

NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN

SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

<https://doi.org/10.32014/2018.2224-5294.65>

Volume 6, Number 322 (2018), 277 – 279

A.A. Shayakhmetova

Sh. Ualikhanov Kokshetau State University, candidate of philology, acting professor, Kokshetau, Kazakhstan
aisulu_sh@mail.ru

ON THE TRAINING OF TEACHING STAFF FOR INCLUSIVE EDUCATION UNDER THE CONDITIONS OF HIGHER EDUCATION INSTITUTION

Abstract. This scientific article provides the information on the practical realization of principles of inclusive education and the implementation of inclusive practices in the education system. The author conducted research work to identify the attitude of students and adults towards the creation of an inclusive environment and presented some methodological material that can be used to create a barrier-free learning zone.

Key words. Inclusive education, reflection, social and ethical qualities, communication skills, interpersonal relations, teaching and educational methods, constructive skills, organizational skills, informational, communicative and research competencies.

Introduction. More than 20 years of experience in implementation of inclusive education in the Republic of Kazakhstan demonstrates the readiness of society and the state to real changes in the education system. The modern mission of the national education system of Kazakhstan sounds like this: “providing quality education for all”, which is also applied to children with special educational needs. Traditionally children with special needs were trained under the conditions of specialized institutions, but thanks to efforts of scientists, educational innovators, and public figures, the idea of inclusion now becomes real. It should be noted that a lot has been done on this issue.

Materials and methods. Resource centers for the development of inclusive education have already been established in schools of Kazakhstan. For example, the first classes of inclusive education have been opened in the Secondary School No. 19 in Kokshetau city, Akmola region, since 2012; in the 2015-2016 academic year 56 classrooms were completed, and 81 students with special educational needs study in 32 secondary education classes. A teacher and his skills remain the key figure in creating favorable atmosphere according to all indicators and requirements of inclusion in education.

The realization of the first stage of implementation of inclusive practices into the education system showed that despite the fact that the teaching staff has experience in integrated education, it has difficulties with inclusive education: out of 70 teachers of Secondary School No. 19 who participated in the survey (which is 74% of the total number of school employees), 58% said that they find it difficult to teach students with special educational needs; 45-50% are in want of knowledge and skills of the main subject activity; 50% are in want of knowledge and understanding of methods of student assessment. For 46% of teachers, knowledge of the content and standards of teaching in the main subject is necessary; 33% of teachers are in want of the ability to influence student discipline and solve problems of student behavior; the same quantity of teachers (33%) indicated student counseling skills as a moderate level of demand [1, 31].

Determining of previously unsolved parts of a common problem.

The experience of implementation of inclusive education in the Boarding School of the general type in Schuchinsk city, Akmola region, showed that educational organizations need teachers who will:

- able to think innovatively and act;
- able to love children;
- have high professional qualities and excellence;
- have an integrative way of seeing the situation;
- be able not to become a destroyer of old principles, mastering innovative technologies [2, 108].

The peculiarities of retraining of school teachers are considered by JSC "National Center for Professional Development 'Orleu' The Institute of Professional Development in Akmola region" in the context of inclusive education. So if in 2014-2015 about 260 teachers of correctional classes studied at the refresher courses, then in 2015 teachers of inclusive practices were enrolled. Professors of "Orleu" note the lack of readiness of school teachers to inclusive education. When interviewing teachers who came for retraining, it turned out that 50% did not understand the essence of inclusion, 70% were poorly aware of their personal educational role in teaching children with special cognitive needs, and a lot do not master diagnostic tools and do not know about the individual educational route [3, 131].

Considering problems of implementation of inclusive practices in the preschool education system, teachers of the Department of Social and Age Pedagogy of the Sh. Ualikhanov Kokshetau State University indicated that such work depends on several factors: firstly, the quality of the material and technical base of preschool education organizations; secondly, the readiness of teaching staff; thirdly, the willingness of agetates and their parents to "accept" a preschooler with special educational needs in the children's team as a full-fledged member of society.

Within this context, the curriculum of the specialty "Preschool Education and Upbringing" was completed by disciplines with a new content of competencies that provide the opportunity to carry out inclusive education: social and ethical, communicative, interpersonal, teaching and educational, constructive, organizational, informational, communicative and research competencies. Thus, the content of communicative competencies includes the ability to listen to partners in interaction without bias; to develop tolerance; to be able to differentiate adequate and inadequate, verbal and non-verbal components of communication. Teaching and educational competence is focused on the knowledge of scientific-theoretical and applied fundamentals of diagnostics, psychological readiness of a child for school learning, creating a substantive, developing environment of independent, cognitive and creative activity of children, etc. [4, 59].

As it is seen, a teacher's readiness to implement principles of inclusion in education has many facets that are not complete in their characteristics.

The analysis of the undergraduate educational programs allows us to conclude that until 2016, universities did not include the subject "Inclusive Education". In particular, at our university (Sh. Ualikhanov Kokshetau State University) teachers of the Department of Social and Age Pedagogy developed and conducted short-term courses on the theme "Pedagogy of Inclusion", which allowed certifying 23 teachers. However, as the practice of teaching inclusion shows, such courses cannot fully ensure the professional readiness of teachers to work in inclusive classes.

Since 2016, the subject "Inclusive Education" has been introduced as a mandatory component for pedagogical specialties. Previously, we conducted surveys that determined the degree of awareness and understanding of principles of inclusion among students of pedagogical specialties. In total, 137 students of the 3rd course of pedagogical specialties participated in the survey: biologists, mathematicians, educational psychologists, social teachers, philologists, etc. 84% never heard of inclusion and inclusive education, 11% understand it by analogy with "all inclusive", and 5% have heard of such a system of education. After conducting several classes, in order to select this discipline as a component of choice, 90% of students expressed a lack of understanding and rejection of this form of schooling. For example, university professors, while meeting principles and ideas of inclusion, also expressed bewilderment about teaching children with equal opportunities (Refresher courses at the University, May 2016).

After conducting classes on the discipline "Inclusive Education", students of the specialty "Social Pedagogy and Self-Cognition" and "Preschool Education and Upbringing" were re-interviewed (14 people). It was revealed that they understand and accept principles of inclusive education and note the humanistic nature of education.

In general, it is too early to talk about the ubiquitous preparation and globalization of ideas of inclusive education at high school, since difficulties that arise when promoting inclusion in our society have social and emotional character.

Conclusions and offers

It is necessary to revise standards of education; inclusion should be one of general education disciplines, to become on the same level with such subjects as History of Kazakhstan, Philosophy, foreign and Kazakh languages, Informatics, Developmental Psychology. This subject should be also entered not

only for pedagogical specialties, but also for technical, agricultural specialties, etc., since graduates of a principal educational program can be involved in any field.

Thus, to promote ideas of inclusion, it is necessary to teach students the basics of defectology, diagnostics, counseling, and equip them with knowledge in the field of pedagogical tolerance, tact and ethics.

REFERENCES

[1] Akhmetzhanova S.B. Teaching everyone through the improvement of the teaching process. Proceedings of the Interregional Scientific and Practical Conference. Networking cooperation of educational organizations of Akmola region on implementation of inclusive practices of teaching students with special educational needs in a secondary school. Kokshetau, 2016, 197 p.

[2] Mukhamedzhanova A.S. From the experience of implementation of inclusive education in the Boarding School of general type of Shchuchinsk city. Proceedings of the Interregional Scientific and Practical Conference. Networking cooperation of educational organizations of Akmola region on implementation of inclusive practices of teaching students with special educational needs in a secondary school. Kokshetau, 2016, 197 p.

[3] Burdinskaya O.V. Training teachers for inclusive practice in Akmola region. Proceedings of the Interregional Scientific and Practical Conference. Networking cooperation of educational organizations of Akmola region on implementation of inclusive practices of teaching students with special educational needs in a secondary school. Kokshetau, 2016, 197 p.

[4] Shayakhmetova A.A., Batyan A.V., Taldykina A.V. Psychological and pedagogical aspects of the implementation of inclusive education in the work of modern preschool institutions. Proceedings of the Interregional Scientific and Practical Conference. Networking cooperation of educational organizations of Akmola region on implementation of inclusive practices of teaching students with special educational needs in a secondary school. Kokshetau, 2016, 197 p.

А.А. Шаяхметова

Кокшетауский государственный университет им.Ш.Уалиханова, г.Кокшетау, Казахстан

О ПОДГОТОВКЕ ПЕДАГОГИЧЕСКИХ КАДРОВ К ИНКЛЮЗИВНОМУ ОБРАЗОВАНИЮ В УСЛОВИЯХ ВУЗА

Аннотация. В научной статье представлена информация по практической реализации принципов инклюзивного образования и внедрения инклюзивных практик в систему образования. Автор провел исследовательскую работу по выявлению отношения учащихся и взрослых к созданию инклюзивной среды и представил некоторый методический материал, который можно использовать при создании безбарьерной зоны обучения.

Ключевые слова. Инклюзивное образование, рефлексия, социально-этические качества, коммуникативные способности, межличностные отношения, воспитательно-образовательные методы, конструктивные навыки, организаторские способности, информационно-коммуникативные и исследовательские компетенции.

А.А. Шаяхметова

Ш.Уалиханов атындағы Кокшетау мемлекеттік университеті

УНИВЕРСИТЕТ ЖАҒДАЙЫНДА ИНКЛЮЗИВТІ БІЛІМ БЕРУ ҮШІН ПЕДАГОГТАРДЫ ОҚЫТУ

Аннотация. Ғылыми мақалада инклюзивтік білім принциптерінің практикалық іске асыру білім беру жүйесінде инклюзивті тәжірибені енгізу туралы ақпарат беріледі. Автор оқушылар мен ересектердің инклюзивті ортаның құруға деген қарым –қатынасын анықтау үшін зерттеу жұмыстарын жүргізді және кедергісіз оқыту аймағын құру үшін пайдаланылуы мүмкін кейбір әдістемелік материалдарды ұсынды.

Түйінді сөздер. Инклюзивті білім беру, рефлексия, әлеметтік – этикалық қасиеттер, қарым-қатынас дағдылары, тұлғааралық қарым-қатынас, білім беру әдістері, сындарлы дағдылар, ұйымдастырушылық дағдылар, ақпараттық – коммуникациялық және ғылыми-зерттеу құзыреттері.