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II23 «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі»: 2022 жылдың 11 ақпандағы Халықаралық ғылыми-тәжірибелік конференция материалдары. II Кітап. – Қостанай: А.Байтұрсынов атындағы Қостанай өңірлік университеті, 2022. – 365 б. = «Непрерывность педагогического образования – залог успешности современных педагогов»: Материалы международной научно-практической конференции, 11 февраля 2022 года. II Книга. – Костанай: Костанайский региональный университет имени А.Байтұрсынова, 2022. – 365 с.

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Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін еңгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

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INCLUSIVE EDUCATION IN THE CONDITIONS OF THE MODERN SCHOOL

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Аннотация

Өзектілігі. Мақсаты. Бүгінгі таңда білім алу кезіндегі негізгі принциптердің бірі оқушының басымдығы, білім беруді ізгілендіру принциптері болып табылады. Қазақстандағы білім беру жүйесін реформалаудың өзекті бағыты «инклюзивті білім беру» деп аталады. Инклюзивті білім беру-бұл арнайы білім беру қажеттіліктері мен жеке мүмкіндіктерін ескере отырып, барлық студенттер үшін білімге тең қол жетімділікті қамтамасыз ету. Бұл тәсіл кез-келген баланы қабылданған нормадан өзгеше «ерекше» деп атауға мүмкіндік береді. Осылайша, инклюзия барлық балаларды оқыту, тәрбиелеу және әлеуметтендіру сапасын арттыруды қамтамасыз етуге арналған.

Түйінді сөздер: инклюзивті білім беру, ерекше білім берілуіне қажеттілігі бар балалар, жекетәсіл.

Аннотация

Актуальность. Цель. В наши дни одними из основополагающих принципов при получении образования провозглашаются принципы приоритета ученика, гуманизации образования.

Актуальным направлением реформы системы образования в Казахстане является так называемое «инклюзивное образование». Инклюзивное образование – это обеспечение равного доступа к образованию для всех обучающихся с учетом разнообразия особых образовательных потребностей и индивидуальных возможностей. Такой подход позволяет назвать «особым» любого ребенка, чем-то отличающегося от принятой нормы. Таким образом, инклюзия призвана обеспечить повышение качества образования, воспитания и социализации всех детей.

Ключевые слова: инклюзивное образование, дети с особыми образовательными потребностями, индивидуальный подход.

Abstract

Relevance. Goal. Nowadays, one of the fundamental principles in obtaining education is the principles of the priority of the student, the humanization of education. The current direction of the reform of the education system in Kazakhstan is the so-called «inclusive education». Inclusive education is the provision of equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities. This approach allows us to call «special» any child who is somehow different from the accepted norm. Thus, inclusion is designed to improve the quality of education, upbringing and socialization of all children.

Keywords: inclusive education, children with special educational needs, individual approach.

The teacher is the main character, but one teacher in a class with a child with disabilities cannot create the necessary conditions for learning and development. The most important condition is the presence of a team of specialists who carry out correctional and developmental work: a defectologist, a psychologist, a speech therapist and other specialists. It is this single team that carries out the modification of the organization of the educational environment of the child in accordance with the real possibilities of the child, that is, the creation of an individual curriculum and the development of an individual educational program for a child with special educational needs.

In general education schools that implement inclusive education, classes should be conducted using individual approaches to teaching children with special educational needs.

The practice of the effectiveness of inclusive education shows that the point is not in the place, but in the very participation and practice of cooperation. Everyone gets knowledge in different places, and the traditional classroom is just one of those places.

A properly thought-out organization of integrated education for children with special educational needs in an environment of normally developing peers is not an easy task for an educational institution. In the conditions of an educational institution, the model of integrated learning «Full integration (children with disabilities in the general education class) with the obligatory support of narrow specialists» is being

implemented. When implementing this model, the special role of the lesson and the teacher is taken into account. The task of the teacher, regardless of the subject, is to provide affordable and high-quality education for all students while organizing the educational process in the classroom.

Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs. Inclusive education is the process of developing general education, which implies the availability of education for all, in terms of adapting to the different needs of all children, which ensures access to education for children with special needs. [1, c.374]

In order to work in such classes, it is necessary to know the characteristics of “your” student with disabilities. During consultations with narrow specialists, conversations with parents, when discussing the dynamics of educational achievements, information about the student is collected. The experience of working at school shows that there is an uneven development of the mental sphere of students: with pronounced difficulties in solving verbal and logical problems, children cope relatively well with tasks of a visual-figurative and visual-effective nature, with generalization at a visual level. It follows that it is necessary to use a differentiated approach with elements of group learning. I carry out collective work according to the principles «One head is good, but two are better!», or «What one cannot do, it is easy for the team!»

Undoubtedly, work with each child with special educational needs requires a special approach depending on the diagnosis. The peculiarity of the adapted program is that individual methods of assimilation of information are used. That is, the student receives the same education as his classmates, but at the same time, special methods help him master it. The teacher just needs to choose an individual educational trajectory for this child. Few people perceive a child with special needs as an independent person, with a set of their own unique qualities. Without the training of people, staff, the norms of typical students, without creating a friendly atmosphere, all infrastructural readiness will be useless. [2, c.37]

In order for students to be focused on a positive outcome of the lesson, with the achievement of all goals, it is important to create a situation of success. A success situation is a combination of conditions that ensure success. What are these conditions? First of all, you should remember which group of students you have to work with. For children with special educational needs, the leading activity is communication. Creating a situation of success at the motivational stage is the basis for the formation of positive emotions.

Teaching biology is aimed at correcting the shortcomings of the mental and physical development of students. In the process of getting to know animate and inanimate nature, students develop observation, speech and thinking, they learn to establish the simplest cause-and-effect relationships and the interdependence of living organisms among themselves and with inanimate nature, the relationship of man with inanimate nature, influence on it. Game methods are widely used in lesson activities. Every teacher has faced a situation when students are not diligent in the lesson. In this case, an unexpected change in the activity and form of the lesson helps (excursion, travel, crossword puzzle, game, quiz). The lesson ceases to be a lesson, remaining it, in fact. We focus on the individual development of children. In classes where children with different cognitive abilities study, it is necessary to monitor the achievements of each child. The involvement of various didactic games allows for an individual and differentiated approach to students. Differentiated learning allows everyone to work at their own pace, makes it possible to cope with the task, increases interest in learning activities, and forms positive motives for learning. For example, the «Puzzle» technique is given to the whole class with split pictures, the task is given to add them up and name the resulting object, etc. Some students receive a set of small pictures from which you can put together a puzzle. Separate children are additionally given a large card, which consists of large parts. It is important that students have the impression of the identity of the assignments received. The game can be used at any stage of the lesson, for example, in the form of a riddle, rebus, charade, anagram. For the development of figurative and logical thinking of students, the «communicative attack» technique is used at the beginning of the lesson. For example: «Having guessed the riddle, you will find out what we will study at the lesson».

In order for students to be focused on a positive outcome of the lesson, with the achievement of all goals, it is important to create a situation of success. A success situation is a combination of conditions that ensure success. What are these conditions? First of all, you should remember which group of students you have to work with. For children with special educational needs, the leading activity is communication. Creating a situation of success at the motivational stage is the basis for the formation of positive emotions. To do this, you need to use different methods. To form a positive psychological mood of students at the beginning of the lesson, they use the «Give a smile» technique or the training exercise «Weather Forecast», and also often use various videos that help students recharge with positive emotions before the start of the lesson.

When setting the goals and objectives of the lesson, completing the task of practical work, We use the «Advance payment for a successful result» technique. For example: «the topic is difficult, but I have no doubt that you will succeed, you will definitely cope», «I have no doubt that the result will be successful», «people learn from their mistakes and find other ways to solve it», «we went through this material, you know everything and can easily cope with tasks», etc. Using this technique allows you to inspire the child with confidence in their abilities and capabilities.

The Fear Removal technique helps to overcome self-doubt, shyness, fear of the work itself and the assessment of others. In order to maintain a situation of success throughout the lesson at all stages, they use the «Emotional Stroking» technique: I easily give out compliments, I say «well done», «clever», «guys, I'm proud of you!» many times. After all, it is very important to instill self-confidence in a child - this is the key to successful learning.

Students with special educational needs tire quickly and need to change activities frequently. No matter how interesting the lesson is, after 20-25 minutes from the beginning of the lesson, children experience a decrease in working capacity, the pace and quality of work decreases, motor activity changes, interest in the lesson is often lost, distractions become more pronounced. Physical education minutes at the lesson provide active rest for students, switch attention from one type of activity to another, help eliminate congestion in organs and systems, and help increase attention and activity at the next stage of the lesson. The start time of the physical culture minute is determined by the teacher himself. It is most expedient to spend a physical culture minute at a time when the first signs of fatigue appear in the students. External manifestations of fatigue are an increase in the number of distractions, loss of interest and attention, weakening of memory, impaired handwriting, and decreased performance. [3, c.320]

Features of mental activity of students with disabilities, namely the underdevelopment of generalization and distraction, create an obstacle in understanding the perceived educational material and the formation of new concepts based on this.

The success of the lesson depends on the preparation for it; on how the lesson maintains the clarity of the plan, the logical sequence in the presentation of new material, taking into account the development of students, the equipment of the lesson with visual aids, the selection of didactic and educational games, independent, practical and other types of work, includes checking, repeating and consolidating the acquired knowledge in the process learning.

The learning ability of students with special educational needs is significantly reduced. The first place should be given to the task of developing thinking, memory, speech, activating their cognitive activity, enriching them with knowledge about the world around them, to which the English language contributes like no other subject. Practical knowledge of the language becomes not a goal, but a means of solving this problem.

We would like to focus on the application of the principles of inclusive education in English classes for children with disabilities. [4, c.5]

When learning English, children with special educational needs experience certain difficulties: the assimilation of lexical material, syntactic constructions and their active use in oral speech are slow; the perception of grammatical categories and their application in practice is difficult. They cannot master grammatically complex speech, since the degree of learning a foreign language depends on the general level of development of the child. But they will be able to speak another language, at the level of their development.

They are characterized by the occurrence of problems in listening to oral speech, especially coherent texts, dialogic speech, as they experience «difficulties in sound analysis and phonemic hearing». They do not clearly perceive addressed speech, do not differentiate similar sounds. Children with special educational needs master the main types of speech activity: reading, speaking (oral speech), listening. Writing at all stages of learning is used only as a means of learning.

Teaching children with special educational needs is based on teaching reading, while in a general education school, teaching is based on an oral basis. The main goal of studying subjects in such classes is developing, «not knowledge, but development». In the classroom, it is necessary to develop in students: memory, speech, perception, thinking, horizons and communication skills.

Complex constructions and cliches cannot be mastered by students, since they have a very low level of development of speech culture. Such work may be carried out only for the purpose of familiarization.

When implementing inclusive education in the classroom, it is recommended:

- to form lexical skills in the course of performing exercises that ensure the memorization of new words and expressions and their use in speech;
- use information and communication technologies, which allows a “special” child to be happy to attend classes;
- create a favorable psychological climate;
- use health-saving technologies, an adapted program taking into account the characteristics of the psychophysical development and the capabilities of such children, illustrative and audio material, interactive elementary tasks on CD;
- it is simply necessary to create situations of success at every lesson so that a child with disabilities feels the joy of a small but well-executed task.

When organizing a system of work with children with disabilities in the classroom, it is necessary to select feasible individual tasks, develop additional material that would be in the sphere of interests of students, specify training tasks indicating how to work, and prevent children from making mistakes.

Contributes to success in mastering the English language and the joint implementation of sample tasks with children, preventing possible difficulties in educational activities.

When mastering dialogic speech in situations of everyday communication in the classroom, it is necessary to teach children with special educational needs to conduct an elementary dialogue of a motivating nature: give orders, offer to do something.

A variety of exercises and games, the use of ICT, and educational platforms help the child to memorize the material being studied more easily and quickly, and this leads to broadening of horizons: it helps to master elementary linguistic representations that are available and necessary for mastering oral and written speech. [5, c.172]

All this favorably affects the learning process of such children, and they do not have the feeling that his efforts are in vain.

Thus, the main task of inclusive education is being realized - the socialization of children with disabilities.

Inclusive education provides such children with the opportunity to master at least an elementary level of school curriculum.

Teaching children with disabilities is especially relevant at the present time due to the fact that today it is important not so much to give the child as much knowledge as possible, but to ensure his general cultural, personal and cognitive development, to equip him with such an important skill as the ability to learn.

Correctional work is carried out within the framework of a holistic approach to the upbringing and development of the child. In this regard, the work should be focused on the overall development, and not on the training of individual mental processes or abilities of students. It is planned not so much to achieve a separate result (for example: to learn words on the topic), but to create conditions for the development of the child. The study of individual characteristics of students allows you to plan goals, objectives, deadlines and main areas of language teaching that meet the task of maximizing the independent activity of students, as well as developing their interest in the English language, the culture of English-speaking countries, and stimulating communicative and speech activity. [6, c.71]

The main thing that should be said in conclusion is that when working in an integrated class, you experience certain problems and difficulties. Great help in overcoming them is provided by the coordinated work of the escort service team. Teamwork allows you to achieve better results faster, equips you with an arsenal of ways to solve problems in teaching normally developing students. [7, c.134]

«The education of children with special needs is one of the main tasks for timely education. This is a necessary condition for creating a truly inclusive society, where everyone can feel the involvement and relevance of their actions. We must enable every child, regardless of their needs or other circumstances, to achieve their full potential, contribute to society and become a full member of it. (D. Blanket)

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