

Chapter 6

Providing Quality Education for Persons With Disabilities Through the Implementation of Individual Educational Programs Managed by the Intelligent Agents in the Sliding Mode

ABSTRACT

Professional education of persons with disabilities is an important sphere of education enabling psychically and physiologically impaired persons to get economic independence contributing to their integration in society. The quality of professional education for persons with disabilities is realized only in conditions considering specifics of communicative and cognitive activity of the students with different disability categories. The absence of these conditions in universities makes it impossible for this category of students to complete the programs of higher education. As a rule, the contents of the study programs and the study schedule do not take this category of students into consideration.

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INTRODUCTION

In unequal conditions such students have weak motivation for study, insufficient level of professional skills, they develop a consumer position. Apart from this, the reasons hindering the process of learning include architectural unavailability, insufficient psychological, medical and pedagogical support of study process; uneasiness of the teaching staff for instructing persons with disabilities.

Therefore, in conditions of unequal starting opportunities the students of this category cannot compare their success with the rest of the class and lose the strife for life goal. There arises the contradiction between the necessity of the providing education to persons with disabilities and inadequacy of the study process organization in university.

Individual study programs are based on humanistic principles, personality-oriented, differentiating, subject approach which makes them an effective mechanism of professional education for persons with disabilities.

MAIN FOCUS IN CHAPTER

Solutions and Recommendations

We suppose that in the process of implementer individual study programs in university education will provide the following effects:

- Individual opportunities of students with disabilities will be considered;
- Study process will become personality-oriented;
- Students with disabilities will be more successful;
- The quality of education will not be evaluated in categories of formal academic success but also include achievements in development of creative potential, formation of the wide range of competences and socialization of students;
- There will be a professional dialog between the specialists realizing support of persons with disabilities and instructors working on increasing their professional competences.

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