

## ИДЕИ Л.С. ВЫГОТСКОГО И ПСИХОЛОГИЧЕСКИЕ ПРОБЛЕМЫ ЗАНЯТОСТИ ИНВАЛИДОВ

**Наталья Михайловна Шкурко,**

кандидат психологических наук, начальник отдела Психолого-педагогической службы, Московский институт государственного управления и права (Москва, Россия)  
e-mail: nshkurko@mail.ru

**Роман Валерьевич Козьяков,**

кандидат психологических наук, доцент кафедры психологии и педагогики, Гжельский государственный университет (Москва, Россия)  
РИНЦ SPIN-код 1179-3977 (ORCID:0000-0002-1876-9999)  
e-mail: kozyakovroman@yandex.ru

**Аннотация.** *Статья посвящена вопросам обучения и трудоустройства людей с ограниченными возможностями здоровья. Проанализированы подходы к формированию образа профессии для инвалидов. Рассмотрена специфика применения идей Л.С. Выготского об обучении инвалидов в системе инклюзивного образования. Представлены результаты эмпирического исследования формирования образа инвалида, коммуникативные, личностные и профессиональные психологические барьеры, которые имеет место у работодателя, когда он принимает решение о привлечении к работе инвалида. Рассмотрены пути изменения взгляда руководителя на условия профессиональной самореализации инвалида.*

**Ключевые слова:** *психологические барьеры, профессиональное консультирование инвалидов, инклюзивное образование, занятость, ограниченные возможности здоровья, инвалид.*

## IDEAS OF L.S. VYGOTSKIY AND PSYCHOLOGICAL PROBLEMS OF EMPLOYMENT FOR DISABLED PEOPLE

**Nataliia M. Shkurko,**

Candidate of Psychological Sciences, Associate  
Professor of the Department psychological support service

Moscow Institute of Public Administration and Law (Russia, Moscow)  
e-mail: nshkurko@mail.ru

**Roman V. Kozyakov,**  
Candidate of Psychological Sciences, Associate Professor of the Department of  
Psychology and Pedagogy, Federal State Budgetary Educational Institution of  
Higher Education "Gzhel State University", Associate Professor (Russia, Moscow)  
e-mail: kozyakovpoman@yandex.ru

**Annotation.** *The article is dedicated to issues of learning and employment of people with limited health possibilities. Approaches to forming of image of the profession for disabled people are analyzed. Directions of application of ideas by L.S. Vygotskiy about teaching the disabled in the system of inclusive education at schools of general education are discussed. The results are presented of the empiric research of forming the image of the disabled and communicative, personal and professional psychological barriers that the employer has when he is making a decision about employing a person with disability. Ways of correcting the CEO's views on the conditions of professional self-realization of the disabled are outlined.*

**Keywords:** *psychological barriers, professional counselling of the disabled, inclusive education, employment, limited health, disabled.*

**Introduction.** The modern stage of development of psychological knowledge is characterized by a diversity of methodological approaches, conceptual principles and the applied methods. On one hand, it is good, because it allows the modern knowledge to be open, to verify the acquired data, to present the interpretation multi-dimensionally, which helps to choose the most adequate research program for the practical approach. On the other hand, the diversity of theoretical postulates and analytical practices necessarily implies the absence of a unified view on the subject of psychology. Hence, the active growth of practical psychology, inherent to the post-perestroyka period, entails the backward motion of the pendulum in the direction of theoretical analysis of the bases of psychological science.

Differentiating of psychological knowledge, defining the new directions and objects of analysis entail its integration on a new level of theoretical understanding. As Yu.P. Zinchenko notes, the "Intrapsychological reflection of forming the modern psychological field is interesting and methodologically productive" (Zinchenko, 2011:45)[25]. So the ideas that form the fundamental basis of Russian  
*ЦИТИСЭ №4 (17) 2018*

psychology by one of its founders, L.S. Vygotskiy, remain ultimately significant and modern. The relevance of ideas formulated by L.S. Vygotskiy about correlation of learning and development is defined by the necessity of functioning of the inclusive education system and of socialization of the disabled in the modern conditions of significant sociocultural transformations.

The traditions of cultural and historic approach to the analysis of the psychics, the role of socialization in the process of forming higher psychic functions, promote the development of directions of forming the individual educational pathways for people with disabilities. It is because mastering over one's behavior, as L.S. Vygotskiy thought, becomes the characteristics for higher psychic functions (Vygotskiy, 1982) [21]. The leading role of education for the subject with psychic development disorders through integration into society by creating conditions of accessibility is expressed in relying on the potential possibilities of a person. The postulates by L.S. Vygotskiy about learning that entails development, and through learning one can manage the development of consciousness, are realized on a new level of theoretical and methodical understanding of theoretical questions (Vygotskiy, 2005) [22].

One of the goals of education of the disabled is their further employment. Work on professional orientation of students of inclusive institutions of general education should be conducted according to the requirements of activities of inclusive school, in particular:

a) equality of all students in the school community; b) equal access for all students to the process of learning during the day; c) equal opportunities for establishing social relationship; d) training of teachers for facilitation the integrating of the disabled in the circle of their peers; e) accounting of needs of every student in composing educational programs; f) involvement of the family in the process of learning (Suntsova, 2013) [19].

The problem of choosing the future profession is very important and acute, as well as that of orientation in the field of existing options of professional self-realization, requirements of the labour market, placed in front of the people with disabilities. This implies the understanding that it is essential for the disabled to develop the principles of autonomous construction of the process of assimilation and perfection of professional activity, also to know the specifics of building a pathway to their professional and personal developments, and be aware of the possible stages of career growth.

The process of integration of the disabled into society, creating a barrier-free environment and of equal possibilities is an important task in modern Russia. The legislation of the Russian Federation defines the norm forbidding any discrimination by disability (Official gazette of the Russian Federation, 2014) [6].

The goal of State policy in rehabilitation and social adaptation of the disabled is to fully engage them into all spheres of life, although psychologically the problem of employment of the disabled is not developed enough. According to the data of the Pension fund of the Russian Federation, by May 1<sup>st</sup>, 2016 the number of the disabled people of our country reaches 12 204 809 people, including 30% (3,81 million) are people of employable age, while only 1 585,6 people of them are employed (Pension fund of the Russian Federation website: <http://www.pfrf.ru/>).

**Psychological approaches to employment of the disabled.** The issues of the research of labour potential, specifics of labour relationship, influence of disability on labour activity, relationship in the family and workmate collective are discussed in the researches by V.V. Adamchuk (2001)[1], B.M. Genkin (2006)[7], I.E. Zaslavskiy (1995)[23], I.I. Changly (2000) [5] and others. The analysis of social status specifics of the disabled and interpersonal relationship between the employer and the disabled employee can be found in works by M. Veber (1994)[20], T. Parsons (2002) [13] and others.

Employment of the disabled does not only depend on economic resources of the organization, but in a lot of aspects is affected by the psychological features of the employer, other employees and the disabled themselves, in particular, by the set views on professions, labour market requirements, social responsibility of entrepreneur environment, image of people with disabilities, etc.

In the researches by V.V. Pchelinova it is clearly shown that the image of professions is not unified, but is composed of different systems of labour studies understood as the “sum of forms of collected knowledge about the content of functioning of a person as a subject of labour, collected purposefully” (Pchelinova, 2011:30) [14]. The author enumerates 9 systems, each reflecting a different level of informational accumulation about employment of the popularity, including, for example, the general state, legal levels, different scientific typologies of a profession, promotion of the world of professions in the media, and, at the end of the list, personal experience of labour subject and collective views depending on integration of a personality into different social groups. The conception of the world of professions, developed on the basis of individual beliefs affects his professional growth and forming his professional self-awareness.

The accounting of specifics of learners with disabilities during professional counselling within inclusive general education school program implies creating and application of specialized program. In particular, a complex of group professional counselling methods has been developed and successfully approbated. It allows to include into counselling process of learners with disabilities who have preserved secure intelligence (Petrova, 2016) [16]. The basis for this approach is

the supposition that it is possible to conduct professional counselling not on the basis of traditional psycho-diagnostic examination, but using a genogram, sociogram and chronogram, as well as specially developed maps for self-diagnostics by the optant with the aim of defining its intellectual, emotional, personal, professional and career development, methods of building a formula of professional preferences, graphic diagnostic cards of factor structure in the situation of choosing a profession.

The work was conducted in 13 stages. At the first stage the participants of professional counselling were introduced to each other and to the moderator, the aims and tasks of the program were explained. At the second stage the notion of situation of professional self-identification was introduced, together with factors of its formation. The third stage was dedicated to the common discussion of the content of the formed vision about choosing a profession. On the fourth stage using the method of building a sociogram they formulated visions about positions of friends, comrades and peers regarding building and realization of professional scenarios and variants of solutions for professional and life choices and their influence on the choices of the student himself. On the fifth stage, on the basis of autonomous filling of the diagnostic map of intellectual and emotional achievements in studying and labour, the visions of professional scenarios of relevant adults were formed.

The sixth stage was dedicated to revealing of inclinations and abilities of the disabled student with further discussion of his motivation for labour, composing the essence of the seventh stage. The eighth stage is connected with discussing the achievements of students' family members professional self-realization. Further on, the level of awareness about the world of professions and about the selected speciality was estimated (the ninth stage). All this work gave an opportunity to compose a descriptive dictionary which enables to compose formulas of professions and activities, as well as describe one's own individual preferences for later comparison with formulas of other professions (the tenth stage). On the eleventh stage a discussion about aims and meanings of life was conducted, about the sense of labour and contradictions between personal goals as subjectively set and the aims of labour activities as objectively set goals. On the twelfth and thirteenth stages the material about physical and functional tools of labour was discussed. The result of the discussed program was forming of professional awareness competence of disabled students.

**The notion of psychological barrier.** The multi-layer content of the unified system of vision regarding the world of professions implies the influence of stereotypes existing in the society concerning people with limited health abilities. They are represented in the phenomenon of stigmatized image of the disabled,

*ЦИТИСЭ №4 (17) 2018*

which promotes emergence of psychological barriers when it comes to the issue of employment.

A psychological barrier is a kind of “special psychological state expressed in the inadequate passivity of the subject and prevention thereof from certain activities” (Social psychology, 2005:35) [18]. Psychological barriers promote reinforcing of negative experience (anxiety, blame, fear), which in its turn entails difficulties in communication, lack of understanding between the participants of communication. All this cannot but affect the efficiency of intrapersonal communication and stimulate conflicts.

Psychological barriers which affect the communication between subjects include the first impression effect, prejudice formed by a prematurely negative attitude to the communicative partner, a fear of public self-expression, social inequality of communicative participants, etc. (R.V. Kozjakov, 2015). Psychological barriers in communication compose the object of research by E.V. Andrienko (Andrienko, 2004)[2], I. Atvater (Atvater, 1988)[3], A.A. Bodalev (Bodalev, 1996) [4], I.A. Zimnyaya (Zimnyaya, 2000) [24], V.A. Kan-Kalik (Kan-Kalik, 1987)[8], A.A. Leontyev (Leontyev, 1997) [11], A.K. Markova (Markova, 1996) [12], B.D. Parygin (Parygin, 1999) [14] and many other researchers.

Social, political, religious and professional differences can serve as the bases for forming psychological barriers, implying specifics of interpretation of similar phenomena and underlying misunderstandings which reduce the efficiency of communication. All this is typical also when we speak about perception of the partner with health limitations. In the course of interaction between the employer and the potential disabled employee, more barriers can appear, connected with the necessity of further equipment and organization of his working place, which requires related knowledge and skills not only from the disabled person, but from the employer as well, causing additional economic expenses and personal efforts.

Defining the differences between professional requirements to healthy people and those with disabilities, having similar professional functions, as well as describing the ways of reducing the indices of these differences are directions for solving the issues of, firstly, social adaptation of the disabled in the professional environment, and, secondly, of correcting the social vision of the disabled. Such a levelling of possibilities of the disabled and other citizens in the sphere of professional activity can be realized, on one hand, through providing of certain employment guarantees for the disabled and, on the other hand, through approximation of the level of professional standards with the regular ones. The first way implies legislative measures, which at present time are realized in the worldwide practice through prohibition of discrimination by disability in the sphere of employment and in further professional activity, as well as through

establishing quota of working places for the disabled. In realization of the second way organizational and technological measures prevail, when instructions, work schedule or job functions are altered according to individual specifics of a person with disabilities, and special working conditions are created with the aid of modern technical means. Thus, there is a mutual adaptation process of the working place to the needs of the disabled in order to create the working conditions which enable the person with disabilities to tackle the necessary volume of work.

**Methods.** Research conducted under supervision of E.A. Petrova, had an exploratory character, the goal of which was to reveal the specifics of employer's perception of potential disabled employee, to study the psychological barriers of employers which are likely to appear in the situation of job interviews for the disabled and affecting the decision about the disabled candidate's employment (Kolotilova, 2016) [9]. It was supposed that the appearing psychological barriers have gender, age and regional specifics.

The basic notions used in the research are: "special working conditions", "problems at the working place", "degree of ability limitation", "efficiency of professional activity of a disabled person", "system of professional rehabilitation of a disabled person".

"Special working conditions" within the applied theoretical interpretation imply: a complex of measures, equipment, services or special events that promote the possibility of professional activity of a disabled person, and increase the efficiency of his labour as compared to the employees without disabilities. "Problems at the working place" are objective or subjective factors that hamper the possibility of professional activity of a disabled person and creating unequal possibilities compared to employees without disabilities, and prevent the efficient performance of professional responsibilities.

"Degree of ability limitation" – full or partial loss of ability or possibility to perform the basic components of everyday life. "Efficiency of professional activity of a disabled person" is achievement of maximum success with the help of their best personal and professional qualities. "System of professional rehabilitation of a disabled person" is a complex of measures directed at integration of people with health limitation into social life.

As a result, the basic notions should become working in this research. The meaning of these operations is transition from theoretical development of the program to empiric research: to open up a way for practical application of methods of collecting and analysis of information in the research.

The basic methodic means of the research was a questionnaire anquette which consisted of composed list of questions in blocks, corresponding with employers' view on specifics of professional activity, in particular, on their

working conditions, attitude to a disabled employee, ability to empathize the position with health limitations, to understand their problems at the working place, and with psychological barriers that appear in connection with organizing professional activity for a disabled person. The questionnaire constructed in this way enabled to find out the opinion of employers on professional activity of the disabled through reflection on the important compounds of professional self-realization of people with health limitations.

A part of questions didn't suggest answer options and implied free expression of one's opinion. The content of answers to open questions was analyzed through content-analysis. One statement was considered a unit of context. Quality categories were defined, that unite statements which are semantically close, after that the number of quality categories mentioned in context unit was calculated. Then, a comparative analysis of expressiveness of psychological barriers of employers was carried out, with account of gender, age and region factors, which enabled to enhance understanding the problem of employment and reveal the specifics of this construct.

187 people, taking managing positions in federal and regional bodies of state authority, comprised the selection for the research (Ministry of labour and social protection of the Russian Federation, Ministry of construction and housing and communal services of the Russian Federation, Management of the Federal Service of state registration, national inventory and cartography in Moscow at the Ministry of economic development of the Russian Federation, Ministry of culture of Moscow district). Respondents who currently manage or used to manage organizations in different cities of the country (Moscow – 57% of respondents, Kostroma – 17%, Syktyvkar – 11%, Ufa – 7%, Belgorod – 8%), also their substitutes. The total included 112 women (60%) and 75 men (40%). Age distribution was: under 35 – 21%, 35 to 45 – 39%, 45 to 60 – 31%, over 60 – 9 people. 96 respondents (55%) manage state organizations, 91 people (45%) are heads of non-state organizations. Equilibrium of the selection by age, gender, region and property type of organization allows to speak about authenticity of the acquired results.

**Results.** Only 41% of managers who took part in the questionnaire have experience in working with disabled employees, notably the majority consisted of managers at the age of 35 to 45 years (67%). 59% of respondents have never managed the activities of the disabled. Consequently, the majority of the participants expressed an opinion formed on the basis of biased information, not on the basis of their personal opinion, which is a good witness of social collective opinions about employment of the disabled. The emphasis on the young generation of managers having disabled people in the employment shows that state support

program for employment of the disabled started only in 2011 is able to change social vision about possibilities of forming of the world of professions accessible for people with health limitations. At that, new generations of managers are prone to more change, being formed in the conditions of open information about existing possibilities for the disabled and about relationship to them in other countries.

Further on, the respondents' visions of labour conditions were studied, the most important issue for the disabled, regardless of the type of disease (Table 1). The respondents could choose a few options of answers, corresponding with their own understanding of requirements to the working place of the employee with limited health possibilities.

**Table 1. Managers' vision of necessary working conditions for the disabled**

| <i>Necessary working conditions for the disabled</i> | <i>% of respondents</i> |
|--|-------------------------|
| Flexible working schedule                            | 100                     |
| Special equipment                                    | 100                     |
| Help in transportation                               | 58                      |
| Additional breaks                                    | 50                      |
| Short working day                                    | 25                      |
| Personal assistant                                   | 8                       |
| Extended sick leave                                  | 5                       |

Results show that it is most important, by the opinion of managers, to install special equipment and set a flexible working schedule. It is possible that additional expenses on equipment of the working place and introducing change into the norms of working discipline for the disabled, implying a lot of time, efforts and attention from the management, are an important factor considered when the manager is making decision about employing a disabled person. At that the dominating majority of respondents (91%) claimed that disability is a significant parameter for employment, although it is possible to hire people with locomotor and hearing disorders. 17% of managers indicated that they will refuse to employ a disabled person regardless of his disorder.

According to 75% of the respondents, the disabled are most of all afraid of biased attitude. 50% think that the main problem lies in absence of special working conditions and insecure feeling of the disabled. For 41% of the respondents the main difficulty in professional self-realization is in the fear of being unsuitable according to professional requirements of the position because of the low level of professional training. From the point of view of 16% of research participants the

main difficulty was connected with sustaining of equal intrapersonal relationship with colleagues.

Emotional and evaluating component of visions about the disabled employee was estimated on the basis of answers by managers regarding feelings which they experience during interaction with the disabled. It was revealed that 83% of participants noted that they experience a desire to help the disabled person. For 9% of employers the prevailing feeling was pity, while 8% experience negative feelings and don't want to have anything to do with the disabled. Attitude towards the disabled from the side of managers results in the decision regarding their employment. That's why it is important to find out the reasons of possible refuse in employment. The results demonstrate that 96 employers (51%) point at the lack of professional level of the disabled as the main reason for refusal; 23 respondents (12%) noted absence of practical knowledge and skills, 17 respondents (9%) consider limited possibility for professional activity as the main reason for the refusal, and for 10 people (6%) it is the unattractive image of the disabled person which is the main factor for the decision. It was investigated that almost a quarter of respondents (22%) could not formulate the reason for refusal in employment at their organization.

It is probably connected with the desire to prevent a psycho-traumatic situation of everyday communication with a "peculiar" employee, or is an expression of stereotypical perception of the disabled as unequal and unable to efficiently realize themselves in professional environment. A similar stereotype has for a long time persisted in the collective consciousness due to the lack of attention to problems of the disabled, or discussion of this topic in the media, or creating a barrier-free environment and equal conditions.

After that we investigated which drawbacks managers trace in the work of the disabled. The most of respondents (73%) assume that the disabled require more attention and care, 63% think that it is not economically viable to employ a disabled person, and 25% of employers think that a disabled person can't perform a big volume of work due to the slow tempo (8% of respondents).

Such a character of the content of the problems envisioned and drawbacks of the disabled activity in a working collective witnesses, in our opinion, of the image of the disabled which has been formed among the working population which confirms the significance of social adaptation of the disabled in the professional community, the necessity of expanding their knowledge, skills and abilities, and of creation and support of labour motivation, and enhancing of professional counselling activity.

Expanding of the cognitive component of the disabled employee's image became possible on the basis of making a list of the disabled person's personal

features which, in the employer's opinion, are most effective in professional activity (Table 2). The question was presented in an open form, inviting to express free associations of the respondents. The acquired responses were processed by means of content-analysis. One statement of the respondent was taken as a quantitative unit. As a qualitative unit the features of the disabled person were taken that influence his performance favourably. As a result, the following topical categories were defined, that describe the list of expected professional qualities, promoting the productive performance by the disabled person of his working tasks.

**Table 2. Visions of employers about the professionally relevant qualities of the disabled employees**

| <i>Professionally relevant qualities of the disabled employees</i> | <i>Frequency of mentioning (in %)</i> |
|--|---------------------------------------|
| The level of professional preparation                              | 67                                    |
| Ability to work in the collective                                  | 58                                    |
| Level of practical skills  | 50                                    |
| Level of intelligence  | 50                                    |
| Readiness for learning   | 50                                    |
| Computer skills  | 33                                    |
| Kindness   | 25                                    |
| Sense of humour  | 16                                    |
| Erudition  | 16                                    |
| Planning career growth   | 8                                     |

It was disclosed that the most significant features for the employer is the level of professional preparation and ability for team work. It was investigated that the same characteristics, by the opinion of the questioned participants, are the main difficulties that a disabled person encounters at work. In other words, such a vision of the disabled leads to the refuse in employment, on the presumption that the disabled lack professional qualities sufficient for the employer that compose the essence of the basic professional fears of people with disabilities. This result also confirms the necessity of varied professional training provided for the disabled.

The presumption about the uneven character of employer's visions about disabled employees was checked on the basis of comparative analysis of the expressed psychological barriers in employment, with regards to gender, age and workplace of the manager of organization. With this aim in mind, a comparison of

respondents' answers was conducted when dividing in groups using the non-parameter statistic criterion of Mann-Whitney for independent selections. We supposed that the specifics of expressing psychological barriers are expressed in the uneven character of influence of the three types of barriers: communicative, personal and professional. By communicative barrier we understood the difficulty in establishing and sustaining of intrapersonal communication of the employer with the potential employee. Personal barrier disclosed through estimation and attitude to the appearance of the disabled person. Professional barrier was expressed in low estimation of professionally relevant qualities of the disabled employee.

Table 3 illustrates the distribution of average indices of three types of psychological barriers by gender criterion. For equilibration of the compared groups the results of equal number of men and women managers were considered (75 each).

**Table 3. Distribution of statistic representative indices of psychological barriers for tested men and women**

| Gender |                    | Psychological barriers |          |              |
|--------|--------------------|------------------------|----------|--------------|
|        |                    | Communicative          | Personal | Professional |
| Women  | Average            | 2,2667                 | 2,4800   | 2,6000       |
|        | Standard deviation | 1,10690                | 1,29823  | 1,35567      |
| Men    | Average            | 3,2400                 | 2,6667   | 2,7733       |
|        | Standard deviation | 1,21744                | 1,39820  | 1,26889      |
| Total  | Average            | 2,7533                 | 2,5733   | 2,6867       |
|        | Standard deviation | 1,25819                | 1,34786  | 1,31147      |

Statistic relevance of differences using U-criterion of Mann-Whitney is confirmed only for expressiveness of the communicative barrier ( $U=0,006$  when  $p \leq 0,05$ ). It means that male and female managers estimate differently the outcome of communication with a disabled person. Men attach a bigger importance to communication and its estimation (3,2400) than women employers (2,2667). Differences in expressing personal and professional barriers are statistically

irrelevant. In other words, difficulties in employment for the disabled, connected with the estimation of their appearance and professional qualities, do not depend on the gender of his possible future employer.

The results of the comparative analysis of existing psychological barriers distribution with regards to the regional representation of the respondents is reflected in Table 4.

**Table 4. Statistic indices of distribution of answers by regions**

| City      |                    | Personal | Communicative | Professional |
|-----------|--------------------|----------|---------------|--------------|
| Moscow    | Average            | 2,8571   | 2,4286        | 3,0714       |
|           | N                  | 14       | 14            | 14           |
|           | Standard deviation | 1,35062  | 1,34246       | 1,54244      |
| Kostroma  | Average            | 2,1429   | 3,2857        | 3,0000       |
|           | N                  | 14       | 14            | 14           |
|           | Standard deviation | 1,09945  | 1,26665       | 1,10940      |
| Syktyvkar | Average            | 2,1429   | 3,2857        | 3,6429       |
|           | N                  | 14       | 14            | 14           |
|           | Standard deviation | 1,29241  | 1,06904       | 1,44686      |
| Ufa       | Average            | 3,3571   | 2,8571        | 3,2143       |
|           | N                  | 14       | 14            | 14           |
|           | Standard deviation | 1,39268  | 1,29241       | 1,31140      |
| Belgorod  | Average            | 1,7143   | 2,5000        | 3,2143       |
|           | N                  | 14       | 14            | 14           |
|           | Standard deviation | ,82542   | 1,50640       | 1,05090      |
| Total     | Average            | 2,4429   | 2,8714        | 3,2286       |
|           | N                  | 70       | 70            | 70           |
|           | Standard deviation | 1,31475  | 1,31790       | 1,28730      |

Distribution of answers, checked with U-criterion of Mann-Whitney showed statistic irrelevance. Place of residence and work of the employer does not substantially affect the vision on the disabled and the decision about offering them employment. The social-perceptive row of the employer has a stereotypical character and is unified for the whole country.

The analysis of influence of the age on the expressiveness of psychological barriers of the employer was conducted on 4 equal selections by 18 respondents. The average values are reflected in Table 5.

**Table 5. Distribution of average values by age groups**

| Age           |                    | Personal | Communicative | Professional |
|---------------|--------------------|----------|---------------|--------------|
| under 35      | Average            | 2,9444   | 2,8333        | 2,6667       |
|               | N                  | 18       | 18            | 18           |
|               | Standard deviation | 1,47418  | 1,20049       | 1,41421      |
| from 35 to 45 | Average            | 2,4444   | 3,2222        | 2,6667       |
|               | N                  | 18       | 18            | 18           |
|               | Standard deviation | 1,42343  | 1,30859       | 1,23669      |
| from 45 to 60 | Average            | 1,9444   | 3,2778        | 2,3889       |
|               | N                  | 18       | 18            | 18           |
|               | Standard deviation | 1,25895  | 1,48742       | ,77754       |
| over 60       | Average            | 2,7222   | 2,7222        | 2,5000       |
|               | N                  | 18       | 18            | 18           |
|               | Standard deviation | 1,27443  | 1,48742       | 1,33945      |
| Total         | Average            | 2,5139   | 3,0139        | 2,5556       |
|               | N                  | 72       | 72            | 72           |
|               | Standard deviation | 1,38394  | 1,36859       | 1,19728      |

The check of statistic relevance of differences in responses by groups with U-criterion of Mann-Whitney showed that the indices of psychological barriers significantly differ only for the selection by personal barrier for respondents of two age groups: under 35 (2,9444) and from 45 to 60 (1,9444) ( $U=0,04$  when  $p \leq 0,05$ ).

For young employers personal barrier prevail, as compared to older age category. That is, the young employers pay attention to the outside parameters of their employees, not only to their professional qualities. The communicative and professional barriers does not differ by selection as a whole and have a similar character.

Thus, content and emotional-evaluating components of the employer's image of a disabled person have a character of stereotype affecting the decision on the employment and does not depend on gender, age and location of the manager. At that, the expressed stereotypes of vision of the disabled employee are conditioned by the appearing in immediate intrapersonal communication psychological barriers that hamper mutual understanding between the potential employee and the employer. In particular, the barrier of communication, connected with absence of necessary communicative skills of both sides in the situation of employment negotiations, a personal barrier, entailing a negative evaluation of appearance that make him different from a healthy person, and a professional barrier entailing a reduced estimation of professionally relevant qualities necessary for the labour activity of people with health limitations.

**Possible limitations in conducting the described research.** Information about psychological barriers that the potential employer has at about the issue of employment the disable, acquired as a result of the questionnaire, can be influences by phenomena of social desirability, thus hiding the true intentions and feelings. The quality of the information acquired by questionnaire is affected by factors, connected, on one hand, with the personality of the respondent himself (level of education, culture, properties of memory, and protective mechanisms of psychics, attitude to the researched problem, the organization or to the person conducting the questionnaire). On the other hand – factors connected with the activity in the course of the research itself (compiling of the questionnaire paper). The results of the research can be negatively influences by the presence of other people at the questionnaire, a wrong time or place, bad organization of the procedure itself. The form of closed questionnaires presupposes an insufficient for the respondent choice of possible options, limited by the offered menu, which can also influence negatively the objectivity of the acquired information. In the suggested questionnaire, a part of questions comprised special information, which could be unknown to some respondents, or could interpret with a different understanding from that of the researcher who developed the questionnaire.

All these cases were accounted at preparation, organization and conduction of the research itself, and at the analysis of the acquired information.

The present research bears an explanatory character and should be continued through expanding the selection and the methodicequipment.

## References:

1. Adamchuk, V.V., Romashov, O.V., Sorokina, M.E. (2001). Economics and sociology of labour. M.: UNITI.
2. Andrienko, E.V., Slastenin, V.A. (2004). Social psychology. SPb: Piter.
3. Atvater, I. (1988). I am listening to you... Advice to the manager on listening to his partner. M.
4. Bodalev, A.A. (1996). Psychology of communication. M.: Publishing house "Institute of practical psychology"
5. Changly, I.I. (2000). Labour: the sociological aspects of theory and methods of research. M.: Centre for sociological prognosis.
6. Federal law from 01.12.2014 № 419-FL (edited version from 29.12.2015) "On introduction of changes into separate legislative acts of Russian Federation on the issues of social protection of the disabled in connection with ratification of the Convention on the rights of the disabled"// "Official gazette of Russian Federation", 08.12.2014, №49 (part VI), art. 6928.
7. Genkin, B.M. (2006). Economics and sociology of labour. M.: Norm.
8. Kan-Kalik, V.A. (1987). To a teacher about pedagogic communication. M.: Prosvescheniye.
9. Kolotilova, E.I. (2016). Psychological barriers of the employer when hiring a disabled person. – Magisters degree dissertation paper. M.
10. Kozjakov R.V., Fomina S.N., Rybakova A.I., Sizikova V.V., Petrova E.A. (2015) Educating social-profile specialists for working with a family of a child with health limitations: competence approach // Research Journal of Pharmaceutical, Biological and Chemical Sciences. T. 6. № 1. C. 1852-1861.
11. Leontyev, A.A. (1997). Psychology of communication. M.: Smysl.
12. Markova, A.K. (1996). Psychology of professionalism. M.: International humanity fund "Knowledge".
13. Parsons, T. (2002). On the structure of social interaction. M.: Academic project.
14. Parygin, B.D. (1999). Social psychology. Problems of methodology, history and theory. SPb.:IGUP
15. Pchelinova, V.V. (2011). Forming of visions about the world of professions in professional counselling. Dissertation of candidate of psychological sciences. – M.
16. Pchelinova, V.V. (2012). Multilevel classification of professional specialities as the basis for professional orientation // Practical psychology and social work. Vol.1. P. 40-48

17. Petrova E.A., Potashova I.I., Kozyakov R.V. (2016) Modern technologies of working with families of children with disabilities // *Procedia - Social and Behavioral Sciences*. T. 233. C. 231-235.
18. Social psychology (2005). Dictionary / under editorship by M.U. Kondratyev // *Psychological lexicon. Encyclopedic dictionary in 6 volumes.* / Edited and collected by L.A. Karpenko / under general editorship by A.V. Petrovskiy. – M. PER SE.
19. Suntsova, A.S. (2013). Theories and technologies of inclusive education: study guide. – Izhevsk: Publishing house “Udmurtia University”.
20. Veber, M. (1994). The basic notions of stratification // *Sociological research*. №5. P. 153-158.
21. Vygotskiy, L.S. (1982). Historical sense of psychological crisis. Collection of works: in 5 v. M.: Mysl. V.1. P.228-291.
22. Vygotskiy, L.S. (2005). Psychology of personal development. M.: Smysl.
23. Zaslavskiy, I.E. (1995). Crisis of social and labour relationship. *Issues of economics*. № 5. P. 20-28.
24. Zimnyaa, I.A. (2000). Pedagogic psychology. Textbook for higher education institutions. Publ.2, suppl., corr. and reworked. M.: “Logos” Publishing Corporation.
25. Zinchenko, Yu.P. (2011). Methodological problems of basic and applied psychological research // *National Psychological Journal*. № 1 (5). P. 42-49.