Ю. Б. Ащеулов, В. А. Чвякин, Л. В. Козилова

Обеспечение психологической безопасности лиц с ограниченными возможностями здоровья с учетом гендерных и возрастных особенностей

Введение. Актуальность исследования связана с тем, что психологическая безопасность лиц с ограниченными возможностями здоровья и других субъектов образовательной среды является ведущей характеристикой, определяющей ее развивающий характер.

Цель исследования состояла в изучении мнения студентов о возможностях и способностях граждан, имеющих ограниченные возможности здоровья (ОВЗ) и формировании к ним толерантного отношения, а значит их социальной и психологической безопасности.

Материалы и методы. Исследование осуществлялось на базе Воронежского государственного промышленно-гуманитарного колледжа (Российская Федерация) в котором приняло участие 1000 человек (среди них 46,3% юношей и 53,7% девушек). Методы исследования: анкетирование; корреляционный анализ по Спирмену; метод главных компонент; семантический анализ.

Результаты. На этапе констатирующего эксперимента частично освещена проблема психологической безопасности лиц, имеющих ОВЗ. Анализ экспериментальных данных, полученных в результате анкетирования, показал, что на момент опроса 77,7% респондентов по гендерному признаку (42,2% – мужчины, 35,4% – женщины) относятся к людям, имеющим ОВЗ как к обычным людям, признавая их навыки, достоинства и способности. К инвалидам, как к людям постоянно нуждающимся в помощи, относится – 12,6% опрошенных (6,8% мужчин, 5,8% – женщин), испытывают жалость 4,8% опрошенных (2,5% мужчин и 2,3% женщин).

Заключение. Результаты факторного анализа позволили выявить главный фактор «толерантное отношение к лицам, имеющим ОВЗ», который не зависит от возрастных и гендерных признаков респондентов. Как правило, это отношение формируется в результате общения с ними (т.е. с лицами с ОВЗ). Все респонденты намерены относиться к лицам с ограниченными возможностями здоровья к обычным людям, достойным жить как все окружающие, и при этом как к людям с дополнительными (особыми) потребностями, а не с ограниченными возможностями.

Ключевые слова: психологическая безопасность, лица с ограниченными возможностями здоровья, толерантное отношение, образовательная среда, анализ мнений студентов

Ссылка для цитирования:
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Ensuring psychological safety for people with disabilities, taking into account gender and age characteristics

Introduction. The relevance of the study is due to the fact that the psychological safety of people with disabilities and other subjects of the educational environment is the leading characteristic that determines its developmental nature.

The aim of this study was to examine the students’ opinion about the capabilities and abilities of people with disabilities or impairments (PWDs) and the formation of a tolerant attitude towards them, i.e. their social and psychological safety.

Materials and methods. The study was carried out on the basis of the Voronezh State Industrial and Humanitarian College (Russian Federation). 1000 people took part in the survey (among those were 46.3% of male and 53.7% of female). Methods of study: questionnaire; the Spearman correlation coefficient analysis; principal component method; semantic analysis.

Results. The problem of psychological safety for people with disabilities was partially covered at the stage of the ascertaining experiment. The analysis of experimental data obtained as a result of the survey showed that at the time of the survey 77.7% of respondents by gender (42.2% – men, 35.4% – women) treat people with disabilities as ordinary people, recognizing their skills, dignity and abilities. 12.6% of respondents treat PWDs as people in constant need of help (6.8% – men, 5.8% – women), 4.8% of respondents feel sorry for PWDs (2.5% – men and 2.3% – women).

Conclusion. The results of the factor analysis revealed the main factor, i.e. “tolerant attitude towards people with disabilities”, which does not depend on the age or gender characteristics of the respondents. Usually this attitude is formed as a result of communication with them (i.e. with persons with disabilities). All respondents intend to treat people with disabilities as equal who deserve to live like everyone else, and at the same time as people with additional (special) needs not impairments.

Keywords: psychological safety, people with disabilities, tolerant attitude, educational environment, analysis of students’ opinions

For Reference:
One of the main goals of the World Programme of Action concerning Persons with Disabilities, which was adopted by resolution 37/52 of the UN General Assembly on December 3, 1982, was determined to create for them the same conditions of social development as for a healthy population. In paragraph F 21, 26, the meaning of equal opportunities is specified and consists in the need to create conditions for people with disabilities that facilitate their education and work, and not just obtaining of a disability pension [1].

Thus, the process of obtaining education by people with disabilities significantly depends on the surrounding conditions, since their comfort zone in relation to study (work) is narrowed. We can refer to the initiatives of UNESCO, which is one of the UN agencies and which promotes the UN Convention on the Rights of Persons with Disabilities (adopted in 2006) in the way that one of the main priorities of this organization’s mission is to conduct research and collect evidence on the problems of inclusivity, pluralism, equality, openness and participation of people with disabilities [2].

The development of problems for ensuring the PWDs psychological safety is associated with UNESCO recommendations on research on inclusiveness, pluralism, equality, openness and participation of people with disabilities. This area of research is directly related not only to the problems of psychological safety for people with disabilities, but also to other subjects of the educational environment, taking into account their gender and age characteristics, since it is the educational environment that contributes to the formation of stable and tolerant communication patterns between all its participants. According to D. Mitchell, UNESCO suggests understanding the barrier-free educational environment as a process of interaction between all its subjects, when their joint needs for quality education and a culture of communication are taken into account as the basis for the comfort of professional training in general [3].

In this regard, it should be noted that the study of the “psychological security” social phenomenon is due to new trends in the development of society. The subject of security psychology is the psychological security of an individual and the social environment. The object of security psychology is a social mental reality that satisfies the needs for the protection of PWDs psyche from external threats of the social environment. Scientists consider psychological security: as a process, as a state [4, p. 11]; as a feature of personality [5, p. 129]; as a branch of psychological knowledge [6; 7]; as a necessary factor of development (S. T. Posokhova, V. A. Yasvin et al.); as one of the level needs for security and protection (Kh. I. Liimets, A. Moost, A.M. Sidorkin, A. Maslow).

Two main system-forming types of security are identified: physical and psychological, and all the others can be included in the structure. Therefore, this phenomenon requires a deeper interpretation in order to understand the severity of the inclusion problem and ensuring a comfortable environment in the system of interaction between people with disabilities and other subjects of the educational space and social safe environment. The gender and age characteristics should also be taken into account for all its subjects. The interpretation of the term “psychological security” should be considered from the standpoint of historiogenesis.

If we turn to the analysis of the emergence and development stages for the definition of “security”, we can see that for the first time security was mentioned in the writings of
the ancient philosopher Plato, who considered security “as the absence of danger or evil for man” [8]. Security is interpreted as a calm mental state of a person who considers him or herself protected from any danger. In the scientific and political circles of Western European states, the concept of “security”, due to the concepts of T. Hobbes [9] and other philosophers of the 17th and 18th centuries, means a state of calm that appears as a result of real danger absence (both physical and moral). Public figures of that time included security in the main goals of society and used the idea of security in defining political freedom.

M.Yu. Zelenkov [10, p. 43], in his works “Philosophy of Life”, in the late 19th and early 20th centuries, defended the essence of his position: the danger is not only an unavoidable, but also a necessary factor in the evolution of all living creatures, the progress of social life.

A. Maslow [11], one of the founders of humanistic psychology, identified the need for security and protection among the five “levels” in his hierarchical model of motivation. These include the following needs: organization, stability, law and order, predictability of events, freedom from threatening forces such as disease, fear and chaos. Maslow suggested that certain types of neurotic adults are mainly motivated by the search for safety.

Psychological security is reflected in the socio-cultural theory of personality, the author of which is Karen Horney [12]. She identified a number of basic needs that determine the normal development of a child, and among them is the need for security, which means to be loved, desired and protected from danger and a hostile world. If this basic need is not met, basal hostility develops, which manifests itself in feelings of fear, feelings of helplessness, guilt, which further affect the nature of relationships with others, both in the present and in the future. According to A.N. Kimberg [13], the psychology of safety in Russian science developed within the framework of labor psychology. Its main task was to develop safety rules taking into account the psychological characteristics of work, and as soon as new high-tech professions appeared on the labor market, there was a need to study and identify psychological characteristics of a person, psychological safety mechanisms and develop methods for diagnosing a person prone to risk.

The need to ensure the social and psychological safety of students with disabilities is growing both at school [14; 15] and at the university [16; 17].

To do this, according to P. Kislyakov et al., it is necessary to develop and implement comprehensive psychological and pedagogical support for the socio-psychological safety of children with developmental disabilities in educational organizations. Such support will create conditions for: facilitating children’s adaptation to the social environment; developing safe social interactions; reducing aggression and forming social tolerance [18].

As N.I. Vinogradova and S.T. Kohan write, “the psychological safety of students is a state characterized by the perception and assessment of the university educational environment danger, self-consciousness as a future professional in assessing their own level of information and cognitive competencies, experience in overcoming problematic situations, forecasting risk factors for psychophysiological disorders and self-preservation, creating stable educational and professional relationships with all subjects of the educational environment” [19].

According to O.A. Bogomyatkov, “The educational space of an inclusive classroom is perceived by students to be the most psychologically safe, teachers and parents experience pronounced risks to psychological health. In this case the parental position requires the formation of tolerance, the pedagogical position requires the prevention of professional burnout syndrome and the search for self-help resources, the children’s position requires the development of social interaction communicative skills and the search for personal resources” [20].
I. Atamanova et al. note a significant decrease in psychological well-being among mothers raising children with special needs [21].

The analysis of the literature data shows that theoretically there are different approaches to understanding the essence of psychological safety for people with disabilities. But if we are talking about communications within an inclusive educational environment, then the safety of students with disabilities depends on the potential of their mental self-regulation and the tolerance of others to them [22]. This is due to the fact that students with disabilities are anxious and this mental state can significantly affect their behavior, depending on the severity of the impairment (hearing, vision or musculoskeletal system). Anxiety as a mental state is characteristic of all people with disabilities and it is a source of constant tension of intrapersonal adaptation mechanisms, which carries hidden risks of psychological danger in the form of nervous breakdowns, conflict, aggressive and depressive reactions [23]. By the way, it can be noted that aggressive reactions against the background of depression are quite common for PWDs. Such reactions seem abrupt and reasonless to others, which leads to even greater interpersonal tension, up to the rejection of people with disabilities by healthy persons.

Therefore, ensuring the psychological safety of people with disabilities in an educational environment involves special measures to learn how to build relationships in the process of joint study. The content of such measures necessarily involves taking into account the impairment and the degree of its severity. This has a strong impact on the effectiveness of establishing comfortable communications in an inclusive educational environment.

Currently, assistive technologies are being actively implemented. Such technologies allow to significantly compensate for the existing impairment, to maintain the functionality and autonomy at the same level or even increase them, thereby contributing to the socio-psychological well-being of PWDs in an inclusive environment [24]. For example, some modern hearing aids are invisible to others and provide great quality of hearing. Special neuropsychological and neurophysiological methods of orientation in space have been developed for the visually impaired, which also refers to assistive technologies. There are mobile and ergonomic means of transportation that greatly contribute to communication activity of people with disorders of the musculoskeletal system [25].

Nevertheless, in socio-psychological terms, the adaptive capabilities of such persons are limited, which prevents the establishment of free and equal relations with peers, even of the same sex. It is this circumstance that actualizes the topic of gender-age aspects of psychological safety for students with disabilities. We are talking about psychological barriers that prevent the achievement of calm, harmony and comfort of intersubject communications in an inclusive educational environment. N.E. Kharlamenkova et al. reckon that it is not possible to fully overcome such barriers, because this is hindered by individual opinions, perceptions and subjective preferences. According to the implicit theory, such opinions determine the attitude of the subject towards another person and it is almost impossible to influence an individual. Moreover, in this case, the attitude should be considered as a system of feelings, emotions and behavioral acts [26].

The sensory-psychological aspect (feelings) can be expressed in an extremely negative way: from dislike to disgust. Emotionally, these can be reactions of pity, empathy or stenicity, expressed in the desire to be useful to a PWD, etc. The behavioral organization of intersubjective communications in an inclusive environment is also very ambiguous and can manifest itself from avoiding any contact with a person with disability to striving to be with him/her all the time.
It is obvious that psychological security is a concept relevant to the entire inclusive environment. Its characteristics depend on gender, age, the type of impairment and the degree of its severity, the potential of mental self-regulation, tolerance/intolerance of communication interaction subjects. This is evidenced by the results of the researches conducted by O.O. Andronnikov, A.A. Oboznov, N.E. Kharlamenkova and others scientists. So, according to S.S. Stepanov, “integrating various definitions of human psychological security, it is necessary to include in the content of this concept the features of personal properties development for a student with disabilities, acting as subjective conditions of his/her comfortable state; the formation of an effective and practical sphere, the indicators of which affect the organization of his/her life; the specifics of the course of cognitive (cognitive) mental processes that determine successful progress in the development of educational and professional activities” [27].

Psychological safety, its practical tasks and modern purpose for people with disabilities is not only reducing of threats to mental health in the social environment, but also help in mobilizing the internal state and personal resource of human resistance, as well as sensory-perceptual, cognitive and behavioral development. In this regard, a pilot study was conducted, the strategy of which was aimed at studying a comfortable and safe environment.

To fulfill these tasks, it was necessary to determine the risks of psychological and social security for people with disabilities at the first stage of our study.

Materials and methods

The study was carried out on the basis of the Voronezh State Industrial and Humanitarian College (Russian Federation). The questionnaire was compiled and offered to full-time and part-time students. This study was conducted within the framework of the Voronezh Region State programme “Accessible Environment” commissioned by the Voronezh Region Budget Institution “Voronezh Regional Rehabilitation Center for Young People with Disabilities”.

The purpose of the survey was the study of students’ opinions about the capabilities and abilities of PWDs and the formation of a tolerant attitude towards them, which means their social and psychological security.

Methods of study: questionnaire, analysis, generalization, grouping, comparison, mathematical statistics (Spearman correlation analysis; principal component method).

The text of the questionnaire is presented in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Questionnaire “Peculiarities of healthy people’s perception of individuals with disabilities”</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you communicate with people with disabilities?</td>
</tr>
<tr>
<td>Everyday</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>I have no experience of communication with people with disabilities</td>
</tr>
<tr>
<td>Do you have friends among the PWDs?</td>
</tr>
<tr>
<td>Yes, I do</td>
</tr>
<tr>
<td>No, I don’t</td>
</tr>
<tr>
<td>What is your attitude towards people with disabilities?</td>
</tr>
</tbody>
</table>
As to ordinary people
As to the people who are constantly in need of help
I feel sorry for them
I can’t decide
Could you help a PWD in any way free of charge?
Sure. It’s a pleasure
I could, if there is an urgent need for it
I could, if there is an exceptional case
In your opinion, can PWD work (study)?
At ordinary enterprises (in ordinary educational institutions)
At specially created enterprises (workplaces)
At home
In your opinion, have we created barrier free environment conditions for PWDs?
Yes, we have. In full
We have created them partially
No, we haven’t
In your understanding, tolerance towards people with disabilities means...

Contingent. 1000 people took part in the survey. Among those were 46.3% of male and 53.7% of female, which practically corresponds to the structure of the Voronezh region population by gender (46% of male, 54% of female) [28], i.e. the sample is representative in respect to this parameter.

The age composition of respondents is as follows: 61.4% of respondents were under the age of 18, 29.3% were from 18 to 45, and 9.3% were over the age of 45.

Results of the study

The presence of experience in communicating with people with disabilities among the respondents as follows: 46.2% communicate daily, 35.2% – occasionally and 18.6% do not have such experience. Men have more experience with people with disabilities than women (see Fig. 1).
41.9% of respondents (22% of male and only 19% of female) have friends among the people with disabilities (see Fig. 2).

**Figure 2** Respondents which have friends among the PWDs, %.

77.7% of respondents (42.2% of those are men and 35.4% – women) treat people with disabilities as equal ones. Below answers show that such data do not reveal an indifferent attitude towards PWDs, but rather a fairly tolerant attitude towards them, an unwillingness to perceive them as outcasts of society, to offend with too close and special attention, and a desire to perceive them as full-fledged members of society. 12.6% of respondents (6.8% of men, 5.8% of women) refer to people with disabilities as to people in constant need of help), 4.8% of respondents feel pity (2.5% of men and 2.3% of women). It can be seen from the diagram that men show a slightly more sympathetic attitude towards people with disabilities (see Fig. 3).

**Figure 3** Respondents’ answers to the question:
What is your attitude towards people with disabilities? %
To the question “Could you help a PWD in any way?” the respondents answered as follows: 73.8% of respondents (40.2% of men and 33.6% of women) would willingly agree to help a person with disabilities. 19.9% of respondents (10.3% of men and 9.6% of women) are ready to provide assistance in case of urgent need and only 5.9% are ready to help in exceptional cases, specifically 3.1% of men and 2.8% of women (see Fig. 4).

In the age context these answers looked as follows (see Fig. 5):

When determining the ability to work, only a few residents of the region are convinced that people with disabilities can work at home (7.4% of respondents), 24.7% of respondents consider it possible to work in special enterprises for people with disabilities, and the majority (67.5%) reckon that people with disabilities can work in ordinary enterprises (see Fig. 6).
Of those who reckon that people with disabilities can work in ordinary jobs – the majority – 45.7% – are people under 18. Of those who reckon that people with disabilities can work in specially created jobs – the majority – 12.6% – are people under 18.

When determining the existing conditions for a barrier-free environment for the PWDs, the majority of respondents answered that such conditions have been fully created (56.1% of all respondents) (see Fig. 7).

However, 33.2% reckon that the conditions for a barrier-free environment are only partially created. The absence of barrier-free living conditions for the people with disabilities was noted by 10.3% of people, of whom the majority – 5% – are people from 18 to 45.
Additionally, a correlation analysis of the results obtained from the sample (according to Spearman) was carried out and the result of factor analysis was presented (see Table 2).

**Table 2**

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.315</td>
<td>0.792</td>
</tr>
<tr>
<td>Sex</td>
<td>-0.040</td>
<td>0.467</td>
</tr>
<tr>
<td>Place of residence</td>
<td>-0.118</td>
<td>0.337</td>
</tr>
<tr>
<td>Education</td>
<td>-0.753</td>
<td>0.035</td>
</tr>
<tr>
<td>Employment</td>
<td>-0.419</td>
<td>-0.739</td>
</tr>
<tr>
<td>Communication experience</td>
<td>0.820</td>
<td>0.089</td>
</tr>
<tr>
<td>Friends</td>
<td>0.557</td>
<td>-0.212</td>
</tr>
<tr>
<td>Attitude</td>
<td>0.637</td>
<td>0.086</td>
</tr>
<tr>
<td>Help</td>
<td>0.699</td>
<td>0.125</td>
</tr>
<tr>
<td>PWD’s work</td>
<td>0.769</td>
<td>0.055</td>
</tr>
<tr>
<td>Barrier free environment</td>
<td>0.797</td>
<td>0.182</td>
</tr>
</tbody>
</table>

*Extraction method: Principal component analysis.*

*Rotation method: Varimax rotation with Kaiser normalization.*

*a. The rotation converged in 3 iterations.*

Interpretation of factors:

1 – Tolerant attitude towards people with disabilities.

2 – Bipolar factor (the older a person is, the busier he/she is with work, and vice versa)

As a result of the analysis, the main factor was identified – a tolerant attitude towards people with disabilities, which does not depend on age, gender or place of residence. Usually, such attitude is formed as a result of communication with them.

In the final question of the survey, respondents were asked to determine how they understand the concept of tolerance towards people with disabilities. 85% of respondents expressed some opinions about the concept and tolerant attitude towards PWDs in general.

The most frequent answer was that tolerance towards people with disabilities is treating them as equal (14% of responses), without separating them from healthy ones, without infringing on their rights, to perceive them as people without flaws and ailments, not to make them feel violated, to treat them as full-fledged members of society. 9% of respondents defined tolerance as patience. 9% reckon that tolerance is respect and understanding of people with disabilities. 10% of respondents answered that tolerance is the same attitude to PWDs as to ordinary people, but if necessary, they should be assisted, and unobtrusively (8%), i.e. not focusing on their condition, not treating them as helpless, not showing excessive care, pity, prejudice and condescension.

According to respondents, people with disabilities need emotional and physical support, help (9%), understanding (9%), empathy (5%), respect (5%), perceive them as equal to healthy ones (3%), do not separate from them, treat them as full-fledged members of societies, do not infringe on their rights, while understanding their features, problems (4% of responses).

Some respondents pointed out the need for assistance and support (7% of responses) both from the state and society, which can be special, or carried out if necessary (6% of
responses). It is also important to create for PWDs special comfortable conditions for self-
realization and development of abilities, which allow to exercise in full the right to life and
happiness; optimal conditions for life, study and work (3% of responses).

Semantic analysis of respondents’ statements regarding what they understand by
tolerance towards people with disabilities allowed us to identify the TOP words that make
up the semantic core of this concept (see Table 3).

**Table 3**

<table>
<thead>
<tr>
<th>Statistical analysis of words</th>
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<tbody>
<tr>
<td><strong>TOP 10 words</strong></td>
</tr>
<tr>
<td>RESPECT</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
</tr>
<tr>
<td>PERSON</td>
</tr>
<tr>
<td>ORDINARY</td>
</tr>
<tr>
<td>ATTITUDE</td>
</tr>
<tr>
<td>TREAT</td>
</tr>
<tr>
<td>HELP</td>
</tr>
<tr>
<td>PERCEIVE</td>
</tr>
<tr>
<td>TOLERANCE</td>
</tr>
<tr>
<td>FEATURE</td>
</tr>
<tr>
<td><strong>TOP 5 bigrams</strong></td>
</tr>
<tr>
<td>ORDINARY PERSON</td>
</tr>
<tr>
<td>RESPECT UNDERSTANDING</td>
</tr>
<tr>
<td>UNDERSTANDING RESPECT</td>
</tr>
<tr>
<td>PERSON RESPECT</td>
</tr>
<tr>
<td>RESPECT RESPECT</td>
</tr>
<tr>
<td><strong>TOP 5 trigrams</strong></td>
</tr>
<tr>
<td>ORDINARY PERSON RESPECT</td>
</tr>
<tr>
<td>UNDERSTANDING RESPECT UNDERSTANDING</td>
</tr>
<tr>
<td>ATTITUDE ORDINARY PERSON</td>
</tr>
<tr>
<td>RESPECT UNDERSTANDING RESPECT</td>
</tr>
<tr>
<td>TREAT ORDINARY PERSON</td>
</tr>
</tbody>
</table>

We see that most often there are words such as “understanding” and “respect”, also
used in bundles: “an ordinary person”, “understanding and respect”, “understanding their
problems”, “understanding their lifestyle”, “respectful attitude”, etc.

The definition of the concept of “tolerance towards people with disabilities” is presented
in the form of a word cloud, where the most common words are indicated by the appropriate
font size and color (see Fig. 8).

The darker the shade of red and the larger the font, the more common this word or
combination is. For example, the most common combinations are “ordinary people”,
“respect”, “understanding”, etc.

The result of this study can be expressed in a phrase that, in our opinion, reflects the
general idea of all respondents: “It is necessary to treat people with disabilities as ordinary
ones, worthy of living like everyone else, and at the same time as people with additional
(special) needs not impairments.”
The data obtained by us are consistent with the results of other studies, for example, according to E. A. Volkova, “81.75% of students reckon that people with disabilities can study with healthy ones in higher educational institutions”, “to the question of what feelings you experience when communicating with people with disabilities, the respondents experience tolerance – 7.94%” [29].

Also, the statement that the attitude towards persons with disabilities is formed as a result of communication with them finds experimental confirmation in the work of Z. Movkebayeva et al. The authors prove that students who have no experience of co-studying with peers with disabilities, usually, feel sorry for them (73.8%), and those ones who have such experience feel a desire to cooperate, friendliness (75%) [30].

Also, of great interest is the study by T. Radion, in which the author offers a model for the development of a tolerant attitude towards persons with special mental or physical development needs among university students [31], which is the subject of our prospective research.

Conclusion

Theoretical analysis of the problem of providing psychological security to people with disabilities, taking into account gender and age characteristics, showed that there are not enough references on the stated problem. And the existing works of well-known scientists can be supplemented only with experimental data that allow imaginatively presenting a diagnostic holistic picture of people with disabilities and ordinary, healthy peers.

Therefore, experimental research, at the stage of the ascertaining experiment, allows us to partially highlight the problem of psychological safety for persons with disabilities. The analysis of experimental data obtained as a result of the survey shows that at the time of the survey, 77.7% of respondents by gender (42.2% – of men, 35.4% – of women) treat people with disabilities as equal, recognizing their skills, dignity and abilities.
Correlation analysis of the data obtained showed that respondents who effectively interact with people with disabilities evaluate them as fellow students who can successfully join the workforce at ordinary enterprises. Students with disabilities, being among peers or colleagues, can feel completely psychologically safe or study in educational institutions, and those ones who have daily experience of communicating with people with disabilities, usually, interact constructively with them and are ready to help them. In this regard, it is necessary to develop and implement educational programmes for training specialists in adaptation, entering a new educational environment along with healthy people and creating conditions for psychological security of the individual and society.

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