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Innovative methods for socializing students with disabilities

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Abstract

This study considers the importance of innovative methods for socializing students with disabilities which are used by teachers in the education process. Adaptation and socialization of a student into society should be the foundation of his/her wellbeing in educational environment.

Due to the psychophysical development of students with disabilities the process of their socialization is quite complicated. It is very significant for disabled students to attend education facilities, further education establishments in order to develop emotional, social and intelligent potential as well as to form their soft competencies.

Such methods as games, role-plays, sports events help students with disabilities to be socialized in education environment. Special innovative approach (collaboration of teachers, parents, medical specialists) allows students with disabilities to compete on the same level as peers without disabilities.

Keywords: Socialization, educational environment, students with disabilities, innovative methods, sports event;

1. Introduction

The issue of adaptation and socialization of students in the education process is the topic of discussion. Over the past decades scientists, teachers and parents are concerned about studying and finding better innovative methods in order to help students with disabilities being socialized in education process. This task is quite complicated as the psychophysical development of students with special needs is specific.

There are many difficulties that meet children and their parents in the education process. Moreover, socialization of students with disabilities in inclusive educational environment involves not only them but students without disabilities. Therefore, learning environment should meet educational needs of both students' groups in order to avoid social exclusion of disabled students and to increase the tolerance of schoolchildren without disabilities and their family members. [5]

According to the experts of the World Health Organization, in The Russian Federation there are from 5% to 8% children with disabilities of the child population, which in absolute values greater than a million mark. The ministry of health and social development predicts further growth of this indicator against the background of population decline in the coming years.

People with disabilities get the first social experience of communication at the childhood in the kindergarden, where each child with special needs is under the supervision of such specialists as educational psychologists, social care teacher, teacher-logopedist, speech-pathologist, the same situation is at school but not at the university. The health peculiarities of disabled children do not

allow them to live full life if representatives from different sides (teachers, parents, authorities, medical specialists) do not collaborate with each other.

Taking into account specific features of disabled students it is necessary to create optimum conditions for the development of their emotional, social and intelligent potential as well as for formation of soft competencies. Everyone has various skills, but one of the most important things is to find a niche for ourselves according to our opportunities and aptitudes. Consequently, this category of students can be isolated from others if teachers and relatives do not work collaboratively. Teachers are required to alter methods and materials, tasks, the level of personal assistance and alter social environment. It means for a teacher to change the presentation of the content, the engagement of students with it, how they are assessed. Special education innovation should be improved to allow students with disabilities to compete on the same level as peers without disabilities [1].

2. Methods

The method of expert estimation, the comparative analysis were used in this research to identify difficulties for socialization of students with disabilities during the educational process.

3. Discussions

Comfortable education environment is the recipe for the success of both students with disabilities and without them.

According to E. Laktionova structural and functional model of an educational environment includes five components: spatial and substantive, psycho-didactic, organizational management, social-psychological and subjective [3].

Students with disabilities can be socialized not only in the kindergarden, at school or at the university, but when they get additional education as well. There are state by additional educational programs in the Russian federation which support children with disabilities.

According to the report of the Russian Federal State Statistics Service the number of children with disabilities trained by additional educational programs in the field of physical culture and sports grows every year. (table 1) [2,4].

Table 1. The number of children with disabilities trained by additional educational programs in Russia

Additional educational program	2016	2017	2018
in the field of physical culture and sports:			
on general development programs	86148	116788	136025
on pre-professional programs	4471	3660	2830

One of the reasons of such increase is comfortable atmosphere at the lessons which can be succeeded by special methods used by a teacher.

Not even government but industrial companies support sports activities of disabled children. They sponsor sports events, construct and arrange sports facilities.

Unfortunately, it is not so easy for children with disabilities and their parents to overcome the internal barriers. Finding the ways to negotiate poor physical and psychological state has led to various forms of social integration involving social adaptation of a student with disabilities in the general system of social relations. [5]

Being a teacher of PT I have used games, role-plays at the lessons. I have noticed that sports activities allow to make children happier, the start communicate much more with their classmates without disabilities. As a result my colleague and I have chosen conducting sports event fo children with disabilities and their relatives. The project was focused on creating comfortable conditions for social adaptation of children with disabilities. The event was organized by teachers of PT from Kargasok Secondary school (Kargasok region of Tomsk oblast) in collaboration with local community-based organization of veterans and the disabled, and the company "Gazpromneft-Vostok" under the programme of social investments "Rodnye goroda (Home towns)". Young children from local sports clubs and school club "Olympus", schoolchildren from Kargasok secondary school made a great contribution into organization sports contests, they presented musical and creative performances, they helped in conducting sports competitions. That was a great holiday for children and their relatives. The programme of the event included several sports competitions, tasks were arranged according to the physical peculiarities of participants, that is why it was not difficult for children with disabilities to perform tasks. The leaders of the teams inspired their members to overcome difficulties, and the spectators-fans supported participants during the competitions. Finally children were happy, merry and joyful, and what is more important, were opened out and made new friends.

4. Conclusions

Implementation of inclusive educational methods in compliance with the Federal State Educational Standard sets new challenges for society in general and for students in particular. It concerns creating special conditions for implementing inclusive practices.

It is necessary to develop methodological and theoretical basis in order to help students with disabilities to socialize in educational environment. Thus, the teacher should thoroughly alter his/her attitude to the educational process: arrange educational process using group work, games, role-plays, sports events in order to create comfortable educational environment and make everyone be inclusive and even think inclusively.

Sports events make students with disabilities more sociable. Creating special conditions (managerial, organizational, pedagogical, material and technical, supportive, psychologically comfortable) is a great promotion for successful socialization of students with disabilities.

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