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Professional And Labor Orientation Of Persons With Disabilities In The Resource Educational And Methodological Center Of The Russian State Social University.

Bikbulatova AA*, and Karplyuk AV.

Russian State Social University.

ABSTRACT

At present, in Russia, people with disabilities and limited health opportunities have limited choice of jobs and jobs. Because of their financial problems, it is difficult for them to get a second education or to undergo retraining of another profession. At the moment, vocational guidance work with disabled people in Russia is not systematic. It becomes clear that the Resource training and methodological centers that will form a network of higher education institutions should decide the main role in identifying the best approaches to vocational guidance, summarizing and systematizing the methods used in Russia. It is recognized as expedient to allocate in Russia the work of resource training and methodological centers for coordinating the development and ensuring access to education for people with disabilities in various subjects of the Russian Federation. Their activities will be related to the maintenance of the database of potential applicants, the organization of targeted work with them through registration in the private office and the organization of counseling by certified professional advisers. Resource training and methodological centers should also generalize information on educational opportunities in the region, adapted educational programs, conditions created for the education of people with disabilities and people with disabilities in an educational organization. It also becomes clear that the psychological support for the professional development of a person with limited health capabilities should be based on full-fledged information about the whole world of professions. In the current conditions of the absence of the Russian service of vocational guidance, the activity of the resource training and methodical center is aimed at providing educational and methodological assistance to those specialists who are responsible for the success of the preprofile preparation of persons with disabilities. It is clearly defined that this activity should be carried out by specially trained and certified specialists to professional counselors.

Keywords: limited health opportunities, professional orientation, Russian State Social University, resource educational and methodological center.

*Corresponding author

INTRODUCTION

The development of pathology in the human body always leads to metabolic, functional and structural changes [1,2]. These changes, being a manifestation of the pathological process, themselves can disrupt the vital activity of the organism [3,4]. As has been observed in model experiments [5,6] and in clinical observations [7,8], they are an important factor in premature aging, a sharp decrease in resistance and a deterioration in the overall prognosis [9,10].

Despite the high activity of medical science and practice, the pathological severity of the Russian population continues to be high [11,12]. Especially the wide spread of cardiovascular pathology can greatly reduce the life of the population and cause persistent dysfunctions, loss of ability to work and the onset of disability in a large number of people [13, 14].

The number of different categories of people with disabilities in Russia currently stands at 12.3 million, which is 10% of the population. At the same time, the share of disabled workers from their total number is only 20.5% [15]. In 2015, 481 587 disabled people and persons with disabilities were educated in Russia, 16 232 students in the vocational education system, and 18 035 people in higher education, which is less than 1% of the total number of people with disabilities [16].

At present, in Russia, people with disabilities and limited health opportunities have limited choice of jobs and jobs. This is due to their lack of information about occupations, aspects of vocational training, the state of the labor market and all aspects of employers' demands. In many respects, because of this, people with disabilities are slightly competitive in the Russian labor market categories. This is exacerbated by the fact that often for their employment requires special adaptations and specially equipped workplaces. A significant part of people with disabilities and limited health opportunities, because of financial problems, it is difficult to get a second education or to undergo retraining of another profession. All this suggests that the price of mistakes in choosing a profession for people with disabilities is much higher than that of a healthy part of the population, and therefore the requirements for career-oriented work with people with disabilities should be very high [17].

The acquisition of general and vocational education by disabled people and persons with disabilities is one of the main and inalienable conditions for their successful socialization, ensuring their full participation in society, effective self-realization in various types of professional and social activity [18].

The problem of vocational guidance for students of school leavers with disabilities and the employment of young people with disabilities for our country has been and remains highly relevant and often difficult to resolve, which calls for an integrated approach to the conduct of career guidance among people with disabilities and disabilities [19].

The aim of the work: to highlight the role of the resource educational and methodological center of the Russian State Social University in the professional and labor orientation of persons with disabilities.

MATERIALS AND METHODS

The work was approved by the local ethics committee of the Russian State Social University on September 15, 2016 (protocol №9). Applying the methods of observation, analysis and synthesis, the methodological features of vocational guidance among people with disabilities in the resource educational and methodological center of the Russian State Social University were revealed:

information support of career guidance work is carried out by posting information on career guidance on specially created information resources on official websites of state authorities of subjects in the field of education;

methodical recommendations, teaching aids, information booklets, handbooks on the world of professions and forms and methods of career guidance work are published;

there are federal training and innovative training courses and regional targeted programs for vocational guidance;

developed educational programs for continuing education for those responsible for the organization of vocational guidance in general and vocational educational institutions;

in the subjects of the Russian Federation, the practical activities of educational organizations are introducing programs and educational and methodological kits on the pre-profile training and vocational guidance of children with disabilities [20].

RESULTS OF INVESTIGATION AND DISCUSSION

The study found that in order to ensure accessibility, improve the quality of vocational education and indicators of employment of people with disabilities in the Russian Federation, the education system is being modernized. The authors emphasize the following problems, which, in their opinion, constrain the development of inclusive education and the effectiveness of vocational guidance work:

1. In Russia, there is still no coordination and inter-departmental cooperation in matters of vocational guidance, education and subsequent employment of people with disabilities, both at the federal level and at the level of the constituent entities of the Russian Federation. A logically structured and continuous system for obtaining services for people with disabilities and mechanisms for their financing is not provided.
2. There is a geographical uneven distribution of educational organizations implementing educational services for persons with disabilities in the regions of the Russian Federation.
3. In Russia, there is no comprehensive organizational model of inclusive education and the quality standard for providing educational services and infrastructure in the system of secondary vocational education and higher education, including a unified list of equipment for equipping classrooms and laboratories of educational organizations that enable them to learn educational programs for people with disabilities of various nosological groups, standard on the accessibility of social infrastructure and physical training.
4. In Russia, the list of educational programs offered for the education of people with disabilities is still traditional and narrow, not related to the demands of the regional labor market.
5. While in Russia there are no uniform approaches to the content, the principles of development and implementation of adapted educational programs. There is a limited range of adapted educational programs in the areas of training.
6. On the territory of Russia there are still no mass technological solutions for the adaptation of the educational environment, as well as the development and implementation of new technologies that make it possible to receive and assimilate information in an accessible form for people with hearing, vision, and totally blind, deaf and deafblind people.
7. Experts not yet trained in Russia have comprehensive qualifications in vocational guidance and job placement assistance, as well as specialists in accompanying employment.

The problem of vocational guidance in the conditions of the general and vocational schools at the present stage of its development requires ensuring its systematic conduct, coordination of the actions of enterprises and organizations, state and municipal bodies, the school, the family, the public and other social institutions participating in its decision, the delineation of functions between them, continuous and timely solution of scientific and organizational issues [21].

The State Program of the Russian Federation "Affordable Environment" for 2011-2020 provides for the creation of a network of resource training and methodological centers (altogether 21 centers) whose activities will be aimed at improving the quality of inclusive education and ensuring its accessibility in higher educational institutions of the Russian Federation. One of the leading resource educational and methodological center is the one created on the basis of the Russian State Social University in Moscow.

The goal of the Resource Training and Methodological Center of the Russian State Social University is to increase the accessibility and quality of higher education for people with disabilities and limited health opportunities, and to develop and implement an effective vocational guidance system for people with disabilities and limited health opportunities in the regions of the Russian Federation.

The development of vocational guidance in the Russian Federation should be based on the interdepartmental interaction of employment centers, territorial career guidance centers, resource centers in the education system for the education of people with disabilities and persons with disabilities [22]. Since January 1, 2017, the Federal State Information System "Federal Register of Disabled Persons" has been launched. Filling the system with information and connecting to it all interested departments, including at the level of the constituent entities of the Russian Federation, should be completed in 2017. Subsequently, the Federal State Information System "Federal Register of Persons with Disabilities" should become a single source of both obtaining statistical data on people with disabilities and limited health opportunities, as well as a single source of informing and conducting targeted work with people with disabilities [23].

The problem of heterogeneity in the market for educational programs and the possibility of obtaining education by disabled people and persons with disabilities is hidden in the absence of planning of enrollment admission to universities, taking into account the analysis of the regional labor market and the request for employment of disabled people and persons with disabilities.

Training in the general education system and programs of secondary vocational education is provided by regional budgets of the subjects of the Russian Federation; Education in universities is carried out at the expense of the federal budget. Currently, there is a lack of continuity of educational programs at different levels, so the graduates of the school and college are usually much larger, and their request for higher education educational programs is substantially wider than that available within the quota of budgetary places in universities allocated for the reception of disabled people and persons with disabilities.

We propose to consider the possibility of allocating up to 10% of the admission figures for all areas of training implemented by the higher education institutions of the subject of the Russian Federation, regardless of the availability of budgetary places for the reception of disabled people and persons with disabilities. At the same time, applications from universities should be adopted taking into account vocational guidance work carried out jointly with employers and regional employment services. Coordination of this activity is proposed to be assigned to the Resource Training and Methodological Center.

An individual program of rehabilitation or habilitation of a disabled person is developed by federal state institutions of medical and social expertise. The statement on professional rehabilitation or habilitation of an individual rehabilitation or habilitation program is filled out by experts of medical and social expertise and sent to the executive body of the subject of the Russian Federation that oversees the direction of employment promotion. Extract contains: activities for vocational guidance; recommendations on the conditions of the organization of training and assistance in employment; a conclusion on the absence or presence of contraindications for training under bachelor's programs and specialty programs in educational institutions of higher education; recommendations on employment, in particular on accessible kinds of work and labor functions, implementation of which is difficult; recommendations on working conditions and equipment (equipment) of a special workplace for the employment of a disabled person [24].

Often, experts in medical and social expertise do not have the necessary qualifications that allow them to correctly fill out the recommendations, which causes many complaints from the disabled themselves. There are no well-trained specialists who, apart from knowledge of psychology, have knowledge in the world of professions, are able to conduct diagnostics and give recommendations on the self-determination of the disabled person. To solve this problem will allow retraining, with the subsequent assignment of the qualification "professional counselor", psychologists of educational organizations, experts in medical and social expertise and territorial employment services. It is the psychologist-professional counselor who will ensure the construction of professional activities and educational training for persons with disabilities and limited health possibilities without destructive measures in the progressive form of workgenesis and the possibility of building any professional activity in others. The professional consultant should have competence in the field of comparative psychological professional studies, in the field of personal and professional development, and in the field of communicative competence at the level of mastering mass, group and individual methods of career guidance [25]. The success of the vocational guidance of persons with disabilities and limited health possibilities directly depends on the success of the professional activities of the vocational counselor, who must possess a range of diverse knowledge, skills, developed ability to use innovative psychological technologies and techniques (professional interview techniques, telephone counseling and diagnostic conversation, analysis of the individual situation of choice-change of persons with disabilities and special

needs; technology use genogram, sociograms, diagnostic algorithm of drawing up maps of the intellectual and emotional development of children and adolescents with disabilities, technology, the formation of their professional plans, etc.) [20].

It is necessary to consider the possibility to delegate authority to fill the section of vocational rehabilitation or habilitation of an individual rehabilitation program or to habilitate certified professional advisers.

In order to take into account applicants who plan to enter the university, an electronic registration system has been created on the portal of the resource training and methodology center. When registering on the portal, the applicant completes a form indicating the data about himself, disability, individual achievements and portfolio. At the same time the personal office of the applicant is formed on the portal and an identification number is assigned to him. When registering, this number is sent to the applicant's mail, and allows him to access the consulting services of the resource training and methodological center in terms of career guidance and description of the conditions for admission to the university. The student's data automatically fall into the Electronic system of management of the educational process.

Data on work with the professional adviser are reflected in the personal office of the applicant, where on the basis of diagnosis recommendations on the choice of professions and subsequent employment are presented.

Vocational guidance for people with disabilities and limited health opportunities is a systemic activity. In order to clarify the individual trajectory of development, it is advisable to conduct occupational diagnostics regularly. The professional adviser can annually conduct professional diagnostics and reflect its results in the personal office of the disabled person, both at the stage of choosing a profession in the school, at the university and at the end of it, and at the time of applying to the employment service in case of disability acquired.

The user of the personal cabinet has the right to consent to the possibility of viewing his personal data for other users, for example, educational partner organizations of the resource training and methodology center interested in his training, as well as employers - partners of the resource training and methodical center, ready for employment of the disabled person.

Registration of applicants on the portal must be built systematically through a network of general education and specialized organizations, employment centers, while consulting and entering data into the personal cabinet is carried out by a certified psychologist, the professional counselor who works in the organization. An effective modern mechanism for vocational guidance is the participation of schoolchildren and trained professional educational organizations in competitions of professional skill among people with disabilities Abilimpix. It is important not so much to participate in competitions, but inter-championships training organized in this or that profession on the basis of universities and colleges. Winners of competitions successfully employed by young people with disabilities are master classes and career-oriented activities.

Taking into account the results of the work of the Resource Training and Methodological Center of the Russian State Social University regarding the professional and labor orientation of persons with disabilities and disabilities, the authors propose the following:

1. Develop a professional standard for the vocational counselor.
2. To develop, and introduce the procedure for certification of professional qualification of specialists engaged in the vocational and professional orientation of disabled people.
3. Develop a standard for vocational guidance services and conditions for its implementation in relation to persons with disabilities and limited health opportunities.
4. Develop the development of: labor market segments for people with disabilities and disabilities; methods of psychodiagnostics of professional self-determination of persons with disabilities and limited health opportunities; programs of professional development of specialists for the training of persons with disabilities and limited health opportunities; electronic educational content of the consultative model of personal and professional development of persons with disabilities and limited health opportunities; methodological recommendations for educators, psychologists, representatives of the family and social environment on the

issues of professional orientation of persons with disabilities and limited health opportunities; exchange of experience in advising people with disabilities and people with disabilities (organization of seminars, conferences, roundtables, etc.).

A model of a resource training and methodological center for career guidance has been developed, which is based on the targeted approach to professional counseling through the personal office of the entrant, reflecting the results of the annual occupational diagnostics that is implemented internally, as well as through online and offline consultations with professional consultants. The work model assumes the building of network interaction between the general education organization, special correctional schools, vocational education and higher education organizations, regional branches of medical and social expertise and employment services. It is advisable for representatives of these institutions to take professional retraining under the "Profconsultant" program for the opportunity to competently conduct professional diagnostics and orient themselves in the world of professions. It is important to organize general and pre-professional training before entering the university.

To ensure the availability of professional counseling services, the electronic content of the consultative model of personal and professional development of persons with disabilities and limited health opportunities has been developed, aimed at self-information, self-education, expansion of ideas about the opportunities and limitations of professional self-determination and career orientations for persons with disabilities and limited health opportunities.

Thus, through the network of the resource training and methodological center, it is possible to obtain information about the professional inclinations of applicants from among persons with disabilities, so that a comprehensive system of vocational guidance and job placement will be built in the region. A further step in the development of the system is the integration of information on profodiagnostics (as one of the services for people with disabilities and people with disabilities) in the personal cabinet of the resource training and methodology center with the portal of the Federal State Information System "Federal Register of Disabled People".

CONCLUSION

Vocational guidance work with disabled people is currently not conducted systematically in Russia, separate points of growth in the system are allocated, not forming the system as a whole. The task of identifying the best practices of vocational guidance, generalization and systematization of the methods used should be solved by the resource training centers, which will form a network of higher education organizations. It is advisable to assign resource training and methodological centers to the functions of coordinating the development and ensuring access to education for people with disabilities in the subjects of the Russian Federation, keeping the database of potential applicants, organizing targeted work with them, through registration in the private office and organization of counseling by certified professional advisers. Resource educational and methodological centers should also compile information on the opportunities for obtaining education in the region, on adapted educational programs, the conditions created for the education of disabled people and people with disabilities in an educational organization for the subsequent placement of this information in the Federal State Information System "The Federal Register of Disabled People". Psychological support for the professional development of an individual with limited health capabilities should be based on full-fledged information about the whole world of professions. In the current conditions of the absence of the state service of vocational guidance, the activity of the resource training and methodological center is aimed at providing educational and methodological assistance to those specialists who are responsible for the success of pre-professional training for persons with disabilities and limited health opportunities. This activity should be carried out by specially trained and certified specialists to professional counselors.

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