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B.D. Kairbekova^{1*}, A.T. Tashimova¹, A.T. Kabbasova¹, A.U. Mukhamedzhanova²

¹Innovative University of Eurasia, Kazakhstan

²Shiderty secondary school of Ekibastuz, Kazakhstan

*(e-mail: kairbekova.bagzhanat@mail.ru)

Readiness of teachers to work in conditions of psychological and pedagogical support of children with special educational needs

Abstract

Modern theoretical directions in the field of special (correctional) pedagogy allowed us to study the content and technologies of teachers' readiness for correctional and pedagogical activity in the educational process. The priority in teaching children with special educational needs is the introduction of inclusive education into the school system, which is part of general secondary education and includes its accessibility. The main issue in the complex of studies related to vocational education is the readiness of teaching staff to work with children in inclusive education.

Today, the necessary reforms in the field of inclusive education in Kazakhstan have a humanistic orientation. Special attention is paid to the education of these children. Monitoring of education reforms in Kazakhstan has revealed persistent negative trends in the physical and mental health of children of all ages.

The priority in teaching children with special educational needs is the introduction of inclusive education into the school system, which is part of general secondary education and includes its accessibility. The main issue in the complex of studies related to vocational education is the readiness of teaching staff to work with children in inclusive education.

Purpose: to use the experience of special and integrated education as a technological experience of psychological and pedagogical support of participants in the inclusive educational process.

Methods: we used technological maps (created by a teacher for a student), methods of cooperation and methods of joint group learning, methods of mutual learning, method of psychological comfort, methods of teaching social skills, adaptive technologies, accessible digital media, additional communication technologies, technologies for special training and development techniques and methods of "barrier-free environment" ramps, single-storey schools, the introduction of sign language translators, etc.

The results, their significance: Our research has shown at the moment that there is also a positive attitude towards access to education for children with special educational needs who have difficulties with motor skills, as well as hearing, speech or vision. The analysis showed that children with musculoskeletal disorders find quick contact with the environment (12,4 %), as well as children with intellectual disabilities - with mental retardation (12,9 %). Hearing and visual impairments are rare among respondents (9,1 %), more children with external impairments (40.5). Thus, 70% of respondents learned about the problem of disability of their children. Only a third of the students at the school had experience and access to communication with a disabled child, who, in our opinion, is not familiar with institutional constraints, especially in the education system.

Keywords: inclusive education, physical limitations, mental disorder, readiness of teachers, special educational needs, child's capabilities.

Introduction

The theoretical and methodological foundations of inclusive education are relevant for research taking into account the principles of an integrated approach. The principle of complexity (integrated approach) assumes a single set of psychological and pedagogical conditions for accompanying children with special educational needs (SEN): the effectiveness of psychocorrection largely depends on taking into account various factors in the development of the child. Comprehensive support is planned in such a way as to ensure the necessary completeness and complexity of pedagogical and psychological impact. This principle is implemented in the creation of a set of methods and techniques that allow to activate and develop the activities of the child as a whole, to carry out his personal growth.

To analyze innovative psychological and pedagogical phenomena as the development of inclusive education in Kazakhstan, we first undertook a comprehensive and systematic study of the pedagogical regularity to the process of inclusion in the structure of work in the conditions of inclusive education of a teacher and their competencies in innovative conditions in the training of future specialists in the conditions of innovative development of inclusive education in Kazakhstan. The introduction of inclusive education in the country began after Kazakhstan ratified the Convention on the Rights of Persons with Disabilities. This happened back in 2015. Centers for children with special needs began to open in the regions, barriers to movement were removed in educational institutions. But they could not prepare a sufficient number of specialists in six years. Now, according to officials, there are nine children with disabilities for one qualified teacher. The Head of State

K.K. Tokayev signed the Law of the Republic of Kazakhstan «On Amendments and Additions to some legislative acts of the Republic of Kazakhstan on inclusive education» [1]. According to the signed law, children with special needs will be given the opportunity to study at a regular school on an equal basis with others. The Majilis approved a bill on inclusive education. Amendments to it prohibit educational institutions from dividing children into «ordinary» and those with disabilities. Schools should accept everyone, and a special program should be developed for those who need an individual approach.

D.A. Leontiev, D.N. Uznadze, V.A. Yadov note that the ideas of inclusive education can be conceptually traced through the personal orientation of the teacher and his possible knowledge resources in the field of inclusion.

Modern theoretical directions in the field of special pedagogy scientists N.M. Nazarova, M.M. Semago, D.V. Shamsutdinova, etc. they allowed us to investigate the content and technologies of teachers' readiness for correctional and pedagogical activity in the educational process.

The reliability and accuracy of the research results depend on the reliability of the selected basic principles, provisions and methods of research, the professional readiness of teaching staff to work in inclusive education, as well as the methods used in working with children with SEN that meet the goals and logic of the educational process

The representativeness of the sample size and the empirical result obtained confirms the correctness of the theoretical conclusions and the definition of the methodology for the effective formation of teachers' professional readiness for inclusion in the inclusive education system.

Today, the necessary reforms in the field of inclusive education in Kazakhstan have a humanistic orientation.

In the modern education system, special attention is paid to the education of children with SEN. Monitoring of education reforms in Kazakhstan has revealed persistent negative trends in the physical and mental health of children of all ages.

This is a physical or mental disorder that has a long-term and significant negative impact on their ability to carry out daily activities or a permanent physical, mental or intellectual limitation of the child's functional capabilities that has arisen or is at risk of arising as a result of injury or congenital disease.

The process of positive integration of students with disabilities is a difficult part of socialization. Despite the integration processes in education, the problem of raising these children remains difficult.

The priority in teaching children with SEN is the introduction of inclusive education into the school system, which is part of general secondary education and includes its accessibility.

The main issue in the complex of studies related to vocational education is the readiness of teaching staff to work with children in inclusive education.

Inclusive education, which is intensively integrated into modern educational practice, sets many tasks and goals for schools. We have a rich experience of joining the foreign practice of inclusion in education. In Western countries, the system of inclusive education is much higher and theoretically well developed. We have studied the research and areas of work of the National Institute for the Development of Urban Education in the USA:

- improvement and effective use of new methods in the education system in the direction of inclusion (Improving Education. The Promise of Inclusive Schools);
- inclusive education with limited resources (Sue Stubbs. Inclusive Education) and the use of new methods in the education system in the direction of inclusion [2].

Modern scientists N.Y. Semago, M.M. Semago, M.L. Semenov in their works «Integration in conditions of differentiation: problems of inclusive education of disabled children», as well as T.P. Dmitrieva, I.E. Averina in their work «Inclusive education: from methodological model to practice» comprehensively considered the issues of inclusive education.

The problems of inclusive education were also studied by scientists Meyer G., Ferguson D.L. Jeanchild L., Juniper L., Novikova E.M., Yarskaya-Smirnova E.R., Fedorov A.S., Zadorin I.V., Mikhalyuk V.I., Kolesnikova E.Yu., Loshakova I.I. [3].

Regular education is focused on healthy children, including primary and secondary school teachers. Special education includes working with specific children who are not adapted to either school or academic activities. Integrated learning through rehabilitation programs adapts to a stable system, forming adaptive skills in the child. Thus, inclusive education reduces the child's attitude to the state education system. This type of education includes several implementation options: teaching children with disabilities in a classical school, home schooling, distance learning.

The psychological and pedagogical features of the personal development of a child with disabilities in the works of V.V. Lebedinsky, M.S. Basov, M.V. Pevsner, E.M. Mastakova studied.

The problems of readiness of pedagogical personnel were developed by scientists K.K. Platonov, N.D. Levitov, L.A. Kandyuli, A.G. Kovalev, M.I. Dyachenko. In the current situation, inclusive education requires highly qualified and competitive teachers with high creative abilities. A teacher should not only motivate children and be creative, but also direct them to focus on their own creative potential and motivation of activity.

Teacher attitude and communication with each child are the basis of professional success. An important factor in the system of work in the field of inclusive education is compliance with the requirements for the individual characteristics of children and issues of dialogue communication [4].

Based on the experience of foreign countries, some issues of inclusive education for disabled children are focused on the specifics of general secondary education, as well as on the future development of this type of education in Kazakhstan.

To achieve educational goals, students with disabilities participate in various leisure programs where they can interact with their peers, and this includes, first of all, expanding opportunities for social contacts. Integration means meeting the constant needs of children with mental and physical disabilities in the education system.

Students with SEN attend public school, but do not necessarily attend all classes. «Inclusion» or «introduction» is the most appropriate term, which is interpreted as a school reform and reorganization in the classroom that meets the needs of disabled children and all children in the classroom. Inclusive education services, including the learning environment, must meet the diverse needs of students with disabilities.

This principle means that from the very beginning all children should be integrated into the school system and the social life of society. The overall goal of the school is to create an inclusive education system that fully meets the needs of everyone, which allows them to achieve success for all children, feel confident and have the importance of being in a team.

The goal of such a school is to provide all students with equal opportunities, to lead a full social life, to participate in the work of the team and the school community, thereby ensuring greater unity in the classroom and helping each other as members of society. This value makes it clear that the school community and all members of society are closely intertwined and that students interact not only in the learning process, but also in joint decision-making in a comprehensive support system.

Teachers with experience in the inclusive education system use the following principles of activity:

- accept students with disabilities as «any child in the class»;
- include them in different tasks, but with certain restrictions in action;
- involving children in collective learning and solving group problems;
- application of equal strategies for collective participation - joint projects, games and others.

Materials and methods

The inclusive education community is changing the role of the teacher, since there are various ways to form an attitude towards children with SEN and provide a number of opportunities for active interaction with the outside world.

The tactics of understanding the new campaign in this work served as a catalyst for public discussion of the law on general education for children with disabilities. The principles of inclusive education are described in practical manuals, as well as in textbooks and manuals.

Issues and prospects of integration of education of children with disabilities in Kazakhstan are also important for society. These problems are very relevant and difficult for Kazakh education. This fact is associated with a number of reasons.

Firstly, the number of children receiving official disability benefits has increased dramatically. The education system of modern Kazakhstan is undergoing radical changes. As a result of government reforms and the influence of the market economy, various schools were restored.

Secondly, at the same time, the values of inclusive education for children with SEN are being updated, but public opinion on this issue is divided.

Special problems for children with special needs – special education for children with disabilities – have been seriously studied by increasing funding and a number of structural changes.

The social status of institutions such as boarding schools for children with developmental disabilities will be reviewed.

In fact, special education, on the one hand, creates special conditions to meet the needs of this category of children and does not provide enough social integration, which greatly limits the survival of children with disabilities.

The quality of educational resources depends not only on the effectiveness of educational technologies, but also on the social competence and competence of teachers accumulated over several years. The level of social competence is also important, in particular, the ability to cope with changing circumstances and life situations of children with SEN. In practice, social competence is already actively developing and expanding the access of socially vulnerable groups to socialization issues, which leads to the prevention of their marginality.

In this regard, the position of inclusive education in the general education system is being strengthened, which can significantly improve the learning experience of children with disabilities.

However, in practice, the introduction of the so-called «barrier-free environment» (ramps, single-storey design of schools, the introduction of sign language interpreters) is very difficult. The social tension of common stereotypes and beliefs is also a problem in this direction: insufficient training of teachers, students and their parents to take the form of co-education.

Results

Our research at the moment has shown that there is also a positive attitude towards access to education for children of PLO who have difficulties with motor skills, as well as hearing, speech or vision.

The analysis showed that children with musculoskeletal disorders find quick contact with the environment (12,4 %), as well as children with intellectual disabilities – ZPR (12,9 %). Hearing and visual impairments are rare among respondents (9,1%), more children with external impairments (40,5).

Thus, 70 % of respondents learned about the problem of disability in their children. Only a third of the students at the school had experience and access to communication with a disabled child, who, in our opinion, is not familiar with institutional constraints, especially in the education system.

The analysis of foreign (R. Atkinson, T. Booth, M. Winzer, S. Peters, G. Stangvik, etc.) and Russian (S.V. Alyokhina, L.V. Godovnikova, N.N. Malofeev, N.Ya. Semago, etc.) studies of the problems of inclusive education and the peculiarities of its introduction into the educational space of higher educational institutions suggests:

- inclusive education is an integration process accessible to all children;
- development of general education in terms of adaptation to the needs of children with disabilities [5].

Educational institutions in the inclusive direction system should take into account the special educational needs of children with disabilities and the organization of the education system in order to balance the pace and rhythm of their individuality, which, in turn, ensures the quality of inclusive education in the general system of the educational process, as well as the strategies and tactics of the teaching staff in support of children with developmental disabilities.

In general, inclusive education includes strategic planning of learning processes specific to each student. School teachers should understand and accept the goals of comprehensive support programs for children with SEN included in the general education system.

The National Scientific and Practical Center of Correctional Pedagogy proposed to include in the Law «On Education» the concept of «children with special educational needs» and to develop a mechanism for assessing special needs.

The National Scientific and Practical Center for Correctional Pedagogy proposed to supplement the concept of «child with special educational needs» in accordance with the definitions recommended by the OECD countries, where persons with SEN are children experiencing constant difficulties in obtaining education due to: limited health opportunities – hearing, vision, speech; behavioral and emotional problems; environmental factors – economic, social, cultural.

Today, international practice shows that the rehabilitation process of a child contributes to the effective growth of adaptation skills more in the family than in a closed institution.

Therefore, the purpose of the education system is to seriously help parents and a disabled child in development and learning, which guarantees his future, i.e. will provide an opportunity to integrate with success into the school community and all its representatives. These principles will be introduced when obtaining equal rights, and first of all the right to education [6]. In order to implement a high-quality rehabilitation system and implement a strategy for introducing a «special» child into society, it is necessary for the family to see a completely new way of life that will lead their child to different types of interaction. Parents of such children should learn to feel the future of the «unusual» life of the child, and overcome chronic social shock.

The created concepts of integration of children with special needs into a special educational environment give priorities to the system of inclusive education.

The methodological orientation of «Schools for all» was published in the Salamanca Declaration in 1994 and adopted by 92 countries. The Declaration includes:

- legislative initiatives;
- guidelines, proposals and achievements in the field of inclusive education;
- to become a fundamental document on special education.

The Salamanca Declaration defines inclusive education as an innovative reform that supports the differences and characteristics of each student. Its purpose is to prevent social discrimination on the basis of social status and personality. However, this concept is not implemented in many countries.

In schools in many countries, inclusive education involves children with disabilities in school to work together with their peers.

At the same time, the main task is to provide all schools and educational institutions with a system of educational classes with the education of a positive attitude towards children with physical and mental disabilities. One of the main tasks in this area is to eliminate many barriers in the direction of a social approach to education. To date, two of the most common types of disability have been described. The medical model identifies disability as a result of a child's health disorder. The main focus of this model is the reduction of medical interventions and treatment.

When using medical equipment, parents often receive information from medical, social workers and psychologists about their child's real abilities and learning methods. At the same time, in this case, the child continues to study in specialized schools, kindergartens and cannot study in general education institutions.

The social model describes situations where parents with children with disabilities misinterpret the interpretations and stereotypes existing in modern society, and expose themselves and the child to social collapse.

The social model ensures equal rights and equal opportunities for all children. Therefore, in order to eliminate barriers, it is necessary to change the system of work of the school in this direction in order to ensure equal rights and opportunities for all families with disabled children [6]. Europe has already entered a period of integration in the period of mastering the norms of democracy and economic growth established by law.

Discussion

In our country, integration has been declared a necessity for people with disabilities. In the direction of an inclusive approach, schools of the Republic of Kazakhstan are at the stage of organizing and developing educational programs. All programs take into account the individual interests and resources of all students. This approach requires the adoption of a Law on Discrimination against Persons with Disabilities and other laws applicable to schools.

This approach requires knowledge of the Law of the Republic of Kazakhstan «On Social Protection of disabled people in the Republic of Kazakhstan» (with amendments and additions as of 06.26.2021).

To do this, it is necessary to open classes for disabled children in general education institutions, taking into account the interests of parents (legal guardians).

Conclusion

An important characteristic of this stage of the development of inclusive education is the insufficient professional training of general education teachers and support specialists capable of implementing an inclusive approach. They need specialized comprehensive assistance from specialists in the field of correctional pedagogy, special and pedagogical psychology, in understanding and implementing approaches to individualizing the education of children with special educational needs, in the category of which, first of all, students with disabilities fall.

But the most important thing that mass school pedagogics should learn is to work with different children, and take this diversity into account in their pedagogical approach to everyone.

The main question of practitioners, «how?», does not yet find a qualified answer in all cases. Sometimes you need a pedagogical search, experiment, and innovative courage.

In Russian education there are two rich content resources for the development of an inclusive approach in education – the experience of special and integrated education and technological experience of psychological and pedagogical support of participants in the educational process.

Only professional communication of teachers from different educational systems can affect mutual enrichment and expansion.

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Б.Д. Каирбекова^{1*}, А.Т. Ташимова¹, А.У. Мухамеджанова²

¹Инновациялық Еуразия университеті, Қазақстан

²Шідерті жалпы орта білім беретін мектебі Екібастұз қ., Қазақстан

Педагогтердің ерекше білім беру қажеттіліктері бар балаларды психологиялық-педагогикалық қолдау жағдайында жұмысқа дайындығы

Арнайы (түзету) педагогикасы саласындағы қазіргі заманғы теориялық бағыттар педагогтердің оқу-білім беру үрдісіндегі түзету-педагогикалық қызметке дайындығының мазмұны мен технологияларын зерттеуге мүмкіндік берді. Ерекше білім беру қажеттілігі бар балаларды оқытудағы басымдық жалпы орта білім берудің бір бөлігі болады және оның қолжетімділігін қамтитын мектеп жүйесіне инклюзивті білім беруді енгізу болып табылады. Кәсіптік білім берумен байланысты зерттеулер кешеніндегі негізгі мәселе инклюзивті білім беру жағдайында педагог кадрлардың балалармен жұмыс істеуге дайындығы болып табылады. Қазақстанда жүргізіліп жатқан инклюзивті білім беру реформалары гуманистік сипатқа ие. Қазақстандағы білім беру реформаларының мониторингі барлық жастағы балалардың дене және психикалық денсаулығындағы тұрақты теріс тенденцияны анықтады.

Аталмыш мақаланың мақсаты инклюзивті білім беру үрдісіне қатысушыларды психологиялық-педагогикалық сүйемелдеуде тәжірибені жалпылау болып табылады.

Зерттеу барысында авторлар бірқатар әдістер мен технологияларды қолданған: ынтымақтастық әдістері, бірлескен топтық оқыту әдістері, өзара оқыту әдістері, психологиялық жайлылық әдісі, әлеуметтік дағдыларды оқыту әдістері, қосымша байланыс технологиялары, арнайы оқыту мен дамыту технологиялары және басқалар.

Жүргізілген зерттеу моторикамен, естумен, сөйлеумен, көрумен қиындық көретін ерекше білім беру қажеттіліктері бар балалардың білім алуына оң көзқарас байқалатынын көрсетті. Тірек-қимыл аппараты бұзылған балалар қоршаған ортамен және ақыл-ой кемістігі бар балалармен, мысалы, ақыл-ой дамуы тежелген балалармен тез байланыс орнатады.

Түйін сөздер: инклюзивті білім беру, физикалық шектеулер, психикалық бұзылулар, мұғалімдердің дайындығы, ерекше білім беру қажеттіліктері, баланың мүмкіндіктері.

Б.Д. Каирбекова^{1*}, А.Т. Ташимова¹, А.У. Мухамеджанова²

¹Инновационный Евразийский университет, Казахстан

²Шидертинская средняя общеобразовательная школа г. Экибастуза, Казахстан

Готовность педагогов к работе в условиях психолого-педагогического сопровождения детей с особыми образовательными потребностями

Современные теоретические направления в области специальной (коррекционной) педагогики позволили исследовать содержание и технологии готовности педагогов к коррекционно-педагогической деятельности в учебно-образовательном процессе. Приоритетом в обучении детей с особыми образовательными потребностями является внедрение инклюзивного образования в школьную систему, которое является частью общего среднего образования и включает его доступность. Основным вопросом в комплексе исследований, связанных с профессиональным образованием, является готовность педагогическим кадров к работе с детьми в условиях инклюзивного образования. Проводимые сегодня в Казахстане реформы инклюзивного образования носят гуманистический характер. Мониторинг реформ в образовании в Казахстане выявил устойчивые негативные тенденции в физическом и психическом здоровье детей всех возрастов.

Цель настоящей статьи заключается в обобщении опыта в психолого-педагогическом сопровождении участников инклюзивного образовательного процесса.

В ходе исследования авторы применили ряд методов и технологий: методы сотрудничества, методы совместного группового обучения, методы взаимного обучения, метод психологического комфорта, методы обучения социальным навыкам, технологии дополнительной коммуникации, технологии для специального обучения и развития и другие.

Проведенное исследование показало, что наблюдается позитивное отношение к образованию детей с особыми образовательными потребностями, которые испытывают трудности с моторикой, слухом, речью, зрением. Дети с опорно-двигательными нарушениями находят быстрый контакт с

окружающей средой и детьми с ограниченными интеллектуальными возможностями, например, с задержкой психического развития.

Ключевые слова: инклюзивное образование, физические ограничения, психическое нарушение, готовность педагогов, особые образовательные потребности, возможности ребенка.

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