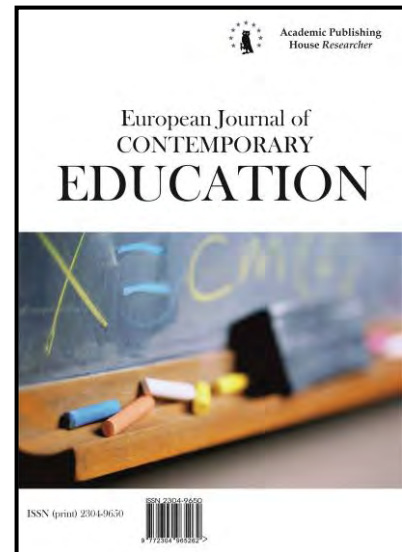




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Published in the Slovak Republic
European Journal of Contemporary Education
E-ISSN 2305-6746
2021. 10(2): 485-495
DOI: 10.13187/ejced.2021.2.485
www.ejournal1.com

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Actual Problems of Students' Education with Disabilities at the University

Olga L. Voroshilova ^{a,*}, Olga V. Chernyshova ^b

^a Kursk Academy of State and Municipal Service, Kursk, Russian Federation

^b Southwestern State University, Kursk, Russian Federation

Abstract

Nowadays inclusive education is developing in Russian society. A great contribution to the study of the problem of teaching children and teenagers with disabilities was made by the following scientists: L.S. Vygotsky, L.P. Grigorieva, V.V. Davydov, A.I. Kaplan, A.N. Leontiev, A.V. Petrovsky, D.B. Elkonin, etc. Special conditions are created for the education of students with disabilities and with disabilities at the Southwest State University. The University has established a Center for Supporting Inclusive Education. In 2015, a program was developed to create an accessible environment for the disabled and low-mobility groups of the population at the university facilities. At the first stage, a pilot study was conducted, a survey of university teachers and students in order to identify the problems of teaching students with disabilities at the university. From 2018 to 2020, there was organized and conducted a research of the socio-psychological aspects of teaching students of four groups of Southwest State University, including those with disabilities. The aim of the study was to study the impact of a set of psychological and pedagogical measures for the development of social adaptation of students with disabilities and with disabilities on the psychological qualities and personal characteristics of young men and women. The conducted research revealed the following: students of gr. JR-81 «b» and gr. FL-81 «b» (experimental groups) have higher indicators of the development of sociability, communication skills, high educational motivation, more adequate self-esteem, professional inclinations than boys and girls gr. GO-81 «b» and gr. KF-81 «b» (control groups). The empirical data were processed using standard methods of mathematical statistics.

Keywords: socio-psychological aspects, students' education at the university, inclusive education, students with disabilities.

* Corresponding author

E-mail addresses: o_voroshilova@mail.ru (O.L. Voroshilova),
chernyshova_olga_70@mail.ru (O.V. Chernyshova)

1. Introduction

Nowadays there are a significant number of people with disabilities in our country, including children and young people. In 2020, the number of disabled people in Russia amounted to 11875 people (Polozhenie invalidov, 2020). According to Rosstat, there are about 670 thousand disabled children in our country (Inklyuzivnoe obrazovanie, 2020). So at the present time the problem of students' education with disabilities is relevant. Russian President V.V. Putin on 4 January 2021 gave a new order the Cabinet of Ministers: «Need to ensure the inclusion in the legislation of the Russian Federation of changes, in accordance with which the persons who have become disabled in working age and in need of getting a new profession (qualification) are guaranteed the opportunity to obtain a second secondary professional or higher education free of charge» (Putin, 2021).

Inclusive education is developing in Russian society. This is the process of «developing an extremely accessible education for each person, forming the learning process with the setting of adequate goals for all students, eliminating various barriers to the greatest support for each individual, and maximizing his potential» (Grebennikova, 2015). A great contribution to the study of the problem of teaching children and teenagers with disabilities was made by the following scientists: L.S. Vygotsky, L.P. Grigorieva, V.V. Davydov, A.I. Kaplan, A.N. Leontiev, A.V. Petrovsky, D.B. Elkonin, etc. Investigating the problem of the relationship between learning and mental development, Lev Semyonovich wrote: «This process should be considered not only as the formation of skills, but also as an intellectual activity aimed at identifying and transferring the structural principles found in solving one problem to a number of others» (Vygotsky, 1934).

Researches by N.A. Agadzhanian, O.F. Alekseeva, V.I. Karandashev, V.I. Krutov, S.M. Madorskaya, Yu.A. Samarin, E.I. Tretyakova, M.S. Yanitsky showed that students with disabilities need psychological support in solving problems of personal and professional self-determination, preservation and development of mental health. Professor N. A. Aghajanyan and his colleagues had been investigating the «problem of health, adaptation and stress of students at the university for many years» (Aghajanyan, 2000).

E. Yarskaya-Smirnova and P. Romanov conducted a research on the conditions of students' education in 2002–2003 and found that «most Russian universities are not provided with the necessary conditions for the education of disabled people. They relate to the architecture of buildings and classrooms, doorways and stairs, furniture and equipment, the arrangement of dining rooms, libraries and toilets, the lack of rest rooms and chairs in the corridors, medical offices» (Yarskaya-Smirnova et al., 2003).

O.A. Tarasova conducted a study of the problem of teaching disabled people at St. Petersburg State Polytechnic University in 2004. According to the author, the main «component of the technology of integration of persons with disabilities in the educational process of the university is distance learning, as one of the most important directions for improving the organization of the educational process for disabled students at the university» (Tarasova, 2004).

L.O. Rokotyanskaya conducted an experiment on the formation of sociality of students with disabilities in higher education. In the process of «training the formation of sociality of students with disabilities is subject to psychological and pedagogical features of their development (biological, physical defects and acquired injuries; psychological: lack of motivation, low level of aspiration, increased anxiety; social-pedagogical: the relationship in student staff, orientation plans, employment problems). The effectiveness of the implementation of the model for the formation of sociality of students with disabilities in higher education is provided by organizational and pedagogical conditions: organizational and functional and psychological and pedagogical» (Rokotyanskaya, 2019).

In 2015, a program was developed to create an accessible environment for the disabled and low-mobility groups of the population at the university facilities. It is planned to «gradually change the territory and all buildings of the Southern State University from 2016 to 2030» (Usloviya polucheniya obrazovaniya..., 2020). A developing social environment had been created for the effective implementation of educational activities at the university. To create it, the following measures were developed and implemented: the organization of the management system in the university on a democratic basis, the active development of student self-government, the formation of spiritual and moral values in the university by introducing all employees and students to high life goals and values, psychological and pedagogical support of the educational process in the

university (psychological education, counseling, diagnostics, etc.), the inclusion of educational groups of «students in developing social environments such as a social oasis, joint creative, scientific, research activities of teachers and students, the formation of a favorable psychological climate in **educational groups and in the university as a whole**» (Chernyshev, 1998).

In 2017, A.A. Belousova conducted a research on the features of psychological support for students with disabilities at the stage of adaptation to training on the basis of the Saratov National **Research University named after N.G. Chernyshevsky. According to the author, «the purpose of the system of social and psychological support in the university is to ensure optimal professional and personal development of the student, successful integration into society, the development of effective life strategies (forms of purposeful organization of a person's own life, including his attitude to his own opportunities and resources, their actualization and implementation)»** (Belousova, 2017).

2. Materials and methods

Psychological and pedagogical support of students' education is carried out in the process of students' education at the Southern State University. Psychological assistance is provided in solving actual problems of development, socialization, psychological support of educational programs, correction of personal development of students.

At the first stage, a pilot study was conducted, a survey of university teachers (100 hours) and students (150 hours) in order to identify the problems of teaching students with disabilities at the **university. Several questions were asked to the students: 1) «Do you like studying at our university?»; 2) «What, in your opinion, should be done at the university to make it convenient for students with disabilities to study and stay at the university?»**

From 2018 to 2020, there was organized and conducted a research of the socio-psychological aspects of teaching students of four groups of Southwest State University, including those with disabilities. The **following methods were used: «Motivation of educational activity», the method «Value orientations», the method «Communicative and organizational abilities», «The method of self-attitude research» (S.R. Pantelev), «The Questionnaire of socio-psychological adaptation of K. Rogers and R. Diamond», the method «The Questionnaire of professional preferences» (D. Holland), the analysis of literary sources, the method of conversation, observation, analysis of university documentation (journal of academic performance, personal cards of students).** The empirical data were processed using standard methods of mathematical statistics.

The hypothesis of the experiment was formulated: a set of psychological and pedagogical measures for the development of social adaptation of students with disabilities has a positive effect on the development of sociability, sociability, on the formation of educational motivation, on the success of educational activities, on the adequacy of self-esteem and the actualization of professional orientation.

The article analyzes one-dimensional and two-dimensional distributions of features, which allows obtaining the characteristics necessary for the correct formation of conclusions. When characterizing the relationships of the features under consideration, nonparametric statistical criteria are used, in particular, the Pearson's chi-square coefficient – χ^2 .

Two control groups (gr. GO-81 «b», gr. KF-81 «b») and two experimental groups (gr. JR-81 «b», gr. FL-81 «b») were selected. Each group has several students with disabilities. With students with disabilities gr. JR – 81 «b» and gr. FL- 81 «b» for three years a set of measures was taken to develop their social adaptation. In the middle of the school year, students were tested in the first, second and third years.

The number of students studied: gr. GO-81 «b» (24 human), gr. KF-81 «b» (18 human), gr. JR-81 «b» (23 human), FL-81 «b» (25 human). Total: 90 boys and girls, nine of them have limited health opportunities.

Group GO – students who are trained in the direction of training «Hotel service», group KF – students in the direction of training «Conflictology». Experimental groups: JR – students who are studying in the direction of training «Journalism», group FL – students in the direction of training «Fundamental and applied Linguistics».

3. Results

Four groups were explored: two experimental and two control groups. The results of the study showed that in the first year, students face problems in educational activities, a new point-rating system of training. Also, they must adapt to the new teaching staff, new teachers. At the end of the second year and at the beginning of the third year, there is an increase in academic performance, educational and professional self-assessments of students. Increasing educational and academic «requirements force them to engage in their professional development. Educational and cognitive motivation begins to dominate, and new forms of educational activity are being developed» (Voroshilova, 2019).

Due to the dominance of the level of emotional assessment of the experience of the disease by students with disabilities, there is a predominance of intrapsychic conflicts, a low level of integration of the image of «I». The emotional response to their illness in this group of students is often correlated with high levels of personal anxiety. «There is a development of destructive defensive forms of behavior (denial of reality, rationalization, regression, reactive formations)» (Belousova, 2017).

The study of students communicative and organizational abilities was conducted (Table 1).

Table 1. Results of the research of students communicative and organizational abilities

The level of development of communication and organizational skills	Students of gr. JR-81b	Students of gr. FL-81b	Students of gr. GO-81b	Students of gr. KF-81b
2018				
High level of development of communication and organizational skills	13,1 %	14,4 %	10,1 %	11,2 %
Average level of development of communication and organizational skills	56,6 %	55,7 %	51,5 %	50,7 %
Low level of development of communication and organizational skills	30,3 %	29,9 %	30,7 %	31,5 %
2019				
High level of development of communication and organizational skills	21,2 %	20,7 %	11 %	12,2 %
Average level of development of communication and organizational skills	56,5 %	57,8 %	59,8 %	59,1 %
Low level of development of communication and organizational skills	22,3 %	21,5 %	29,2 %	28,7 %
2020				
High level of development of communication and organizational skills	25,5 %	23,3 %	11,8 %	17,4 %
Average level of development of communication and organizational skills	60,7 %	64,6 %	51,5 %	56,7 %
Low level of development of communication and organizational skills	13,8 %	12,1 %	21,7 %	25,9 %

Research of first-year students showed the following results: gr. JR-81 «b» (56.6 %) and FL-81 «b» (55.7 %) have an average level of communication and organizational skills. Some

students gr. JR-81 «b» (13.1 %) and gr. FL-81 «b» (14.4 %) have a high level of communication and organizational skills. These abilities are poorly developed in 30.3 % of boys and girls gr. JR-81 «b» and 29.9 % gr. FL-81 «b».

The first-year students of gr. KF-81 «b» and gr. GO-81 «b»: the average level of communicative and organizational skills was found in 50.7 % and 51.5 %, respectively. Some students gr. KF-81 «b» (11.2 %) and gr. GO-81 «b» (10.1 %) have a high level of communication and organizational skills. A low level of these abilities in 31.5 % of boys and girls gr. KF-81 «b» and 30.7 % gr. GO-81 «b».

In the process of studying the communicative and organizational abilities of third-year students, the following results were obtained:

- most of the students gr. JR-81 «b» and gr. FL-81 «b» have an average level of communicative and organizational skills (60.7 % and 64.6 % respectively), 25.5 % of students gr. JR-81 «b» and 23.3 % were gr. FL-81 «b» have a high level of development of these abilities, and 13.8 % and 12.1 %, respectively – have a low level of sociability and interpersonal skills;

- the majority of young men and women of gr. GO-81 «b» and gr. KF-81 «b» have an average level of development of communicative and organizational abilities (50.7 %), 35.9 % of students have a low level of sociability, 13.4 % – a high level of the above qualities.

The study of the indicators of communicative and organizational abilities of third-year students using the χ^2 criterion showed that there are significant statistically significant differences between the level of communicative and organizational abilities of gr. JR-81 «b» and gr. KF-81 «b» ($\chi_1^2 = 8.68$; $p < 0.05$), between the level of communicative and organizational abilities gr. FL-81 «b» and gr. GO-81 «b» ($\chi_1^2 = 9.12$; $p < 0.05$).

So, students of gr. JR-81 «b» and gr. FL-81 «b» have higher indicators of the development of sociability and sociability than students of gr. GO-81 «b» and gr. KF-81 «b».

A research of self-assessment of students of two groups was conducted (Table 2).

Table 2. Results of the student self-assessment research

The level of self-esteem formation	Students of gr. JR-81b	Students of gr. FL-81b	Students of gr. KF-81b	Students of gr. GO-81b
	2018			
Inflated level of self-esteem	19,2 %	18,4 %	19,8 %	20,1 %
Adequate level of self-esteem development	61,9 %	62,5 %	62,1 %	60,3 %
Low level of self-esteem	18,9 %	19,1 %	18,1 %	19,6 %
	2019			
Inflated level of self-esteem	11,3 %	14,3 %	13,6 %	15,9 %
Adequate level of self-esteem development	75,1 %	68 %	69,4 %	66 %
Low level of self-esteem	13,6 %	17,7 %	17 %	18,1 %
	2020			
Inflated level of self-esteem	9,9 %	8,4 %	12,1 %	14,3 %
Adequate level of self-esteem development	81,7 %	79,7 %	70,8 %	69,9 %
Low level of self-esteem	8,4 %	11,9 %	17,2 %	15,8 %

According to the study, a larger number of first-year students have adequate self-esteem: 61.9 % of students gr. JR-81 «b», 62.5 % of boys and girls gr. FL-81 «b», 19.2 % and 18.4 %, respectively, have an overestimated self-esteem, 18.9 % and 19.1 % have a low self-esteem. Most of the first year students gr. KF-81 «b» (62.1%) and gr. GO-81 «b» (60.3 %) have adequate self-esteem, 19.8 % of students gr. KF-81 «b» and 20.1 % – gr. GO-81 «b» revealed an overestimated self-esteem, 18.1 % and 19.6 %, respectively, have an underestimated self-esteem.

As a result of the research of students, the following results were obtained:

- a significant number of third-year students of gr. JR-81 «b» have adequate self-esteem (81.7 %), a small number of boys and girls have high self-esteem (9.9 %) and low self-esteem (8.4 %),

- most of the students of the gr. FL-81 «b» have an adequate self-esteem (79.7 %), 8.4 % of students have an overestimated self-esteem, 11.9 % - have an underestimated self-esteem;

- the majority of boys and girls of the grades gr. KF-81 «b» and gr. GO-81 «b» have adequate self-esteem (70.8 % and 69.9 %, respectively), some students have high self-esteem (12.1 % and 14.3 %, respectively) and low self-esteem (17.2 % and 15.8 %, respectively).

Therefore, students of gr. JR-81 «b» and gr. FL-81 «b» have more adequate self-esteem than students of gr. GO-81 «b» and gr. KF-81 «b».

The study of self-esteem indicators of third-year students using the χ^2 criterion showed that there are statistically significant differences between self-esteem of gr. JR-81 «b» and gr. KF-81 «b» ($\chi^2 = 6.97$; $p < 0.05$), self-esteem gr. FL-81 «b» and gr. GO-81 «b» ($\chi^2 = 7.23$; $p < 0.05$).

The dominant cognitive motivations of 3rd year students are: «I study because I want to know more» (62 %) and «I study because I'm interested» (63.4 %). Among the social motives of teaching, the first rank was taken by the statement «I study because it will be easier to get a job» (73.4 %), 19.2 % of respondents indicated the motive – «I study because now everyone is learning» (a social motive, the desire to imitate others). A «study of the educational motivation of first-year students showed that only 22.3 % of students strive for self-education» (Voroshilova, 2019).

A research on the socio-psychological adaptation of students was conducted by using the «Questionnaire of socio-psychological adaptation of K. Rogers and R. Diamond (Table 3).

Table 3. Results of the research of socio-psychological adaptation of students

Indicators of adaptation	Students of gr. JR-81b	Students of gr. FL-81b	Students of gr. KF-81b	Students of gr. GO-81b
2018				
Adaptation	31,1 %	29,3 %	21,5 %	19,9 %
The adoption of other	51,3 %	48,9 %	50,6 %	42,5 %
Internality	50,2 %	52,6 %	51,1 %	49,8 %
Self-perception	50,9 %	49,6 %	48,6 %	42,8 %
Emotional comfort	30,6 %	28,8 %	20,9 %	19,1 %
Striving for dominance	41,1 %	40,9 %	39,8 %	36,7 %
2019				
Adaptation	60,2 %	61,4 %	59,8 %	48,9 %
The adoption of other	61,9 %	60,1 %	59,6 %	49,6 %
Internality	51,4 %	52 %	51,3 %	50,2 %
Self-perception	52,8 %	50,4 %	49,9 %	49,3 %
Emotional comfort	58,9 %	56,7 %	55,6 %	44,5 %
Striving for dominance	45,2 %	46,5 %	41,3 %	40,2 %
2020				
Adaptation	79 %	80,1 %	68 %	61 %
The adoption of other	70,8 %	70,3 %	68 %	60,9 %
Internality	68 %	69 %	62 %	51 %
Self-perception	72 %	71 %	69,7 %	59,8 %
Emotional comfort	73 %	72 %	69 %	57,6 %
Striving for dominance	49 %	50,1 %	49,9 %	46,1 %

The results of the research showed that by the third year, boys and girls are better adapted to the educational process. The adaptation rates of third-year students of gr. JR-81 «b» and gr. FL-81 «b» significantly increased (79 % and 80.1 %, respectively) compared to the first year of study (31.1 % and 29.3 %, respectively). Emotional comfort increases among students from the first to the third year: gr. JR-81 «b» (from 30.6 % to 73 %), gr. FL-81 «b» (from 28.8 % to 72 %).

Lower adaptation rates were found in the third-year students of the group KF-81 «b» and the group GO-81 «b» (68 % and 61 %, respectively). In the first year students of these groups had adaptation values: 21.5 % (gr. KF-81 «b») and 19.9 % (gr. GO-81 «b»). The educational environment has a beneficial effect on the emotional comfort of students. The results of the study

revealed an increase in this characteristic among students of gr. KF-81 b (from 20.9 % to 69 %) and gr. GO-81 b (from 19.1 % to 57.6 %).

The study of the indicators of adaptation of third-year students to the educational process using the χ^2 criterion showed that there are significant statistically significant differences between the adaptation indicators of gr. JR-81 «b» and gr. KF-81 «b» ($\chi_1^2 = 10.15$; $p < 0.05$), the adaptation indicators of gr. FL-81 «b» and gr. GO-81 «b» ($\chi_2^2 = 8.11$; $p < 0.05$).

The research of educational motivation was conducted by using the questionnaire «Motives of educational activity», the methodology «Ability to learn» for three years. Changes in cognitive motivation were revealed when comparing the values of third-year and first-year students. In the third year, learning motivation increases, and new forms of learning activities are mastered. The social adaptation of young men and women to the new educational environment, the curriculum at the university, has a positive effect on educational motivation. According to the study, in the first year of Russian universities, as a rule, from 3 % to 5 % of students are expelled.

To study the impact of psychological and pedagogical support on academic performance, a study was conducted through the study of documents (journals of academic performance (Table 4).

Table 4. Results of the research of academic performance

Academic performance	Students of gr. JR-81b	Students of gr. FL-81b	Students of gr. KF-81b	Students of gr. GO-81b
	2018			
Learn «perfectly»	16 %	15,1 %	15,7 %	13 %
Learn «well»	72 %	71,5 %	71,4 %	72,4 %
Learn «satisfactorily»	12 %	13,4 %	12,9 %	14,6 %
	2019			
Learn «perfectly»	17,7 %	16,3 %	16 %	14,3 %
Learn «well»	70,4 %	70,7 %	70,9 %	71,6 %
Learn «satisfactorily»	11,9 %	13 %	13,1 %	14,1 %
	2020			
Learn «perfectly»	21 %	20,3 %	19,8 %	16 %
Learn «well»	67,8 %	67,3 %	65,9 %	70,4 %
Learn «satisfactorily»	11,2 %	12,4 %	14,3 %	13,6 %

A significant number of third-year students of gr. JR-81 «b» and gr. FL-81 «b» study well (67.8 % and 67.3 %, respectively), 21 % and 20.3 % of respondents, respectively, study perfectly, some of them (11.2 % and 12.4 %) have grades «satisfactory». The study revealed an increase in the educational performance of the respondents. In the first year there were significantly lower indicators: gr. JR-81 «b»: 16 % studied «excellent», 72 % – «good», gr. FL-81 «b»: 15.1 % studied «excellent», 71.5 % – «good».

A smaller number of third-year students of gr. KF-81 «b» and gr. GO-81 «b» study perfectly, compared with students of gr. JR-81 «b» and gr. FL-81 «b» (19.8 % and 16 %, respectively) and more boys and girls have grades «satisfactory» (14.3 % and 13.6 %, respectively).

The study of academic performance indicators of third-year students using the χ^2 criterion showed that there are significant statistically significant differences between the adaptation indicators of gr. JR-81 «b» and gr. KF-81 «b» ($\chi_1^2 = 9.33$; $p < 0.05$), the adaptation indicators of gr. FL-81 «b» and gr. GO-81 «b» ($\chi_2^2 = 8.99$; $p < 0.05$).

Thus, it was revealed that by the third year of study, the academic performance of students increases, especially in gr. JR-81 «b» and gr. FL-81 «b».

In order to study the influence of psychological and pedagogical support on the development of professional inclinations of students, a research of these qualities was conducted using the method «Questionnaire of Professional Preferences» (D. Holland) for three years (Table 5).

Table 5. Results of the research of professional preferences

Professional preferences	Students of gr. JR-81b	Students of gr. FL-81b	Students of gr. KF-81b	Students of gr. GO-81b
2018				
Realistic type	11 %	9,3 %	12 %	11,3 %
Research type	18 %	20,8 %	15,6 %	14,5 %
Artistic type	15 %	12 %	10,1 %	15,6 %
Social type	31 %	19 %	31,6 %	33,8 %
Entrepreneurial type	10 %	12 %	10,9 %	11,1%
Conventional type	15 %	26,9 %	19,8 %	13,7 %
2019				
Realistic type	11,2 %	9,8 %	11,2 %	11,9 %
Research type	18,6 %	21 %	16 %	14,3 %
Artistic type	13 %	12,2 %	10 %	15 %
Social type	32 %	19,6 %	31,9 %	34 %
Entrepreneurial type	9,8 %	11,2 %	11 %	11,8 %
Conventional type	15,4 %	26,2 %	19,9 %	13 %
2020				
Realistic type	12,3 %	9,9 %	11 %	12 %
Research type	18 %	21 %	17 %	14,2 %
Artistic type	12 %	11,8 %	9,8 %	11,3 %
Social type	33 %	20 %	32 %	34,9 %
Entrepreneurial type	8,7 %	11 %	11 %	15,1 %
Conventional type	16 %	26 %	19,2 %	12,5 %

The results of the study in 2018 showed that most of the students of gr. JR-81 «b» have inclinations for social (31 %), research (18 %) and conventional activities (15 %). The professional preferences of young men and women of the group FL-81 «b» are expressed differently: 26.9 % chose the conventional type, 20.8 % of respondents have the research type, 19 % – the social type.

Students of group KF-81 «b» have inclinations to social (31.6 %), conventional (19.8 %) and research activities (15.6 %). For this type of personality, the most effective areas of activity are the following professions: a conflict analyst, a psychologist, a mediator, the head of a counseling center or a psychological center.

The research of professional aptitudes in 2019 and 2020 revealed the actualization of professionally important qualities of students in each study group. More pronounced were the tendencies to social (33 %), research (18 %) and conventional activities (16 %) of the students of gr. JR-81 «b». This corresponds to the future professional activity: journalist, correspondent, columnist, analyst, editor, TV presenter.

The numerical indicators of boys and girls of the group FL-81 «b» have changed: conventional (26 %), research (21 %), and social inclinations (20 %) have increased. For this type of personality, the most effective areas of activity are: linguist, philologist, linguist, translator, teacher of foreign languages.

Future conflictologists (gr. KF-81 «b») have increased social (32 %), research inclinations (17 %), minor changes occurred in the students of gr. GO-81 «b». The prevailing social type (34.9 %), entrepreneurial (15.3 %), research (14.2 %). This corresponds to the professions: hotel service manager, administrator, head of the reservation and service department, restaurateur.

The study of the indicators of professional inclinations of third-year students using the χ^2 criterion showed that there are significant statistically significant differences between the indicators of professional inclinations of gr. JR-81 «b» and gr. KF-81 «b» ($\chi^2 = 9.33$; $p < 0.05$), the indicators of professional inclinations of gr. FL-81«b» and gr. GO-81 «b» ($\chi^2 = 8.99$; $p < 0.05$).

The actualization of professionally important qualities of students can be explained by the positive influence of psychological and pedagogical support of the educational process at the university.

4. Discussion

An important condition for preparing students for future professional activities is the implementation of a system – **activity approach to the organization of training sessions, «which implies the need to teach them the ability to plan, organize, control their activities, fully learn, communicate»** (Voroshnina, 2016). The success of such work largely depends on taking into account in the educational process the component composition of the structural organization of educational activities: motivation, educational tasks, educational actions, control and evaluation.

A research of life values first-year students at SWSU revealed that the most significant for most of them is health, the second grade is love and happy family life, the third grade – the availability of good and true friends, the fourth grade – financially – secure life. Less important values: knowledge, creativity, the beauty of nature and art, an active, active life.

Negative factors of the learning process of students are: maladaptation in the group, society, dependence on alcohol, tobacco smoking, toxic and narcotic substances, low educational motivation, inadequate self-esteem, not the right choice of future profession, etc.

As a result of the research, similar results were obtained by E.V. Voevodina. In the course of the survey of students, it was revealed that the main stressors in the process of adaptation of students with disabilities to the conditions of the university include environmental barriers—a low degree of accessibility of space and organization of the living environment, as well as social barriers caused by the difference in the lifestyle of disabled people and their peers. Despite the fact that the **«process of social adaptation of students with disabilities to the conditions of the university is accompanied by a number of designated stressors, this category prefers co-education with peers without disabilities. On the other hand, non-disabled students tend to support a segregated learning environment»** (Vojvodina, 2011).

Thus, the study revealed the following: students of gr. JR-81 «b» and gr. FL-81 «b» (experimental groups) have higher indicators of sociability, sociability, high educational motivation, more adequate self-esteem, professional inclinations than boys and girls of gr. GO-81 «b» and gr. KF-81 «b» (control groups). **Students gr. KF-81 «b» have higher rates in comparison with students gr. GO-81 «b» according to the criteria: psychological adaptation of students, self-perception, emotional comfort.** This can be explained by the constant psychological and pedagogical support of the teachers of the Department of communicology and psychology of the university, where future conflictologists are trained.

The research confirmed the hypothesis of our experiment, that is, a set of psycho-pedagogical activities for the development of psychological adaptation of students with disabilities positively affects the development of sociability, interpersonal skills, organizational ability, training motivation, the adequacy of self-esteem, actualization of professional orientation.

As a result of the research, the positive impact of social and psychological support on the training of students with disabilities was revealed.

5. Conclusion

For three years, the main problems of educating students with disabilities at the university have been studied and identified in the course of three years:

- it is necessary to retrain teachers and staff of the university to work with people with disabilities and with people with disabilities;
- it is necessary to change the curricula and teaching materials for effective training of people with disabilities;
- to create a social and developing environment in the university for a successful process of adaptation and learning.

The research conducted over three years (2018–2020) at Southwest State University revealed the following: students of gr. JR-81 «b» and gr. FL-81 «b» (experimental groups) have higher indicators of sociability, sociability, high academic motivation, more adequate self-esteem, professional inclinations than boys and girls of gr. GO-81 «b» and gr. KF-81 «b» (control groups). That is, a set of psychological and pedagogical measures for the development of psychological adaptation of students with disabilities has a positive effect on the development of sociability, sociability, organizational skills, educational motivation, the adequacy of self-esteem, and the actualization of professional orientation.

6. Recommendations

As a result of the study, the positive impact of psychological and pedagogical support, the activities of the Center for Supporting Inclusive Education at Southwest State University on the learning process of students with disabilities was revealed. Successful work experience can be used in other universities of our country and abroad.

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