio-demographic, knowledge of disability in countries, comparative indicators of tolerance for the disabled, and willingness to cooperate with groupmates with special educational needs. According to the results of the study, it has been found that the majority of students of the Transbaikal State University and the Mongolian National University of Medical Sciences have information about disability problems and about the need to provide equal rights to all categories of citizens. It is revealed that students understand the need to create special educational conditions. The practical significance of the work is determined by the possibility to use the results obtained in the development of programs and projects related to inclusive education and tolerance.

Keywords: inclusive education, students, disability, university, tolerance

Original article

**Рекомендации для студентов в отношении молодёжи
с ограниченными возможностями**

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Статья посвящена проблеме формирования толерантного отношения к студентам с особыми образовательными потребностями, обучающимся по гуманитарным, социальным и инженерным специальностям (Забайкальский государственный университет, Россия) и медицинским специальностям (Монгольский национальный университет медицинских наук, Монголия). Раскрываются особенности понимания инвалидности как социальной проблемы, которую должно решать современное общество. Авторы считают, что образовательные учреждения должны стать основными центрами воспитания толерантности молодёжи к нуждающимся людям. Наличие инклюзивной образовательной среды способствует эффективному сотрудничеству всех учащихся, а также интеграции и социализации учащихся с особыми образовательными потребностями. В статье особое внимание уделяется индивидуальным ценностным установкам учащихся и их мировоззрению по отношению к особым учащимся. Целью исследования является определение особенностей отношения российских и монгольских студентов к своим сокурсникам с особыми образовательными потребностями. В исследовании приняли участие 307 студентов: 184 человека, обучающихся по гуманитарным и естественно-научным специальностям, были студентами Забайкальского государственного университета (г. Чита, Россия), и 123 человека являлись студентами, получающими медицинские специальности в Монгольском университете Дархан (г. Улан-Батор). Авторская анкета включала три набора вопросов: социально-демографические, знания об инвалидности в странах, сравнительные показатели терпимости к инвалидам и готовность сотрудничать с одноклассниками с особыми образовательными потребностями. По результатам исследования установлено, что большинство студентов Забайкальского государственного университета и Монгольского национального университета медицинских наук владеют информацией о проблемах инвалидности и о необходимости предоставления равных прав всем категориям граждан. Выявлено, что студенты понимают необходимость создания особых образовательных условий. Практическая значимость работы определяется возможностью использования полученных результатов при разработке программ и проектов, связанных с инклюзивным образованием и толерантностью.

Ключевые слова: инклюзивное образование, студенты, инвалидность, университет, толерантность

Introduction. The socio-psychological adaptation of the disabled to living conditions is one of the important integration problems of society. The issue is now being given added relevance and priority, according to positive changes in society attitudes towards people with disabilities. Disability should not be presented as a problem of a limited number of people with health problems, but as a national problem. The content of the problem is determined by the legal, financial, economic, educational, communicative and psychosocial characteristics of the interaction of persons with disabilities with the environment.

The accessible environment creation for the disabled is very important, complex and necessary in order to solve the priority task for Russia and Mongolia. The majority of the developed states citizens pay a great attention to

the possibility of adaptation and social integration in society of people with disabilities. However, the more focused examination of this issue has revealed the complexity and ambivalence of healthy people's attitudes towards persons with disabilities. Such ambiguity indicates, on the one hand, that persons with disabilities are treated as persons with hidden and visual psychophysical limitations and, on the other hand, they are treated as persons without the possibility of full development.

The analysis of research has identified existing barriers to persons with disabilities [1; 2]. Socio-demographic factors include views on gender, age and education. Thus, Patka M. et al. [3] and de Laat S. et al. [4] in their studies indicated that men are more critical of the disabled than women. Zheng Q., Tian Q., Hao C.

et al. [5] noted that young people are more acceptable to people with disabilities than older people. The lowest level of education adversely affects the relationship of persons with disabilities. According to Klimenko T. K. and Lyulitsina A. A. [6], physical education teachers in 40 % of cases do not pay attention to the physical activity of schoolchildren with disabilities. Persons with the highest level of education are more positive in their attitude to the disabled ones [7]. The authors Morin D. et al. [8] and Zheng Q. et al. [5] indicate to the extent to which the severity of disability affects public attitudes towards persons with disabilities. Mongolian researchers Tsend N. and Byambaa A. [9] indicate to an extremely insufficient number of scientific papers focusing on the state and development of inclusive education in the country. However, the presence of visible physical defects is a barrier to communication of healthy people [10]. Of all psychophysical disorders, Russian society is the most tolerant to persons with visual, hearing and musculoskeletal system impairments [11].

The main centers focused on tolerance and the active position of young people in the field of inclusion are educational institutions, which consider their mission as that to train young professionals who are ready for adequate perception and interaction with the disabled. The inclusive educational environment (IEE) of the university creates equal access and necessary conditions for the education of all students, without depending on their individual characteristics, psychophysical capabilities and development features. IEE is designed for the activity, participation and cooperation of each student in the academic process, socio-cultural and leisure activities.

The available IEE of each university should be aimed at: developing the infrastructure of the university; improving the professional competence of university teachers; effective cooperation with parents and representatives of persons with disabilities for informed choice of future profession; creating favourable socio-pedagogical climate among all students of the group.

Inclusive learning is based on the idea of equality of relationship of all students, on the one hand, and the requirement to create special conditions for persons with special educational needs (SEN) on the other. One of the assessment elements of accessibility and readiness for inclusive education is the establishment of relationship between different persons connected with the learning process with students with SEN.

Higher inclusive education is considered as a variety of models of inclusive educational space. The works of Romanenkova D. F., Gavkhar S. A. [12; 13] are devoted to the problems of ensuring architectural accessibility and barrier-free environment, the inclusion of a student with SEN in students' community [14; 15], the relationship of healthy students towards inclusive education [16–18], co-education in study groups [19], socio-psychological climate among students [20].

It is important to understand that in providing collaborative training for all students, regardless of their health problems, it is necessary for the administration of the university to provide special conditions for learning disciplines. In this case, the question of the attitude of the youth without health problems towards their peers, who have psychophysical limitations, keeping them from studying at the university, remains relevant. High learning rhythm is a real obstacle for some students with SEN, who were taught by individual programs before entering the university. Lack of contact with the members of the student group is an obstacle to adequate communication. Therefore, the presence of a healthy socio-psychological climate, the basis of which can be a tolerant attitude towards students with SEN, is considered a positive factor in the formation of an accessible inclusive environment of the university.

Thus, it is important to determine the attitude of students to inclusive processes and its consumers in the university. The theoretical base of the research includes the work of Russian, Mongolian and foreign scientists, who implement an axiological approach to inclusive education. Emphasis is placed on the value orientation of student youth, future specialists in the field of humanitarian and natural sciences, expressing the internal principles of students, their world view, position regarding inclusive higher education and students with SEN.

The aim of our research is to identify the peculiarities of the Russian and Mongolian students' attitude towards their fellow students with limited educational needs.

The tasks of the research are:

- to study the scientific literature on the problem of establishing IEE;
- to create questionnaire for students to achieve the aim of the research;
- to conduct the anonymous survey among Russian and Mongolian students;
- to analyze the respondents' results, according to the direction of training.

In the Transbaikal State University (ZabGU, Chita, Russia) the respondents are students of humanitarian and natural science directions (teachers, psychologists, social workers, engineers, etc.), and as for the Mongolian National University of Medical Sciences (MNUMS) Darkhan, Ulaanbaatar, Mongolia, the respondents are students of such directions as medical sciences and health care (future doctors, nurses, laboratory technicians in medical institutions, etc.).

Method

Students in the amount of 307 persons participated in the study. It should be noted that 184 of them are the students of the ZabGU (respondents of group 1). And 123 persons are the students of MNUMS (respondents of group 2).

The questionnaire consisted of three sets of questions:

The first one is socio-demographic data.

The second one is respondents' knowledge of disability.

The third set of questions is the assessment of tolerance towards persons with disabilities and the desire to cooperate with fellow-group persons with disabilities.

The data on the results of the survey were sent with a help of Google Forms. Students were informed about the goals of the project, which did not violate students' rights.

The statistical processing of the research results was carried out with the help of the license version of the package STATISTICA 10.0, MS Excel 2010. Non-parametric methods (Pearson criterion χ^2) were used for quantitative analysis.

Result and Discussion

The socio-demographic indicators of respondents from the Russian and Mongolian universities are presented in Table.

Characteristic of the studied groups

Answer options	Group 1		Group 2	
	Persons	%	Persons	%
<i>Gender differences</i>				
Boys	74	40,2	38	30,9
Girls	110	59,8	85	69,1
<i>Age</i>				
18–20	155	84,2	94	76,4
21–25	29	15,8	29	23,6
Middle aged	20,1±1,9			
<i>Direction of study</i>				
Humanitarian	111	60,3	34	27,6
Natural scientific	73	39,7	89	72,4
<i>Accommodation</i>				
Live in the dormitory	74	40,2	58	47,2

Live with parents	90	48,9	54	43,9
Rent an apartment	20	10,9	11	8,9

Analyzing the obtained results of the second set of questions on who the disabled person is, it has been found that the majority of the participants of the 1-st and 2-nd groups answered that he/she is a person who has a disability due to his/her psychophysical disabilities in 79,3 % and 83 % of cases. The high rates indicate that students from the Transbaikal State University and MNUMS despite the different fields of study have an idea of such category of population. The statistical difference in these two groups was not detected ($\chi^2=3,145$, $p=0,370$). More than a quarter of the students wrote that the disabled person is an ordinary person, the same as me, which makes it possible to be sure of a high degree of tolerance towards the disabled. Only a few of participants in the experiment mentioned that the disabled person is just an unhappy person. It has been important to find out if the students had personal experience with people with disabilities. More than 70 % of respondents in the two groups answered positively. No statistical differences were found ($\chi^2= 0,541$, $p=0,463$). More than a quarter of the students responded that they had no experience with such people.

It was important to analyze the results of the students' responses, which related to the question whether persons with disabilities should enjoy equal rights with people without restrictions (Fig. 1). There are no statistical differences in the studied groups ($\chi^2=6,810$, $p=0,079$), more than 50 % of students confidently expressed the same rights for all people, regardless of health status. Combining the results of the answers, the students fluctuating with the positive response were 17,6 % ZabGU and 21,3 % MNUMS respectively.

The question of the willingness to support a person with disability whose rights are violated has shown results in two groups (Fig. 2): 68,1 % of the ZabGU students and 70,9 % of the MNUMS students will definitely help, and 24,5 % and 26 % of the students in both groups respectively would not refuse to help.

When asked whether you think it is necessary to provide assistance and support to people with disabilities, two-thirds of the respondents of both groups answered "yes". There are no statistical differences in the groups ($\chi^2=0,586$, $p=0,747$). Less than 1 % of the students were firm in their response.

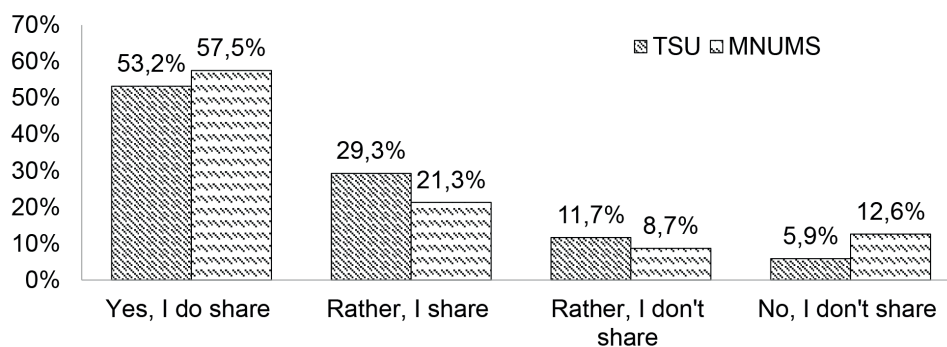


Fig. 1. "Should the disabled have equal rights with people without health restrictions?"

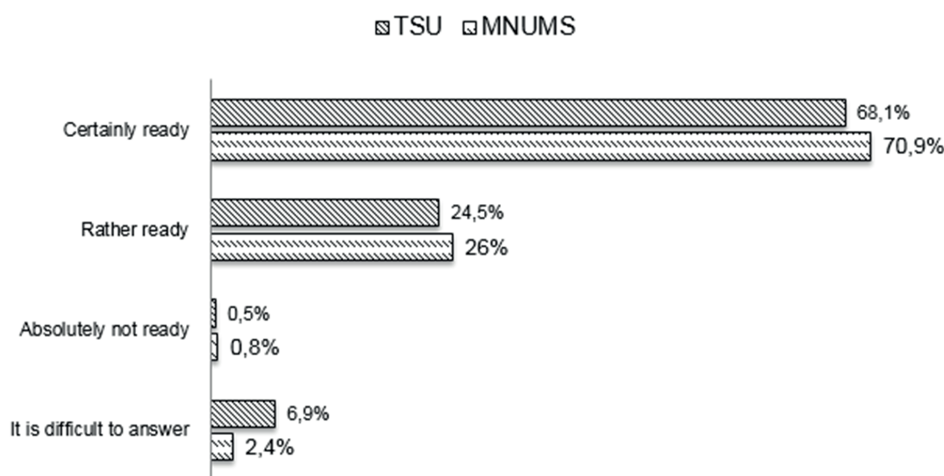


Fig. 2. "Are you ready to support a person with a disability if you see his/her rights being violated?"

At the legislative and executive levels due to the partial or total loss of opportunities and skills for normal life, the decline in the quality of life, a modern society considers disability as one of the main problems should be solved. This question was addressed to the students participated in the study. Quite high results – 89,9 % (the 1-st group) and 90,6 % (the 2-nd group) – were shown. Negative responses were not found, as in most cases the respondents of both groups understood that States are actively engaged in finding solutions to the existing and emerging problems of persons with disabilities. No more than 10 % of the respondents abstained.

The third set of questions considered the tolerance. The main future professions studied will mainly involve constant contact with people, if graduates work in educational institutions, medical and preventive institutions and provide other services. That's why it was important to identify the relationship and perception of persons with disabilities among the respondents.

When asked whether students with SEN study at your university, statistically significant re-

sults have been obtained, correlating with the indicators of students of the 1-st group ($\chi^2=12,413$, $p=0,003$). Quite a large number of students do not know about the presence of students with SEN at the university: 44,1 % (the 1-st group) and 51,2 % (the 2-nd group). It can be assumed that this difference in the answers was due to the largest number of students with SEN (93 persons) studying at 11 faculties of the Transbaikal State University. As for the MNUMS, the number of students with SEN does not exceed 30 persons.

Reliable statistical differences in the study groups are not revealed ($\chi^2=0,802$, $p=0,670$) when determining the tolerance indicators towards students with SEN during the period of co-education (Fig. 3).

The high degree of the students readiness to study together confirms our version that the effectiveness of inclusive education depends largely on the readiness of all participants in the educational process to accept it. In our case – these are students without special development. More than 87,6 % to 85,3 % of respondents in both groups, respectively, are kind and

well-disposed towards students with SEN. And only 12,4 % and 14,7 % of the respondents in the 1-st and 2-nd groups do not show any feelings and remain indifferent to the problems of students with disabilities.

The need to create special conditions for students with disabilities has showed contro-

versial results (Fig. 4). No more than 40 % of the respondents unequivocally agreed with the mandatory need to create IEE. Statistical differences were not detected ($\chi^2=1,391, p=0,708$). Students who were negative for creating special conditions did not exceed 5,9–7,1 % in groups, respectively.

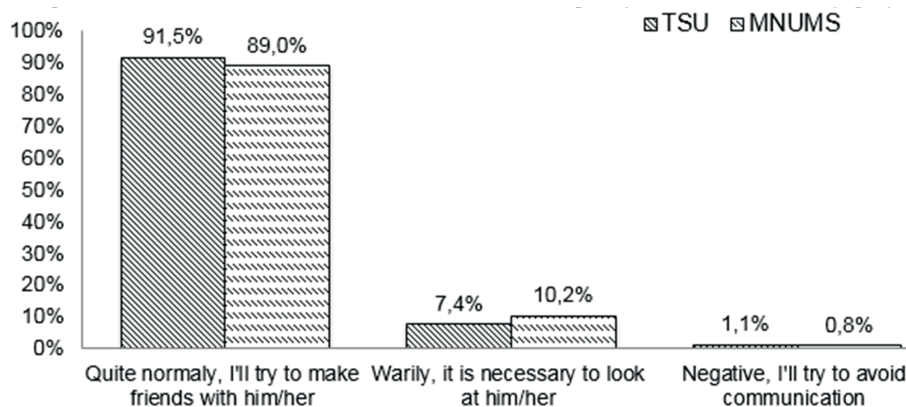


Fig. 3. "What do you think of co-education of students without health restrictions together with the disabled or students with disabilities?"

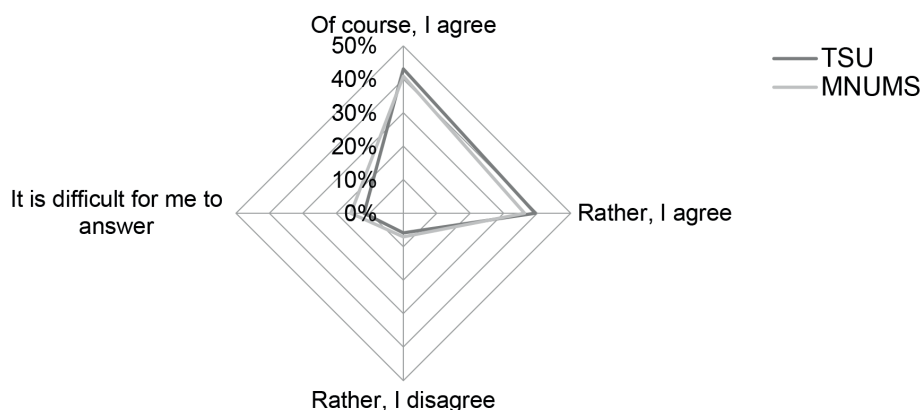


Fig. 4. "Do you agree that it is necessary to create special conditions for students with disabilities?"

Thus, the attitude of students towards the social integration and adaptation of students with SEN depends on their fellow students' perception their disability, the presence of tolerance, individual qualities, experience of communication, development and improvement of IEE at the university.

The analysis of the studied literature points to the existing problems of tolerant attitude towards the disabled not only in everyday life of society, but also in educational institutions. Nazarova N. M., Volkova I. P. and Kantor V. Z. [21; 22] consider tolerance as a selective, attitudinal form of relationship, where the attitude towards people with disabilities is dictated by social norms and patterns, but it is not a conse-

quence of subjective perception of the person. The inclusion of young people in the process of socialization and integration with disabilities due to close cooperation with healthy students will enable them to change their attitude at the level of their own perception of youth with SEN.

Universities with a structure such as the Inclusive Education Resource and Methodology Centre, staffed by competent specialists in the field of inclusion and with special technical means of education, allowing to fully support students with SEN, is certainly a visual informational and pedagogical platform, where, starting from the first course, all students are included in the integrated format of various events. Close collective actions, communication, trust, mutu-

al assistance allow the student youth to be on equal, open to each other, since the commonality of interests, not only in IEE, but also outside the study, certainly unites and helps to improve the quality of life [23].

Conclusion. A comparative analysis of the results obtained on the availability of information about persons with disabilities and their problems did not reveal statistical difference in the responses of the comparison groups ($p > 0,05$). The study of information about persons with disabilities among students of Russian and Mongolian universities showed high results. More than 80 % of respondents have their own idea of such citizens. More than 25 % of students had no experience of communication with the disabled peers. The intolerance in ensuring equal rights with all citizens of the country showed 17,6 % and 21 % of the respondents of both groups. It gives cause concern about their further professional activity. The students of both ZabGU and MNUMS answered that it is necessary for this category of

citizens to be supported everywhere and their existing problems should be solved.

Future teachers, social workers and other students of the humanitarian and engineering professions in ZabGU and future healthcare professionals in MNUMS have demonstrated high indicators of tolerance and commitment to co-education. No statistical difference was found ($p > 0,05$). However, from the presence of students with SEN at the university, positioning themselves as a fairly successful youth with an active life position and organizing and participating in student projects, depends on their information recognition and respect among the student community. Significant results ($p < 0,01$) about presence of students with SEN in ZabGU were obtained in comparison with the youth from MNUMS. Less than 50 % of students in groups agreed that for students with SEN special conditions according to their disabilities should be created. Only a few of respondents had difficulties to answer this question.

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Contribution of authors to the article

Bayasgalanmunkh Baatar – main author, has developed the methodology and analyzed the direction of the research materials; has created the article design.

Oyunchimeg Shagdarsuren – systematized and analyzed materials, wrote the article.

Oyungerel Khusman – developed the theoretical and methodological foundations of the study.

Dulamzhav Purevdorz – has analyzed the materials of the article; has made statistical data and literature processing, designed the article.

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