

# Innovative Model of Formation of Social Activity of Young People with Special Health Opportunities

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## ABSTRACT

The implementation of inclusive education in the system of national higher education is one of the critical tasks of the scientific and pedagogical community, the state and society as a whole. Nowadays, young people with disabilities should be considered by society as a full-fledged and full-fledged participant in social and labour, socio-economic and political processes, as the labour and intellectual potential of the region. The purpose of the study presented in the publication was to form a new approach to the system of education, upbringing and development of young people with special needs, based on the model of the formation of social activity of young people with special health capabilities (SHC), which provides high-quality vocational education regardless of health characteristics. The work used methods of analysing the problems of social adaptation of university graduates with disabilities; systematisation of factual and empirical data on the problem of youth social activity management; modelling. A systematic analysis of the problems that hinder the acquisition of high-quality professional training for young people with disabilities made it possible to develop an innovative model for the formation of young people's social activity. The scientific novelty of the research lies in the fact that for the first time a complex of factors that determine the level of social activity of young people with disabilities was determined, and a conclusion was made about the need to create a comfortable environment in the educational space of a university. The proposed approach to the formation of mechanisms for increasing the social activity of persons with disabilities will make it possible to carry out a correct assessment of the level of social activity and acting factors, to manage the processes of involving young people with disabilities in the socio-economic processes of the region; contribute to the formation of a sense of full rights in society among young people with disabilities.

**Keywords:** *Inclusive education in higher education, Professional and pedagogical support, Friendly environment, Socialisation, Adaptation.*

## 1. INTRODUCTION

Changing the format of the socio-economic situation in society, the total digitalisation of the processes of interaction between the individual and society requires adequate approaches to assessing the role of a group of people with disabilities in the formation of the intellectual and labour resources of the state, changing approaches to managing the social activity of young people with disabilities, creating comfortable living conditions for this group of the country's population. According to the Ministry of Education and Science of the Russian Federation (form HPE-1), 5,190 disabled people were admitted to universities in 2013, 5,179 in

2014, and 7,594 in 2018. Similar processes are observed in other countries. Domestic and foreign pedagogical science pays serious attention to increasing the social activity of young people with disabilities. Leading universities of the country (Bauman Moscow State Technical University, Russian State Pedagogical University named after A.I. Herzen et al.) have developed and implemented special programs for the development and improvement of the system of professional adaptation students with disabilities [2]. The problems of inclusive education in modern society are of interest not only to psychologists and sociologists. Thus, according to Angharad E. Beckett, "the range of potential topics for

study in the field of education and, in particular, the opportunities that it can provide for the promotion of inclusive policies is extensive and awaits its researcher" [2]. Increasing the availability and quality of higher education reduces the social vulnerability of students with disabilities, opens up prospects for professional career growth, and reduces the likelihood of falling into the risk group. The study materials of researches of domestic and foreign scholars on the relationship of professional self-determination and social engagement of youth with disabilities with the higher education system [3-4] allowed us to formulate the aim of the study was the formation of a new approach to the method of training, education and development of young people with disabilities, development of a model of formation of social activity of youth with disabilities, providing high-quality professional education regardless of the nature of health.

## 2. MATERIALS AND METHODS

Systematisation of materials on improving social activity of youth with disabilities, the generalisation of experience of higher educational institutions of Russia and CIS countries in the field of inclusive education, analysis of university's role in the processes of formation of readiness of young people with disabilities to regular activities aimed at self-development and successful socialisation allowed the authors to develop an innovative approach to the formation of social activity of student youth with disabilities. Content analysis of empirical and factual data, expert assessment of the role of alma-mater as an institution capable of providing professional and pedagogical support to young people with disabilities during training and during adaptation to the labour market immediately after graduation, carried out during research [6], confirm the need to develop a conceptual model for managing social activity [7-9]. The interdisciplinary nature of the study is due to the multi-aspect nature of the problem [10]. Without denying the importance and significance of such norms that legislate the rights of a young person with disabilities to access to education, a comfortable environment, etc., the authors support the point of view of Rasskazov F.D., Muller O.Yu. regarding the need to "develop measures for adaptation with disabilities. An important component of the educational environment is the relationship within the student community... It is possible to facilitate the adaptation process by involving joint creative activities and curators' targeted assistance" [11]. Factors affecting the social activity of young people with disabilities also include the conditions in which the process of acquiring a profession takes place; the nature of the environment in which training takes place; the presence/absence of professional education, the psychological climate in the study group and the university as a whole, the sincere willingness of others to provide professional support without focusing on the special needs and opportunities

of a student with disabilities. Thus, from the point of view of Kulikova D.N., "it should be noted the problems of <...> self-actualisation of persons with disabilities. Often, obtaining professional skills and abilities becomes a secondary task for such people, while socialisation and obtaining a higher education diploma is the main ones" [12, p. 104].

## 3. AUTHOR'S CONTRIBUTION

A comprehensive study allowed us to determine the composition and structure of factors that have a significant impact on the process of managing social activity, to develop a conceptual model for the formation of social activity of young people with disabilities (formula 1), to establish a link between the level of social activity (USA) and the main active factors.

$$USA = F \{KSO, QE, SO, UM, PG, FG\}, \quad (1)$$

where

KSO - the comfort of the living environment, determined by formal and informal criteria of accessibility of education (friendly atmosphere, constructive interaction with teachers and fellow students; involvement in the university's social and cultural life, etc.)

QE - the quality of training; criteria for evaluating the quality of training are set by the authorised body based on a system of formal quality indicators and public opinion, based on qualitative assessments, reviews of the quality of training and the socio-psychological climate of the university in social networks, the reputation formed based on public opinion, etc.);

SO - self-assessment, UM - the level of motivation - criterion assessments that allow you to determine the degree of readiness of young people with disabilities to study at a university. According to the authors of the article, monitoring self-assessment indicators of motivation level is the basis for analysing the self-determination processes of a student with disabilities in their goals, position, and situation.

PG, FG - psychological and physical readiness factors are determined by specific criteria by specialists of the corresponding profile.

Figure 1 shows a graphical interpretation of the conceptual model of the formation of young people with disabilities social activity.

The ideal state of social activity of young people is represented in the form of a sphere.

The system of social activity management (analysis, monitoring, control actions) in professional training is a cube inscribed in the sphere.



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