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**Узакбаева С.А.**

пед. илим. док., проф.

Абылай Хан атындагы Казак эл аралык мамилелер жана Дүйнөлүк тилдер университети

Казакстан, Алматы ш.

sahipzhamal.a@mail.ru

**Самархан А.С.**

пед. илим. магистри

Абылай Хан атындагы Казак эл аралык мамилелер жана Дүйнөлүк тилдер университети

Казакстан, Алматы ш.

samarkhan.ayazhan@mail.ru

## **ИНКЛЮЗИВДИК БИЛИМ БЕРҮҮ ШАРТЫНДА БОЛОЧОК МУГАЛИМДЕРДИ БАЛДАР МЕНЕН ИШТӨӨГӨ ДАЯРДОО**

**Аннотация.** Келечектеги мугалимди, өзгөчө билимге муктаж болгон балдар менен иштөөгө даярдоо, коомдун жана мамлекеттин өзгөчө милдеттеринен болууда.

Социалдык заказ жана билим берүүнүн бардык деңгээлдеринин талаптары, билим берүү процессине инклюзия идеяларын киргизүүнүн артыкчылыктарын белгиледи. Инклюзивдик билим берүүнү өнүктүрүүдөгү бир катар оң жаңылыктарга карабастан, республикада жогорку квалификациялуу педагогдорду даярдоо проблемасы өзгөчө актуалдашууда.

Инклюзивдик билим берүү шарттарында келечектеги мугалимдин ийгиликтүү иштеши үчүн зарыл болгон компетенттүүлүктүн негизги мүнөздөмөлөрү: мотивациялык, мониторингдик, диагностикалык, мазмундуу, божомолдоочу, долбоорлоочу, рефлексивдүү, коммуникативдик, конфликтологиялык, изилдөөчүлүк компетенциялар. Инклюзивдик билим берүү шарттарында балдар менен иштөөнүн технологиясы жана методикасы менен байланышкан компетенциялар негизделген. Инклюзивдик окутуу шартында мугалимдин ийгиликтүү иши үчүн зарыл болгон сунушталган компетенциялар өзгөчө билим берүү муктаждыктары менен балдар менен иштөөнү камсыз кылган болочок педагогдор үчүн ЖОЖдо психологиялык-педагогикалык дисциплиналарды жаңылоо үчүн база болуп саналат.

**Негизги сөздөр:** мүмкүнчүлүгү чектелген балдар, майыптык, инклюзия, инклюзивдик билим берүү, кесиптик даярдык, мугалим.

**Узакбаева С.А.**

док. пед. наук, проф.

Казахский университет международных отношений и мировых языков имени Абылай Хана

Казахстан, г. Алматы

sahipzhamal.a@mail.ru

**Самархан А.С.**

магистр пед. наук

Казахский университет международных отношений и мировых языков имени Абылай Хана

Казахстан, г. Алматы

samarkhan.ayazhan@mail.ru

## **ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ К РАБОТЕ С ДЕТЬМИ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ**

**Аннотация.** Подготовка будущего учителя к работе с детьми с особыми образовательными потребностями становится приоритетной задачей общества и государства.

Социальный заказ и требования всех уровней образования обозначили приоритеты внедрения идей инклюзии в образовательный процесс. Несмотря на ряд положительных новаций в развитии инклюзивного образования в республике особо актуализируется проблема подготовки высококвалифицированных педагогов.

Выделены основные характеристики компетентности, необходимой будущему учителю для успешной работы в условиях инклюзивного образования: мотивационная, мониторинговая, диагностическая, содержательная, прогностическая, проектировочная, рефлексивная, коммуникативная, конфликтологическая, исследовательская компетенции. Обоснованы компетенции, связанные с технологиями и методикой работы с детьми в условиях инклюзивного образования. Предложенные компетенции, необходимые для успешной работы учителя в условиях инклюзивного обучения, выступает базой для обновления психолого-педагогических дисциплин в вузе для будущих педагогов, обеспечивающих работу с детьми особенными образовательными потребностями.

**Ключевые слова:** дети с ограниченными возможностями, инвалидность, инклюзия, инклюзивное образование, профессиональная подготовка, учитель.

**Uzakbayeva S.A.**

Doctor of Pedagogical Sciences, Professor

Kazakh University of International Relations and World Languages named after Abylai Khan

Kazakhstan, Almaty c.

sahipzhamal.a@mail.ru

**Samarkhan A.S.**

Master of Pedagogical Sciences

Kazakh University of International Relations and World Languages named after Abylai Khan,

Kazakhstan, Almaty c.

samarkhan.ayazhan@mail.ru

## PREPARING FUTURE TEACHERS TO WORK WITH CHILDREN IN INCLUSIVE EDUCATION

**Abstract.** Preparing a future teacher to work with children with special educational needs is becoming a priority task of society and the state.

The social demand and the requirements of all levels of education have identified priorities for the introduction of the ideas of inclusion in the educational process. Despite a number of positive innovations in the development of inclusive education in the republic, the problem of training highly qualified teachers is particularly relevant.

The main characteristics of the competence necessary for a future teacher to work successfully in inclusive education are highlighted: motivational, monitoring, diagnostic, informative, predictive, design, reflexive, communicative, conflictological, research competencies. Competencies related to technologies and methods of working with children in inclusive education are substantiated. The proposed competencies necessary for the successful work of a teacher in an inclusive learning environment serves as a basis for updating psychological and pedagogical disciplines at the university for future teachers who provide work with children with special educational needs.

**Keywords:** children with disabilities, disability, inclusion, inclusive education, professional training, teacher.

**Introduction.** In Kazakhstan, inclusive education is regulated by the Constitution of the Republic of Kazakhstan, the Law «On Education», the Law of the Republic of Kazakhstan «On Social Protection of Persons with Disabilities in the Republic of Kazakhstan», as well as the Convention on the Rights of the Child «European Convention for the Protection of Human Rights and Fundamental Freedoms».

State normative legal documents (Convention on the Rights of the Child «World Declaration on Ensuring the Development and Well-being of Children, Survival» and the Law «On support of social and medical-psychological correction of children with disabilities», Law of the Republic of Kazakhstan No. 39 «On Social Protection of disabled people in the Republic of Kazakhstan», State Program for the Development of Education on April 13, 2005 RK for 2011-2020, approved by the Decree of the President of the Republic of Kazakhstan dated December 7, 2010 No. 1118., The Action Plan for 2011-2015 for the implementation of the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020. (Stage 1), approved by the Decree of the Government of the Republic of Kazakhstan dated February 11, 2011 No. 130., the Strategic Plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2011-2015, approved by the Decree of the Government of the Republic of Kazakhstan dated February 19, 2011 No. 160.) set the tasks of creating a school that is fully capable of implementing inclusive education.

World practice shows that in many countries approaches are being formed to create equal social, pedagogical, psychological conditions for children with disabilities (Abashina A.D., Alyokhina S.V., Kuzmina O.S., etc.). This category of children needs a special favorable adaptive environment in which it is possible to form constructive educational relations (Ivanov D.A., Samartseva E.G., etc.). For many groups and degrees of the disease, inclusive educational institutions are becoming such an environment, rapidly and successfully developing today in Kazakhstan and abroad.

Taking into account the breadth and versatility of the problem under consideration, it is advisable to highlight its key aspects, which include: categories of children who need of inclusive education; features of upbringing, development and socialization of children; categories of specialists working in an inclusive environment; professional training of teachers in universities to work with special children; the use of the provisions of the competence approach in the selection of general cultural, general professional and professional competencies in the training of specialists.

The problems of inclusive education are reflected in scientific works. At the theoretical level, the problems of the quality of training of a future specialist have been studied quite extensively (Z.A. Movkebayeva, M.I. Makhmutov, A.M. Novikov, M.M. Potashnik, etc.); the competence approach has been considered (I.A. Oralkanova, I.A. Zimnaya, D.A. Ivanov, N.V. Kuzmina, O.E., etc.); disclosed the specifics of the organization of the educational environment in a general education institution (A.A. Bodalev, L.V. Mardakhaev, E.A. Yamburg, etc.); aspects of inclusive education are considered (D.I. Boikov, I.V. Vachkov, N.M. Nazarova, V.V. Rubtsov, etc.); the ideas of a competence-based approach in training personnel to work with children are substantiated (A.D. Abashina, E.Y. Konovalova, I.I. Potashova, A.K. Oralbekova, S.S. Zhakipbekova, A.R. Rymkhanova, etc.).

Practice shows that the current State Educational Standards of the Republic of Kazakhstan on pedagogical education do not contain requirements for the professional training of future teachers in the field of inclusive education. In this connection, universities face the task of expanding education in this area by including special courses in the variable part of the main educational programs and consolidating special competencies. This is also required by the professional standard of the teacher. All this indicates the need to train a teacher who has a deep knowledge of medical, biological, psychological and pedagogical knowledge and understands the peculiarities of the development of children with disabilities, who is a professional, ready and able to implement inclusive education.

**The main part.** Inclusive education (French *inclusif*-including, Lat. *include*-I conclude, include, involve) is one of the processes of transformation of general education, based on the understanding that disabled people in modern society can (and should) be involved in society. This transformation is focused on creating conditions for accessibility of education for all, including providing access to education for children with disabilities. Inclusive education seeks to develop a methodology aimed at children and recognizing that all children are individuals with different learning needs. Inclusive Education tries to develop an approach to teaching and learning that is more flexible to meet different learning needs.

Today, there are serious shortcomings in the pedagogical training of a modern teacher (lack of understanding of the essence of inclusive education, poor awareness of the personal educational role

in teaching children with special needs, low diagnostic culture, outdated psychological and pedagogical methods, etc.). This is also typical for teachers in other countries. For example, the Swedish teacher Peter Ch. Gunval notes that many teachers «do not possess the necessary knowledge, do not have experience working in a team, do not use each other's competence in the process of planning and evaluating school work» [1, p. 75]. Educational practice in schools of the republic convinces that most of the teaching staff is not ready to work effectively with children in inclusive education. This is confirmed by the results of preliminary diagnostics: over 80% of secondary school teachers (both in traditional classes and in classes with inclusive education) do not have sufficient skills of competent and correct work in inclusive education.

In pedagogical practice, there are contradictions between the social demand for a competent teacher who is ready for productive interaction with children with special educational needs, with their parents, to support family education in inclusive learning, and the lack of a scientifically based mechanism for the formation of the necessary psychological and pedagogical competence in the process of university training; between the need of educational institutions for teachers focused on humanistic interaction with the family of schoolchildren, and the underestimation by teachers of this aspect in their professional activities, the lack of teachers of the necessary inclusive competence [2, p. 7].

Currently, a new educational paradigm is required, a new approach to the professional training of a future teacher based on a competence-based approach. It should be aimed at improving the theoretical and practice-oriented orientation of the course of pedagogy and pedagogical practice at the university. For pedagogical training of students at the university «acts as an effective means of personal and professional improvement of future specialists» by mastering their psychological and pedagogical competencies [3, p. 296].

In terms of general psychological development, students are a period of intensive socialization of a person. The student age, according to B.G. Ananyev, is a sensitive period for the development of the main sociogenic potencies of a person [4, p. 25]. At this age, a person is characterized by the highest social activity and a fairly harmonious combination of intellectual and social maturity. That is why, in the process of preparing a future teacher to work with children with disabilities, he has an acmeological approach. Within the framework of acmeology, the following indicators of a young man's social maturity are put forward:

- the system of knowledge about the world, the integrity of the worldview;
- steady professional choice and high motivation to achieve success in life;
- the ability to self-regulate behavior, adaptation in society;
- readiness for self-preservation of their health in intensive conditions of study and work, to create a healthy family;
- stability of socio-moral orientations, civic position, high spiritual and moral potential of personal development [5].

However, this ideal image of a mature personality of a young man is not always achieved in real conditions. In students, the formation of moral consciousness is quite intense, the development and formation of value orientations and ideals, civic qualities of the individual, a stable worldview is carried out [6]. A special role in this belongs to the pedagogical practice carried out by students during the development of the basic educational program.

Pedagogical practice is a type of activity during which a student accepts positive social experience, acquires skills of social competence and real action in a social (educational) environment. The activity of students as subjects of the formation of readiness for the implementation of inclusive education is achieved by us due to such conditions as involvement in design and innovation work [7].

The professional standard of a teacher is based on a number of competencies reflected in the Law of the Republic of Kazakhstan «On Education». In the State Educational Standard of Higher Professional Education, from a number of competencies presented, it is possible to distinguish the competencies of the implementation of inclusivity, in particular, general professional and professional competencies.

It should be noted that each of the presented competencies contains its own inclusive aspect. There are competencies that mainly reflect the essence of general inclusive education (the general attitude of a specialist to the world and reality; clear consistency of components; consideration of pedagogical reality and technology of knowledge and experience transfer; compliance of the content of education with the requirements and capabilities of the individual). At the same time, there are also specific aspects that determine the needs of inclusive education: the attitude of society towards children with disabilities and inclusive education in general; tolerance-oriented differences in the group of children and taking into account the individual characteristics of each child.

The professional competence of a teacher is the presence of a certain stock of knowledge that allows you to act independently in solving pedagogical problems, the ability to apply certain professional pedagogical skills in solving non-standard problems, the unity of theoretical and practical readiness to carry out pedagogical activities, the integration of experience, theoretical knowledge and practical skills, the presence of a common culture of personality, as well as personal qualities significant for a teacher.

Psychological and pedagogical competence of a number of scientists are considered as an integral property of personality and a result that allows a teacher to effectively carry out the pedagogical process in an inclusive education, interact with the student's family, providing pedagogical support in the context of the humanistic paradigm, as well as support for a family with a healthy child or a child with special educational needs. Competencies suggest focusing not on the results of education as a sum of learned information, but on the ability of a person to apply it in various problematic situations.

In the context of our research, the psychological and pedagogical key competencies of the activity of a teacher, educator in the context of inclusive education are presented. Psychological and pedagogical competencies are understood as internal potential, hidden psychological and pedagogical neoplasms, including knowledge, ideas, programs (algorithms) of actions, systems of values and relationships that allow children to cooperate in inclusive education, as well as the presence of the necessary personality qualities (orientation, activity, willpower, attention to children, carefulness flexibility of thinking, etc.), personal qualities (politeness, attentiveness, kindness, conscientiousness, benevolence, responsiveness, truthfulness, justice, intelligence, emotionality, etc.).

Considering competence as a complex system of education, it is important to identify its main characteristics: motivational (readiness for the manifestation of competence), cognitive (knowledge of the content of competence), behavioral (experience of the manifestation of competence in a variety of standard and non-standard situations), value-semantic (ensuring equal opportunities for all children), emotional-volitional (regulation of the process and the result of the manifestation of competence).

Competence includes a cognitive component (various categories of knowledge, planning, determining the possibilities of acquired knowledge). The following categories of knowledge are distinguished: knowledge-description, knowledge-prediction, knowledge-explanation, system knowledge, controlling knowledge. In this case, knowledge acts as a conscious norm and is included in the context of personality. One of the components of competence is the operational and technological component, which includes experience in the implementation of activities [8 p. 56]. These are acquired skills and abilities that a person can apply in various problematic situations. Competencies include not only cognitive and operational-technological components, but also a motivational-target component. Motivation is a distinctive feature of competent behavior. Motivation sets the trajectory of individual development and growth of personal competence. It is not by chance that in modern texts about motivation, the «motivation of competence» is distinguished as a separate phenomenon, which correlates with the motivation of achievement.

The main approach to the training of a future teacher is based on the formation of basic competencies. The organizational and managerial component of professional training of specialists to work with children with special adaptive abilities at the university includes forms, means and methods of formation of general cultural and professional competencies. The means of forming the competencies of future teachers at the university are: project activities carried out by students together with practicing teachers of the inclusive sphere, viewing video materials with the results of work with

children with special adaptive abilities, working with the regulatory framework of inclusive institutions, participation in seasonal health camps. Adequately using sufficiently various means and competently combining them, it is possible to achieve the highest results in the formation of competence readiness of future specialists of an inclusive educational environment [9 p. 124].

The methods of formation of general cultural, general professional and professional competencies among future teachers include: the study of psychological and pedagogical literature, the search and collection of information on a given topic, the preparation of abstracts and reports in classroom and extracurricular activities (for parents, at teacher improvement courses), participation in the preparation of methodological manuals on inclusive education; participation in role-playing and business games, discussions, debates; thematic self-education, development of software and methodological support for the educational process in inclusive educational institutions, participation in the system of methodological work of an inclusive educational institution; participation in professional skill competitions, acting as presenters at events dedicated to inclusion, participation in socio-pedagogical trainings; writing essays on the proposed topic, preparation of articles in the media, preparation of telecommunication texts and messages on inclusive topics, preparation of questions on the topic of inclusive education; drawing up diagrams, graphs, tables for the text on inclusive education, preparation of presentations for a speech, preparation of stands, announcements, preparation and distribution of invitation cards; participation in volunteer activities, work in a volunteer squad, tutoring activities to accompany a child, etc.

**Conclusion.** Thus, the solution of the problem of forming the teacher's readiness to implement inclusive education at the stage of vocational training will make it possible to actualize the problem of inclusive education in the republic; will increase the level of professional training of graduates, will satisfy the needs of all consumers of educational services – individuals, society, the state.

The proposed competencies necessary for the effective work of a teacher in an inclusive learning environment, and their implementation in the process of educational work at the university will have a positive impact on the quality of teacher training. Purposeful implementation of the competence approach in the process of professional activity will help future teachers to master methods and forms of work with children with special needs and their parents.

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**Reviewer: Doctor of Pedagogical Sciences, Professor Zhalgasova Sh.A.**