

**Elena Asmakovets**

Omski Państwowy Uniwersytet im. F.M. Dostojewskiego, Rosja

**Sławomir Koziej**

Uniwersytet Jana Kochanowskiego w Kielcach

Wydział Pedagogiczny i Artystyczny

## **“Social work” students’ willingness to work with people with disabilities**

**Abstract:** Willingness to the work is one of the conditions of success of helping people with disabilities by experts of social work. Willingness includes cognitive, emotional and behavioral components. The article presents the results of the study of willingness to work with people with disabilities of Russian and Polish students of "Social work" direction.

**Keywords:** people with disabilities, willingness to work with people with disabilities, cognitive, emotional and behavioral components of willingness to work with people with disabilities

### **Introduction**

Over the past few years there has been a worldwide trend in increasing the number of people with disabilities. According to the statistics of the World Health Organization there were more than 1 billion people with disabilities in the world in 2015, which is 15% of the total population [Disability - causes, species, groups, 2016].

People with disabilities need help more often than other people (medical, legal, material, social, psychological, etc.), but they cannot always get it. The world has a problem of dissatisfaction with the needs of people with disabilities.

At the same time, these people:

- equal members of society who have special needs that society has to satisfy;
- should be fully integrated into society and all its spheres at all levels;
- do not just need special conditions, but absolutely equal ones, they are equal members of society, they do not differ from others, they are able to full self-realization.

Unfortunately, not always and not everywhere people with disabilities have the opportunity of full integration and self-realization, but they are weak, socially vulnerable group of population.

The lack of demand for people with disabilities, low level and quality of life, difficulties of creating and maintaining a family, low social activity, sense of inferiority - these and many other problems associated with the social integration of such people in society require solving.

The analysis of research and practice in the field of rehabilitation and adaptation of people with disabilities has shown that in Russia only a system of assistance to people with opportunities oriented towards their integration into society is gaining strength. In this connection, there is a growing need for professional staff training, whose activities will be aimed at helping, supporting and rehabilitating people, assisting the physical and mental, in social work profession.

In Russia social work as a professional direction in comparison with Europe is rather young. Training has been conducted since 1995, whereas in Poland official training of such specialists began in 1925.

Each country has its own traditions, history, specifics of its own conceptual approach to professional training of social work specialists. But at the same time, as studies show, the problem of professional training in social work with people with disabilities is not sufficiently developed either in Russia or in Poland. It cannot be reduced only to the inclusion in the curriculum of future social work specialists disciplines covering issues related to the characteristics of people with disabilities, the methods and technologies of social work with them. As the research results show, the main factors affecting the efficiency of activities are the willingness of specialists to work (T.N. Banshchikova, S.V. Puteeva, A.A. Derkach, N.V. Kuznetsov, T.A. Nikitina; M.I. Dyachenko, L.A. Kandybovich, V.A. Ponomarenko, A.A. Gudzovskaya, E.F. Zeer, A.M. Pavlova and O.N. Sadovnikova, S.S. Ilyin, K.K. Potonov; V.A. Slastenin; Y.V. Proshunina and others)

The current contradiction between the needs of modern society in highly qualified specialists who possess technologies for adaptation and rehabilitation of people with disabilities and the lack of willingness of future social work specialists to work with this category of population has determined the aim of our study which is to identify students' willingness for the social work students to work with people with disabilities. The study was conducted on the basis of two universities: Omsk State University of Dostoevsky (Russia) and the University of Jan Kochanowski in Kielce (Poland). The sample consisted of 158 people they are bachelors and masters of full-time

and part-time forms of study: 89 social work students of Omsk University and 59 social work students of the University in Kielce. Different authors offer different classifications of professional willingness. There are temporary (situational) and long-term (stable) willingness; functional and personal; psychological and practical; general and special; willingness for mental and physical activity, etc. [Ilyin S.S., 1999].

In our case, we are talking about the willingness to work with people with disabilities. We distinguish three components: cognitive (knowledge of people with disabilities, representation of oneself as a specialist rendering assistance to this category of the population), emotional (attitude to such people) and behavioral (strategies of behavior in interaction with such people). We believe that knowledge about the characteristics of health, the identity of people with disabilities; positive attitude towards them, acceptance and experience of communication with them contribute to effective professional activity and are its necessary condition.

## **Main part**

Willingness to work with people with disabilities of social work students we consider as part of three interrelated components: cognitive, affective and behavioral. The cognitive component is the totality of knowledge about people with disabilities (limitations, individual characteristics and personal qualities of such people), the specifics of social work with such people, institutions that provide them with assistance, self-image as a specialist who is able or will not be able to provide assistance to this category of people in the future.

The emotional component is feelings or emotional reactions that arise in relation to people with disabilities; this is the attitude of students towards people with disabilities. The emotional component fulfills a special function in the structure of students' willingness to work with people with disabilities; it is an incentive and plays an important role in determining the direction of the behavior and the ways of its implementation, in particular, for people with disabilities. A behavioral component is a tendency to react in a certain way to an object or action. In the case of willingness to work with people with disabilities, the behavioral component is a response in a certain way to people with disabilities, the relationship with them.

The three components of willingness are interrelated and interdependent. A change in one component produces corresponding changes in other components.

In accordance with the structure of willingness for work with people with disabilities, we developed a questionnaire for social work students. The questionnaire was aimed at studying the cognitive, affective and behavioral components of willingness.

### Consider the results of the survey

A study of the cognitive component of willingness to work with people with disabilities showed that more than half of Russian students (59.55%), describing people with disabilities, emphasize that they are people with shortcomings, deviations, violations related to physical and mental health; 26.96% of respondents think that they are people who have problems, limitations, obstacles; Only 6.75% of students noted that they are people with other needs, and 2.25% think that they do not differ from other people (Table 1).

Table 1. Russian students' ideas of people with disabilities

<b>Nº</b>	<b>People with disabilities are...</b>	<b>Percentages</b>
1.	People with shortcomings, deviations, violations... <i>People with shortcomings in physical and / or mental development, that is deaf, hard of hearing, blind, visually impaired, with severe speech disorders, disorders of the musculoskeletal system, and others, including children with disabilities</i>	<b>59,55%</b>
1.1.	<i>People with congenital or acquired physical or mental disabilities in need of additional needs</i>	30,34%
1.2.	<i>People who have mental, physical disabilities, which resulted in not being able to lead a full life</i>	17,98%
1.3.	<i>People with disabilities, we mean a condition in which their abilities for various activities are limited due to physical, mental or mental abnormalities</i>	3,37%
1.4.	<i>People with physical or mental development, for example: deaf (hard of hearing), blind (visually impaired), with disorders of the musculoskeletal system, with autism, etc.</i>	6,74%
1.5.		1,12%
2.	People who have problems, limitations, obstacles	<b>26,96%</b>
2.1.	<i>People who have obstacles or restrictions in their activities</i>	15,73%
2.2.	<i>People who can carry out any activity not in full (limited) measure</i>	6,74%
2.3.	<i>People who have problems with physical and mental health</i>	4,49%
3.	People with other needs	<b>6,75%</b>
4.	People who require special attention, help and attitude of others	<b>3,37%</b>
5.	<b>The same people as the others</b>	<b>2,25%</b>
6.	The most vulnerable category of the population	<b>1,12%</b>

Thus most Russian students first of all perceive people with disabilities as people with shortcomings, deviations, violations that have problems and limitations, face difficulties and obstacles, are a vulnerable category of people who need help and attention of other people. Less than 10% of respondents noted that they are people with other needs and do not differ from other people.

The results of the analysis of Polish students' answers showed that almost half of the respondents (44.07%) describing people with disabilities emphasize that they are people who are experiencing difficulties due to their physical and mental health features that impede, limit the ability to fulfill social roles and activities. Almost a third of students (30.52%) note that these people are inferior, with certain dysfunctions. 13.56% of respondents indicate that they need care, support, assistance from other people. Only 6.78% of the sample noted that people with disabilities are no different from others, they have equal rights, like healthy people, are full members of our society. Three people noted that they are people with special needs, people who have their own dignity and individuality, who are very positive about the world and strive to get acquainted with new people (Table 2).

That is most Polish students first of all perceive people with disabilities as people with physical, psychological or mental characteristics, and restrictions that limit the ability to fulfill social roles and activities. One-third of the respondents emphasize inferiority, dysfunctionality of such people. A minority of students note the dependence of people with disabilities from others, and at the same time that these people are the same as others.

Thus, the trends in the views of Russian and Polish students about people with disabilities are similar.

The sources of information about people with disabilities for Russian and Polish students are primarily the university (lectures, practical and seminar classes, various practice), the Internet, various publications (scientific, special, educational, fiction), the media (News, television, radio), life experience (observations, communication in the family, with friends, experience with people with disabilities). Less this information they received in school and college. Professional activities and professional development are a source of information about people with disabilities only for part-time students who combine their studies and work. It should be noted that among Russian students there were also those who do not have knowledge about people with disabilities (the answers of students of the first year of bachelor's degree), among Polish students there were no such answers (Table 3).

Table 2. Polish students' ideas about people with disabilities

<b>№</b>	<b>People with disabilities are...</b>	<b>Percentages</b>
<b>1.</b>	People experiencing difficulties, whose features are hindering, limit... <i>People whose physical, psychological or mental characteristics permanently or temporarily hinder, limit the performance of social roles, and in particular, limits the ability to work</i>	<b>44,07%</b>
1.1.	<i>People who experience difficulties in functioning in everyday life</i>	16,95%
1.2.	<i>People with different types of disabilities who make life difficult for them in society</i>	5,08%
1.3.	<i>People with disabilities</i>	3,39%
1.4.	<i>People with disabilities</i>	18,65%
<b>2.</b>	People who are inferior, with dysfunction..... <i>People with a certain level of inferiority, having difficulties in physical, mental functioning</i>	<b>30,52%</b>
2.1.	<i>People with a certain dysfunction</i>	20,35%
2.2.	<i>People with a certain dysfunction</i>	10,17%
<b>3.</b>	People in need of care, support, help ....	<b>13,56%</b>
3.1.	<i>People requiring special care and support</i>	6,78%
3.2.	<i>People with a deficit who need help from other people</i>	6,78%
<b>4.</b>	People who do not differ from the rest	<b>6,78%</b>
4.1.	<i>The same people as us</i>	1,69%
4.2.	<i>People, who have equal rights, like healthy people.</i>	1,69%
4.3.	<i>Full members of our society</i>	3,39%
<b>5.</b>	People with special needs	<b>1,69%</b>
<b>6.</b>	People who have their own dignity and personality	<b>1,69%</b>
<b>7.</b>	People with limitations who are very positive about the world and are eager to get to know new people	<b>1,69%</b>

Table 3. Students' sources of information about people with disabilities

<b>№</b>	<b>Sources of information</b>	<b>Polish students</b>	<b>Russian students</b>
1.	University	57,63%	61,8%
2.	The Internet	44,07%	33,71%
3.	The media (news, television, radio)	40,68%	43,82%
4.	Various publications (scientific, special, educational, fiction)	40,68%	21,35%
5.	Life experience	25,42%	40,45%
6.	School	11,86%	4,49%
7.	Professional activity	1,69%	10,11%
8.	College	5,08%	0%
9.	I am not interested in such problems	0%	1,12%
10.	Absence of knowledge	0%	3,37%
11.	Refresher courses	0%	1,12%

Thus, the main sources of information about people with disabilities for Russian and Polish students are the university, the Internet resources, the media, and various publications.

The analysis of the disciplines studied at the university, which, in the opinion of students, is a source of information about people with disabilities, showed that there are disciplines both in Russian and Polish universities that pay much attention to this category of the population (these disciplines were named by a larger number of students), But there are disciplines in which special attention is not paid to people with HIA (fewer students were named for these disciplines) (Table 4, Table 5). Polish students named 34 disciplines, but Russian - 36. In the tables there are no disciplines that only one or two students named.

Table 4. Disciplines which are sources of information about people with disabilities (Russian students)

<b>№</b>	<b>Disciplines</b>	<b>Percentages</b>
1.	Special Psychology	28,09%
2.	Social Medicine	21,35%
3.	Social work technologies	15,73%
4.	Adaptive physical education for people with health disability	15,73%
5.	Theory of Social Work	15,73%
6.	Social work with various categories of the population	12,36%
7.	Age psychophysiology	7,87%
8.	Introduction to the profession	6,74%
9.	Social pedagogy	5,62%
10.	History of social work	5,62%
11.	Fundamentals of psychological, medical and social work with people with disabilities	5,62%
12.	Social politics	4,49%
13.	Innovative projects in social work with people suffering from mental diseases	4,49%
14.	Gerontology	3,37%

Table 5. Disciplines which are sources of information about people with disabilities (Polish students)

<b>No</b>	<b>Disciplines</b>	<b>Percentages</b>
1.	Special Pedagogy	49,15%
2.	Institutes of social assistance to different categories of the population	22,03%
3.	Old age and disability	15,25%
4.	Clinical psychology	13,56%
5.	Modern social problems	11,86%
6.	Inclusive education	11,86%
7.	Organization of social work in Poland and abroad	8,47%
8.	Psychiatry of the environment	6,78%
9.	Pedagogy	5,08%
10.	Organization of social work	5,08%
11.	Theory of Social Work	5,08%
12.	Axiology and the theory of social work	5,08%
13.	Prevention of family problems - medical and social aspects	5,08%
14.	Methods of working with the elderly and people with disabilities in the family	5,08%
15.	Dysfunctions of the family	3,39%
16.	Dysfunctions in the family - medical aspects	3,39%
17.	Prevention and promotion of healthy lifestyles	3,39%
18.	Modern directions in health pedagogy	3,39%

To the question: Are there any services in your city that help people with disabilities? The majority of both Russian and Polish students answered that they know the services and organizations of their city that provide assistance to people with disabilities. Fewer students are informed about organizations that provide assistance to the relatives of disabled people, in particular, parents of children with disabilities. Among the students both Omsk and Kielce prevail those who do not know about such services or believe that they are not in the city (Table 6).

To specifying question: What are the services and organizations that provide assistance to people with disabilities in your city, which are familiar,



most of the students named these services. And most of the students called specific institutions, public organizations, foundations, associations.

All students who participated in the survey are confident that you need to inform the public about people with disabilities (it is necessary that ordinary people know about people with disabilities).

Table 6. Student knowledge of city services that help people with disabilities

	Russian students			Polish students		
	There are	There are no	Do not know	There are	There are no	Do not know
People with disabilities - children	75,28%	1,12%	23,6%	62,71%	28,81%	8,47%
People with disabilities - adults	80,9%	1,12%	17,98%	59,32%	32,2%	8,47%
Parents of children with disabilities	42,7%	4,49%	52,81%	38,89%	38,89%	22,03%

Summarizing the study of the cognitive component of willingness to work with people with disabilities in "Social Work" direction, the authors suggest that both Russian and Polish students have an idea of who are people with disabilities, with emphasis on restrictions, difficulties, problems faced to this category of population. The main sources of information about people with disabilities are the university (disciplines), the Internet resources, the media, various kinds of literature. Disciplines that familiarize students with the characteristics of people with disabilities are divided into two categories: disciplines that devote much time to this information and disciplines which do not set the goal, they cover these issues. Most students of both universities are familiar with the services that provide assistance to people with disabilities in their city, less known to students are services that help relatives of disabled people, in particular, the parents of children with disabilities.

The study of the emotional component of willingness to work with people with disabilities showed that most students have positive feelings for people with disabilities (Table 7).

While communicating with people with disabilities, most students have the most positive emotions. We are grateful to those students who honestly replied that they have negative emotions or do not feel any emotions while communicating with people with disabilities (Table 8).

Table 7. Students' prevalent feelings towards people with disabilities

No	Prevalent feelings	Polish students	Russian students
1.	Positive feelings	79,17%	78,1%
2.	Negative feelings	11,46%	8,03%
3.	The same feelings as towards ordinary people	7,29%	9,49%
4.	Neutral attitude	2,08%	2,19%
5.	Absence of feelings	0%	2,19%

Table 8. Prevailing emotions that arise during communication with people with disabilities

No	Prevailing emotions	Polish students	Russian students
1.	Positive emotions	49,55%	70,79%
2.	Negative emotions	23,42%	15,73%
3.	Absence of emotions	10,81%	4,49%
4.	Neutral	0,9%	8,99%
5.	Emotions as while communicating with ordinary people	9,01%	0%
6.	Mixed emotions	0,9%	0%
7.	Absence of experience	4,5%	0%
8.	Do not know	0,9%	0%

Despite the fact that most students themselves have a positive attitude towards people with disabilities, they believe that a negative and indifferent attitude towards this category of people prevails in society (Table 9).

Table 9. Attitude felt by people with disabilities from others, according to students

Students	Positive (%)	Negative (%)	Indifferent (%)
Russian	7,9	30,3	61,8
Polish	10,2	50,8	39

To the questions: "Does the degree of disability affect the attitude of society towards people with disabilities?" And "Does the degree of disability affect the attitude of students themselves to people with disabilities?" The answers were as follows: the majority of both Russian (86.5%) and Polish (93.2%) students are confident that the degree of disability affects the atti-

tude of society towards people with disabilities, and at the same time, less than half of respondents (Russian students - 41.6% of sample, Polish students - 42.4%) noted that the degree of disability affects their attitude towards people with disabilities. So students believe that they are less dependent on the degree of disability in their attitude towards people with disabilities than the society as a whole (Table 10).

Table 10. Impact of the degree of disability on people with disabilities

Students	Attitude of society		Students' attitude	
	There is an impact	There is not an impact	There is an impact	There is not an impact
Russian	86,5%	13,5%	41,6%	58,4%
Polish	93,2%	6,8%	42,4%	57,6%

In general, the attitude of the students themselves to people with disabilities is positive with the exception of people with disabilities with mental disorders. Among students it is the attitude toward this category of people with disabilities that shows a greater percentage of those who are negative or indifferent to them, compared to the ratio of other categories of people with disabilities (Table 11).

Table 11. Attitude of students to people with disabilities

People with disabilities	Russian students			Polish students		
	positive	negative	Indifferent	positive	negative	indifferent
Visually disabled	82,02%	0%	17,98%	94,92%	0%	5,08%
Hearing disabled	82,02%	0%	17,98%	93,22%	0%	6,78%
People with disabled motor function	78,65%	1,12%	20,22%	91,53%	0%	8,47%
People with mental disabilities	55,06%	17,98%	26,97%	76,27%	8,47%	15,25%
Disabled children	83,15%	0%	16,85%	93,22%	0%	6,78%
Disabled middle-aged people	79,78%	0%	20,22%	88,14%	1,69%	10,17%
Disabled people - elderly people	76,4%	1,12%	22,47%	93,22%	0%	6,78%

A negative attitude to disabled people - elderly, middle-aged disabled, disabled people with impaired motor function was noted by one student. Positive attitude for the majority of both Russian and Polish students is caused by people with disabilities in sight, hearing, and disabled people with impaired motor function and children with disabilities.

In order to clarify the attitude of students towards people with disabilities, we used in the questionnaire a question that concerned not a generalized abstract image of a person with disabilities, but a more real person who could be a neighbour, colleague, doctor, etc.

Table 12. The attitude of students to people with disabilities of different social roles (statuses)

	Russian students			Polish students		
	positive	negative	indifferent	positive	negative	indifferent
Neighbor	53,93%	3,37%	42,7%	86,44%	0%	13,56%
Next door neighbor	44,94%	17,98%	37,08%	81,36%	3,39%	15,25%
Relative	43,82%	35,96%	20,22%	91,53%	1,69%	6,78%
Colleague	57,3%	5,62%	37,08%	86,44%	1,69%	11,86%
Doctor	42,7%	22,47%	34,83%	67,8%	16,95%	15,25%
Teacher	49,44%	14,6%	35,96%	77,97%	8,47%	13,56%
Classmate	56,18%	5,62%	38,2%	89,83%	0%	10,17%
Child's teacher	47,2%	20,22%	32,58%	74,58%	8,47%	16,95%
Child's classmate	49,44%	12,36%	38,2%	84,75%	3,39%	11,86%
Supervisor	43,82%	16,85%	39,33%	74,58%	5,08%	20,34%
Authority	46,07%	19,1%	34,83%	66,1%	8,47%	25,42%

In Table 12 we presented the ratio of the answers of Russian and Polish students to the question: "How do you feel about the person with disabilities being...?" An analysis of the answers showed that among the Polish students the majority are positive about the person with disabilities being their neighbor, relative, classmate, colleague, classmate or teacher of the child. Russian students, in comparison with Polish ones, are less positive

about having a disabled person, a relative, a next door neighbor, a supervisor, a teacher or a doctor.

Ranking students' answers to the question: "Which school would be best for children with disabilities?" showed: both Russian and Polish students believe that in a special class of an ordinary school, in the second and third place in the number of elections there are individual education in school and training in a special school, a smaller number of elections received such forms as training in the ordinary class of an ordinary school and at home (Table 13).

Table 13. Priority forms of education for children with disabilities according to students

Range	Russian students	Polish students
1.	In special class of ordinary school	In special class of ordinary school
2.	In individual education school	In special school
3.	In special school	In individual education school
4.	In ordinary class	In ordinary class
5.	At home	At home

Thus, the study of the emotional component of willingness to work with people with disabilities showed that according to students negative and indifferent attitude towards people with disabilities prevails in society, and this ratio depends on the degree of disability and its features. Students consider themselves less dependent on people with disabilities. Students note that they experience mostly positive emotions and positive feelings towards such people. Although we identified respondents who indifferently and negatively treat people with disabilities with mental disorders, disabled people - the elderly and middle-aged people. In addition, not all students are willing to accept a person with disabilities in the role of teacher, doctor, superior, neighbor or relative. The answers regarding the general attitude to people with disabilities and to specific life situations with real people with disabilities have differences.

The study of the behavioral component of willingness to work with people with disabilities related to the experience of communication and interaction of students with people with disabilities; their desires and assessments of the ability to help such people, work with them, as with clients.

The presence of people with disabilities was revealed among 42.7% of Russians and 62.7% of Polish students (Table 14).

Polish students have more contacts with people with disabilities (Table 15). Perhaps this is due to greater accessibility of the environment for such people and a less degree of stigmatization in Poland.

It should be noted that most students are ready to help people with disabilities (Table 16).

Table 14. The presence of people with disabilities in the environment of students

<b>Students</b>	<b>There are (%)</b>	<b>There are not (%)</b>
Russian	42,7	57,3
Polish	62,7	37,3

Table 15. The presence of people with disabilities in the environment of students (clarification)

<b>№</b>	<b>Russian students</b>	<b>Percentages</b>	<b>№</b>	<b>Polish students</b>	<b>Percentages</b>
1	Relatives	19,1%	1.	Relatives	47,46%
1.1.	<i>Aunts or uncles</i>	7,87%	1.1.	<i>Aunts or uncles</i>	8,47%
1.2.	<i>Grandparents</i>	6,74%	1.2.	<i>Grandparents</i>	6,78%
1.3.	<i>Brothers or sisters</i>	2,25%	1.3.	<i>Brothers or sisters</i>	23,72%
1.4.	<i>Nephews</i>	1,12%	1.4.	<i>Nephews</i>	0
1.5.	<i>Mother or father</i>	1,12%	1.5.	<i>Mother or father</i>	5,08%
1.6.	<i>Spouse</i>	0	1.6.	<i>Spouse</i>	1,69%
2.	Familiar people	11,24%	2.	Familiar people	6,78%
3.	Neighbors	11,24%	3.	Neighbors	11,86%
4.	Friends	6,74%	4.	Friends	13,56%
5.	Colleagues	6,74%	5.	Colleagues	6,78%
6.	Classmates	2,25%	6.	Classmates	1,69%
7.	Students	2,25%	7.	Students	1,69%
8.	Clients	1,12%	8.	Clients	3,39%
			9.	Bridegroom	1,69%
			10.	Disabled person	1,69%

Table 16. Opportunity for students to help people with disabilities

Students	Have (%)	Do not have (%)
Russian	62,9	37,1
Polish	78	22

Clarification of the categories of people with disabilities students could help, showed that the majority of respondents can work with all categories of disability, except for people with mental disabilities. With such clients, 49.44% of Russian and 56.18% of Polish students will not be able to work. Perhaps this is due to the lack of knowledge of such clients, lack of experience and work with such people (Table 17).

If we compare the results presented in Tables 17 and 18, we see that those who wish to work with clients - people with disabilities are less than students who can carry out such activities. Students less want to have their clients with mental disabilities, compared to other categories of people with disabilities.

Table 17. Opportunity for students to carry out social work with people with disabilities

Disabled people	Russian students		Polish students	
	Are able	Are not able	Are able	Are not able
Visually disabled	85,39%	14,61%	93,22%	6,78%
Hearing disabled	74,16%	25,84%	60,67%	39,33%
People with impaired motor function	82,02%	17,98%	61,8%	38,2%
People with mental disabilities	50,56%	49,44%	43,82%	56,18%
Disabled children	71,91%	28,09%	91,53%	8,47%
Disabled middle-aged people	87,64%	12,36%	88,14%	11,86%
Disabled elderly people	77,53%	22,47%	89,83%	10,17%

Russian students less want to have their clients with disabilities (there are less positive answers in Table 18 than in Table 17). And Polish students, on the contrary, have an increase in the number of respondents who want to work with this category of population, in comparison with those who believe they can.

In comments to their answers, students who do not want their clients to be people with disabilities, note an emotionally and tense atmosphere, have pity for such people, which will interfere with work, lack of knowledge and experience, lack of interest in the specialty, high responsibility, patience etc.

Table 18. The desire of students to carry out social work with people with disabilities

Disabled people	Russian students		Polish students	
	Want to	Do not want to	Want to	Do not want to
Visually disabled	60,67%	39,33%	83,05%	16,95%
Hearing disabled	50,56%	49,44%	84,75%	15,25%
People with impaired motor function	57,3%	42,7%	86,44%	13,56%
People with mental disabilities	32,58%	67,42%	55,93%	44,07%
Disabled children	51,69%	48,31%	86,44%	13,56%
Disabled middle-aged people	59,55%	40,45%	84,75%	15,25%
Disabled elderly people	53,93%	46,07%	84,75%	15,25%

Summarizing the study of the behavioral component of willingness to work with people with disabilities, it should be noted that not all respondents had or have experience of communication and interaction with people with disabilities. In addition, students do not have enough knowledge and skills to work with specific categories of people with disabilities. Therefore, some students do not want their clients to be such people; others want to but are afraid.

## Conclusion

Summing up our research, it should be noted that in many respects the success of professional work of social work specialists depends on willingness to fulfill, in particular, it is success of assistance to people with disabilities which depends on the willingness of specialists to work with this category.

In the process of training at the university social work students is to purposefully form this type of willingness, which includes: cognitive, emotional and behavioral components. These three components are interrelated and interdependent. The change in one component of the relationship produces corresponding changes in other components: ignorance of the



characteristics of people with disabilities, the specifics of social work with them (the cognitive component), the lack of experience with such people (the behavioral component) contributes to the formation of a negative attitude towards this category of the population (emotional component) . In turn, the emotional component performs a special function in the structure of students' willingness to work with people with disabilities, it is an incentive and plays an important role in determining the direction of the behavior and the ways of its implementation, in particular, for people with disabilities. This is confirmed by the results of the study of willingness to work with students with disabilities of Russia and Poland.

## References

- Asmakovets E., Koziej S., *Employment factors of social work students / Theory and practice on psychological and pedagogical training for a specialist at a university*. Scientific reports digest. – Gabrovo: Publishing house "CEN-PRES", 2016, p. 170-174.
- Banshchikova T.N., Puteva S.V., *Professional willingness of the teacher to manage the pedagogical process // Digest of scientific works of the North-Caucasian State Technical University. Humanities*, 2005. №2 (14).
- Demidova I.F., *Pedagogical psychology: Textbook*. – Rostov-on-Don.: "Phoenix", 2003.
- Derkach A.A., Kuznetsov N.V., *Acmeology: the way to achieve the peaks of professionalism*. – Moscow, 1993.
- Zeer E.F., Pavlova A.M., Sadovnikova N.O., *Proforientology: theory and practice: Proc. Allowance for higher education*. – M.: Academic project; Ekaterinburg: Business book, 2006.
- Ilyin S.S., *Psychological willingness for management professions and its diagnostics // Applied Psychology*. 1999. №4.
- Disability – causes, species, groups*. – URL: <http://tiensmed.ru/news/invalidnosti-ab1.html> (Access on: 11.12.2016).
- Lvov E.N., *Vocational training of social workers for activities with people with disabilities: Dis. ... Ph.D.* – Ulyanovsk, 2002.
- Slastenin VA, Kashirin V.P., *Psychology and Pedagogy: Proc. Allowance for stud. Supreme. Textbook. Institutions*. – 2<sup>nd</sup> ed., The stereotype. – Moscow: Publishing Center "Academy", 2003.
- Chernyavskaya A.P., *Psychological counseling for vocational guidance*. – Moscow: Publishing house VLADOS - PRESS, 2001. 96 p.