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FORMATION OF PROFESSIONAL TRAINING OF FUTURE TEACHERS OF PHYSICAL EDUCATION IN THE CONTEXT OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Abstract

In this article, the meaning of the concepts “Inclusion”, “Inclusive education”, “and Accessible environment” based on the analysis of scientific and pedagogical, psychological, special methodological literatures are been defined. The analysis of the possibilities of professional training of future teachers of physical education in the context of the implementation of inclusive education in the higher education institution was carried out. In addition, future teachers of physical education are expected to know the age and psychological characteristics of students with various pathologies in the process of pedagogical practice, the mechanisms of constructive pedagogical interaction of all subjects of the educational environment. The problems of adaptation of children with special educational needs in the social environment, “inclusion” in school life through self-government, the formation of conditions for receptive “tolerance” from the position of participants in an inclusive space and career guidance work are considered. The survey of future specialists were been conducted based on the results of an empirical study.

Keywords: “Inclusion”, “Inclusive education”, “Accessible environment”, future physical education teachers, professional training.

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ИНКЛЮЗИВТІ БІЛІМ БЕРУДІ ЖҮЗЕГЕ АСЫРУ ЖАҒДАЙЫНДА БОЛАШАҚ ДЕНЕ ШЫНЫҚТЫРУ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ДАЯРЛЫҒЫН ҚАЛЫПТАСТЫРУ

Андатпа

Мақалада ғылыми-педагогикалық, психологиялық, арнайы, әдістемелік әдебиеттерді талдау негізінде «Инклюзия», «Инклюзивті білім беру», «Қолжетімді орта» ұғымдарының мәні айқындалған. Жоғары оқу орнында инклюзивті білім беруді енгізу жағдайында болашақ дене шынықтыру мұғалімдерін кәсіби даярлау мүмкіндіктеріне талдау жасалды. Сонымен қатар, болашақ дене шынықтыру пәнінің мұғалімдері педагогикалық тәжірибе үдерісінде әртүрлі патологиясы бар оқушылардың жас және психологиялық ерекшеліктерін, білім беру ортасының барлық субъектілерінің сындарлы педагогикалық өзара әрекеттесу механизмдерін қолданды. Ерекше білім беру қажеттіліктері бар балаларды әлеуметтік ортаға бейімдеу, өзін-өзі басқару арқылы мектеп өміріне «қосу», инклюзивті кеңістікке қатысушылар

позициясынан рецептивті «толеранттылық» жағдайын қалыптастыру, кәсіптік бағдар беру жұмыстары қарастырылған. Эмпирикалық зерттеу нәтижелері бойынша болашақ мамандарға сауалнама жүргізілді. Алынған сауалнама деректері талдау әдісімен сипатталды, кестелер қолданылды.

Түйін сөздер: «Инклюзия», «Инклюзивті білім», «Қолжетімді орта», болашақ дене шынықтыру мұғалімдері, кәсіби даярлау.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ФИЗИЧЕСКОЙ КУЛЬТУРЫ В УСЛОВИЯХ РЕАЛИЗАЦИИ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация

В статье определяется значение понятий «Инклюзия», «Инклюзивное образование», «Доступная среда» на основе анализа научно-педагогической, психологической, специальной, методической литературы. Проведен анализ возможностей профессиональной подготовки будущих учителей физической культуры в условиях реализации инклюзивного образования в ВУЗе. Кроме того, от будущих учителей физической культуры ожидается знание возрастных и психологических особенностей студентов с различной патологией в процессе педагогической практики, механизмов конструктивного педагогического взаимодействия всех субъектов образовательной среды. Рассмотрены проблемы адаптации детей с особыми образовательными потребностями в социальной среде, «включение» в школьную жизнь через самоуправление, формирование условий рецептивной «толерантности» с позиции участников инклюзивного пространства, профориентационная работа. По результатам эмпирического исследования был проведен опрос будущих специалистов. Полученные данные обследования описывались методом анализа, использовались таблицы.

Ключевые слова: «Инклюзия», «Инклюзивное образование», «Доступная среда», будущие учителя физической культуры, профессиональная подготовка.

Introduction. The President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, in his address to the nation on September 1, 2021, entitled “National unity and systematic reforms are a solid basis for the country’s prosperity”, emphasized that education should be accessible and inclusive [1].

Organization of inclusive education for future physical education teachers is one of the actual problem in the development of domestic education. Today, pedagogical requirements and tasks are set for future physical education teachers in inclusive education. In the context of inclusive education, socialization of children with disabilities should be carried out through physical education and sports. However, due

to global changes in all spheres of social and economic development of the state, the problem of modernization of modern professional education is becoming more actual, because the established system of training professional personnel does not fully meet today’s requirements.

By the Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 №.726, the national project “Educated Nation – provide quality Education” [2], The principle of “Priority of sports of the highest achievements, protecting the honor of Kazakhstan in international sports competitions” was provided in the Law of the Republic of Kazakhstan “On Physical Education and Sports”[3]. Proof of

this are the guidelines and regulations of the National Academy of Education named after Y.Altynsarin [4].

Given the need for a physically healthy, socially adapted, morally mature person in our country, there is a need to introduce inclusive education into the educational process. In the development of an inclusive education of future physical education teachers today, students who need special education usually develop with their peers and “classmates” in a social environment, “join” in school life through adaptation, self-education management, the formation of a “tolerant” situation from the point of view of participants in an inclusive space.

Educational portals and social networks say the following about the importance of inclusiveness: “One of the most important aspects of education is inclusiveness. For students from different groups, including children with disabilities, children from families in difficult situations, etc. support is a priority of our work. We work comprehensively to reach children with special educational needs. Many studies show the importance of supporting not only gifted students, but also children from socially vulnerable groups of the population” [5].

Organization of the work necessary for admission to higher educational institutions, acceptance of documents, active work aimed at teaching students together with their peers with disabilities. The introduction of inclusive education is an effective organization of training future physical education teachers in the “Inclusive Environment”.

Every future specialist with a disability has the right to education. They have their own characteristics, interests, abilities and learning needs. Given these needs, we believe that educational programs should be fully implemented in the comprehensive training of students with disabilities and healthy professionals.

This is due to the fact that we believe that integrated education should be able to take into account the psychological, medical and pedagogical consultations provided to inclusive students.

Materials and methods.

The purpose of the study: the formation of skills and competencies of inclusive education in the professional training of future physical education teachers.

In accordance with the goal set in the study, to study the experience of organizing the training of future teachers of physical education in the implementation of inclusive education, to determine the possibilities for the formation of inclusive competence of future specialists within the framework of the educational component.

To solve research problems, we used the following **set of methods:** theoretical analysis of scientific and pedagogical research, research on advanced pedagogical experience, survey, interviews, interview methods.

The analysis of the study made it possible to determine the historical and pedagogical aspects of the development of inclusive education. Russian scientists in the field of inclusive education (L.S. Vygotsky, N.N. Malofeev, V.V. Lebedinsky, S.L. Rubinstein, Yu.V. Melnik), problems of inclusive education of foreign scientists (Tony Booth, D.L. Volts, T. Loreman, J. Deppeler, D. Harvey, A. Broderick), training of teachers to work with children with disabilities (L. Florian, J. Linklater, D. Kagan, M. Schmidt), theory and practice of inclusive education by Kazakh scientists (B.M. Mazhinov, I.A. Oralkhanova, L.A. Butabaeva, Oralbekova A.K., Rymkhanova A.R., Zhomartova D.A., Magauova A.S., Mahadieva A.K.) presented in their works.

It is taken into account that future teachers of physical education of the university will not be able to master the curriculum on inclusive education on time and in the required volume, and it is planned to prepare a program according to their capabilities. An adapted work plan is one of the important conditions for the training of future specialists in higher educational institutions. Therefore, we consider it necessary to set the task of forming competence in the field of inclusive education among future specialists in physical education.

The spontaneous integration of people with disabilities in the field of education has problems associated with the organization of the university space, the educational process

and the creation of a barrier-free environment [6, p. 506].

The Accessible Environment aims to provide accessible conditions and comfort for people with disabilities and promote their equal education. We believe that audio and other information and communication tools such as tape recorders, audio video players, multimedia projectors, audio video players and video recorders, as well as computers with other application software, should be used to teach students with disabilities in an accessible environment. In addition, we note that the university has created an environment for access to electronic resources for students with disabilities.

Educational and methodological tools in the Braille font are currently recognized as an urgent problem of teaching students with disabilities. Presenting educational materials to students with disabilities in the form of multimedia presentations allows students with hearing impairments who have difficulty in perceiving oral information to take notes.

The effectiveness of using visual methods for visually impaired and hearing impaired students, as well as audio or Internet information for visually impaired students has been proven in the framework of inclusive education in higher educational institutions.

In the process of inclusive education, serious work should be carried out on a professional orientation. Tests are often used to determine the suitability of a person with a disability for a particular type of service.

Vocational guidance for students with disabilities, which primarily provides young people with comprehensive information about the profession of vocational education, types of professions, educational institutions, and professional career opportunities. Here we can say that working under professional guidance is a difficult way to master a future profession. Students with disabilities need to be clear about where they are going, why they are going and how they can improve themselves in the future. It is necessary to consider whether the professions chosen by people with disabilities will be in demand. It is important not only to

know, but also to strive to become a specialist who will be in demand in the future. We believe that special conditions must be created so that the profession is competitive and everyone can find their place.

Research results and discussion. In accordance with the inclusive principles in the field of education, the following tasks are set: it is necessary to effectively control future teachers of physical education in integrated education with healthy students, in developing optimal skills and flexible solutions to educational issues. If students with disabilities do not achieve the expected results, changes should be made to the standard curriculum of higher educational institutions and methodological assistance should be provided.

Currently, many scientists work in the system of inclusive education. It also includes specialists in the field of physical education and sports. The researchers noted that “content, quality physical education can provide an opportunity to learn life skills, as well as grow and develop with peers in a social environment”. However, it notes that one of the main problems in attracting disabled students to physical education classes is related to the ability of the teaching staff to work effectively with people from this group [7, p. 103].

Many studies show different benefits of basic education and physical education. One of them is to increase the readiness of members of society for adulthood, the possibility of obtaining education and participation in life. Students with disabilities have opportunities for social and academic growth through interaction with peers, inclusive education and physical education [8, p. 37].

By Akhmetova E.K., Almetov N.Sh. during the study, a set of questionnaires conducted with parents were analyzed; children with disabilities were observed, using methods such as analysis, synthesis, generalization, diagnostics, comparative data were determined in various practical works [9, p.499].

Researcher K.Ibragim in his work showed that this has a positive effect on the adaptation of children and adolescents with special needs to social life, mood, and volitional-emotional

formation [10, p. 12]. In the direction of inclusive education, there are important issues that are still being studied, researched and awaiting practical solutions. In inclusive education, there are many psychological, pedagogical and organizational problems. Therefore, it is of practical importance to study the best practices of foreign countries and introduce them into the system of general education [11, p.22].

Insufficient knowledge of teachers, lack of support from colleagues, inadequate behavior of other healthy participants are factors hindering the implementation of an inclusive system. In a society with a poorly formed attitude of tolerance, a cold attitude towards people with disabilities, especially people with obvious pathological symptoms and physical disabilities, leads to the isolation of people with disabilities.

Considering that inclusive education and innovative technology methods offer more, paying attention to the development and level of education of all, effective educational opportunities for students, the students in this study can serve as an example of inclusive education [12, p.4].

Research has been done on how student volunteering can be organized using advanced technologies in the context of inclusive education, and this aspect is included [13, p.124].

On the basis of universal design in education, it is recommended to prepare professional development programs for teachers of inclusive education and organize training programs in order to improve the quality of education in the model of universal design of inclusive education [14, p.671].

Researches on the formation and development of an inclusive educational environment in a higher educational institution are given. An inclusive educational environment is realized through a system of culture and values [15, p.238].

The main problems of people with disabilities are poor connection with society, lack of access to cultural values and low level of education. This problem is not the result of the psychological state of people with disabilities, but the result of public perception and social policy.

Therefore, in this article we consider it important to consider the issues of preparing teachers of higher educational institutions

for organizing physical education classes for students in the context of inclusive education.

Certain prerequisites for the organization of the physical education and rehabilitation process in inclusive schools are demonstrated by future teachers of physical education in the process of pedagogical practice:

- Organization of individual and group classes for future specialists in inclusive education;
- participation in sports events for children in the context of inclusive education;
- provision of compulsory medical care to future teachers of physical culture;
- conducting conversations with parents of future physical education teachers in the context of inclusive education;
- organization of psychological and pedagogical diagnostic work with future specialists and students in the context of inclusive education;
- prevention of the main problems in the educational process in terms of inclusiveness;
- carrying out educational work on inclusive education of future specialists.

A survey of future teachers of physical culture in higher educational institutions on the topic “The situation of inclusive education of students in secondary schools” was conducted. The purpose of the survey: To determine the difficulties of future specialists in providing inclusive education for students in the process of teaching practice.

1. How do you understand the concept of “inclusion”?
2. Adaptation of inclusive children to the social environment.
3. Formation of tolerance in an inclusive environment.
4. Environment of access to electronic resources for students with disabilities.
5. Integrative learning with healthy children in the context of inclusive education.
6. Organization of educational activities with inclusive students with disabilities.
7. Survey of parents of students with disabilities.
8. Provision of professional assistance in the process of inclusive education.
9. Self-management in inclusive education.

10. Diagnosis of future specialists in inclusive education.

During the educational process, the program of the methodological seminar for future

specialists on the topic “Inclusive education of future physical education teachers” was prepared, we present the thematic plan of the seminar (Table 1).

Table 1. **Inclusive education for future physical education teachers**

№	Content of the lesson	Number of hours
1	The meaning of the concepts “Inclusion”, “Inclusive education”.	2
2	Analysis of the works of scientists to determine the historical and pedagogical aspects of the development of inclusive education	2
3	Features of adaptation of future specialists to the social environment in the context of inclusive education	2
4	Methods of psychological and pedagogical diagnosis for future physical education teachers	2
5	Ways and conditions of inclusive education in training physical education teachers	4
6	The need to equip students with disabilities in an accessible environment with technical equipment	4
7	Educational and methodological works in Braille in inclusive education for future physical education teachers	4
8	Work on providing career guidance counseling to students in the course of inclusive education	4
9	The situation of integrated training in inclusive education for future physical education teachers	4
10	Self-analysis of difficulties in the work of a teacher	4
Total:		32 hours

During the methodological seminar, the future specialists:

– mastering the scientific and methodological foundations of inclusive education for future teachers of physical education;

– mastering the ability to implement inclusive education through a deep analysis of the work of foreign and domestic scientists;

– adaptation of future specialists to the social environment in the conditions of inclusive education, practical mastery of psychological and pedagogical methods of diagnostics;

– determination of the ways and conditions of inclusive education in the training of physical education teachers,

– to study the skills of future specialists in an accessible environment, to master in practice the

work of providing career guidance counseling to students.

Conclusion. So, preparing the content, forms and methods of physical education, we came to the conclusion that the main content of physical education is the formation of inclusive competence of future teachers of physical culture. In this regard, as part of the introduction of inclusive education, questionnaires and methodological seminars were offered to future specialists. The presence of inclusive education, effective aspects of students’ adaptation to the social environment, as well as comprehensive training and professional orientation were noted in the professional training of future teachers of physical education.

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