

Abstract
of the thesis of Shalbayeva Dinara Khuttybaevna
on the topic “Modern forms and methods of improving the English
teachers’ skills within the inclusive education (by using primary school as an
example)”, submitted for the degree of Doctor of Philosophy (PhD)
6D011900 - Foreign language: two foreign languages

The relevance of this study is determined by the need to resolve the contradictions between:

- demands placed by the state and society on the quality of education and the level of English language proficiency among students, as well as a lack of an effective system for the scientific and practical training of English teachers to work with children with special educational needs in an inclusive education environment;
- growing need for professional competencies among English teachers in inclusive primary education, and the insufficient development of methodologies for developing the above-mentioned competencies.

The search for solutions to these contradictions has led to the identification of the core research problem: current professional development programs for primary school English teachers are not always equipped to respond promptly to the emerging challenges of inclusive education, which are driven by a rapid pace of innovation in the social sphere.

The identified problem served as the basis for defining the research topic, which is formulated as: **“Modern forms and methods of improving the English teachers’ skills within the inclusive education (by using primary school as an example)”**.

The study goal: The goal of this study is to provide a scientific rationale and to develop methodological support for the professional development of English teachers working with primary school children within the inclusive education.

The study hypothesis: The proposed methodological framework will be effective if it is based on the identification of theoretical and empirical prerequisites, as well as the determination of criteria and indicators for teachers’ professional competencies in this area. This effectiveness is expected because such an approach will take into account the system-forming factors that improve teachers’ theoretical knowledge, methodological skills, and psychological readiness to teach English to primary school students within an inclusive educational environment.

The following **study objectives** were defined in accordance with the goal and hypothesis of this study:

1. to identify theoretical and empirical foundations for English teachers’ professional development in teaching primary school children within the inclusive education.

2. to define the criteria and indicators of the formation of English teachers’ professional competencies when working with primary students within the inclusive education.

3. to develop a theoretical model for English teachers' professional development when working with primary students within the inclusive education.

4. to develop methodological support for the professional development of English teachers working in an inclusive primary school.

5. to conduct practical evaluation of the proposed methodological support within the system of professional development for teaching staff.

Study methods:

- theoretical analysis of scientific literature on the research problem;
- desk study method involving the examination and analysis of official documents related to the research problem, as well as the educational and methodological resources regulating the legal relationships of inclusive education participants;
- the author's interpretative method of well-established theoretical concepts in the field combined with the method of generalizing practical experience and collecting empirical data relevant to the research topic;
- empirical methods including questionnaires, interviews, and statistical data processing.

Scientific novelty and theoretical significance of the study

- theoretical and empirical foundations for the professional development of English teachers related to teaching primary school children within the inclusive education have been identified.
- the essence of teachers' professional competencies formation for inclusive English instruction in primary education has been revealed and presented as a system of criteria and indicators.
- a theoretical model for the professional development of English teachers in teaching primary school children within the inclusive education has been developed.

Practical significance of the study lies in the potential application of its findings in the development of materials for professional development courses for English teachers, both in offline formats and through MOOCs. It also includes the design and implementation of methodological support, comprising: a teaching and learning manual for primary school English teachers titled "Instructional book with adapted tasks for primary school English teachers (A1 level)", published by the Academic E.A. Buketov Karaganda University Press; a professional development course program for English teachers entitled "Special aspects of teaching English in secondary school within the inclusive education", available on the NPJSC MOOC platform of the Academic E.A. Buketov Karaganda University.

The scientific validity and reliability of the results are grounded in the rigorous methodological and theoretical framework of the dissertation. The research design demonstrates internal coherence between the conceptual apparatus and the objectives of the study. The reproducibility of findings is supported by the systematic planning of the experimental procedures and the use of standardized data collection tools. Furthermore, the application of mathematical and statistical methods in processing empirical data ensures the objectivity, accuracy, and statistical significance of the results obtained.

Key provisions submitted for defense:

1. Theoretical and empirical foundations for the professional development of English teachers working with primary school children within the inclusive education, which together form a comprehensive methodological foundation that includes:

- a scholarly basis developed by researchers and experts that elucidates the essence of inclusive education, its implementation in contemporary primary schools, and its specific features in the context of English instruction for young learners. This body of work also identifies critical challenges, notably the evident lack of pedagogical competencies among English teachers necessary to design and deliver methodologically sound and effective instruction in the early grades, largely due to a lack of training in psychological and didactic principles of primary education during their university studies.

- a regulatory and legal framework outlining the state's strategic objectives in the field of inclusive language education for primary school students, as well as national policies and procedures governing teacher retraining and professional development, including those specifically addressing the challenges of inclusive pedagogy.

2. A detailed system of criteria and indicators for the development of professional competencies of English teachers in instructing primary school children within the inclusive education, which structurally includes three components: emotional-volitional, cognitive-intellectual and procedural-activity. The measurability of these components is ensured through a set of criteria, i.e. five criteria for the first component, four for the second, and three for the third, each operationalized by descriptors across three levels of competency development (high, medium, low). This system of criteria and indicators serves both as the objective and the expected outcome of the English teachers' professional development regarding inclusive education for primary school learners.

3. A theoretical model for the professional development of English teachers in teaching primary school children within the inclusive education setting, representing a structured integration of goal-setting (the objective — the anticipated outcome) and goal achievement (logically sequenced tasks as stepwise actions for implementing stated objective and attaining the expected outcome, alongside the tools and methods served to address these tasks).

4. Methodological support for the professional development of English teachers teaching primary school children within the inclusive education, which includes a professional development program, the MOOC titled "Special aspects of teaching English in secondary school within the inclusive education" hosted by the Academician E.A. Buketov Karaganda University NPJSC, a practical training manual "Instructional book with adapted tasks for primary school English teachers (2nd grade)," as well as an e-learning manual "Instructional book with adapted tasks for primary school English teachers (2nd grade)".

5. Results of practical validation of the developed methodological support within the professional development system for educational staff, which ensure the scientific validity and robustness of the proposed methodological materials.

Approval and implementation of the study findings

The research outcomes have been validated and implemented:

- *participation in international scientific and practical conferences:*

Peculiarities of teaching foreign languages to children within the inclusive education in Kazakhstan. – online publication. – Innovative methods, means, and techniques for increasing the efficiency of educational activities: proceedings of the International scientific and practical conference. – Nur-Sultan, 2019. – pp. 136–140.

Problems of teaching foreign languages within the inclusive education. – online publication. – European Research: proceedings of the 20th International scientific and practical conference (April 7, 2019). – Series: Pedagogy. – Penza, 2019. – pp. 238–243. – www.naukaip.ru

The use of visual prompts when teaching the English language to students with special educational needs. – online publication. – Science and education in the modern world: Challenges of the 21st century: VII International scientific and practical conference. – Nur-Sultan, 2020. – pp. 55–58.

Buyakova Y.V., Shalbayeva D.H., Assanova D.N. Organizational and methodological support as a necessary pedagogical condition for the Inclusive education development. – 21st Century: Fundamental science and technology XXVI: Materials of the 26th International scientific and practical conference. – North Charleston, USA, pp. 26–32.

- *publication in scientific journals recommended by the CQASSHE of the MSHE RK:*

Zhetpisbayeva B.A., Shalbayeva D.Kh. Problems of foreign language teaching method to children with special educational needs within the inclusive education in Kazakhstan // Bulletin of the Karaganda university. – Pedagogy Series. – №1(93). – 2019. – P.45-50.

Zhetpisbayeva B.A., Shalbayeva D.Kh. Application of “zone of proximal development” theory in teaching foreign languages within inclusive education // Bulletin of Kazakh State Women’s Teacher Training University. – Philology series. – №2(78). – 2019. – P.134-139.

Moiseeva L.V., Assanova D.N., Shalbayeva D.Kh. The role of learning environment in teaching English in the context of inclusive education // Bulletin of the Karaganda university. – Pedagogy Series. – №3(99). – 2020. – P.54-61.

Shalbayeva D.Kh., Akbayeva G.N., Moiseeva L.V. Psychological and pedagogical peculiarities of teaching the English language to learners with special educational needs // Bulletin of the Karaganda university. – Pedagogy Series. – №3(103). – 2021. – P.154-162.

Shalbayeva D.Kh., Akbayeva G.N., Omarova G.N. Advanced training course for English teachers as a way to form an idea of methods and techniques to work with special educational needs learners // Bulletin of the Karaganda university. – Pedagogy Series. – №2(110). – 2023. – P.191-197.

- *publication in an international journal indexed in Scopus and Web of Science databases:*

D.Kh. Shalbayeva., B.A. Zhetpisbayeva., G.N. Akbayeva., D.N. Assanova. Organizational and pedagogical conditions for the educational process

implementation within the inclusive education in the Republic of Kazakhstan. – European Journal of Contemporary Education, 2021, №10(3), pp. 711–725.

Structure of the Dissertation: The dissertation consists of an introduction, two chapters, a conclusion, a list of references and appendices. The total length of the dissertation is 155 pages. The list of references includes 113 sources. The dissertation contains 6 tables and 20 figures.

The introduction outlines the relevance and the scientific framework of the study.

Chapter 1 “Scientific and theoretical foundations of professional development for English teachers in teaching primary school children within the inclusive education” presents a system of criteria and indicators for the formation of the targeted competencies, as well as a theoretical model for the professional development of English teachers in teaching primary school students within the inclusive education.

Chapter 2 “Experimental and pedagogical work on the research problem” provides our study’s three stages in detail: preliminary, formative and control stages. The chapter begins with a description of the experiment's formative stage, during which the developed methodological support for the professional development of English teachers in teaching primary school students within the inclusive education was piloted. The results of the experimental pedagogical work, reflecting experiment’s preliminary and control stages, are also presented.

Conclusion presents findings and recommendations based on the theoretical analysis of the research problem and the results of the experimental pedagogical work.

The appendices include the following materials: a program of further training course for English teachers on effective methods of teaching English within the inclusive education (available in Kazakh, Russian, and English); Instructional book with adapted tasks for primary school English teachers (2nd grade); Certificate of entry in the state register of rights to the educational resource “Instructional book with adapted tasks for primary school English teachers (2nd grade)” protected by copyright; A Massive Open Online Course (MOOC) titled Special Aspects of Teaching English in Secondary School within the Inclusive Education; course materials developed for the MOOC’s platform titled as “Special aspects of teaching English in secondary school within the inclusive education” hosted by the Academician E.A. Buketov Karaganda University NPJSC; implementation reports confirming the application of the dissertation research outcomes; certificate of implementation of the professional development course “Special aspects of teaching English in secondary school within the inclusive education” for English teachers in Karaganda general education schools.