

Study of educational needs of applicants with disabilities

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Abstract

Background. The presence of health limitations and disabilities of students affects the structure and content of their educational needs. In some cases, these students may require special counseling in career guidance, assistance in social and psychological support in the process of acquiring education.

Aims. The purpose of this study was to analyze the educational needs of applicants with disabilities and develop recommendations to expand the accessibility of higher education for this category of youth. The research was carried out as part of the State task of the Ministry of education and science of the Russian Federation.

Methods and procedures. The researchers monitored the educational needs of applicants with disabilities using the survey method in the form of an online questionnaire.

Outcomes and results. The article presents the results of monitoring the educational needs of 170 Russian school graduates with disabilities and health limitations who studied in 16 comprehensive educational institutions, where students of the 11th grades were trained and who expressed a desire to participate in the monitoring. The research was carried out in the assigned territory out as part of the State task, which includes 7 constituent entities of the Russian Federation: the Republic of Bashkortostan, Mari El, Tatarstan, the Udmurt and Chuvash Republics, the Orenburg and Kirov regions.

Conclusions and implications. Based on the analysis of the monitoring results, recommendations for regional and municipal authorities and educational organizations subordinate to them were developed. The recommendations are aimed at positioning ways to increase the accessibility and quality of higher education for persons with disabilities, their further employment and career growth.

Keywords: school students, disabilities, health limitations, educational needs, career guidance, higher education.

Изучение образовательных потребностей абитуриентов с инвалидностью

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Аннотация

Наличие ограничений по здоровью обучающихся, имеющаяся инвалидность влияют на структуру и содержание их образовательных потребностей. В некоторых случаях таким обучающимся может потребоваться особая консультативная помощь в профориентации, помощь в социально-психологическом сопровождении в процессе получения образования.

Целью настоящего исследования явились анализ образовательных потребностей абитуриентов с инвалидностью и разработка рекомендаций по расширению доступности высшего образования для данной категории молодежи. Исследование проводилось в рамках Государственного задания Министерства образования и науки Российской Федерации.

Мы провели мониторинг образовательных потребностей абитуриентов с инвалидностью с использованием опросного метода в форме интернет-анкетирования.

В статье представлены результаты мониторинга образовательных потребностей 170 выпускников российских школ с инвалидностью и ограниченными возможностями здоровья из 16 общеобразовательных организаций, в которых проходили обучение учащиеся 11-х классов с инвалидностью и ограниченными возможностями здоровья и которые изъявили желание принять участие в мониторинге. Исследование проводилось на закрепленной в рамках государственного задания территории, включающей 7 субъектов Российской Федерации: Республик Башкортостан, Марий Эл, Татарстан, Удмуртской и Чувашской республик, Оренбургской и Кировской областей.

На основе анализа результатов мониторинга разработаны рекомендации для региональных и муниципальных органов власти и подведомственных им образовательных организаций. Рекомендации направлены на позиционирование способов повышения доступности и качества высшего образования для лиц с инвалидностью, их дальнейшего трудоустройства и карьерного роста.

Ключевые слова: школьники с инвалидностью и ограниченными возможностями здоровья, образовательные потребности, профориентация, высшее образование.

The Problem

Nowadays, the inclusion of people with disabilities in various areas of public life is a priority in the social policy of developed countries. However, its practical solution is rather complicated. One of the problems is inclusion in the world of work. There is “chronic” unemployment of people with disabilities so that 28.8% of the disabled of working age have stable work in Russia (Ministry of Labor and Social Protection of the Russian Federation, 2019). At the same time, people with disabilities represent a significant share (10%) in the structure of Russian society (Rosstat, 2019). In addition, the rate of “childhood” disability is high, and this number is increasing annually (Ibid).

The choice of the specialty for the person with permanent health disabilities is very difficult, initially determined by the risk of a gap between physical abilities, personal sympathy for the chosen type of activity and demands from the employer. A bad choice makes it impossible for people with disabilities to fully compete with his/her peers – for example, he/she performs given production operations more slowly, reacts to external stimuli poorly, etc. Moreover, for people with disabilities education plays even more important role than for “healthy” people, as it is one of the most effective social resources aimed at reducing their social isolation and economic dependence (Khaimovskaya & Bocharova, 2016).

An important feature of inclusive education is that enabling a profession for students with disabilities and health limitations is not only a way to economically support their existence, but also to realize their abilities, the proof of their “social usefulness,” and to raise their social status (Kasimova & Sharafutdinova, 2016).

The solution of these problems should be based not only on the search for optimal employment mechanisms for people with disabilities, but also on the development of a well-functioning system of career guidance for students with disabilities and health limitations.

Background

The segregation and isolation of people with disabilities are global problems, rooted in legislation and policy, social norms and traditional practices (Lewis & Richardson, 2020). However, there is little research on the transition experiences of youth who have a disability (Harwick et al., 2020).

The right to live independently and be included in the community, set in article 19 of the United Nations Convention on the Rights of Persons with Disabilities, was created to combat the phenomenon of institutionalization and to spur efforts towards its eventual eradication. In this connection, studies are appearing aimed at monitoring compliance with, and implementation of, this right.

Riddell and Weedon (2020) conclude that the university is a critical arena for young disabled people in the construction of the adult identity and in obtaining higher level qualifications which have a major impact on future labor market opportunities.

Collaboration among students and their families, educators, and service providers is an expectation of secondary transition services for young adults with disabilities. Such collaboration is outlined in special and

general education policies, and the research demonstrates the positive influence of collaboration on postsecondary outcomes for young adults with disabilities. However, too often, collaboration does not take place, leaving students and their families struggling for needed supports after children's leaving high school.

In *International Review of Research in Developmental Disabilities*, Francis et al., (2018) describe research into transition programs that increase collaboration among students, families, educators and service providers to support successful transitions to adulthood.

In order to develop collaboration among students and their families, educators, and service providers, it is necessary to monitor the educational needs of young people with disabilities. However, until now, large-scale studies of the educational needs of applicants with disabilities have not been carried out, which emphasizes the novelty and significance of this study.

One of the largest projects to ensure equal rights to education, socio-cultural integration and socialization of people with disabilities and disabilities, their inclusion in labor and social relations, was implemented by the Ministry of education and science of the Russian Federation to create a network of Resource educational and methodological centers in Russia for training people with disabilities within higher education organizations.

According to the Order of the Ministry of education and science of the Russian Federation dated 20.10.2017 No. 1021, the Resource educational and methodological center for training people with disabilities was established on the basis of Vyatka State University, which was assigned the following territory: the Republic of Bashkortostan, Mari El, Tatarstan, the Udmurt and Chuvash Republics, Orenburg and Kirov regions. One of the activities of this center within the framework of the State task was to monitoring the educational needs of the applicants with disabilities in the assigned territory.

Methodology

The study was carried out in three stages:

- At the search-theoretical stage, the problem was analyzed through the psychological, pedagogical and methodological literature; the scientific apparatus and research bases were determined; and the questionnaire was developed. At this stage, the researchers selected educational organizations of the assigned territory, where students of the 11th grades with disabilities and health limitations were trained and who expressed a desire to participate in the monitoring.
- In the second, experimental stage, monitoring was conducted, in which 170 senior pupils with disabilities and health limitations, who studied in graduation classes, from 17 educational organizations took part.
- At the third, generalization stage, the research results were processed, theoretical and experimental conclusions were made.

This is an applied research study, aimed at a practical solution to the problem of expanding the availability of higher education for applicants with disabilities. The study is based on a comprehensive study of indicators of planning the professional future of applicants with disabilities and the development of recommendations based on the activity approach to solve the stated problem.

Research Methods

The educational needs of the applicants with disabilities were monitored using an online questionnaire because of the geographical distance of the monitoring bases from the study organizer and on the State task of the Ministry of education and science of the Russian Federation.

The questionnaire contained a structurally organized set of questions, each of which is associated with the study objectives. It was sent to the heads of educational organizations and after the applicants filled out the questionnaire scans were returned to the monitoring organizer by email. 170 questionnaires were distributed and returned.

Diagnostic Toolkit

For monitoring, we developed a questionnaire for applicants with disabilities and health limitations, which was verified and approved by the Ministry of education and science of the Russian Federation. This consisted of three elements: the introductory part, "passport" and the main part.

The introduction sets out, the title of the questionnaire which reflects the topic of the survey, the place and the year of issue of the questionnaire, and the title of the organization conducting the survey. It describes briefly, the purpose of the survey, its significance and prospects for using the results.

The "Passport" includes questions regarding socio-demographic characteristics of respondents:

- name;
- age;
- school;
- class;
- gender;
- locality.

The main part of the questionnaire consists of questions in accordance with the objectives of the study, as well as the procedure for filling out the questionnaire. It contains closed and semi-closed questions, allowing the respondent to supplement the "menu" in the "Other" section. The questions are aimed at determining the following indicators:

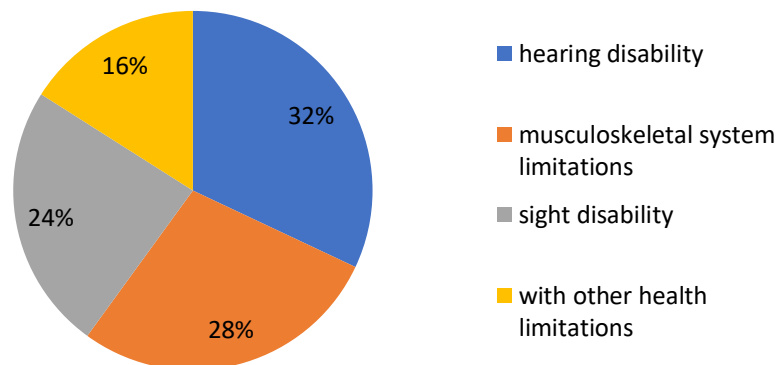
1. Professional interests of applicants with disabilities and health limitations.
2. The degree of confidence of applicants with disabilities and health limitations in their chosen profession.
3. The choice of career.
4. The choice of educational organization.
5. The most important arguments for applicants with disabilities and health limitations for choosing a profession and the main sources of information to help make a choice.
6. The need of applicants with disabilities and health limitations in vocational guidance services.
7. The demanded form of study at university by applicants with disabilities and health limitations.
8. The nature of needs of applicants with disabilities and health limitations when entering the university.

Results*General characteristics of the sample*

The types of disabilities are shown in Figure 1.

- hearing disability – 32%;
- musculoskeletal system limitations – 28%;
- sight disability– 24%;
- with other health limitations – 16%.

Figure 1: Health limitations of the applicants



Most of the respondents were categorized as "Disabled child" (54%), 28% had disability category III, 10% were category II, and 8% were category I. These characteristics suggest that the study sample represents applicants with

various health limitations. The analysis of the monitoring results was carried out according to the indicators given above.

Professional interests of applicants with disabilities and health limitations

The first monitoring indicator, “Professional interests of applicants with disabilities and health limitations” was based on answers to the question: “What professional sphere interests you, attracts you most of all?”

The first preference was information technologies (30%). Common hobbies included art (24%), technology (18%) and medicine (18%). It is noteworthy that 16% of school students are fond of sports.

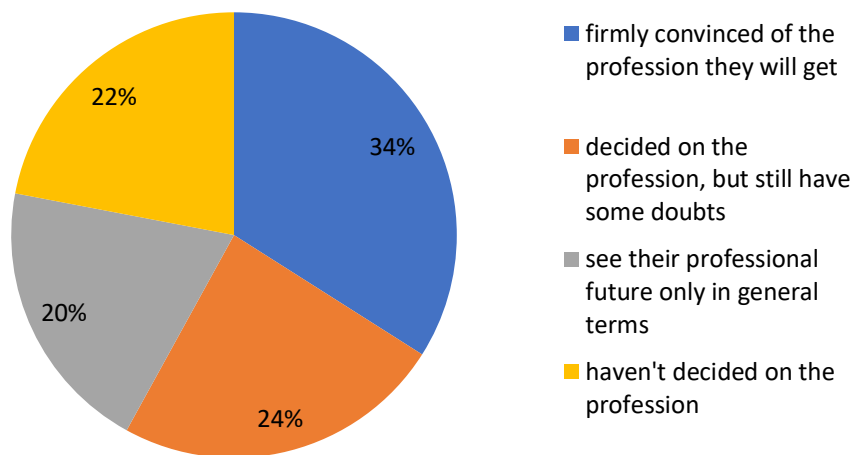
The analysis of professional interests of applicants emphasizes the students’ versatility, their interest in various areas of life, and their desire to be full members of society. However, where there are different interests, (on average, each student chose at least 3 different areas of interest), it can be difficult for students to identify the leading interest for their career. Therefore, timely career guidance assistance to students in determining the leading professional interest is important.

The choice of profession

For the second indicator “The degree of confidence of applicants with disabilities and health limitations in what profession they want to get” the respondents were asked to answer the question “Have you decided on your future profession?”

The analysis of the answers to this question (Figure 2) showed that 34% of high school students are firmly convinced of the profession they will get; 24% of them decided on the profession, but they still have some doubts; 20% of the respondents see their professional future only in general terms; 22% of the respondents had not decided on the profession.

Figure 2: Professional choice of applicants with disabilities and health limitations



The data enables us to state that more than half of the respondents found it difficult to choose a profession confirming the relevance of career guidance work. It is important to determine the appropriate methods and content of this work to help persons with disabilities and health limitations. It should be emphasized that the situation of uncertainty that was identified is related to the category - school graduate - potential applicant. Thus, we can assume that it is necessary to carry out career guidance in earlier age periods, for example, beginning with grade 7.

The analysis of the answers to the question: “If you decided, then indicate which profession you chose?” to identify the third indicator “The choice of the profession” showed that despite their doubts, 87% out of them chose the profession that requires higher professional education.

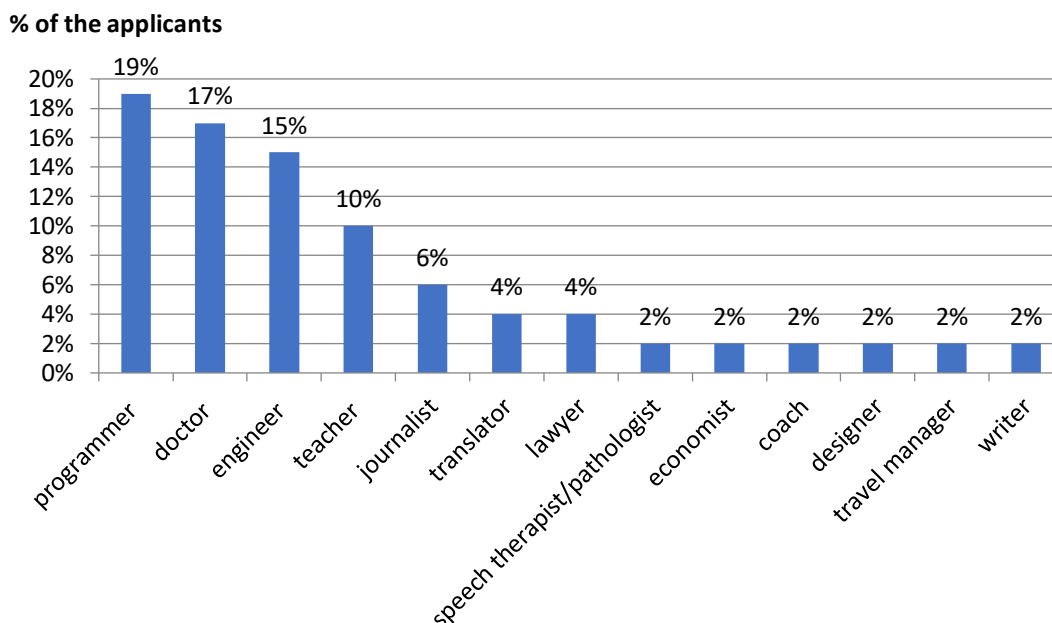
The most popular professions were:

- programmer – 19%
- doctor – 17%
- engineer – 15%

– teacher – 10%

Preferred professions among students are journalist, translator and speech therapist-defectologist. The professions of a lawyer and economist were also preferred, albeit with a smaller number choosing them. Some schoolchildren opted for the profession of a coach, designer, tourism manager, or writer (see fig. 3).

Figure 3: The choice of professions by the applicants with disabilities and health limitations



The analysis of professional preferences of the applicants with disabilities and health limitations shows their orientation towards higher education.

It is noteworthy that the applicants with disabilities and health limitations tend to change the distribution of professional preferences of applicants in general. The structure of the most popular higher education professions in Russia is gradually changing. Only a few years ago there were areas of training outside the competition, such as law, economics and management, social and human sciences (Toksanbaeva, 2014), but now the demand for professions related to information technologies and medicine is gradually increasing. It is important to consider and implement these trends when working with students. The dynamism of development of professions in the modern world should be emphasized; it requires flexibility in the organization of career guidance with applicants with disabilities.

The choice of educational organization

To identify the fourth indicator “The choice of educational organization” the researchers analyzed the respondents' answers to the question: “If you know exactly where you will go to receive higher education, then indicate the university.” 3% of respondents chose professional educational organizations, 26% indicated specific educational institutions of higher education. We observe that 76% of students decided on their future profession, and 29% only chose the educational organization.

This data may indicate a low level of awareness of students with disabilities and health limitations about the opportunities for inclusive education in higher education institutions. We can assume that applicants do not have information about the areas of training in universities; about learning conditions adapted to the needs of students with disabilities of various kinds; and about forms of higher education, including distance learning. The analysis indicated the need to develop tools to inform schoolchildren about the possibilities of educating people with disabilities and health limitations in universities, implementing various options for professional education of applicants.

The researchers consider it necessary to arrange a separate tab for students with disabilities and health limitations on the university's website in the section “For the Applicant”, setting out the schedule of all activities for this category of students both by the university and employers, the employment center and public organizations.

One of the events for informing schoolchildren about the possibilities of studying at the university is the "Day of the University" in special (correctional) comprehensive schools for teaching people with disabilities and health limitations with the participation of faculties, students, and graduates. The event can be online for school students living in remote areas or other regions.

The experience of the Vyatka State University Resource Teaching and Methodological Center in conducting career-oriented activities for school pupils with disabilities and health limitations showed that students enjoy and find helpful meetings with students with disabilities who already work in their specialty and their stories about how they succeed in getting higher education, combine studies and work, and perform labor functions efficiently despite some limitations.

For schoolchildren with disabilities and health limitations the Center offers an Internet room on the university's website where monthly consultations on educational issues with the participation of a Russian sign language translator take place. One such consultation may be legal consultation of applicants with disabilities and health limitations on the rules of admission to the university.

An example of an effective tool for informing school students about universities is the Exhibition of Inclusive Education. The resource training center of Vyatka State University had a positive experience of organizing the Exhibition where, in 2018, 19 universities from 7 subjects of the Russian Federation presented their organizations. Each student with a disability and health limitations had an opportunity to get acquainted with the conditions of admission, training programs, forms of education, inclusive education opportunities (information accessibility of the electronic educational environment of the university, the use of information and communication technologies when working with people with disabilities and health limitations, habilitation-developing activities within the framework of socio-psychological support of students in inclusive space of the university, and so on). Moreover, schoolchildren and their parents can ask any question about educational opportunities at the university. The exhibition is held in offline and online.

The promotion of the inclusive education portal, where career-oriented information is presented widely is important.

Arguments for choosing a profession and the main sources of information to inform choice

For the fifth criterion "The most important arguments for applicants with disabilities and health limitations for choosing a profession and the main sources of information to help make a choice" the respondents were asked two questions:

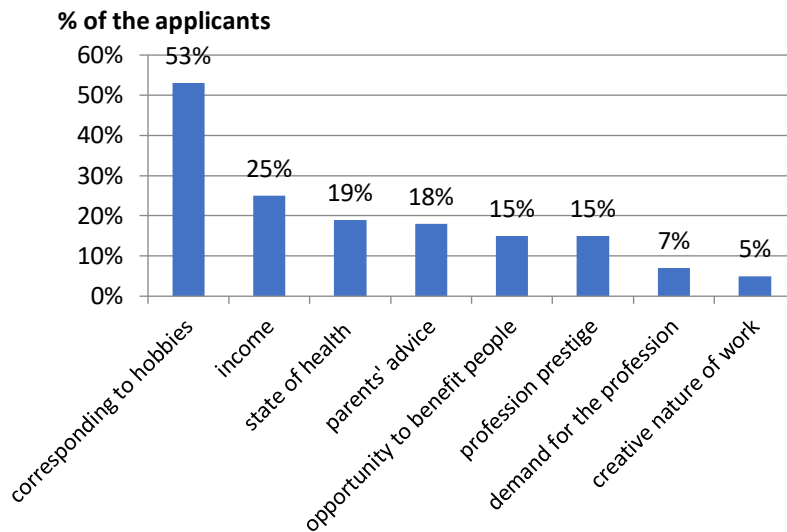
- "What influenced your choice of your future profession?" and
- "What sources of information do you focus on when choosing a profession?"

The analysis of the answers to the first question showed that for the majority of these modern schoolchildren, it is important in designing the future that the profession corresponds to hobbies and interests (53%) (see figure. 4). When choosing a profession, the income, that the profession brings, (25%) and the advice of parents (18%) is also important for schoolchildren.

It should be noted that an important factor when choosing a profession for young people is the compliance of the state of health with the requirements for the profession (19%). Students with disabilities want to work not only for wages, but also for self-realization in order to be needed by society. This is evidenced by the fact that 15% of the respondents indicated this argument for choosing a profession as the opportunity to benefit people.

It is noteworthy that not one of the respondents chose a profession for the company, because of the simple and easy nature of the work, and also because of the opportunity to have a lot of free time, which indicates a conscious approach of the respondents to their future and a desire to work.

Figure 4: Factors of choosing a profession by applicants with disabilities and health limitations



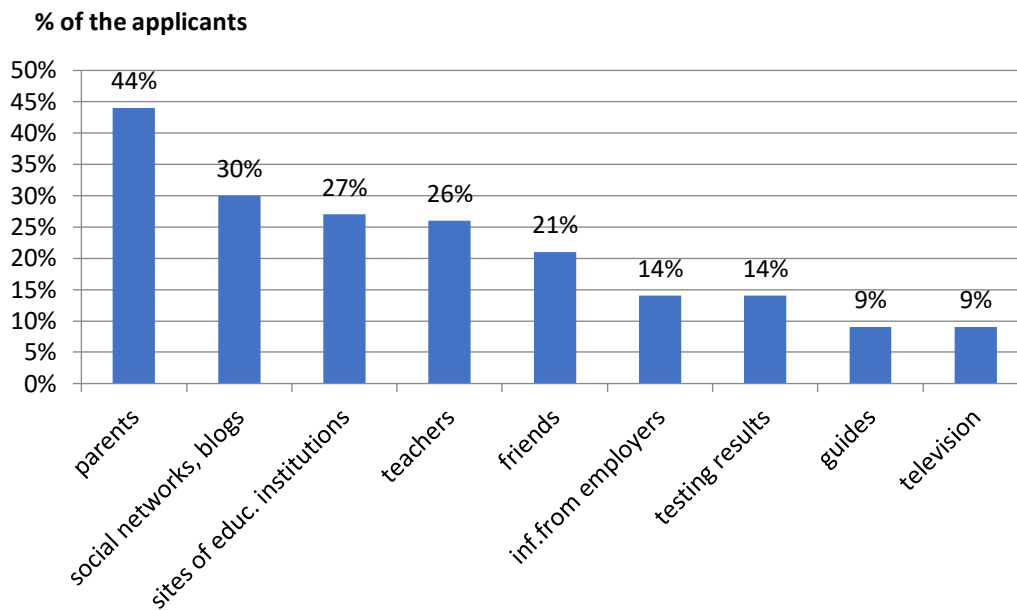
About half of the respondents chose the advice of their parents (44%) as the main source of information guiding their choice (see figure. 5). As a rule, children with disabilities and health limitations are strongly attached to their parents; their opinion carried authority for the child. Therefore, parents should be well aware of the situation on the labor market, the abilities and capabilities of their child. Thus, career guidance work should also be carried out with the applicants' parents. Moreover, the ability to organize a dialogue with parents or legal representatives, to attract them to participate in career guidance events, to discuss professional plans and professional orientation of children is a powerful resource when creating a situation engendering success for school students when entering the university. It is important to use traditional forms of engagement with parents such as speaking at parent-teacher meetings in schools, parenting lectures, online consultations, meetings with employers, and parents participating in interactive meetings with successful graduates.

When choosing a profession, schoolchildren actively use sources of information that include social networks, blogs, publics (30%) and educational institutions websites (27%). Pupils also follow the voice of teachers (26%) and friends (21%).

A small number of students (14%) are guided by information from employers. This result indicates that the activities of employers in vocational education for schoolchildren are not carried out on a sufficiently large scale, that schoolchildren are not informed about it, or this work is not being done. It is possible that employers and employment centers use such forms of professional education that do not always meet the applicants' interests. Often, applicants are not able to come to these events.

The researchers believe that active forms of participation in career guidance events are interesting and useful for students. An example of such an event would be a visit to a factory. This might include observation. Career guidance practice provides an opportunity for short-term participation of applicants in real practical activities at an enterprise in order to influence their attitudes towards higher education studies.

Figure 5: Sources of information used by applicants with disabilities and health limitations when choosing a profession



The same number of students (14%) when choosing a profession is guided by the results of career guidance testing. The researchers believe that in order to increase the effectiveness of career guidance testing, it is necessary to introduce computer-based diagnostic techniques into the work and carry out this work remotely. Based on the test results, it is necessary to divide students into groups and carry out group and individual consultations with them, taking into account the test results, including individual telephone and Skype consultations. It is necessary to explain to both teachers and parents and children the importance and possibilities of professional testing, as well as subsequent counseling. This requires specially organized work.

Some school students, choosing a profession, analyze the information obtained as a result of watching TV (9%), as well as information contained in directories and reference sites (9%).

The need of applicants with disabilities and health limitations in vocational guidance services

The sixth indicator: the need of applicants with disabilities and health limitations in vocational guidance services, was addressed the question: "Do you need help of a career guidance specialist in choosing a profession?" Only 6% of the applicants had already been consulted by a career guidance specialist, which confirms the presence of the problems identified above, the lack of demand or lack of understanding of the importance and significance of the role of professional testing when choosing a profession. 45% of the applicants answered that they did not need help of this specialist, 36% of the applicants needed help of a career guidance specialist. 12% of the respondents found it difficult to answer. The results indicate that most school students do not see the benefit of career guidance services. This is most likely due to lack of knowledge of opportunities offered by professional diagnostics in choosing a future profession. Perhaps, the applicants received poor-quality services, which led to their negative attitude to such diagnostics in general. The importance of providing quality professional services for the diagnosis and counseling of applicants with disabilities and health limitations at the stage of professional self-determination should be emphasized.

At the same time, regardless of the state of health, consultations on choosing a profession before entering the labor market seem to be the most optimal, since many people with disabilities who mastered the profession without taking into account its prospects in the labor market and the attitude of employers, face difficulties when looking for, and getting, a job. Career guidance consultations expand knowledge of people with disabilities and health limitations about their real opportunities, about the state and prospects of the modern labor market, and help them better navigate in the social environment.

We offer to supplement career counseling with open coaching sessions for schoolchildren aimed at building an educational and professional career path. At the end of each coaching session, agreements are reached on what actions will be taken, in what time frame, and ways to control the implementation of the plan. After school students

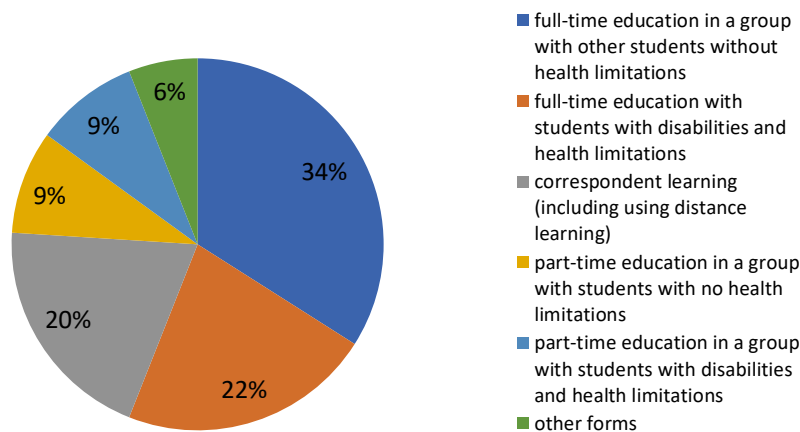
complete the tasks, they, together with the coach, analyze the results achieved and evaluate both their effectiveness and the effectiveness of the coach session.

The university study needs of applicants with disabilities and health limitations

“The form of study demanded at university by applicants with disabilities and health limitations” was addressed by the question: “What forms of study are convenient for you to obtain knowledge and qualifications in your chosen profession?” The analysis showed that for most respondents it is more convenient to receive full-time education in a group with other students without health limitations (34%) (see figure. 6). Full-time education with students with disabilities and health limitations was chosen by only 22% of the respondents.

Next, it should be noted that 20% of high school students have a positive attitude to the possibilities of correspondence learning (including using distance learning technologies) education. 18% of schoolchildren wish to take part-time education. Out of these, 9% are ready to study in a group with students with no health limitations, the same number (9%) in a group with students with disabilities and health limitations, while 6% of students chose other forms without specifying specific learning options.

Figure 6: Preferred forms of study at university by applicants with disabilities and health limitations



Thus, most of the students with disabilities would like to study in groups with students without health limitations: that is, they encourage the inclusive education strategy, and believe that people with disabilities should study in groups with peers without health limitations.

The nature of needs of applicants with disabilities and health limitations when joining the university

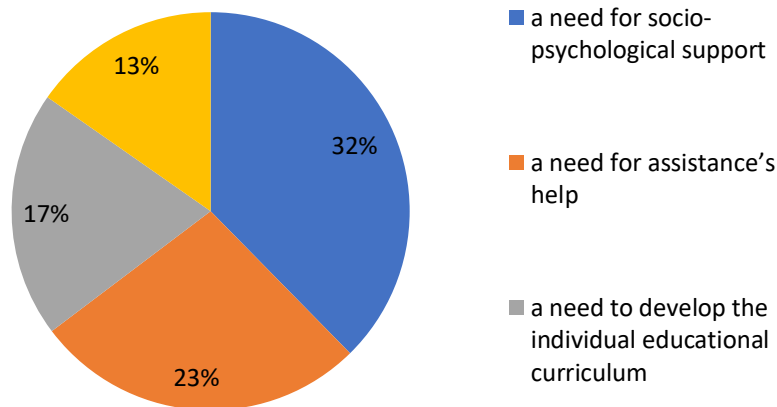
The nature of the needs of applicants with disabilities and health limitations when entering the university, gave rise to three questions:

- “What needs do you have in higher education?”;
- “What technical equipment and special services do you need when studying at a higher education institution?”;
- “Do you think that the training program for people with disabilities and health limitations needs to be changed and adapted to their needs?”.

When answering the first question, the many of the respondents (32%) noted that they may have a need for socio-psychological support. Other answers for other proposed needs were distributed as follows (see fig. 7):

- a need for assistance’s help – 23%;
- a need to develop the individual educational curriculum – 17%;
- a need for special route-oriented support of the accessible environment – 13%.

Figure 7: Needs that may arise for applicants with disabilities and health limitations when entering higher education

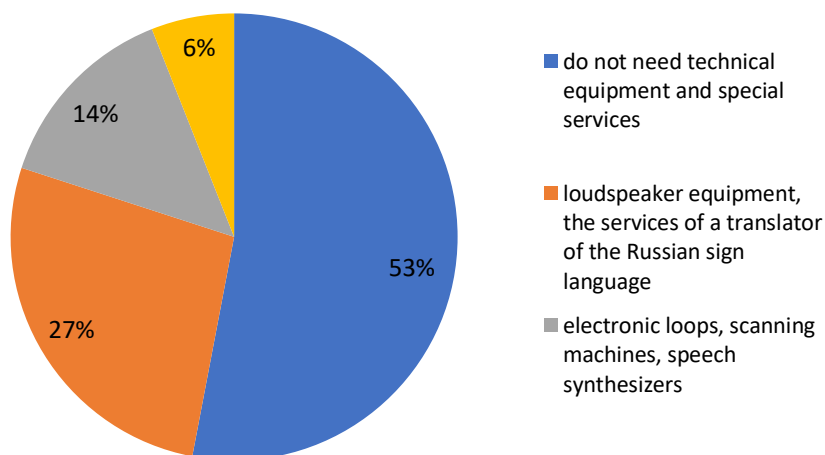


The results indicate the need for specialist support for students with disabilities entering the university. We believe that the process of supporting people with disabilities should be implemented throughout the entire learning process, including graduation from school and entering the university, studies at university, graduation from university and entering employment.

The role of the specialist (teacher-psychologist, psychologist, social work specialist) in support should be associated with the creation of favorable conditions for the productive movement of students with disabilities and health limitations along those professional paths that they chose themselves and with the opinion of social environment (for example, family). It is also important to assist in the constructive resolution of difficulties and crises that arise in the process of professional training at university.

The analysis of answers to “What technical equipment and special services do you need when studying at a higher education institution?” allowed us to conclude that: 53% of the respondents did not need technical equipment and special services, 27% noted that they need loudspeaker equipment, the services of a translator of the Russian sign language, 14% need electronic loops, scanning machines, speech synthesizers while 6% need specialized desks and chairs, automated workplace (see. figure. 8).

Figure 8: Technical equipment and special services required for applicants with disabilities and health limitations when studying at university



In order to expand the accessibility of higher education for people with disabilities and health limitations, these needs must be taken into account. The material and technical resources of the university must be expanded and, importantly, students and their parents must be familiarized with the material and technical capabilities of the university. Through the resource training center of Vyatka State University, the university has experience in

organizing and conducting visits for students with disabilities and health limitations and their parents which demonstrate specialized tools to help students in accessing higher education.

When answering the question: "Do you think that the training program for people with disabilities and health limitations needs to be changed and adapted to their needs?" 75% of the respondents said that university training programs should be adapted to the needs of people with disabilities and health limitations, while 25% of the respondents believe that training programs should be the same for everyone. We believe that the various answers are related to the respondents' specific health disorders.

The use of adapted educational programs in the educational process, will increase the number of students with disabilities and health limitations in universities, can become an effective tool for providing a quality education for these people.

Conclusion and Recommendations

Most of the applicants with disabilities and health limitations had decided on their profession. However, in some cases, the decision-making process was replaced by the adoption of ready-made decisions proposed by the student's close circle - parents, friends and teachers.

The professions in greatest demand were programmer, engineer, trainer, doctor, teacher. The applicants' professional preferences indicate a high demand for higher education. However, half of the applicants who decided on the profession had not yet chosen an educational organization, and this indicates the need for the effective use of existing tools to inform school students about the possibilities of educating people with disabilities and health limitations in universities, and implementing various options for their professional education.

The main factors in choosing a profession are the relevance of the profession to the hobbies, interests and the income that the profession brings. It is also important for high school students that the chosen profession is suitable for their health condition and is prestigious. Unfortunately, the students do not take into account their abilities when choosing a profession. Most applicants did not feel the need for special career guidance and at the same time find it difficult to choose an educational organization in which they can get the appropriate education. Despite the fact that most students made their professional choice, they still doubt the correctness of their decision.

The most convenient forms of education for gaining knowledge and qualification for these applicants are full-time studies in a group with students without health limitations and in a group with students with disabilities and health limitations, as well as correspondence learning (including using distance education technologies). Thus, most young people are positive about the prospects of co-education with students without health limitations, that is, inclusive higher education.

In general, it should be noted that at present there is an increase in the interest of applicants with disabilities and health limitations to education and social interaction within various social groups and communities. The main needs that may arise in accessing higher education socio-psychological support and help of the assistant.

When studying at a higher education institution, 53% of the respondents said that they did not need technical equipment and special services but 75% believe that university study programs should be adapted (individualized) to the needs of people with disabilities and health limitations.

As a result of the study, the researchers can say that the scope of the provision of career guidance services to students with disabilities and health limitations is limited. Due to the lack of specialist assistance, students are not guided by the most pragmatic considerations. Most of them follow the advice of their parents, and also focus on their interest in professional activities. At the same time, career guidance services, even if the advice of consultants is not taken into account, contribute to a more responsible attitude to the choice of the profession. In this connection, we offer the following recommendations for regional, municipal authorities, and educational organizations in respect of school students with disabilities and health limitations:

- It is necessary to introduce effective tools for informing them about the possibilities of studying at universities, and implementing various options for their professional education.
- We consider it necessary to arrange a separate tab for students on the university's website in the section "For the Applicant", where the provision for this category of students both by the university and employers, the Employment Center and public organizations would be placed.
- The event "The University Day" in special (correctional) comprehensive schools with the participation of teaching staff, students, including those who already work in their specialty, is proposed as an effective form of work.

- An effective tool for informing school students about universities is the Exhibition of Inclusive Education with the participation of employers and Employment Centers. Another tool is an Internet room in which monthly consultations on educational issues with the participation of a Russian sign language translator can be organized.
- In order to familiarize children and their parents with the material and technical capabilities of universities, it is necessary to organize and conduct visits for them to demonstrate specialized tools to help students get qualifications in their chosen profession, as well as to demonstrate special educational conditions. For students and their parents living in remote areas, it is recommended to arrange virtual tours.
- The career guidance department should work with applicants and continue to develop and implement programs for interaction with educational institutions using vocational and diagnostic methods that can be implemented via the Internet, with the provision of detailed recommendations. Based on the test results, it is necessary to divide students into groups and carry out group and individual consultations with them, taking into account the test results, including individual telephone and Skype consultations.
- When creating vocational guidance programs, it is necessary to provide for cooperation of specialists with parents on issues of formation of their children's social competence. The vocational guidance program should be supplemented with career guidance classes in which various specialists (for example, representatives of public organizations, employees of Employment Centers, social educators, correctional educators, doctors) and parents would take part. This kind of integrated approach to career guidance will provide career guidance services taking into account psycho-physical abilities, and real areas of application of these abilities.
- Working with parents, it is important to use talks at parent-teacher meetings in schools, parenting lectures, online consultations, meetings with employers, and parents participating in interactive meetings with successful graduates.
- Universities are recommended to organize research competitions and contests, including online academic competitions and remote contests. Participation in such events will help students test their abilities and increase their motivation to study at university.
- For implementation of higher inclusive education in Russia, it is necessary to create not only the material and technical facilities, but also to introduce comprehensive socio-psychological support for these students. In order to solve this problem, we consider it necessary to mobilize the resource educational and methodological center for the development of effective means of socio-psychological support for the students' professional and personal development.
- In order to solve the problem of determining effective means of socio-psychological support for students, we consider it necessary for the resource educational and methodological center to monitor the students' educational needs and their social well-being in conditions of inclusive higher education. The monitoring results will improve such areas of socio-psychological support for students as improvement of their social activity, involvement in student self-government, organization of leisure activities, development and provision of learning materials.

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Conflict of interest

The authors have no conflicts of interest to disclose.

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