

Chapter 22

Research Competence of Training for Students With Locomotors Apparatus Diseases in the System of Russian General Education

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ABSTRACT

This chapter describes problems of the organization of training process for children with locomotors apparatus diseases in inclusive educational institutions. The idea of psycho-pedagogical support of the personal development of children with locomotors apparatus diseases is at the heart of the suggested training system considering basic requirements (physiological, need for safety, need for belonging, need for recognition, respect and approval, need for self-expression) and special requirements while using adaptation methods and training methods. In total the realization of the above requirements provides the adaptation of a child with special needs to the educational environment of the institution and personal development. Investigation of psychological and pedagogical literature on the researched problem with a purpose of identifying the experience of the organization of training process for children with locomotors apparatus diseases, analysis, synthesis, generalization are used as methods of research.

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INTRODUCTION

One of the aspects of education modernization is humanization of the learning process. Learning process humanization is associated with the development of educational technology in recognition of one of the priority values of individual teacher and students, harmonization of their interests, relations and conditions of their development. Humanism implies cooperation and interaction of students in the learning process in order to achieve mutual result (Chiknaverova, 2012; Shakirova & Valeeva, 2014; Valeeva, 2015; Yusupova, Podgorecki & Markova, 2015; Novik & Podgórecki, 2015; Golovanova & Telegina, 2015). The humanistic outlook recognizes the right of each person to be included in educational process irrespective of his/her characteristics and life capabilities.

Educational technology, its structure as a whole, the specificity of technological approach in the training process were deeply studied by V. P. Bepalko (1989), V. A. Kalnej (1999), M. V. Klarin (1989), M. I. Makhmutov (1975), P.I. Pidkasistyj (1999), E.S. Polat (2001), G.K. Selevko (1996), V. A. Slashtenin (1997), Choshanov (1996), B. Bloom (1985), P. Mitchell (1978), T. Sakamoto (1974), B. Skinner (1961). These studies made it possible to identify the main trends in the development of educational training technologies at the present stage. Humanization and humanitarization of education and training profoundly analyzed in the research done by S. A. Amonashvili (1996), R. A. Valeeva (1997), Z. G. Nigmatov (1990). These studies highlighted the priority of effectiveness of humanistic education. The works by J. Dewey (1902), A. Neill (1960), W. McKeachie (1986), S. Finn (1991), A. Bandura (1997), M. Kanstroom (1999) contain a comprehensive consideration of successful implementation of child-centered learning approach. The cooperation in training was investigated by V. K. Djachenko (1991), D. W. Johnson & R. T. Johnson (1993), S. Kagan (1985).

According to the humanist scholars' point of view, a person by nature is capable of self-perfection; his/her nature constantly moves him/her in the direction of personal growth, creativity and self-sufficiency. Humanistic theories consider people as active creators of their own life who have certain freedom to choose and develop their own lifestyle. The priority of interests of the personality over the interests of society through the guaranteed observance of the rights and freedoms of everyone has determined a new view on social rehabilitation of a physically disabled person. Therefore the implementation of the human right for receiving high quality education according to the person's informative, health and life capabilities is the most important direction of the upgrade in the Russian educational system.

In particular, the modern education system in the Russian Federation is oriented to searching effective educational technologies in training children with orthopedic impairments. Technological approach consists in construction and implementation of optimum pedagogical activity, and its result should absolutely meet the set goals. Another feature of the approach is the implementation of the ideas of variability and individualization of pedagogical process. Individualization becomes apparent in creation of special conditions for training taking into account each child's specificity (the specificity of the higher nervous activity, temperament and nature, the level of knowledge and skill formation, ability to study, motivation, the level of development of the emotional and strong-willed sphere, etc.).

MAIN FOCUS OF CHAPTER

Especially actual is the issue which takes into account the educational needs of the students whose abilities do not correspond to commonly accepted educational standard rates of success and interfere with

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