Priorities of the Russian Regional Education in the Context of Globalization

Oksana Ivanova[1]

Larisa Bilalova[2]

Eugene Guryev[3]

[1]*Ufa State University of economic and service, Ufa, Russia*
[2]*Branch of Bashkir State University in Birsk, Russia*
[3]*Ministry of Land and Property Relations of the Republic of Bashkortostan, Ufa, Russia*

Doi:10.5901/mjss.2015.v6n5s3p17

Abstract

The article is devoted to the priorities of the Russian educational areas, which is becoming an integral part of the educational society, considering modern globalized world. The authors examine the problem in terms of social philosophy, which helps to identify the most general laws of development of being, thinking and society. Considering the following aspect, the logic of the study is an extrapolation of the principles of democracy, humanism, anthropocentricity on the development of education in a multicultural and Multilingual space. Globalization requires a high level of mobility of specialists worldwide, involvement of the multicultural and multilingual education of representatives of different nations, peoples and social levels. Education as a process cannot be done without appropriate methodological instruments, as, for instance, the teaching technologies and their integration with the information and communication technologies. The most relevant for the Russian education technologies are now inclusive education, health preservation, information and communication.

Keywords: *Humanistic paradigm, anthropocentric, competence approach, interactive learning tools, inclusive educational environment.*

1. Introduction

The Bologna process, which began in the late XX century, gave a powerful impetus to the revision of the principles of the organization of the education system on a global scale. At its core, it involves a kind of rejection of the national education system and transfers it to the pan-European educational and organizational mode. Trends in the integration of educational systems and bringing them to a common denominator are clear and objective. In «Intercultural Communications in Russia and Kazakhstan», we wrote about these trends the following. «In modern conditions the society is undergoing significant social transformation. It is, firstly, the processes of globalization. Globalization of the world refers to the global economics process, political and cultural integration and unification. This objective process is systemic, i.e. covers all aspects of society. As a result of globalization, the world is becoming more connected and more dependent on all its subjects». (Ivanova & Bilalova, 2015) Simultaneously, the high mobility of professionals as well as people without special training, but the ones who wants to find their social niche, form multilingual and multicultural society, which causes some problems with adaptation. It is meant, that each national education system has its own institutional, normative and substantive specifics, which are trying to conform to global standards, and must meet the mental nature of society. The keeper of a national culture is immanently experiencing difficulties in communicative behavior, migrating to other national psychological society. In our opinion, this specific aspect that we identified is an object to inclusion in the broad sense of the word.

The objects of inclusion are the people with disabilities as well. For the Russian educational area, as well as for the global society, the inclusion of people with disabilities today is in the experimental stage. For a long time, in our country, people with disabilities in health, were usually taught in specialized educational institutions or at home. Nowadays, Russia the number of people having the health issues is growing and those people are beginning to constitute a significant part of society and cannot be ignored.

In Russian Federation in the framework of the state program «Accessible Environment», aimed at involving the disabled people, the innovative playing areas for the organization of inclusive education were opened. The authors of this article have the opportunity to explore the inside of the work of such sites. In Ufa State University of Economics and Services, such a playground has already been opened for more than three years, specializing on innovative training for

Accessible Tourism. It must be stated that these experimental playgrounds have not been sponsored by federal budget, but only by the regional budget, and, as a result, have certain limitations in financial and economic support. For example, Bauman Moscow State Technical University, as a central educational institute, has far greater logistical and financial opportunities than the regional universities for the realization of inclusive education.

Humanistic paradigm advocates methodological basis of competence training. Training for the modern labor market should have a social and humanitarian heart, through that one which came out into the open self-employment specialist who would remember the social consequences of their professional fulfillment. Ignoring for a long historical time humanistic aspects of producing and transforming activity of social subject led to the fact that humanity is face to face with global problems, bringing the world to the brink of survival as a species.

The interaction of humanistic principles of education and human-centered and socio-cultural approaches is implemented in teaching technologies, methodological instruments, which form the modern format of the educational space. Above all, we mean the emerging area of inclusive education, which aims at harmonizing the education and socialization of all members of society. This inclusion authors understood as social rehabilitation and integration of persons with disabilities (disable people), workers, international students and other categories of people in need of special attention of the society and the state.

In the organizational aspect of inclusion which is updated by the information and communication technology and distance learning.

The humanistic action keys of health service's technology that suggest, on the one hand, the material support of health-space, on the other hand - the formation of students' health-outlook.

Competence concept of modern education is its practical orientation, integration with real social and industrial needs, which involves training professionals needed by society today and tomorrow.

As a result there is a man-oriented technology that meets the trends of our time.

The main goals of our research are to determine the current trends in Russian educational society, as it is an integral part of global educational community. What pedagogical and not just technological, forms of organization of educational space are most effective in preparing professionals for the modern labor market, we intend to find out in this study.

The methodological bases of the research are the social and philosophical principles of systematic, anthropocentric, humanism and socio-cultural identity, universality and functionality.

Stages of the study are the following logic operations:

1. Problem
2. Analysis of empirical data obtained by the authors as a result of more than twenty years of experience teaching activities in institutions of secondary and higher vocational education.
3. Analytical understanding of the theoretical and methodological foundations of the research problem.
4. Conclusions about the current trajectory of the global and Russian educational space.

2. Methods and Materials

2.1 Inclusion

Inclusive education is an answer for the objective socio-demographical processes happening all around the globe. Postindustrial civilization with its overwhelming desire to put the human nature in the service of their own desires, needs and whims eventually led the international community to the brink of a global ecological catastrophe. Ozone holes, water pollution, land subsoil air various chemical compounds, genetically modified foods, nuclear radiation, etc. do not contribute to maintaining a high quality health. Doctors routinely noted the trend of increasing the number of deaths from cardiovascular disease, cancer and diabetes. Tehnotronizatsiya of world society with a relatively low technical and technological culture of the world's population and causes the decline in the quality of public health. An example of this are, in particular, numerous roads and other disasters that result in deaths in addition, there are many cases of people with traumatic subsequent limitations in health. Thus, in conditions of total technologizing that touched, including the sacrament of human origin with the help of various technologies, the company was faced with a real problem of significant deterioration in the quality of health, disability population growth, the birth of unhealthy children.

Not to mention as one of the causes of disability, persistent armed conflicts, local wars in different parts of the globe, resulting in the psyche of people receiving serious injuries and updates the special social approach to such groups.

In this article, we have already talked about the ongoing processes of global integration in all spheres of social life.

These processes activate the migration mobility of the population of different countries and nations, creating multicultural and multi linguistic environment in which an individual has to adapt successfully. However, an obstacle to a successful adaptation to a different cultural environment is inherent to the individual specific national mentality. Language, traditions, customs, educational content, historical and cultural heritage - these and other factors make it difficult to successful social inclusion of migrant society. The processes of international integration, the interaction of cultures are objective, independent of the will, desires or ambitions of certain political players. Therefore, inclusion in general, and in education in particular, is a socio - politically and economically phenomenon.

The reflections explained above confirm that inclusive education and the adaptation of populations in need of special attention of the society and the state is a necessary condition for the organization of modern educational space.

Consider, for example, as the object of the inclusive education of persons with disabilities.

As the well-known researcher of inclusive education N. N Malofeev, «special education is quite young as an independent branch of science teaching and practice; it is less than two hundred years old. Count conduct adopted by the appearance in Europe in the late XVIII century. First special classes for children with sensory impairments». (Malofeev, 1996) In the XX century in some Western European countries have been taken to implement the various programs aimed at creating favorable conditions for the social adaptation of persons with disabilities. (Is istorii rasvitiaincluzivnih podhodov v stranah Zapadnoi Evropi I SNG //Url.: www.f-nashideti.ru/inklusiya/)

In Russia the first inclusive educational institutions emerged in the eighties of the twentieth century. In the early nineties began the project "Integration of persons with disabilities." Eleven regions were created experimental platforms for integrated education of disabled children. At the same time it started to prepare teachers for this work. The curricula of pedagogical universities included courses "Fundamentals of special (correctional) Pedagogy" and "Peculiarities of psychology of children with disabilities." In 2008 - 2009 years model of inclusive education was introduced as an experiment in educational institutions of various types in a number of subjects of the Russian Federation. (Ishakova, 2012)

In the current circumstances, the establishment of adaptive social space for people with disabilities has become one of the strategic vectors of development as a global community in general and the Russian society in particular. By studying the problem of social and philosophical aspect, it is necessary to stress once again the importance of the principle of consistency in the implementation of conceptual projections of state program "Accessible Environment". Confirmation of our thoughts on the systematic approach is that we find in the comments of the Secretary General of the Russian Union of Rectors Olga Kashirinykh made it against Vladimir Putin signed a decree "On the National Strategy of Action for Children for 2012-2017": "Today, a large number of universities successfully implements its own program of development of an accessible environment. But so far, these efforts are not based on a single national system of appropriate legal, financial, academic, informational and infrastructural institutions. After learning disabled ramp at the university is not enough. The need to introduce modern standards of architectural accessibility, development of educational programs and methods in accordance with various kinds of nosology, equipped with special hardware and software, the adaptation of the sports and cultural environment. To raise such a huge reservoir, system development needs, systematic approach" (Olga Kashirina //Url.: ria.ru/edu_analysis/7).

A systematic approach involves the experience and analysis of Western European countries on the organization of an inclusive social environment. It is appropriate to refer to NN Malofeev, who investigated the evolution of the relations of Western European society and the state to persons with developmental disabilities, has identified the following problems: "First, the state should dramatically increase the funding of education, because in practice it turned out that the real integration of more differentiated special education (" problem children It needs to be equal "). The dependence of the policy of the organization of special education on the economic capabilities of the state and society is unconditional.

Second, the teacher of mass school, do not have sufficient expertise to provide adequate psychological and educational assistance, we were not ready for integration and are in a situation of professional and psychological discomfort. Officially included in the normal class problem child in fact often does not reach the level of general mental and physical development, which could be achieved, provided the organization of special developmental education.

Third, the only economic development, financial and powerful countries can organize optimal conditions in every secondary school for disabled student in the class since it is necessary to provide two teachers (primary and secondary for the individual aid) to solve its domestic problems there is special technical devices and train staff; study place this student usually requires retrofitting of technical means and special equipment. The mechanical movement of the disabled student from a special school, which has all the necessary equipment, and most importantly - a staff of skilled professionals in unsuitable secondary school worsen his situation.

Fourth, the teacher should pay extra attention to integrated child leads to a reduction in the quality of learning of his classmates, and (as the experience of England) school rankings, the outflow of the most capable students. Not all

parents of students of mass schools are now supporters of integration». (Malofeev, 1996)

Based on the findings of N.N.Malofeev and considering the principle of systems, the authors of this article highlight the following activities of the state and society in terms of the formation of social space, allowing it to adapt naturally to people with disabilities.

First of all, in our opinion, it is necessary to determine the specific content of the concept of «persons with disabilities». Indeed, to date under this definition can bring all persons having any - any problems with health.

Table 1 – Codifier of the categories of disabilities (Kodifikator dlia obespecheniya identifikacii preimushestvennih vidov ogranichenii zhiznedeiatelnosti u invalidov //Url: minsoc.udmurt.ru/social/invalidi/ reabilitaciya/pilot_ proekt/inf/kodifikator. php)

№ n\n	Code	Predominant type of assistance	Situation assistance
1	Letter B – disabled person in a wheelchair	Needs partial home care and assistance, including outside of the house, due to the severe mobility restriction	Needs assistance of another person while moving outside the house.
2	Letter C – Blind or cecutient disabled person	Needs partial constant care, assistance and support, including outside of the house, due to severe restriction of orientation (the blind and visually impaired).	Needs assistance outside of the house
3	Letter E – a disabled person is limited in self-care (or armless).	Needs partial constant care, assistance and support, including outside of the house, due to severe self-care restriction.	Needs assistance of another person in self-care and other hand actions outside the house.
4	Letter K – blind and deaf disabled person, significantly limited in orientation.	Needs partial home care, assistance and support, a caregiver, including outside of the house, due to severe limitation of the ability to orientation, communication and interpersonal interaction (blind and deaf).	Needs to be accompanied by a person exercising care outside the home. In formal relationships outside the home need the services of sign language interpreter
4	Letter M – deaf disabled person	In need of specialized care (sign language interpreter) for a formal relationship (mostly out of the house) due to severe restriction of the ability to communicate, and interpersonal interaction (deaf, blind).	In formal relationships outside the home need the services of sign language interpreter
5	Letter H – disabled person with mental problems	Needs situational (periodic) assistance, when visiting institutions that may require the adoption of independent decisions (cash handling, signature and execution of documents, the selection of drugs, treatments (rehabilitation), etc.)	Needs to be accompanied by a person, assisting him outside the house.

Table 1 shows that there are different categories of people with disabilities and everyone has different needs and opportunities. Inclusion for persons with disabilities as a form of life should be variability. There are persons with disabilities in the state of their body, but mentally healthy enough and they can adequately engage in social activities. People mentally have stored (they are with disabilities as well), - are not able to fully adapt to the society, and therefore other forms of inclusion should be provided to them.

The object of inclusion, as we have said before - this and other categories of the population, for example, face the "third age", simply speaking pensioners, who in modern conditions an active socially and professionally rebuilt, receive alternative education, and therefore also need special educational space.

Modernization of the educational space of the Russian school should take account of inclusion in it of those in need of special attention of persons. It is necessary to create a system of educational services available with the use of modern, including information pedagogical technologies, as well as the organization of information flows available on inclusive activities of educational institutions of the country, including a career-orientation of education (Elektronnie obrazovatelnie resursi novogo pokoleniya v voprosah I otvetah, www.ed.gov.ru/news/konkurs/5692).

2.2 Interaction as a principle of modern education

Education reform based on the principles we have mentioned – as an example there are anthropocentric humanism, practical orientation, that are implemented on the basis of the full use of modern educational technologies, techniques, forms and innovative types of training organization. One of these forms is becoming a form of interactive lessons in high school. Interactive learning is active engagement and student. Interactive as a fundamental principle of the teacher has deep historical roots. Even the famous Socrates conducts classes for students in the form of dialogues, pushing them to the very active discussions with teachers and each other.

Modern Institute of Education expanded the format of interaction. Using online learning models include simulations of life situations, the use of role-playing games, joint problem solving. Eliminates the dominance of any member of the educational process, or any idea. Because of the impact of the object becomes the subject of student interaction, he is

actively involved in the learning process, in accordance with their individual routes. The educational process, based on the use of interactive teaching methods, organized with the involvement in the process of learning of all students group without exception. Joint activities mean that each individual makes his own special contribution to the progress is the exchange of knowledge, ideas and methods of work. Organizes individual, pair and group work, project work is used, role play, carried out the work with documents and various sources of information. Interactive methods are based on the principles of cooperation, active learners, relying on group experience, obligatory feedback. It creates an environment of educational communication, which is characterized by openness, interaction of the participants, equality of their arguments, the accumulation of knowledge sharing, the possibility of mutual evaluation and control. With a view to the most complete and in-depth studying of mastering knowledge teachers are widely used authoring visual aids, teaching materials. Training sessions on aesthetics used music, painting, photographic and other visual activities, including ones performed by the students, which contributes to the consolidation of the acquired knowledge in practice and, at the same time, the development of search, research, creative skills. In the classroom, psychology, management, sociology, management, etc. practiced various trainings, business games, debates. Such forms of work contribute to the accumulation of students broader scientific knowledge beyond the teaching material, improvement of skills and knowledge to properly formulate their thoughts in presenting arguments in favor of his point of view, sharpening rhetoric and diction, which is very important for highly qualified specialists.

2.3 Health Service

Implementation of the principles of anthropocentric humanism is updated in the practices of caring for human health. The first thing that we have in mind is the state of individual and public health, which, according to the World Health Organization, deteriorates. In fact, inclusive education is a reaction to the growth of disability population. Deteriorated quality of the ecological environment, and low socio-economic level of development of Russia negatively affected the health of youth and adolescents in general and the state of reproductive health in particular. As an objectification priority, Russia has an inclusive sense to bring empirical evidence to judge the quality of the long term health of the population. MD SM Semmyatov in his dissertation research «Reproductive health of adolescent girls of the Moscow metropolis in the contemporary socio-economic and environmental conditions», he writes: «Since the end of XX century in the center of Moscow and all over Russia, formed an unfavorable medical and demographic situation, due to a decrease in the index of public health including children and young people on the background of the high rate of overall mortality. Status RH girls and adolescent girls can be viewed as a kind of indicator is very sensitive to changes in factors external and internal environment.

The problem in the problem should be considered as RP adolescents exposed to negative influence of psychoactive substances (surfactants). Statistics show a consistently high level accounted prevalence surfactants among children and adolescents. Currently, there is a catastrophic increase in alcoholism and drug addiction of children and adolescents in different regions of Russia. The highest growth rates of initiation of adolescents to alcohol and drugs are found in major cities of Russia: Moscow, St. Petersburg, Kaliningrad and others. According to the survey in 2003, conducted under the European school project research on alcohol and drugs (ESPAD) 93% of Moscow students at least once in their lives have tried alcohol, and 39% -drink alcohol regularly. According to VE Radzinsky and colleagues. (2005) in Moscow, 38% of adolescent girls, expectant mothers smoke. Of particular concern is the dependence of teenage girls from a surfactant, under the influence of which there are many irreversible pathological changes, especially in the reproductive system, which can then interfere with the implementation of high-quality reproductive function». (Semiatov, //Url.:www.dissercat.com/)

This passage from a solid thesis research confirms fears that are endangered the health of future children who will appear at the current UNIC, already suffering from reproductive disorders. In modern conditions of modernization of public health scientists have found solutions to the problem of infertility in the use of IVF (IVF, SUZI) (in vitro fertilization), ICSI (ICSI) (intracytoplasmic sperm injection), and others. Of course, provide an opportunity to experience the happiness of parenthood - a humanistic act in relation to those who cannot achieve this naturally. However, the currently available findings of gestation, birth and development of «test-tube babies» show that among them there is a significant percentage of individuals with significant variations in health.

So, Dr. Michelle Hansen studied the risk of major birth defects after ICSI and IVF (Western Australian data on births and major birth defects that have appeared in the period 1993 to 1997), has found significant congenital abnormalities in 8.6% of infants appeared to using ICSI, and 9% of infants after IVF. Among the children born through natural conception, the figure was 4.2%. Dr. Catherine Patrat from the study of pathologies during pregnancy, growth and development of children born after SUZI, revealed the high risk of birth defects, particularly affecting the central nervous

system.

Congenital anomalies in children, appearing out of the tube in Finland (where is born through IVF most children in the world), are described in the article of Dr. Sari Koivurova. She found that the prevalence of congenital heart defects (mainly septum of the heart defects) was 4 times higher in IVF-children than in the control group of children appeared in a natural way.

According to still a number of international studies in recent years in children born through IVF, often recorded congenital malformations, which are dominated by malformations of the cardiovascular and musculoskeletal systems, and hereditary syndromes. Many authors say mental disorders (autism, mental retardation, behavioral disorders), neurological disorders (cerebral palsy). In the application of ART is high frequency of multiple pregnancies (35.7%), which affects the development of children. Children conceived by IVF, require long-term observation and the application of different types of screening for congenital disorders.

Similar results were obtained by Russian investigators. For example, research by Dr. Bakhtiyarova O.V, conducted in the early 1990s showed that the most common disorders in children born as a result of IVF or artificial insemination are intrauterine growth - 29.3%, asphyxia at birth - 90.5%, neurological changes - 53.6%. Group of Atlasova V.O (St.Petersburg) concluded that the health of these children is significantly worse than those who were conceived naturally. Prematurity occurs in 24.6% of cases, low birth weight (less than 1500 g) - 6.2%, asphyxia at birth - 4.3%. The overall incidence due mainly intrauterine growth retardation, more than 4 times higher than the overall incidence of children. In this paper, S.V Kuznetsova et al (Voronezh) provides data on the specifics of neonatal adaptation in women after IVF: children born after IVF, have intrauterine growth, hypoxia (oxygen starvation), perinatal lesions of the nervous system (87.5%), it is difficult to adapt in the first days of life , which indicates a high risk of developing serious diseases in the future. A group of scientists (corresponding member of the Academy of Medical Sciences Sidorenko EI, professor OV couples and MD Molchanov EV) from the Department of Ophthalmology, Faculty of Pediatrics Medical University analyzed data on the status of children born with the help of ART. The survey showed that more than a third of the children had severe visual impairment associated with underdevelopment of eyes, CNS, and dysplasia of the brain. For example, 11 children (infants and 2.5-3 years), conceived of IVF, compared with 79 peers Moscow. Healthy visually impaired were only 5 ECO children. 4 out of 11 children (36.4%) were blind or visually impaired. In 27.3% of the study were changes in birth age, at 18.2% - secondary strabismus, at 13.6% - a cataract. Mentioned pathologies there was none (!) Of a child of 79 who were born via natural conception. In addition, 11 children had a total of 17 somatic pathologies at birth (from asphyxia and pneumonia to curvature hypoplastic kidneys and liver) and 12 neurological pathologies (including encephalopathy and malformation CNS). (Islusstvennoie oplodtvorenie opasno dlia zdorovia materi I rebenka, 2009).

The decline in the health of the world's population is linked to environmental degradation. Techniques and technological progress at the same time a definite plus, is to man as a biosocial being undoubted negative effects. For example, the accelerated pace of life has led to the need for mechanical vehicles. This in turn causes weakness, impaired metabolism, growth of chronic diseases, work-related musculoskeletal, cardiovascular, circulatory systems, etc. Continuing research in space, nuclear energy, biogenetics, etc. cause persistent growth of cancer, diabetes varying degrees, other disorders in human health.

From the above examples and arguments it is clear that health preservation should be considered as a kind of educational technology, capable of generating in the individual and public consciousness the desire for a healthy lifestyle and prevention of disability. School health education area is the element of inclusion of persons with disabilities. It is a complex problem for Russian society in need of a comprehensive approach. The Institute of Education is in the resolution of this problem an important role, as in fact is crucial socialization levels the outlook of the younger generation, forms the objects of socialization practices daily care of themselves and, ultimately, contribute to the choice of the individual in favor of a healthy lifestyle, or vice versa.

Health Service aspect of modern education is highly relevant also because in ever-increasing intensity of informatization of society involves the health of the individual according to the quality of learning. We have in mind that upgrading human knowledge is happening as soon as possible (48-72 hours), and, therefore, need to keep pace with today's worker to track them. In the context of professional education health issue is combined with the implementation of the task of training competent professionals who will be able to enter the labor market as a highly-demanded specialists. All this requires the construction of educational space, taking into account health-techniques, and at the same time, the formation of future health outlook specialists.

2.4 Information and communication technology

Information and communication technologies have become part of life in modern society. Information and communication networks and devices used in any field of human activity. To be information-literate today - it means to be a modern trend. ICT allows obtaining any information stored in electronic memory the entire socio-cultural experience of mankind, and therefore never give humanity lose itself. Information and communication technology (ICT) used in modern education, technologies of electronic and distance learning contain previously declared principles of humanism, anthropocentricity, functionality, and universalism.

Analyzing the use of ICT in today's world, it should be allocated the special area where electronic resources are urgently needed - this is a part of society, where people have limited physical abilities, but deserve to live and work on an equal basis with the others. In the above aspect of the information and communication technologies are a powerful adaptive tool that can provide a smooth and widespread access to the knowledge of the various categories of the population, including people with disabilities.

3. Results and Discussion

Information and communication technologies make it possible to organize distance education, including vocational, for a wide range of disabled people. It is necessary to take into account the level of capability of disabled students according to the degree of their physical limitations. So, from the above Table 1 shows that there are six categories of determining specificity adaptation of disabled persons in the public space. For example, the deaf need more visual and tactile methods while impaired with impaired hearing need audios, set-top boxes to the computer and other technical means to be capable of accessing to educational resources. For deafblind important technical training tool is «teletaktor»- device to communicate with a group of deaf-blind. It is based on the following principle: the central console is a sighted ordinary typewriter keyboard; when you press a key appear in Braille letters under the fingers of deaf blind. Handicapped persons traveling in a wheelchair, but with normal hearing and speech can use information and communication tools in the form of e-mail, audio video systems, such as Skype, Garena Plus, Raid Call and others. Today, Russian society has transformed the social consciousness of individuals and retirees, which are also the target of inclusion. Modern Russian retired people do not want to sit at home - they are actively exploring new opportunities of modern society, including the master computer, receiving additional education in distant form.

4. Conclusion

Inclusion, as we have repeatedly noticed, it is not only persons with disabilities in health, but also some other categories of the population, are in need of social adaptation, but experiencing some difficulties, such as those associated with language development of the local mentality when it comes Migrants or foreign students. Distance learning, information technology for these segments of society - topical and anthropocentric forms of social adaptation and education.

One of the important components of vocational training has been the teaching and research and research activities of students and it remains the same. These programs allow you to collaborate with remote users, this programs run on the local computer.

References

Ivanova, O.M. & Bilalova L.M. (2015) Mezhkulturnie kommunikacii Rossii I Khazakhstana/K sammitu ShOS. Rossiia I Khazakhstan:problem I perspektivi mezhgosudarstvennogo sotrudnichestva v obrazovatelnom prostranstve:Sbornik nauchnih statei Mezhdunarodnoi nauchno-prakticheskoi konferencii 18-20 fevralia 2015 g. – Ufa:Informreklama. pp. 135-138.

Malofeev, N.N. (1996) Specialnoe obrazovanie v Rossii I za rubezhom. - Specialnoe obrazovanie v Rossii I za rubezhom: v 2-h chastiah/ -M.:Pechatnii dvor. pp. 9.

Is istorii rasvitiaincluzivnih podhodov v stranah Zapadnoi Evropi I SNG //Url.: www.f-nashideti.ru/inklusiya/

Ishakova, F.S. (2012) Iz istorii razvitia incluzivnogo obrazovania. Teoria I practika incluzivnogo obrazovania v Rossii:problem I perspektivi: Sbornik naucnih statei I Mezhdunarodnoi konferencii, 17 maia 2012 goda. – Ufa:Ufimskaia gosudarstvennaia academia ekonomiki I servisa. pp. 63

Kashirina, Olga. Vuzi, nedostupnie dlia invaliv, teriaiut abiturientov. O razvitii incluzii v vuzah v interviu RIA Novosti rasskazala generalnii sekretar Rossiiskogo Soiuza rektorov Olga Kashirina //Url.: ria.ru/edu_analysis/7

Malofeev, N.N. (1996) Specialnoe obrazovanie v Rossii I za rubezhom. - Specialnoe obrazovanie v Rossii I za rubezhom: v 2-h chastiah/ -M.:Pechatnii dvor. pp. 117-118.

Kodifikator (bukvennie kodi kategorii invalidnosti) dlia obespecheniya identifikacii preimushestvennih vidov ogranichenii zhiznedeiatelnosti u invalidov //Url: minsoc.udmurt.ru/social/invalidi/reabilitaciya/pilot_proekt/inf/kodifikator.php

Semiatov, S.M. Reproduktivnoie zdorovie devushek-podrostkov moskovskogo megapolisa v sovremennih socialno-ekonomicheskih I ekologicheskih usloviyah. – Nauchnaia biblioteka dissertacii I avtoreferatov disserCat. //Url.:www.dissercat.com/

Islusstvennoie oplodtvorenie opasno dlia zdorovia materi I rebenka. - Demoskop Weekly № 395 – 396. - 26 oktiabria-8 noiabria 2009 //Url.: demoscope.ru/weekly/2009/0395/gazeta029.php

Elektronnie obrazovatelnie resursi novogo pokoleniya v voprosah I otvetah. – Dokumenti I materiali deiatelnosti Federalnogo agenstva po obrazovaniu za period 2004-2010 gg. (vplot do ego uprazdnenia na osnovanii Ukaza Prezidenta Rossiskoi Federacii ot 4 marta 2010 goda//Url.: www.ed.gov.ru/news/konkurs/5692