

ANNOTATION

The dissertational work of Rymkhanova Ainagul Rymbekovna “The psychopedagogical fundamentals for vocational training of teaching specialization students in the context of inclusive education”, presented for the degree of Doctor of Philosophy (PhD) in specialty 6D010300 - Pedagogy and Psychology

The relevance of the thesis research.

An inclusive education in terms of categories of children with special educational needs has been now intensively developed in the Republic of Kazakhstan. It provides for a co-education and equal access along with other students. An inclusive education has been currently viewed as a component of an inclusive state policy as a whole. An inclusive policy represents a legal policy in which parents and children should have the right to choose a school.

One of the prime objectives of the Strategic plan for the development of the Republic of Kazakhstan until 2025 is to improve the system of inclusive education in the country. It defines the mechanisms for integrating children with special educational needs into the general education process and providing an accessible environment for their training. Accordingly, human resourcing is the most significant of the directions in inclusive education introduction and development. Indeed, a teacher is a principal subject implementing an educational process, in this context it is an inclusive practice. Taking into account modern trends and tendencies in education, an emergence of new forms of education, including the inclusive form of education, there is a greater urgency for training teachers of a new format, with a wider range of competencies and ready to transform in a changing educational system.

Conceptual approaches for the development of inclusive education in the Republic of Kazakhstan (2015) define the formation of human resources to ensure an accessible qualitative training for people with special educational needs as its main strategic direction.

To supply the process of inclusive education with required personnel, it is, first of all, envisaged to train teachers for the features of work in educational institutions within the framework of inclusive education, i.e. to guarantee the curricula for pedagogical majors of higher, technical and vocational education to include subjects dealing with issues of inclusive education. Also, to enhance the programs of qualification upgrading and teaching staff retraining taking into account educational organizations implementing an inclusive practice. In addition, to form structural subdivisions in higher educational institutions ensuring psychopedagogical support for disabled students in the educational process.

At present, a theoretical and methodological framework on the issue of teachers training has been formed to administer inclusive practice both in the higher education system and in the system of supplementary vocational training (C. Forlin, C. Kosnik, C. Beck, A.L. Goodwin, J. Stephenson, C. Kelly, E. Dakich, H. Gudjonsdottir, M. Cassiattolo, A. Davies, M.C. Dalmau, H. Ferreira, R. Graça, Gay and Kirkland, Winch-Dummett, Cruickshank, R.M. Chevalier, K. Stoddard, L. Dukes, B. Braun, M. Koorland, M. Hewitt, D. Barrett, K. Green, D. Rodrigues, C.M. Cardona, E.G. Samartseva, V.V. Khitryuk, Yu.V. Shumilovskaya, G.F. Biktagirova,

I.N. Khafizullina, O.S. Kuzmina, I.V. Vozniak, S.I. Sabelnikova, E.A. Gafari, T.G. Zubareva, A.N. Gamayunova, D.V. Vorobeva, M.Yu. Danilkina, V.N. Ponikarova, O.A. Denissova, O.L. Lekhanova, N.Yu. Korneeva, S.A. Cherkassova, E.N. Kutepova, A.G. Khentonen and many others.

The number of studies on research and introduction of inclusive education in Kazakhstan is also increasing, but surveys on the vocational training of teachers for the inclusive education system is insufficient. The theoretical basis of inclusive education in the Republic of Kazakhstan is comprised of the works of Kazakhstani special education founders, such as R.A. Suleimenova, Z.A. Movkebayeva, G.D. Khakimzhanova, A.M. Ersarina, A.A. Baytursynova, I.G. Elisseeva, I.A. Oralkanova, G.Z. Zakayeva, G.A. Abayeva, A.T. Iskakova, S.S. Zhakipbekova and others.

Unfortunately, the amount of works devoted to certain aspects of inclusive education is not sufficient. For instance, there are currently very few sources that reveal the issues of tutoring, home-based training within the conditions of inclusion, psychopedagogical support services, and etc. The existing status of inclusive education in the Republic of Kazakhstan requires the development of these issues, both in science and in practice.

Thus, the foregoing has revealed **contradictions** between the requirements of people with special educational needs and the improvement of educational service quality; between the demand of society for qualified teachers and their inadequate preparedness for professional performance within the framework of inclusive education.

The problem of this research is defined by the necessity to resolve these contradictions. It consists of identifying the effective ways of competent training of pedagogic students for professional functioning in a context of the inclusive education.

The insufficient development of this problem in pedagogical theory, as well as the requirements of practice, determined the choice of **the research topic**: “The psychopedagogical fundamentals for vocational training of teaching specialization students in the context of inclusive education”.

On the basis of what has been said, the object, subject, purpose, objectives and hypothesis of the research were determined.

The object of research: the educational process of professional pedagogical training of students in high school.

The subject of research: the training of students of teaching specializations for vocational activity under conditions of inclusive education.

The purpose of research: the scientific and theoretical grounding and elaboration of a pedagogical system to prepare students of teaching specializations for vocational activity under conditions of inclusive education.

The hypothesis of research: if elaborated pedagogical system is integrated into the educational process of preparing students of teaching specializations, this will generally affect their psychological and pedagogical readiness in the circumstances of inclusive education, since as a result, students will form:

- a positive attitude towards innovations and professional activity in the context of inclusive education;
- a theoretical base of knowledge about the pedagogical process within the conditions of inclusive education;
- skills to apply scientific and theoretical, psychopedagogical and didactic-methodical knowledge in the practice of inclusive education;
- an ability to feedback and a desire to achieve professional goal.

The objectives of research:

- to analyze the inclusive policy and global practice of training teachers for the system of inclusive education;
- to substantiate the modern requirements and trends in teacher training for an inclusive education system in the Republic of Kazakhstan;
- to determine the nature and content of the preparation of teaching specialization students for the system of inclusive education;
- to design a pedagogical system for preparing students of teaching specializations for professional functioning in an inclusive education and test its effectiveness.

The leading idea of research consists in the fact that the preparation of students of teaching specializations for professional functioning in the context of inclusive education based on the elaborated pedagogical system contributes to the development and improvement of professional and personal potential of the future specialist, the formation of tolerance towards the conditions of inclusive education, modern socio-cultural level of society development and requirements for the quality of educational services.

The theoretical and methodological foundation consists of the following studies:

- research of inclusive education phenomenon (S.V. Alekhina, D.D. Elina, T.M. Pakholkina, E.A. Zadumkina, T.L. Chepel, R.A. Suleimenova, A.A. Baitursynova);
- research of readiness (R. Urazbayeva, V.S. Il'in, L.V. Nefedova, G.M. Kodjaspirova, A.Yu. Kodjaspirov, V.P. Bepalko);
- research of psychological readiness for activity (K.K. Platonov, M.A. Kotik, V.A. Sosnovskiy, R.D. Sanzhayeva, L.I. Zakharova, and etc.);
- research of professional readiness (E.P. Belozertsev, A.L. Denisova, G.M. Kodjaspirova, A.Yu. Kodjaspirov, V.V. Davydova, A.V. Zaporozhets, B.F. Lomova, M.I. Dyachenko, L.A. Kandybovich, V.A. Slastenin, K.K. Platonov, A.K. Markova, N.D. Khmel and others);
- research of professional competence (L.V. Zanina, N.P. Menshikova, A.K. Markova, A.S. Syrotyuk);
- research of inclusive readiness (V.V. Khitryuk);
- research of inclusive competence (I.N. Khafizullina, N.Yu. Korneeva);
- research on the problems of teacher attitude towards the inclusive education (E. Avramidis, B. Norwich, A. Yada, N. Savolainen, A. de Boer, A.J. Moeller, S. Ishi-Jordan, A. Minnaert, B. Sucuoğlu, H. Bakkaloğlu, F. İşcenKarasu, Ş. Demir,

S. Akalın, M. Taweechaisupapong, K. Nethanomsak, Engstrand, Luang-ungkool, Sukbunpant, Arthur-Kelly, Dempsey, J. Kim, O.R. Anzhiganova, Yu.A. Koroleva, Yu.S. Pyashkur, O.V. Istomina, I.V. Khakhalova, E.A. Santuyeva, S.I. Pozdeeva, Z.A. Movkebayeva, I.A. Oralkanova);

–research on the problems of training teachers for the system of inclusive education (C. Acedo, J. Stephenson, C. Kosnik, C. Beck, A. Lin Goodwin, L. Florian, H. Linklater, K. Young, M. Rouse, J. Tondeur, U. Sharma, C. Forlin, J. Deppelera, Y. Guang-xue, N. Kawaib, S. Higuchic, M. Ahmed, D. Armstrong, I. Spandagou, M. Keen, E. Barrett, J. Lancaster, D. Mitchell, A. Bain, D.D. Smith, N.C. Tyler, E.N. Kutepova, Zh.N. Chernenkova, G.O. Banch, T.L. Chepel, M. Vajová, J. Žolnová, S.I. Sabelnikova, A.S. Sirotiyuk, L.M. Kobrina, M.Yu. Danilkina, O.A. Denissova, O.L. Lekhanova, A.G. Khentonen, O.S. Kuzmina, E. G. Samartseva, I.V. Voznyak, S.A. Cherkassova, N.Yu. Korneeva, and others);

–research on the issues of tutoring in the conditions of inclusive education (R. Bond, E. Castagnera, T. M. Kovaleva, E. I. Kobyshcha, S. Yu. Popova, A.A. Terov, M. Yu. Cheredilina, I. V. Abramova, E.A. Sukhanov, A.G. Chernyavskaya, Yu.T. Matassov, A.A. Bogdanova);

–research on the content of professional training of teachers for the system of inclusive education under conditions of the university (H. Gudjonsdottir, M. Cacciattolo, E. Dakich, A. Davies, C. Kelly, M. Dalmau, D. Smith, A. Naukkarinen, M. Jozef, Keitaro I., Yu.V. Shumilovskaya, I.A. Oralkanova, S.S. Zhakipbekova).

The research methods: theoretical analysis of psychological and pedagogical literature on the studied problem, an analysis of normative documents; pedagogical experiment, observation, interview, analysis and synthesis of experimental work results and methods of mathematical statistics.

The basis of research: the venue of the thesis research is the Karaganda State University named after academician E.A. Buketov, as well as secondary schools with and without conditions of inclusive education.

The stages of research: the study had been conducting between 2016 and 2019 (a reserve had been formed since 2012).

The first stage (2016-2017) –research of scientific psychopedagogical literature on the problem of personnel training for the special and inclusive education system; an analysis and summary of foreign and domestic experience in teacher training for professional activity applicable to children with special educational needs. The scientific apparatus of research and the content of experimental work on the teacher training for professional activity within the framework of inclusive education have been determined.

The second stage (2017-2018) - a conducted interview among students, teachers of general educational and special institutions, employers in order to identify their attitudes towards the introduction of inclusive education and the state of readiness to work under conditions of inclusion and possible barriers. A pedagogical system of preparing students of teaching specializations for professional activity in the context of inclusive education was created.

The third stage (2018-2019) –completion of experimental work on the integration and testing of the pedagogical system of training teachers for professional activity within the inclusive education; statistical processing of data obtained in the course of experimental work was carried out.

The scientific novelty and theoretical significance of research:

–the inclusive policy and world practice of training teachers for the inclusive education system has been analyzed; it allowed to identify approaches, principles, conditions and mechanisms to implement and develop inclusive education in the Republic of Kazakhstan;

– modern requirements and trends in teacher training for an inclusive education system in the Republic of Kazakhstan have been substantiated;

– the essence and content of training students of educational specializations for the system of inclusive education have been defined and the concept of “psychopedagogical readiness for professional functioning in the context of inclusive education” has been clarified;

–the pedagogical system of training students of educational specializations for professional activity within inclusive education has been designed.

The practical significance lies in the possibility of using the results of research in the process of preparing teachers for an inclusive education system, as well as creating and integrating an educational and methodological complex into the educational process. The complex consists of:

–a special course “Tutor support for children with special educational needs under conditions of inclusive education” and educational and methodological support of the educational process;

– textbooks “The fundamentals of inclusive education”, “The psychopedagogical diagnostics of children with special needs”; “The correctional and developmental work with children who need special education”;

–an electronic educational textbook “The program of psychopedagogical support of students with special educational needs in the system of technical and vocational education”;

– teaching guides “The methodological support of the process of inclusive education”, “The technologies of psychopedagogical support of children with special educational needs within inclusive education”;

– courses for teacher qualification improvement “The methodological support of the process of inclusive education”, “The organization of psychopedagogical support of children with special educational needs within the framework of inclusive school”.

The main provisions submitted for thesis defense:

1) the approaches, principles, conditions and mechanisms to integrate and develop inclusive education that are legally guaranteed by the right of children with special educational needs to receive high-quality educational services and justified by the global practice of inclusive education;

2) modern requirements and tendencies in vocational training of teachers for the system of inclusive education in the Republic of Kazakhstan, including: an alteration of educational technologies that are focused on the formation of a versatile and

competitive personality; an emergence of variable forms of education, such as inclusion in teaching, which involves the inclusion of children with special educational needs in the general educational process; increasing requirements for the qualification training of teachers who are able to provide quality educational services, according to the needs of society. The requirements of society and state for the qualification training of teachers of a new format consist of their awareness of the need for knowledge and skills in the field of special pedagogy and special psychology; adopting an inclusive education philosophy; tolerance; innovation readiness; professional flexibility and willingness to help children, regardless of their development;

3) the essence of the concept “psychopedagogical readiness for professional activity under conditions of inclusive education” as a result of student training lies in the formation of a positive attitude to a new format of education - inclusion, the presence of formed scientific and theoretical, psychological, pedagogical and didactic-methodological knowledge and skills to apply it in the practice of inclusive education;

4) the pedagogical system of preparing students of teaching specializations for professional functioning in the context of inclusive education, including the goal, objectives, principles, conditions, content, methods, forms, means of training and expected results;

5) the results of experimental verification, confirming the effectiveness of the pedagogical system of preparing students of teaching specializations for professional functioning in the context of inclusive education.

The approbation and implementation of research results were carried out:

–in the performance of the theme AP05134666 “The training of pedagogical personnel for professional activity under conditions of inclusive education” within the framework of grant financing in the direction 5. The scientific fundamentals of “Mangilik el”. 5.2. The fundamental and applied research on the problems of education in the 21st century;

– by means of participation in international scientific and practical conferences (Pavlodar, 2017 (2); Lugansk, 2017; Moscow, 2017; Astana, 2017; Karaganda-Moscow, 2018; St. Petersburg, 2018, Sapporo, Japan, 2019);

–by means of participation in the work of round tables (Karaganda, 2017 (2); 2018);

–by means of publications in journals of near and far abroad (Prague, the Czech Republic, 2017; Trnava, Slovakia, 2018).

–by means of publications in scientific journals recommended by the Control Committee in Education and Science under the Ministry of Education and Science of the Republic of Kazakhstan (Bulletin of PSU named after S. Toraigyrov, 2017; Bulletin of KSU, 2017; 2018; the Reports of the Kazakh Academy of Education, 2017);

–by means of publications in journals included in the system of scientific citation of the RSCI (the International Journal of Applied and Fundamental Research, 2016 (No. 1, 3-4); the Scientific Review, 2017);

–by means of journal indexed in the Scopus database (Bulletin of the Novosibirsk State Pedagogical University, 2017 SJR 2017 - 0.113).

The structure of the thesis. The thesis consists of an introduction, two chapters, conclusion, list of references and annexes.