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А.Н. Аутаева¹, С.Т. Булабаева²

^{1,2} *Казахский национальный педагогический университет имени Абая
(Алматы, Казахстан)*

ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ЗНАЧИМОСТЬ ИССЛЕДОВАНИЯ ИНКЛЮЗИВНОЙ КУЛЬТУРЫ ПЕДАГОГОВ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ

Аннотация

В Государственной программе развития образования Республики Казахстан на 2011–2019 годы определены новые концептуальные подходы к образованию детей с особыми образовательными потребностями, внедрению в практику идей интегрированного обучения и воспитания детей с отклонениями в развитии совместно с нормально развивающимися сверстниками. Обеспечение равного доступа детей к различным программам воспитания и обучения, равного доступа детей с ООП к образованию является одной из приоритетных задач казахстанского образования». Построение инклюзивной образовательной культуры в школе является одним из важнейших условий успешности включения детей с ООП. В статье термин «инклюзивная готовность педагога общеобразовательной школы» рассматривается, как первая ступенька в формировании инклюзивной культуры педагогов общеобразовательной школы, проводится теоретический структурно-уровневый анализ, на основе научно-теоретического анализа общей и специальной психолого- педагогической литературы по теме исследования, изложены подходы к определению понятия «инклюзивная культура». Описаны некоторые приёмы развития инклюзивной культуры у педагогов в образовательной школе.

Ключевые слова: дети с особыми образовательными потребностями, инклюзивная культура, инклюзивное образование

А.Н.Аутаева¹, С.Т.Булабаева.²

^{1,2} *Абай атындағы Қазақ ұлттық педагогикалық университеті
(Алматы, Қазақстан)*

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕП МҰҒАЛІМДЕРІНІҢ ИНКЛЮЗИВТІ МӘДЕНИЕТІ МӘСЕЛЕСІН ЗЕРТТЕУДІҢ ПЕДАГОГИКАЛЫҚ-ПСИХОЛОГИЯЛЫҚ МАҢЫЗДЫЛЫҒЫ

Аңдатпа

Қазақстан Республикасының 2011–2019 жылдарға арналған білім беруді дамытудға арналған бағдарламасында ерекше білім беруді қажет ететін білім алушыларды оқытуға жаңа концептуальды ықпал ету тұғырлары анықталып, қалыпты балалармен бірге ерекше білім беруді қажет ететін балаларды бірге оқыту мен тәрбиелеу мен интегративті оқыту идеясын тәжірибеге енгізу барысы қарастырылды. Оқыту мен тәрбиелеудің түрлі бағдарламаларын балаларға қолжетімді етуді қамтамасыз ету, ерекше білім беруді қажет ететін балаларға тең қолжетімділікті қамтамасыз ету Қазақстандық білім берудің жетекші міндеттерінің бірі болып саналады. Мектептегі инклюзивті мәдениетті құру ерекше білім беруді қажет ететін балаларды қосудың нәтижелілігінің маңызды шарты болып табылады. Мақалада «жалпы мектеп мұғалімдерінің инклюзивті дайындығы» термині жалпы білім ортасында инклюзивті мәдениетті қалыптастырудың басты алғышарты ретінде қарастырылып, теориялық құрылымдық - деңгейлік талдау жүргізіліп, жалпы және арнайы педагогикалық, психологиялық әдебиеттерді ғылыми- теориялық талдау негізінде «инклюзивті мәдениет «түсінігінің анықтамасы көрсетілген. Жалпы мектеп мұғалімдерінің инклюзивті мәдениетін дамытудың кей тәсілдері көрсетілген.

Түйін сөздер: ерекше білім беруді қажет ететін балалар, инклюзивті мәдениет, инклюзивті білім беру

Autayeva A.N.,¹ Bulabayeva S.T.²,

^{1,2} *Abay Kazakh national pedagogical university*

PSYCHOLOGICAL AND PEDAGOGICAL SIGNIFICANCE OF THE STUDY OF INCLUSIVE CULTURE OF TEACHERS OF SECONDARY SCHOOLS

Abstract

The State program for the development of education of the Republic of Kazakhstan for 2011-2019 defines new conceptual approaches to the education of children with special educational needs, the introduction into practice of the ideas of integrated education and upbringing of children with developmental disabilities together with normally developing peers. Ensuring equal access of children to various programs of education and training, equal access of children with SEN to education is one of the priority tasks of Kazakhstan's education. Building an inclusive educational culture in the school is one of the most important conditions for the successful inclusion of children with SEN. The article considers the term "inclusive readiness of a secondary school teacher" as the first step in the formation of an inclusive culture of secondary school teachers. A theoretical structural-level analysis is carried out on the basis of scientific and theoretical analysis of General and special psychological and pedagogical literature on the subject of the study, and approaches to defining the concept of "inclusive culture" are outlined. Some methods of developing an inclusive culture among teachers in an educational school are described.

Keywords: children with special educational needs, inclusive culture, inclusive education

The state programs and strategic plans for the development of education of the Republic of Kazakhstan for 2011-2020 reflected the mechanisms of integration of children with special educational needs into the General education environment and ensuring an accessible environment for them, according to which in 2020, 70% of General education schools created conditions for teaching children with disabilities, in connection with the issues of training specialists were considered.

The head of state in his Address to the people of Kazakhstan noted: "National competitiveness is primarily determined by its knowledge." Therefore, the development of education, improvement of the quality of education, traditions of higher and General education, taking into account the past experience, the introduction of the best samples and originals of the education system in our national educational system of foreign countries will be one of the long-term plans. The state programs and strategic plans for the development of education in the Republic of Kazakhstan for 2011-2020 reflect the mechanisms for integrating children with special educational needs into the General education environment and ensuring an accessible environment for them according to which in 2020 70% of secondary schools will create conditions for teaching children with disabilities, in connection with issues of training specialists will be considered [1].

In this direction, since the first days of independence, a country that has been moving towards versatile development has been introducing innovations within itself in relations with other developed countries. Global trends in globalization have had a positive impact not only on the country's economy, but also on the education system, and have strengthened the requirements and objectives of the education system. In this regard, the issue of training people with disabilities is raised.

As you know, two pedagogical systems, such as special education and General education, currently perform their functions and develop independently. The meeting place of two goals of the country, but as if in the goal of the system of education and upbringing of children. Since the demand for the education system and the country's attitude to children with special educational needs has determined that it is necessary to teach children with disabilities taking into account their opportunities with ordinary children. Although the educational process in special schools has a qualitative and correctional orientation, and some scientists had a number of thoughts that children who need special education are isolated from society. A.Gutsman, analyzing the German experience, believes that children with hearing impairment receive a quality education in a special school, but in public life there is not enough experience of children who can withstand any requirements and manifestations. [2].

Currently, the system of inclusive education is an urgent and attractive problem in the educational process.

The system of inclusive education is a state policy aimed at full implementation in the General education process and social adaptation of all children, including children with disabilities, elimination of barriers that deprive children, regardless of gender, origin, religion, position, involvement of parents in activity, special support for correctional, pedagogical and social needs of the child, i.e. effective training, which preserves the quality of General education. Therefore, inclusive education is based on a deep idea to ensure a balanced attitude to all children who need special education, as well as to create special conditions for children with special educational needs.

The competent task of the educational policy of the Republic of Kazakhstan is to improve the quality of education and ensure the availability of quality education for all segments of the population. In this regard, currently one of the main tasks is to integrate children with special educational needs of the Republic of Kazakhstan into the General education system. This is evidenced by the "Convention on the rights of the child" (1989), which guarantees that currently in Kazakhstan children with disabilities have the right to education on an equal basis with all, "Salaman Declaration" (1994), state programs for the development of education for 2011-2020, The law of the Republic of Kazakhstan "on education" and others.

In accordance with the Law of the Republic of Kazakhstan of 11 July 2002 "on social and medical-pedagogical correctional support for children with special educational needs", all children with developmental disabilities have the right to free education in special correctional educational institutions and state secondary schools, according to the conclusion of the psychological-medical-pedagogical consultation. This state program provides for the introduction of children with disabilities in General education systems, improving inclusive education depending on the opportunities.

Inclusion (translated from the English word inclusion – add) is considered as a process of real inclusion of students who need special education in the life of society. The idea of inclusion includes mechanisms of social and cultural processes that provide for the protection of human rights, their freedom, and their rights.

The problem of education and upbringing of students requiring special education is considered as one of the socially and psychologically important. It is based on a mechanism that connects children with SEN to the general education environment.

The idea of inclusion was formed on the basis of the concept of "connecting society". It should be designed to ensure that society and its institutions and rights and inequalities change, so that these changes are in the interests of all members of society (including children with special educational needs), thereby increasing their ability to live independently. If inclusion is not ensured by changes in the relevant institutions, the result becomes a desamination of students who need special education, and leads to an intolerant approach on the part of normal children. Therefore, changing the worldview of society is considered not only the main initiative of inclusion, but also an aspect that requires education.

T.Booth and M.Ainscow identified three important aspects of the development of inclusive education: 1). Inclusive policies (developing schools for all, supporting diversity); 2) creating an inclusive culture (creating a school society, accepting inclusive values); 3) developing an inclusive experience (managing the learning process, mobilizing resources). The scientists emphasized that these three components should be at all levels of inclusion. In this regard, the main aspect of the ongoing reforms and transformations in the development of inclusive education is "inclusive culture" [3].

Inclusive culture - it is characterized by the fact that all members of the educational process (teachers, students, parents, school management) accept and highlight inclusive values, and also creates an "environment, patient, safe environment" that creates a society where the values of each person are the basis of common achievements, contribute to the development of all students, share the ideas of unification.

Scientists who contributed to the creation of theoretical, methodological, and conceptual foundations of inclusive education are: T. V. Varenova, L. S. Vygotsky, S. E. Gaidukevich, V. P. Gudonis, T. p. Zykova, A. N. Konopleva, T. L. Leshchinskaya, N. N. Malofeev, N. M. Nazarova, L. I. Solntseva, L. P. Ufimtseva, L. p. Shipitsina, and N. D. Shmatko; during the review, I found that the analysis of the special literature related to the research problem is not yet studied phenomena. (S. V. Alyokhina, E. N. Buslayeva, S. E. Gaidukevich, T. G. Zubareva, O. S. Kuzmina, E. N. Kutepova, S. S. A. Cherkasova, V. A. Shinkarenko, I. N. Hafizullina, V. V. khitryuk, I. M. Yakovleva) investigated inclusive culture in the issues of teacher training for inclusion, and I. I. Yakovlev on the part of professional personal training of a teacher, and A. p. smanzer, S. E. Gaidukevich, O. S. Kuzmina, S. V. Kuzmina, S. V. Yakovlev. such scientists as V. khitryuk considered the issues of training future teachers to work in an inclusive education based on the implementation of competence impact.

V.Khitryuk considers the inclusive culture of teachers as a "component of professional pedagogical culture", considering it as an integrative personal quality that contributes to the formation and development of technologies and values of inclusive education." In this regard, the scientist creates a structurally meaningful component of the inclusive culture of teachers, which considers axiological (the value of inclusive education, self-development and self-realization); personal communication (communicative and organizational abilities; professionally significant abilities, humanistic directions); he identified cognitive components (features of intellectual mnestic activity, high reading abilities). Scientists such as Barry Levinson, Ripoll-classic, identified three types of inclusive culture in the organization of education: the culture of learning, the culture of caring for a child, the culture of behavior of a child with friends.

When considering the phenomenon of inclusive culture of secondary school teachers, it was found that "inclusivity culture" has the following interpretations: 1) "high level of any party, high level of development, ability"; 2) "novelty of human activity, the result of their activity". At the same time, professional pedagogical culture is considered as a combination of a high level of development and improvement of the teacher's personal forces."

An inclusive culture goes through a number of stages in its development: the first of them is its preparation. In the terminology dictionary of the Russian language, the concept of "readiness" is considered as: "1) consent to the creation of something; 2) the state of ability, readiness to perform any work." [4].

The psychological dictionary states: "readiness to perform a certain professional activity and the subjective state of the individual» [5].

Analysis of special psychological and pedagogical literature in the context of inclusive culture inclusive training is an integral subjective property of the individual, which allows the complex implementation of professional and scientific-pedagogical competencies, based on their well-known professional competence, its main structural components are three aspects: cognitive, emotional will, and motivational, i.e., "will be done, can do, want to do". This structured level analysis of inclusive training is considered as the first stage of the development of an inclusive culture of teachers, helps in planning the content of the positions of teachers of secondary schools in an inclusive education environment, and determines the direction of work.

An important role in the implementation of the inclusive education system is played by the active activities of all actors involved in it. In this regard, the problem of inclusive education and its development in secondary schools is considered today as one of the most pressing problems. In this regard, Alexander Makarenko said: "children are a manifestation of our start. The correct upbringing of children is our happy old age, and the wrong upbringing is our tears, a sin before other people," the scientist said. In the survey, "what would you ask if you had a magic wand?" the question was asked that most children in serious classes ask for a phone, tablet, and most children in inclusive classes believe that if the children in the class are included in the normal range, it turned out that they are of such a nature as the health of the parents, the record for the disease. As we know, if children learn in an emotionally safe environment, then this situation helps to stimulate children and achieve the right goals. This means that this creates situations such as teachers of an inclusive environment.

The practical implementation of the idea of integration of education involves the convergence of the system of special and General education, the introduction of various models and options for integrational training. In this regard, the role and responsibility of secondary school teachers involved in the pedagogical support of children in need of special education is increasing.

The new conditions of the teacher's activity-conditions for the integration of education (inclusive education) - its professional implementation determines the need, to determine the content and specific forms of formation of competencies, knowledge, skills, integral personal qualities of teachers that ensure its professional implementation, the quality of the educational process. Here we were talking about the need for a teacher who is able to act with each participant in the educational process, who has an inclusive aspect of professional pedagogical culture and new thinking. [6].

Thus, inclusive education is a special philosophy, and the values and responsibilities for inclusive education are accepted and shared by all participants in this process.

Inclusive culture becomes a common school culture aimed at supporting the values of inclusion that are relevant from a psychological and pedagogical point of view, which contributes to improving the effectiveness of the inclusion process as a whole.

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