

Conditions of Formation of Social Successfulness of Students with Disabilities in the System of Continuous Inclusive Education on the Basis of Value Approach

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The thematic justification is due to the fact that the problem of inclusive education implementation in the modern period is very popular and requires close examination. Object of the article is to determine the conditions of formation of social successfulness of students with disabilities in the system of continuous inclusive education on the basis of value approach. Basic methods of research are the study of research and methodological materials and regulatory documentation, analysis and synthesis, interpretation of findings; main research approach is axiological value approach implementable based on the principles of continuity, consistency and purposefulness. The study revealed and tested the conditions of formation of social successfulness of students with disabilities on the basis of value approach: ensuring the continuity of formation of social successfulness of persons with disabilities within the multilevel system of inclusive education “family – preschool education – general education – additional education of children – secondary professional education – higher professional education – further professional education”; creation of the system of continuous inclusive education taking into account the peculiarities of the medical and social models of disability in students; organized work of a teacher with the use of special methods and means of education that correspond to the individual peculiarities of students with disabilities; activities of an educational organization related to the creation of special conditions for training and education of students and ensuring the mutual understanding between the subjects of educational process; focused training of future and practicing teachers for work with students with disabilities in the mode of inclusion implementation. Materials of the article can be useful for teachers of the system of training and further training of pedagogical personnel and provide the basis

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for the Concepts on implementation of inclusion in multilevel and continuous educational system of Bashkortostan.

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INTRODUCTION

Thematic justification

The education sphere is one of the fields that in many ways determine the formation of innovative climate and competitive ability of economy as a whole. Education serves as a main instrument of the society modernization, and in conditions when the course is set on innovative economy, innovative aspect of education advancement becomes more and more vital. Today, the overwhelmingly important problem is being solved in Russia regarding execution of social protection of challenged persons and persons with disabilities in conditions of radical fundamental breaking of political, economic, social and ideological structures formed within decades. And the problem of formation of social successfulness of such group of people is of continuous importance in the modern society. Russia can and should provide each of these people with an available form of continuous inclusive education on the stages of general and professional education according to the international and national regulatory documents (Kashapova, 2013; Kovalev, Zakharov & Staroverova, 2012).

Implementation of inclusive education is treated as the highest form of educational system development in the direction of enforcement of the right of a person to high quality education in accordance with his or her cognitive capabilities and environment at place of residence appropriate for his or her health. Inclusive education training is a long-term strategy referred to as the systematic approach in organizing the work of general education and professional system in all directions in total (Kashapova, 2012).

Integrated study of this problem has started in Russia in the last decades in different directions, such as: professional training of pedagogical personnel for execution of inclusive education; formation of favorable psychological attitude to the disablement phenomenon in teachers and children with normal development; organization of educational process to meet the needs of all categories of children; spatial organization of classrooms for persons with disabilities; choosing and usage of didactic materials by teachers a inclusive classes, determination of quality factors of inclusive education; determination of methods for research of mental map of a person; management in the system of inclusive education; model of a successful person and the ways of its development; theoretical aspects of social and professional successfulness of persons with disabilities and so on (Cook, Tankersley, Cook & Landrum, 2000; Kashapova & Shane, 2012).

METHODOLOGICAL FRAMEWORK

Basic concepts in inclusive education

Terms “integration”, “mainstreaming”, “inclusion” are used in modern science and practice to denote, describe pedagogical process where the healthy students and persons with disabilities are trained and taught together. Term “integration” came from the Latin word *integrare*, which means to compensate, to supplement. In pedagogics, the term “social integration” appeared in the XX century and was primarily used in USA with regard to the problems of racial, ethnical minorities, and

since 60-s of the XX century it came into the speech pattern of Europe and started being used in the context of problems of people with disabilities. In foreign countries by the early XXI century integration in a broad social-philosophic sense was thought of as a form of being, joint life of common people and people with disabilities, execution of non-derogable participation of a person with special needs in all social processes. This right is legislatively secured in most of the developed countries of the world. The foreign pedagogy regards integration as the possibility of joint life and education of common children and children with disabilities with assistance and following of this process by the means of economic, organizational, didactic and methodological nature (Conway, 1996; Westwood & Graham, 2003).

Mainstreaming (from the English word mainstream, i.e. aligning, adjustment to the widely accepted example) is a concept used in the foreign literature that denotes the strategy wherein the students with disability communicate with peers within various leisure programs, which makes it possible to extend their social contacts. As a rule, there are no any educational purposes. The main disadvantages of the given forms of association (integration, mainstreaming), in the view of researchers, are the non-adaptedness of the educational environment to the needs of the challenged persons. Student with disabilities has to adapt to unchanging conditions in the educational institution, has to be prepared enough in terms of cognitive and personal development. In order to make the process of his or her education easier, it is supposed to introduce the system of defectological and psychologic-pedagogical aid.

Inclusive education (from the French word *inclusif*, which means including) is a term used to describe the process of education of children with special needs in general education school. Despite the physical, intellectual, social, emotional, linguistic and other peculiarities of children, each child is given the possibility to be included into the integral process of education and training, development and socialization, which enables the growing-up person to become the equal member of society, decreases risks of his or her segregation and isolation. Inclusive education is available to education and children with special needs. This term is more modern and it reflects the new view not only on the system of education but also on the person in society (Nazarova, 2010).

American pedagogy treats inclusion as a principal transformation of the mass school for the tasks and needs of collaborative learning of common children and children with problems in development. In German-speaking countries the term "inclusion" is comparatively little used. Here people continue to use terms "integration", "collaborative learning", "including". Countries oriented on the American educational model, including Russia, increasingly frequently use the term "inclusion".

Literature review

In modern society there is an increasing demand of introduction of inclusion in the national educational system. The tendency has been set out regarding transferring from single foci of the successful experience of introduction of inclusion in education to creation of a system for continuous inclusive education verticals, such as "family – preschool education – general education – additional education of children – secondary professional education – higher professional education – further professional education". This circumstance made educational communities at all educational levels take organizational measures and draw the potential of parents of students with disabilities in extremely short terms, in order to create conditions for the introduction of inclusion in educational organizations (Kashapova, Ishembitova & Shayakhmetova, 2013).

Analysis of numerous studies (Alekhina, 2011; Bochner & Pieterse, 1989; Lombard, Miller & Hazelkorn, 1998; Suntsova, 2013; Zhavoronkov, 2009) observations over pedagogical practice suggests the necessity to build the inclusive education on the basis of value (axiological) approach in-built to the humanistic pedagogy. A person there is regarded to as the supreme value of the society and the goal of social development in itself. Axiology, put in the content of philosophy of modern education in general is considered by us also as methodological basis of building of the system of continuous inclusive education of students with disabilities (Kashapova, 2012).

Inclusive education is a dynamic process aimed at continuous adaptation of learning environment to the individual peculiarities of students with disablement. The changes relate to the fundamentally different approach to education: it is not the student to adapt to the existing educational establishment conditions and regulations, but the entire educational system adapts to is or her needs and abilities. This process leads both to the normalization of life of students with disabilities and to the greater manifestation of their successfulness among their peers. This is facilitated by a specially designed educational environment and training of teachers to work in the mode of inclusive education using interactive forms of learning – trainings, pedagogical councils, public discussions of the students accompaniment strategy, culturological discussions and others (Kashapova, 2013).

RESULTS

Domestic and foreign teachers, psychologists recognize that special education system cannot fully implement its basic function i.e. assist in students socialization, because it is impossible without including of a person in a broad range of relationships in society and encouraged forms of social behavior. Socialization is a result of a person mental development, continuous expansion of the number of his or her contacts. If the students group of a special school perceives the picture of the world, social relations as a structure consisting of isolated, non-integrated elements, then in mass general education school the situation is opposite. Here the conditions are created for communication and interaction between healthy children and children with developmental disorders, which help to develop a different picture of the world – peace as a unity of different people (Center & Ward, 1987; Florien, 1998).

Most have rich experience of children with disabilities get together with healthy children in a General education school. The adaptation of the procedural side of learning to the individual needs of each student allows all successfully master the basic school program, to meet their educational needs, reflecting a value approach in the implementation of inclusive education

Children with disabilities get the richest experience in conditions of communication with healthy children in a general education school. The adaptation of the procedural side of learning to the individual needs of each student allows all students to learn the basic school program successfully, to meet their educational needs, which is a reflection of a value approach in the implementation of inclusive education. Peculiarities of the Russian mentality should be also noted: recognizing the need to improve the material support and health care of people with health problems, many people are convinced of lack of prospects in their lives, they doubt the necessity of corrective measures for children with disabilities whose defective activities will not be fully restored. In estimating a person with disabilities, the feature “disease/health” becomes predominant (Kashapova, Ishembitova & Shayakhmetova, 2013).

Today, there are two separate models of disability (medical and social). The first model states the presence of impairments and sees its mission in minimizing

violations by means of medical and surgical intervention, care delivery. In medical practice there is a certain understanding of “normal” human condition and the slightest drifts are considered as deviation or pathology. In the past, children with disabilities from birth were considered only from the point of their physical disabilities and received compulsory “treatment”, socialization appeared in isolation from the surrounding reality. And a person within the medical model of disability, adapted to the environment and society since childhood, and adults did not think that a child with disabilities has the right to be accepted as he is, the right to education.

In the last decade, the medical model began reconsidering their potential in work with challenged persons, looking for new methods of treatment and prevention, education and health improvement. Such relationships, as medicine-art, medicine-pedagogy, medicine-psychology, medicine-productive labor began to develop. But it is important to initiate such ratios as medicine-sociology, medicine-information technologies, medicine-physical education and sports and others that can have significant positive effects in work with persons with disabilities.

To change the existing situation, **we identified the conditions that will allow solving the set research problem. The formation of social successfulness of individuals with disabilities within the multilevel system of inclusive education “family – preschool education – general education – additional education of children – secondary professional education – higher professional education – further professional education” based on the idea of continuity.** And it is appropriate here to consider the social model of disability, which is strong because it preaches the equal conditions for life and life activities for these people.

In order to release the challenged persons from discrimination, the system of general and professional education should be changed, introducing inclusion in it. It is easier to solve this problem in the system of general education of children of preschool and school age, and less experience is so far formed in professional education. **Today it is important to create a system of continuous inclusive education, taking into account the peculiarities of the medical and social models of disability among students. Properly organized work of a teacher, the use of special methods and means of training corresponding to the individual peculiarities of students with disabilities will make it possible to reveal their abilities and potentials, demonstrate personal academic achievements** of every student (Kashapova, Garipova & Sufiyarov, 2012).

Inclusive form of education applies to all subjects of educational process: children with disabilities and their parents, normally developing students and their families, teachers and other professionals of education space, administration, institutions of additional education. **Therefore, the activities of the educational establishments should focus not only on creating special conditions for training and education of students with special needs, but also on ensuring the mutual understanding both between teachers and children, and between students with disabilities and their healthy peers.**

Targeted training and formation of motivation, monitoring, diagnostic, informative, predictive, designing, reflective, communicative, conflictological, research competences of future teachers, which will make it possible to successfully operate in the mode of inclusive education and to carry out teaching among children, colleagues, parents and public, should become a priority (Bowman, 1986; Kashapova & Shane, 2012; Smantser, 2010).

As observation and practical work shows, the conditions of formation of social successfulness of students with disabilities in the system of continuous inclusive education on the basis of value approach that we proposed, really have positive results. Their implementation was secured through scientific-educational resource

center on development of inclusive education established by us on the basis of Salavat College of education and professional technologies (Director Ishembitova, Z. B., scientific management Kashapova, L. M.). This is an International project initiated by the Committee of the Republic of Bashkortostan for UNESCO, whose main task is the exchange of experience of experts of the Republic of Bashkortostan and Germany working in the field of correctional and special pedagogy, support for children with disabilities in social adaptation and self-determination. Continuing education courses, seminars, workshops, round tables, visits of disabled children individual lessons by parents, followed by consultation, charity events and concerts, students and teachers exchange programs are conducted in the framework of its activities. Speech therapists, teachers, educators, educational psychologists of educational and medical institutions, psychological-medical-pedagogical commissions, rehabilitation centers of the Republic of Bashkortostan, representatives of universities – students, postgraduates, doctoral students and teachers are actively participating in the measures for social rehabilitation of persons with disabilities (Kashapova, Ishembitova & Shayakhmetova, 2013).

The main directions of joint work of the Centre and M. Akmullah Bashkir State Pedagogical University are:

1. Scientific and methodological support of the activities of the teaching staff in the mode of the inclusive education.
2. Psychologic-pedagogical support of subjects of the inclusive educational process.
3. Designing of the interaction between the various stages and levels of the inclusive educational system.
4. Development and modernization of practice-oriented technologies of individual training, psychologic-pedagogical support and introduction of students with special educational needs in the educational environment.
5. Modeling of components and content of the inclusive educational space.

As the main areas of building of the inclusive educational space we have identified the following:

- early introduction in the inclusive educational environment;
- ensuring physical and psychological safety of students with disabilities;
- timely remedial aid;
- individual orientation of education;
- team mode of working;
- commitments of parents and their responsibility for the results of development of the challenged child;
- establishing the productive dialogue with parents of healthy children with negative attitude towards the introduction of inclusion in general education;
- inviting them for participation and cooperation as a method of upbringing of human qualities of their own children (compassion, tolerance, attention and understanding of the feelings of people with disabilities).

Thus, the successfulness of the solution of the problem studied by us was the most important task of pedagogical and parent communities, union of pedagogical science and practice, interaction of teachers and students of pedagogical colleges and universities, joining of efforts of the system of further training and further professional education.

DISCUSSIONS

Activity of a person is strongly correlated with his or her personal characteristics and drive for self-expression through professional activities, close interaction with others and cohabitation with relatives. It is notable for adequate self-esteem, a positive Outlook on their future, commitment to continuous self-improvement. The

process of formation of these qualities in persons with disabilities is often complicated due to the social situation of development, which has some differences compared to the situation of development of healthy people (Welch, 1996).

Previous studies devoted to: S. V. Alekhina, (2011), Tashina T. M. & A. A. Semeno (2014) – training of specialists for work in inclusive education; Y. Centre & J. Ward (1987) – the attitude of teachers towards integration of disabled children in regular schools; A. J. Chigrina (2011) – inclusive education of children with disabilities with severe disabilities as a factor of social integration; B. G. Cook, M. Tankersley, L. Cook & T. J. Landrum, (2000) – the ratio of teachers to students with disabilities; L. Florian (1998) – the study of problems related to the implementation of inclusive education; L. M. Kashapova, N. F. Garipova & I. F. Sufiyarov (2012) – approaches, concepts and values in the field of inclusive education; R. S., Lombard, R. D. Miller & M. Hazelkorn (1998) – employment and technical training for students with disabilities; N. N. Nazarova (2010) – the Genesis and implementation of integrated (inclusive) education; A. S. Suntsova (2013), theory and technologies of inclusive education; R. N. Larks (2009) – the mechanism of realization of rights of persons with disabilities to education.

There are very few scientific works devoted to the problem of formation of social successfulness of students with disabilities in the system of continuous inclusive education and they are only of polemical nature. Successful self-realization of persons with disabilities in society cannot be solved only by creation of a comfortable environment for study, work and place of residence relevant to their needs. This process should be purposeful, systematic and continuous, should be based on a methodological approach – value/axiological and be implemented under certain conditions (Kashapova & Shane, 2012; Kashapova, 2013; Kashapova, Garipova & Sufiyarov, 2012; Kashapova, Ishembitova & Shayakhmetova, 2013).

National and foreign experts agree that the successfulness of persons with disabilities depends on complex of conditions, psychologic-pedagogical resources, professional competence of teachers-mentors and tutors, as the embodiment of the ideas of inclusive education directly depends on their professionalism and skill, ability to see the value of these results, humanity and positive attitude towards students with disabilities (Kovalev, Zakharov & Staroverova, 2012; Lombard, Miller & Hazelkorn, 1998).

These findings have been discussed many times by scientist educators and psychologists, sociologists and physicians, philosophers and art historians in a variety of forums. They also got their approbation in the educational process of our pedagogical university, were reviewed by students, postgraduates and doctoral students under the guidance of their scientific advisers in the process of working with preschool children and school children during pedagogical traineeships.

The results of work of the testing site on the problem of formation of social successfulness of students under the guidance of Professor of Department of Pedagogy Kashapova L. M. on the basis of the educational complex "kindergarten – school – college" in the city of Salavat of the Republic of Bashkortostan, which is described in the article (Kashapova, Ishembitova & Shayakhmetova, 2013), are of great interest to teachers- researchers, and practitioners in the field of inclusive education. The results obtained allowed us to remove many debating points, to clarify the theoretical-methodological and technological components of continuous inclusive education in accordance with the above stated conditions of formation of social successfulness of students with disabilities on the basis of value approach.

CONCLUSION

On the basis of theoretical analysis of the studied materials, results of experimental work, we came to the conclusion that the implementation of inclusion

in the continuous education system should not lead to a decrease in the significance of special education. Inclusive education stands as one of the directions of education, the option of providing educational services to a child with disabilities. All special children need to gain new experience of social and educational interaction with their normally developing peers, but each child needs to pick up model of education affordable and useful for his or her development. Most likely, educational inclusion has its limits in cases where the collaborative learning is inappropriate for the child, he or she should be given the opportunity to study in a specialized institution, and the care should be taken of the formation of social skills by means of including it in joint leisure programs.

In the framework of the research problem we identified and tested the following conditions for the formation of social successfulness of students with disabilities on the basis of value approach:

- ensuring the continuity of the formation of social successfulness of individuals with disabilities within a multilevel system of inclusive education “family – preschool education – general education – additional education of children – secondary professional education – higher professional education – further professional education”;
- creating a system for continuous inclusive education taking into account the peculiarities of medical and social models of disability among students;
- organized work of the teacher using special methods and means of teaching that correspond to the individual circumstances of students with disabilities that makes it possible to identify the skills and potential of each student, to demonstrate personal academic achievements of the student;
- activity of the educational organization is not only connected with the creation of special conditions for training and education of students with special needs, but also with the understanding between teachers and students, between students with disabilities and their healthy peers;
- targeted training of future and practicing teachers in the system secondary, higher and postgraduate professional pedagogical education for work with students with disabilities in the mode of introduction of inclusion.

The above said reasons that the person with disabilities always must and can find ways of self-expression, but close-minded mentors should be near (parents, teachers, coaches, masters of production and others) that are able to understand, support, guide and evaluate objectively. There are no identical people, each person is in its own way valuable, unique, talented, gifted, deserves recognition, support and respect. It is also important from an early age to notice their talents, give them opportunity for learning, development, finding themselves in profession, becoming socially successful and self-sufficient people despite their disability. But they need the manifestation of compassion and tolerance, attention and understanding, love and support, not pity and contempt. In the continuous process of inclusive education it is possible to create conditions for the formation of personality of a student with disabilities, ensuring his or her successful socialization, further professional and family self-realization.

RECOMMENDATIONS

Materials of the article and displayed theoretical-methodological ideas can be useful for teachers of the system of training and further training of teaching staff in the study of undergraduate, graduate, postgraduate, doctoral students and practicing teachers of special disciplines on the problems of successful implementation of inclusive education, and also form the basis for the development of the Concept of introduction of inclusion in multilevel and continuous educational system of the Republic of Bashkortostan.

Considering the research results, it is possible to single out a number of scientific problems and promising directions requiring further research: deep-local consideration directions of inclusive education set forth in article (in the context of the family, preschool, school, further education for children and youth, professional and postgraduate education) using the achievements of the general and special pedagogy and psychology, medicine and sociology, other sciences, culture and art achievements; development of scientific-methodical support of introduction of inclusion at different levels of education in accordance with the idea of continuity, succession and purposefulness.

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