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**ИВАНОВА, Е.С., БУРМАГИНА, Л.А., РАХМЕТОВА, А.А.  
ШЕТ ТІЛДЕРІН ОҚЫТУ БАРЫСЫНДАҒЫ ЛИНГВОМӘДЕНИЕТТІҢ ОРНЫ МЕН РӨЛІ**

*Бұл мақала шет тілінің лингвистикалық және мәдени құрылымының маңызды сипаттамаларына арналған. Тіл білімінде студенттер көптеген тілдік бірліктері бар түпнұсқалық мәтіндерден оқи алады. Бұл лингвистикалық бірліктердің күнделікті өмірде ерекше қолданылуына назар аударылады. Оқырман лингвомәдени бірліктерден берілген мысалдарды талдап және оларды сөйлеу барысында қолданылуын қарастырады.*

***Кілт сөздер:** лингво мәдениеттану білімі, лингво мәдениеттану бірліктер, тілдік дағдылар, байланыс, тіл дамыту.*

**ИВАНОВА, Е.С., БУРМАГИНА, Л.А., РАХМЕТОВА, А.А.  
МЕСТО И РОЛЬ ЛИНГВОКУЛЬТУРОЛОГИИ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ**

*Данная статья посвящена важным характеристикам лингвокультурных составляющих иностранного языка. Языковые знания могут быть получены студентами через оригинальные тексты, которые содержат множество языковых единиц. Здесь подчеркивается своеобразное использование лингвокультурных единиц в повседневной жизни. Читатель может проанализировать приведенные примеры лингвокультурных единиц и обдумать их возможное использование в своей речи.*

***Ключевые слова:** лингвокультурное образование, лингвокультурные единицы, языковые навыки, коммуникация, развитие языка.*

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### **THE FUNCTIONAL RESPONSIBILITIES OF TEACHERS AND VARIOUS SPECIALISTS IN INCLUSIVE EDUCATION**

#### **Abstract**

*The article says that one of the main tasks of the educational institutions' teachers work in the inclusive education context is the quality management of the regulated process of including a child with special educational needs and his family in the general educational environment. And one of the main steps in this direction for changing social conditions should be the training of all participants in the educational process, and the teacher himself, at first.*

*Key words: a child with special educational needs; a person with visual impairment; a person with hearing impairment; a disabled student; a child with physical disabilities; a boy with intellectual disabilities; a girl with learning difficulties.*

## **1 Introduction**

According to the fair remark of Movkebaeva Z.A. and Oralkanova I.A., the Kazakhstan authors [1], inclusive education, which is increasingly being introduced into the practice of school and preschool education, dictates new rules in the pedagogical route direction. It requires a review of its activities not only from a didactic point of view, but also at the level of changing value orientations. The main principle of inclusive education is that the diversity of the requirements of students with special educational needs should correspond to an educational environment that is the least restrictive and the most inclusive. By supporting and implementing the ideas of inclusive education, teachers act in an innovative mode.

The authors note that one of the educational institutions' teachers work main tasks in the inclusive education context is the regulated process quality management of including a child with special educational needs and his family in the general educational process. The first step in this direction should be the all participants training in the educational process, and oneself at first, for changing social conditions. Teachers should learn to listen, be consistent, patient, and respect the individual learning style of each child [1]. They also need to:

- admit that children learn in different ways, at different speeds, and, taking into account these differences, to plan classes;
- plan actions according to the situation, rather than according to the established curriculum;
- cooperate with parents so that all children attend school and to optimize the learning process;
- flexibly and creatively respond to the requests of all children in the class and each individually;
- know that some of the children in each class experience certain learning difficulties.

## **2 Materials and methods**

Wherein Movkebaeva Z.A. and Oralkanova I.A. [1] recommend to use of active child-centered learning methods. These methods may:

- help all children play, study together and share responsibility;
- reduce the degree and severity of learning difficulties and prevent these difficulties to develop;
- solve problems of behavior;
- involve in the curriculum the skills used in everyday life;
- make learning fun;
- associate the learned themes with the situations at school and at home;
- vary the methods and learning speed to maintain the children interest and allow them to learn in accordance with their individual pace;
- improve classroom relationships;
- help the teacher improve their skills.

According to another Russian author, M. Panasenkova, understandable communication is also very important for training and teaching. In her opinion, teachers should try to:

- speak in a simple language, logically and consistently state the material;
- know and correctly interpret the non-verbal communication methods, understand body language, distinguish the voice tone, facial expressions, etc.;
- use welcoming and encouraging communication methods, rather than controlling;
- be flexible in using communication methods to help the children with special educational needs, who cannot use the spoken language, hear bad or whose mother tongue differs from the training language;

- arrange regular breaks in communication to prevent child fatigue;
- monitor the maximum audiovisual availability of educational material [2].

Among specialists generally accepted the requirement to observe certain rules in the application of specific terms:

**It should be used!**

Man with hearing impairment  
Hearing impaired  
Disabled student  
Disabled child  
Intellectual Disabled Boy  
Girl with learning difficulties

**It should be avoided!**

Blind Man  
Deaf  
Disabled  
Cripple  
retarded  
Uneducable

To improve the quality of the educational process in the children with special educational needs inclusion context, it is recommended to all its subjects, including the administration, teachers, specialists, children and parents, the following rules:

- continuously work in collaboration with each other;
- self-recognition as a member of a specialists team;
- respect each other;
- be prepared to provide and receive assistance, give advice, make critical comments and listen to them;
- recognize the common goals of the team and try to work for the good of achieving this goal.

**3, 4 Results and discussion**

It is important that the teacher in the work moves from a dominant role to a new understanding: awareness of the knowledge lack in the field of special pedagogy, the characteristics of the physical and psychological features of children with special educational needs in development, the ability to ask and accept the help of specialists. The teacher's ability to «subjugate» his «professional self» to the knowledge of other specialists refers to the «golden rule of inclusive education», where all the teacher's actions are aimed at the effective inclusion of children with special educational needs in the general educational system.

For coordination the teaching staff activities to include children with special educational needs in the educational process, it is advisable to introduce a new full-time unit – the coordinator for inclusive education (recommendations developed by E. Leontieva [3]). The coordinator for inclusive education can be any specialist with a higher defectological education (sign teacher, typhlopedologist, oligophrenopedagogue, speech therapist, etc.) who has been trained in the field of inclusive education and has experience working with children who have various impairments of hearing, visual, motor or intellectual development. The latter include mental retardation, intellectual disability, including Down Syndrome, cerebral palsy, autistic disorders, etc.

The functions of the coordinator may include:

1. *Administrative:*

- the inclusive culture and values, philosophy and ideology development, the special organization regime formation;
- determination of the strategy and tactics of the activities of the teaching staff in the field of inclusive education (planning, implementation and analysis of specific steps – the organizational component), ensuring equal attention to all children and efficient use of the resources available for this purpose;
- supporting inclusive practice (providing professional support and motivating colleagues, especially in terms of disseminating examples of effective work with special educational development needs children, providing an interdisciplinary, «team» approach in addressing the content, forms, methods and techniques of education and training correctional development work.

- analysis of the children needs, long-term goals in the development of the child, a strategy for supporting the child and his family.

2. *The educational organization psychological, medical and pedagogical consultation specialist (leader) functions:*

- interaction with specialists in psychological, medical and pedagogical consultation;
- coordination of the activities of members of the psychological-medical-pedagogical consultation in the educational organization itself;
- planning and conducting meetings of the psychological-medical-pedagogical consultation;
- participation in the making of an individual educational plan (individual program for the development of the child) and its implementation;
- the decisions of the psychological, medical and pedagogical consultation bringing to the attention of parents and administration.

Among the coordinator, as a member of the council, tasks, particular measures should be highlighted to regulate and optimize the process of including the children with special educational needs in the educational process: a schedule of individual and group correctional classes, issues of providing students (pupils) with additional equipment; agreement with parents of the child's stay at school and the organization of psychological and pedagogical support.

3. *Interaction with «external» partners:*

- with psychological, medical and pedagogical consultation,
- with offices of psychological and pedagogical correction,
- with correction rooms and inclusive education,
- with rehabilitation centers,
- with counseling points for parents
- with other public, non-profit and commercial organizations interested in the development of inclusive education.

In some cases, a school teacher working in an inclusive education environment may need additional advice and support to successfully include the child in the general educational process. Consultations can be obtained in various sources:

- *Advisory and methodological centers, teacher support centers or resource centers* where one can get tips on developing effective, child-centered, inclusive teaching methods, materials and classroom activities.

- *Social educators or child psychologists* can provide assistance in cases of possible psychological injuries or when learning difficulties, social or behavioral problems in a child lead to a break in the child's relationship with his family and / or peers.

- *Teachers from special (correctional) educational organizations and speech therapists* will help to form a practical understanding of the developmental characteristics of each child's key skills (everyday life, games, communication, learning) and will assist in the preparation and evaluation of a work plan with this child.

- *Medical professionals, doctors of various specializations, nutritionists* will provide effective assistance with stunting, poor eyesight or hearing, problems in behavior and training caused by a variety of organic or functional reasons.

Kazakhstan researcher Oralkanova I.A. [4] in her dissertation research, identifies and describes the following components, indicators, criteria and levels of teachers' readiness to work in conditions of inclusive education:

- adaptive;
- reproductive;
- optimal.

The author attributed to the *adaptive level* a lack of awareness and incomplete acceptance by teachers of the ideology and philosophy of inclusive education, a lack of desire to work with children with special educational development needs, and fragmented ideas about the forms, methods and means of effective inclusive education for children.

The *reproductive level* is characterized by conditional compliance with the teacher's readiness to work in inclusive education conditions: the presence of poor motivation to acquire knowledge by the children with special educational development needs in the inclusive education field, undifferentiated theoretical ideas about the organization of inclusive education, poor mastery of ways to solve professional problems in the inclusive education process.

The *optimal level* reflects the compliance of teachers' readiness with the criteria and indicators of readiness for inclusive education: there is awareness, independence, reflectivity in the search for solutions to educational and professional problems, understanding and adoption of the ideology of inclusive education, personal orientation and consciousness orientation to inclusive education of children.

The teachers of this level degree of motivation is quite high, they show empathy and tolerance, recognize the value of inclusive education and children regardless of their capabilities, have a deep belief that the abilities of children with special educational developmental needs are individual and unlimited, have systemic, holistic, full, in-depth knowledge about the features of working with them, the ability to design, predict, evaluate, give a description of the result of teaching children in an inclusive environment, ready to work in a «team» with parents and other specialists [4].

### 5 Conclusions

The organization of psychological and pedagogical support in inclusive schools is, first of all, the systematic monitoring of the psychological and pedagogical status of children with special educational development needs from the point of view of the actual state and prospects for near development, the creation of socio-psychological conditions for the successful learning and development of children and the solution of the learning problems, communication and mental state of a particular child. At the same time, successful pedagogical support in the general educational process for children with special educational development needs, their socialization is possible only if all participants in the educational process have the necessary competencies and knowledge to work with children with special educational development needs.

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**КАСЫМОВА, А.Г., КОСЖАНОВА, А.Г.**

### **ИНКЛЮЗИВТІ БІЛІМ БЕРУ БАРЫСЫНДАҒЫ МҰҒАЛІМДЕР МЕН ӘР ТҮРЛІ МАМАНДАРДЫҢ ФУНКЦИОНАЛДЫҚ ЖАУАПКЕРШІЛІГІ**

*Мақалада инклюзивті білім беру жағдайындағы білім беру мекемелері мұғалімдерінің негізгі міндеттерінің бірі ерекше білім беру қажеттіліктері бар баланы және оның отбасын жалпы білім беру ортасына қосу процесінің сапасын басқару болып табылатындығы жөнінде айтылған. Сонымен қатар, әлеуметтік жағдайларды өзгерту үшін осы бағыттағы негізгі қадамдардың бірі білім беру процесінің барлық қатысушыларын, бірінші кезекте мұғалімнің өзін оқыту болуы тиіс.*

***Кілт сөздер:** көру қабілеті бұзылған адам, есту қабілеті бұзылған адам, мүгедек студент, физикалық мүмкіндіктері шектеулі бала, интеллектуалдық мүмкіндіктері шектеулі ер бала, оқудағы қиындықтары бар қыз бала.*

КАСЫМОВА, А.Г., КОСЖАНОВА, А.Г.

## ФУНКЦИОНАЛЬНАЯ ОТВЕТСТВЕННОСТЬ УЧИТЕЛЕЙ И РАЗЛИЧНЫХ СПЕЦИАЛИСТОВ В ИНКЛЮЗИВНОМ ОБРАЗОВАНИИ

*В статье говорится, что одной из основных задач работы педагогов учебных заведений в контексте инклюзивного образования является управление качеством регулируемого процесса включения ребенка с особыми образовательными потребностями и его семьи в общую образовательную среду. И одним из основных шагов в этом направлении для изменения социальных условий должно стать обучение всех участников образовательного процесса, и в первую очередь самого учителя.*

**Ключевые слова:** *ребенок с особыми образовательными потребностями, человек с нарушениями зрения, человек с нарушением слуха, студент-инвалид, ребенок с ограниченными физическими возможностями, мальчик с ограниченными интеллектуальными возможностями, девочка с трудностями в обучении.*

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## ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПРОЦЕССА ПОДБОРА КОМАНДЫ СОВРЕМЕННЫМ РУКОВОДИТЕЛЕМ

### *Аннотация*

*Статья посвящена актуальной на сегодняшний день проблеме формирования команды в условиях деятельности современной организации и характера его функционирования. На сегодняшний день весьма распространенным явлением стала организация подбора команды по желанию того или иного руководителя. Подобное наблюдается во всех странах и на всех уровнях работы руководящего аппарата. Безусловно, в основе решения подбора кадров в команде лежат не только деловые интересы, но и в немалой степени и психологические особенности. На основе изучения установлено, что психологическая составная занимает весьма важное место в понятии «команда». Более того, как нам представляется, она занимает доминирующее значение, как в плане необходимости образования команды, так и характера его функционирования. Обосновывается идея о том, что команда, как современная форма социальной организации включает в себе различный психологический потенциал для своего реального выражения.*

**Ключевые слова:** *руководитель, личность, команда, психологические особенности, коллектив*

### **1 Введение**

На сегодняшний день в деятельности современных социальных организаций весьма распространенным явлением становится принцип подбора членов команды по желанию прибывшего нового руководителя. Заметим, подобное наблюдается во всех странах и на всех уровнях работы руководящего аппарата [1]. Например, в США с приходом нового руководителя государства, как правило, меняется до 60 % прежнего руководящего состава страны. И в условиях независимого Казахстана подобные кадровые изменения с приходом нового руководителя периодически происходят в нижнем, среднем и высшем звеньях руководящего