

Title: Special Education Paradigm in Contemporary Vital Environment at Educational Institutions



Oksana V. Zashchirinskaia

(Guest Editor)

Department of Pedagogics and Pedagogical Psychology,
Saint Petersburg State University,
199034, 7/9 Universitetskaya Emb.,
Saint Petersburg,
Russian Federation
E-mail: zashchirinskaia5112@ubogazici.in
<https://orcid.org/0000-0002-2666-3529>

Proposal

In the process of society development, transformations of various spheres of human life take place, inventions appear, approaches are discovered that improve the quality of life and increase the efficiency of resource use. Education plays a significant role in this rhythm, namely the introduction of new teaching and communication methods with students, the use of assistive devices such as microscopes, computer programs, interactive games, etc. This allows to improve the general condition of society, because a well-educated society is capable of improving its living conditions and the quality of life in general.

According to the World Health Organization, about 1-3% of the world's population has a certain form of intellectual disability. This can be confirmed by the relevance of the appeal of scientists and social organizations to subjects such as special education for people with disabilities and inclusive education. These directions of the provision of education require a detailed study, the development of various concepts for translating educational methods into practice, and studying the effectiveness of student learning. This is conditioned upon the fact that various forms of disability have their own impact on the psyche and/or physical condition of a person, which requires the development of various strategies for communicating information and, in general, training such persons. Such an education can facilitate the social participation of people with disabilities, help them get decent jobs, implement social initiatives and business projects.

Special education requires high-quality modern research from a scientific standpoint and analysis of its practical implementation and use in the general education system. Scientists and practitioners come together to imagine the perception of different areas of life by people with disabilities. Scientists also seek to understand which approaches, particularly disciplinary ones, should be used for disability analysis. The studies presented in this issue are aimed at analyzing the state of special education in various educational institutions. The scientists who conducted this study actively work with people with disabilities and know all things special education.

This issue would be devoted (but not limited) to the following topics:

1. General condition of special education for people with disabilities.
2. Ways to provide medical and pedagogical, professional and social aid in special education.
3. What resources are needed to improve the state of special education?
4. Scientific approaches to solving special education issues.
5. Training of school teachers for teaching children with disabilities.
6. The development of an inclusive culture and practice in educational and vocational institutions.

This issue will contribute to the development of the education system, and in particular the field of special education. The research will be useful for researchers studying disability, educational reforms, for social workers, social organizations, teachers, students of pedagogical, sociological, psychological departments.
