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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ИССЛЕДОВАНИЯ ПРОБЛЕМЫ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация

Реализация инклюзивного образования в общеобразовательных школах является одним из требований деятельности образовательных организаций. Осуществление инклюзивного образования сопровождается набором различных сложностей в организации образовательного процесса, материально-техническом оснащении, психолого-педагогическом сопровождении.

В данной статье рассматриваются вопросы инклюзивного образования, выявляются основные психолого-педагогические аспекты реализации инклюзивного образования анализируются психологические, педагогические вопросы внедрения инклюзивного образования в РК.

Ключевые слова: инклюзивное образование, дети с особыми образовательными потребностями, психолого-педагогические аспекты, сопровождение

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ИНКЛЮЗИВТІ БІЛІМ БЕРУ МӘСЕЛЕСІН ЗЕРТТЕУДІҢ ПЕДАГОГИКАЛЫҚ-ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ

Аннотация

Жалпы білім беретін мектептерде инклюзивті білім беруді ұйымдасытру білім беру ұйымдарының жетекші іс әрекеті болып табылады. Инклюзивті білім беруді жүзеге асыру білім беру үрдісін жүзеге асырудың түрлі қиындықтар жинағын шешу, материалды техникалық тұрғыда қамтамасыз ету, сонымен қатар ерекше білім беруді қажет ететін балаларды психологиялық педагогикалық қолдау негізінде жүзеге асырылады.

Мақалада инклюзивті білім берудің мәселелері қарастырылып, инклюзивті білім беруді жүзеге асырудың педагогикалық психологиялық аспектілері анықталып, ҚР инклюзивті білім беруді ендірудің психологиялық, педагогикалық мәселелері талданған.

Түйінді сөздер: инклюзивті білім беру, ерекше білім беруді қажет ететін балалар, психологиялық педагогикалық аспект, сүйемелдеу.

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PSYCHOLOGICAL-PEDAGOGICAL ASPECTS OF RESEARCH PROBLEMS OF INCLUSIVE EDUCATION

Abstract

The implementation of inclusive education in secondary schools is one of the requirements of the activities of educational organizations. The implementation of inclusive education is accompanied by a set of various difficulties in organizing the educational process, material and technical equipment, psychological and pedagogical support.

This article discusses the issues of inclusive education, identifies the main psychological and pedagogical aspects of the implementation of inclusive education, analyzes the psychological, pedagogical issues of introducing inclusive education in the Republic of Kazakhstan.

Key words: inclusive education, children with special educational needs, psychological and pedagogical aspect, support

The policy of the Republic of Kazakhstan is aimed at providing quality education to all citizens, regardless of their social, economic, and cultural status. In his Address to the people of Kazakhstan "Kazakhstan's way-2050", the Head of state set a task to increase attention to people in need of special education, put forward the initiative "unique way, unique interest, unique future".

Inclusive education is one of the processes of spreading the education system aimed at ensuring access to quality education for all. It provides for the inclusion of children with special educational needs in a high-quality educational environment, regardless of physical, mental, intellectual, cultural, ethnic, language, and other characteristics, the removal of all barriers, their social adaptation, and integration into society in order to receive a quality education. Inclusive education includes pre-school, secondary, vocational and higher education institutions. Its goal is to create a barrier-free environment for education and training of students who need special education. In the development of the history of inclusive education, we can say that the entire history of the development of integrated education has influenced the formation of the concept of inclusive education. Pedagogical integration is the first step towards broad integration of people with disabilities into the educational process. [1].

OECD (Organization for economic cooperation and development) is organized in order for 30 democratic States to find answers to current common questions and questions from members of the state in the process of economic, social and globalization. These include: Australia, Great Britain, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Republic of Korea, Sweden, Switzerland, Turkey, etc.

In this research work and OECD statistics, in relation to persons with disabilities in countries such as Kazakhstan, Kyrgyzstan, Tajikistan, in a socio-historical context, in accordance with the legislation of each country, the knowledge of children in these countries was critically analyzed. In covering the results were presented to the R. A. and Suleimenov (Kazakhstan), S. Information from Zhumagulov (the Republic of Kyrgyzstan), as well as representative of the Panorama Public Fund Zarin Bazdiev (Tajikistan) and experts from different countries, state institutions and non-governmental organizations was studied. Additional authors on Analytics were: O. ESR, President of the international organization in the Association inclusive Diana Richler (Canada), analyst in the region of education - Serge Ebersold, Director of the Russian public organization for persons with disabilities "Perspective" E. Roberts-Schweizer (USA), as well as the world Bank, ADB (Asian Development Bank). [1].

In accordance with the main international documents in the conditions of educational policy, the legislation of the Republic of Kazakhstan provides for the principle of equal rights to education for children with of special educational needs. In Kazakhstan from the moment of birth children with special educational needs, social and medical-pedagogical correctional techniques, the right to free use of the psychological-medical-pedagogical treatment and education, in the Constitution, " Law of Education", "About social and medico-pedagogical support for children with disabilities", "Protection of disabled persons in the Republic of Kazakhstan", "Special social services" are legally fixed.

With regard to legal international instruments regulating the issues of inclusive education, there are normative documents such as: Universal Declaration of human rights (1948), the UN Convention on the rights of the child (1989), universal Declaration on education for all (1990), Salamanca Declaration (1994), the Convention on the rights of the child (2006), and in the country-the Constitution of Kazakhstan (1995), social and medico-pedagogical correction of children with disabilities (2002), " Law of social protection of persons with disabilities" (2005.), also it should be noted the standard rules for the activities of types of special education organizations (2017).

Most of the children with special educational needs in the country for their health reasons have permanent and temporary difficulties in obtaining education. The number of school-age children between the ages of 7 and 18 was 88,899 children enrolled in education. .. according to data, 13,897 (14.4%) of them are enrolled in special classes, 13,433 (13.9%) - in special classes of General education schools, 45,104 (32.9%) - in special classes of General education schools; 11,390 (11.8%) - at home; 2558 (2.7%) - in professional schools and colleges; 2517 (2.6%) - in private educational institutions. [2].

In accordance with the RK document "standard rules of activities of educational institutions" education for children with special educational needs, is in General classes of General education schools, where the types of disorders-2 child. special classes, depending on the types of disorders, have the following types of differentiation (hard of hearing, inaudible), (blind, visually impaired), children with disorders of the musculoskeletal system,

children with speech disorders, intellectual disabilities, children with mental retardation, children with disorders of the emotional volitional sphere, children with complex defects. [3].

The goal of inclusive education is to educate children with special educational needs. That is, the education system as an individual, equal regardless of gender, religion, or origin. Inclusive education is considered as a form of education for children who need special education. Inclusive education is based on the ideology of non-discrimination of children's rights, ensuring equal treatment of all people, and creating special conditions for children with special learning needs. As practice shows, some children leave the rigid education system, since the formed system does not meet the needs of such children in their individuality. An inclusive approach helps these children to achieve success in their studies and to create good living conditions. [4,5].

On the way to improve inclusive education in the Republic education system, the study of this topic in combination with comparative pedagogical research is an unprecedented way to address the current problems of modern education.

School and society, education and the state are integral parts of each other. They have a century-old historical path and scientific foundations, such as pedagogy. In this regard, the regularities and features of pedagogical work in different countries, focused on the study of the state of pedagogical training and education, are of great importance for an objective study of the international experience of inclusive education for the relevance of this topic. This will allow us to identify the positive and negative aspects of pedagogical manifestations and trends in the promotion of the national education system, to consider the experience of this process in other countries. In addition, comparative pedagogy has its own well-defined disciplines. This is the system of education of world States.

In the field of national special pedagogy, in G. Abayeva's article are considered the actual problems arising in the system of inclusive education in the country. In the G. Abayeva's article "Problems of inclusive education development in Kazakhstan in the framework of the state program of education until 2020", she states that the implementation of inclusive education system with the preservation of special educational institutions effective in the future offers a special educational institution as the resource center and decide the following tasks:

- organization of the process of education and upbringing for the children with special educational needs;
- providing correctional, psychological and pedagogical support for children with special educational needs in General education institutions;
- advising parents;
- organization of consulting, professional development of teaching staff and retraining of teachers of General education and special education organizations

In E. Zhekeeva's article "Foreign experience: the opinion of American teachers on the effectiveness of inclusive education", showing indicators for the teachers in order to understand the essence of inclusive education. She defines that inclusive education - "Inclusive education is not the introduction of a child who needs special education under pressure into the General education system, but the creation of a General education system equal to all." In addition, the organization of integrated training requires increasing the level of professional competence of specialists and teachers. Along the way, she outlined a number of important points:

1. The organization of integrated training requires increasing the level of professional competence of specialists and teachers;
2. providing the necessary material and technical equipment for barrier-free secondary and inclusive education institutions and preparing special teaching AIDS for children with disabilities;
3. providing social, medical, psychological and pedagogical assistance to children with disabilities in General education institutions;
4. implementation of the system consisting of special stages, creation of special correctional institutions together with other state and public organizations;
5. contribution of children in need of special education to obtaining a special specialty;
6. involvement of parents and public organizations in the development of inclusive education.

In addition, in the article by R. Suleimenova, A. K. Jolmuhamedova "the legal framework of the system of social and medico-pedagogical support of disabled children" sets out the key provisions of the legislation of the Republic of Kazakhstan and the legislative acts ensuring the implementation of creative and production abilities of persons with disabilities, the necessary conditions for self-development and social protection. One of them is additional funds from the state that guarantee education in accordance with the educational standards of children who need special pedagogical approaches and special education. Children who need social protection in the course of their education are provided by the state in full or in part with funds [4].

On this basis, a number of rights for the children with special educational needs are defined:

- children who require active involvement in public life, special education in conditions that ensure the honor of the child, have the right to a full life, as well as a normally developed child.;

- children with special educational needs have the right to receive education in accordance with the physical and mental abilities, have the choice of activities and professional qualifications, participation in creative and social activities;

- children with special educational needs, as well as children with mental and physical disabilities in physical development have the right to receive medical and pedagogical assistance in special pre-school institutions .

Consequently, R.Suleimenova and G.Khaksimzhanova allowed us to determine the General trends and principles of the fundamental work of inclusive institutions of various types [6].

In this regard, teachers should pay great attention to the following issues:

- assessment of the level of development of intelligence, needs and physiological functions in the planning and implementation of corrective development and rehabilitation programs;

- comprehensive implementation of the rehabilitation and training program;

- participation of parents and children of normal level in Joint communication, training and upbringing;

- providing psychological support to the family;

- monitoring of effective implementation in educational process.

On the part of domestic researchers, the level of teacher training plays a significant role in the system of inclusive education. A.Aidarbekova believes that the successful education and upbringing of a child with disabilities in the General education system largely depends on the competence of heads of institutions, the level of training of teachers in a General education institution. To do this, regular teachers - a special psychologist, a special teacher (oligophrenopedagogue, surdopedagogue, tiflopedagogue, speech therapist), and a social teacher- must also be integrated into the General education system of a child with special educational needs.

R.Suleymenova assumed that changes will take place in the development of the General education system and state policy in order to eliminate barriers that divide people and ensure full access of children to inclusive education. However, the system of inclusive education includes not only school education, but also working in day centers for children with complex disabilities, visiting children who are brought up at home, and so on. The concept of inclusive education contributes to the creation of new approaches not only to the education system, but also to the definition of a person's place in society. [6].

During the analysis of foreign special psychological and pedagogical literature, the importance of the system of inclusive education on the issue of integration training the children with special educational needs is directly characterized by providing quality education, observing the legal framework.

To determine the evolutionary development of inclusive education in Kazakhstan as developed foreign countries, the national color of the Kazakh people is also of great importance. In this regard, the philosopher N. Zhangeldin believed that " every culture develops in a well-known national style and feeds on its drink." This is evidenced by the words of the head of state N. Nazarbayev: "to see the future, you need to strive for history."

"Tolerance" is a translation of a frequent word concerning the state policy of the Republic of Kazakhstan, "tolerance". The term itself is associated with the fact that it is thanks to this property that the universal culture of the nomadic Kazakh people has preserved its material and spiritual riches.

The Kazakh people have always aspired to orphans, always took care of the weak members of society, even on the basis of "Zheti jarga" they took into account issues related to persons with special educational needs. During the meeting, the main directions of the Message Of the President of Kazakhstan N.Nazarbayev to the people of Kazakhstan "Nurly Zhol-the Way to the future"were discussed. [7].

It should be noted that the system of inclusive education is not a denial or recognition of a number of special educational institutions, but an opportunity to adapt children who need special education to the social environment and equal relations with others.

As you know, inclusive education, which requires serious moral support from the society, still needs comparative pedagogical and psychological research in our own pedagogy. Since children who need special pedagogical and psychological education should be adapted to secondary schools, as much as possible mastered the curriculum and work to create a "safe" environment. But today's initiative of inclusive education, which combines special pedagogy and General pedagogy, psychology, which does not have deep stories, emotional voices, finds its place in society and leads the domestic educational sphere to new initiatives.

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