

## Social Partnership in Training Students with Special Educational Needs

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**Abstract:** In this article, we have examined the structure of personality as a set of five components: inclinations, learning motivation and activities, academic science, applied science and professional training. Depriving students of the fourth and fifth elements of the natural process of becoming a person is a real separation from life and practices of people. One of the most pressing social problems of national education, discussed by modern media, is the problem of access to vocational training *for people with disabilities*. It has been hypothesized, that the problem of training students may be solved by *a system of profile education as a major innovation* that changes all components of the educational process at school. We have identified the *principles* of profile preparation of students with disabilities and defined the conceptual objective of the project-high-quality positive change in the person with disabilities (abilities, skills, self-esteem and motivation) in the profile preparation of students in a qualitatively updated system of cooperation, conducive to bringing together efforts of teachers, researchers and business representatives.

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**Key words:** Boarding school • Social order • *Principles* of profile training of students with disabilities

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### INTRODUCTION

As approved by President Dmitry Medvedev in the National Education Initiative "Our New School," a priority strategic objective is the innovative development of modern education aimed at training initiative personality, *able to choose a career* and ready to learn throughout life in high-tech, competitive world.

Modern researchers and practitioners suggest that the *current system of education does not meet the requirements of an innovative society*, as the occurring changes and their pace and content does not correspond to the objective needs of society. In many cases, the innovation activity in education is only simulated. The Concept of the Federal target program of education development for 2006-2010 stated the low efficiency of mechanisms for defining, supporting and disseminating the best examples of innovative educational activities.

To keep education abreast of the time and to respond adequately to the challenges of modern society, we need effective national innovation system (NIS), which involves the interaction of educational institutions, small businesses and large-scale industry. Vice-president of the Russian Union of Industrialists and Entrepreneurs, Federation Council member Nikolai Stankov, in his speech at the parliamentary hearings in the State Duma

(21 March 2010) confirmed that the problem of interaction between business and education today is increasing as business is not satisfied with the quality of education and the list of educational specialties. For example, it is difficult to find specialists in metallurgy and mechanical engineering.

V.V. Putin expressed the idea that the competitiveness of Russia as a great power is heavily dependent upon the ability of our scientific and technical intelligentsia to build an innovative economy in the country, to orient to the qualitative transformation of the traditional Russian school into a modern educational organization aiming at education of *graduates, capable to choose their own career*.

Thus, the Russian government has a fairly clear requirement in relation to domestic education: *to provide the country with personnel* capable to upgrade it into a modern superpower based on mass innovations.

According to scientists (V.S. Lazarev, D.I. Feldshteyn and others), the structure of personality formation can be presented as a set of five components: inclinations, learning motivation and activities, academic science, applied science and professional training. Depriving students of the fourth and fifth elements of the natural process of becoming a person is a real separation from life and practices of people. The result of such

"distillation" of the educational content is the lack of purpose and a real inability of graduates to consciously define the strategy of the professional and life choices. Consequently, one of the serious shortcomings of modern school is lack of elementary foundations of relevant professional work in the structure of training that can not practically solve the problem of detachment of school from real life remaining in the current educational practice and its inability to directly affect the level of development of the productive forces of society.

This is possible at *conjugate* (dual) school and vocational education: not an academic first and then professional, by exactly the dual. The cause of the permanent crisis of general education is seen in the *absence of the interconnectedness of professionally oriented training of school children*.

One of the most pressing social problems in national education, discussed by modern media, is the problem of access to vocational training *for people with disabilities*. The main reason for such attention was the low employment rate of such people in a market economy. Of the 11 million of disabled people in the Russian Federation only 13-15% have a permanent job. This leads to a massive social inequality and an increase in financial responsibility of the state in terms of retirement benefit. According to experts, the employment of people with disabilities could have a better performance, if they had a higher level of education: so the employment rate of 60% or more is specific for those who have mastered the programs of higher and secondary vocational institutions.

Low competitiveness of people with disabilities in a market economy is seen as the main obstacle for their employment. According to the Independent Institute of Social Policy, *68% of disabled people consider special educational institutions of no prestige and not giving the prospects for future employment*. At the same time, according to statistics, the number of students with disabilities in Russia is 1.6 million people (4.5% of the total number of children), of which 593 million have a disability [1].

Making a special education professionally-oriented, attractive and competitive, overcoming infantilism and inability of graduates with disabilities to be responsible participants of social life is one of the most important goals of modernization of education in Russia. According to a national educational initiative "New School-a school for everyone" any school will provide successful socialization of children with disabilities, disabled children without parental care and those in difficult situations."

Analysis of the experience of practical activities of special (correctional) boarding school in Novotroitsk city in socialization and professional training of students with disabilities leads to the conclusion that not all of its graduates were successful in their employment even in available jobs and could compete with normal developing peers in the labor market: in the 2006-2007 school year, only 27-39% of graduates were able to determine their future professional career. Studying in a vocational school the graduates experienced great difficulties because of their psycho-physiological conditions. They were unable to learn the right social experience without the guidance and assistance of adults and, as a consequence, often quitted their training. There is an urgent need to restructure the existing patterns of interaction of educational institutions, the bases of practice and professional and technical education. It requires *a cardinally new model of graduate training that meets the following requirements*:

- Successful (accelerated) adaptation of students with disabilities to the studied profession;
- The ability to implement a flexible and variable model of graduates training considering their psycho-physiological features and personal orientation;
- Successful (almost guaranteed) employment and competitiveness;
- Integrated (conjugate) form of professional training on the job (i.e. during general education.)

The boarding school in Novotroitsk has vast experience of interaction with industry, among them it is worth mentioning the JSC "Ural Steel". Over the years, the cooperation and sponsorship of this enterprise allowed the school to survive in the harsh conditions of the economic crisis.

It is hypothesized, that the problem of professional training of students may be solved by a *system of school education as a major innovation* that changes all the components of the educational process at school, affecting all of the structural elements of modern education and *including participation of social partners in the innovative educational system of the boarding school*-the small and medium-scale businesses, commercial enterprises, on which basis the organization of database of practice and training of graduates is possible.

The analysis of the actual situation with employment of graduates of the boarding schools during 2006-2009, the diagnostic results of formation of personal and

professional qualities of the graduating students, the opinions of physicians after medical examinations, catamnesis data, surveys of parents and recommendations of school psychological, medical and pedagogical consultation allowed identifying the basic problem of *further development of educational institution*: the need for search, the scientific and methodological development and provision of content, forms and methods of vocational training of graduates of special (correctional) boarding school in Novotroitsk in partnership with JSC "Ural Steel".

The solution to this problem required, first of all, improvement of the material and technical and educational base of the boarding school, which allows performing the educational process in accordance with the regulated guidance letter from the Ministry of Education of the Russian Federation dated 04.09.1997 No. 48 "On the specific activities of the special (correctional) educational institutions of I-VIII types." In the boarding school the correctional and developmental space was created to provide a compensation mechanism for the development of each pupil and for addressing the problem of social integration of teenagers in today's society. In line with the Concept of a boarding school development for 2008-2013 and modern social order, the team is systematically creating socio-educational environment for training, education, development and rehabilitation of mentally retarded pupils, children with visual impairments, orphans and children disabled, for their daily residence.

"Smart" modern building of our school has all the necessary means of school infrastructure: school recreation, study rooms, game rooms and bedrooms are decorated in accordance with aesthetics and modern design. There are stand-alone renovated shops, equipped with modern equipment and new furniture where the

lessons of professional and labor training are given in five specialties: electro-gas welder, master of construction work, specialist in sewing, mechanic and carpenter. In the boarding school there is a cabinet system of education. All classrooms are technically equipped and have didactic materials ensuring the use of modern information technologies (computers and interactive whiteboards). The institution has a school library with a reading room. A new assembly hall has been recently commissioned. There are a medical office, the office of psychological relief, shower room, gym and the room for exercise therapy. The educational institution is fully staffed with teaching staff for the 2010-2011 school year; the staff has a high degree of professional readiness to implement the objectives.

Material and technical base, human resources and innovative teaching activities of the team have created a real socio-economic basis for partnership with JSC "Ural Steel", cooperation with which has its own history and can be presented in the form of *three main phases* (Table 1).

The aim, the main spirit of this interaction is a disabled student. Such students take a central position in this interaction, the action takes place around them and such students are the focus of the most important methods, techniques and mechanisms of this process, since a pedagogical system of school education is oriented to creating the conditions for the maximal satisfaction of individual inclinations, abilities, professional intentions of students; it is a kind of personality-oriented education built on the principles of differentiation and individualization, integration, variativeness, development and involvement of students in the learning process (A.V. Barannikov, A.A. Kuznetsov, O.B. Loginova, A.A. Pinsky, M.V. Ryzhakov, *et al.*).

Table 1: Interaction of the boarding-school in Novotroitsk city with JSC "Ural-Steel"

Stages of interaction	Chronological frameworks of interaction	Nature and substance of interaction
1. Support of patronage	2000-2005	Interaction is based on the unilateral support of the boarding school by the patron (enterprise) and is determined by material and technical requirements of the boarding school
2. Sponsorship	2005-2008	Interaction in based on the unilateral financial support of school by the enterprise and is a closed binary system
3. Social partnership	2008-to present	Interaction is based on facilitation (support) and intends the development of parity two-sided relationships. It is an open space for widening and improvement of methods, forms and means.

Model of social partnership of the boarding school and JSC "Ural-Steel" on profile training of students with disabilities

In our opinion, *it is a form of social partnership* in the context of the interaction between school and business that is the most perspective, flexible and socially necessary, since:

- From the point of view of modern pedagogy, partnership acts as "a generating basis for future development of individual skills and capabilities of students" (G.A. Zuckerman, etc.). This interaction is due to its *facilitation (support)*, which in modern science is seen as an existential phenomenon, determined by the value, spiritual and moral "core" of personality (E. Vaynshteyn) and generating "meta-changes" (A. Maslow). Facilitative interaction will claim moral, spiritual and emotional strengths of personality and at the same time will encourage people "to decide and take responsibility" (N.A. Berdyaev, L.P. Karsavin, M.S. Kagan, P.A. Florensky, S.L. Frank and Karl Jaspers).

Within this cooperation relations between the subjects are based on domestic, social and moral mechanisms, relying on a sense of dignity and self-confidence. At this form of interaction the "rise" of personality on self-transformation, spiritual and emotional self-construction and moral self-improvement occurs;

- Fundamentally changes the relations between the participants of interactions, gives it the features of parity and mutually beneficial cooperation; within the framework of transparency allows continuously improving its methods, organizational forms, tools, available resources and social and educational conditions;
- Representatives of business in the context of this interaction have access to new knowledge and educational institutions are learning to navigate in the market requirements;
- Deal with personnel issues from the standpoint of modern flexible variative demands of society-including the demand for targeted training and the profession;
- The range of consultancy services, production bases for training and retraining of specialists of various profiles is expanding;
- The civil position of business in society increases-as it is the social component that raises the level of professional competence to civil competence.

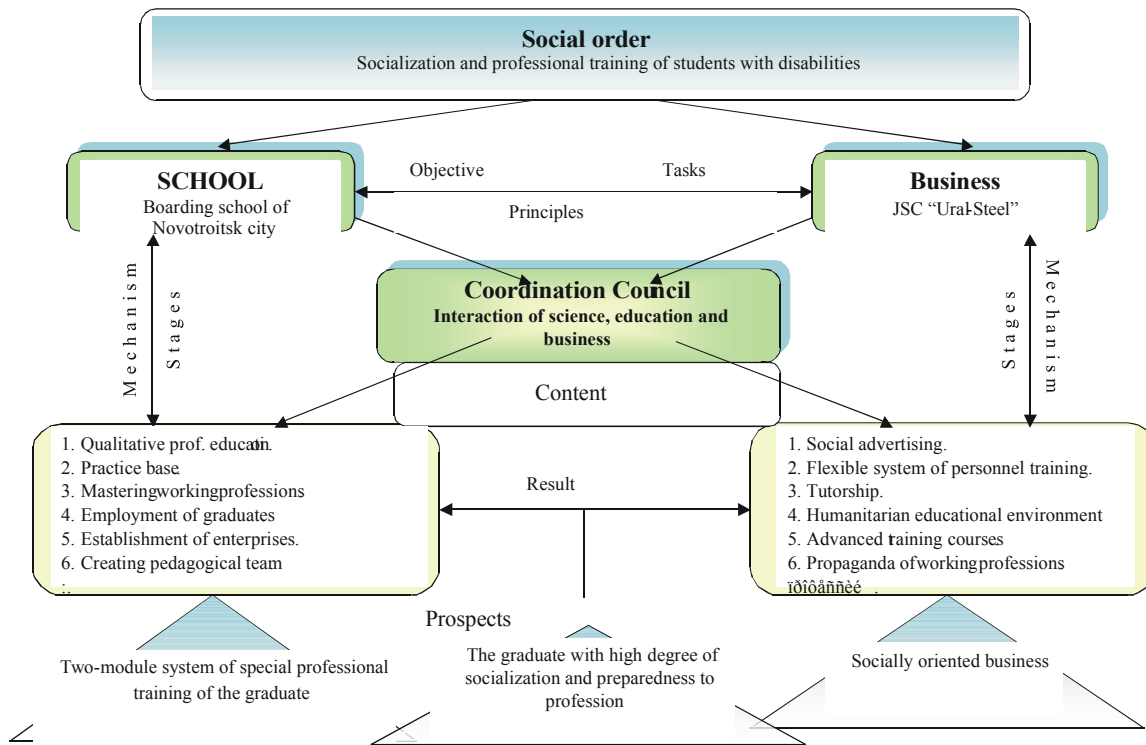
As the most optimal way of presenting the content of the project we have selected simulation, which serves as a way of disclosure of the multifaceted causes, conditions, factors of pedagogical processes and allows detecting hidden patterns and predicting the results.

When designing *the educational model of social partnership of special (correctional) boarding school in Novotroitsk and JSC "Ural Steel"*, we proceeded from the fact that it should reflect:

- The *social order* of society and the state for socialization and training of students of the boarding school;
- The *mechanism* of coordination of social partners through the *Coordinating Council* on the interaction of the school (boarding school of Novotroitsk), Science (OSPU, OrMA) and Business (JSC "Ural Steel") in the profile preparation of students with disabilities;
- *Principles* of profile preparation of students with disabilities;
- *The purpose, objectives, content, stages and mechanisms* of profile training of students;
- *The intended final results and prospects.*

The modern society needs people who are able to redirect under the new social conditions that changes their relation to the educational process in the direction of integration of education, science and business. As noted above, the implementation of the strategy of professional development of students with disabilities requires special social, economic, logistical and socio-educational conditions, which determination is a fairly complex pedagogical problem [2].

*Social order* for graduates capable of independently and creatively building their lives and ready to actively participate in the innovation process, is justified by the fact that the mass school in general keeps the rules and style of traditional schooling. Based on the social order of modern society, we acknowledge that the recovery of acquiring knowledge as a living tradition lost in the process of the development of science, education and industry, the return of the nature of personal experience to knowledge, the professionally oriented, meaningful experience are the priorities of "reformation" of modern education [3].



Model of social partnership of the boarding school and JSC "Ural-Steel" on profile training of students with disabilities

The *socio-educational guidelines* are the following regulations governing the socially important aspects of society in the context of education:

- The Law on Education of the Russian Federation;
- "Federal Program for the Development of Education";
- National Initiative "New School".
- "The concept of modernization of Russian education for the period up to 2010";
- Standard Regulation on the educational institution;
- Resolution of RF Government dated 09.06.2003 No. 334 on the experimental introduction of Special Education for students in general educational institutions;
- Order of the Ministry of Education of the Russian Federation dated 18.07.2002 No. 2783 "On Approval of the Concept of Special Education at the senior level of general education";
- Order of the Ministry of Education of the Russian Federation dated 09.03.2004 No. 1318 "On the Federal basic curriculum and model curriculum for educational institutions of the Russian Federation, implementing programs of general education";

- Order of the Ministry of Education dated 31.03.2004 No. 1357 "On the experiment on "Introduction of the profile general education in secondary education" in public educational institutions of secondary professional education";
- A letter from RF Ministry of Education 20.08.2003 "Recommendations on the organization of pre-profile training of secondary school students."
- Scientific and methodological basis for the implementation of educational models are the following *principles* of the profile preparation of students with disabilities:

**The principle of socialization and correctional orientation:** Is to correct deficiencies of psycho-physical development of children and adolescents in the process of training and education using specific instructional techniques. It assumes knowledge and accounting of the defect of students and should be based on positive aspects of mind and behavior, personalization of content, pace and timing of propaedeutic period and the training itself. It is aimed at the formation of generalized training and employment skills and self-development of students [4].

**The Principle of Educating and Developing Orientation:** is associated with the need to develop in students moral ideas and concepts, appropriate ways of behavior in society and promotion of their common psychophysical development and labor training. It requires the creation of special conditions and "pedagogization" of students' environment, improvement of the quality of correctional and educational work by including students in active work and the development of their cognitive activity and independence in choosing a profession.

**The Principle of Scientific Supervision:** Involves the use of the latest achievements of modern science in organization of educational and training processes of students, taking into account the data of psychological and educational assessment, methods, forms, means and conditions that are adequate to the real possibilities of school children in the situations close to real work.

**The Principle of Comprehensiveness and Integrity:** means the organization of multilateral socio-pedagogical influence of teachers and mentors, trainers and social partners on the identity of the student through a system of goals, content, teaching and training means, taking into account all the facts and the parties of the educational process. It is based on the need to form not disparate data and concepts in students, but coherent logical system of knowledge of related facts and laws, a coherent picture of the world needed for further personal and professional development of students.

**The Principle of Social Motivation:** reflects the conditionality of public education by the needs and the influence of the social environment on the process of training and education of students. It is implemented in the organization of educational work in close and multifaceted ties with reality, with life of companies, organizations and institutions; it requires reliance on experience and preparation of children for independent living in the community. It assumes understanding of the studied learning material and its successful application in practice by students deepening and consolidating the meaningful knowledge and turning it into skills. It is provided by a systematic repetition of material, by the use of special exercises, the use of the generated knowledge and skills in practice. The main focus of the special schools is labor. It is assumed that in the process of various activities the student will form such qualities

as love of work, accuracy, mutual respect for classmates in the process of implementation of joint labor assignments and improve their employment skills [5].

**The Principle of Individual and Differentiated Approach:** is bound with the need to comprehensively study students and consider their individual characteristics (individual approach), as well as to identify their typical features and professional inclinations inherent to a specific group of students (graded approach). It involves the development of programs of elective courses aimed at the professionalization and development of each student individually, reflecting the short-and long-term objectives, a system of measures to include the child in the front class work and individual corrective measures. It requires differentiated, interesting and variative clarity, changing depending on the age and individual characteristics of students.

*The principle of respect for the individual student with disabilities in conjunction with a sensible insistence* implies taking into account the individual characteristics and capabilities of pupils, is based on the retaining factors and on the positive side of personality, as well as on the creation of protectively-pedagogical mode, involving different combinations of work and leisure, medical procedures, gentle treatment and prevention of injuries in the enterprise.

*The conceptual objective of our project* is high-quality positive changes of the person with disabilities (abilities, skills, self-esteem and motivation) in the profile preparation of students to qualitatively updated system of interaction that promotes joint efforts of teachers, researchers and business representatives.

#### **The Conceptual Ideas of the Project Are:**

- The *relationship* between the process of personal and professional development of students of the boarding school and a special feature of interaction of subjects included in the triad: "business-science-education";
- *Intention (ascent)* to the personal professional growth through the development of student abilities, skills, motivation and self-esteem during the preparation of the profile;
- *Integration* of capabilities, traditions, methods, forms and techniques of each of the social partners in the process of socialization and training of graduates of the boarding school [6].

For the implementation of the educational model the teaching staff decided to organize classes of in-depth professional labor training *in five specialties* (electric welder, master of construction work, the master of sewing business, mechanic, carpenter) at school through the participation of a business partner-from JSC "Ural Steel" in the educational process.

To develop a plan and mechanisms of *implementation of the educational model* the creative team has been established, which includes administration, representatives of JSC "Ural Steel", scientists, society and parents. The long-term regulatory and administrative documents aimed at the development of the school within social partnership to 2013 have been developed. A coordinating council composed of the representatives of the boarding school (the director and deputy director), academic community (scientists of OrGMA and OGPU) and basic business JSC "Ural Steel" has been established. The program developers specifically identified conditions of the school, designated the image of the desired future-school of *in-depth job training*, a model of the graduate in five trades and outlined a plan of actions and milestones for the transition to a new model of school:

- Preparatory (2008-2009 school year)
- Basic (2009/2010- 2010-2011, 2011-2012 academic years)
- Final (2012-2013 academic year).

Starting to work on a problem, we have assumed that the *involvement of JSC "Ural Steel" in a profile training as a basic company will give graduates the opportunity to:*

- Obtain more professional knowledge and skills and reduce the time to adapt at workplace, increase the number of graduates entering the professional schools after graduation of the boarding school;
- Review the content of vocational and job training that will contribute to improving the employability and competitiveness of graduates in the labor market;
- Extend the stay of children and young people with disabilities in the school that will create conditions to achieve greater social maturity before they begin an independent life.
- Establish specialized divisions (business structure) within the JSC "Ural Steel" to employ graduates.

Anticipated outcomes of the model realization for the boarding school:

- Creation of a brand new two-module (training module based on the correctional schools and production module based on the JSC "Ural Steel") system for training qualified personnel for JSC "Ural Steel";
- The implementation of the model of the graduate training that includes:
- Ability to work independently without supervision;
- Taking responsibility, participating in joint decision-making;
- Displaying the initiative;
- Realizing independent social contacts in social environment;
- Striving for continuous professional growth (success) and the high quality of work;
- Adequately assessing capabilities and skills [7].
- Providing quality, efficient and accessible vocational education for students with disabilities with the assistance of independent social monitoring of results assessment, the quality of education and training (the members of the coordinating council- the social partners).
- Creating a single correction and developing, professionally oriented environment conducive to the intellectual, spiritual, moral and physical development and career counseling of students of the boarding school and their further employment [8];

#### **Renewal of Educational Content Through:**

- The introduction of new programs and innovative technologies in learning, education and training;
- Development of new correctional and developing technology training, education and professional training of students
- Mastering the methods of teaching different subjects using computer technology;
- Organization of social and psychological rehabilitation of pupils during their profile preparation;
- implementation measures to improve and protect the health of children and adolescents with disabilities and health-technology for work and leisure and development of skills for healthy lifestyles [9].

- Formation of creatively working stable teaching staff and increase of scientific and methodical, professional and research competence of teachers;
- Coordination of organizational activities of school, family and basic business for popularization of worker profession, healthy living and forming behavioral, working and cultural stereotypes.
- Reduction of morbidity among students and teachers.
- Improving the structure of children's self-government due to the launch of the classes of in-depth job training.
- Systematization of activities of the methodical service of school, familiarization with the latest literature, manuals, developments and technologies in the field of profession studies [10].

**For JSC "Ural Steel":**

- Social advertising to attract attention of the public and the media to the enterprise of JSC "Ural Steel."
- Propaganda of worker professions.
- A flexible system of training of the workforce, taking into account variability and targeting of certain professions, depending on the needs of the enterprise.
- Creating the institute of mentoring from the best employees and masters of production.
- Expanding the range of consulting services, production bases for training and retraining of specialists of different profiles of the company "Ural Steel".
- Increasing civic position of business in society.
- Establishing of specific business and educational environment in the enterprise that provides a perspective social and humanitarian-oriented development and, ultimately, an increase of economic efficiency and competitiveness of JSC "Ural Steel".

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