

Оглавление

INTRODUCTION	7
1. THE PROFESSIONAL AND SOCIAL REQUIREMENTS OF SOCIETY	8
1.1. Human rights and obligations at work.....	8
1.1.1. Right to work	8
1.1.2. Professions and their classifications	9
1.1.3. Professional standards	9
1.2. Preparing for work activities	10
1.2.1. Right to education.....	10
1.2.2. Medical restrictions on choosing an occupation.....	11
1.3. Socio-psychological constraints	12
1.3.1. The psychology of perceiving one's own limitations.....	12
1.3.2. The psychology of the perception of disability by others.....	13
2. THE POSSIBILITIES AND LIMITS OF SOCIO-PSYCHOLOGICAL ADAPTATION	15
2.1. Features and types of physiological adaptation.....	15
2.1.1. Adaptation: process and result.....	15
2.1.2. Types of physiological adaptation: urgent and long-term	15
2.1.3. Consistency of structural and functional changes.....	16
2.2. Adaptive capabilities and their limits	16
2.2.1. Continuity of adaptation	16
2.2.2. Body reserves: myths and physiological reality	17
2.2.3. Stress and adaptation	17
2.3. Techniques for restoring functional states arising in professional activities.....	19
2.3.1. Functional states of a person.....	19
2.3.2. A classification of the states	19
2.3.3. Stages of development of states.....	19
2.3.4. Techniques of functional state recovery	20
3. GOAL SETTING, SELF-EDUCATION AND SELF-DEVELOPMENT.....	22
3.1. Development through self-education	22
3.1.1. Growth, development and self-development	22
3.1.2. Goals for self-development.....	23
3.2. Education as a tool for human development	23
3.2.1. Transformation of education today.....	23
3.2.2. Common learning space	24
3.3. Continuing self-education	26
3.3.1. Ways to organise self-education.....	27
3.3.2. Learning styles.....	28
3.3.3. Technologies to support self-education and self-development.....	29

4. PERSONAL RESOURCES AND ADAPTATION	31
4.1. Developing a scientific approach to adaptation.....	31
4.1.1. History of the study of human adaptation.....	31
4.1.2. Scientific understanding of the problem of adaptation	32
4.1.3. A modern approach to understanding adaptation and maladaptation	33
4.2. The dynamics of adaptation	34
4.2.1. Stages of adaptation.....	34
4.2.2. Factors for successful adaptation.....	34
4.2.3. Impact on successful adaptation factors	35
4.3. Signs, characteristics, types of maladaptation	36
4.3.1. Man and the environment	36
4.3.2. A person in a difficult situation	37
4.3.3. Signs of maladaptation	38
5. INTERACTION IN PROFESSIONAL ACTIVITY	39
5.1. Social adaptation types and features.....	39
5.1.1. Features of social adaptation process.....	39
5.1.2. Social adaptation stages.....	39
5.1.3. Social adaptation types	41
5.2. Social adaptation levels	41
5.2.1. Macro- and micro-, objective and subjective levels of adaptation	41
5.2.2. Criteria for determining the social adaptation levels	42
5.3. Social adaptation of people with disabilities	43
5.3.1. Typical barriers of people with disabilities.....	43
5.3.2. Social inclusion of people with disabilities in the society	45
6. WORKING IN AN ORGANIZATION IN MODERN CONDITIONS.....	48
6.1. The place of digital information technologies in professional activity at the present stage.....	48
6.1.1. Digital technologies in the modern world	48
6.1.2. What is digital information technology?.....	48
6.1.3. What skills does a person need to work with digital informational technologies?	49
6.2. Digital tools of social and professional interaction	50
6.2.1. Digital tools of social interaction	50
6.2.2. Digital tools for professional communication within the organization	51
6.3. How interactions change when you go online.....	52
6.3.1. Changing the communicative side of interaction	52
6.3.2. Changing the interactive side of communication	53
6.3.3. Changes in the perceptual side of communication	54

7. FORMATION OF AN INCLUSIVE URBAN ENVIRONMENT AND PSYCHOLOGICAL ADAPTATION	56
7.1. General scientific understanding of psychological adaptation	56
7.1.1. Defining psychological adaptation	56
7.1.2. Indicators of psychological adjustment	57
7.1.3. Indicators of psychological maladaptation	57
7.2. Adaptive capacity of the individual	59
7.2.1. Personal adaptation resources	59
7.2.2. Self-assessment of personal adaptation resources in the current context	60
7.2.3. Limitations in adaptive capacity of the individual	61
7.3. Psychological self-regulation	62
7.3.1. Defining mental self-regulation	62
7.3.2. Classification of mental self-regulation	62
7.3.3. Methods of self-regulation	64
Bibliographic list	66

INTRODUCTION

The aim of the course “Social adaptation of persons with disabilities in the conditions of professional activity” is to master the legal, psychological and sociological tools to necessary for self-organisation, self-development, enhancing the ability to work in a team, social and psychological adaptation of persons with disabilities to live a full life in a professional environment, taking into account the requirements of the labour market.

This course focuses on the formation of one universal competence and two professional competences. Three indicators as indicators of mastering the respective competences are the basis for the development of this training textbook (table below).

Table

Universal and professional competences in the course

Competences	Indicators
UK-6. Is able to identify and implement priorities for his/her own work and how to improve it on the basis of self-assessment	UK-6.3. Building a trajectory of professional growth taking into account self-esteem and labor market requirements (including using digital means)
PC-1. Able to organize the effective operation of the production activities of a construction contracting organization and coordinate the work of all departments	PC-1.10. Selecting methods for effective production communication in a construction contractor, in negotiations with the customer, in meetings
PC-3. Able to carry out strategic and operational management in the field of production and financial and economic activities of a construction contracting organization	PC-3.4. Analysis and assessment of promising scientific and technological developments in order to increase the efficiency of the construction contractor's activities

The theoretical material (7 lesson topics) will provide you with knowledge from various scientific fields: law, sociology, psychology and physiology. This knowledge (adapting to professional life) is essential for people with disabilities and those experiencing physiological, psychological or social adjustment problems.

You will learn:

- what a person's capacities and limitations are affecting the adaptation process;
- how to overcome adaptation limitations by relying on inner resources;
- what are the characteristics of physiological, psychological and social adaptation;
- the specific features of modern professional working conditions.

1. THE PROFESSIONAL AND SOCIAL REQUIREMENTS OF SOCIETY

Main aims and outcomes

As a result of studying this material, you will learn:

- all types of work are subject to professional requirements;
- the rights and obligations of the individual in the workplace are regulated by national laws;
- medical restrictions in professional activity are temporary and the list of restrictions is constantly reviewed;
- the most powerful and difficult to overcome limitations are those imposed on oneself by the individual.

Keywords: professional requirements, medical restrictions, individual limitations.

1.1. Human rights and obligations at work

In modern society, the state assumes certain obligations towards the population of the country and organises a system to enforce and maintain the requirements adopted by popular vote. The state, for its part, assumes responsibility for complying with the adopted requirements, norms and rules.

1.1.1. Right to work

The “Constitution of the Russian Federation”, which was adopted by popular vote on 12.12.1993 (approved as amended on 01.07.2020) states in article 37:

- 1) labour is free. Everyone has the right to freely use his/her labour capabilities, to choose the type of activity and profession;
- 2) forced labour is banned;
- 3) everyone has the right to work in health and safety conditions, to receive remuneration for labour without any discrimination whatsoever and not lower the minimum wage established by federal law, as well as the right to protection against unemployment;
- 4) the right to individual and collective labour disputes with the use of methods for their resolution established by federal law, including the right to strike, shall be recognised;
- 5) everyone shall have the right to rest. The duration of working time, days off and public holidays, and annual paid leave, established by federal law, shall be guaranteed to those working by labour contracts.

The state assumes responsibility for preparing people for work (the right to education), for safe and hygienic working conditions and for protection against unemployment.

The state establishes a system of labour management, which includes legislative, executive and judicial powers. The main socio-economic relations in the country, methods of management and mechanism of their use are regulated centrally.

The legislature adopts laws containing binding rules of conduct, including those governing social and labour relations.

The executive executes the laws. The judiciary administers justice: the punishment of offenders and the resolution of problems and conflicts related to the application of labour law.

The Ministry of Labour and Social Protection of the Russian Federation is the central body of the federal executive power that manages and coordinates the work of a unified state policy in the field of labour, employment and social issues. The Ministry is responsible, among other things, for managing labour, providing state support for the activities of public associations of disabled people, veterans and pensioners, as well as non-profit organisations implementing socially significant projects in the fields of employment, social services and social support.

1.1.2. Professions and their classifications

Everyone is free to choose a profession. Do you know how many professions there are in the world?

According to a rough estimate, there are over 40,000 professions in the world. It is difficult to give a more exact figure: new professions appear and old ones disappear every year.

The basic concept and model of the Occupational classification system ISCO-08 developed by the International Labour Organization (ILO) is based on the terms “occupation” and “training”.

An “occupation” is defined as “a set of activities whose tasks and responsibilities have a high degree of similarity.

“Training” is defined as “the ability to carry out the tasks and responsibilities of certain occupations”. To divide activities into groups, the classifier uses two indicators of training — “level of training” and “specialisation”.

The ILO Classification comprises 436 basic occupational groups. 9333 occupations have been described in the International Standard Classification of Occupations (ISCO).

The existence of a list of occupations and international labour standards (ILO) promotes accessible, productive and sustainable work throughout the world in conditions of freedom, equity, security and dignity. It is a condition for the mobility of the working population (ISCO-08 “Structure, group definitions and correspondence tables”).

The best-known classification of professions is that proposed by the psychologist E.A. Klimov in Russia. The criterion for dividing professions is a person's relation to the object of labour.

Man – nature: representatives of this type deal with plant and animal organisms, micro-organisms and conditions of their existence.

Man – technology: workers deal with inanimate, technical objects of labour.

Person – person: the objects of interest, recognition, service, transformation are social systems, communities, population groups, people of different ages.

Man – the sign system: natural and artificial languages, conventional signs, symbols, numbers, formulas are of interest here.

Man – an artistic image: in professions of this type, a worker sees the world, first of all, as a certain given, in which it is possible to find, single out the beautiful, the beautiful. Such a person is concerned about the world as an area which can be transformed and into which beauty, comfort, an emotionally touching form of content can be brought.

1.1.3. Professional standards

In Russia, professional standards have been implemented since 2016 in accordance with Federal Law No 122-FZ. Before that, professional qualifications were used as a basis for professional activities. The main purpose of developing and introducing professional standards was to improve the labour productivity of workers by standardising and unifying the requirements to the level of their professional training and the results of their professional activity.

A professional standard is a characteristic of the qualification necessary for an employee to perform a certain type of professional activity, including the performance of a certain work function.

The structure of the professional standard includes the following sections.

Section I. General information: the type of professional activity and its purpose.

Section II. The list of generalized labor functions. Each function has a qualification level number.

Section III. Characteristics of generalised job functions (knowledge, actions, skills). List of jobs, experience and education requirements. List of work activities.

Section IV. Information on the developers of the professional standard: organisation and composition of the working group responsible for the development.

The concepts of knowledge, abilities, skills, experience are specified and clarified in accordance with the branch and professional specificity in each particular professional standard.

Nine levels are used to describe the qualifications. The criteria for dividing into levels are: authority and responsibility; nature of skills; level of knowledge; main ways of achieving the relevant qualification level (level of education).

The first levels contain a minimum set of requirements for skills and abilities, there are no requirements for education. These are typically physical work.

Then the requirements gradually increase. The share of autonomy in decision-making, responsibility, self-control and self-assessment increases. Competence and a certain level of education are prerequisites.

Managers at the highest, ninth, qualification level must have an academic degree, having successfully completed postgraduate, residency or adjunct study. Higher level specialists are required to have professional knowledge, methodological and research competence. Their responsibilities include defining strategy, managing large systems and taking responsibility for results at international and/or national level.

Professional requirements are influenced by external and internal factors in the organisation, such as new technologies, changes in organisational structure, optimisation and redistribution of functions within departments, etc. Consequently, the criteria for assessing professional requirements may vary from organisation to organisation.

Standard professional requirements are most demanded in organisations focusing on statistical efficiency. If the organization needs to develop dynamically, relying only on standard requirements can be a limiting factor for the development of personnel and, as a consequence, the organization as a whole.

In such cases, the competence requirements are split into two assessment tools: the core competence requirements are included in the competence model of the department or position group and the knowledge requirements are included in the competence tests and/or training plans.

1.2. Preparing for work activities

The working life of modern society has become so complex that it takes decades to learn a trade or profession. In the mid-twentieth century, the aim was to have a “lifelong” education. The 21st century gave birth to a new slogan: “education for life”. Advances in technology are so fast that people are not able to remain in their professions with what they learned in college.

1.2.1. Right to education

The right of every person to education was first enshrined in Article 26 of the Universal Declaration of Human Rights (adopted by the UN General Assembly on 10 December 1948). Each state, having signed this international document, formulates its obligations for the implementation of this right.

The Constitution of the Russian Federation from 12.12.1993 (changed on July 1, 2020) according to chapter 2 of article 43 states:

- everyone has the right to education;
- general access and free pre-school, basic general and secondary professional education in state or municipal educational institutions and enterprises is guaranteed;
- guarantees shall be provided for general access to and free pre-school, secondary and high vocational education in state or municipal institutions and at enterprises;
- everyone shall have the right to obtain, on a competitive basis, free higher education in state or municipal educational institutions and enterprises;
- basic general education is compulsory. Parents or persons in loco parentis shall ensure that children receive a basic general education;
- the Russian Federation establishes federal state educational standards and supports various forms of education and self-education.

There is a qualitative change in education at all levels: primary, secondary, and higher. The content and forms, teaching and learning conditions, and monitoring are changing. The traditional approach to training specialists has been replaced by a competence-based approach, and the very notion of education is changing its meaning.

1.2.2. Medical restrictions on choosing an occupation

People strive to find an occupation “suited to them” so that they can fulfil their desires and intentions to the best of their ability and fulfil themselves. Otherwise, people feel out of place and suffer from this.

On the other hand, a profession also “chooses” its own people. Whichever profession you choose to master, you will inevitably encounter limitations, including health ones, which society imposes on its representatives.

After the Second World War (April 7, 1948) it was decided to create the World Health Organization (WHO) with the object of attaining the highest possible level of health for all the peoples of the world.

All occupations have an impact on health, and can lead to occupational diseases. For this reason, the medical profession specifies the health requirements for the working population and working conditions, and strictly monitors the observance of these requirements. Everyone is subject to medical check-ups, but some take them every year or every three years, and others before they go to work.

There are entry requirements, i.e. those that determine whether a person, having mastered a profession, can subsequently work in it. Medical professionals pay particular attention to professions in which the lives of both the individual and others depend on the specialist.

According to the Resolution of Government of the Russian Federation, today in Russia there are at least 30 areas of higher education, which are not accessible without the obligatory preliminary medical examination in the order set during the conclusion of the labour agreement or the service contract on the relevant position or speciality. In particular, these areas include: nuclear power engineering and thermal physics; ship navigation; nursing; food products from vegetable raw materials; pedagogical education, etc. Similar lists exist for secondary vocational education.

The list of medical restrictions on a particular occupation is periodically revised. The nature of work is changing, working conditions are improving, and medical progress is impressive. The range of occupations is rapidly widening, and technology now makes it possible for people who were on the “restricted” list to be trained and included in occupations that were unthinkable even ten years ago. All this makes it possible to widen the circle of people for whom medical restrictions are fully or partially removed.

In recent years, a new term “conditionally” healthy people have emerged in medicine. This category now includes all those who have crossed the forty-year mark without seeking medical care. The attempt to define health in terms of the absence of disease, that is, a list of symptoms and complaints (he who is healthy is not ill), does not work. There is no illness, but there is no health: one is lethargic, does not sleep well, has difficulty moving around, reacts to the weather, etc.

It should be stressed that the issue of health is not just a medical problem. It is also an economic problem, as it involves additional monetary expenditure by the state: pensions, supplements, benefits, special living and working conditions.

In 1980, the World Health Organisation (WHO) has adopted a disability scale with three components.

The first is called “disability”. It refers to any loss or abnormality (psychological, physiological, anatomical structure or function).

The second stage describes a person with a disability or loss of ability to perform an activity that is considered normal for other people.

The third stage is disability.

Persons with disabilities include those who are physically and/or mentally handicapped, who have significant mental or physical disabilities caused by severe congenital or acquired disabilities, and who therefore require special accommodations.

It should be emphasised that these disabilities are reflected in the person's social life. These include visual, hearing, speech, immune system and internal organ disorders, autism, Down's syndrome and others.

In the case of children, special basic adapted educational programmes (AOP) for "special pupils" are developed for them. According to the Federal State Educational Standards it is recommended to educate these children in inclusive schools and Centres of Psycho-pedagogical, Medical and Social Assistance.

Today, many universities in the country offer the opportunity for persons with disabilities and persons with disabilities to receive quality vocational education. The higher or secondary vocational schools are supposed to have additional or corrected curricula, the possibility to study remotely (online). It should not be forgotten that modern education emphasises self-education of a person.

The human right to education is thus fully realised, regardless of the limitations imposed on a person by his or her state of health.

After carefully studying this section, talk to yourself about the main thoughts and ideas again. If you have any questions, write them down. Compare your thoughts and ideas with the outcome after completing the topic. Test your knowledge after studying the topic.

1.3. Socio-psychological constraints

1.3.1. The psychology of perceiving one's own limitations

The problem of limitations is one of the most curious to be studied by psychologists. Man is by nature a very limited person when compared to other living species. But, unlike others, man is aware of his limitations, and he dislikes them. One could say that man simply cannot stand limitations, and is painfully aware of them, and strives to remove them.

The history of human development is a history of overcoming limitations; each generation would find something that would widen man's options, remove physical, physiological, social, psychological, philosophical, and religious limitations.

Yes, nature gave man a unique ability to push his boundaries. It is a great gift, but it is also a great risk, a responsibility that one cannot easily accept. Society seems to rush to impose new limits as soon as a person overcomes those that are already there. A lack of innate brakes forces one to invent external ones.

A fantasy story describes a kind of experiment. There are people living in a metropolis who have never left the city in their entire lives, nor have they ever wanted to. These people are offered a lot of money on the condition that in the next three years they won't leave the city. There turned out to be a lot of people willing to agree to such an experiment. Everyone laughed when they signed the agreement. They kept laughing and then forgot. But their subconscious mind did not forget. When there was not much time left before the end of the period, people started to come to the city line which they were not allowed to cross. They came, went and came back again. They thought. Nobody laughed, their happiness disappeared, and they suffered from insomnia in the night. No one annulled the contract, though they were not afraid of losing money; money ceased to have any meaning for them at all.

The realisation that not only these three years, but their whole lives had been limited was beginning to drive them insane. They knew only one way from home to work and back, at weekends lying on the sofa watching what was on, not only outside the city, they did not see anything inside the city either. This burden turned out to be so overwhelming that when they reached the "forbidden line" they committed suicide.

Yes, restrictions are a heavy burden on a person. You always want exactly what you can't have. It's hard to accept that someone or something has deprived you of choices or drastically limited your options.

But, interestingly enough. It turns out that there is another source of limitation — the person himself. This type of limitation is the most powerful and the most paradoxical: it is difficult to understand why and for what reason a person benevolently restricts himself. But he does.

How to deal with personal limitations? Firstly, you need to recognise the source of the limitation. Who says you can't? The other person is not you, maybe he is the one who cannot. Whether you can, only you can know. Secondly, no one can remove these limitations except the person himself. You have to take action. It's important to understand that, otherwise you may end up in a cramped cage built by yourself.

1.3.2. The psychology of the perception of disability by others

Any professional activity takes place in society and involves the presence of teams and interpersonal interaction within them. The socio-psychological constraints that arise within professional teams cannot be removed by orders "from above". Each person has to establish relations with colleagues on his or her own, to overcome interpersonal obstacles, and this path is difficult for everyone.

Particularly difficult are those who, for whatever reason, find themselves on the 'disabled' list, those who have to work special hours or refuse to carry out certain tasks. There are always those who view them with distrust and sometimes dislike. People don't like it in principle when someone is put in a special position. They don't care what the reason is for putting someone "in a more privileged position" than them. They feel bad about themselves, they feel hurt, and this is what determines their behaviour.

As a rule, this behaviour is already established in childhood. For example, an older child in relation to a younger one and vice versa: "Why should he be allowed and I shouldn't?" Growing up, a person always finds reasons to show this feeling. So, if you see someone react in this way, don't take it personally: they are like that with everyone else.

A little clarification should be made here. In order to be welcomed in any company, you must be able to give back, that is, be a good storyteller, an appreciative listener and, of course, show goodwill in dealing with people, and approach any situation with a sense of humor. Difficult? Not at all, as all this depends only on you and is under your control.

Another aspect of a person's entry into a professional team can be highlighted. There are major differences in adaptation between women and men.

Professional life involves adaptation in two dimensions.

Firstly, the work activity itself.

Secondly, the social environment in which this activity takes place.

Women, as a rule, start with getting used to the new social environment, trying to join a collective and to occupy a certain place in it. For them, work takes second place to their previous work experience. As a result, adaptation for women is difficult, requires considerable physical and psychological resources, and is often a source of nervous breakdowns, injuries and complaints.

Men do things differently. They adopt a new activity, relegating their social environment to the background. They do not impose themselves on the team, seeking to achieve concrete success in the work and it is through the work to gain recognition. This approach proves to be more productive: men adapt faster, their physiological and mental costs are not high.

People "with disabilities" are more likely to follow the feminine, unproductive path. Lack of confidence in themselves and their capabilities pushes them down an unproductive path. Become a real professional and the problem of social adaptation will begin to disappear on its own. Not immediately, of course, but it will lose its intensity.

Конец ознакомительного фрагмента.

Приобрести книгу можно

в интернет-магазине

«Электронный универс»

e-Univers.ru