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ОБРАЗОВАНИЕ ДЛЯ ВСЕХ: ВОЗМОЖНОСТИ ДЛЯ ИНВАЛИДОВ

Рассматривается социальная перспектива развития Программы «Образование для всех», реализующейся до 2030 года под эгидой ЮНЕСКО во всем мире. За основу анализа взяты документы, регламентирующие деятельность государств в рамках этой Программы, а также данные мониторинга достигнутых целей. На уровне субъектов образовательного процесса дискуссионными представляются возможности, которые предоставляет российская система образования практика, которой еще отстает от заявленных целей.

Ключевые слова: образование для всех, инвалиды, инклюзивное образование, возможности.

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EDUCATION FOR ALL: OPPORTUNITIES FOR DISABLED PEOPLE

The article examines the social perspective of the development of the «Education for All» Program, implemented until 2030 under the auspices of UNESCO around the world. The analysis is based on documents regulating the activities of the states within the framework of this Program, as well as monitoring data on the achieved goals. At the level of the subjects of the educational process, the opportunities offered by the Russian educational system to practice are debatable, which is still behind the stated goals.

Keywords: education for all, people with disabilities, inclusive education, opportunities.

All activities in the documents education for all (EFA) are calculated for the period up to 2030 in accordance with Incheon Declaration and the Global plan of Action (2015). It is said, in particular, about the «humanistic vision» of education and development based on human rights, cultural, linguistic and ethnic diversity: «It is transformative and universal, attends to the ‘unfinished business’ of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental hu-

man right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach» [6].

Modern society provides various opportunities for the individual to enter the social environment, including through the education of people with disabilities. The system of higher education ensures the entry of trainees in a multitude of diverse social interactions, into a special socio-cultural environment, shapes the world outlook and civic position.

The Law «On Education in the Russian Federation» contains the main provisions in the field of education of persons with disabilities are set out in (hereinafter – the Law) [1]. Of the total number (111 articles), more than 20 articles are devoted to this issue, of which 79 can be singled out. The organization of education for students with disabilities is reflected here. The Law defines two categories of students with special educational needs: disabled children and persons with disabilities. The definition of the concept of «inclusive education» as providing equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities, we can see in article 2 (part 27).

In addition to this Law, there are a number of normative documents that regulate the process of obtaining education by persons with disabilities. They, in particular, explain the requirements for the organization of the educational process for teaching disabled people and persons with disabilities in professional educational organizations [2]. Thus, the recommended equipment set for the stationary workstation for blind or visually impaired user is represented as follows: personal computer with a large monitor (19 – 24 «), the program JAWS screen reader, a program on-screen zooms MAGic) and a display using the Braille system (relefnó– Point explanations are given on the issue of admission of persons with disabilities and invalids to training in secondary professional and higher education programs [4]. Conditions for the accessibility of facilities and services for the disabled in the field of education, and provision of the necessary assistance (training and instruction of specialists working with disabled people is envisaged) [3].

In the Federal State Educational Standard of Higher Education in the field of training 39.03.01 Sociology (bachelor's level) for the realization of the right to receive higher education for persons with disabilities the following opportunities are provided [5]:

1. The availability of various forms of education (full-time, part-time and part-time). Implementation of the bachelor's program using the network form, according to the individual curriculum, including accelerated learning. When training according to the individual plan of persons with disabilities, the term of study can be increased at their will not more than 1 year as compared with the period of obtaining an education for the appropriate form of education.

2. The educational organization has the right to apply e-learning and distance educational technologies. In the education of persons with disabilities, e-learning and distance education technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

3. The choice of places for practice for people with disabilities should take into account health status and accessibility requirements.

4. Trainees are provided with the opportunity to master the disciplines (modules) of choice, including special conditions for disabled people and persons with disabilities, in the amount of at least 30 percent of the variable part of Block 1 «Disciplines (modules)».

5. Trainees from persons with disabilities should be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

An important factor in the social adaptation of students with disabilities is individual support. It is tied to the structure of the educational process, determined by its goals, construction, content and methods, has a warning character. This is especially true when students with disabilities have educational, adaptive, communicative problems that impede the formation of the necessary competencies. Maintenance is continuous and complex and is divided as follows:

1. Organizational and pedagogical support is directed to control of studies in accordance with the schedule of the educational process in conditions of inclusive education.

2. Psycho-pedagogical support is provided for students who have problems in teaching, communication and social adaptation and is directed to studying, developing and correcting the personality of the learner.

3. Prophylactic and health-improving accompaniment provides for solving problems aimed at increasing the adaptive abilities of students, harmonizing their mental state, preventing exacerbations of the underlying disease, and normalizing the background state, which reduces the risk of exacerbation of the underlying disease.

4. Social support solves a wide range of social issues, on which successful study depends (solving everyday problems, transport issues, social payments, organizing leisure, summer holidays, involving in student self-government, organizing a volunteer movement, etc.)

One of the effective methods of training is to involve students with disabilities to participate in scientific competitions and Olympiads at various levels. Contests contribute to the formation of experience in creative activity, create optimal conditions for the self-realization of the individual, for her professional and social adaptation, for raising the level of professional skill, for forming the portfolio necessary for employment.

Scientists believe that different types of disability stimulate the development of different compensatory abilities:

– for the blind – the ability to act in a limited amount of information; imagination; communication skills and self-presentation skills; mobility in the pursuit of movement; sharpened sense of smell, touch, attention to sound information;

- deaf people – developed visual skills; high ability to focus;
- people in a wheelchair – perseverance; ability to plan and carefully organize logistics; sociability;
- in people with mental disabilities – sincerity; ability to stimulate the interlocutor to clearly express their thoughts; high work capacity; love of work.

Adapted educational technologies for students with disabilities are presented in Table 1.

Table 1

Technologies	Goal	Adapted methods
Problem training	Development of cognitive ability, activity, creative independence of students with disabilities	Search methods, statement of cognitive tasks taking into account individual social experience and features, students with disabilities
Modular training	Flexibility of training, adaptation to individual needs of students with disabilities	Individual methods of teaching: individual tempo and training schedule, taking into account the level of basic training for students with disabilities
Socially active learning	Modeling the subject and social content of learning activities for students with disabilities	Methods of socially-active learning, gaming methods taking into account the social experience of students with disabilities
Interactive training	Interactive involvement of students with disabilities in the group educational process	Interactive methods of teaching, involving students with disabilities in various activities, creating reflexive situations to develop an adequate perception of their own characteristics

In the process of organizing the individual work of students with disabilities, two forms of interaction with the teacher are distinguished:

- individual educational work, that is, an additional explanation and in-depth study of the educational material;
- individual educational work, with the purpose of correcting the behavior of the student.

The teacher is recommended to choose the forms and types of independent work of students with disabilities, taking into account their abilities, features of perception and readiness for mastering the educational material. Forms of independent work are established taking into account individual psychophysical features (verbally, in writing on paper or on a computer, in the form of testing, electronic simulators). If necessary, students are given additional time for consultations and tasks.

Monitoring and evaluation of the learning outcomes of students with a disability of a specialized adaptation course are possible during the current and boundary control, intermediate certification. For the implementation of procedures for ongoing monitoring of academic performance and intermediate certification, evaluation materials adapted for students with disabilities are used.

In the outcome document of the world Conference on Education is the Salamanca Statement and Framework (1994) [7] outlines a strategy for action on inclusive education. In the field of social policy, the recent trend has been to en-

courage integration and participation and combat exclusion. Coverage and participation are crucial for human dignity, as well as for the use and enjoyment of human rights. In the field of education, this is expressed in developing strategies that aim to provide real equality of opportunity. The experience of many countries shows that the integration of children and young people with special educational needs occurs best within inclusive schools that accept all children within a community. It is in such circumstances that persons with special educational needs can achieve the highest results in terms of education and social integration. Despite the fact that inclusive schools provide an enabling environment for achieving equal opportunities and full participation, they need joint efforts not only from teachers and school personnel, but also peers, parents, family members and volunteers to succeed. The reform of social institutions is not only a technical one, but first of all it depends on the conviction, commitment, as well as the goodwill of individuals who make up society.

The conclusions section in EFA global monitoring report indicates: «In the end, the EFA movement can be characterized as a qualified success, even if EFA partners may not have collectively lived up to their commitments. But the lesson emerging over the past 15 years is that, while technical solutions are important, political influence and traction are more so, and are essential for realizing the scale of reform and action required to achieve EFA at the national level» [8].

Evaluation of the current equality of opportunities to enter the social environment through the education of persons with disabilities allows us to conclude that they have sufficient theoretical and normative work and, at the same time, insufficient connection with the practice of the educational field in Russia.

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СОЦИАЛЬНАЯ СПРАВЕДЛИВОСТЬ КАК ОТВЕТ НА СОЦИАЛЬНЫЕ РИСКИ

Рассматривается проблематика социальной справедливости в мировоззренческом, идейно-идеологическом, институциональном и политико-процессуальном контекстах. Делаются выводы о непротиворечивости фундаментальных ценностей и их вариативном институционально-государственном воплощении на современном Западе. Именно это обеспечивает сведение к минимуму рисков национальной безопасности. Политический процесс в условиях российской действительности в данном измерении, как представляется авторам, не может претендовать на качественную специфику. Это вызывает неизбежное стремление всех главных акторов находиться в пределах социально-правового социал-демократического смыслового континуума. Расхождение ценности социальной справедливости с социально-политической общественной динамикой может стать главной угрозой национальной безопасности.

Ключевые слова: социальное государство, социальная справедливость, социальная стабильность, национальная безопасность.

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SOCIAL JUSTICE AS A RESPONSE TO SOCIAL RISKS

The article deals with the problems of social justice in ideological, ideological, ideological, institutional and political-procedural contexts. Conclusions are drawn about the consistency of fundamental values and their variative institutional and state incarnation in the modern West. This is what minimizes the risks to national security. The political process in the conditions of the Russian reality in this dimension, as it seems to the authors, cannot claim a qualitative specificity. This causes the inevitable aspiration of all the main actors to be within the social and legal social-democratic semantic continuum. The divergence of the value of social justice with socio-political social dynamics can become the main threat to national security.

Keywords: social state, social justice, social stability, national security.

Лозунг Нового времени – «Свобода! Равенство! Братство!» – никто не отменял. Современное общество постоянно стремится к гармонизации, положенной в его основание. Естественно, что это противоречивое единство очень трудно удержать в рамках паритета. Поэтому некоторые современные общества впадают в ересь свободы за счет социальной справедливости. У других приоритет остается именно за ней, справедливостью. Общества первого типа представлены США, в первую очередь. Старая Европа – общество сначала равенства и братства, и уж потом – свободы. По крайней мере, так видит отличия Америки и традиционной Европы (Западной Европы) Ф. Фукуяма [4].