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## STUDY OF PSYCHOLOGICAL READINESS OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF INCLUSIVE EDUCATION

### Abstract

Currently, inclusive education is intensively included in the practice of the school. Teaching children with special educational needs, as an integrated approach, requires compensation for insufficient social development, and to look for optimal ways of teaching and raising children. Therefore, in modern conditions, the training of competitive specialists who have a high level of knowledge, skills and skills in the field of inclusive education is an urgent issue. As S.V. Alyokhina notes, that readiness for inclusive education is determined not only by knowledge training (professional), but also by psychological training, which is the basis for the successful implementation of inclusive education in the context of professional activity. It is formed in the process of professional training. The article discusses the scientific and the foundations of the study of the psychological readiness of future primary school teachers in inclusive education.

**Keywords:** children with special educational needs, psychological training, component.

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## ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ПСИХОЛОГИЯЛЫҚ ДАЙЫНДЫҒЫН АНЫҚТАУ

### Андатпа

Қазіргі уақытта мектеп тәжірибесіне инклюзивті білім беру қарқынды енгізілуде. Ерекше білім беру қажеттіліктері бар балаларды оқыту кешенді тәсіл ретінде жеткіліксіз әлеуметтік дамудың орнын толтыруды және балаларды оқыту мен тәрбиелеудің оңтайлы жолдарын іздеуді талап етеді. Сондықтан қазіргі жағдайда инклюзивті білім беру саласында білім, білік, дағдылары жоғары, бәсекеге қабілетті мамандарды даярлау өзекті мәселе болып табылады. С.В. Алехина инклюзивті білім беруге дайындық біліммен (кәсіби) ғана емес, сонымен қатар кәсіби қызмет жағдайында инклюзивті білім беруді табысты жүзеге асырудың негізі болып табылатын психологиялық дайындықпен де анықталатынын атап өтеді. Ол кәсіптік оқыту процесінде қалыптасады. Мақалада болашақ бастауыш сынып мұғалімдерінің инклюзивті білім беруге психологиялық дайындығын зерттеудің ғылыми және негіздері қарастырылған.

**Кілт сөздер:** ерекше білім беру қажеттіліктері бар балалар, психологиялық дайындық, компонент.

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## ОПРЕДЕЛЕНИЕ ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

### Аннотация

В настоящее время инклюзивное образование интенсивно входит в практику школы. Обучение детей с особыми образовательными потребностями, как комплексный подход, требует компенсации недостаточного социального развития, поиска оптимальных способов обучения и воспитания детей. Поэтому в современных условиях подготовка конкурентоспособных специалистов, обладающих высоким уровнем знаний, умений и навыков в сфере инклюзивного образования, является актуальным вопросом. Как С.В. Алехина отмечает, что готовность к инклюзивному образованию определяется не только знаниевой подготовкой (профессиональной), но и психологической подготовкой, которая является основой успешной реализации инклюзивного образования в контексте профессиональной деятельности. Она формируется в процессе профессиональной подготовки. В статье рассматриваются научные и основы изучения психологической готовности будущих учителей начальных классов к инклюзивному образованию.

**Ключевые слова:** дети с особыми образовательными потребностями, психологическая подготовка, компонент

**Introduction.** Today, the main emphasis is on the education of children in need of special education, adaptation to society and ensuring the availability of high-quality education for children, the course of training, education, adaptation of children with special educational needs, taking into account their psychophysical characteristics in the general educational environment, requires an acute pedagogical complex. It is a problem at the highest level of society to adopt and properly implement an inclusive educational system. «If you say that the country has not become a country, correct your cradle», M. Auezov noted that in the school, where our father is a master of education, the teacher has a special place in teaching, educating and socializing children with special educational needs, adapting the educational process according to the age and personality of the child, providing a warm psychological protein in the classroom and supporting the child. In this regard, it is planned to ensure the readiness of future teachers to work in an inclusive educational environment, starting from the walls of universities. Psychological training of a teacher is very important not only in terms of academic education, but also psychologically in preparing professionals who can take a child with a heart, demonstrate their true professionalism at work with children, who are willing to solve situational problems, who are creative, who can think.

**The main section.** The issue of inclusive education is currently being considered and developed in our country by scientists such as Namazbaeva Zh.I., Suleimenova R.A., Autaeva A.N., Movkebayeva Z.A., Abayeva G.A., Yersarina A.K., Elyseeva I.G., Butabeva L.A., etc.

In modern knowledge and experience, the terms integration, mainstreaming, inclusion are used to describe the pedagogical process, based on the study and upbringing of children with special educational needs and normal children together. "As for the term integration, when translating from The Latin language, "integrare" means complementary, plus. In pedagogy, the term "social integration" was originally used in the 20th century for people with ethnic and national characteristics, and since the 60th century, the term has been used in the context of individuals with special educational qualifications, which have entered the language circulation of Europe. By the beginning of the XXI century, the term integration was applied in the context of the unlimited participation of such persons in education, work, various social roles and

functions, starting with the application to the common life, life of individuals and normally developed persons with special educational needs in a broad sense of social philosophy, and a number of aspects of it were covered by the law [1].

Mainstreaming is widely used in foreign literature, meaning "mainstream, that is, equality" when translated from Latin. It provides for the integration of persons with special educational needs at any gatherings, program evenings in a normal environment, expanding social relations, adapting to the environment. Inclusive education (translated from the French language, I include inclusive) provides for the tendency of children with special educational needs to study in the general educational environment.

In this regard, children with special educational needs are children who have temporary or permanent difficulties in education for health reasons, who need to be educated in a special, general educational program and additional education program ("On education law of RK") [2]. Inclusive education is aimed at ensuring affordable education for every child, regardless of the physical, intellectual, social, emotional, language characteristics that a child has, and also the transformation of the educational space of children for children's education, adapting the school environment affordably to the child, reforming the educational process in accordance with the individual needs of children. In this regard, it is important not only to provide educational programs, the educational space of the school, but also to the quality of education, the actions of all subjects in relation to the educational process. In this regard, the training and professionalism of teachers plays a crucial role. Therefore, psychological preparation of future teachers, ensuring their comprehensive psychological and professional training, which will play a crucial role in the implementation of this inclusive system of education, is an urgent issue. Therefore, the issue of psychological readiness of future primary school teachers for the implementation of inclusive education has become an important part of our research.

The course of analysis of special pedagogical and psychological literature on the subject of the study gave us the basis for an intensive study of the essence of the concept of inclusion and its peculiarities in ensuring psychological readiness of future primary school teachers. In foreign practice, American pedagogy provides for a radical change in the inclusivity of general school for children with normal and special educational needs, German pedagogy uses the term "integration", "integrated teaching", "add-on", "inclusive teaching" in Russian practice as a high form of development of the educational system, as a system aimed at improving the cognitive ability of children and their health. is recognized.

Inclusive education is a long-term strategy, because it is a complex platform for organizing educational processes not only in one region, but in the general education system, which applies to all subjects involved in the educational process. Therefore, inclusive education is based on the correct interaction of children from one education, the actions of parents and teachers.

Inclusive education covers deep social processes of school: moral, material, pedagogical environment, etc. To create such an environment, it is necessary to work together with parents, children, all the specialists involved in the educational process.

Psychological training of teachers plays a crucial role in the formation of correct professional positions, professional competencies for the effective implementation of inclusive education system. In this regard, professional, methodical and psychological training of future teachers for the implementation of inclusive education is considered as an urgent issue.

The psychological readiness of future teachers is the main condition of its professional activity. In this regard, Asmolova a.G. said that the effectiveness of professional actions is determined by the psychological and practical training of teachers. If we look at the concept of preparation, it applies to the completion of the process of preparing for the performance of a professional act on its own, and is used by researchers as the integral property of a person characterized by a certain level of personality development that allows the person to participate in any process [3]. Dyachenko and Kandybovich expressed the following components of the concept of preparation for the widespread consideration of this concept of preparation [4]:

- motivational component is a positive attitude to the profession; the desire to achieve success and to prove himself in a positive way;
- knowledge and understanding of the specifics and conditions of his professional activity, his requirements for a specialist person;
- knowledge, skills required for operational (cognitive) professional activity; his understanding of professional responsibilities and his assessment of its importance;
- emotional will, his ability to manage his professional actions, his self-control; a sense of responsibility and professional integrity;
- evaluation is a reflex of professional training and self-evaluation.

In addition to these components, Rusakov noted the following preparation functions [5]:

- gnostic (indicates the cognitive orientation of the individual; is reflected in the practical ability of students to apply their knowledge in solving professional tasks; formation of a complex of professional abilities; attempting to grow professionally);
- integrative (the ability of a specialist to think inholistically, comprehensively; a broad worldview; the ability to critically perceive life phenomena; systematic vision of professional reality; the ability to analyze his actions);
- prognostic (be able to predict; project the outcome of a professional case; be able to evaluate the existing situation; take responsibility; solve problematic situations on its own);
- adaptation of value (relationships of value to professional actions; self-respect as a person, as a specialist; an understanding of the social importance of the profession; constant interest in the actions of a professional) etc.

It is appropriate to consider psychological training as a systematic process at different levels. In the formation of psychological training of the teacher in the implementation of inclusive education, D.V. Vorobyeva noted the following personal characteristics [6]:

- the ability to organize pedagogical activities in the conditions of collaboration;
- the ability to consciously choose a version of his professional activity;
- the ability and readiness to choose methods and optimal means of pedagogical activity.

In her research, D.V. Vorobyeva also noted the motivational, cognitive, operational, value-based components of training, and V.V. Hitrück showed cognitive, emotional, conattaining, communicative, reflexive components [7].

In terms of psychological training of future primary school teachers in inclusive education, priority scientists traditionally perceive psychological training as a mental phenomenon, thereby increasing the stability of a person's actions in the polymotive space; explains the situation and conscious assessment of activity, etc. Psychological training can be determined by the combination of internal and external situations. First of all, it is the personality qualities, intellectual, motivational, emotional will, professional value, ensuring the readiness of the future teacher to carry out professional actions. in other words, it is a state of internal reliability, mobilization. A number of scientists also noted the role of motivational components in the formation of psychological training of future teachers. It is through this motivational component that the psychological readiness of working with children in the context of inclusive education reflects the necessary qualities. They are characterized by personal pedagogical orientation and correct perception of themselves and others. As it is known, the emotional acceptance of children with special educational needs contributes to the effectiveness of future teachers.

**The methodology of the study.** It is also appropriate to consider the psychological readiness of future primary school teachers for inclusive education as an integrated personal education, in this regard, its cognitive, motivational, emotional, creative, action components, price reflexives, etc. In the study, the theoretical method, the empirical method (control, interview, test, questionnaire, determining experiment (V.V. Boyko test "Communication tolerance" (author's questionnaire test), Ilyina T.I. "Determination of motivation of universities". the results of the study were analyzed quantitatively and qualitatively.

Results of the study. Determining the level of development of each component of the psychological readiness of future primary school teachers to work in an inclusive educational environment, and then, according to the results of the study, «The psychological readiness of future primary school teachers to work in an inclusive educational environment" was the basis for the creation of a model.

In the course of the motivational component, the future teacher's view of children as a value; The active experience of the future pedagogue, the ability to design, the ability of each child to create their own route in the context of inclusive education, and in the component of reflexive evaluation, aimed at improving their knowledge, development, critical evaluation of their professional potential. In this regard, three levels of these components (high, medium, low) were considered and the level of psychological readiness of future primary school teachers for inclusive education was determined by the components.

**Discussion. Analysis of the result.** In the experiment, the future primary school teachers who participated, according to the results of the study, students are more 71% ready for the motivation component, while 66% show professional activity (Fig 1). At a low level of 43%, motivational conditions were observed, a conscious misunderstanding of their professional actions in the context of inclusive education was revealed.

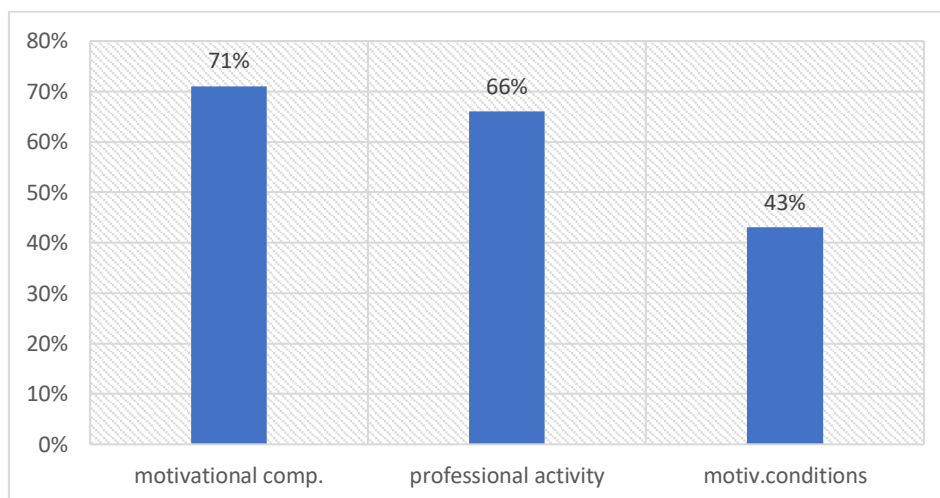


Fig 1. The results of the experiment

When implementing inclusive educational practice at the highest level, 91% of the operational component is activity in creating and predicting the individual trajectory of each student 88%, and at the average level of 58% - only situational activity, and at a low level of 23% it is revealed that there is no attempt to create and predict the individual route of each student.

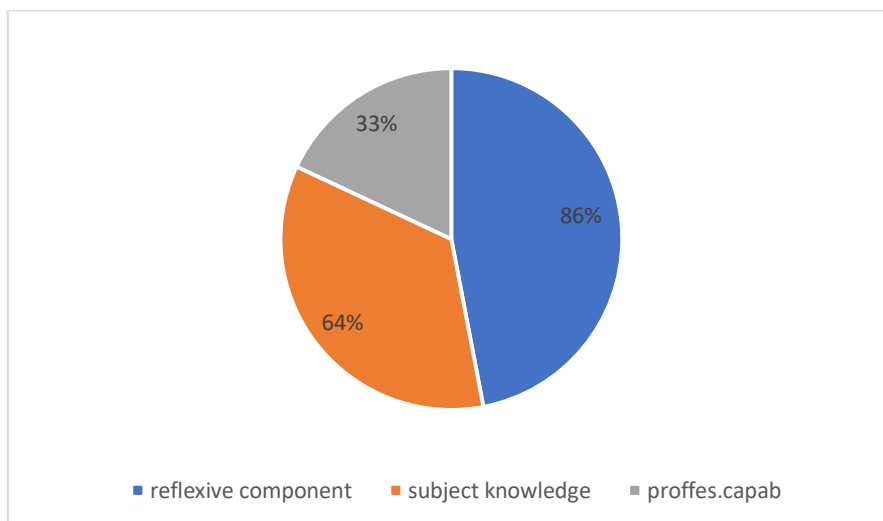


Fig 2. The results of the experiment

During the high level, 86% of the reflexive component, the high level of development and analysis of its capabilities in the course of its professional activities, and at the middle level, 64% revealed only formal subject knowledge, and at the lower level, 33% - a lack of understanding of its professional capabilities (Fig 2), and its basics of working with students in need of special education in the conditions of inclusive education.

**Total.** S.V. Alekhina distinguishes the readiness to work in the conditions of inclusive education: professional and psychological [8] informative, In most cases, the work in the conditions of inclusive education focuses on the professional training of future teachers, and the psychological aspects of inclusive education. In the implementation of the program, preparation for work is determined not only by education, but also by psychological training "children with special educational needs". Psychological training involves important personality traits, actions, stimulates, stimulates and regulates this activity. Thus, the analysis of the subject of the study showed that the readiness of future primary school teachers to work in the context of inclusive education is very important. Identifying the components of psychological training that are important for the implementation of inclusive education, knowing the level of their development, the development of these components will allow to effectively carry out professional activities in the context of inclusive education in the future, in the context of psychological training.

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