

## Networking and Special Educational Institutions for The Purpose of Socialization of Children with Disabilities

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### ABSTRACT

The relevance to the article topic due to the fact that the network character of interaction of educational institutions aims at the implementation of accessible education of children with disabilities as a strategic objective of educational policy of Russian Federation. The purpose of the article is to analyze the existing models of network interaction between special (correctional) and general education institutions, institutions of additional in the Chuvash Republic and administration of educational networks. Leading method to the study of these problems is the analyses of theoretical literature, statistical data and work experience of educational institutions of the Republic in the field of networking, which allowed to reveal mechanisms of effective management of network interaction of educational institutions on the basis of cooperation and competition, and to describe existing models of educational networks of the Chuvash Republic. Results overview of network interaction in education Chuvash Republic, identifying effective models and management mechanisms educational networks in practical terms allows to formulate and solve educational networks for the task of structural optimization, distribution of educational resources and motivational management.

### KEYWORDS

Networking, socialization, special school, children with disabilities

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### Introduction

One of the major challenges of development of domestic system of special education is the modernization of the existing industry model to manage the system. In modern conditions of education management is primarily the management of its development.

The analysis of the modernization of education suggests that many problems cannot be solved within the traditional paradigms of management of educational resources. Increasingly necessary is the development of such models of management in special education that will allow us to consider educational network not as a collection of isolated

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groups of educational institutions, and as a whole system, capable to concentrate resources in order to meet the diverse educational needs of children with disabilities (Chernova and Zakharova, 2011; Shieh and Demirkol, 2014; Fedotova, 2014).

According to research by N.N. Malofeyev (2011), the leading tendency of the modern stage of development of national systems of special education is the integration (inclusion) in which the radical reorganization of interaction of structures of mass and special education, as well as the orientation of special education towards preparing a child with special educational needs for adulthood in society, recognizing the full civil equality of persons with disabilities, aware of the illegitimacy of division by a full majority and poor minority striving for full social integration of minorities (Malofeyev and Shmatko, 2008).

Requirements to special school at the present stage of development of the domestic system of special education as articulated in the Law 273 – FZ "On education in Russian Federation" (2012) driving the need for reform and restructuring, indicate the need for a change of emphasis in the field of management.

N.N. Jakovicka (2008) notes that the traditional view of the Manager-practice for the network of educational institutions as a mere collection of educational institutions located within a certain area, does not reflect its nature as a system. That it really is a system with its own composition of elements, connections and relationships between them, according to research. For Example, M.M. Potashnik (2006) believes that "the territorial core of the educational system is a specially organized, relatively comprehensive system of educational institutions..." V.S. Lazarev (2008) claims that the traditional view of the network of schools as a result of making sense of the new reality comes the understanding of the network as a system of schools and the new role of governing bodies, coordinating and supporting this activity.

### ***Aim of the Study***

Analysis of existing network models of interaction between special (correctional) and General education institutions, institutions of additional education in the Chuvash Republic and administration of educational networks.

### ***Research questions***

The overarching research question of this study was as follows:

What are the models of networking in General and special education in the Chuvash Republic and the mechanisms of management of the educational networks?

### ***Methods***

Study of models of educational networks was conducted on the basis of special (correctional) and General education institutions, institutions of further, higher and secondary professional education of the Chuvash Republic, municipal educational institutions, the Central psycho-medical-pedagogical Commission and institutions of secondary vocational education.

During research following methods were used: analysis of normative-legal documents in the field of education of persons with disabilities, systematization and generalization of facts and concepts, learning from the practical experience of educational institutions of the Republic, which allowed to reveal the mechanisms of network interaction of educational institutions and to identify the main models of educational networks in the Chuvash Republic. The study results help to structurally optimize the network of educational model, efficient allocation of educational resources in online interaction, taking into account the special educational needs of children with disabilities.

### ***Results***

In article 79 "Organization of education for students with disabilities the" Law "On education in Russian Federation" (2012) states that "General education students with disabilities is carried out in organizations engaged in educational activities adapted on

major educational programs. In such organizations there are special conditions for the education of specified students".

Special conditions for the education of children with disabilities reflected in the Special Federal state educational standards primary education for children with disabilities.

The law "On education in Russian Federation" (2012) provides for alternative forms of education of children with disabilities, including in the context of inclusion. The implementation of inclusive education requires effective cooperation between special and mainstream schools, therefore, is important network character of interaction of educational institutions.

Concepts "network", "partnership", "networking", "network effects" have become a widespread problem in teaching practice.

A network is a collection of institutions with common goals, resources to achieve them and a single control center.

Network can be created if necessary of the sharing of resources to achieve this goal. It is assumed that the network formation involves interaction of different types of educational institutions.

Network interaction of educational institutions is considered as a variant of pedagogical interaction, which preserves its essence and basic parameters:

- based on joint activities of children and adults;
- there is a direct or indirect impact of subjects of this process on each other, generating their mutual relationships;
- the opportunity to influence each other and make real changes not only in cognitive, emotional and volitional, but also in the personal sphere;
- defines interaction its participants on the principles of trust and creativity, parity and cooperation;
- takes into account the personal characteristics of the interacting subjects, provides development of social skills;
- contributes to the establishment of a relationship, interaction, support, trust, etc.

In the interaction of modern science there are two strategies: cooperation and competition. Cooperation, or cooperative interaction, and implies a contribution of each participant in a common purpose. A connector of people are emerging in the course of joint activity relationship. An important indicator of the "tightness" of cooperative interaction is the degree of involvement of all participants in the process, which is determined by the value of contributions made by them.

With regard to other strategies of cooperation - competition, its essence is the struggle for precedence which, in the most vivid form manifests itself in the conflict. The notion that all conflict necessarily has a negative value, today refuted in a number of special studies.

The strategy of interaction characteristic for network communication and define the processes of its development and modeling. Today, there are different models of the municipal education networks. The most common of them are two options. Let us consider them from the perspective of cooperation in the Chuvash Republic special educational institutions among themselves and with the position of cooperation of special and general education.

The first option is associated with the merging of several educational institutions around the strongest educational institutions with sufficient financial and human resources that performs the role of "resource center". An example is the creation of training sites for the implementation of the project "Socialization of children with disabilities and children with disabilities" in the framework of the Federal target program of education development for 2011 – 2015 in a direction "the Spread in the Russian Federation organizational-the legal models providing successful socialization of children with

disabilities and children disabled" (2011) on the basis of the State special (correctional) educational institution "Cheboksary special (correctional) comprehensive school #2" education Ministry of Chuvashia.

The purpose of activity of internship site was to spread the experience of successful socialization of pupils in special (correctional) educational institutions.

The main tasks and directions of activity were:

1. Restructuring the organization of scientific and methodological support of innovative activity of special (correctional) educational institutions and institutions implementing integrated and inclusive forms of education.
2. Provide a mechanism for methodological support of the growth of professional skills of teachers and specialists of the complex psychological-pedagogical and medico-social and legal support, developing innovative educational technologies.
3. Creation of conditions for implementation of educational support of teachers and professionals support, introducing innovations in practical work with children with disabilities.
4. Correction, development and socialization of children with disabilities on an individual and group classes using specialized equipment and teaching materials, extra-curricular activities.

Internship site carried out the socialization of children with disabilities in co-teaching children with severe speech disorders and disorders of the musculoskeletal system. Specialists internship site was adjusted educational program, which takes into account peculiarities of children of both categories prescribed by the special educational conditions and learning technologies. The experience was broadcast on basic sites and schools implementing inclusive education within the framework of networking.

One of the conditions for the effective functioning of the "resource center" is the material and technical equipment of the subject-developing environment. The use of modern equipment verbotonal (VERBOTEN Г30JI for the correction of speech disorders and the apparatus DIGIDEL 5000 for the treatment of stuttering and aphasia, rehabilitation of hearing), speech therapy simulator "Delfa – 142.1", intended for the correction of oral and written speech of students who contributed to the successful socialization of children with special educational needs in their non-disabled peers. The potential of this material were used as launching pads and surrounding educational institutions.

As an example of networking, consider the cooperation of the Republican center for distance education-based training sites (state special (correctional) educational institution "Cheboksary special (correctional) comprehensive school #2" education Ministry of Chuvashia), municipal budget educational institution "Secondary school #59 with profound studying of separate subjects", Cheboksary and other educational institutions of the Republic, carrying out remote education of children with disabilities, geographically-related data educational schools. In order to improve the quality of distance education of children with special educational needs and disabled children's resource centre provides coordination and methodological support of the public schools of the Chuvash Republic; information and analytical support of distance education development in the Republic; medical-psychological-pedagogical support of participants of distance learning; computer software and technical support. In this case, each educational establishment of this group provides teaching a full basic General subjects and the part of specialized courses (specialized courses and elective courses), which it can implement, within their capabilities. Rest of profile training takes over "resource center".

The second option of network interaction is based on cooperation of educational institutions with institutions of further, higher, secondary and primary professional education and additional educational resources.

This communication model presents the following options. First, the implementation of pre-vocational preparation of students with disabilities in the

modern workshops of Central psycho-medical-pedagogical Commission. Students of special (correctional) educational institutions learn the basics of specialties such as "Senior", "Tailor", "PC Operator", "Hairdresser". Children are engaged in the pottery Studio, creative laboratory audio montage, music and musical arrangement, shop auto body.

Also there are two resource centers for vocational and social rehabilitation of children with sensory and mental disabilities. The education of children with disabilities is carried out according to 9 jobs and 4 occupations of secondary vocational education. Specific methodical ways of professional learning can be very diverse. They depend on the objective content of educational material, greater or lesser possibilities of using practical work in teaching and of methods of combination of practical and verbal learning tools. In order to successfully teach teenagers with disabilities, to instill the ability to act independently, you must comply with the following requirements:

- to know and to study psychophysical peculiarities of students. To study the motives of their activities, to use these motifs in the organization of activities;
- when learning to operate a clear, accessible understanding of the learner material;
- create for each of the teenager such conditions which would promote interest in the work and studied field;
- to offer the student an adequate job, to cope with which he will see the result of their labor.

Positive results in the development of labor skills among students with disabilities can be achieved if the following basic requirements:

1. Industrial training should not be restricted to only develop students' motor skills working. It also should be aimed at teaching them skills to solve mental challenges associated with practical implementation of their tasks. This in turn promotes correction of mental development of students with disabilities.

2. The problem of upbringing of students' autonomy should be resolved in strict compliance with the rules: from simple to complex, from more known to less known, from the concrete to the abstract.

3. Professional training can and must be used for speech development for students with disabilities, which in turn will promote mental development.

Prospects of development of work adaptation of graduates is very different. They depend on many factors. Among them include the nature and severity of the defect, the presence of additional disorders, as well as the individual characteristics and abilities of the teenager, the organization of his training and upbringing, the influence of the nearest social environment, mainly family and relatives.

According to the Ministry of education of the Chuvash Republic in 2017-2018 planned establishment of a Centre for vocational training of persons with disabilities.

An important component of General education is more education. Additional education is first and foremost a different way of growing interaction with the world of adults – non-judgmental, ensuring the child's success in accordance with his abilities regardless of the level of educational achievement in compulsory academic disciplines.

Alternatively consider the educational network model is the interaction between special (correctional) educational institutions with the institutions of additional education for the development of children with disabilities artistic, musical abilities, enjoyment of aesthetic, social, communicative, and physical education of these children.

### Discussion and Conclusion

The study of this problem was studied by such scholars as N.N. Jakovicka (2008), V.S. Lazarev (2008), M.M. Potashnik (2006), who considered the model of network interaction as a whole system of educational institutions, allowing to effectively allocate available resources depending on the needs of the participants of the educational process. Models

and mechanisms of management of the educational networks are disclosed in the works of N. Glotovo p. D. and A. Novikova (2004).

It is established that a national system of special education of the Chuvash Republic currently has two different models of educational networks. The first option is associated with the consolidation of several special (correctional) and General education institutions around the most "strong" of an educational institution, possessing sufficient material and human resources that performs the role of "resource center". The second option of network interaction is based on cooperation of special (correctional) educational institutions with institutions of further, higher, secondary and primary professional education and the involvement of additional educational resources.

### Implications and Recommendations

The article can be useful in practical terms for managers and professionals engaged in education of children with disabilities and their socialization in the conditions of network interaction.

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### Disclosure statement

No potential conflict of interest was reported by the authors.

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