

Assessment of qualitative state in social education for atypical personalities during their university studies

Maxim Vasserman

Kazakhstan

Abstract: The article reveals the problem of assessing the quality of social education for persons with disabilities. It is given the substantiation of the concepts "atypical", "social competence", "social education", "quality of social education of persons with disabilities". In assessing the qualitative state of social education for atypical personalities two theoretical and methodological approach - an integrative and competence - are used. An experimental analysis of the social education level of persons with disabilities during their university studies shall be regarded. The state of social education of atypical personalities is rated in terms of their social competence possession. The results of comparative study on indicators of social education are cognitive, praxiological, axiological, moral and psychological. [Maxim Vasserman. **Assessment of qualitative state in social education for atypical personalities during their university studies.** *N Y Sci J* 2023;16(10):88-92]. ISSN 1554-0200 (print); ISSN 2375-723X (online). <http://www.sciencepub.net/newyork>. 04.[doi:10.7537/marsnys161023.04](https://doi.org/10.7537/marsnys161023.04).

Keywords: "atypical people", "social competence", "social education", "quality of social education of persons with disabilities", "competence approach", "integrative approach".

Introduction

At the present time the Russian education system has no common understanding of what should be education for atypical people, suggesting their active participation in the life of society in future. Existing practice in modern Russia involves training of such persons in nursing homes, in special remedial classes in ordinary schools, comprehensive schools, rarely - at home; in some universities it is created a system of integrated education for students with disabilities. Various scientists and practitioners view the education for persons with disabilities as:

- Inclusive (I.I. Loshakova, E.R. Iarskaya -Smirnova [1, p. 102], T. Loreman, D. Deppeler Harvey [2], E. Durkheim [3, p. 287], J. Schiener, F. Woller [4, p. 102]), suggesting that the diversity of the needs for students with disabilities must meet the continuum of services, including educational environment that is the most favorable for them;
- Special or corrective (L.I. Akatov [5, p. 124], Ch. Huges, C. Flint [6], E. Mulligan [7], Mark A. Loewenston, H. Frazis [8], T.P. Schultz [9, p. 203]), presenting that children with developmental disabilities have equal opportunity with their healthy peers in getting education;
- Integrated (T.V. Furyaeva [10, p. 98], L. Darling-Hammond [11], G. Kliucharev, J. Morgan [12, p. 62], T. Hubert, C. Wolf [13, p. 475]), acting as one of the forms of alternative education, which basic principles are: early correction, mandatory correctional help for each child, reasonable selection of children for integrated

education, positive relationship with members of society, etc.

In these formulations one of the aspects of disability, affecting accessibility for persons with disabilities for educational services and realization of their needs in the educational sphere, is noted. But it is not disclosed such aspects of disability as: overcoming failure of social competence of atypical personalities in the making their active life position; lack of available quality assessment of their social education, which gives an indication of the fact whether they possess social competencies or not. Each of these selected aspects has self dependent relevance and the subject to further consideration in this paper.

Methods

Theoretical and methodological basis of this research is presented by two approaches:

- integrative, taking into account the creation of unified socio-cultural educational environment for atypical personalities, and allowing their parents and local community to gain access to the information resource of research results;
- competence-based, involving qualitative assessment of the state of social education for atypical personalities based on analysis of the formation level of certain social competencies - instrumental, interpersonal, systemic [14, p. 55].

The main part

One of the manifestations of atypical persons with disabilities, according to the authors' opinion, is the

underdevelopment of their social competence, which leads to limited opportunities to implement many socio-cultural roles and functions, difficulties in mastering social norms and values of independent life, necessary for fully functional relations in society.

The significance of the social competence formation for persons with disabilities is currently not in doubt. Social competence, understood as "socially useful knowledge, skills", dictate understanding of various socio-psychological problems of life and the search for alternative ways to solve them, and they are necessary for atypical personalities aimed to the successful adaptation and integration in the society [15, p. 26]. Possibility of forming social competence for atypical personalities is seen in the actualization of their social education, which allows assessing the degree of social education of person.

Social education here is a state of social learning for atypical personality, giving it confidence in the choice of activity type, defining its role and status in society, which implies self-realization, self-organization, self-development of the individual in certain social and cultural conditions and difficult situations. Depending on the needs and preferences of atypical personality, social education may include " a minimum of special education necessary for professional activities, as well as a minimum of culture and knowledge to overcome the barriers of communication and self- identity "[16, p. 182].

Another aspect of the phenomenon of disability is associated with the problem of assessing quality of social education for atypical personalities and suggests clarifying this definition.

It is well known that quality of any education, including special, is estimated by the total indicators of education among the students describing their analysis of the subject knowledge, skills and cultural and intellectual levels of development.

In the context of the problems under consideration, we should remember that in high school a student with disability has not only the status of the student but also the disabled one. Teaching these students requires a corresponding adjustment of curricula, teaching methods and technologies, calculating teaching load at the higher education institution, as well as creating a barrier-free physical environment of learning that allows students with disabilities to learn social skills behavior in an integrated environment, get the necessary place at the university, have access to special training facilities and library fund. Besides it, the correctional component of the curriculum and the rehabilitation component of higher education are pointed out.

The current expert evaluation of the education quality in Russia is such that the results of this evaluation tend to remain known only to a narrow circle of specialists working with atypical individuals. This

circumstance makes it impossible for the availability of the assessment results to parents of atypical children and local community, which also act as subjects of education.

In the context of this research, the authors attempted to analyze the quality of the social education of persons with disabilities in a particular community. Thus, under this concept it is understood cumulative state of social and cultural development of atypical personality, reflecting the degree of social learning practical skills for independent life, and the condition of the value-normative environment of the society about disability in general, and children in particular. The complexity of the second aspect of the research is related to both the difficulty of the qualitative analysis of the values and norms of the community environment, and with the multi-level system of social education subjects in it. Therefore, the investigation of the quality of social education was conducted on the basis of the evaluation the level of social education for persons with disabilities, implying the existence of certain social competencies - instrumental, interpersonal, systemic.

The content of these social competencies includes the following knowledge and skills: the ability to learn, to possess new knowledge, social information and to apply them in everyday life, the ability to take part in dialogue, to exchange social information and knowledge with other individuals in society and to influence them, also communicative and social activity, values and moral qualities, the ability to self-realization and professional choice and others.

The group of indicators for the analysis of social competence formation for atypical personalities is determined. It is reflected in the development of their communication, emotional and moral, cognitive, value-motivational characteristics. These indicators include cognitive praxiological, axiological, and psychological indicators used to assess the qualitative state of social education for atypical personalities.

Description of the research. In the course of the panel study conducted by the team of authors of this article in stages over 2011-2013 period (Stage 1: April-May 2011, Stage 2: September-November 2013, Sample group - 38 people, the type of sampling - purposeful nonrandom) it is carried out a comparative evaluation of the level of social competence formation among the same students with disabilities during their study at the university at different times (at the beginning and end of study).

Through a questionnaire survey it was rated the quality of the social education of students with disabilities aged 17-20 years, studied at different full-time faculties from 1 to 4 years at HPI "Stavropol State Agrarian University". In order to clarify the issues that have not been adequately explained in the course of questioning the students, the method of semi-formalized

interviews (number of interviewees - 15 people) was used. It allowed on the basis of main questions to ask more, vary their sequence, and clarify some points in the respondents' answers.

Representation of social competences among the students with disabilities characterizing their social education, conventionally estimated at intervals from 0 to 35% - a low level; from 36 to 75% - an intermediate level; from 76 to 100% - a high level of education.

Analysis of the social education of students with disabilities is carried out using a methodology for their socio-cultural "portrait", which is a typological description and comparison of the socio-cultural characteristics, allocated on the basis of the content of social education, units of competencies: instrumental (the ability to learn, get new knowledge, possess of social information and knowledge and ability to apply them in life), interpersonal (the ability to communicate, exchange social information and knowledge with other individuals in the society in order to influence them, and also communicative and social activity), system (value orientation and moral quality of the ability to self-realization and professional choice).

These research data of the state of social education for students with disabilities at an early stage (1st year, in April - May 2011) showed the following.

It is empirically established that the social education for students with disabilities reflects the imbalance of their social content of knowledge and skills, and not the same in aggregate indicators. Thus, according to the cognitive index an average level of social education (54%) was revealed: about half of the students surveyed (49%) with disabilities possessed social information and knowledge to orient themselves in the social and cultural space community (knowledge about the rules of behavior in public places, knowledge of the range of services at social institutions, the ability to use the services of these institutions, etc.); 34% identified a concern that they cannot cope with the performance of his duties as a student; 72% understood the essence of higher education and its benefits for themselves; 28% of respondents noted the advantages of distance learning as a form of prior integrated education; 34% of the students recognized the usefulness of their professional development of interactive, computer and telecommunications training; 89% - said about the need for feedback from the instructor.

According to praxiological indicator the social education of students with disabilities is also located on the middle level (53%): 58% of respondents expressed a desire to assimilate the professional knowledge and

skills; 24% of respondents said that for them, first of all, higher education allowed to realize their needs in communication, self-actualization; 47% of respondents indicated labor activity, 64% - creative activity; 42% of students with disabilities expressed difficulty in verbal communication and in mastering nonverbal means of communication.

According to axiological indicator it is shown the average level of social education for students with disabilities (53%). A sufficiently large number of respondents (35%) have not been established the value systems to achieve self-sufficiency, self-esteem, self-respect; 70% of respondents recognize the importance for their education as a value. It is noteworthy in this respect that some respondents apparently do not show the connection between the possibility of self-development and self-improvement and obtain higher education.

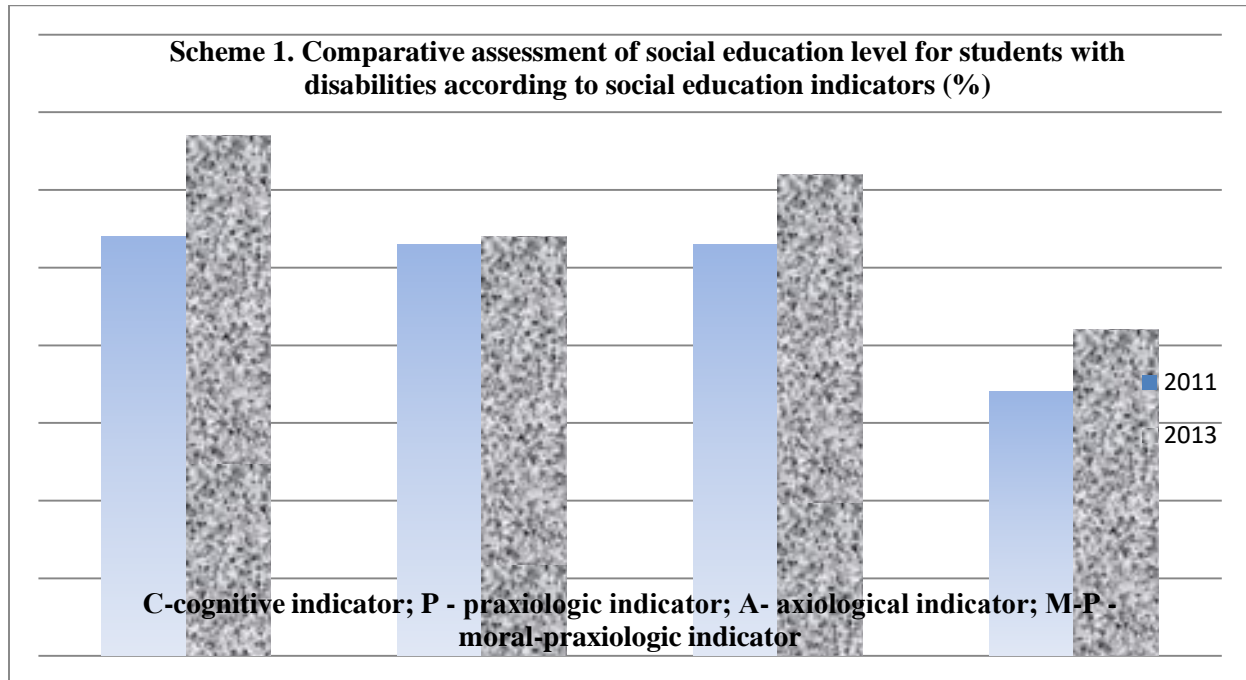
According to moral and psychological parameters it is defined the low level of social education (34%). So, 42% of respondents indicated inadequate self-esteem, 68% - lack of confidence in their abilities, for 34% of respondents was characterized by negative self-perception.

As a result, the lowest level of social education conventionally determined among 38% of students with disabilities; average - typical for 62% of the respondents; high - not determined none of the respondents.

On completing the training (4th year, September-November 2013) the assessment of social education among those same students with disabilities has changed in terms of increasing levels of axiological (62%), cognitive (67%) and moral and psychological indicators (42%), which is obviously due to the reevaluation occurred in the system of instrumental values (values of self-esteem, self-education, interpersonal and professional fulfillment), the formation of positive attitudes in learning, caused an increase in the educational level and wider community. The state of social formations studied by praxiological index is remained virtually unchanged (54%).

The repeated research showed that the lowest level of social education was conventionally determined among 31% of students with disabilities; average - typical for 69% of respondents; high - not determined, none of the respondents.

The scheme 1 shows the dynamics of changes in indicators of social education of students with disabilities for the duration of their studies at the university, on average for each of the indicators.



Conclusion

The analysis confirms the conclusion that the implementation of social skills of students with disabilities, reproducing their educational potential and suggesting activity development in the various spheres and having confident life position, more often associated with the ability to meet the needs and realization of abilities at the primary stage of educational integration. Lack of social competences necessary to the integration of the majority of students with disabilities is due, on the one hand, the lack of education role in their development, on the other - an uncertain lifestyle of the individuals themselves. As a consequence - an average of 54% atypical personalities are socially formed on the cognitive indicator and 34% - on the moral and psychological indicators, 53 % - on the axiological indicator, and 53% - on praxiological one.

Comparative assessment of the social education level of students with disabilities at the beginning of their training in high school and after graduation demonstrated qualitative change in the status of their social education by block competencies: instrumental, interpersonal and systemic. In particular, value- motivational, communicative, emotional, moral, cognitive sphere of the individual students were changed. It was resulted in improvement of their intellectual and educational levels, and contributed to the socio-cultural integration, both in high school and in the community as a whole.

Thus, the quality of social education for atypical personalities is determined, on the one hand, by the level of development of certain social skills required

to overcome the social, economic and cultural isolation and subsequent independent life in society. On the other hand, the quality of education depends on the social creation of the unified socio-cultural educational environment for atypical personalities that ultimately led to their integration and equality before the other members of society.

To ensure the development of social education for atypical individuals it is necessary, in our opinion, the development of training state educational programs of social education by modular principle (depending on the formed social competence) , and implementation of appropriate forms and methods of social learning for students with disabilities in higher education.

References

- [1]. Iarskaya - Smirnova, E.R., Loshakova, I.I. 2003. Inclusive education for disabled children. Sociological Studies. #5. 100-106.
- [2]. Deppeler, Harvey D., Loreman, T. 2005. Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom. L; N.Y. Routledge Falmer.
- [3]. Durkheim, E. 1973. Two laws of penal evolution. Economy and Society. # 2 (3). 285-308.
- [4]. Woller, F., Schiener, J. 2009. Einkommenseffekte beruflicher Weiterbildung. Empirische Analysen auf Basis des Mikrozensus-Panels. Kolner Zeitschrift fur Soziologie und Sozialpsychologie 61. 90-117.

- [5]. Akatov, L.I. 2003. Social rehabilitation of children with disabilities. Psychological bases. M. VLADOS, 362 p.
- [6]. Not just the economy: Public value and adult learning. Eds. Flint C., Huges Ch. National Institute for Adult and Continuing Education. NIACE, Leisester, 2009.
- [7]. Mulligan, E. 2011. The Facts on Charter Schools and Students with Disabilities. <http://nichcy.org/publications/charters>. November, (date of access: 15.03.2014).
- [8]. Frazis, H., Mark A. Loewenston. July 2003. Reexamining the Returns to Training: Functional Form, Magnitude and Interpretation. Washington DC, Bureau of Labor Statistics. Working paper 367.
- [9]. Schultz, T.P. 2004. School Subsidies for the Poor: Evaluating the Mexican Progress Poverty Program. *Journal of Development Economics*. # 74 (1). 199-250.
- [10]. Furyaeva, T.V. 2002. Comparative education of special children: theoretical and methodological aspects: Monograph. Krasnoyarsk: publ Krasnoyarsk State Pedagogical University, 185 p.
- [11]. Darling-Hammond, L. 2000. Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education Policy Analysis Archives* 8. <Http://epaa.asu.edu/epaa/v8n1/> (date of access: 16.03.2014).
- [12]. Kliucharev, G., Morgan, J. 2008. Non-Governmental Organization, non-formal education and civil society in Contemporary Russia. *China's Opening Society. The non-state sector and governance*. Ed. by Zh. Yongnian, J. Fewsmith. Routledge, pp. 54-70.
- [13]. Hubert, T., Wolf, C. Dezember 2007. Determinanten der beruflichen Weiterbildung Erwerbstätiger. *Zeitschrift für Soziologie*. Jg. 36, Heft 6, 473-493.
- [14]. Nikitin, V.A., Medvedeva, G.P. 2007. Trends and problems in the development of social education. *Journal of Social Policy Studies*. # 4. 54-57.
- [15]. Besedina, I. 2000. Formation of social competence. *Human Resources*. # 2. 25-28.
- [16]. Markova, O.Yu. 2004. Education in the system of cultural values of modern man. *Man: the ratio of national and universal*. Col. of mat. of International Symposium . MY. 2. Ed. V.V. Partsvaniya. St. Petersburg, 181-184.

9/22/2023