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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ПОДГОТОВКИ УЧИТЕЛЕЙ К ИНКЛЮЗИВНОМУ ОБРАЗОВАНИЮ

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Аннотация. В данной статье рассматривается видение автора психолого-педагогических условий подготовки будущих учителей и учителей-практиков к инклюзивному образованию. В результате проведенного исследования выделены пять условий, где акцент поставлен на формирование профессиональной и психологической готовности. В содержании статьи автором описаны пути реализации выделенных условий. Так, например, для реализации условия и формирования профессиональной готовности в качестве основных форм и методов работы выделены изучение дисциплины «Инклюзивное образование», волонтерская деятельность, педагогическая практика; для развития психологической готовности учителей к инклюзивному образованию выделены тренинги. Утверждается, что методическое обеспечение процесса формирования готовности учителей к работе в условиях инклюзивного образования должно быть реализовано на основе системного и акмеологического подходов, т.е. поэтапное совершенствование готовности в достижении профессионального акме в условиях инклюзивного образования.

Ключевые слова: *инклюзивное образование, профессиональная готовность, психологическая готовность, перманентность, волонтерская деятельность, педагогическая практика, учебно-методическое обеспечение.*

PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR PREPARING TEACHERS FOR INCLUSIVE EDUCATION

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Abstract. This article discusses the author's vision of the psychological and pedagogical conditions for preparing future teachers and practicing teachers for inclusive education. As a result of the study, five conditions were identified, where the emphasis was placed on the formation of professional and psychological readiness. In the content of the article, the author describes the implementation of the selected psychological and pedagogical conditions. For example, for the implementation of the conditions and the formation of professional readiness, the study of the discipline «Inclusive education», volunteer activities, teaching practice are highlighted as the main forms and methods of work; trainings were allocated for the development of psychological readiness of teachers for inclusive education. It is argued that the methodological support of the process of formation of teachers' readiness to work in conditions of inclusive education should be implemented on the basis of systemic and acmeological approaches, i.e. gradual improvement of preparedness in achieving professional acme in an inclusive education.

Key words: inclusive education, professional readiness, psychological readiness, permanence, volunteer activity, pedagogical practice, educational and methodological support.

The development of the idea of inclusive education in the Republic of Kazakhstan, first of all, requires a review of the process of training teachers and the requirements for their professional competence. What is meant here is content-rich, ideological, moral, professional teacher training. A teacher, who is able to select and use technology creatively and appropriately for specific educational groups, whether children with limited physical and intellectual abilities, children of different social groups living in a city or village etc.

As a result of the study of modern works of scientists, reflecting the results of the study of the issue of teacher training for inclusive education: J. Peebles A.S. Mendaglio (Preparing teachers for inclusive classrooms: introducing the individual direct experience approach) [5], M.E. Reyes, C.J. Hutchinson, M. Little (Preparing educators to teach effectively in inclusive settings) [6], U. Sharma (Preparing to teach in inclusive classrooms) [8], Ritter R, Wehner A, Lohaus G and Krämer P (Pre-service teachers' beliefs about inclusive education before and after multi-compared to mono-professional co-teaching: an exploratory study) [7] and other, we became convinced of the fidelity of the system we prepared for teachers training for inclusive education, which allows us to create the necessary psychological and professional readiness. In order for the developed structurally-meaningful model to function and

develop efficiently, it is necessary to identify and describe the psychological and pedagogical conditions that is the object of the proposed work.

Pedagogical environment (conditions) is one of the components of the pedagogical system, reflecting the whole complex of the educational and material-spatial environment, affecting the personal and procedural aspects of this system and ensuring its effective functioning and development. In our study, psychological and pedagogical conditions are meant as a set of measures in the process of training in higher Education and in advanced training courses, which should ensure that future teachers and practitioners achieve the necessary level of readiness to work in an inclusive education.

The variety of pedagogical conditions is explained by the differences in setting the goals and objectives of specific research, the features of theoretical and methodological approaches, in which they are carried out, changing social demands to specialists.

According to the state and social order for the formation of teachers' readiness to work in an inclusive education, the specifics of the process of formation of teachers' readiness, the features of their readiness for educational activities, we have identified the following *psychological and pedagogical conditions*:

1) focusing the content of the teacher training process on the formation of their professional readiness to work in an inclusive education, characterized by a gradual complication of the disciplines of the curriculum;

2) ongoing education, permanence (continuity) of the process of formation of teachers' readiness to work in an inclusive education;

3) application of various (extra-curricular and educational) forms and methods of work on formation of psychological readiness of teachers for work in the conditions of inclusive education;

4) inclusion of the future teacher in the active pedagogical activity, providing practical training in the conditions of inclusive education;

5) educational and methodological support of the process of formation of teachers' readiness to work in the conditions of inclusive education, taking into account the peculiarities of the national education system and the current state of the theory and practice of inclusive education in the world and in the Republic of Kazakhstan.

The considered pedagogical conditions are aimed at the implementation of the following tasks:

- formation of value-based orientation of teachers to work in conditions of inclusive education, the need for continuous self-educational activities;
- formation of the teacher's personality as an active subject of inclusive education;
- creation of a system of educational work to build teachers' readiness to work in an inclusive education.

Each of these conditions affects the development of personal characteristics of the student to a certain extent and regulates the external (organizational) side of the process. Let's examine each of the conditions in more detail.

The first condition identified by us in the formation of teacher's readiness is *the focus of the content of the teacher training process on the formation of their professional readiness to work in an inclusive education, characterized by a gradual complication of the disciplines of the curriculum;*

In order to implement the main (first) condition for the formation of teachers' readiness, we consider the study of the discipline «Inclusive education» as a compulsory stage of the process.

The content of this discipline should be distinguished by the presentation of educational material in accordance with the modular technology, which implies the following:

- promotion of cognitive activity of students to cope with educational material on a specific topic (motivational component);

- presentation of the content of the educational material on the topic thematically (information component);
- consolidation of the studied educational material with the formation of their own opinions of students on this issue (evaluation component).

The next, highlighted by us, condition for the formation of teachers' readiness to work in an inclusive education, is *ongoing education, permanence (continuity) of the process of formation of teachers' readiness to work in an inclusive education*. This condition is due to the fact that the process of forming readiness for work in an inclusive education is a long, systematic process that requires constant work to improve and self-improve knowledge, constant development of skills and abilities.

As is shown by the results of theoretical analysis of readiness to work in an inclusive education and responses of general education teachers-practitioners who have workexperience with children with special educational needs, the basis of inclusive education is the formation of psychological readiness of teachers to work in this process. Meanwhile, this issue is not given enough active attention up until now in our education system. Accordingly, we consider it is necessary to *activate and improve the existing forms and methods of work aimed at forming the psychological readiness of teachers to work in an inclusive education*. So, we can suggest to use the following forms of preparation:

1) Volunteering activity, involving the students during their studies at University in activities to provide voluntary assistance to those in need and the organization of mass events. This type of activity should be started from the first year at university. Volunteering activity is distinguished not only by non-repayable aid, but also by obtaining knowledge in the process of activity, developing the ability to communicate with different people, and most importantly it is self-realization as a member of society [4].

For the formation of future teachers' readiness to work in an inclusive education, it is worth to organize a volunteer group of students within the Department (faculty), which will be engaged in providing assistance to people in need of

assistance, as well as organizing events, leisure time, summer holidays for students. This work will provide opportunity to communicate informally with students with special educational needs, to conduct joint work or play activities, which will contribute to the development of future teachers' feelings of empathy, tolerance, and most importantly – the acceptance of children as they are. A positive example of the use of this form of teacher training is currently shown in many educational institutions, whose work is aimed at supporting different segments of the population, organizing events, etc.

It should be noted that the organization of such clubs in all departments of pedagogical Universities in the form of systematic and purposeful volunteer activities will contribute to the education of empathy and tolerance among future teachers, their acceptance of students as values, regardless of their characteristics and capabilities, as well as a significant increase in their motivation and value orientations to work in an inclusive education.

2) *Student teaching practice*. Teaching practice is an integral part of the educational process for the development of professional skills of future teachers and the most important means of formation of their motivation for professional activity.

Thus, if the content of existing practices is supplemented by visiting special and inclusive educational organizations, students will have the opportunity to:

- compare analysis of the work of teachers of secondary schools in special and inclusive schools;
- determine the style of communication between teachers and students in different types of schools;
- understand the features of using special teaching methods;
- be aware of the idea and accept the necessity to include children with special educational needs in the educational process.

To track the dynamics of the development of the motivational and value-based component in students of pedagogical Universities, we can suggest including the following sections in the content of the diary of pedagogical practice:

- *motivational*, which is filled out before the start of practice and reflects the students' representation of their future professional activities, their position, expectations, etc.;

- *observing*, containing the results of monitoring the activities of primary school teachers directly;

- *reflective*, containing the findings of the students about teaching activities and their impressions (feedback).

As a motivational section, you can offer the following options:

- writing an essay on the topic: «I am a future teacher», which should reflect the answers to the main two questions: «What do I expect from my future profession?», «My role in society...»;

- filling in or completing the circle «the Value of pedagogical practice in my future professional activity», reflecting the role of pedagogical practice for students, their expectations and main positions.

In the reflexive section it is appropriate to include the following types of work:

- completing the table on the study of students' value orientation (table 1), showing the results of practice, the dynamics of changes in students' opinions, etc.

Table 1. Value orientations of students

<i>Options forum finished sentences</i>	<i>Before teaching practice</i>	<i>After teaching practice</i>
The teaching practice helped me.....		
It is important to me that my learners		
During the teaching practice I learned На практике я узнал, что дети ...		
The teaching practice is essential for students because		

- analysis of teaching activity of General education, inclusive and special schools staff (table 2), which involves obtaining information in changing attitudes to

professional activity, increasing motivation, improving individual forms and methods of work, etc.

Table 2. Performance (activity) analysis

What have I learned during teaching practice about the activities of teachers of secondary schools and special schools?	
1	2
What positive aspects have you observed in the activities of teachers?	
What ideas for improvement do you have after teaching practice?	
What is your attitude to co-education of children (with special educational needs and healthy ones)?	

If students have practice either in schools where inclusive education is introduced, or if they combine the practice in a secondary school and a special school, then, in our opinion, this will lead to the development of their empathy and tolerance in working with children with special educational needs. As a result of this practice, students will have the opportunity to analyze the meaning of their teaching activities, to realize the importance of including children with special educational needs in the educational process, and, most importantly, this form of work will lead to overcoming the psychological barrier in working with children with special educational needs and rethinking their role in society.

3) the next form of work in the formation of motivational and value orientation of teachers to work in an inclusive education is *training*.

The next condition for the developing readiness of classroom teachers to work in the inclusive education, we have determined *the inclusion of the future teacher in active teaching activities that provide practical mastery of skills in an inclusive education.*

The realization of this condition is based on the principle of connection between theory and practice. Practice is the basis of knowledge, so students should understand that theoretical knowledge is necessary for them to improve practical activities. The main feature of this condition is that future teachers, first of all, understand the importance of inclusive education, especially the organization of educational activities in an inclusive education, and they are also able to apply the acquired knowledge to solve the problems in practical implementation of inclusive education. The implementation of practical knowledge is supposed to be the third component of the model of formation of teachers' readiness to work in an inclusive education, i.e. methodological readiness.

Practical tasks and pedagogical practice in the conditions of inclusive education are important forms of realization of this condition.

Under special course study in the framework of practical classes and independent work, it is assumed to use methods aimed at the formation of methodological readiness, i.e. the development of skills for the organization of the physical environment in an inclusive education, drawing up an adaptive program for students, developing classes taking into account the characteristics of students, etc. It is worth noting that the solution of this problem should not be limited to only one special course. It is necessary to include the features of teaching a particular method in an inclusive education in all disciplines that study the methodology of teaching disciplines, which will systematize the knowledge of future teachers, and will also allow to increase the effectiveness of the formation of methodological readiness of teachers.

The fifth condition - *educational and methodological support of the process of formation of teachers' readiness to work in an inclusive education, taking into*

account the peculiarities of the national education system and the current state of the theory and practice of inclusive education in the world and in the Republic of Kazakhstan. The results of the pilot study and analysis of psychological and pedagogical literature allowed us to assume that the most important condition of realization of educational process in the preparation of future teachers is training and methodological support of this process, which includes a set of core textbooks, teaching aids, complex guidelines, material and technical conditions for the implementation of the educational process. At the same time, methodological support of the process of formation of teachers' readiness to work in an inclusive education should be implemented on the basis of systematic and acmeological approaches, i.e. gradual improvement of readiness to achieve professional acme in an inclusive education.

Considering these requirements, we have developed training and methodological manuals with stepwise complexity, taking into account the target audience and the stage of training. So, a textbook for «Inclusive education» was developed for future teachers as the first stage of the special course. The materials of this textbook are systematized and completed in accordance with the modular technology [2].

At the second stage, in order to improve the knowledge about inclusive education among working teachers and to develop their practical skills and abilities to organize an inclusive educational process, we have prepared «Methodological recommendations for preparing teachers for the implementation of inclusive education». It is known that guidelines are recommendations for the performance of any work, sequence of actions. The purpose of methodological recommendations is to recommend the most effective, efficient options, action patterns applied to a specific activity, i.e., the guidelines describe and recommend how better to perform a certain technique, a sequence of actions.

The content of the methodological recommendations developed by us consists of three blocks: «Preparing for a meeting with a special child», «Special child» at

school, «What will be the future of a special child». Within the framework of these blocks, the following issues of the organization of activities for the inclusion of students with special educational needs in the educational process are revealed:

- Organization of a physical and learning environment in an inclusive classroom;
- Formation of a positive attitude of parents of «ordinary children» to «special children»;
- Formation of a positive attitude of «ordinary children» to «special children»;
- To build mode and the requirements for building lesson;
- Allocation of «ordinary» and «special» children in the classroom;
- Adaptation of educational programs for ‘special’ children;
- «Special children» and «ordinary children» at school;
- Parents of «special children» and «ordinary children» about co-education;
- Preparation «special children» for work;
- Preparations for family life;
- Formation of moral values and civil position [3].

At the third stage, according to the second, post-graduate level of professional training of pedagogical staff: master's degree, we have developed a textbook for undergraduates, the content of which corresponds to the level of their theoretical knowledge, i.e. the materials do not duplicate, but complement and improve the knowledge of students [1].

Consequently, we have identified the components of teachers’ readiness to work in an inclusive education environment, such as psychological and professional readiness. At the same time, the process of formation of teachers' readiness is defined as a systemic, permanent process that requires compliance with certain stages and conditions.

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