

TRAINING OF STUDENTS WITH THE LIMITED POSSIBILITIES OF HEALTH: EXPERIENCE, PROBLEMS, PROSPECTS

Aismontas Bronuis Bronevich

PhD (Education), professor,

Dean of the distant training department of the Moscow State University of Psychology and Education

Honorable worker of the higher professional education of RF, Laureate of the prize of

RF government in the field of education

Russian Federation, 111395 Moscow, Moldagulova str., b.16/3, apt. 23

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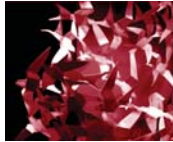
ABSTRACT

The article describes various aspects of development and application of the distant technologies when training psychology for students with the limited possibilities of health (LPH). The article studies an experience of students' training at the distant training department of the Moscow city psycho-pedagogical university with the limited possibilities of health (LPH). A great attention is paid to the opening of the basic directions of a psycho-pedagogical support for students with LPH, working out of a program on socio-cultural measurements when solving the matters of students' social and professional rehabilitation.

Keywords: distant training, students with the limited possibilities of health (LPH), inclusive education, socialization of students with LPH, psycho-pedagogical support to students with LPH

In the recent years there has been much written or discussed about education, socialization and rehabilitation of persons with LPH. More and more people with a disability enter the higher institutions. Many higher educational institutions are solving the matters on an architectural accessibility of the educational environment, working out educational programs adapted for students with various nosologies. In 2012 Russia ratified the "Convention on rights of the disabled", and it opens up new horizons for solution of numerous problems related to education and rehabilitation by means of training of the young persons with LPH.

Humanistic ground of the contemporary education is associated with recognition of a priority of the universal values, with a possibility of the worthy arrangement of social and private life, coordination of human's activity with one's unique inner world, complicity with nature and society. An axiological conception of pedagogy determines an attitude to every human being as a unique bearer of



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culture, a subject of cognition, activity, creation and communication irrespectively of the fact whether an ordinary person or with limited physical possibilities. Recognition of a personality's rugged individualism has led to a search of pedagogical methods of development and socialization of persons with limited possibilities of health as a peculiar individuality. The higher education is one of such most effective ways. It opens a freedom of a vital choice, spiritual and material independence, forms the world-view and life aims, develops human's ability to be adapted in a varying social environment, attaches a vital stableness and harmonizes the existence that is especially important for young people with limited possibilities of health.

Nevertheless nowadays an accessibility of higher education for the disabled the number of whose in Russia as well as all over the world in whole is not reduced and amounts from seven to ten percentage of the entire population, represents an acute social and pedagogical problem. When analyzing a problem of accessibility of higher education a great number of contradictions of social and depedagogical nature have become known typical of a social group of the disabled in whole as well as of separate personalities and appearing at different levels ([Aismontas], [Menovshchikov], 2011; [Shturba], 2004).

The present world community is undergoing an important historical stage of transtion from an industrial epoch to a post-uindustrial society that is more often called informative. Already nowadays an avalanche of new information technologies is being observed. A process of informatization is practically extending in all spheres of human's activities. It affects also such a comprehensive sphere of social activity as education ([Bacalov, et. al.], 2008; [Polat], [Bucharcin], 2007).

A change of the education paradigma in the informative society is associated with a free access to information of the essential part of population of the developed countries and a growth of a role of personality peculiarities in the course of acquisition by an individual of a certain social status. Onrush of informative and telecommunicational technologies has created principally new conditions when dealing with information in the educaional system. All these open new and extensive possibilities of receiving higher education for such a category of poplation as the disabled people.

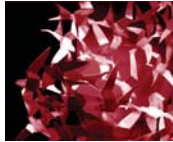
However in the present time an accessibility of higher education for the disabled is a serious social and pedagogical problem. There are physical, psychological and system barriers on the way of invalids towards the higher education ([Safonova], 2011).

There are a few reasons impeding the disabled to receive the higher education. And with the restricting factors there is a number of reasons in the area of the natinaland social policy impeding the disable people's intergration in the system, in the proper system of education when forms, conditions and methodologies of education contradict to one or other peciliarities of the invalids. Apart from it, due to physical disorders the disabled cannot regularly attend establishments of higher education. The disabled people residing in remoted from an institute towns or regions have more hard time with getting a higher education.

The distant training may improve many out of the aforesaid restrictions and open new possibilities for invalids in getting the higher education. The upgrading informative educational technologies may allow students with LPH having disorders of eyesight, hearing, locomotor systems to study. In this case along with individual needs both individual abilities and physical limitations must be considered.

The distant training assumes a creation of maximally favorable conditions for mastering knowledge by students with LPH corresponding to the selected profession, for development and display of one's creative individuality, high civic, moral and intellectual features ([Obraztcov], 2000).

Presently a necessity to introduce the distant training is practically admitted by all institutions of Russia and the entire world. A majority of Russian institutes of higher education has already finished a stage of their equipping with computers, formation of local computing networks and global infor-



mation network connect, and now they have come across with a question on how to apply all these in a process of the distant training, how and what tutorial materials must be used in this case. Each institution of higher education has got its own answer that is stipulated by an absence of the united pedagogical approach to the distant training.

The Moscow city psychological-pedagogical university is one of the leading establishments of higher education not only in Moscow but in the country, efficiently developing programs of studies with students with LPH. There are over 200 such students who are now studying in the university. In the department of information technologies they have an opportunity to master such specialties as the "Applied informatics (in psychology)", "Mathematical support (software) and administration of information systems" and "Direction of multi-media programs". About 40 students with LPH are now training in a social-pedagogical college. They are mastering professions of "Publishing business", "Computing and automated systems software". The biggest program of training of people with LPH in MCPPU is realized at the distant training department. As of 2006 the distant training program for students with LPH on "Psychology" was opened in the Moscow city psycho-pedagogical university. At the time being over 100 students are getting trained there using the given program. There has been already accumulated a rather solid experience in this direction.

Training of students with LPH has a series of peculiarities concerning various aspects of the teaching process, such as: educational and methodical provision of the training process; using of special internet-technologies; individual support and counseling of students on organizational and educational matters; work with a student's family; methodical work with teachers; arrangement of extra-curricula works with students, etc. A few of such features are given below ([Tockareva], [Besio], 2008).

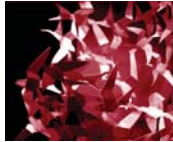
I. ARRANGEMENT AND ACADEMIC-METHODICAL SUPPORT OF THE EDUCATIONAL PROCESS OF STUDENTS WITH LPH.

1.1. A quality of the distant training, to a great extent, depends on a level of **the training-methodical support**. Presently on "Bachelor of Psychology" entire program the following was prepared at the department: academic-methodical complexes in electronic form (EAMC), video courses of lectures, video manuals on psycho-diagnostic, profession-consulting and correction-developing methodologies, psychological mediateque, methodical materials on various aspects of education, information-reference materials, interactive testing (as a simulator for self-testing and self-control) and other materials (Aismontas, 2004).

In addition to electronic educational materials students with LPH are provided with textbooks and training aids in a printed (paper) form on all educational disciplines from the funds of the MCPPU fundamental library.

For the visually impaired students a simplified navigation on discs has been worked out. In addition, a blind student of senior courses supervises other students with eyesight disorders and helps them mastering the necessary technical means enabling them to master the educational material. For students having an eyesight disorder the audio textbooks and aids are also issued, audio materials are separately recorded taken from video collections, transmissions of full-time lessons are placed on the faculty's site in an audio-format. For blind students the textbooks of Braille cameo-pointed type are printed; by now textbooks such as "Introduction in profession", "Anthropology" and "General psychology" are prepared and printed out in full or by separate chapters. An agreement with the Russian national library for the blind has been achieved and is now being realized on preparation of a number of textbooks on disciplines of a psychological profile for the blind students of the distant training department.

1.2. **Arrangement of the educational process at the DT department for students with LPH has a number of its peculiarities.** Specific features of a distant model of training on psychology in the MCPPU are: a great volume of the independent work; high self-organization and responsibility; skill



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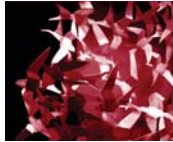
to plan one's work; purposefulness and inner motivation for obtaining a success; readiness for a change of routine methods and forms of educational activities ("technological flexibility"); experience of work with information using electronic carriers; interactivity; orientation to the parity relations while communicating with teachers and other students; aim at the inner control under the teacher's "deferred" mode control.

Among other features of the distant training one may point out the following: an education process is being built on a conjunction with auditorium lessons, students' independent work and classes with using of Internet-technologies carrying out in an interactive mode (in accordance with one's desire, one may attend lectures of all forms of training in our university); face-to-face classes specially arranged for the department's students are held in the evenings on business days and on Saturdays; additionally, group and individual Internet-counsellings with teachers for the purpose of clarification of separate aspects of the studied discipline in the department are carried out; training is executed in compliance with individual plans; taking tests and examinations is held directly in the university (for Moscow students); training based on a shorten program with a possibility to take a repeated test on separate disciplines is allowed (on the basis of higher or specialized secondary professional education).

1.3. One of the most important directions is a **working out of models on the inclusive education**. Today the technologies and methodologies of the inclusive education are, to a great extent, being worked out and discussed on the level of the general education. There is practically no such a sensible experience at the level of a higher education at the present time. There is an interesting and original model of the inclusive education in the Bauman MSTU. However it is one of the potential models. A model's type depends upon a specificity of profession, form of training, type of nosologies of persons being trained and a number of other factors ([Shturba], 2004).

What is the way of solution on these matters in our department? Since there is a great number of students in our department, studying on a fee basis, many events are being carried out jointly with participation of all students. First of all, auditorium's classes conducted according to educational disciplines. Students of an off-budget group attend lectures and seminar classes jointly with students with LPH. Rather often commercial students render training and psychological support to students with LPH. One should note for justice' sake that occasionally some problems in interrelations may arise since teachers have to recount the material slower, repeat certain aspects several times etc. This slows down a rate of recounting of the material and students being trained on an accelerated program (the second higher education) become displeased. But a proper solution of such conflict situations is an excellent way of upbringing of tolerance and humaneness. Despite this, it is required to work out different models of the inclusive education based on a specificity of Institutes of higher education and peculiarities of training. We find ourselves so far on the initial stage on the way of solution the given problem.

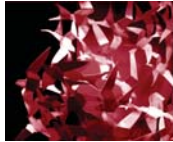
1.4. **Arrangement of guest classes on certain educational disciplines to special organizations:** research institutes, psychological centers, museums, etc. is an attracting and useful direction from the point of view of LPH students' motivation of training. For example, studies on educational discipline "History of the fatherland" are regularly carried out as excursions in the Historical museum, on "Zoo-psychology and comparative psychology" – the Zoo and Darwin's Museum, on discipline "Introduction in a profession" – in the Psychological Institute of RAS, on other disciplines – in the Institute of brain, Planetarium, etc. The guest seminars of this kind enable not only vary knowledge but expand students' mental outlook, increase their general cultural level. Attending research institutes students meet the leading scholars of the institutes, leaders of various laboratories, get familiarized with the scholars' scientific publications, etc. When attending practical centers on psychologists' works (profession-counselling centers, centers of psychological support and aid, "call" centers and others) they get familiarized with basic trends of psychologists' activity, specificity of their work, their functional duties, etc.



Judging from our experience, an attendance of such organizations and centers is very topical from the very first days of students' training. Despite the fact that a student himself has chosen an Institute of higher education, specialty, educational program the question on training-professional motivation is not yet finally solved. When entering the university an entrant with LPH at that particular moment bids fair expressed only his readiness for training in the institute of higher education. However a plenty of questions concerning a personality-professional self-determination remain open. They need a solution. They are not to be solved quickly and forever. This is a complicated, multi-faceted and multi-aspect process. To our mind, a professionalism of education' managers is also shown in the competence when solving this question. A majority of representatives of the higher school considers that if a student entered the university, the question on his educational motivation has been already solved. It is solved finally and forever. Nothing of the kind. It is just a deep illusion. Rather often it fits us. If one thinks otherwise, in this event a qualitatively different approach toward education will be required. It is topical especially when training of students with LPH since at the level of a school education, as a rule, they are rare orientated towards a higher education. At the distant department a great attention is paid to understanding and decision of this problem. In this view we are taking into account a complex of measurements designated, first of all, for a formation of an educational-professional motivation, personality significance of education.

In whole, the system on training of students with LPH is being adjusted at the department on a sufficiently high level. As it was pointed out above, a complex of educational-methodical materials has been developed and a communication system has been regulated. The electronic dean's office has been functioning; every student has there a personal cabinet. A transmission of the basic classes online is executed. A proper shell integrated in a site page is worked out at the department to carry out the Internet-studies, including a transmission of video and audio, chat, possible demonstration of presentations, illustrations or slides during the classes, possibility to show a virtual board for drawing of diagrams, testing system during classes, possibility to show a presenter's working desk and transfer of files. It is used for carrying out of Internet-conferences, seminars, television space bridges with foreign specialists. One would think that all is splendid: one would think, "Live and enjoy". Well, all the afore-said are very important and needed. However it is evidently not enough to get a full value education of students with LPH. By the way, many higher establishments come to a stop on this point in developing of a training program for students with LPH. But according to our practice of training, it is impossible to decide questions correctly on qualitative education of people with LPH without a solution of other complex issues. Since the rehabilitation bears not only an educational aspect. It is really so that education is one of the most powerful resources of socialization and rehabilitation of persons with LPH. Nevertheless many students are regularly come across with problems of health in the course of training. In addition, based on numerous researches, a majority of them has a reduced self-appraisal, some fears before educational difficulties prevail. A majority of them is not sure in one's professional future. These and many other matters require a simultaneous decision of medical, personality, socio-cultural and many, many other matters of their vital activity and education. These problems cannot be left until later. They must be solved "here and now". Value-sense aspects of a personality significance of their professional education depend to a large extent upon their decision. Consequently, their education must be "different", compared to education of ordinary students when no attention is paid to it very often since they are able to solve independently many questions of such kind (or we think so because it is more simple: then nothing is to be done in addition – it is more convenient this way).

Hence at the distant training department step by step a system of socialization and psychological rehabilitation of training of students with LPH has commenced developing. Such a work started, first of all, with comprehension of the significance of **psychological - pedagogical support** of students' training ([Obraztcov], 2000).



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II. PSYCHOLOGICAL-PEDAGOGICAL SUPPORT OF TRAINING FOR STUDENTS WITH LPH

As was already observed, regrettably, a motivation of avoidance of failure prevails with a considerable part of the entrants who came to study at our department. And this is not accidentally. The reason for this was a number of objective circumstances prior to their entrance the university that in a varying degree has formed their striving for avoidance of failure. It is not a secret that when training at school they were required the understated demands. Especially it is appeared under a so called "home teaching". Pupils with LPH understand clearly that teachers will help them to pass final examinations and they will get a school leaving certificate in any case. Parents' hyper tutelage very often interferes with an appearance of their activity and self-independence. As a result, the pupils use to come to higher education establishments with such directives: I will be treated indulgently, not be demanded much. No doubt, such directives considerably interfere with their higher professional education.

Additionally, there is one more and rather important circumstance. Students with LPH are studying at the distant training department on "Psychology" trend. And this means that they must be specialists on a success. But before they become specialists on a success for others it is necessary to be such a specialist towards oneself. First of all, one should learn to help oneself. Only under such a condition one may help others more efficiently. Mastering of psychology must not be an end in itself. Studying psychology students must find a solution for the own numerous problems. Psychological knowledge must help reveal one's own potential. Abstract psychological concepts and theories give nothing significant for their development. Students with LPH must learn, first of all, helping themselves. Psychology in this case presents a resource of a personality and professional progress.

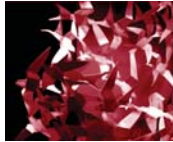
On the assumption of this, a program on a psychological support of training of students with LPH has been developing at the distant training department, a search of various approaches to a decision on problem of their socialization and rehabilitation has been carrying out. We herewith offer to your attention a few of them.

2.1. The **propaedeutic courses**, such as "Introduction in the distant training" (1 semester), "Technologies and methodologies of self-organization" (1 semester), "Methodologies of work with an educational text" (2 semester) and others play a great role for rendering psychological and psycho-pedagogical support to students with LPH. The main objective of the given courses is to get acquainted students with features of the distant training, to assist them to be orientated in the structure of an educational process and educational plan, to master innovative information and communication technologies that are to be applied in their training.

For instance, in the first semester a training of new students begins from the first two propaedeutic courses ("Introduction in the distant training") and "Technologies and methodologies of self-organization"). The given courses last within first three weeks. Within this period newcomers are getting familiarized with a specificity of the distant training, its main distinctions from the tradition schemes of training, discussing its advantages and drawbacks, trying to define those risks and concerns that they may encounter with during their study. In addition, they take part in various types of classes, including auditorium ones, getting familiarized with rules of participation in online transmission. Specialized Internet-seminars and conferences are carried out for students.

Within the frameworks of the "Technologies and methodologies self-organization" course students are getting familiarized with the peculiarities of self-organization, self-control, mastering methods of self-regulation in the educational process. A great attention is paid to problems of time-management, planning of one's time.

2.2. For students with LPH **guest psychological trainings and seminars** are being arranged on the basis of sanatorium-and-country boarding school 7. As of 2010/2011 academic years such guest seminars and trainings are carried out twice a year. Students not only have a number of psychological trainings of a personality growth, development of communicative skills but also have a perfect opportunity to communicate with each other during these events. Besides, students may



arrange their own master-classes. During the recent guest seminar taken place in March, 2012 five students with LPH arranged such author's master-classes. During such events there are held meetings on a regular basis with famous specialists and psychologists. Our students may keep in mind for a long time the meeting with professor .V. Suvorov who narrated his life history to them. With famous professor D. Leontyev students were discussing for a long time a problem of overcoming hard vital situations. Professor V.N. Asatkin, being a specialist in the area of health and psychology, revealed an interrelation of our health thinking.

During guest classes television space bridges are arranged as well with outstanding foreign specialists. In March, 2011 we discussed problems of interrelations of a searching activity, stress and our health with professor from the Tel-Aviv University in a form of a television space bridge. In March, 2011 Irina Trofimova (Canada, Toronto) presented a system of practical psychologists' work in Canada.

During guest trainings parents are frequent guests there too. As a rule, a separate additional program is being worked out for them. They use to meet with assistant to rector of the MCPPU Yu.N. Bausov on matters related to the inclusive education. Specialist-psychologists use to carry out special trainings, round tables and discussions. Individual and group consultations on children-parents relations, on various aspects of training are arranged at the department in spare time.

2.3. The analogous **trainings** are often carried out on days-off in the university. It may conventionally be called a "**program of the day-off**". During such trainings students are not only developing communicative skills, observation and other psychologists' important qualities, but may be familiarized in advance with one of the major methods of work of a practical psychologist. Such trainings are now being carried out from the first days of their entrance the institute. This enables form an objective directive for a necessity of the constant development of the proper experience, acquisition of skills on self-analysis. For example, post-graduate of the MCPPU . Uvarov carried out a series of lessons on coaching; worker of the department . Golobova holds regularly her master-classes on art-therapy.

One of such prospect trends in work with future psychologists are classes of a **psychological shop** at the DE department.

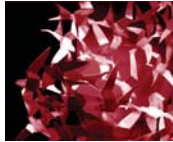
Students-psychologists applying their knowledge may understand themselves better, their emotional experiences, deal with self-development. Various methodologies and exercises that help them promote their inner progress may be referred to self-development. They are aimed at an independent test. Regular classes in the psychological shop are the regular meetings of groups interested in the proper development. The classes are held under a psychologist's supervision. The participants communicate with each other, fulfill different exercises and practices that help them learn themselves, find their answers to personal concealed questions, keys to different complicated but interesting vital situations, become richer inwardly. On the lessons in the psychological shop one may get familiarized with the bases of tales-therapy, sand therapy, psychodrama, certain art-therapeutic techniques, etc.

2.4. A number of **auxiliary educational studies** are carried out at the department for formation of professional skills and competences. As an example, in February, 2012 a **project on students' training to practical bases of the Internet-counselling** started at the department (teacher I.A. Lopatukhina). The given educational project is an integral part of another new project at the department that is directly associated with questions of a professional formation and further job placement of our high school graduates.

Having studied the contemporary psychological market even to a first approximation, we understood that in the traditional psychological niches our graduate with LPH is poorly competitive in comparison with an average young psychologist-competitor for vacancy. It is assumed that there will be two divisions in the Center's structure:

Division of the distant counseling online.

Division of a psychological aid on telephone line.



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There are provided 6 lessons in total. The lessons cycle is carried out within the frameworks of a free module chosen by a student on his own taste taking into account the own preferences. Irina Lopatukhina, a practitioner-psychologist, Gestalt-therapist, member of the Federation of Psychologists-Counselors Online, with a 6 year experience counseling online carries out the classes. We decided to make the materials of this cycle maximally accessible for all students concerned and that's why it is held in the form of full-time lectures with a simultaneous transmission in an Internet-conference format.

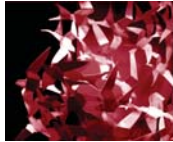
V.Yu. Zakharova, a collaborator of the department, carried out a cycle of studies **on arrangement of work of the hotline** within the frameworks of the given direction. Students learnt about various aspects of arrangement of the hotline center: from what to start, how to create a collective, what are the questions most often put, etc.

2.5. **Web-seminars, Internet-conferences, Internet-counseling** conducted in mode online have a great importance as a psychological-pedagogical support on training of students with LPH. All Internet-events are carried out using a video feedback: students see each other in mode online, may communicate in chat, put an oral question or express one's opinion. A sense of generality that arises during such Internet-events is a very strong factor a personality and professional development. Rather often up to 70 students take part in the given events, including students being trained on a fee basis. Students themselves became initiators of setting up of the Club on students' communication of the department in the Internet-conference format. And now every Saturday evening they gather in the Internet-conference hall and discuss the problems that are interesting to them. Students-wheelchair-bound invalids tired of the four home walls often anticipate such meetings with great impatience and agitation. For them such Internet-meetings and seminars are absolutely necessary as a gulp of fresh air. In the near time there is an intention, on students' initiative, to expand the sphere and invite to the meetings all-comers not only from Moscow but from the remote regions of the capital and, first of all, people with LPH.

2.6. **Work with parents** of students with LPH is not less important. To solve many questions concerning students' training without their parents' participation is impossible. Besides, some parents themselves are in need of a psychological aid and support. In this connection parents' meetings are regularly held, meetings with specialists are arranged. Since the family's support continues to play a great role in adaptation to training, the department organizes the **parents' meetings** where the principal complex matters arising with parents of students with LPH are discussed together with a psychologist and a curator. The family members share their experience in getting over various problems, many organizational questions (social taxi, devices for invalid wheelchairs for lifting the stairs and others) are jointly solving. In addition, such meetings solve also a series of psychological problems of parents themselves: a social sphere is extending, competence on many matters is raised, a level of anxiety is reduced; if required, it is possible to make individual counseling with a psychologist on the family matters.

Parents take part in guest seminars and trainings and private discussions, meetings with specialists and collaborators of the department, etc. A special program is arranged for them, including: lectures and counseling. An arrangement of the parents' lecture center is currently being planned. The first Internet-meetings have been already carried out. They turned out to be successful and very prospective. The given lecture center may unite not only parents of students with LPH of the department but others who are experiencing the similar hardships and problems.

In perspective there is planned to involve active parents in interaction with different social organizations who may influence on arrangement of leisure-time and students' summer vacation, may help solving problems related to transportation to improve students' mobility.



III. SOCIO-CULTURAL ASPECTS OF SOCIALIZATION AND REHABILITATION OF STUDENTS WITH LPH.

3.1. The so called **social projects** (“Volunteers”, “Moneybox of Joy”, “Lessons of kindness”, “Students’ cinema-club”, “Press-service of the department”) present itself an interesting undertaking on socialization of students with LPH. The social projects enable involve quickly new students in the department’s life, promote a consolidation of students’ collective and by this enable reduce the problems arising when being adapted to studies in a higher education institute.

The dean of the department also offered to students to create and work out separate projects being of importance both from personality and social points of view. For example, it is the “Entrant” project. Its essence is as follows. According to practice, many school pupils with LPH are not familiar with training programs in establishments of higher education designated for students with LPH. In addition, it is required to render schoolchildren a professional-orientating assistance. Thereby students were offered to set up a group of 5-6 persons who would work out a draft advertisement of the department program of training for students with LPH. The given group may consist of students being trained on a fee basis. Workers of the department and dean’s office in this case may become counselors and assistants. In the course of realization of the present project students acquire organizational and communicative skills. Namely, in order to realize the project it is required to draw a plan on directions as well as a calendar plan; to learn to arrange a joint activity; to write advertising texts; to place the texts on sites of state and social organizations engaged in training and rendering assistance to people with LPH; to learn the rules of communication by telephone etc. The “Our leisure-time” project is being developed and is already in the process. In compliance with the concept of this project students themselves must take the initiative, communicate with each other for a determination of program on cultural events (attendance of theaters, museums, excursions in Moscow, etc.)

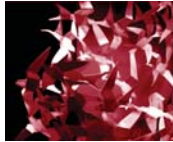
3.2. In November, 2009 the joint project of ROOI “Perspectiva” and the “**Lessons of kindness**” of the department of the distant training was launched. A cycle consisting of five lessons – they were called later as the “Lessons of kindness” – was worked out by ROOI “Perspectiva” based on lessons on understanding of disability held on in California’s schools by «KIDS» («Keys to Introducing Disability to Society Project») in 1998. These studies get familiarized schoolchildren with people with limited possibilities of health and enable overcome misunderstanding and prejudices.

The main goal of the “Lessons of kindness” is to improve children’s attitude to people with a disability, to show that this is not a ground for rejection of a person and that he is like others and has to join equal rights and possibilities. Students of the department as taking a pedagogical practice preliminary having passed a 40-hour program of training will carry out such lessons independently. Such lessons are of a great importance not only for overcoming misunderstanding but they help people with a disability to learn themselves better and find their own place in life.

3.3. Students of the department repeatedly took part and are now **taking part in various television programs** related to the problems related to disability, write articles, essay. The materials about students with LPH of the DT department were published in the “Literature newspaper”, “Russian newspaper”, “Department” journal.

One of the latest projects in which students of the department started to participate is to be a co-leader of transmission on environment accessibility for people with a disability on **INVA TV channel**. Our students, wheelchair-bound invalids, assist in preparation of programs; they often speak as experts visiting different sites and territories (VDNKh, Tsaritsyno Park etc). Thus, they take a feasible part in solving the problems of architectural accessibility of the environment acquiring communication skills and social interaction.

It was sudden to get an offer from the editorial office of electronic newspaper “Association PRO” (<http://inva-pro.com/>) to take part in preparation of psychological materials aimed at a psychological support and assistance to people with LPH. Students with LPH are willingly engaged in the new project and already some of them have written several interesting and useful articles.



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3.4. A great role plays an **arrangement of excursions on historical places** for decision of matters on a socio-cultural rehabilitation.

This spring student of the 2nd course O. Komolov (wheelchair-bound invalid) was offered a social project "Learn more about your land". One can judge about a citizen and a fully developed personality by his knowledge of history and culture of his Motherland, town and land. Nowadays in epoch of the developed Internet and other media a study of the history became simpler. But even the deepest academic knowledge loses any sense without a direct touch with its memorials. Only a few people, regrettably, may boast of the fact that they personally visited the places where the history occurred. The "Learn more about you land" project is summoned to solve this problem. The organizers' task is to help students to feel the history, see the objects of a cultural inheritance of various epochs. On May 20, 2012 within the frameworks of the project the first excursion to the Novodevichy monastery and Trinity Church on the Vorob'evy Gory took place. On June 16 they visited the "Arkhangelskoe" memorial estate within the frameworks of program on celebration of the World Youth Day arranged by the Medical-social rehabilitation Center (leader – S.V. Volosovets) on the base of the estate museum.

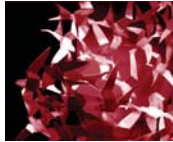
Last spring a 2-day tour to Kaluga was also arranged. During the tour students had an opportunity to attend the Museum of cosmonautics, the Tsiolkovsky museum. And if we recollect that scientist Tsiolkovsky himself had a problem with hearing, then students could be persuaded on his example that one may achieve great successes in spite of all hardships in life. In May of the last year a 3-day tour to Saint-Petersburg took place. This was the first such a numerous and long excursion. 20 students took part in it, including 5 wheelchair-bound invalids, as well 10 accompanying parents and relatives. It is rather hard to convey in the text those emotions that our students experienced. A majority of them visited Saint-Petersburg for the first time. During the tour students visited the Hermitage and with their own eyes could see the amenities that a majority of people of our country and foreign guests dreams to look at. The fountains and parks in Peterhof greatly impressed all people. The beauty of the Catherine's Palace rooms had a great effect. A one-hour diving on a board on channels of Saint-Petersburg turned out to be not less attractive.

The given tours not only expand students' mental outlook, varies their leisure-time but also help them to settle a few of psychological and social problems on adaptation. An active and substantial communication between the participants of the tour, joint overcoming of the environment's barriers when driving the wheel-chairs, joint preparation of breakfasts and dinners – all this develops the sense of community, self-reliance. Thanks to such tours students are learning to be more independent and self-organized. And the importance and significance of such events can scarcely be overestimated. This is only one of the first steps in the field of propaedeutics, psychological and psycho-pedagogical support of our students. In perspective the dean's office of the department intends **to work out a complex program of a psychological –pedagogical support, socialization and rehabilitation of students with LPH**, being trained on the basis of the distant technologies. These and many other aspects of a new type of the distant training require a further study and understanding.

In June, 2010 at the Moscow 7-th International exhibition and conference on electronic training «ElearnExpo 2010» the MCPPU that represented the DT department was recognized to be the best among Russia's Institutes and establishments of higher education and gained the **main prize in nomination** "For the best decision of e-Learning in institutes of higher education and educational centers".

IV. PROBLEMS AND PERSPECTIVES OF DEVELOPMENT OF THE DISTANT TRAINING PROGRAM ON PSYCHOLOGY FOR STUDENTS WITH LPH

As follows from the aforesaid, for the recent 10 years a sufficient experience has been accumulated in the department of the distant training in the MCPPU on working out and application of the distant technologies in the area of higher professional psychological education. However there are



a lot of problems and difficulties that slow down a progress and introduction of the distant technologies in the sphere of higher professional education of students with LPH including a psychological training. We will consider below a few of them:

4.1. Despite the fact that the main academic and educational-methodological materials have been already worked out on a sufficiently high level, their adaptation for training of students with LPH with various nosologies (the visually impaired and blind, the hearing-impaired) is required. The question on accessibility of the educational environment is currently widely discussed. The environment accessibility assumes not only a physical accessibility but a substantial one. And a decision of this task is not possible without the development of methodological, methodical requirements for preparation of academic and educational-methodological recommendations for students with various nosologies. Preparation of audio textbooks for the blind or visually-impaired students is an importance factor. Nevertheless such textbooks must not be read for recording by analogy with artworks but are to be of an absolutely different structure, a comfortable navigation on materials, etc. must be provided. Electronic textbooks must be adjusted for students of the given nosology as well: navigation on electronic resources must be accessible, audio comments and others must be prepared.

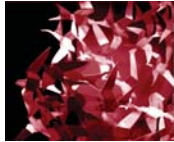
4.2. A working out of various models of the inclusive education is a very significant and strategically perspective problem. As was noted earlier, nowadays the present problem has been actively studying on the level of a school education. In the sphere of a higher specialized education we are now only on the initial stage of discussion of this matter. The distant technologies affect the decision of the given problem. But the existing experience of a joint training of students with LPH and students being trained on a fee basis shows that there are rather far-reaching prospects in working out of innovative models of the distant training based on concepts of the inclusive education. As an example one may illustrate a few important rules on arrangement of training of all students at the department of the distant training: "the equal helps the equal" (student to student, invalid to invalid, parent to parent, teacher to teacher, etc.); "by helping others, you help oneself" (volunteer activity, exchange of experience, psychological mutual support, etc.).

4.3. Not a less important problem is the PPS advance training in the field of a psychological training of students with LPH, their psychological-pedagogical support. Many students with LPH require a special attention since they perceive, work into, memorize and reproduce the materials rather slower than students without specific problems of health. However there are only a few specialists capable to carry out such courses with competence.

We listed hereby only some problems and far-reaching ways of working out and applications of the distant technologies in the field of a higher specialized psychological education of persons with LPH. A ten-year experience of work in the given area illustrates that the present technologies are a powerful factor of development of the educational system. They are a unique incubator of search of news approaches to training, experimental site for working out of new methods and technologies for training of students with LPH, educational environment for developing not only students, but teachers and professors too. Training based on application of the up-to-date ICT requires understanding of the meaning of education: a student himself becomes a customer of education. Formation of students' demand and ability for self-education and self-development becomes the value of education. And this is the main mission of education, including of students with LPH.

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