

SOCIAL AND PSYCHOLOGICAL WELL-BEING OF STUDENTS IN INCLUSIVE GROUPS

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Abstract. Since 2012 inclusive education has become the integral component of the Russian education system. Russia has adopted an inclusive education policy in order to address barriers to learning disabled students in the education system. There is a distinctly declared agreement in the world that all children / students have the right to education regardless of their gender, nationality, race, well-being, disability, etc.

Social and psychological well-being of students as a subjective assessment of the degree of their material and spiritual needs' satisfaction is an actual issue for students with disabilities and students without HIA ((Health Impact Assessment) / healthy students who study in inclusive groups. Such assessment is the integrating result of an emotional and rational condition of inclusive groups' students, conditions and components of educational process, extracurricular activities and moral and psychological climate in higher education institution.

Not by chance, sociologists, educators, psychologists began to pay more attention to the study of the socio-psychological well-being of inclusive groups students', its conditions and factors affect it. At Chelyabinsk State university from 1990th years the issues of availability of the higher education to disabled people and to people with disabilities have been analyzed and solved, and since the end of 1990 the integrated training of disabled people in the general flows of students is carried out. The major research objective was to study social and psychological well-being of students in inclusive groups.

Methodology. The research was conducted in 2018 in three large regions of the Urals in Russia (Chelyabinsk, Sverdlovsk, Kurgan). The research methodology combined both quantitative and qualitative approaches. The primary data was collected using questionnaires and interviews. 1047 healthy and disabled students of 10 Ural's universities were questioned on the basis of quota sampling.

Results. The study has fixed a high level of socio-psychological well-being of healthy students, disabled people and students with disabilities studying in inclusive groups in the region. The majority of the students (about 80,0%) support inclusive education. They note their overall satisfaction with their student's life, basic conditions, components of the educational process, extracurricular activities and provision of meals.

Meanwhile, there is a lack of significant differences in the opinions of the healthy students, the disabled students and the students with disabilities on the assessment of their socio-psychological well-being.

The survey has revealed some issues dealing with social and psychological wellbeing of the students studying in inclusive groups of the region. A part of the students feels lonely and they are not to be immune to other students at higher education institution. Some of them are not satisfied with the student's life, firstly, communication in student's environment, secondly, with the conditions of healthy lifestyle at the university.

The study has elucidated that the existence of side effect of the socio-psychological state of inclusive groups' students in the region is determined by shortcomings in the process of education and leisure activities, by providing students of such groups with medical and psychological assistance, assistance from curators, tutors, professors and university administrators, by living conditions in a hostel, by catering, by use of special equipment and technical training aids and by other issues. It should be noted that every sixth students believes that the conditions created at their universities do not contribute to a healthy lifestyle. 20% of the students note that they are facing issues in their training etc.

The study has allowed the authors to conclude that it is necessary to identify, track and solve such issues even for small groups as well as for healthy students and students with disabilities.

Keywords: inclusive education, University, disabled students, healthy students, well-being, Russia

Introduction

Inclusive education is an integral part of the education system of the majority countries (Benko, E.V., 2015:5-13, Kozlov, V.N., Martynova, E.A., 2000, Kozlov, V.N., 2007, Kozlov, V.N., 2007). In and of itself, it develops and adapts to the educational needs of students with disabilities or special needs and with good health [9]. The social and psychological well-being of all students is the actual issue of inclusive education. The attention of sociologists, teachers and psychologists to its study is fully justified (Grunt, E., 2018, Artiles, A.J., Kozleski, E.B., 2016, Kantor V.Z., Proekt Y.L., 2019, Karapetyan, L.V., 2014, Kendall, L., 2016, Kozlov, V.N., Martynova, E.A.,

2000, Kuzhilnaia, A.V., 2015, Lebedeva, A.A., 2011, Martynova, E.A., 2002, Martynova, E.A., Romanenkova, D.F., 2016, Pantić, N., Florian, L., 2015, Sharok, V., 2018, Stubb, J., Pyhältö, K., Lonka, K., 2011). We share the opinion of A. A. Lebedeva about the idea that "life and its objective sides are refracted in personality. That is why, people who are in the same external conditions can feel completely different and have a different level of psychological well-being" (Lebedeva, A.A., 2011:16). Therefore, disability should not be considered as a key factor of social and psychological ill-being, since a person with special needs can feel happier than healthy people if he/she manages to realize his/her potential with a lack of external opportunities. In this regard, particularly relevant is the research aimed at studying the conditions and factors of social and psychological well-being of a person with disabilities or special needs.

Enforcement of the right to education by persons with disabilities and special needs is traditionally regarded as a manifestation of humanity. Since the 1990s, the accessibility issues of higher education for such students have been studied and solved at Chelyabinsk State University (Russia). In 1998-2000, within the framework of the international Tempus program, Chelyabinsk State University (CSU), together with Lille University of Science and Technology, University of Westminster and the University of North London, worked out a strategy for training disabled people (Kozlov, V.N., 2007, Sevastyanov, V.N., 2001). At that time CSU began to consider the integrated training of disabled people within total streams of students as the basic principle of pedagogical process (Sevastyanov, V.N., 2001:22). V.N. Kozlov and others emphasize the need for higher education to provide a climate of tolerance, solidarity and democracy (Kozlov, V.N., Martynova, E.A., 2000:10).

We understand social well-being as people's subjective assessment of their life quality (Kozlov, V.N., 2007:27). In the context of subjective life quality assessment, there are emotional (affective) and rational (cognitive) components. The first one represents a balance of positive and negative emotions. The second component is a life satisfaction and its various aspects. It has been scientifically proved that life satisfaction depends more on psychological factors than on economic conditions (Kozlov, V.N., 2007:50).

Accordingly, the social and psychological well-being of students should be understood as a subjective assessment of the degree of their material and spiritual needs satisfaction. This assessment is the result of many factors, including the conditions and components of the educational process, extracurricular activities, moral and psychological climate in the group and at the university. Known social and psychological characteristics of young

people, including those with special needs, their manifestations in behavior determine the great importance of the emotional component of students' well-being.

Although the inclusive education has already been studied rather extensively the phenomenon of social and psychological well-being of students in inclusive groups, however, requires further study. Therefore, the purpose of the present work was to analyse this issue in detail.

Objectives / Purpose of the study

The purpose of the research was to study social and psychological well-being of students in inclusive groups.

Methodology

In 2018, in accordance with the road map of the resource training center for training disabled people and people with special needs, the monitoring of social and psychological well-being of students in inclusive groups at the universities of Sverdlovsk, Chelyabinsk and Kurgan regions was carried out. The following methodological approaches were used in the conceptual model of our study conducted in the large regions of the Urals in Yekaterinburg, in Chelyabinsk, in Kurgan in 2018. They are structural and functional analysis.

The research methodology combined both quantitative and qualitative approaches. The primary data was collected using questionnaires. 1047 students of 10 universities in the cities of Chelyabinsk, Miass, Troitsk, Magnitogorsk, Yekaterinburg, Nizhny Tagil, Verkhnyaya Salda, Kurgan, and Shadrinsk were questioned on the basis of quota sampling.

The sample was as follows: 40% of first-year students, 25% of second-year students, 20% of third-year students, 13% of fourth-year students. Among them there were 71% of girls and 29% of boys, 14% of persons with disabilities, 1,2% of hearing-impaired persons, 2,2% of visually-impaired persons, 5,3 % of persons with musculoskeletal disorders, 3,3% of persons with systemic disease, 1,6% of persons with other special needs. Healthy people constituted of 86% of the sample.

Results / Findings

The research has fixed that the vast majority of the students in inclusive groups in the region are generally satisfied with their student's life. They note that their group mates have never laughed at them because of their appearance, their speech, of their nationality and their religious beliefs and etc. They feel safe at the university and indicate that conflicts are rare in their groups.

From 88% to 80% of students positively assess educational process organization and work of the Dean's office, willingness of professors and university staff to work with students with disabilities and special needs,

work of the Student board, the Council of group leaders, organization of leisure activities of the university, opportunities and conditions for physical education and sports, conditions for independent work and creativity.

In 2018, 79% of the respondents supported creation of mixed groups of students with good health and with disabilities and special needs. In 1999 - 2000, members of CSU Faculty of higher education accessibility and of the Department of sociology interviewed 640 students from the first to the fourth year of studying of 10 faculties. The study has shown that by that time, every third student studied with a disabled person in the same group or in the same course. Among all the respondents 53% supported training disabled people in a regular student group; and 61% of those students who had already studied with disabled people in the stream, favored their training in a regular group (Kozlov, V.N., Martynova, E.A., 2000:41, 58).

In 2018, the vast majority of students do not face issues in relations with group mates, teachers and the lack of university leisure activities. 80% of the students do not face issues in studying. If there are any problems, the majority of students primarily ask parents, relatives, friends and group mates to help them.

At the same time, a part of the students highlight problems in obtaining medical and psychological assistance at their universities, in living conditions in the dormitory, in curators' work with groups, dining, leisure and recreation condition. Some of them note the lack of equipment, special furniture, technical teaching aids, and poor awareness of the possibilities of their use.

Every sixth students believes that the conditions created at their universities do not contribute to a healthy lifestyle. 45% of the students in the region are not engaged in extracurricular activities, and 22% do not want to do it. 13% of the students name insufficient organization of leisure activities by the university. 20% of the students note that they are facing issues in their training.

It should be noted that almost 25% of the students feel lonely and they do not agree that the students of their group like to be together. 20% of the students say that when performing some assignments in the group they are not involved in the activity. Every sixth students does not state to be protected at the university, every tenth students is not generally satisfied with his\ her student's life.

Conclusion

The survey results of inclusive students' groups of the universities in Sverdlovsk, Chelyabinsk and Kurgan regions have indicated a fairly high level of the students' social and psychological well-being, including students with good health and students with disabilities and special needs.

Such level results from creation of normal, mainly meeting the needs of students with disabilities and with good health, conditions and components of the educational process and extracurricular activities at the universities and the lack of serious problems in the educative process and extracurricular activities.

The study has elucidated that here and now when the vast majority of the respondents in the regions support creation of mixed groups of students with good health and with disabilities and special needs, a human positive attitude towards inclusive education is evident and its value is increasing.

The survey has also revealed that some students of inclusive groups have issues in educative process and extracurricular activities and in their relations with groupmates. Meanwhile, facing some issues, students rarely reach out to the university administration, to a curator or professors. Such issues determine difficulties in social and psychological well-being of students in inclusive groups.

The analysis has also shown some insignificant differences almost all indicators in opinions and assessments of students in inclusive groups by areas, universities, courses, gender, disability and health restrictions or health standard.

We believe that if even small groups or a part of the students face these issues at the universities of the regions, they should be identified and solved by rendering targeted assistance at each university.

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