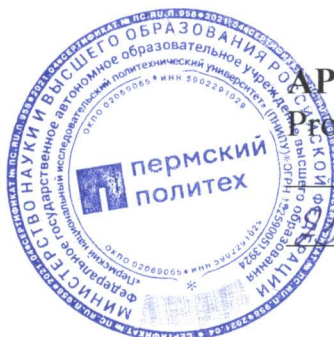Ministry of Science and Higher Education of the Russian Federation

Federal State Autonomous Educational Institution of Higher Education

Perm National Research Polytechnic University

ACADEMIC COURSE WORKING PROGRAM

Academic course: _____ Social adaptation of disabled persons _____

(Name)

Form of education: _____ Full-time _____

(Full-time /full-time - correspondence/correspondence)

Level of higher education: _____ Bachelor's degree _____

(Bachelor's program/specialist program/Master's program)

Workload in hours (in credits): _____ 216 (6) _____

(Hours (CU))

Training program (degree): _____ 15.03.06 Mechatronics and Robotics _____

(Code and denomination of degree)

Direction: _____ Mechatronics and Robotics _____

(Title of curriculum)

Perm 2021

1. General Provisions

1.1. Goals and Objectives of the Course

The goal of the course is to form a system of knowledge about the fundamentals of social adaptation, familiarity with new technological approaches to the training and socialization of persons with disabilities (PWDS).
Objectives of the course are:
- studying the theoretical foundations of social adaptation in the society of people with disabilities;
- studying the fundamentals and components of pedagogical and professional activities involving people
with disabilities;
- studying the multi-level legal framework for the rights of people with disabilities such as international, federal and governmental ones;
- studying the cutting-edge teaching technologies and techniques to organize the educational process for people with disabilities;
- forming personal culture and creative attitudes to reality as well as tolerant attitudes to people with disabilities;
- forming and fostering communication and organizational skills, practical implementation of theoretical knowledge in the field of social adaptation of people with disabilities;
- mastering the skills of using information and communication technologies for organizing the educational process of disabled people.

1.2. Studied Objects of the Course

forms and methods of socialization and social adaptation; the process of directed pedagogical development and formation of a competent person with disabilities during their training, upbringing, and education; objective relationships between education, upbringing and development of a disabled person in educational processes and the society; public policy in the field of providing education to people with disabilities; monitoring technology for managing the quality of education for people with disabilities; career guidance technology and a pre-professional and specialized training system for PWDS.

1.3. Starting Conditions

Unstipulated

2. Planned Results of the Course Training

Competence	Indicator's Index	Planned Results of the Course Training (to know, to be able, to	Indicator of Attaining	Means of Assessme

		master)	Competence which the planned results of training are correlated with	nt
UC-3	IA-1.UC-3	**To know** social adaptation and its characteristics such as fundamentals, functions, mechanisms, criteria, monitoring; the statutory framework and support for individuals with disabilities such as international, federal, governmental and regional ones; problems, specifics of delivering social adaptation services to people with disabilities, including foreign and national experience; fundamentals of providing education and adaptation services to people with disabilities; fundamentals of activities such as pedagogical, diagnostic, analytical, correctional and developmental ones; ways of organizing pedagogical activities and pedagogical communication with participants of the educational process.	**Knows** a variety of techniques and methods of socialization personal and social interaction.	Interviews
UC-3	IA-2.UC-3	**To be able** to analyze national and foreign practices of social adaptation; analyze social education and socio-psychological aspects of social adaptation; select a model for organizing the educational process for people with disabilities; select a model of teacher professional development	**Is able to** build relationships with other individuals and colleagues as well.	Control work
UC-3	IA-3.UC-3	**To master the skills** of orientation in the space with limited possibilities.	**Masters the skills** of teamwork, social projects, distribution of team roles.	Grading test

3. Full time and forms of academic work

Form of academic work	Hours in all	Distribution in hours according to semesters	
		Number of semester	
		5	6
1. Holding classes (including results monitoring) in the form: 1.1.Contact classwork, including:	72	36	36
- lectures (L)			
- laboratory work (LW)			
- practice, seminars and/or other seminar-type work (PW)	64	32	32
- control of self-work (CSW)	8	4	4
- test			
1.2. Students' self-work (SSW)	144	72	72
2. Interim/midterm assessment			
Exam			
Grading test	9		9
Test (Credit)	9	9	
Course Project (CP)			
Course Work (CW)			
Workload in hours	**216**	**108**	**108**

4. Course outline

Course sections with brief contents	Full time of classroom activity in hours according to the forms			Full time of extracurricular work in hours according to the forms
	L	LW	PW	SSW
Semester 5				
Socialization as a process	0	0	12	28
Topic 1. The concept of socialization and its types. The concept of socialization. The concept of "socialization content". Socialization types. Primary and secondary socialization. Stages or phases of the socialization process. Resocialization and desocialization. Topic 2. Agents and institutions of socialization. Agents of primary and secondary socialization. Functions of primary and secondary agents process. Principal institutions for socializing their role in the formation of personality.				
Socialization and its connection to social adaptation	0	0	10	22
Topic 3. Socialization and its difference from social adaptation. Difference between socialization and adaptation (time-bound adaptation process), such as from personal development (deliberate influence				

on spiritual sphere and behavior of individuals), from education (acquisition of new knowledge), from growing up (socio-psychological development of person in a certain age range).				
Social adaptation	0	0	10	22
Topic 4. The concept of social adaptation and its aspects. The essence of social adaptation. Functions of social adaptation. Typology of social adaptation. Psychological mechanisms of social adaptation. Success criteria of social adaptation. Methodological framework of social adaptation. Methods and results interpretation of the social adaptation. Methods of studying and monitoring the social adaptation in higher education institutions.				
Total with regard to semester	0	0	32	72
Education, personal development and adaptation of people with disabilities Organizing education and personal development of people with disabilities. Categorization of children with disabilities: visual impairment, locomotor system impairments, hearing impairment. Features of organizing the educational process for children with disabilities: visual impairment, locomotor system impairments, hearing impairment. Specific structure of learning activities for each category of people with disabilities. Organizing individual and group work. Monitoring and evaluating the quality of knowledge. The role of children's self-evaluation of educational results	0	0	10	22
Types of social adaptation of people with disabilities	0	0	10	22
Topic 6. Social adaptation of people with disabilities and its types. Types of social adaptation of people with disabilities: social and environmental, social and labour, social and psychological. Psychology-educational support for children with disabilities: main stages. Organizing psychological and pedagogical support in educational institutions and vocational counselling for people with disabilities				
Unit 7. Using information technology in education and socialization of people with disabilities. Unified information environment – essential condition for development, socialization, professional capacities and training for people with any kind of disability. Variable models of the organization of educational process for people with disabilities. Regulatory legal acts, to ensure the right of adequate education for people with disabilities: international, federal, governmental. Interactive forms, methods and means for				

actualization of cognitive activity of people with disabilities. Vocational guidance for children with disabilities. The list of recommended professions and specialties for the education of children and teenagers with disabilities.				
Professional competencies of educators, providing training to people with disabilities.	0	0	12	28
Types of professional competencies of educators ensuring the quality of teaching, educational and socialization process for people with disabilities. Various models for upgrading qualifications of educators providing training to people with disabilities				
Total with regard to semester	**0**	**0**	**32**	**72**
Total with regard to the course	**0**	**0**	**64**	**144**

Topics of exemplary practical work

Sl.№	Topic of practical work (seminars)
1	The concept of socialization and its types: simulation of the socialization process.
2	Agents and institutions of socialization: modeling of the socialization process.
3	Socialization and its difference from social adaptation: analysis of domestic and foreign typology of social adaptation.
4	The concept of social adaptation and its characteristics: analysis of domestic and foreign typology of social adaptation.
5	Organizing the training and education of people with disabilities: analysis of social education and psychosocial aspects of social adaptation.
6	Social adaptation of people with disabilities and its types: analysis of social education and psychosocial aspects of social adaptation.
7	Using information technologies for training and socialization of people with disabilities: choosing a model for the educational process organizing for people with disabilities.
8	Teachers professional competencies for training of people with disabilities: choosing a model Teachers skill enhancement in the social adaptation system.

5. Organizational and Pedagogical Conditions

5.1. Educational Technologies Used for Competences Formation

Holding the course lectures is based on an active method of education, wherein students are not passive listeners, but active participants answering teacher's questions while the class. The teacher's goal is to activate the processes of learning the material by asking questions, along with the development of logical thinking. The teacher outlines a list of questions in advance that stimulate associative thinking and networking based on the material previously mastered.

Practical classes are held based on the learning-by-action method: problem fields are identified and groups are formed. Seminars pursue the following goals: applying creative problem-solving methods and knowledge from individual courses to solve problems and make decisions; perfecting teamwork, interpersonal communication, and leadership skills; and reinforcing theoretical knowledge.

5.2. Students' Manual for the Course Study

Learning the course students are recommended to fulfill the following positions:

1. Learning of the discipline should be done systematically.

2. After learning one of the course unit with the help of the text-book or lecture notes it is recommended to reproduce the basic terms, definitions, notions of the unit from memory.

3. Special attention should be paid to the reports on practical studies, laboratory works and individual complex tasks for self-work.

4. The topics list for individual study is given by the teacher at the lectures. The teacher also provides students with literary sources (first of all, new ones in the periodical scientific literature) for a more detailed understanding of the issues presented at the lectures.

6. List of Teaching Materials and Information Supply for Students' Self work in the Discipline

6.1. Paper-based courseware

Sl.№	Bibliographic entry (author, title, mode of publication, place, publishing house, year of publication, number of pages)	Number of copies in the library
1. Basic literature		
1	Alcock C., Payne S., Sullivan M. Introducing Social Policy. Rev. ed Harlow : Pearson Education LTD, 2004. 343 с.	1
2	The Study of Social Problems. Seven Perspectives / . 6th ed New York : Oxford University Press, 2003. 366 p.	1
2. Additional literature		
2.1. Educational and scientific literature		
2.2. Standardized and Technical literature		
	No provision	
3. Students' manual in mastering discipline		
	No provision	
4. Teaching and learning materials for students' self work		
	No provision	

6.2. Electronic Courseware

Kind of literature	Name of training tool	Reference to information resource	Accessibility of EBN (Internet/local net; authorized free assess)
Additional literature	Henry O. The Social Triangle. Санкт-Петербург : Лань, 2014.	URL: https://elib.pstu.ru/Record /lan51235	authorized free assess

6.3. License and Free Distributed Software used in the Course Educational Process

Type of Software	Software branding
Operation system	Windows 10 (подп. Azure Dev Tools for Teaching)
Desktop applications	Microsoft Office Professional 2007. лиц. 42661567

6.4. Modern Professional Databases and Inquiry Systems Used in the Course Educational Process

Branding	Reference to information resource
Scopus Database	https://www.scopus.com/
Web of Science Database	http://www.webofscience.com/
Wiley Journals Database	http://onlinelibrary.wiley.com/
eLIBRARY.RU Database	https://elibrary.ru/
PNRPU scholarlike library	http://lib.pstu.ru/
On-line library system Lan	https://e.lanbook.com/
On-line library system IPRbooks	http://www.iprbookshop.ru/
Online reference room of the Russian State Library	https;//dvs.rsl.ru/
Information resources of Consultant Plus	http://www.consultant.ru/
Information and reference system of normative and technical documentation "Techexpert: norms, rules, standards and legislation of Russia"	https://техэксперт.сайт/

7. Logistics of the Course Educational Process

Type of classes	Name of the necessary basic equipment	Number of units
Lecture	Projector	1

8. Fund of the Course Evaluating Tools