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EXPERIENCE IN ORGANIZING THE ACTIVITIES OF INCLUSIVE EDUCATION VOLUNTEERS IN HIGHER EDUCATION

Abstract: *one of the possible options for interacting with children with disabilities by means of the activities of inclusive education volunteers is suggested. The principles on which these activities are based are revealed. A brief overview of the lessons is stated. The conclusion about the importance and relevance of the interaction between inclusive education volunteers and children with disabilities is made.*

Keywords: *inclusive education volunteers, children with limited opportunities of health, high school.*

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ОПЫТ ОРГАНИЗАЦИИ ДЕЯТЕЛЬНОСТИ ВОЛОНТЕРОВ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация: *один из возможных вариантов взаимодействия детей с ограниченными возможностями здоровья посредством деятельности инклюзивного образования волонтеров предложен в статье. Раскрыты принципы, на которых основана описанная деятельность. В работе дано общее представление урока.*

В заключение авторами говорится о важности и актуальности взаимодействия между волонтерами инклюзивного образования и детьми с ограниченными возможностями.

Ключевые слова: волонтеры инклюзивного образования, дети с ограниченными возможностями, средняя школа.

The processes in education related to volunteering and inclusion are becoming more and more global. Today, a new direction has also appeared in the focus of attention – inclusive education volunteering, which is focused on organizing assistance to children with limited opportunities of health. A student with limited opportunities of health is an individual with disabilities in physical and/or psychological development, confirmed by the psychological, medical and pedagogical commission and preventing education without creating special conditions.

The Federal Law «About education in the Russian Federation» determines that the country creates the necessary conditions for obtaining a quality education without discrimination for individuals with limited opportunities of health, for correcting developmental disorders and social adaptation, providing early correctional assistance based on special pedagogical approaches and the most suitable languages, methods and ways of communication and conditions for these individuals that maximally contribute to the acquisition of education of a certain level and a certain orientation, as well as the social development of these individuals, including by means of organization of inclusive education for individuals with limited opportunities of health.

According to statistics, the majority of graduates and working teachers have no emotional readiness to accept such children, the teacher does not believe in the success of their education, and experiences negative attitudes and prejudices [2]. Therefore, creation of conditions for the emotional and value growth of the future teacher is an urgent problem. A teacher who knows how to act, but at the same time emotionally rejects the «special» child, will not be able to carry out a comprehensive inclusive education, and the professional «barrier» will lead to rapid emotional burnout.

To reduce such risks, the students of the Institute of Education of the Immanuel Kant Baltic Federal University (Kaliningrad, Russia) are involved in volunteer activities. Several years ago, a social pedagogical project laboratory «Project Incubator» was created, on the basis of which volunteer activities are organized among students – future teachers and psychologists. This activity covers a wide range of areas of volunteering: from environmental to social [1]. Since 2019, the volunteering direction of educational inclusion has been included in the list of practices.

As a methodological basis for such activities, the socio-personal as well as individually-differentiated approaches [4] are distinguished. In terms of these approaches, volunteering is based on the following principles:

- 1) sociocultural, which consists in taking into account the cultural, moral values, moral norms accepted in society by the volunteer;
- 2) individual and personal, which involves taking into account the trajectory of the child development, his individual and personal characteristics, an individual approach to building adequate, positive, productive relationships;
- 3) social and personal communication, which consists in choosing and building an adequate communication strategy depending on the goal and objectives, social space, taking into account the various opinions and interests of communication partners;
- 4) activity-based goal-setting, implying a collective and individual organization of activities, joint productive purposeful activity;
- 5) social growth, aimed at both the social growth of the child and his social upbringing, as well as his own social growth and the expansion of the social positions of the volunteers themselves;
- 6) tolerant consciousness, including the recognition of the individuality of each person, regardless of his or her characteristics of development, living conditions;
- 7) removing the barrier of emotional acceptance, which implies an adequate selection of methods, techniques and technologies, depending on the characteristics of the child development;

8) scientific design of activities, which consists in disclosing the cause-and-effect relationships of phenomena, processes, events, including scientifically proven knowledge in teaching tools; creation of projects of volunteer activities and their implementation; analysis of performance taking into account modern scientific developments;

9) stimulation of activity, aimed at the development of all types, forms of activity for all participants in volunteer activities.

The activities of educational inclusion volunteers are carried out on the basis of the state budgetary institution of the Kaliningrad region, a general educational organization for students, pupils with disabilities «Kaliningrad secondary educational boarding school». This organization is the resource center of the Institute of Education IKBFU. As a result of a long-term partnership, a program for organizing volunteer practices appeared, which is based on the following ideas:

- training in the practice of interaction between children and children with limited opportunities of health;
- organization of social and cultural events for educational institutions that provide assistance, primarily to children with limited opportunities of health;
- promoting the formation of an inclusive culture in society;
- promotion of socialization and integration into society of children with limited opportunities of health;

Volunteering is integrated in an adapted educational program – a program for training people with disabilities, taking into account the characteristics of their psychophysical development, individual capabilities and, if necessary, providing correction of developmental disorders and social adaptation of these individuals.

All volunteer students of educational inclusion were trained in an additional professional training program for volunteers to develop skills in accompanying individuals with limited opportunities of health «Inclusive volunteering at university» of the Cherepovets State University (CSU) by students of the Institute of Education at the Immanuel Kant Baltic Federal University (IKBFU).

Volunteer activities include: event volunteering with children with limited opportunities of health, participation in large federal and regional projects and programs, participation of volunteers in sports and recreational work with children with limited opportunities of health, conducting «The lessons of kindness», educational and career guidance activities.

Particularly interesting is the experience of carrying out career guidance events obtained by the students in terms of the III International Symposium on Inclusive Education «Participation: Tools, Resources, Practices» (November, 2019, Kaliningrad, Russia). The career guidance game «The specialist of the Future» based on the board games «The Atlas of new professions» [3] and a series of sessions «Lessons of employment» were held.

Children of 7–10 grades of the Boarding School with visual impairments and disorders of the musculoskeletal system took part in the career guidance game.

The game and methodological manuals of the Atlas of new professions are designed to demonstrate to school students and to whom it may concern in an accessible and fun way what the occupation of the future looks like, what professions will be in high demand, how to rationally build educational and career trajectories, and define the choice of a field of professional interests. The game «Specialist of the Future» is one of the games in the cycle of career guidance games «Atlas of new professions», the main goal is to build the professional and life trajectory of a fictional character. This game completely depends on the imagination of the participants of the game, from the choice of the character's name, his interests, talents and weaknesses, the choice of profession and the creation of the image of the future character, ending with the stage-by-stage formation of a professional and life trajectory and summing up the results of the game in the form of a discussion.

The participants of the game are divided into teams, which were helped by students – volunteers. Before the start of the game, each team was provided with character cards and action cards, which the participants filled out on their own. Each of the teams created its own fictional character, 4 out of 5 teams chose a character – a young man and only one – a girl. Among the interests of the characters were especially popular:

computer activities (games, e-sports), sports (equestrian sports, athletics), reading and drawing. In the weakness column, only one team indicated the character's poor eyesight, and three out of five teams indicated claustrophobia. The participants also thought over the image of the future character, where he lives, his future profession, his personal life and lifestyle. The teams chose the future professions of the characters independently from «The Atlas of new professions»: a personal profile security consultant, a designer of neurointerfaces for controlling robots, a time manager, a space tourism manager, and a game practitioner. Despite the fact that all teams chose the professions of the future for their characters, the characters' image of the future turned out to be quite trivial: 2 out of 5 teams called their characters «couch potatoes», had their own family, children or planned a child, and also preferred what they would lead a healthy lifestyle and had pets, other characters travel and make business trips. Only one of the characters distinguished himself by traveling around the world.

Then the participants, during 4 periods of the game, built the life trajectory of the characters, faced with unforeseen circumstances that were given to each team by the game host in the form of cards «Event» and «Threat», which could significantly affect the trajectory of the teams' characters. Each period of the game has a time span of 5 years. It is started in 2019 and completed in 2039. At this stage, the teams came up with a story about their character's life, followed by a discussion.

During the discussion, the teams were asked to analyze how much the initially set character image differs from the final one and what influenced this result. Since the content of the «Event» and «Threat» cards dramatically changed the trajectory of the character's life, for example, the character had to move to another city, he was deceived and even hospitalized, the final image of the character was strikingly different from the initial one. The participants were asked to reflect on how, based on the results of the game, they will plan their professional life path and what factors will be needed to be taken into account. Thus, the students got acquainted with the professions of the future «The Atlas of new professions», acquired the skill of independently designing their own life path, practiced the skill of working in a team, as well as public speaking presenting the results of the game.

The logical continuation of this meeting were series of lessons «Lessons of employment». The leading topic was «Digital services for choosing a profession» based on the Federal portal «инклюзивноеобразование.рф», adapted for users with three types of nosologies: hearing impairment, musculoskeletal disorders and visual impairment. Future school graduates were informed about the prospects of employment, about the most demanded professions in the region, about the possibilities of the Federal portal «инклюзивноеобразование.рф». For applicants, the portal offers an accessible interface with such functions as professional testing, the Atlas of Professions with the most in-demand professions and a list of universities where inclusive education is provided for individuals with limited opportunities of health. Each of the professions of the Atlas of Professions is accompanied by a media passport, a list of basic responsibilities, professional competencies, working conditions, current vacancies with an indication of the average salary. The section «Success stories» deserves special attention, which contains videos about individuals with limited opportunities of health who have achieved success in their professional life. There is a number of videos representing everyday realities and revealing the secrets of conquering professional heights. For students and graduates of universities, the portal contains sections «Employment and volunteering» with various recommendations, training materials for a deeper study of academic disciplines, as well as a number of available online courses. The «Events» section is designed for all user groups, where various webinars, seminars, career guidance sessions, information on organizing the educational process are presented, indicating the type of event, date and venue.

One of the main conclusions of the career guidance events was the opinion of the participants that their choice of profession should be conscious, in demand, corresponding to the state of health and individual capabilities and characteristics.

In conclusion, we note that volunteer activity allows you to launch not only self-realization of children, but also to carry out training, as a result of which the awakening and satisfaction of cognitive activity in joint activities occurs, which contributes to the acquisition of experience, familiarization with professional knowledge in the field of inclusion, mastery of methods and techniques. Interacting in the process of activity,

volunteers acquire the ability to work in a team, learn to resolve conflicts, get involved in a project, take responsibility and demonstrate initiative. All this contributes to the formation of social competence of volunteers, as well as the acquisition of experience of working with a certain category of citizens, which is so necessary in present-day life conditions. Building interpersonal communication, ability to work in a team and promote a tolerant attitude towards individuals with limited opportunities of health determine the quality of the volunteer movement, the individuality of each volunteer.

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