

## Conference Paper

# The Rehabilitation Potential of the Professional Education of People with Disabilities

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## Abstract

The authors analyze the results of socio-pedagogical research, which is based on the International Classification of Functioning implemented in the process of blended learning of students, bachelors with disabilities and a special medical group of the Tyumen State University.

There is the domination of people with disease musculoskeletal system and the cardiovascular system among test subjects. However, 73.0% of students think that they are “practically healthy” and have no special educational needs. There is the revelation of the absence of serious complications in the state of health during an academic year; the possibility of a conscious independent choice of the individually oriented educational trajectory of student development, the understanding attitude of teachers to skipping classes for health reasons in people with disabilities.

The results of the research demonstrate a synergistic effect of the inclusive education of disabled people and students with disabilities, high rehabilitation potential of the educational environment of the university.

**Keywords:** physical education, students, disabilities, disabled people, rehabilitation.

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## 1. Introduction

The level of the development of medical technology and the progress of humankind closely connected with an increase in the number of people with disabilities health.

There are two different trends in modern society: the number of children with a severe complex of health problems who need the creation of special conditions for life and development is increasing, and simultaneous increase the number of people who reach the level of the psychophysical development is close to the age norm.

Groups of students with disabilities include: deaf, hard of hearing, blind, visually impaired, severe speech impairment, musculoskeletal disorders, mental retardation, autism spectrum disorders, complex defects, mental retardation [2, 5–7].

The terms “person with disabilities” and “disabled person” are similar in content. However, the term “disabled person” is the result of the work of experts in a medical

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commission that evaluates human health, expressed in a document-approved form. The term “person with disabilities”, is currently widespread in Russia. It is a more general term, which includes only persons with a disability status.

Nowadays there is the global scientific community that relies on the International Classification of Functioning, Disability, and Health (ICF). Here Functioning is the key concept of classification. It is considered at three levels: the body (functions and structures of the body) - the person (activity, the fulfillment of tasks and actions) - society (inclusion and involvement in life). Disability in this context is a violation or limitation of functioning at one or more of these three levels. The difference in approaches of the ICF and the International Classification of Diseases (ICD) explains the existing terminological confusion.

There are two main forms of organization of the educational process of university higher professional education for people with disabilities - inclusion and distant [1]. The requirements of the Federal State Educational Standard (GEF) and the schedule that is mandatory for all students are the basis for a community of students with different health levels.

However, a person’s legal status of a disabled person does not mean that there is a need to create additional guarantees for an individual to exercise the right to get education. A person with disabilities, not being recognized as disabled in the manner prescribed by law, may have special educational needs. These needs imply the possibility of studying at a university with an adapted educational program [7].

According to ICF, it is advisable to classify all people whose health conditions do not let them learn all or certain sections of the educational program out of special educational conditions as the group of people with disabilities.

The “Physical Education” discipline is a component of the general cultural preparation of bachelors. It is included in the base part of Block 1 of the general education program at all levels of BA programs. In the traditional format of the educational program of higher education in BA program students have to pass PE discipline from the 1st to the 6th semester of study. It is mastered regardless of the level of health.

The aim of our research is to study the rehabilitation potential of modern human professional education in conditions of congenital or acquired limited health possibilities.

## 2. Methodology and Methods

Following the UN's Convention on the Rights of Persons with Disabilities (ratified by Russia in 2012), in our research, we included 1st–3rd year students of full-time educational programs in all areas of studies with impaired or restricted functioning at any of the stages: body-person- society. In total, the research involved 35 people who had a diagnosis of disabilities, established by medical and social examination and 65 students who were assigned to a special medical group (95 girls and 5 boys) for health reasons.

The main method of obtaining data on individual psychological, socio-demographic, and anamnestic data was a clinical conversation with each of the students and their data from the medical sanitary unit of the university. The study was conducted in 2016–2019.

## 3. Results and Discussion

The research results showed (Table 1) that 45.7% of students with disabilities have disabilities due to common diseases (e.g. structural features of the cardiovascular system), 34.3% of the musculoskeletal system diseases (where cerebral palsy is highlighted). Among student: boys - 60% (21 people), girls - 40% (14 people).

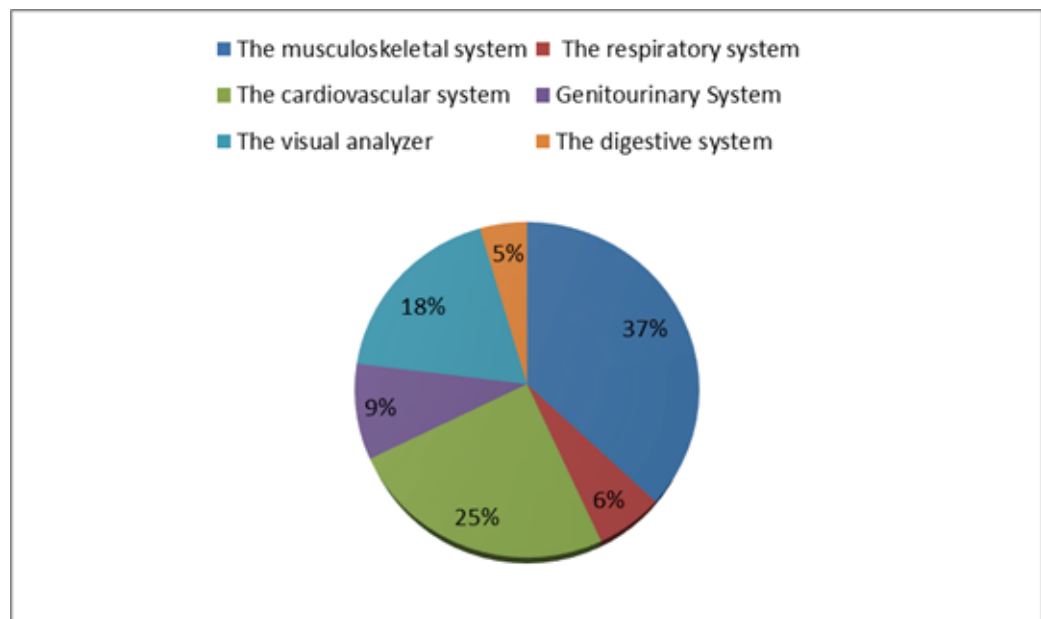
TABLE 1

Diagnosis	n	%
Common disease	16	45.7
Musculoskeletal system diseases	9	25.7
Visual diseases	7	20.0
Cerebral palsy	3	8.6

According to the main diagnosis, the distribution of special medical group students (Fig. 1) revealed a predominance of diseases of the musculoskeletal system (37.0%), the cardiovascular system (25.0%) and the visual analyzer (18.0%).

It should be noted that in the case of self-determination of the state of health, only 3.0% of students classified themselves as “disabled”; 9.0% consider themselves “healthy”; 15.0% - “persons with disabilities”; and 73.0% of students said they were “practically healthy.”

78.0% of people with disabilities noted that they did not experience discrimination in the educational space due to health problems, 15.0% answered that they do. The results of the research of various life aspects of the people with disabilities in the educational space of the university are presented in table 2.



**Figure 1:** The distribution of special medical group students by disease

The absence of serious complications in the state of health during the academic year (94.0%), the possibility of a conscious independent choice of the educational trajectory (94.0%), the professors' understanding attitude to absence due to health reasons (75.0%) and sufficient material support for the family (75.0%) allow to evaluate the educational space of the university as comfortable for professional education of people with disabilities.

53.0% of respondents noted that individually-oriented trajectories for the development of students with disabilities were created on the basis of the university, 36.0% of students found it difficult to answer, 11.0% deny (or not familiar with) the possibility of individual mastering disciplines. At the same time, 67.0% of the respondents noted that special medical group classes as an opportunity for an individual approach.

58.0% of students believe that physical education in a special medical group has a positive effect on their state of health, it was difficult to evaluate the effect of special medical group for 33.0% of students; 9.0% noted the absence of influence of classes.

Periodically (from 1 to 3 times a week), 54.0% of people attends physical therapy, 46.0% - attend "time to time".

67.0% of respondents would continue to attend classes in the discipline "Physical Education" if the requirements of the Federal State Educational Standard would make the subject optional, 21.0% would not study further. As the main ways to maintain their health, respondents with disabilities indicated: "regular health checks" - 66.0%, "giving

TABLE 2: Student Anonymous Survey Results

Question	Possible answers	%
In your opinion, who are people with disabilities?	They are the people who have disadvantages in their physical and (or) psychological development.	36.0
	People have insignificant health deviations.	36.0
	Disabled people whose adaptation requires special conditions.	23.0
2. Did you experience serious health complications during the academic year?	Yes	3.0
	No	94.0
	Difficult to answer	3.0
3. Does your state of health influence on the choice of your educational trajectory?	No, I can choose subjects I am interested in.	58.0
	It affects slightly (restrictions are imposed by the requirements of the profession)	36.0
	Significantly affects	6.0
4. How do professors relate to absence for health reasons?	With understanding	75.0
	Intolerantly	0.0
	Neutrally	25.0
5. How do you evaluate your family financial status?	Very wealthy (able to buy a car)	27.0
	Wealthy (can buy home appliances)	48.0
	We have money for food and clothes but hardly enough to buy big home appliances	22.0
	Poor	3.0
6. Does the financial situation of your family influence the possibilities of self-realization?	Yes, it influences a lot	18.0
	Influence a little bit	30.0
	No, it is not	40.0
	Difficult to answer	12.0

up bad habits (smoking, alcohol)” - 45.0%, “adhering to the day schedule” - 42.0%, correct nutrition - 30.0%, “additional physical education” - 24.0%.

The experience of introducing the environmental approach into the practice of physical education of university students with different levels of health [4] (elective courses in discipline, the program “Monitoring of the physical condition of students”, the Association of student sports clubs “Ladya”, the “GTO” Festival, the National Sports Festival “

Friendship Route”, a massive open online course “Physical Culture: Theory and Methodology” [5]), of course, makes a significant contribution to the process of comprehensive rehabilitation of people with disabilities. Full-time studying students with disabilities, who do not have academic debts and who regularly participate in sports events, demonstrate the results of the work.

## 4. Conclusions

Nowadays large-scale changes in the field of medical technologies, special psychology and corrective pedagogy allow people with disabilities to become full-rights members of society.

Physical education and sports are an easily accessible and effective area of life, which are capable to make a significant contribution to the psychological, social, medical rehabilitation of people with disabilities.

Today, the environment of the educational institutions, modern educational technologies, and professional education make it possible to solve not only the tasks of mastering the profession, but also social adaptation, integration into the educational and labor collective, and it also has a rehabilitative effect on people with disabilities. The results of the research demonstrate the synergistic effect of inclusive education for students with disabilities, high rehabilitation potential (both socio-cultural and physical) of the educational environment of the university.

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