

Higher Defectology Education Development in Russia in the xxth– the First Decade of the XXIst Centuries and Prospects of its Development

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Abstract

The article aims to identify valuable-semantic reference points in historical and pedagogical experience of professional defectology education establishing and development that define the strategy of training quality and content of modern higher defectology education. The leading methods of the research were: theoretical analysis of historical-pedagogical, psychology-pedagogical literature, and archival materials; comparative-contrastive analysis of legislative, regulatory and legal documents; application of statistical data to assess processes in the sphere of higher defectology education in Russia; historical and logical method. The article provides theoretical-methodological and scientific-pedagogical prerequisites that determined the establishing and development of defectology education in Russia during the covered period; criteria defining higher defectology education in Russia are proposed; stages of defectology education development in Russia in the the XXth and the first decade of the XXIst centuries are revealed; prospects of defectology education development focused on inter-disciplinarity of knowledge (*chemistry, organic chemistry, biology & analytical chemistry*) and student-centrality in the conditions of transition to a level system of vocational training are featured. Materials of the research can be used by teachers of higher education schools to analyze fundamental issues of higher defectology education: development and perfect tasks, methods and techniques aimed to train speech pathologists.

Keywords:

Defectology, Development, Higher Education, Interdisciplinarity of knowledge

1. Introduction

Main strategies of defectology education modernization determined by transition to a multilevel system of training, realization of competency-based approach, projection of educational programs according to FSES HVE, assume basic changes in all branches of pedagogical system of higher school: contents, forms, methods, technologies. The transition of modern higher defectology education to a multilevel training requires to consider historical

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reality having both positive, and negative experience in the organization of vocational defectologists' training in Russia [1] [2].

Reforming and development of higher defectology education should be implemented in the context of national best traditions that have been developed in specialized (defectology) education in compliance with a comprehensive analysis of the current situation in higher education; new practice-focused approaches to its modernization, historical and pedagogical heritage in the field of speech pathologists' training should be taken into account to prevent mistakes caused by hasty borrowing of foreign experience [3]. Such reforming of vocational education corresponds to the state course of education development in Russia which is declared in legal documents of the last years [4].

2. Literature Review

Issues of defectologists' training were considered in research works of Azbukin[5], Nikitina [6]; Margolin[7] , Feoktistova [8] (within the period from the 40s to the 90s of the past century) studied theoretical and practical aspects of higher defectology education in connection with the history of Soviet defectology; history of surdopedagogy in the USSR was explored by Basov [9], Zhivina [10] studied the issues of training in the system of specialized vocational education of the USSR; the following issues were also the subjects of consideration: surdo-teachers' training in Russia, oligophrenopedagogy history [11] [12], establishing and development of correctional and pedagogical help in specified regions of Russia [13], increase of requirements to the quality of experts' vocational training [14]; [15], postgraduate training in the system of vocational education [16] [17].

However, despite the abundance of works devoted to the development of speech pathologists' vocational training system, most researchers consider the issue within the period of Soviet epoch, i.e. till the 90s of the past century; therefore, the assessment of historical reality is given from the position of Soviet ideology; features of higher defectology education in the conditions of transition to new public relations are poorly revealed; peculiarities of modern defectology education system functioning are not defined.

3. Results

3.1. Prerequisites of higher defectology education establishing in Russia

The training of speech pathologists was determined by the necessity to teach children with special educational needs. It should be noted that the attitude of society and state towards such people during various historical periods was connected with social and economic conditions in the country, state policy towards deaf and hearing impaired people, blind and visually impaired people, people with intellectual disabilities, speech impaired people, locomotor patients etc., legislation in the sphere of education and human rights, state of defectology science as an integrative knowledge in medicine, psychology and pedagogics. The work of Malofeyev [18] in which historical periods of establishing and development of vocational education in Russia are covered is of great significance for our research.

It follows from the research that despite philanthropic-charity activity in Russia in the middle of the XVI and up to the beginning of the XX centuries children with special health needs without pedagogical maintenance were disdained. When the society got to understand the necessity to train and educate children with disabilities, the issue of rendering specialized and qualified help to them became urgent [19] [20]. Only in the second half of the XIX

century, the training of speech pathologist took place. This work was implemented, because of available medical knowledge about the nature of various defects in child's development, foreign colleagues' experience and experts' intuition when adequate ways, methods, forms, contents of future teachers-defectologists were developed.

3.2. Creation and activity of first defectology faculties in Russia in 1918 - 1922

Before 1917 people with disabilities were held in monasteries and asylums; they worked there and got a shelter. Political changes after the revolution of 1917 rejected philanthropic principles of education and training of disabled children. A new educational policy replaced them. Such children were taken care of by the state after 1917. All types of specialized institutions received budget financing and joined a unified school network. The profession of a defectologist was, first of all, associated with the study and research of children's defectiveness and related social factors, promotion of knowledge and data on education of children with disabilities, study of practical methods aimed to educate and teach such children.

In the first years of the Soviet power the training of teachers for work with disabled children took place only in Moscow and Petrograd where short-term courses were organized for doctors and tutors of preschool institutions to prepare them to work in specialized schools (1918). Short-term courses did not provide profound knowledge and skills to deal with children's defectiveness. Serious training of teachers-defectologists which could be implemented only in the system of higher education was required. Since 1920 these courses were transformed into institutes and defectologists were trained at higher education institutions of Narkomzdrav (people's commission of health) and Narkompros (people's commission of education) system.

The analysis of archival, scientific and literature sources allowed to define **the first stage of higher defectology education establishing** in Russia in the XXth – the first decade of the XXIst centuries – a *searching stage* (1918-1922). During this period practice-oriented general defectology training of teachers for the developing system of specialized education was started. Institutes were focused on training a universal expert able to work with different categories of disabled children. The content of future defectologists' training was generally defined by studying medical disciplines. The structure of training material was based on the *linear principle*. Such structure presents separate parts of the curriculum sequentially and continuously as links of a unified complete educational subject.

As pre-revolutionary experience in training defectologists was absent in higher education of Russia, the emergence of first faculties promoted active discussion and development of projects aimed to organize and reorganize institutes for training such experts. The tasks of these educational institutions coincided with the purposes of higher school in the Soviet Russia and reflected actual needs of the republic for training defectologists. Emphasis was placed on "a mass worker", i.e. a universal expert able to work with different categories of disabled children. According to the first organizers of defectology education [5] [21], a four-year term of training gave future experts an opportunity to gain versatile encyclopedic knowledge.

3.3. Change of education content of teachers-defectologists' training in the system of higher education in the XX – the first decade of the XXI centuries

The content of education is understood as a system of scientific knowledge, practical abilities and skills, world outlook, moral and esthetic ideas which students need to master in the course of training. On the basis of specified criteria (dominance of an educational paradigm, change of education content, emergence of a teacher-defectologist) the subsequent stages of establishing higher defectology education in Russia in the XX – the first decade of the XXI centuries were defined.

The second stage – *institutional* (1923-1960). The research shows that searching of higher defectology education content in the 20s – 30s was closely connected with the development of methodological issues of defectology. The organization and perfecting of higher defectology education took place in the context of paedological ideas of Vygotsky [22]. Introduction of general compulsory elementary education for "physically handicapped, mentally retarded and speech impaired (logopathy) children and teenagers" (1931) promoted a new spiral of pedagogical workers' training for such schools, changed the content of training, extended curricula and enriched them with such disciplines as Russian, Literature, Maths, Physics; that gave defectologists the chance to teach at schools with a seven-year term of learning.

At the beginning of the Great Patriotic War students graduated ahead of schedule and many faculties temporarily stopped their work. Accelerated training of specialists took place in absentia. The content of defectology education was arranged in a *concentric way*; the same subjects were considered several times that assumed their specification and enrichment with new educational information. Steady training and educational work of defectology faculties started in 1945 – the late 50s.

The third stage – *stabilization* (1960 – the early 90s). Profound specialization of future defectologists during the period from the 60s –the end of 80s took place according to the following profiles: teacher-logopedist of schools for mentally-retarded children; primary school teacher for hearing retarded children; teacher-logopedist of secondary schools, preschool and medical institutions, etc. The content of education had a *spiral-shaped character*. Students got acquainted with problems the solution of which assumed continuous return, expansion and enrichment of knowledge and ways of activity aimed to organize work with disabled children. Socio-political changes in the society in the late eighties changed the attitude to disabled people. The improvement of students' humanitarian training at defectology faculties affected the increasing influence of psychological disciplines in the content of higher school education.

The fourth stage – *innovative* (early 90s – 2000). During the period of the early 90s – up to 2000 defectology experts were trained within the frames of traditional higher education; the term of training made 5 years; graduates got the following qualifications: tiphlo-teacher, surdo-teacher, oligofreno-teacher, speech therapist, special psychologist. The content of education was fixed in State educational standards of higher education of the first generation (1995).

The fifth stage – *modernization* (2000-2010). State educational standards of the second and third generation were published (2000, 2005). Essential changes in the content of higher defectology education took place in 2010 when all higher education institutions of Russia finished the transition to a level system of training defectologists on the basis of competence-based approach. The standard of Bachelors' degree training (2010) differentiates directions and profiles of students' training. Within "Vocational (Defectology) Education" it is recommended to open the following profiles of preparation: logopaedics,

oligophrenopedagogy, surdopedagogy, tiphlopedagogy, special psychology. Thus, modern multilevel model provides basic higher education (Bachelor's degree, a four-year term of training) and complete higher education (Master' degree, a two-year term of training); it is built according to a *modular approach* (Table 1).

Table 1. Transformation of principles aimed to create education content in the system of teachers-defectologists' training in higher education of Russia

Period of time	Principle of education creation	of content	Main characteristic	Specialist-defectologist's profile
1918 - the 1930s	Linear principle		Serial studying of disciplines of each block	Teacher-defectologist (universal expert)
1930 - the 1960s	Concentric principle		Gradual enrichment with new information at repeated studying of some disciplines	Tiphlo-teacher, surdo-teacher, olingofreno-teacher, speech therapist
1960 - 2000.	Spiral-shaped principle		Continuous return to previous subjects at studying new material	Double profile of the teacher-defectologist: speech-therapist, primary school teacher; olingofreno-teacher, Maths teacher of schools for mentally retarded children; surdo-teacher, primary school teacher of the Russian language
Since 2000.	Modular principle		Studying of various modules and blocks of various disciplines	Bachelor's (Master's) degree in the field of specialized (defectology) education according to profiles

3.4. Prospects of higher defectology education content development in Russia in connection with transition to a level vocational training

Every year the number of people who need special (correctional) help increases. At present the defectologist has to deal with complex combined defects of development. For example, cerebroasthenic syndrome and mental retardation, psychopathy and speech disorder, hydrocephalus syndrome and vision disorders, minimal cerebral dysfunction and bradyacuasia, infantile cerebral paralysis and speech disorder, autism and mental disorder, etc. Therefore, an expert should have knowledge of different defects interaction, the way to

minimize and eliminate them, the way to avoid aggravation and complication of diseases not to allow the development of secondary and tertiary deviations. In this connection, along with knowledge of specific (correctional) pedagogics during the work with such category of children it is important for a competent defectologist to get knowledge of clinical psychology.

The current situation allows a future defectologist to implement their activity in education, health care, and people's social protection institutions; it requires their abilities to work with different age and social categories of population. In this regard, we believe it is necessary to introduce into training programs of higher educational institutions which are engaged in training of defectologists, knowledge of the juvenile law which is aimed to protect the rights of minors; experts should be able to use main legal documents of juvenile justice in their activity.

Media tools in modern information conditions will allow defectologists to master ways of communication on the basis of nonverbal forms of communication. In relation to vocational education their role increases when it comes to work with children having touch defects and speech disorders as they need the application of specific technical means of training.

At present the problem of communication culture of the defectologist is urgent. The publicity of this profession assumes communication with colleagues, parents, other experts participating in the correctional process. Specialist's literacy is defined by abilities to explain professional subjects intelligibly both to experts, and people of other professions.

4. Discussions

Vocational training of defectologists in Russia has its own history and characteristic content that allows to speak about it as a significant scientific issue. Reorganization of higher defectology education on the basis of competence-based approach is inconceivable without positive historical experience in defectologists' vocational training organization, knowledge of historical prerequisites of higher defectology education establishing in Russia as well as modern, expanding basis. Historical prerequisites are the following: change of society and state's attitude to disabled people; development of defectology science; availability of demand in specialists-defectologists in educational practice. Prerequisites that appeared in the last decades: increase of disabled children and adults; development of integration in preschool and school education as one of the forms of vocational education of disabled people; increase of application of health saving technologies in education.

The establishing of higher defectology education in the XX century in Russia was implemented on a stage-based approach and depended on changing social and economic conditions, development of defectology science, attitude of society towards disabled people and policy of the state in the sphere of vocational (correctional) education. On the basis of higher defectology education development criteria in Russia (dominance of an educational paradigm, change of education content, emergence of specialization of the teacher-defectologist) the following stages in the development of the studied process have been singled out:

I - searching (1918-1922) –general defectology training of specialists for work with children with various disorders in their development;

II - institutional (1923-1960) – definition and searching of defectologists' training content in the directions: surdo-, tiphlo-, oligophrenopedagogy, including three sub-stages: the first sub-stage – 1923-1929 – searching of pedagogical content of defectologists' training in three directions: surdo-, tiphlo-, oligophrenopedagogy; the second sub-stage – 1930-1945 – differentiation of specialty according to a double profile; the third sub-stage – 1945 – the end of the 50s – stabilization of education content and strengthening of teaching and educational work at defectology faculties;

III – stabilization (1960 - the beginning of the 90s - training of defectologists for the system of preschool education in institutions of different types; training of specialists according to a double profile;

IV – innovative (the beginning of the 90s – 2000) - deepening of future defectologists' specialization in the directions determined by the qualifier of specialties: surdo-, tiphlo-, oligophrenopedagogy, logopaedics, special psychology;

V - modernization (2000 - 2010) - multilevel standardization of defectology education content on the basis of competence-based approach, strengthening of specialization in training of defectologists, interdisciplinary nature of training, personality focused approach.

First defectology faculties in Russia in 1918 - 1922 were practice-focused; they realized general defectology training of teachers-defectologists. All higher education institutions tended to train a universal defectologist able to work with different categories of disabled children. Due to the dominance of medical pedagogics theory in defectology science, the content of future defectologists' education was specified by studying medical disciplines.

Throughout the studied period higher defectology education in Russia applied different organizational forms of degree and post-degree education; they changed and got complicated according to emerging requirements. The variety of organizational forms was connected with heterogeneity of personnel in institutions for disabled children, strengthening of specialized training, and searching of various forms of defectologists' education. Full-time, evening, correspondence departments, external studies, advanced training and retraining courses of defectologists once having arisen, gain further development and exist in the modern system of higher defectology education which is focused on training continuity, life-long professional perfecting of teachers-defectologists. But present situation requires more; it demands a high level of self-organization from future defectologists. Master's degree assumes a lot of students' independent work, activity, use of search methods. Distant forms of education can promote it. At the present stage interactive methods and tutorials stimulating students' professional mobility and competitiveness substantially enrich degree and post-degree higher defectology education.

Modern higher defectology education, in the conditions of Bachelor's degree, connected with profile preparation at a qualitatively new level and having interdisciplinary character, sets the task to prepare graduates possessing professional mobility and mastering modern technologies in selection of tools and methods in work with disabled children, capable to work on the basis of pedagogical, medical, social institutions. It is connected with the integration of future defectologists' knowledge from related subjects, among which clinical psychology and specialized pedagogics, juvenile law and media pedagogics in vocational education, pedagogics of communication, teacher-defectologist's communicative culture, rhetoric.

5. Conclusions

Thus, methodological approaches to the research of establishing and development of higher defectology education in Russia in the XX - the first decade of the XXI centuries have been proved in the article: systemic, axiological, competence-based; they allow to consider higher defectology education establishing as a complex social purposeful system; to reveal valuable and semantic reference points in historical and pedagogical experience and to prove special value of those educational systems which took place at all stages of professional defectology education development and determined the strategy of training quality and higher defectology education content focused on modern requirements for the expert.

Historical prerequisites of defectologists' training system in Russia have been singled out (change of public and state's attitude towards disabled people, development of defectology science, demand for specialists-defectologists) and prerequisites expanding modern prerequisite basis (increase in number of disabled children and adults; development of integration in preschool and school education as one of the forms of specialized education of disabled people; increase of health saving technologies application in education).

Stages of higher defectology education establishing in Russia in the XX – the first decade of the XXI centuries have been defined on the basis of developed criteria (dominance of an educational paradigm, change of education content, emergence of specialization of the teacher-defectologist); tendencies of their development have been revealed. Each of the designated five stages has its chronological framework, name and contents.

The specificity of education content and activity of first defectology faculties in Russia have been brought out; it has been underlined that they were practice-focused and trained a universal specialist-defectologist able to work with different categories of disabled people, mainly with clinical characteristics of disorders and medical ways of correction taken into consideration.

Prospects of defectology education development on the basis of theoretical and practical experience analysis of teachers-defectologists' training at higher education institutions have been described; they are focused on inter-disciplinarity of knowledge (chemistry, organic chemistry, biology & analytical chemistry) [23], [24], [25] and student-centrality [26], [27], [28] in the conditions of transition to a level system of vocational training.

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