

CURRENT PROBLEMS OF INCLUSIVE AND SPECIAL EDUCATION

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DEVELOPMENT OF THE EMOTIONAL CULTURE OF THE FUTURE SPECIAL TEACHER

Abstract

In this article, as a result of the analysis of pedagogical control, scientific research and educational and methodological material devoted to the problem of emotional stability of the future special teacher, we found that the professional training of a special teacher takes place in mass educational practice at the level of goal-setting and at the general theoretical and practical level of development of emotional culture in general, personal education. The method of developing the emotional stability of a future special teacher is revealed. Developing the emotional stability of a future special teacher when developing a methodology, we put forward the following concept: if the necessary professional quality is formed by a number of components, if there is a unified education, then it can be developed on the basis of interdisciplinary connections. In addition, this article examines the phenomenon of the emotional culture of a special teacher. The conditions, factors and principles of the development of the emotional culture of a specialist in special education in the educational process of the university are shown. In addition, in the process of professional training of a specialist in special education, it is shown that today the emotional culture of a special teacher is not sufficiently conducted, as well as work on its development.

Keywords: emotional culture, empathy, aggressive, depression, tolerant, professional education.

Introduction. Emotional culture is the ability to express feelings, experiences, respond positively to the emotions and experiences of other people. With a sufficiently developed level of emotional culture, such qualities as empathy, responsiveness, understanding, goodwill, tolerance, respect, sociability, willingness to help, etc. appear. the development of the emotional culture of future students is of a special pedagogical, psychological orientation, since in the future it is important in the direction of their work with people. He/she works closely not only with people, but also with students with educational needs. Such personalities require a special approach to themselves, which we will consider in theory. In the work of a specialist teacher, you can meet people of different emotional states, aggressive, someone is depressed, impatient, depressed, etc. In any case,

a special teacher should position himself not only as a solver of social problems, but also as a psychologist solving individual psychological problems. After all, everything in the work of a special teacher is interconnected, in most cases social problems are psychological in nature. Studying at the university is aimed at obtaining theoretical knowledge. But when a graduate starts his job, he faces a number of problems for which he is not ready for professional activity, which is psychologically related to individual adaptation in a new team, a new social role, a new range of responsibilities and, consequently, self-improvement, suppression of fear of everything new, development of self-confidence. his education, training. Here, such a big role is played by such a quality as self-control, the main thing in the concept of emotional culture. A sufficiently developed level of emotional culture helps a

special teacher to solve problems of an adaptive nature, since culture is a way of active human life. Therefore, as a person is an external and internal factor, and culture represents such unity. Personality, like any Biosocial system, is a single, open, non-equilibrium, developing system and includes a set of interacting subsystems (spheres, components) and their stable connections, which are improved in the educational process.

The transformation of society into an information society, topical issues in all spheres of human life and activity raise issues of harmonization of relations between man and society, modernization and creation of culture from the point of view of researchers (H. A. Berdyaev, M. Buber (2010), G. Marcuse, E. Toffler (2011), S. L. Frank, E. Fromm, F. Fukuyama, M. Heidegger, etc. (Fromm, E. 2018).

Main part. This determines the need for the development of the emotional culture of the future special teacher as a factor in the humanization and harmonization of human relations with the world around him, determines the need for the development and formation of culture in a higher educational institution, renews the cultural function of the University. The analysis of the theory and practice of professional training of a special teacher, which we have carried out, shows that insufficient attention is paid to the development of the student's emotional culture. Pedagogical theory and practice developed for a long time in a social direction, so it was not required to pay attention to human emotions, which was reflected in the professional education of a special teacher, characterized by the lack of development of its content and methods. In the modern educational practice, the need for the student to intellectually master professional important knowledge and skills, and little attention is paid to the development of personal qualities necessary for the effective implementation of pedagogical activity in a modernized society from a humanistic point of view.

Literature review. Features of the important role of emotions in life and personality development have been identified. The high importance of the emotional component of human life is recognized by representatives of philosophers (V. Dilthey, A. Bergson,

S. Kierkegaard 1989), (G.G. Gadamer, P. Ricker, M. Heidegger 1988), (G.G. Gadamer, P. Ricker, M. Heidegger), as well as domestic philosophers (considered by B. S. Solovyov, H. A. Berdyaev (2010)). According to researchers, emotional culture is the emotional development of a person. V. V. According to Zenkovsky, a person should feel the "inner voice of life" because without it, the death of the spirit, emotional isolation, and indifference to people will occur, which will negatively affect the professional activity of a special educator (*Filosofiya svobodnogo duha:* (2014).

The study of scientific sources on philosophical anthropology made it possible to understand a person as an active creative initiative with pronounced subjectivity, capable of constant self-improvement in accordance with his ideal (N. A. Berdyaev, B. S. Solovyov, P. A. Sorokin, L. N. Tolstoy 2017). Thus, the knowledge accumulated in philosophy has shown that it is necessary to pay attention to the person himself, to the intrapersonal factors of the development of the emotional culture of the future specialist. Understanding external factors, conditions and prerequisites, understanding the essence of the emotional culture of a social pedagogue allows us to turn to the philosophy of culture. Culture permeates all spheres of public life and there is no social phenomenon isolated from its influence. Human emotions are not only natural, biological, but also social knowledge, which makes them a cultural phenomenon. If the constancy of emotions remains unchanged throughout the development of mankind, then their experience, manifestations and interpretations will be under the influence of values. There are gender standards, ethnic stereotypes and professional requirements that shape their cultural image. Appearance of a person in the process of socialization. The trends in the release of emotional manifestations of a person, characteristic of the modern socio-cultural situation, impose a huge responsibility on a person and determine the need for the development and self-development of his emotional culture. Analysis of scientific sources shows that in psychology and pedagogy, the emotional culture of a teacher is considered as a component of his communicative culture, as well as in the direction of conflictology (2022).

From our point of view, the division of the function of the emotional culture of the future special teacher in relation to emotional manifestations in relationships is unreasonable, since this is an arbitrary sphere of personality. The emotional culture of the future special teacher includes the emotional development of personality, the ability to empathize, the ability to interpret, get to know the students' experiences and express their emotions and feelings. The ability to take into account the emotional potential of the team in accordance with the current pedagogical situation, emotional support of the student in a difficult life situation, increasing the ability to enter into professional relationships. The emotional culture of a special teacher reveals relatively separate personalities that require comprehensive scientific research. The emotional culture of a special teacher as a single professionally significant individual education and its development at the university has become the subject of scientific and pedagogical research (P. G. Anisimov, O. A. Kolyadintseva, O. M. Kuleba, I. V. Samarokova, M. Yu. Sautenkova, L. M. Strakhova, G. A. Yastrebova, etc.) (2005). The developed emotional sphere directly determines the value system of a person. Indeed, as E. Fromm notes, in most cases a person tends to identify and evaluate his full qualities (2018)

Value orientations not only determine the presence of certain motives of a specialist, but also significantly affect the process of interaction with students, as well as stimulate the emergence of the need to obtain professionally significant knowledge and the formation of professional behavior. Based on the principle of unity of personality, culture and activity, in the course of the study, we highlighted the components by which the process and result of the formation of emotional culture are most obvious, namely: motivational, cognitive and conative. Let's look at the content of each component. The motivational component of the teacher's emotional culture is the basis for the formation of all other components. The content of this component is represented by the emotional orientation of the teacher, which combines a system of personal meanings, value orientations, motives and needs, regulates the emotional behavior of the teacher in pedagogical activity,

and also reflects the individually necessary and thus psychological approach to the development of emotional culture. the inner accepted faith (1994).

Emotional stability is an integrative personality trait that allows a person to be emotionally stable in difficult life situations. It can be said that emotional stability is an integrative personality trait that includes emotional, volitional, intellectual and motivational components. The emotional component is characterized by the measure of the subject's sensitivity to life situations, the level of his excitability, anxiety, and the severity of emotional experiences. The intellectual component is characterized by the severity of intellectual emotions, which determines the cognitive activity of the individual from the point of view of self-organization and self-regulation of behavior. The motivational component of emotional stability is characterized by a system of motives aimed at overcoming psychological barriers that arise in a tense situation. The volitional component is defined as the ability to internally control a person's behavior, take responsibility for their actions, manage their emotions, self-control and self-esteem (Yastrebova, G.A. 2018).

Research materials and methods. The methodological basis of the research is based on an additional approach, which publishes various methodological approaches and the idea of a model, which allows us to consider the phenomenon under study and the possibilities of its development from different points of view. For the formation of the research concept, the provisions of philosophical anthropology, culture, philosophy of knowledge and philosophy of cognition, supplemented by the ideas of other methodological approaches, were important. The identification of students determines the unity of diagnosis and development, that is, the diagnosis is made first, and then the methods of development are selected.

Results. First of all, the levels of development of the emotional and value subsystem found in the structure of the emotional culture of the future specialist were investigated. For this purpose, a set of methods has been implemented: the test "teacher's ability to empathy" test questionnaire by B. I. Dodonov "emotional orientation of

personality”, author’s methods “emotions as value”. All methods depended on the essence and content of the emotional culture of the future special teacher.

In addition, today there are not enough works devoted to the emotional culture of a special teacher, as well as his development in the process of professional training of a specialist in special education. Emotional culture in its special pedagogical aspect has not been studied before and acquires its own characteristics within the framework of socio-pedagogical activity. A special teacher adapts the child to be accompanied in the process of socialization. By the nature of her professional activity, she works with children and adolescents with various disabilities in social development, which has complicated the process of their harmonious integration into society. These are representatives of children with special educational needs, as well as their direct communication with families.

Wasps zhane baska sanattagi senimsizdikterdi aleumettendiru problemlary tulganyn emotionaldy-yerikti salasyndagi buzylyarlarmen anyktalady nemese birge zhuredi. Sebebi arnaiy mektep okushylaryndagi zhogary emotionalar men sezimderdin damu degei jaska saykes kelmeidi, olardyn emotionaldy korinisteri zhetkilikti turde aleumettenbeidi, olar arkashan emotionalaryn baskaruga mumkindik bermeidi, arturli emotions katynastar Tauelsizdiktin zhogarylauymen, depressiamen, neurozdarmen,

phobialarmen zhane baskalarmen baylanysty. Munday balalarmen zhane jasospirimderman karym-katynas zhasau gana emes, sonymen katar arnaiy mgalimnin emotionaldy madeniyyin birtindep damyta otyryp, olardyn emotionaldy salasyndamuyndagy auytkulardy tuzetu. Biz bolashak mamandandyrylgan mugalimnin kasibi kazmetimen anyktalatyn emotionaldy madeniettin yereksheligin anyktaymyz, onda osy zhe bilim berude pedagogicalyk profilge, empathy mumkindikterin damytuga ulken rol beryledi, bul bolashak mamandandyrylgan mugalimnin zhanashyrylyk, zhanashyrylyk, meirimdilikke kol zhetimdiligini kamtamasyz etedi.adamga komek penkoldau korsetuge degen umtylys. Mughalimnin emotional damuyyn normalary men auytkuy salasyndagi arnaiy mughalimnin kuzyrettiligi, pedagogicalyk process pen kyzmettin emotional aspectilerin bilu, sonday-ak mughalimnin omirlik zhumys zhagdayynda emotional koldau, ony emotionaldy kuyleri men korinisterin syndarly retteu mumkindigi ote manyzdy.

At the defining stage of experimental work, we determined the level of development of emotional culture in students of the 3rd and 4th year. Based on the results of the first determining work that took place in the implementation of a set of methods corresponding to the essence and structure of the phenomenon under study, methodological work was developed in the experimental work, which gave a holistic idea of the levels of development of students ‘ emotional culture.

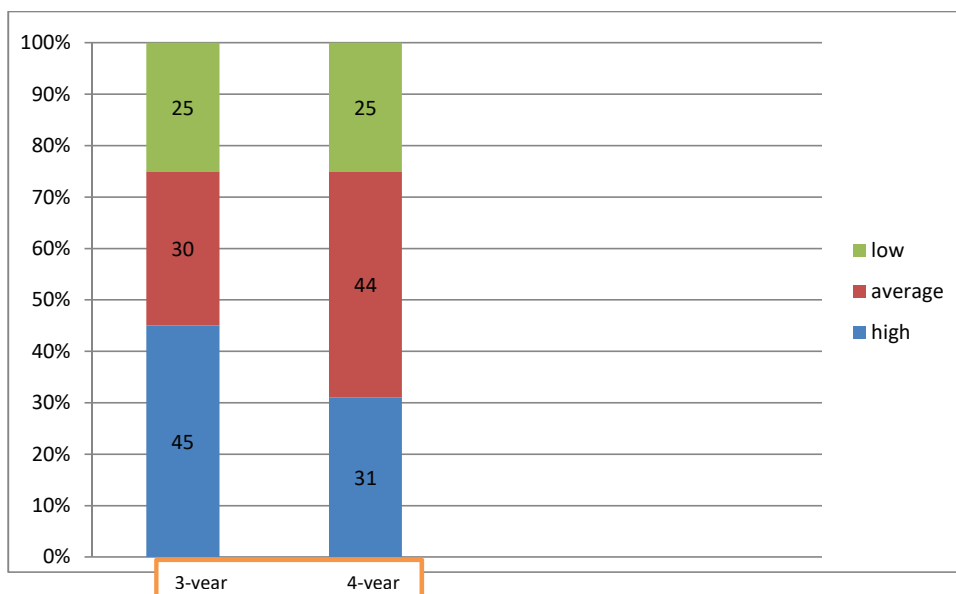


Diagram 1. The determining stage of the levels of development of the emotional culture of the future special teacher

45% of students of the 3rd year showed a high indicator, 30% showed an average percentage, 25% showed a low percentage.

And 4th year students have a high indicator of 31%, the average percentage is 44%, and the low percentage is 25%. We can see here that higher year students perform at a higher level compared to 3rd and 4th year students.

As noted by most students, the criterion-based levels of emotional culture prevailed, which could not fully ensure the successful implementation of the upcoming professional activity, therefore, the next stage of experimental work turned into targeted development in students of the experimental group of all functional subsystems of emotional culture. The work is devoted to the description of the approaches to the implementation of the forecast forecast within the framework of the next formative experiment in the educational practice of professional training of a special teacher.

At the end of the experimental work, the formative part was implemented, according to the results of which the 2nd diagram was compiled, giving a holistic, systematic idea of the levels of development of the emotional culture of future social educators. According to

the results of purposefully conducted formative experimental work on the development of this professionally significant personal education for future specialists, in order to complete practical work, the vast majority of students revealed the levels of development of the emotional culture of the future special teacher, revealed the real positive dynamics of all subsystems of the emotional culture of the future special teacher, the face was noticed. If at the beginning of the experiment, 45% of the 3rd year students showed a high indicator, 30%, an average percentage of 25%, students showed a low percentage, and 4th year students showed a high indicator of 31%, an average percentage of 44%, a low percentage of 25%. We found that the students are at an average level.

And at the end of the formative experimental work, it was shown that the level of development of emotional culture in 3rd year students has a high indicator of 47%, an average indicator of 40%, and the remaining 13% is a low level. We see here that many were able to do the task well.

Students of the 4th year have an indicator of 64%, have an upper level in completing the task, an average indicator of 24%, and the remaining 12% showed a low level.

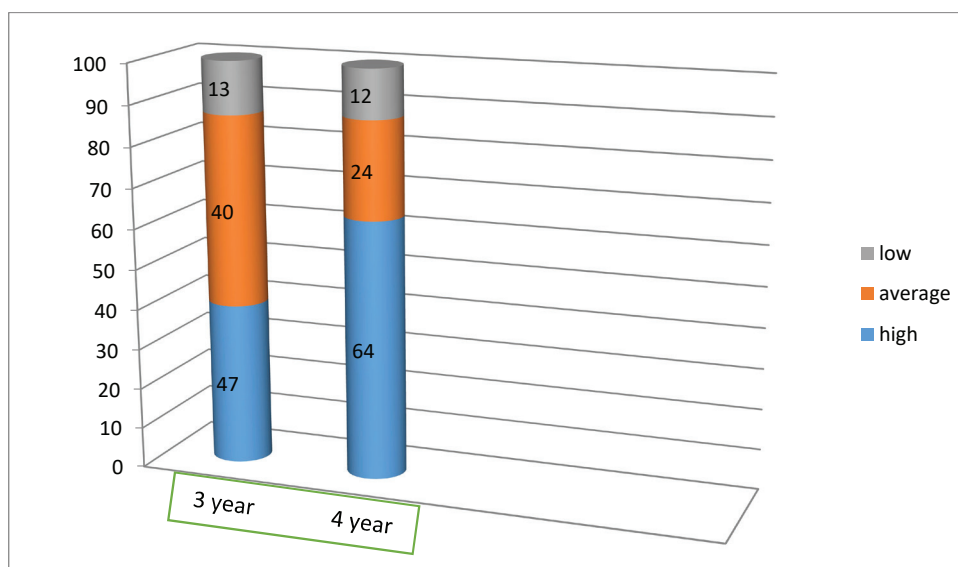


Diagram 2. The formation stage of the levels of development of the emotional culture of the future special teacher

In conclusion, it was shown that for the normal formation of the future special teacher, in the course of regular educational work, it is

necessary to actively carry out various corrective measures for the correct formation of their personality, behavior and emotional spheres.

Discussion. Analyzing our work, the conducted scientific research has shown that the process of developing the emotional culture of a highly qualified special teacher of modern society has not been fully studied. We have determined that the lack of developed methodological, theoretical and practical foundations that ensure the effective development of these professionally significant personal knowledge of a future specialist in the educational process of the university is an urgent problem of our research work.

The determining study showed that the development of the emotional culture of future special teachers is at an average level. In addition, the educational process was determined to some extent, the university contributes to the development of all subsystems of the student's emotional culture. To confirm the conclusions obtained as a result of an empirical study of the educational practice of professional training of a special teacher, it was necessary to determine the initial level of formation of emotional culture in students of higher educational institutions in order to develop the emotional culture of a future specialist.

The level of socialized emotionality in most students did not fully ensure the successful implementation of the upcoming professional activity, therefore, the next stage of experimental work was the purposeful development of all functional subsystems of emotional culture among students of the experimental group. At the formative stage of experimental work, the provisions that are the subject of the concept of developing the emotional culture of the future special teacher were included in the educational process. In the course of the work, the accumulated experience of developing the emotional culture of the teacher was taken into account, aimed at the creative systematic, supplemented and purposeful development of all subsystems of the emotional culture of the

future specialist. As a result of the research, we identified patterns according to which the principles determining the effectiveness of the development of the emotional culture of the future special teacher were formulated, and the results of our research work were summarized.

Conclusion. Thus, the emotional culture of a special teacher is a systematized personal education. Our work was not fully disclosed due to the fact that its development system was long, and we will continue it in the future. As a result of age-related changes in the emotional sphere of a person associated with the accumulation of her life and professional experience, studying at a university, in particular, replenishing special programs aimed at shaping the culture of students under the influence of studying psychological and pedagogical disciplines and other conditions. But, as the theoretical and experimental study of this problem shows, the development of the emotional culture of a special teacher is effectively carried out if this process corresponds to the stage of professional training of a specialist and appropriate pedagogical support is provided to him. It is proved that in the process of formed emotional culture, internal factors should be actualized by the need, the emotionality of the student, the ability to manage his emotional states and manifestations, the essential need for self-development and improvement, as well as external factors, a high level of development, the emotional culture of teachers, the individualization of the educational process and the scientific nature of the educational material, its novelty and systemic organization, practical significance, interdisciplinary connections, variety of its presentation, the organization of practice taking into account the emotional component of pedagogical interaction and the development of emotionally oriented pedagogical interaction of students with students.

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DEVELOPMENT PROCESS OF INCLUSIVE SCHOOLS AND KINDERGARTENS IN MONGOLIA

Abstract

In the article, the authors consider the issues of ensuring that schools and kindergartens are ready in the context of inclusive education, that is, to study the process and difficulties of developing inclusive schools and kindergartens. The research was conducted using document research methods, questionnaire research methods, focus group interview methods, and the Inclusiveness Index, which guides them through the process of developing inclusive schools and kindergartens. An analysis of a number of official documents on inclusive education of children with disabilities in general education schools and the procedure for inclusion of children with disabilities in preschool education services, approved by the orders of the Parliament of Mongolia, the Government of Mongolia, the Minister of Labor and Social Protection of the People, the Minister of Education and Science, the Minister of Health. In the study, school No. 12, kindergarten No. 7 of Darkhan-Uul region, school No. 1, kindergarten No. 8 of Dornod region, comprehensive school "Goviin ireedui" of Dundgovi region, kindergarten No. 3, school No. 105