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RESTRAINING PROBLEMS OF YOUNG PEOPLE WITH DISABILITIES IN THEIR IMPLEMENTATION FOR LEARNING IN UNIVERSITIES

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Abstract: *In every society, there are people and groups who for a reason are put at a disadvantage compared to the rest of society. Nonetheless, they are an integral part of it, and they should accept them as equal persons, recognizing their right to be different. This inclusion can be to varying degrees, in a different aspect, depending on the individual characteristics of each one.*

This report discusses the state and attitudes as well as the problems faced by young people with disabilities. On their way to realizing motivation and their interest in adapting to the learning environment and learning. Problems that they or their families pose themselves, problems that the environment or society puts them. Moreover, all this plus their problem with the type of disability they have to overcome, fight achieve success. Do we help them enough?

Let us ask ourselves - how much do we do, do we work to make inclusive education beneficial to children and people with special educational needs? Their efforts are many times more than ours to achieve satisfying results, their fight is daily. They also have the right to happiness that we can all contribute to, is not it?

Keywords: *Effectiveness, Protection Methods, Model, Inclusive education, Young people with disability*

JEL Codes: *I21, I24, I29*

INTRODUCTION

The "different" people are not from today and now. In the written sources, the historical and literary sources, we get information on what the attitude towards them was during the different stages of human civilization development. Unfortunately, disabled people in Bulgaria are still subject to stereotypes and prejudices inherited from the past. Previously, most of them were isolated, defended and cared for mainly by their families and partly by the state. People with disabilities in Bulgaria face problems that the average person can not even think of. A large number of schools are not accessible and adapted for children with special needs, wheelchair ramps are now being built. Methods, forms, ways of learning also do not meet their needs. The use of urban and intercity transport is difficult, in fact in most of the settlements even walking on the sidewalk with a trolley is impossible. But, in our opinion, any information needs to be backed up by facts, statistics. Let's start with the specifics of the number of children and people with disabilities in Bulgaria: According to data of the National Statistical Institute (NSI), at the end of 2000 the personal invalidity pensions financed by the Social Security Act were 177 624 and by the end of 2014 they are 390 412. Their number for this period increased by 212 788 or 2.2 times. Personal disability pensions funded by the state budget were 145,893. at the end of 2000. Until 2011, 474 267 people have recognized a permanently reduced capacity or degree of disability. Of these, 9,039 are children and 465,228 are people aged 16 and over. As of 31.12.2014 they are 516,968 and increase by 371,075 pensions, or 3.5 times more than the beginning of the period under review. (National Statistical Institute, 2018). But here we have to pay attention to the following, there is no precise and specific statistics on the number of people with disabilities in Bulgaria due to the fact that the data are based on officially registered persons in social institutions. There are also those who have not registered for one reason or another.

Another statistic shows that according to the National Insurance Institute (2018), only those who are receiving a social disability pension or part of it are 244,929 (with a degree of disability between 71 and 100%) and those receiving different types of disability pensions with an estimate of between 50 and 71% was 84 756 people, the total number of people with disabilities is at least 400,000, considering the children with permanent disabilities (about 30,000 in expert judgment). And here is the claim that there is no real and specific statistics on their numbers, because still a large part of this risk group is still isolated and unable to go out of their homes, both because of the inaccessible environment and the moods and the attitudes of society towards their problems. Lack of information often leads to aimless and inadequate policy measures and solutions, which in turn absorb resources and in most cases create only new problems. Policies in this direction must be tolerant, concerned and committed to all those members of our society in which we live together. Because, according to several studies (Eurostat, NGOs, Alipieva, A., 2017, Dineva, V., 2017), people with disabilities in Bulgaria have the lowest social status in Europe. And unfortunately with the highest unemployment rate across Europe. Particularly worrying is the fact that among all people with disabilities in the European Union, Bulgarians are at the highest risk of social exclusion or poverty above 63.7%. More than half live on the poverty line, they are equally forced to give up their desire and interest in education. In practice, they do not have access to formal education, they find it very difficult to find a job, and indeed a great many of them are excluded from society. Among the main reasons are the inaccessible environment and the lack of personal and institutional support.

EXPOSITION

For the barriers, for the stigma, for the rejection and isolation them from society. People with disabilities face discrimination from birth or from the moment the disability occurs. The birth of an injured child is perceived as a tragedy due to the fact that cultivation requires more attention, and it is assumed that it can not take care of itself when it grows. Historically, people with disabilities have often come under different stereotypes. Some of them used to identify people with problems are deeply laid in public consciousness. Incomplete information, misconceptions, isolation and segregation have prompted the emergence of most of these stereotypes. The fact is that most of the suffering and injuries of people with disabilities are caused by prejudices and perceptions of the particular culture. Consideration of a person with a disability or a group of people with disabilities through stereotypes limits our perceptions of them and what they can and can expect from them. The formed negative stereotypes lead to developing dependence syndrome, inferiority complex and a sense of resignation and reluctance to join the society in which they are born and live. It is no secret to anyone, rather (sadly) is the fact that these people are presented as: Poor and worthy of regret; Cruel or evil; Aggressive/causing aggression of others; A burden burdensome/rejected by society; unable to fully participate in everyday life. Presenting them in the media is in a way that encourages the creation of negative stereotypes about them by referring to expressions such as disabled, blind, deaf, disadvantaged, ill, disabled, etc. By naming them, the media categorize people with disabilities with the terms of the dominant culture, which actually carries out a process of labeling and stigmatization.

The stigmatization of people with disabilities is an ancient practice aimed at marking people with a socially unacceptable status. The process of stigmatization can be presented in the following way - a dominant sign that the community attributes to only the whole body but also the personality; he is directly bound to the I-self, namely, he is the essence of the individual. That is the society attributes to the particular impairment the functions of a sign whose sign is the personality of the carriers of one or another deformation. In this way, physical or mental disability is a sign of individuality and identity of man and is included in the circulation of the disability duty, according to which they are freaks, crippled, disabled, crazy, incomplete social life and from there it is not difficult to give them a marginal position in the physically and mentally "normal" society.

The media, as a powerful information and inspiring force, apply the practice of stigmatization mainly through the language they use. Some examples: "On December 3rd - the International Day of Disabled People, the Satirical Theater held an evening in which people with disabilities demonstrated their artistic skills." Evil Doctor But with the dentures of both hands in the James Bond series of the same name; the tragic image of the wailing sorrow "lame" Little Timmy from Charles Dickens' Christmas Song; the hero with autism played by Dustin Hoffman in *Reynhon*, who was a burden to his brother; The "crazy" Quasimodo, which is isolated from society and is called "The Hunchback from Notre Dame". Such stereotypes are discouraging and humiliating, indicating that disability is a determining characteristic of a person's personality and does not recognize the individual's traits. All that has been said so far has impeded the communication, the interaction, the human relations of both sides in communication, precisely because of the pre-marking of the imposition of stigma.

Interpersonal communication is an interaction both personally and socially. Its lack can lead to serious deviations in the emotional, social and mental development of the child and hence of the elderly person. The basis of this process is communication that is nonverbal and verbal. Communication and intercommunication in the Bulgarian language are used as synonyms, although communication is only one of the components of communication, along with interaction and perception. In this connection, L. Slavianova writes: "Communicative behavior (verbal and non-verbal) has its national specificity due not only to the differences in the means of communication but also to the differences in the mechanism of their choice, preference and frequency of their use in various communicative situations. This process is governed by strict rules and norms typical of every nation and culture (Slavyanova, L., 2017). How much do we consider and take into account, in place of the other, those "typical rules and norms for the people, language and culture" of the interlocutor against us? These processes facilitating communication and intercommunication, the removal of "barriers", prejudices, and stigma that have formed in us through generations through the various factors that burden us to accept otherness as equal to us and not just as different.

Other vital processes are adaptation and, above all, socialization - necessary for an individual to be built up as a person, to join the environment, to the community, to the collective in order for it to be complete for itself and for the society in which he lives, works, works. In the sociological, psychological and socio-psychological literature, the concepts related to the study of socialization - social processes, social norms and values, social status and social role, social instruction and function have been analyzed and defined according to the specific scientific and research accent. , integration, internalization, culture, etc. It (socialization) flows through the interaction of man with a vast variety of conditions less or more influential on his development. Those that affect human conditions are called factors. Socialization is a process that begins from the very birth of a person, is of a continuous nature and is understood as the complete formation of the personality through the absorption by the individual of systems of knowledge, norms and values, by mastering the subject and the spiritual environment, the language and the ways of communication (Doncheva, J., E. Ivanova 2017 and Doncheva, J. 2018). All this training and education is learned both physically and organized in a learning environment, such as universities. Here is an example: Over 50 young people from all specialties have applied for a scholarship on the basis of documents proving disability or social status (LEDS, social situation, died/s parent/s, etc.) at Angel Kanchev University of Ruse. This means that these young people have taken the cardinal decision for themselves to learn, educate, and develop. It is undisputed that Angel Kanchev University of Ruse provides all the opportunities for them to study, complete education and to realize and integrate into the labor market.

Education and education. Inclusive education is not yet a reality for several reasons. Mass school is not accessible to children with special educational needs (SEN). Access to learning content is limited, there is a lack of methodology for their training, there are no suitable textbooks, there are also prepared pedagogues for working with these children, and there is no practice to draw up their individual curricula. There are currently no official statistics on the number of children with disabilities not receiving school education. It is known that a significant number of them remain at home or in state institutions that do not usually offer systematized programs to stimulate their individual development. However, there are children with physical disabilities who do not attend school but receive their home schooling at the individual education. Without the inclusion of children with disabilities, it is inconceivable to talk about universal primary education. According to UNICEF, 98% of them receive non-formal education. The UNESCO concept of "Education for All" was signed in 1993. It highlights the right of all children to "live and learn together because they are members of a society." The "integrated or inclusive" component of the conception of "integrated or inclusive education" is not only about the school environment, it is a complete process that includes so-called "community-based rehabilitation", which means: Inclusion of children with special needs in common activities, inside and outside the school, with the rest children, inclusion of community resources (according to the Declaration of Salamanca mainstream schools must accept all children with special educational needs).

Previously, when applying for a higher education institution, a medical certificate was required certifying that the candidate was physically and mentally healthy. This automatically excluded people with epilepsy, severe asthma, and others diseases to apply. People with physical problems were not allowed. The reason was that people in wheelchairs could not move to the university buildings, blind people could hardly acquire the necessary material, and the non-learners could not quickly understand the material taught and would slow down the overall course of the learning process (Ivanova A., G. Ivanova, 2009 and Draganova Tsv., Pl. Daskalov, 2009). It was considered that the impossibility is not related to the disabled themselves, but to the unpreparedness of the university and society to accept the "different" and to make the buildings and the teaching materials and materials accessible to them.

Nowadays the university has opened doors for the "different" students. Proof of this is accepted and currently trained students with visual, auditory or motor disabilities. Individual lecturers (more and more) offer the opportunity to record lectures not only on their own but also on different recording devices. They also do not refuse individual consultations and a permanent session. Some of the problems come from insufficient funding to build more support and support.

Let us translate concrete examples of good practice in this direction. Such an environment for young people was created at the "Angel Kanchev" University of Ruse. It is a school with over 70 years of history and development, and it has as its vocation the dissemination of knowledge, the implementation of fundamental and applied research, and the introduction of innovations in practice, which contributes to the building of highly qualified specialists and for the sustainable development of the region and the country. In this respect the strategic priorities of the university are:

- preparing students for work in conditions of high labor market competition and widening the scope of training;
- development of the internal university education system for quality management of education;
- the development of staff and research potential;
- realization of a complex of activities for European integration and international cooperation;
- Establishment of a highly organized university system, flexible to external conditions, with a modern material and technical base.

In modern study rooms and research laboratories located on a total area of 67,490 square meters. (of which over 13000 sq. m. in the newly built and commissioned in 2010 school corps-2) are trained about 10 000 students and PhD students.

Also, teams of the university are involved in the implementation of over 250 multilateral and bilateral international agreements and agreements on science and education. Only under the Erasmus Program are more than 200 contracts, and between 70 and 100 students, including students with disabilities, go to training every year. More than 20 international cooperation programs with partners from around 40 countries from Europe, Asia and America are covered. Each year between 450 and 520 participations of lecturers, employees, students and PhD students in international training and practical forums are carried out, as the number of students and PhD students is constantly growing (Data from the site of Ruse University and Harakchijaska, Tsv., 2011).

In the higher education institution there is a real built and effective practice for adapting the education of students with disabilities. At present, students with different types of disabilities - with visual, auditory, disabilities of the locomotor system and other types - are being trained at the present time (according to the LEDS documents or other medical and social data presented by the students themselves). In this connection, the university has specially formed centers, including a library suitable for use by students or PhD students. Care for students with special needs, readers of the University Library, has found its place in the Rector's Mandate Program on COR MEM Prof. Hristo Beloev, DTSc DHC mult. and the Academic Leadership. Creating a reader place for blind people with a scanner, a Braille printer and a Braille display, installing a Screen Reader, a screen reader program, a speech synthesizer program (converting the read file into a sound file). We currently have:

- Free access to Reading and Loan Services at the Central Library - Rectorate and Central Library - Corpus 2 through specialized lifts.

- The University Library also has a library employee - a trained library services coordinator for visually impaired students. When visiting the Library, the coordinator takes over and accompanies the reader with special needs. Searches and references the required library documents. Delivers them, scans the materials where necessary and sends them to the user's personal PC. There, Speech Lab converts the read text into a sound file.

- A student with special needs may, without having to attend a University Library, send a request from a PC via e-mail to the bibliographic reference coordinator, to check for the necessary academic or other scientific literature. The co-ordinator performs the service and sends the information back to the user so that it can convert it into a sound file.

- The University Library collaborates with lecturers to deliver items from each published by the Publishing Center of the University a textbook or study manual on an electronic medium for the accumulation of a digital collection for the blind.

Also, for the successful socialization, integration and development training at Ruse University, a specially created general university club for students with disabilities and disadvantaged groups is active since 2013, its name is "Different and Equal". The goal is for young people to talk about their problems, self-reflection, improvement, their strengths and weaknesses, etc., both with each other and with colleague's volunteers, with specialists to seek and find their solution, to give good examples and models for proper and adequate response and positive impact. For everyone, especially for the students who have come up with the ambition to learn, develop, there is an impulse for the better. The club has more than 20 initiatives and events annually and is known among the broader Ruse community. The topics and activities are diverse, pre-stated and developed by the students under the mentorship of the head of the club, Assoc. Prof. Dr. Julia Doncheva. For example, the topics of "Equality" and "Tolerance" have been discussed in several successive spiral segments. Personally oriented support is provided both by students with a particular disability and those from marginalized groups who are also very vulnerable and very sensitive in intercultural environment. Students from the Turkish and Roma ethnicities (self-identifying) have their personal problems in the multicultural environment. For this purpose, we invite students (their colleagues and peers) from Erasmus + to share their feelings, experiences and experiences from their training stay in Bulgaria.

Our higher education institution has always worked to integrate students with problems. The University has developed an investment program to build an accessible environment for both new construction and all study halls. The creation of an accessible environment for disadvantaged students and citizens was a priority in the period 2012 - 2016, both for the newly built building stock and for the existing one. An amount of over BGN 300,000 has been invested in all study halls where there were no conditions for access by people with motor problems - architectural and marking facilities of the buildings and their surrounding areas to ensure unhindered access of people with disabilities to the higher school under established international accessibility standards.

Prejudice and stigma are a fact. They are so deeply cultivated that they will hardly disappear, but there are good models and practices that help those affected. In the university we have a real working mentoring. Each student group has a group supervisor (academic lecturer) that students jokingly call "the class tacher" Their role and commitment is to help and assist students in problematic situations and cases. Because the accumulated emotional experiences in childhood and then influence on the skills for a full-fledged life that one acquires until the end of his/her mature age, namely: being emotionally ready to learn, work, develop, establish stable relationships and contacts, have communication skills; to have a clear idea of yourself as a person; have the skills to take initiative, to find satisfaction in activities or other socially acceptable activities.

I will finalize what has been said here with the words of the scientist who gave his life and knowledge in the name of the inclusive education in Bulgaria, Professor V. Katsarska, who she says: "The time has come to use universal approaches and methods. As a science area is richer in alternative ways, it is more developed and socially needed." (Katsarska, 2015, p. 14).

CONCLUSION

"The dynamics of public demands and expectations related to the upbringing of the growing generation in social and civic competence, initiative, autonomy, responsibility and motivation requires an active search for forms, methods and means of learning aimed at improving educational processes with a view to forming willingness to live and work in the conditions of the information society "(Konakchieva, P. 2015, p. 28). In the same subject line are the publications of ours Bulgarian scientists such as: J. Stoyanov (2014); Topolska, E. (2007); Neminska, P. (2018); Engels-Critidis, R. (2015) and others, as well as globally recognized, such as: Al-Obaydi & AL-Bahadli (2017); Elias R., S. W. White (2017), Maksymiuk R. A., Al. Jasielska (2015) and others.

Article 6 (1) of the Constitution of the Republic of Bulgaria states: *All people are born free and equal in dignity and rights.*

There is a need for an adequate and workable judicial system, whereby all legal rules apply where and when they do not act for one reason or another.

There is also a need for greater civil society involvement, guaranteeing the implementation and enforcement of the existing legislation on the civil and social rights of people with disabilities.

Modernized, up-to-date and adequate laws and legal regulations are needed to regulate and ensure the conditions for introducing and developing inclusive and inclusive education.

It is necessary that all people involved in education issues in Bulgaria (the ordinary citizen, the parent or not, the teacher, the minister, the parliamentarian, etc.) learn the "philosophy", the attitude that the desires and the needs of pupils with permanent disabilities and their parents, and that specialists and experts are people whose task is to support the process of inclusion.

Summing up, we have to say that besides the above-mentioned visible barriers to people with disabilities there are also many invisible ones that prevent them from realizing their dreams, desires, aspirations and boldness. Thus, unfortunately, they remain uninterested in a world that claims humanity, tolerance, and love for all. Yet there are good examples, good practices both in the Republic of Bulgaria and around the world, which is encouraging and optimistic. These children, these people are part of us. It is our duty to help them get involved, overcome barriers and stigma.

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