

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous
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NORTH-CAUCASUS FEDERAL UNIVERSITY

Methodological Guidelines
for Students on Arranging and Performing Practical Work
in the Discipline of
“Inclusive Culture and Communications”
for Students Majoring (Specialty) in
31.05.01 General Medicine

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INTRODUCTION

These methodological guidelines have been developed in accordance with the requirements of the Federal State Educational Standards for Higher Education (FSSES HE) and the course outline for “Inclusive Culture and Communications.”

The course is designed to develop the universal competencies UC-2, UC-3, and UC-9 required of future bachelor's degree graduates (specialists) enrolled in 44.03.03 Special (Defectological) Education.

The main objective of the course “Inclusive Culture and Communications” is to develop students' universal competency in using basic special education knowledge in the social and professional spheres.

Learning Outcomes for the Discipline:

- Uses knowledge in the field of inclusive culture and communications to formulate the project's goal, identify a set of interrelated tasks that ensure its achievement, and determine the expected results of solving tasks, taking into account inclusive interaction;
- Applies knowledge of inclusive culture and communication, developing an action plan for solving project tasks, choosing the best way to solve them, based on current legal norms and available resources and constraints;
- Having mastered knowledge in inclusive culture and communication, the student ensures the implementation of the project in accordance with established goals, deadlines and costs, based on current legal norms, available resources and constraints, including the use of digital tools;
- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of a given task;
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of the team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using the methodology of success, methods, information technology and foresight technologies;
- Based on knowledge in the field of inclusive culture and communication, the student ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations;
- Having mastered the basics of inclusive culture, the student is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres;
- The student is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

PRACTICAL SESSION 1–2

Topic 1. The Concept and Components of Inclusive Culture

Learning Objectives: to develop the following competencies or their components:

Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

"Inclusion" is a term that has been used in Russian science relatively recently. Historically, both in Russia and abroad, this term is widely used in relation to the education of people with disabilities. However, inclusion is a much broader concept, implying not only inclusion in the educational space of an educational organization, but also in social structures and systems.

Researchers consider this concept in two aspects: as a process of interaction between people or groups of people in society and as an educational concept, a set of measures that allow a person with a disability to "integrate" into the educational space of an educational organization – kindergarten, school, university.

The literal translation of the term "inclusion" is inclusion, involvement or entry into something as part of the whole. The words "inclusion" and "inclusive" in our country are most often used together with the words "education", "upbringing", and "children". Inclusion is most often referred to in relation to people with disabilities and is considered as a process of joint upbringing and education of people with disabilities with normally developing peers, during which they can achieve the most complete progress in social development. However, inclusive education implies the inclusion of not only people with disabilities in the educational space. Inclusive education is an organization of the learning process in which all people, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, are included in the general education system and study with their peers without disabilities in educational organizations that take into account their special educational needs and where they receive the necessary special support.

Officially, the term "inclusive education" was first recorded in the Salamanca Declaration on Principles, Policies and Practices in the Field of Education of Persons with Special Needs in 1994. The Federal Law "On Education in the Russian Federation" dated December 29, 2012 interprets inclusive education as ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities.

UNESCO considers inclusion as "a dynamically developing approach consisting in a positive attitude towards the diversity of students and in the perception of individual characteristics not as a problem, but as an opportunity to enrich the learning process."

The Eight Principles of Inclusive Education:

- A person's value does not depend on their abilities and achievements;
- Everyone is capable of feeling and thinking;
- Everyone has the right to communicate and to be heard;
- All people need each other;
- Genuine education can only be carried out in the context of real relationships;
- All people need the support and friendship of their peers;
- For all students, making progress may be more about what they can do than what they can't;
- Diversity enhances all aspects of human life.

These are the principles according to which the educational process is organized in educational organizations.

The main idea of the inclusive approach is that the barriers and learning difficulties faced by students with special educational needs in educational institutions are due to the existing organization and practice of the educational process that does not take into account their special educational needs, as well as outdated inflexible teaching methods. As a result of the implementation of the integration strategy, it is not a person with a disability, teachers or other students who are being changed, but the conditions of the educational system (kindergarten, school, university), taking into account the educational needs of people with disabilities. The student is accepted and appreciated for who he is.

But inclusion is not just about education. Inclusion in an expanded form is defined as a dynamic process of interaction between people within a complex of relationships. However, as the researchers note, this is not just an interaction, but an interaction that legitimizes people's interactions and technologizes them. Therefore, inclusion can be discussed not only in relation to the education of children with disabilities, but also in relation to their social integration and social adaptation, if these processes are carried out not spontaneously, but within the framework of legitimized interactions of people in social groups. Thus, we can give the following definition of inclusion in relation to people with disabilities – the process of increasing the degree of participation of people with disabilities in society, in which society creates conditions for the acceptance of a person with special needs by changing the very structure of society.

Social inclusion can be applied not only to people with disabilities, but also to migrants, the elderly, youth, minorities, and groups with special needs. Andrew Brayton defines inclusion as the creation of systems and processes that allow everyone to participate fully in society according to their choice, faiths and desires. Yarskaya V.N. argues that social inclusion in the broadest sense is "a democratic action of including an individual or group in a broader community in order to involve them in a particular action or cultural process."

Professor, Doctor of Sociological Sciences, Elena Rostislavovna Yarskaya-Smirnova notes that social inclusion is understood as a process that requires certain efforts to achieve equal opportunities for all, regardless of gender, age, health opportunities, social status, education, ethnicity, in order to provide them with a full and active participation in all spheres of life, participation in the decision-making process; this is the process of overcoming poverty and social exclusion. The humanistic ideals of inclusion imply seeing the importance of each person and accepting his disability as a condition of human existence, a manifestation of individuality, his peculiarity, rather than a quality mark.

The idea of inclusion presupposes the formation of a fundamentally new philosophy of society in relation to people with special needs, which is based on the concept of an independent and self-reliant lifestyle for people with disabilities. According to this concept, social conditions should be aimed at helping a person with a disability to become as independent and self-reliant as possible. At the same time, he could take an active and responsible life position, be an equal member of society, realizing himself in society. He can and should model his own life trajectory, the architecture of relationships between people, becoming a subject of life creation, becoming involved in production processes, participating in the activities of civil society institutions (S.V. Alekhina, M.M. Semago, N.Ya. Semago, A.K. Fadina, N.M. Nazarova, etc.).

Modern social policy towards people with disabilities in the Russian Federation is

focused on their integration into society, maximum "inclusion" in various spheres of public life, i.e. on their inclusion. Today, inclusion is considered as a social order, these are the priorities of the state policy of the Russian Federation aimed at humanizing society and forming high moral standards for the younger generation. The policy of inclusion in modern Russian society is reflected in a number of federal laws.

Federal Law No. 181-FZ of 11/24/1995 "On Social Protection of Persons with Disabilities in the Russian Federation" for the first time in the history of our country declared the purpose of state policy not to help a person with a disability, but to "ensure equal opportunities for persons with disabilities with other citizens in the exercise of civil, economic, political and other rights and freedoms provided for by the Constitution of the Russian Federation."

Since 2011, the Accessible Environment program has been implemented in the Russian Federation, which was extended in 2021 to 2025. Its goal is to create legal, economic and institutional conditions conducive to the integration of persons with disabilities into society and improving their standard of living.

In 2012, the Russian Federation signed the Federal Law "On Ratification of the Convention on the Rights of Persons with Disabilities". The Convention aims to ensure the full participation of persons with disabilities in the civil, political, economic, social and cultural life of society (social integration), the elimination of discrimination on the basis of disability, the protection of persons with disabilities and their enjoyment of all human rights and fundamental freedoms, as well as the creation of effective legal mechanisms to ensure these rights. The general principles of the Convention, ratified by the Russian Federation, include, inter alia, "respect for the characteristics of persons with disabilities and their inherent dignity, recognition of disability as a component of human diversity, equality of opportunity, accessibility."

In connection with the ratification of the convention, Federal Law No. 46-FZ "On Amendments to Certain Legislative Acts of the Russian Federation on Social Protection of Persons with Disabilities in connection with the Ratification of the Convention on the Rights of Persons with Disabilities" was adopted, including those related to legislation in the field of employment, culture, access to information, transport, etc. Federal Law of November 24 Federal Law No. 181-FZ of 1995 "On Social Protection of Persons with Disabilities in the Russian Federation" was supplemented with an article on the inadmissibility of discrimination on the basis of disability. "Discrimination on the basis of disability means any distinction, exclusion or restriction based on disability, the purpose or result of which is to diminish or deny recognition, realization or exercise on an equal basis with others of all guaranteed rights in the Russian Federation. The Russian Federation of human and civil rights and freedoms in the political, economic, social, cultural, civil or any other field."

In December 2012, Federal Law No. 273-FZ "On Education in the Russian Federation" was adopted, which at the legislative level provides conditions for the development of an inclusive education system in Russian society, including such concepts as "students with disabilities", "individual curriculum", "inclusive education", "adapted educational program", such principles of state policy and legal regulation of relations in the field of education have been adopted as: ensuring the right of every person to education, federal state bodies, regional and local authorities are responsible for creating the necessary conditions for persons with disabilities to receive quality education without discrimination.

Thus, today the policy of inclusion in the Russian Federation concerns the change of all public institutions – education, health, culture, sports and leisure in order to involve people with disabilities in the life of Russian society.

Practical Assignments

Self-Assessment Questions and Assignments:

1. Define inclusion in education.

2. Name the principles of inclusive education and give your interpretation to one of these principles.

3. Define an inclusive culture in society.
4. Analyze how knowledge of inclusive culture can be useful for a university graduate in your field of study.

PRACTICAL SESSION 3–4

Topic 2. A Person with a Disability as a Subject of Inclusive Interaction

Learning Objectives: to develop the following competencies or their components:

Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

Review the Brief Overview of the Topic

As part of the study of issues of inclusive culture and communication, it is necessary to elaborate on such concepts as "disability", "people with disabilities", and "people with disabilities [persons with limited health capabilities]".

There are currently many definitions of disability. The Declaration on the Rights of Disabled Persons (1975) states that "a person with a disability means any person unable to ensure by themselves, wholly or partly, the necessities of a normal individual and/or social life, as a result of a deficiency, either congenital or not, in their physical or mental capabilities."

According to the Standard Rules of Provision equal Opportunities for Persons with Disabilities (dated December 20, 1993), "the term "disability" includes a significant number of different functional limitations that occur among the population in all countries of the world. People may become disabled due to physical, mental, or sensory defects, health conditions, or mental illnesses. Such defects, conditions or diseases may be permanent or temporary in nature"

One of the key definitions of disability is enshrined in the Convention on the Rights of Persons with Disabilities (UN, 2006), signed by the Russian Federation on 24.09.2008 and ratified on 15.05.2012. In this convention, disability is defined as an evolving concept that results from the interaction that occurs between people with disabilities and relational and environmental barriers that prevent their full and effective participation in society on an equal basis with others." In this regard, a person with a disability is a person with physical, mental, sensory, and mental characteristics who has limitations that are caused by barriers in society that exclude people from different spheres of life. This definition is based on the principles of inclusion, according to which disability is not a medical problem, but a social problem.

Currently, the term "person with disabilities" is considered the most neutral, tolerant, in relation to people with different health conditions, and its use is recommended when communicating with people with disabilities. It is often contrasted with another term, "disabled", which is given segregationist characteristics.

However, I would like to emphasize that a person with a disability is a legal concept that has an official status in the Russian Federation. In the Federal Law on Social Protection of the Disabled, No. 181-FZ of November 2, 1995, a person with a disability is a person who has a health disorder with a persistent disorder of bodily functions caused by diseases, the consequences of injuries or defects, leading to disability and necessitating his social protection. The recognition of a person as a person with a disability is carried out by the federal institution of medical and social expertise. This term "person with a disability" can reasonably be used in cases where it is necessary to indicate not the social, but the legal status of an individual, which is quite natural and justified. At the same time, in personal interaction and communication with a person with a disability, this term should be avoided, since we are looking at a person, not at his disability.

Another term that is used in relation to people with disabilities is a person with a disability. Previously, this term was used instead of the word "disabled", considering it more tolerant towards a person with a disability. This term is often used today when talking about people with disabilities. However, in official documents, the terms "person with a disability" and "person with disabilities" are not identical concepts."

Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation" also uses the concept of a student with disabilities – 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. Unlike a person with the status of a "person with a disability", a student with disabilities does not have the status of a "person with a disability", the status of a "student with disabilities" only determines his right to create special educational conditions.

Practical Assignments

Self-Assessment Questions and Assignments:

1. Define the concept of "a person with a disability".
2. Study the presented material and make a short summary on the following topics: psychological and pedagogical characteristics of people with hearing impairments; psychological and pedagogical characteristics of people with visual impairments; psychological and pedagogical characteristics of people with disabilities.
3. Name two features of people with visual and hearing impairments, the musculoskeletal system that can act as a barrier when interacting with them, as well as two characteristics of people with hearing, vision, and NODE disabilities that are positive.

PRACTICAL SESSION 5–6

Topic 3. Ethical Foundations of Inclusive Communication

Learning Objectives: to develop the following competencies or their components:

Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into

account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.

-Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.

- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.

- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

Review the Brief Overview of the Topic

The social model of disability is based on the Philosophy of independent Living of people with disabilities. The main idea of independent living is that people with disabilities should not be considered by society as an object of assistance. According to the Philosophy of Independent Living, people with disabilities are full-fledged participants in the social process who are able, if the environment is changed in accordance with their needs, to actively participate in the life of society.

"An independent lifestyle for people with disabilities implies, according to this concept, the complete removal or minimization of a person's dependence on the consequences of disability." At the same time, the weakening of the limitations caused by disability, the development of his independence and independence from other people is of crucial importance.

Declaration of Independence of a Disabled Person (short theses)

Norman KUENKE, an American activist for the rights of people with disabilities.

- Don't treat my disability as a problem.
- Don't support me, I'm not as weak as I seem.
- Don't treat me as a patient, as I'm just your compatriot.
- Don't try to change me. You don't have the right to do that.
- Don't try to guide me. I have the right to my own life, just like any other person.
- Don't teach me to be submissive, humble, and polite. Don't do me any favors.
- Recognize that the real problem that people with disabilities face is their social devaluation and harassment, and prejudice against them.
- Support me so that I can contribute to society as much as I can.
- Help me to know what I want.
- Be someone who cares, spares no time, and who does not struggle in an attempt to make things better.
- Be with me even when we are fighting each other.
- * Don't help me when I don't need it, even if it gives you pleasure.
- Don't admire me. The desire to live a full life is not admirable.
- Get to know me better. We can become friends.
- Be allies in the fight against those who use me for their own satisfaction.
- Let's respect each other. After all, respect presupposes equality. Listen, support, and act.

The concept of "independent life" in the conceptual sense implies two interrelated points – philosophical and socio-political. In socio-political terms, independent life is considered as the right of any person to be an integral part of society and to take an active part in social, political and economic processes, freedom of choice and freedom of access to residential and public buildings, transport, communications, insurance, labor and education.

According to this approach, an independent life is an opportunity for a person to make their own determinations and choices, make decisions and manage life situations. A person with

a disability is independent precisely in the right to choose, regardless of whether they are forced to resort to outside help or auxiliary means that are necessary for his physical functioning.

In the philosophical understanding, independent living is considered as a way of thinking, it is a psychological orientation of a personality that depends on its relationship with other individuals, on physical abilities, on the environment and the degree of development of support systems. The philosophy of independent living orients a person with a disability to the fact that they set themselves the same tasks as any other member of society.

As a philosophy, Independent Living is defined worldwide as the ability to fully control one's life based on acceptable choices that minimize dependence on other people in decision-making and daily activities. This concept includes control over one's own affairs, participation in the daily life of society, fulfillment of a number of social roles and decision-making leading to self-determination and reduction of psychological or physical dependence on others.

A change in the approach to understanding disability within the framework of the social model determines a change in the ethical foundations of interaction with people with disabilities. According to the Philosophy of Independent Living, people with disabilities are full-fledged participants in the social process who are able, if the environment is changed in accordance with their needs, to actively participate in the life of society.

The idea of inclusion, which was developed within the framework of the social model of disability, its value and ethical meaning lies in changing the worldview of modern people not only in relation to the problem of otherness, but also to the anthropological problem of understanding the importance of any person as the highest value. In this regard, it is fundamentally important to form tolerance in the broad context of social interactions, to recognize the self-worth of another person and openness to dialogue, assistance and support from those who particularly need it for the benefit of civilizational development (M.M. Semago, N.Ya. Semago, T.P. Dmitrieva).

Ethics in dealing with people with disabilities helps to remove communication barriers. This is a really effective tool that allows you to avoid moral injury to a person with a disability due to ignorance of the peculiarities of behavior with people with various kinds of physical limitations. The ethics of human interaction is based on the attitude towards a person with a disability as an equal member of society who has the right to make independent choices, to model his own life trajectory, including the mistakes that a "wrong" choice may entail. Excessive empathy, compassion, obsessive desire to help, or, conversely, demonstrated superiority, create barriers to communication and interfere with interaction.

Practical Assignments

Self-Assessment Questions and Assignments:

1. How do morality, morality and ethics relate?
2. What is the relationship between the ethics of interacting with people with disabilities and the model of disability that has developed in society?
3. What model of disability was typical for Soviet society? How people with disabilities were treated in the Soviet Union?
4. Choose three theses of the Philosophy of Independent Living for People with disabilities and describe how you understand them. How they should be implemented in modern society.

PRACTICAL SESSION 7–8

Topic 4. Communication in an Inclusive Environment

Learning Objectives: to develop the following competencies or their components:

Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

Review the Brief Overview of the Topic

Communication is the exchange of information between people, the purpose of which is to ensure understanding of the information transmitted and received. When communicating with people with disabilities, it is necessary to take into account the specific communication features inherent in people with different health limitations.

People with hearing impairments: deaf and hard-of-hearing people.

The deaf and hard-of-hearing, depending on their abilities, perceive the speech of others in three ways: audibly, visually, audibly-visually. Hearing aids or cochlear implants are used to correct hearing in the hard of hearing. However, it almost completely eliminates problems when communicating with a hard-of-hearing person only in a number of cases (he hears speech, understands it well and can respond verbally). The main way for people with hearing loss to perceive oral speech is auditory-visual, when they see the speaker's face, cheeks, and lips and simultaneously "hear" them using hearing aids/cochlear implants. A hearing impaired person can also use verbal speech or sign language to communicate, depending on the type of communication they use. Often, hard-of-hearing people, even with a serious degree of hearing loss, prefer to master "lip reading" and use verbal speech in conversation, refusing to learn sign language, as they believe that this will reduce their motivation to communicate using verbal speech.

Verbal language is a verbal sign system, a universal means of human communication, but people with hearing impairments face difficulties in using it, which include both difficulties in obtaining information and transmitting it. Previously, deaf people were called deaf-mutes if they did not learn how to reproduce oral speech, but this concept does not correspond to reality. Deaf people have their own language, but they use non-verbal means of communication such as facial expressions and gestures.

The communicative activity of the deaf can be carried out using verbal speech, dactylology and sign language. In modern sign language teaching, both domestic and foreign, two systems of teaching the deaf are used: on the basis of a bilingual approach; on the basis of verbal speech. Accordingly, depending on the system by which the deaf person was trained, he can communicate in words without knowing or using sign language, or in sign language using verbal speech if he was able to master it at a sufficient level.

A communication system for teaching the deaf based on verbal speech was developed in the 1950s by Soviet sign language educators under the guidance of Professor S.A. Zykov. In this

case, an deaf person is taught to understand other people's speech and speak through speech. He "reads" the interlocutor's speech on the lips, and pronounces the words without hearing them, and therefore the speech may have certain specifics. Accordingly, in order to understand the interlocutor, an deaf person needs to see his face well, and the person must clearly pronounce the sentences, they should not be too long and complex.

The essence of the bilingual approach lies in the fact that equal and equivalent means of the special educational process are:

- verbal speech;
- Sign language.

In this case, an deaf person is taught both verbal speech and communication through gestures.

Sign language is a full-fledged linguistic system. There are different sign languages in different countries, currently there are 144 sign languages in the world. One of them is Russian sign language. Russian sign language is divided into sign language proper, or Russian sign language (its native speakers are hard-of-hearing people who have been communicating in it in the family since childhood), and calcifying sign language, or calcifying sign speech, which is a literal translation of the Russian spoken language into gestures.

Spoken sign language has specific grammatical patterns. The morphology, syntax, and vocabulary of sign language also have their own peculiarities. Thus, the use of official words (prepositions, particles, conjunctions) is not typical for sign language, only spatial prepositions are used. Facial expressions are a kind of analogue of the intonation side of speech, with the help of facial expressions a person expresses surprise or exclamation. The word order in a sign language utterance is looser than in the Russian literary language, for example: TANYA CRY THE BALL DROWN.

There are some fairly stable rules for the syntax of gestural utterances. So, in a gesture phrase, the question is put at the end of the sentence, the gesture of denial comes after the gesture of action, sign, object, and the gesture indicating the completion of the action is also put at the end (breakfast already, sleep already), etc.

Spoken sign language is used for informal interpersonal communication.

Calculative sign language (QLR) is a secondary sign system reflecting the structure of the language of words. It is used in a formal setting, for example, when it is necessary to translate into sign language a speaker's speech at an event or some kind of report. Calculative sign language involves the reproduction of gestures in the order that is inherent in the language of words. However, there are not many gestures, and it is often necessary to choose a synonym for a word in sign language that is close to it in meaning. For example, in the song "if time is divided into fractions," calculating sign language will sound like "if time is divided into parts." Russian often uses metaphors that are difficult for an deaf person to understand, and in this case other gestures are also used.

Fingerspelling is another means of communication used by deaf people. The terms currently used include dactylology, fingerspelling, the manual alphabet, and a dactyleme—a fingerspelled letter of the alphabet.

Dactylology, or dactyl speech, is a form of verbal speech. The dactylic alphabet is called manual, since each letter is transmitted by certain positions of the fingers of one (one-handed dactylology) or both hands (two-handed dactylology). Through these dactylic signs, following each other in a certain order, any word, any sentence can be composed, the process of communication using dactylic signs can be called writing in the air. This writing is done from left to right, and if a person is left-handed, then from right to left. Dactylic writing reflects the sound form of a word. Dactylic speech and sign language are often used together. For example, when you need to give a person's name, street name, or some kind of abbreviation.

Features of using modern gadgets when communicating with deaf and hard-of-hearing people.

The active use of various communication applications and programs in everyday life has greatly simplified the process of communicating with people with hearing impairment. However,

there are certain nuances here that need to be taken into account. There is an opinion that using applications such as WhatsApp or Viber, it is easy to correspond with an deaf or hard of hearing person, and thus all information barriers will be eliminated. Meanwhile, in deaf and hard-of-hearing people with severe hearing loss, written speech often has certain morphological and syntactic features associated with difficulties in mastering verbal speech or its ignorance, limited vocabulary. Therefore, most often deaf people who communicate in sign language prefer to use video calls. People who have mastered oral and written verbal speech at a high level, on the contrary, use applications more actively for communication through messages, since in this case they feel equal with the interlocutor, and they use calls and video calls less often, since they are less convenient for them.

Features of communication and interaction with people with hearing impairments. Communication with listeners is difficult due to the absence or violation of oral speech. The speaker should always occupy a frontal position in relation to the deaf interlocutor, leave the organs of articulation open, speak briefly, clearly, and with a slow pace of speech. In the case of possession of alternative means of communication, involve a sign language interpreter in the work. The use of assistive technologies is also effective: sound amplification equipment, induction/FM systems, speech-to-text converters, and communicators.

In the process of educational interaction, it is necessary to maximize the use of visual aids, text materials, presentations, and video files with subtitles.

The ethical side of communication requires correct, ethical treatment of people with hearing impairments. A more acceptable characteristic of their status is "deaf" or "hard of hearing" compared to "deaf" or "hard of hearing." In speech, it is necessary to avoid accents on words related to the work of auditory perception (hear, sound, loud, quiet, etc.) and rely on the use of other information channels: visual, kinesthetic, olfactory (perceive, understand, feel, do, move, etc.).

People with visual impairments: blind and visually impaired

Features of speech communication of the blind and visually impaired.

The use of language as a means of communication in blindness is associated with certain difficulties, including difficulties in analyzing the situation of verbal communication and the impossibility or difficulty of perceiving non-verbal elements of communication (facial expressions, gestures). Feedback plays an important role in communication, and due to the limitations or inability of the visual channel bandwidth, the interaction of communication partners has its own specifics.

When communicating between the sighted and the blind, the greatest difficulties are associated with the fact that the sighted partner, without taking into account the possibilities of the blind, makes extensive use of non-verbal means of communication (facial expressions, pantomime, intonation), which is why the blind or visually impaired partner has a lack of understanding. To a certain extent, this is compensated for in the blind by a subtle reaction to the peculiarities of timbre and tone of voice, but it is not always possible to achieve mutual understanding.

Hearing cannot fully compensate for missing visual information, which in certain cases can lead to conflicts. To prevent such situations, sighted people need to avoid approving (denying), pointing, pictorial and symbolic gestures, correctly formalize their speech intonationally, and also reflect the situation in which communication takes place as much as possible.

Speech of the blind and visually impaired is characterized, on the contrary, by a weak expressiveness of movements, especially facial expressions, which also causes difficulties for the sighted partner due to a lack of feedback. In this case, the strategy of a sighted partner in the course of communication should consist in constant conversation, the use of various kinds of exclamations, replicas explaining the situation, tactile contact, etc.

Difficulties in communication may also be related to purely psychological reasons, including the rigid division on the part of the blind and visually impaired into "we" and "they" (sighted), the attitude of avoiding contact with the sighted.

Features of the use of technical devices when communicating with blind and visually impaired people

Blind and visually impaired people use assistive technologies for people with visual impairments in their daily lives, as well as in training, professional activities, and spatial orientation. This term refers to a set of various devices, technical devices and methods of their application that allow people with significant visual impairments to obtain the necessary information using other types of sensitivity (auditory, tactile, vibratory).

The fundamental differences between assistive technologies for people with visual impairments and a conventional technical device include:

- the availability of special features and additional information about the surrounding space, which can only be obtained using a special assistive device for people with visual impairments;

- the availability of constructive data that allows the blind to supplement actions requiring visual function with a special assistive device for people with visual impairments.

People with visual impairment actively use special screen access programs for computer screen readers, video enlargers, screen magnifiers, and reading machines when using modern devices. So, with the help of an on-screen access program, control on the monitor screen takes place by clicking keys, and the program reads out all the menu items and footnotes, and the person just needs to choose the appropriate one. The screen magnifier allows you to zoom in on the display of screen elements. Special programs convert text information into audio, so a blind or visually impaired person will be able to read a text message sent to them by e-mail, WhatsApp or Viber, and respond, both by audio message and by typing the text.

One of the most important achievements of mankind for blind people is the Braille relief-dot font, thanks to which they can read and write any text. It was coined in 1824 by Louis Braille, a 15-year-old French teenager. As a child, Louis injured his eye with a saddlery knife in his father's workshop and became blind due to progressive inflammation. Later, Louis developed a relief-dot font, which is now known all over the world. Special writing materials are used to write Braille characters, such as a writing instrument and a pen. When writing, the dots are punctured, because you can only read by convex dots. The main feature of the Braille font is that the text should be written from right to left, then turned over and read from left to right.

For a reading person, the dots are numbered in columns from left to right and in rows from top to bottom. For a person writing on an inverted page, the numbering looks different: point 1 is in the upper-right corner, point 2 is below it, and point 6 is in the lower-left corner. The parameters of the convex dot in Braille are clearly indicated by government standards. There are three font sizes (large, medium, and small), but the standard font size is large.

When using traditional (six-dot) Braille, 64 different characters can be written, while extended (eight-dot) Braille can contain 256 characters. Lowercase and uppercase letters are indicated by special symbols that are placed before the desired letter.

With the Braille reading skill, a blind person cannot only read books written in relief-dot font, but also write texts on a computer. A braille display is used for this purpose. This is quite expensive equipment, and blind users often use a regular keyboard instead of a braille display. In this case, they paste special braille stickers on the buttons.

Features of communication and interaction with people with visual impairments.

Lack of personal and emotional communication, insufficient proficiency in speech and non-speech means of communication lead to a decrease in initiative in communication, a reduction in interpersonal contacts. But at the same time, there is a desire for symbiosis in interpersonal relationships, increased demands on partners with whom trust has been established.

A sighted interlocutor should always voice his actions, describe the characteristics of the surrounding space. When addressing a blind person, you should mention their name or touch their hand. A handshake is welcome when meeting or getting to know each other. If the meeting is not the first time, it is advisable to remind you under what circumstances the acquaintance took place, what was the subject of the conversation. It is the blind person who should be addressed, not the accompanying person. If you wish to provide assistance, you should ask about

its necessity and wait for confirmation. You should not be active in relation to movement, as well as objects that contribute to orientation (a cane, a guide dog).

In the process of educational interaction, maximum vocalization of the material is necessary, the use of screen access programs for working on a computer, and typhocommentation and taglines when viewing graphics and videos. If you are proficient in writing using the Braille system, the materials can be presented printed on a Braille printer, or relief and graphic manuals. The use of assistive technologies is also effective: video enlargers, tifloflash players, reading machines, and special keyboards.

The ethical side of communication requires correct, ethical treatment of people with visual impairments. A more acceptable characteristic of their status is "blind", "visually impaired" compared to "blind", "visually impaired". In speech, you can use words related to the work of visual perception (see, look, vividly, etc.), but it is better to rely on the use of other information channels: auditory, kinesthetic, olfactory (perceive, understand, feel, sense, etc.).

Features of communication and interaction with people with disabilities.

The quality of communication and social interaction directly depends on the severity of motor disorders, the presence of neurological symptoms, and the state of speech.

People who do not have neurological diseases, as a rule, do not experience difficulties in communication. Their only problem may be a narrowing of the circle of contacts due to reduced mobility. The lack of direct communication is easily compensated by communication using various communication channels (telephone, Internet) and social networks. Learning interaction is determined by shared abilities and motives.

People with diseases of the nervous system often have speech disorders. Their speech is difficult and their pronunciation is impaired. Consequently, they need more time to formulate and express their thoughts. Therefore, the communication process requires patience, careful attention not to the form, but to the content of the information.

When communicating with people in a wheelchair, it is advisable to position yourself so that your eyes are on the same level. You cannot lean on the wheelchair, you cannot push it, you cannot start rolling the wheelchair without the consent of the person sitting in it. You should always contact the person directly, and not his companion.

If you want to provide assistance, you should ask about its necessity and wait for confirmation, ask what needs to be done and follow the instructions exactly.

In the process of educational interaction, you can use special accessories for working on a computer, which increase independence in case of a decrease in the manipulative function of the hands (an eyetracker, a keyboard with large buttons, a mouse joystick).

The ethical side of communication requires correct, ethical treatment of people with disabilities. The most acceptable designation for their status is "low mobility", "a person with limited mobility". It is absolutely forbidden to use stigmatizing expressions: "sick", "death squad", "paralytic", "wheelchair user". When describing a person's movement, regardless of how they do it, they should say "it comes."

Features of communication and interaction with people with somatic diseases. The processes of communication and interaction practically do not differ from ordinary processes. It is necessary to pay attention to the tempo characteristics of activity and take them into account. People with low mental tone, predominance of inhibition over arousal should be given more time to express thoughts and emotions, show patience and respect for the interlocutor. When communicating with people with increased mental tone, the predominance of arousal over inhibition, create a calm, stabilizing atmosphere.

Communication should be encouraging, supportive, and stimulating. In order to prevent manipulation in communication, it is necessary to maintain a calm, confident tone, demonstrate emotional acceptance, but adhere to the unity of requirements and clearly build psychological boundaries of personality.

In the process of communicating with people with somatic diseases, it is worthwhile to rely as much as possible on the use of all information channels: auditory, visual, kinesthetic,

olfactory. From an ethical point of view, the words "sick" and "weak" should not be used. The designations "people with disabilities" and "people with disabilities" are optimal.

Practical Assignments

1. Define communication as a socio-psychological phenomenon.
2. Name the features of the communicative activity of people with hearing impairments who use sign language (at least three points).
3. Please indicate what is the feature of communication between people with visual impairments.
4. Describe the features of communication in inclusive interaction.
5. List what needs to be considered when dealing with people with musculoskeletal disorders (at least 3 points)

PRACTICAL SESSION 9–10

Topic 5. Etiquette in Communication with People with Disabilities

Learning Objectives: to develop the following competencies or their components:

Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

Review the Brief Overview of the Topic

It is important in an inclusive culture to use correct language that helps avoid stigmatization of people with disabilities. This requires the inculcation of ethically sound and competent terminology in this area.

There are many concepts that indicate the presence of atypical physical or mental properties of a person that have consequences for his functioning in society. These include "disability", "person with a disability", "limited health opportunities", "disability", "disability", "developmental features", "disability", etc. There are different opinions about which definitions are preferable to use when studying disability issues, many studies have been devoted to this issue, including very detailed (Malofeev N.N., Ageeva N.V., Melnik Yu.V., etc.). It should be noted that the transformation of society's attitude to the very issue of a person's place and role in society entails a change in the terms used. Thus, the term "person with a disability", which is the

most commonly used in the sociological research of Russian scientists of the 20th century, has been less frequently used in recent years by researchers studying this issue, as it is considered inhumane. The word "disabled" in Latin means "defective, defective", and the change in social policy towards people with disabilities has led to the realization of the need to use other concepts to characterize a person with limited health opportunities. It is considered more tolerant to use the terms "person with disabilities" and "person with disabilities", which are not considered to be pejorative, segregationist in nature, but reflect the presence of atypical psychophysical properties in a person. A similar trend is observed in the use of terms indicating certain functional limitations of a person. "Deaf", "blind", "legless", "idiot", "mentally retarded", "schizophrenic" and other terms that characterize a specific functional limitation of a person with a disability and have been used for many centuries are being replaced by other terms such as "deaf" and "hard of hearing", "blind" and "visually impaired", "low mobility", "person with special needs", etc. This trend is observed both in Russia and in other countries. However, as N.N. Malofeev notes, every definition given to people with disabilities eventually acquires a secondary negative meaning, which leads to the search for new definitions.

Thus, the concept of "a person with a disability" may be replaced by other terms in the future, but today it is considered the most tolerant.

However, I would like to emphasize that, despite the fact that the term "person with a disability" is currently considered segregationist, it is a legal concept with an official status in the Russian Federation, which, according to No. 181-FZ "On Social Protection of Persons with Disabilities in the Russian Federation", implies "a person who has a health disorder with a persistent disorder of bodily functions caused by diseases, the consequences of injuries or defects, leading to disability and necessitating his social protection." Therefore, the question arises in which situations this term can be used in relation to people with disabilities, and when it is inappropriate. This term "person with a disability" can reasonably be used in cases where it is necessary to indicate not the social, but the legal status of an individual, which is quite natural and justified. At the same time, in personal interaction and communication with a person with a disability, this term should be avoided, even if it is necessary to clarify his social status. In this case, instead of asking, "Are you disabled?" it is better to say, "Do you have a disability?" Because we're looking at a person, not their disability.

When communicating with people with disabilities, words and concepts that create stereotypes should be avoided.

Correctness of the terms used

USE words and concepts that do not create stereotypes:	AVOID words and concepts, creating stereotypes:
People moving in a wheelchair, a person using a wheelchair, a person in a wheelchair	Wheelchair-bound, paraplegic, paralyzed
Person without disability	Normal/Healthy
A person with special needs / with special needs in development, a person with a mental disability, with special needs in mental development	Retarded, mentally handicapped, with developmental delay / lag, with intellectual disability, with mental retardation, imbecile, moron
Children with special educational needs, students with special educational needs	Students with disabilities, students with disabilities
A person with special mental development, a person with special mental or emotional	A psycho, a madman, people with psychiatric problems, mentally ill people, people with a

development, a person with mental characteristics	mental or emotional disorder
Congenital disability, disability since childhood	Birth defect/injury/misfortune
A person has a disability as a result of.. A person with cerebral palsy (diabetes, polio, SMA, etc.)	Suffers from cerebral palsy (diabetes, polio, SMA, etc.) / from the effects of the disease, a victim of the disease
A blind, visually impaired person with a visual impairment	Blind, completely blind
An deaf / hard of hearing person with a hearing impairment who uses sign language	Deaf, hearing impaired, hearing impaired, deaf-mute

There are terms that are used among people with disabilities themselves. They consider it normal to use words such as "spinal cord", "neck brace", "wheelchair user" (for people with various consequences of spinal cord injury), "totalnik" (about people with complete loss of vision), "support". These expressions are not considered offensive towards people with disabilities, but they are not widespread and are used mainly in a narrow circle.

Practical Assignments

Self-Assessment Questions and Assignments

1. Tell us why you need to know etiquette when dealing with people with disabilities.
2. Explain how to determine whether a particular term is correct in relation to people with disabilities using several examples.
3. What are the three main rules of etiquette (in your opinion) in relation to people with different forms of disability (hearing, vision, and movement disabilities)?

PRACTICAL SESSION 11–14

Topic 6. The Culture of Communication with People with Mental Disabilities and Their Families

Learning Objectives: to develop the following competencies or their components:
Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

Review the Brief Overview of the Topic

"Mental disorders", "mental disability" are terms that have been increasingly used in society in recent years, used in the media, during various discussions of the problems of people with mental and intellectual disabilities, however, it should be emphasized that the term "mental disability" is still used at the legislative level. "Mental disorders" is not fixed and there is no clear definition of who belongs to the category of people with mental disorders.

The word "mental" means related to thinking, consciousness, mental activity, respectively, mental disability is spoken of when a person has features in mental activity or features of a mental or psychological nature. Accordingly, the concept of mental disorders includes various disorders of mental and intellectual development, including mental retardation, acoustic spectrum disorders, mental retardation in children, schizophrenia, clinical depression, epilepsy, speech disorders.

Thus, people with mental disorders include people with intellectual or mental health disabilities, due to which they face various barriers (personal, communicative, legislative) that hinder their full and effective participation in society on an equal basis with others and necessitate the use of protective measures and additional measures to overcome such barriers.

Intellectual disabilities

The term "mental retardation" in Russian correctional pedagogy refers to a persistently pronounced decrease in cognitive activity of a person, which arose on the basis of organic damage to the central nervous system (CNS). According to ICD-10, mental retardation is a condition of delayed or incomplete mental development, which is primarily characterized by impaired abilities that manifest themselves during maturation and

providing a general level of intelligence, that is, cognitive, speech, motor and social abilities. Synonyms of mental retardation are such concepts as "general mental retardation", "mental underdevelopment", "oligophrenia"

The degree of damage to the central nervous system can vary in severity, localization and time of onset. In other words, the etiology of pathological development can be very diverse, and this, in turn, causes individual characteristics of the physiological, emotional, volitional and intellectual development of a mentally retarded child.

The different structure of the defect causes various types of mental retardation.

The most numerous group among children with intellectual disability are children with oligophrenia. Oligophrenia is a form of mental and psychological underdevelopment that occurs as a result of damage to the central nervous system (primarily the cerebral cortex) in the prenatal

(intrauterine), natal (during childbirth) or postnatal (at the earliest stage of early postnatal development) periods.

By depth of impairment, intellectual disability in oligophrenia is traditionally divided into three degrees: idiocy, imbecility, and moronism.

Idiocy is the deepest degree of mental retardation. Children with this degree of mental retardation cannot comprehend their surroundings, speech function develops extremely slowly and is limited, and in some cases speech sounds do not develop at all. It is characterized by impaired motor skills, coordination of movements, and orientation in space. It is extremely difficult and slow for them to develop basic self-service skills, including hygiene skills. Often these skills are not formed at all.

Imbecility is a milder degree of mental retardation compared to idiocy. Children with this degree of mental retardation have certain abilities to master speech and acquire certain simple work skills. They are characterized by the presence of gross defects in perception, memory, thinking, the communicative function of speech, motor skills, and the emotional-volitional sphere.

Imbecility is the mildest degree of mental retardation (compared to idiocy and imbecility). People with this degree of mental retardation can receive education, however, mastering oral and written speech, the concept of number, counting skills, they have difficulty understanding the connections between sound and letter, set and its numerical expression, etc. All this is physiologically due to underdevelopment of the analytical and synthetic function of higher nervous activity, impaired phonemic perception, etc. phonetic and phonemic analysis.

Mild mental retardation is characterized by generally relatively good mechanical memory. In some cases, these children are able to acquire a significant amount of information and basic reading, writing, and numeracy skills. Sometimes a good mechanical memory and a relatively rich vocabulary of speech can mask the weakness of mental activity and the inability to form abstract concepts. These patients do not show independence and initiative in work (study), the main difficulty is the transition to mental tasks, the solution of which requires replacing the usual way of activity with a new and still unknown one.

The emotional and volitional sides of a person with moronism are quite diverse, but the common features are insufficient ability to self-control and suppress drives, impulsivity against the background of increased suggestibility and a tendency to imitation.

When describing this group of patients, the ICD-10 notes that, in general, the majority of women with mild mental retardation have behavioral, emotional and social disorders and the resulting need for therapy and support that are much more similar to the problems of people with a normal level of intelligence than the specific problems of patients with deeper degrees of mental retardation.

Autism spectrum disorders

Autism as a separate syndrome was isolated in the middle of the 20th century, and at the same time the first techniques aimed at overcoming it began to appear. At the end of the 20th century, with an increase in the number of children with atypical forms of autism, the term autism spectrum disorders (ASD) became widespread, which combined a group of disorders with similar symptoms. Autism is a severe form of developmental pathology characterized by impaired social, communicative, and speech functions, as well as the presence of atypical interests and behaviors. ASD is most pronounced at the age of 3 to 5 years. Before that, the manifestations are erased, poorly differentiated. Later (especially after 10 years) the symptoms smooth out or turn into some kind of clinical form, and the child's social maladjustment comes to the fore.

O.S. Nikolskaya (1985–1987) identified four main groups of autism spectrum disorders (ASD). The main classification criteria are the nature and severity of impaired interaction with the external environment and the type of autism itself.

In this classification, autism acts as:

- Complete detachment from what is happening, detachment from the external environment

- Active rejection;
- Preoccupation with autistic interests;
- The difficulty of organizing communication and interaction, the child's over-inhibition of his environment.

In children of group I, language comes first, detachment from the external environment, II - rejection of the external environment, III - substitution of the external environment, and IV - the child's over-inhibition of the environment.

Children of group I (8%) with autistic detachment from the environment are characterized by the most severe disorders of mental tone and voluntary activity. Their behavior is field-based and manifests itself in constant migration from one subject to another. These children are mutated. The most severe manifestations of autism are: children have no need for contact, do not carry out even the most basic communication with others, do not master the skills of social behavior and self-service. This indicates an early malignant course of schizophrenia, often complicated by organic brain damage. Children in this group have the worst prognosis for development and need constant care and supervision. With intensive psychological and pedagogical correction, they can develop basic self-service skills, they can master writing, counting, and even reading to themselves.

Children of group II (62%) with autistic rejection of the environment are characterized by a certain possibility of active struggle with anxiety and numerous fears due to the auto-stimulation of positive sensations using numerous stereotypes: motor (jumping, hand waving, etc.), sensory (self-expression of vision, hearing, touch), etc. The external pattern of their behavior is mannerism, stereotyping, bizarre grimaces and poses, gait, and special intonations of speech. These children do not make contact, answer in monosyllables or are silent, sometimes they whisper something. The prognosis for the future is better for children of this group. With adequate long-term correction, they can be prepared for schooling (more often in mass, less often in auxiliary).

Children of group III (10%) with autistic substitutions of the surrounding world are characterized by greater arbitrariness in confronting their pathology, primarily fears. The external pattern of their behavior is closer to psychopathic. A detailed speech is characteristic, with a detailed monologue, the dialogue is very weak. These children are less affectively dependent on their mother, and do not need primitive contact and care. With active medical, psychological and pedagogical correction, these children can be prepared to study at a mass school.

Children of group IV (21%) are characterized by hyper-inhibition. In their status, neurosis-like disorders are in the foreground: excessive inhibition, shyness, fearfulness, especially in contacts, a sense of one's own inadequacy, which increases social maladaptation. If they have poor contact with their peers, they actively seek protection from their loved ones. They form patterns of correct social behavior, try to be "good", and fulfill the demands of their loved ones. There is a great dependence on the mother to constantly "recharge" from her. Their mental dysontogenesis is approaching, rather, a kind of developmental delay with a rather spontaneous, much less clichéd speech.

The family as the main representative of the legitimate interests of people with mental disorders.

An important problem for people with severe disabilities is their ability to make independent decisions. In some cases, the presence of a disability objectively restricts or makes it impossible for a person with a disability to make independent choices in the field of social relations. We are talking about severe forms of mental retardation, organic lesions of the central nervous system, the last stages of dementia, in which a person has serious intellectual disabilities, he is unable to realize his actions. But with other mental disorders, there is a discussion about the ability of individuals to make independent decisions. These include people with autism, psychiatric disorders, an initial form of dementia, and mild mental retardation. They

have a need for education, employment, starting a family and procreation, and if they are not isolated from society, they also have the opportunity to achieve these vital goals.

According to federal legislation, at the state level, the issue of the ability of a person with a disability to make informed decisions is considered through such a category as legal personality, which is a legal concept that denotes the ability of persons to be bearers of legal rights and obligations. Legal personality includes legal personality (the ability of a particular person to possess rights and perform duties) and legal capacity is the ability of a citizen through their own actions to acquire and exercise civil rights, create civil duties for himself and fulfill them, arising from the age of majority, that is, upon reaching the age of eighteen (Civil Code of the Russian Federation, art.21).

A person who cannot understand the meaning of his actions or direct them due to a mental disorder, according to the Civil Code of the Russian Federation, may be declared legally incompetent by a court, and custody is established over him. The guardian makes transactions on his behalf, taking into account the opinion of a person with a disability. For a long time, there was no alternative to this practice, but in 2015, amendments to the Civil Code of the Russian Federation came into force, which redefine approaches to limiting the legal capacity of people with mental disorders. Since that time, in Russia, a person with mental disabilities and having limited legal capacity can be recognized, provided that he understands the significance of his actions or can only direct them with the help of others. In this case, a person with a disability can make small household transactions on their own, and larger ones – with the consent of the guardian, independently manage the earned money – a scholarship, earnings, if the guardian's consent has been given. He bears property responsibility for the concluded transactions, and will be held accountable for the damage caused in accordance with current legislation (art.30 of the Civil Code of the Russian Federation).

However, it should be emphasized that mental disability and/or intellectual disability in itself does not automatically mean disability. A person is recognized as legally incompetent in accordance with the procedure established by law - through a court hearing and a forensic psychiatric examination. Thus, not every person with a mental disability can be incapacitated. People with intellectual disabilities are not always recognized as incapacitated or with limited legal capacity, and a family may refuse to deprive a person with a disability of legal capacity, fearing additional barriers to education and employment for a person with mental disabilities.

As a rule, family members of a person with a disability act as the primary legal representative of people with mental disorders. These are the main legal representatives of people with mental disorders, who not only take on the role of their family members in need of special support, but also defend their interests. So, in 2018, the All-Russian organization of parents of disabled children over the age of 18 with mental and other disabilities who need representation of their interests (VORDI) was established in Russia. The creation of VORDI added to the list of All-Russian organizations of people with disabilities (VOG, VOS, VOI), which until recently lacked an organization representing the interests of children with disabilities and people over the age of 18 with mental and psychophysical disabilities who need representation of their interests, as well as their families.

Practical Assignments

Self-Assessment Questions and Assignments:

1. What is included in the concept of mental disability? Name a few diseases that relate to mental disability.
2. Describe the characteristics of people with different mental disorders.
3. Are people with mental disorders capable?
4. What are the basic rules of etiquette in dealing with people with mental disorders and their families?

PRACTICAL SESSION 15–16

Topic 7. Conflicts and Conflict Resolution in Inclusive Interaction

Learning Objectives: to develop the following competencies or their components:

Learning Outcomes for the Discipline:

- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of the task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of a team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- Is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Relevance of the Topic: developing knowledge of the foundations of inclusion and culture, and understanding their importance in contemporary conditions.

Theoretical Part

Review the Brief Overview of the Topic

Conflict is a clash of oppositely directed, incompatible tendencies in the mind of an individual, in interpersonal interactions or interpersonal relationships of individuals or groups of people associated with negative emotional experiences.

Conflict is always a confrontation between subjects of social interaction, which is characterized by mutual damage (moral, material, physical, psychological, etc.).

Conflict situations in a group between individuals are based on a clash between opposing interests, opinions, goals, and different ideas about how to achieve them.

Types of conflict. Conflicts are very diverse and can be classified according to various criteria. In social psychology, there is a multivariate typology of conflict. Interpersonal, intergroup, between a person and a group, vertically, horizontally, mixed, etc. Let's consider the most common types of K.

Constructive and destructive conflicts are distinguished by the method of resolution.

Constructive conflicts are characterized by disagreements, the resolution of which brings an individual or organization to a new, higher and more effective level of development, conditions for cooperation and mutual understanding appear.

Destructive conflicts lead to negative, often destructive actions that escalate into squabbles and other negative phenomena, which dramatically reduces the effectiveness of a group or organization, making a person unhappy (intrapersonal conflict).

Interpersonal conflict is the most common form of conflict. In inclusive interaction, interpersonal conflicts may have different causes, including those not directly related to disability issues, but may be directly related to this topic, including regarding the expediency and validity of providing a person with a disability with certain benefits, privileges and benefits, both tangible and intangible, with discrimination based on disability.

Interpersonal conflicts for subjects of conflict interaction are a kind of "testing ground" for characters, temperaments, abilities, intelligence, will, and other individual psychological characteristics.

Interpersonal conflicts are highly emotional. Intellectual reactions in conflict develop at high speed or slow down altogether.

The structure of interpersonal conflict includes two main subsystems: objective (material) and subjective (ideal or psychological).

Objective – includes the following main elements: the first opposing party, the second opposing party, the support group of the first party, the support group of the second party, other participants in the conflict, the object of the conflict, its subject, and other elements.

The subjective substructure of the conflict is a system of all objective elements of the conflict present in the psyches of the participants in the conflict. These are images of oneself, the opponent, the object and subject of conflict, the material and social environment in which a particular conflict develops. Also, the motives of the behavior of the parties to the conflict, their goals, needs, values, their moral and professional qualities, psychological stability, culture, etc. individual psychological characteristics.

The complexity of the conflict structure lies in the fact that, as a rule, its elements are heterogeneous and contradictory. For example, the object may be to express a complaint to an employee about the failure to perform a specific job. In this case, the goal may not be disciplinary motives aimed at improving the quality of work, but a negative public assessment of a particular labor subject. The reason for this may be not the fact of unfinished work, but, let's say, ill-will towards the manager.

Stages of interpersonal conflict

- 1) potential formation of conflicting interests, values, norms;
- 2) the transition of a potential conflict into a real one or the stage of awareness by the participants of the conflict of their correctly or falsely understood interests;
- 3) conflicting actions;
- 4) conflict resolution or resolution;
- 5) a post-conflict situation that can be functional (constructive) and dysfunctional (destructive).

The causes of conflict situations in inclusive interaction

A large number of causes of conflict in inclusive interaction can be roughly divided into two groups: socio-psychological and individual-psychological causes.

1. Socio-psychological causes reflecting socio-psychological phenomena in social groups: relationships, leadership (struggle for power), group motives (mutual assistance or incitement), collective opinions, moods, etc. These include the following:

- Violation of ethics and etiquette in inclusive interaction – rudeness, disrespect, etc;
- The presence of physical barriers, the absence or low level of accessibility of the environment for people with disabilities. They are a frequent irritant and cause negative attitudes from people with disabilities, as well as from people without disabilities, if the solution to this problem is assigned to them without their consent;
- Violations of legislation regarding people with disabilities;
- The struggle for leadership, in the event that one of the parties to the conflict has a disability, and the other does not;
- Improper allocation of responsibilities in a team, contributing to the failure of a person with a disability to fulfill their duties and/or shifting their responsibilities to other team members;
- Unfair assessment in the application of measures of encouragement and punishment, belittling/overestimating the merits of a person with a disability;
- Deception (explicit/implicit), failure to fulfill promises; intolerance of opinions other than one's own; infringement of the rights of an opponent;
- Unsatisfactory communications.

2. Individual psychological reasons reflecting individual psychological characteristics of a personality (abilities, temperament, character, motives, etc.).

This includes misalignment:

- knowledge, skills, abilities, personal qualities;
- emotional, mental and other conditions;
- goals, means, methods of activity;
- motives, needs, views, beliefs, value orientations;
- expectations, positions; assessments and self-assessments, etc.

So, one of the most common stereotypical opinions about people with disabilities is the idea of them as flawed, dependent, and inferior people. In turn, this social attitude causes people with disabilities to feel psychological discomfort, which does not contribute to the establishment of positive interaction between people with disabilities and without disabilities. Unstable communicative competence can lead to both interpersonal and intergroup conflicts, conflicts between an individual and a group.

Conflict resolution styles.

In general, there are five conflict resolution styles.

1. The style of competition or rivalry. This style is most typical for behavior in a conflict situation. According to statistics, more than 70% of cases in conflict are the desire for one-sided gain, for victory, and primarily for the satisfaction of one's own interests. Means: putting pressure on a partner, imposing their interests, ignoring the interests of the other party.

This strategy rarely brings long-term results, as the losing side often tries to sabotage the opponent's decision, and harbors resentment (anger), which leads to an escalation of the conflict.

This style cannot be used in close (family) or personal relationships, as it causes feelings of alienation and sooner or later will lead to a breakup.

It can be used by a person with a strong will, sufficient authority, and authority. It can also be used if there are compelling arguments; if there is no other choice and nothing to lose, or if a person is in a critical situation that requires instant response, integrity, and perseverance.

2. The style of cooperation. Cooperation is the most difficult of all styles, but at the same time it is the most effective for resolving conflict situations.

Its advantage is that the most acceptable solution is found for both sides and the opponents turn into partners. Cooperation means finding ways to resolve conflicts and seeking to meet the needs of all. This approach leads to success in business and personal life. The best way to start implementing this strategy is with the phrase: "I want a fair outcome for both of us", "Let's see how we can both get what we want", "I came to you to solve our problem".

This style requires three main skills:

- listening to the other side,
- explain your opinion and decision,
- control your emotions.

The absence of one of these factors makes this style ineffective. To resolve a conflict, this style can be used in the following cases if:

- a common solution needs to be found;
- the main goal is to gain joint work experience;
- it is necessary to maintain long-term, strong and interdependent relationships;
- integration of points of view is necessary;
- both sides have equal power.

Cooperation in case of conflict of interests is a universal principle of business ethics.

3. The style of compromise. Its essence lies in the fact that the parties are trying to resolve differences by making mutual concessions. In this regard, it somewhat resembles the style of cooperation, but it is carried out on a more superficial level, since the parties are somewhat inferior to each other. This style is most effective when both parties want the same thing, but they know that simultaneous desires are impossible, for example, the desire to occupy the same position or the same room for work. When using this style, the emphasis is not on a solution that satisfies the interests of both sides, but on a variant that can be expressed in words: "We cannot fully fulfill our desires, therefore, it is necessary to come to a decision with which each of us could agree."

Ultimately, the style of compromise in conflict resolution can be used in the following situations:

- both sides have equally convincing arguments and have the same power;
- a temporary solution is possible, as there is no time to work out another one; or other approaches to solving the problem proved ineffective;
- compromise will allow you to gain something rather than lose everything;
- as a result of compromise, you will be able to maintain the relationship.

4. The avoidance or postponement style. The avoidance style is usually implemented if the conflict does not affect the direct interests of the parties, or the problem that has arisen is not so important to the parties and they do not need to defend their rights, or the party does not cooperate with anyone to work out a solution, or the party simply does not want to waste time and effort on solving it.

It is also recommended to use this style in cases where one of the parties has more power or feels that it is not right, or believes that there is no serious reason to continue contacts. The style is also applicable when a party has to deal with a conflicted personality.

The conflicting party may use an avoidance style if:

- considers that the source of the disagreement is trivial and insignificant;
- has little power to solve a problem in the way it desires;
- wants to buy time to study the situation and get additional information before making any decision;
- solving the problem may worsen your health;
- difficult people are involved in the conflict from the point of view of communication – rude, complainers, whiners, etc.

The most reliable way to protect yourself from rudeness is not to get involved with rude people and never respond to them in the same manner. To compete with boors in rudeness means to lose in advance.

5. The style of adaptation. The adaptation style means that a person does not try to defend their own interests in order to smooth out the atmosphere and restore a normal working environment. But this does not mean that a person abandons their interests, he just has to put them aside for a while, and then, in a more favorable environment, return to their satisfaction through concessions from the opponent or in some other way.

The adaptation style can be applied in the following most typical situations:

- the most important task is to restore calm and stability, not to resolve the conflict;
- conflict with an inadequate supervisor;
- do you think it's better to maintain good relations with other people than to defend your own point of view;
- you feel that you don't have enough power or chances to win.

It is necessary to learn how to effectively use each of the considered styles, taking into account specific circumstances. To do this, it is advisable to determine the conflict resolution style that is most characteristic of you based on the K. Thomas test "Your way of responding to conflict."

Practical Assignments

Self-Assessment Questions and Assignments:

1. Uncover the concept of conflict.

2. Name the types of conflicts.

3. What are the main causes of conflicts in inclusive interaction? Describe 2-3 conflict situations involving people with disabilities that you have been involved in or witnessed, or that you have heard about in the media.

4. Name the conflict resolution styles. Analyze which of the conflict resolution styles is closest to you.

5. The practical part.

A person walking with a cane entered the auditorium. He sat down at his desk, placing his cane so that it blocked the passage to other people. What is the right thing to do in such a situation, so as not to provoke a conflict?

RECOMMENDED LITERATURE

Main Literature

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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous
Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY

Methodological Guidelines
for Students on Arranging and Performing Independent Work
in the Discipline of
“Inclusive Culture and Communications”
for Students Majoring (Specialty) in
31.05.01 General Medicine

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INTRODUCTION

Independent work is the planned educational, educational, research, and research work of students, performed during extracurricular (classroom) time according to the assignment and with the methodical guidance of the teacher, but without his direct participation (with partial direct participation of the teacher, leaving the leading role for the student's work).

The student's independent work is an important type of educational and scientific activity of the student. The Federal State Educational Standards for Higher Education (FSES HE) provides for a significant amount of time out of the total complexity of the discipline for independent work. In this regard, learning includes two parts that are almost identical in scope and mutual influence – the learning process and the self-learning process. Therefore, independent work should become an effective and purposeful work of the student.

The student's independent work presupposes, first of all, his scientific research and practical activities, since it is these types of educational work that primarily prepare for the independent fulfillment of professional tasks. The ultimate goal of independent work is the organization of independent cognitive activity, the formation of the ability to independently analyze information, identify the main and secondary. The developed competencies are tested in the module exam, organized in a special way.

GENERAL CHARACTERISTICS OF STUDENTS' INDEPENDENT WORK

Independent work is conducted in the form of an interview. The main purpose of these types of independent work is to improve the training of highly qualified students, aimed at forming an effective system of fundamental and professional knowledge, skills and abilities that they could freely and independently apply in practice.

In the course of organizing independent work, the following tasks are solved:

- to deepen and expand their professional knowledge;
- to form their interest in educational and cognitive activities;
- teach students to master the techniques of the cognitive process;
- develop their independence, activity, responsibility;
- to develop the cognitive abilities of future specialists.

When setting goals and objectives, it is necessary to take into account that their implementation is aimed not only at the formation of skills, but is also determined by the scope of the subject area.

The course is designed to develop the universal competencies UC-2, UC-3, and UC-9 required of future bachelor's degree graduates (specialists) enrolled in 44.03.05 Pedagogical Education (with Two Specializations).

The main objective of the course "Inclusive Culture and Communications" is to develop students' universal competency in using basic special education knowledge in the social and professional spheres.

The objectives of mastering the discipline are as follows:

- studying the foundations of inclusive culture, its components and structure, and the culture and ethics of organizational and interpersonal interaction with persons with disabilities;
- developing basic special education knowledge of inclusive culture and communications;
- developing professional skills in using basic special education knowledge of inclusive culture and communications in the social and professional spheres.

Learning Outcomes for the Discipline:

- Uses knowledge in the field of inclusive culture and communications to formulate the project's goal, identify a set of interrelated tasks that ensure its achievement, and determine the expected results of solving tasks, taking into account inclusive interaction.

- Applies knowledge of inclusive culture and communication, developing an action plan for solving project tasks, choosing the best way to solve them, based on current legal norms and available resources and constraints;
- Having mastered knowledge in inclusive culture and communication, the student ensures the implementation of the project in accordance with established goals, deadlines and costs, based on current legal norms, available resources and constraints, including the use of digital tools.
- Applies knowledge in the field of inclusive culture to effectively participate in interpersonal and group interaction, using an inclusive approach, effective communication, team-building and teamwork methods when working together within the framework of a given task.
- Using knowledge in the field of inclusive culture and communication with people with disabilities, ensures the work of the team to achieve optimal results of teamwork, taking into account the individual capabilities of its members, using success methodologies, methods, information technologies and foresight technologies.
- Based on knowledge in the field of inclusive culture and communication, the student ensures the fulfillment of tasks based on teamwork monitoring and timely response to significant deviations.
- Having mastered the basics of inclusive culture, the student is able to operate with the concepts of inclusive competence, its components and structure; understands the specifics of applying basic special education knowledge in the social and professional spheres.
- The student is able to apply basic special education knowledge in the social and professional spheres when interacting with persons with limited health capabilities and persons with disabilities, based on knowledge in the field of inclusive culture and communication.

Technological Map of Students' Independent Work

Codes of Competencies Being Developed	Type of Student Activity	Final Product of Independent Work	Assessment Tools and Technologies
UC-2, UC-3, UC-9	Annotation, referencing of literature, selection and systematization of sources of material, compilation of bibliographic lists, online sources on the topic (section)	Abstract	Interview
UC-2, UC-3, UC-9	Project Preparation	Interview	Interview
UC-2, UC-3, UC-9	Preparation for a Practical Class	Interview	Interview
UC-2, UC-3, UC-9	Independent Study of Literature	Interview	Interview

METHODOLOGICAL RECOMMENDATIONS FOR STUDYING THEORETICAL MATERIAL

1. Methodological Guidelines for Writing an Abstract

Abstract - a summary of the content of the work read. It is compiled after a full reading and deep comprehension of the studied work.

The abstract answers the question: "What does the primary document say?" The abstract text is preceded by the output data (author, title, place and time of publication) in nominative form.

The abstract contains the main topic of the article or book, in addition, it can list (name) the main provisions of the described source.

The annotation may not mention the subject of the action (assuming that it is known from the context), and contain passive constructions — verb and participial.

The abstract may be present in the article. In modern scientific journals, an abstract is usually placed at the beginning of the article (immediately after the title, authors, and list of keywords), despite the fact that it may contain conclusions.

Sample Abstract

Example 1. The article is devoted to the philosophical understanding of network communications in modern society, which introduce new forms of dialogue and communication into society and all its spheres, including education. It is shown that network communications play a dual role in society: they can form clipmaker consciousness, which does not require creativity, or develop creative, search, and navigational thinking. Education in the 21st century should develop according to a network model, which is characterized by synergetic, dialogical and communicative aspects. The main advantage of the new model is openness to dialogue and communication and the possibility of self-organization.

Example 2 Frolov I. G. Global problems, man and the fate of mankind // Philosophy and politics in the modern world. Moscow: Nauka, 2010. pp. 44-60. The article is devoted to the impact of global problems on various aspects of human life and on the solution of the question of the future of civilization. The article discusses ways and methods of solving global problems by thinkers of various trends.

Samples of clichéd annotations

The book explores (what?)..

Shown (that?)..

Consideration of (what?) occupies a large place in the work....

The monograph describes (what?)...

The research is conducted through consideration of such problems as...

The book analyzes (what?)..

The main attention is paid (to what?)..

Using (what?), the author states (what?)..

It is noted that...

It is emphasized that...

The book gives (that?)..

They reveal (what?)..

Described (what?)...

Special attention is paid to the issues of (what?)...

The work reflects the development of problems (what?), questions (what?)...

It shows the (creative) nature of (what?)...

Criteria are set (for what?)...

The book highlights in detail (what?)..

Characterized by (what?)..

It is considered (that?)..

In an article based on an analysis of (what?) shown (that?)..

It is stated that...

It says about...

In conclusion, it is briefly discussed (what?)..

2. Methodological recommendations for taking notes on literature

A synopsis is a universal form of writing. It combines all or any two of these forms. The main requirement for a synopsis is that it should be systematic and logically coherent. Summaries can be roughly divided into four types: planned, textual, free, and thematic.

The planned summary is compiled using a preliminary plan of a literary source. Each question of the plan in such a record corresponds to a certain part of the summary. If a certain point of the plan does not require additions and clarifications, it should not be accompanied by text. This is one of the features of the short outline, which helps to better assimilate the material already in the process of studying it. Drawing up such a synopsis teaches you to consistently and clearly express your thoughts, to work on the source, summarizing its content in the formulations of the plan. A short, simple, clear outline plan is an indispensable tool for quickly preparing a report, presentation at a seminar, conference, if necessary. When a synopsis is created on the basis of a plan, it should be borne in mind that a certain schematicity characteristic of the plan and incompleteness will have to be corrected in a new entry. This is one of the main tasks of writing such a synopsis. Here it is possible to add details inaccessible to the plan to the record, to reveal its points in detail. The simplest planning summary is compiled in the form of answers to the points of the plan, formulated in a question form. During preparation, and sometimes during subsequent revision, the planning outline may reflect the logical structure and interrelation of individual provisions.

The textual summary consists mainly of quotations. They are connected to each other by logical transitions. The summary can be provided with a plan and include separate abstracts presented by the compiler or the author.

A textual synopsis is a good source of the author's verbatim statements. It helps to identify controversial issues. It is especially advisable to use this type of note-taking when studying materials for a comparative analysis of the positions expressed by a number of authors.

A significant disadvantage of the textual summary is that it does not activate attention and memory much. This is especially evident in cases where the summary is compiled without deep study of the material, without its assimilation. Hence the need for constant work on these types of recordings.

A textual synopsis, during its subsequent development or even during the compilation process, can turn into a free synopsis — a combination of quotations, abstracts, and the compiler's own judgments. Such a synopsis requires the ability to formulate the main points clearly and concisely on your own. This requires a deep understanding of the material, a large and active vocabulary. The very compilation of such a synopsis successfully develops these qualities.

A free summary is probably the most complete, but it is quite time-consuming and requires some experience and erudition.

The thematic synopsis provides, to a greater or lesser extent, an answer to the question posed-the topic. The specificity of this type of synopsis lies in the fact that, while developing a specific topic from a number of sources, it does not reflect the entire content of the works used.

Writing a thematic summary helps to comprehensively comprehend the topic, analyze different points of view on the same issue, and mobilize your intellectual "baggage".

A type of thematic synopsis is an overview thematic synopsis. This is a topical review on a specific topic using multiple sources.

The chronological summary can also be attributed to the overview of the thematic synopsis. As the name suggests, the main thing that the record is subordinated to in this case is the chronological sequence of events against the background of the reflection of the events themselves. Unlike the overview summary on the same topic, the chronological summary is more concise and specific.

METHODOLOGICAL GUIDELINES FOR TYPES OF WORK

INDEPENDENT WORK ON TOPIC 1

The concept and components of inclusive culture

Learning objectives: to form competencies or their component parts

1. Prepare to study the questions yourself.:

1. Discover the modern meaning of the concepts of "inclusive culture" and "inclusive education"?
2. What are the main principles of inclusive education?

2. Individual task

Write an essay on one of the suggested topics.:

Why inclusive culture is important in modern society

Why inclusive education is important for every person in society

SRS control form: interview

INDEPENDENT WORK ON TOPIC 2

A person with a disability as a subject of inclusive interaction

Learning objectives: to form competencies or their component parts.

1. Prepare to study the questions yourself.:

1. Take the discipline test (tasks from the Assessment Tools Fund).
2. Make a list of the psychological and pedagogical characteristics of different categories of people with disabilities

2. Prepare abstracts of literature on the following issues:

Psychological and pedagogical characteristics of persons with disabilities, persons with hearing and visual impairments

Form of control of the SRS: interview, literature summary

INDEPENDENT WORK ON TOPIC 3

Ethical foundations of inclusive communication

Learning objectives: to form competencies or their component parts

1. Prepare to study the questions yourself.:

- . Discover the modern meaning of the concepts of "ethics", "morality", "etiquette"

2. Prepare abstracts of literature on the problem.

Ethical foundations of inclusive communication

Form of control of the SRS: interview, literature summary

INDEPENDENT WORK ON TOPIC 4

Communication in an Inclusive Environment

Learning objectives: to form competencies or their component parts.

1. Prepare to study the questions yourself.:

1. Prepare a message with a presentation about the specifics of organizing communication activities with one of the categories of people with disabilities
- 2.

3. Prepare literature annotations on the following issues:

Communication and communication of persons with disabilities

Form of control of the SRS: interview, literature summary

INDEPENDENT WORK ON TOPIC 5

Etiquette in dealing with people with disabilities

Learning objectives: to form competencies or their component parts.

1. Prepare to study the questions yourself.:

1. Draw up a resource plan for the activities of a volunteer group or a volunteer center.
2. Form groups of 4-5 people and develop a scheme of interaction with potential partners to ensure the activities of a volunteer unit or a volunteer center.

2. Group task Join groups of 4-5 people and analyze the media information stories for the correctness of the terms used

3. Prepare abstracts of literature on the following issues:

Etiquette in dealing with people with disabilities.

Form of control of the SRS: interview, literature summary

INDEPENDENT WORK ON TOPIC 6

Culture of communication with people with mental disorders and their families

Learning objectives: to form competencies or their component parts.

1. Prepare to study the questions yourself.:

1. Come together in groups of 4-5 people and develop a list of rules that should be followed when communicating with people with ASD in professional interaction.

2. Prepare abstracts of literature on the following issues:

interaction with people with mental disorders

Form of control of the SRS: interview, literature summary

INDEPENDENT WORK ON TOPIC 7

Conflicts and ways to resolve them in inclusive interaction

Learning objectives: to form competencies or their component parts.

1. Prepare to study the questions yourself.:

Take a behavior test in a conflict situation and prepare an essay on the topic: "Which style of behavior in conflict is the most optimal"

2. Prepare abstracts of literature on the following issues:

Conflicts and ways to resolve them in inclusive interaction

Form of control of the SRS: interview, literature summary

LIST OF RECOMMENDED LITERATURE

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