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## ON THE ISSUE OF SOLVING THE PROBLEM OF FORMING AN INCLUSIVE CULTURE AMONG FUTURE TEACHERS

### *Abstract*

In the article, the authors consider the problem of forming an inclusive culture among university students, future teachers, to prepare for work with students with special educational needs. The components of inclusive culture are considered, in particular, inclusive literacy, inclusive readiness, inclusive competence. The experience of the teachers of the Department of “Special and Social Pedagogy” with students and teachers at North Kazakhstan University named after M. Kozybayev and students of advanced training courses at the IRAT of the university is presented. In particular, three areas of the department’s work are described to solve the problem of forming an inclusive culture at the university, its results, and the results of a questionnaire to identify the level of inclusive culture among future teachers are shown. The results presented in the article suggest that, despite the study of special disciplines, future teachers have a shortage of professional competencies in the implementation of inclusive education and the need to increase the level of inclusive culture for the success of working with students with special educational needs. The article presents a program for improving inclusive culture and inclusive literacy of students of pedagogical specialties.

*Keywords:* inclusive education; inclusive culture; inclusive literacy; inclusive readiness; inclusive competence; special educational needs; professional competence of a teacher; professional training.

**Introduction.** The State Program for the Development of Education and Science for 2020-2025 in the Republic of Kazakhstan aims educational organizations to implement inclusive practices. In this regard, the issue of training a future teacher to work with students with special educational needs at all levels of education in the Republic of Kazakhstan requires a solution.

Scientists S.A. Alekhina [1], D.Z. Akhmetov [2], V.P. Solomina [3], etc.), note that inclusive education is aimed not only at eliminating any discrimination, but also at creating variable conditions for people with disabilities to receive education. The Law of the Republic of Kazakhstan “On Education” considers “inclusive education” as a process providing equal access to education for all students, taking into account special educational needs and individual abilities [4]. The purpose of the article is to present new approaches to training future teachers to work in inclusive education

through the formation of an inclusive culture in them.

**The main part.** Inclusive education is an education that recognizes the values of the differences of all children and their ability to learn, taking into account the needs of each child, not only with developmental problems, but also those who belong to a particular ethnic, cultural, social, age group. Inclusive education is a type of education and upbringing according to which children with any disabilities can study in any ordinary school. By inclusive education, I.N. Khafizullina means «a broader process of integration, implying access to education for everybody and the development of general education in terms of adaptation to the different needs of all children» [5, P.3].

Z.A. Movkebayeva, studying the problems of the introduction of inclusive education in Kazakhstan, came to the conclusion that inclusive education represents the transformation of general education. Her idea is that in society all

disabled people should and can be involved in society [6]. The main directions related to the emergence and development of the inclusive education system in Kazakhstan, as well as the state policy in this area, with the disclosure of the main features of the work in terms of activating the activities of teachers in the system of providing support to children with SEN, are highlighted by R.K. Nurmaganbetova in the work “The main directions of the development of inclusive education in Kazakhstan” [7].

Inclusive culture is a system of values and relationships of participants in educational relations implementing inclusive education. Important aspects of the implementation of inclusive education were dealt with by E. Ozel [8], A. Smutzer and E. Ignatovich [9] and others.

Kazakhstani scientists S. Zeynolla, A. Nurgalieva, S. Nurgalieva, claim that certain models have been formed in Kazakhstan and the practice of building an inclusive education system has been accumulated [10].

The problems of inclusive education and the creation of an inclusive society are raised by Russian scientists G.E. Vorobyova, E.G. Grishchenko, E.V. Zotova, A.N. Komaricheva, E.G. Lozovskaya, N.A. Maksimova, L.I. Shapovalova, Ya.I. Shportova, S.N. Zykova, S.A. Shilina, K.I. Fedorova, Z.M. Cheldiyeva. Scientists M.Yu. Perfilieva, Y.P. Simonova, S.A. Prushinsky, T.G. Turkina note that there are a lot of objective and subjective difficulties in inclusive education, and rightly assert that “problems and barriers in the life of a person with SEN are created by society and the imperfection of the public education system” [11].

For the first time, we get acquainted with the concept of “inclusive culture” in the works of English researchers T. Booth, M. Ainscough, who identify three interrelated aspects that reflect the most important directions for improving the development of inclusive education: the creation of an inclusive culture, the development of inclusive policy and the introduction of inclusive practice [12].

Inclusive culture is the fundamental basis for creating a culture of an inclusive society in which future teachers will be located. The

above-mentioned studies have made a certain contribution to the development of the theory of inclusive education, but the issue of inclusive culture among future teachers requires study and implementation in higher school practice.

**Literature review.** Inclusive culture provides an opportunity to achieve high results in accordance with the goals of inclusive education. The formation of an inclusive culture among future teachers is considered by researchers and practitioners as a task, the solution of which lies at the basis of inclusion and includes the adoption of the values of respect for diversity, tolerance for differences, cooperation, encouragement of everyone’s achievements and the creation of an inclusive community based on them.

Doctor of Psychological Sciences M.R. Arpentieva defines inclusive culture “as part of the culture of human relations and human activity aimed at healthy, full-fledged, developing relationships between subjects (actors) and stakeholders of inclusive situations, including educational situations.” She believes that “inclusive culture is the way to develop the ability and willingness of people to “live together” – a unique opportunity to improve education and social relations in society as a whole” [13].

The authors of the article “The issues and prospects of creating an inclusive society” L.N. Antilogova, N.I. Pustovalova, D.V. Lazarenko write that “in the scientific literature there are various interpretations of the term “inclusive culture”, some of which narrows its meaning (a unique microclimate, a special atmosphere of relations), and some definitions are given in a global sense (the fundamental basis for creating a culture of an inclusive society, a special philosophy, values and knowledge about the inclusion of which are distributed among all participants) [10, P.3954].

Belarusian researcher V.V. Khitryuk draws attention to the importance of forming an inclusive culture. She suggests understanding the inclusive culture of a teacher as “a component of pedagogical culture, which is a system of knowledge, skills, socio-personal and professional competencies that allow a

teacher to work effectively in an inclusive education (integrated learning and upbringing), to determine the optimal conditions for the development of each child” [14].

While conducting her research, V.V. Khitryuk established the main components and stages of the formation of an inclusive culture of a teacher: *inclusive readiness* (attitude to pedagogical activity in an inclusive education), *inclusive literacy* (a system of knowledge, skills and professional key competencies), *inclusive competence*, which allows to solve professional pedagogical tasks of teaching, upbringing, personal development and social adaptation of a child with special psychophysical development arising in practice. T.V. Varenova defines inclusive culture as “a form of human social behavior that excludes discrimination of any kind” [15].

In order to form the readiness of future teachers for professional activity in inclusive education, universities should form not only professional competencies of graduates, but also inclusive competencies, including knowledge of inclusion pedagogy, as well as an inclusive culture that provides the opportunity to work with students with SEN.

**Methods.** To reveal and substantiate the problems of the article, we used such methods as: theoretical analysis of domestic and foreign literature on the problem of research; study and generalization of advanced pedagogical experience; description and comparison; pedagogical observation, questionnaire.

**Results and discussion.** The practical implementation of the task of forming an inclusive culture at North Kazakhstan University named after M. Kozybayev is carried out in the following areas:

1. Training of students studying in the direction 6B01 “Pedagogical sciences” to work in inclusive education.

2. Advanced training of University teachers on the methodology of teaching students with special educational needs.

3. Retraining and advanced training of teachers of preschool, school educational institutions in the EP “Defectology” in the IRAT of the University.

4. Organization of assistance to students with SEN and their support in the educational process of the University through the center for inclusive education.

The first direction is implemented by the inclusion in the working curricula of educational programs in the direction 6B01 Pedagogical Sciences of elective disciplines “Inclusive education” and “Tutoring in inclusive education”, aimed at the formation of inclusive competencies to prepare future teachers for the education and teaching students with special educational needs.

The study of these disciplines provides:

- the development of students’ emotional and value attitude to inclusion;
- systematization, analysis, specification of educational material;
- development of the operational-activity component;
- formation of personal and conative components.

We conducted a study of the readiness of graduates of 2021 to work with children with SEN. The students were offered a questionnaire “Me and inclusive education”. The results of the survey are shown in Table 1.

Table 1

**The level of inclusive culture among future teachers to work with students with special educational needs in inclusive education (n=50)**

High level		Middle level		Low level	
number	%	number	%	number	%
4	8	12	24	34	68

The survey results showed that each student has their own attitude to inclusive education, but they all understand the need to build this process and create an inclusive society. Despite the fact

that students studied special disciplines aimed at the formation of inclusive competencies, they do not know the methodology for solving pedagogical situations involving students with SEN and cannot solve the contextual tasks proposed to them on the basis of inclusive education. However, the level of inclusive culture among future teachers is mostly at a low level (68%).

This confirms that future teachers have a shortage of professional competencies in the field of inclusive education and the need for professional training to work with students with SEN. Summarizing the results of the work carried out within the framework of the research, it is advisable to draw the following conclusion: the readiness of future teachers to work with students with SEN largely depends on the existing level of inclusive culture while providing a set of necessary pedagogical conditions.

In this regard, a program has been developed to improve inclusive culture and inclusive literacy of students of pedagogical specialties. The program includes such events as: round table “Inclusive culture as the basis of inclusion”; workshop “Solving contextual tasks in inclusive education”, training seminar “The specifics of tutoring in an inclusive environment”, discussion “Tutor and teacher-assistant. Who does an inclusive school need?”, watching a social video “People don’t share like that”, a training seminar “I know, I understand, I feel” and others.

We will pay special attention to the use of “theatrical” techniques, thanks to which participants will be able to experience possible difficulties that people with special needs may experience when receiving, for example, public services. The peculiarity of “theatrical” techniques is to create not just a specific situation, but also an opportunity to express your emotions and feelings, share them with the audience, live and analyze them. There is a formation of a different attitude to the problems of people with special educational needs based on the development of an inclusive culture, the formation of which is especially important for future teachers. The effectiveness of the use

of “theatrical” techniques” has been tested by Associate Professor D.V. Lazarenko in working with civil servants, who most often, in the course of their work, meet with people with special needs when the latter are applying for a job, when preparing various documents, etc.

Another form of work on the formation of an inclusive culture among future teachers will be design and research activities. The implementation of socially significant projects will make it possible to achieve significant progress in changing the public consciousness of those who interact with people with SEN. The creation of a barrier-free environment is an important indicator of the formation of an inclusive society, a society of equal opportunities. Together with Surgut State Pedagogical University, an international competition of student social projects is being held. The competition is held with the aim of: activating the professionally and socially significant potential of student youth in solving urgent problems of inclusive and special (defectological) education. Students must submit and defend social projects.

The implementation of socially significant projects will make it possible to achieve significant progress in changing the consciousness and inclusive culture of students for interaction with persons with SEN. For example, the 4th year students presented a social project “*Relaxation chair (NEB CHAIR) for children with autism spectrum disorders (ASD)*”. Over the past 10 years, autism spectrum disorder has most often attracted the attention of domestic and foreign specialists of various profiles. The reason for such interest in this problem is the insufficient development of effective methods and tools in working with this category of children. The implementation of this project is aimed at preventing aggressive behavior of children with autism spectrum disorder through exposure to auditory, olfactory and tactile receptors. The novelty of the project is an innovative invention in the form of a chair for children with special educational needs, which will contribute to the stabilization and normalization of the emotional background of children with ASD. The NEB CHAIR should

prevent the prerequisites of aggressive behavior, will affect the stabilization of the emotional background of the child through the inclusion of the totality of all receptors, have a beneficial effect on the emotional state of the child with ASD, which will contribute to the effectiveness of further correctional and developmental work of the teacher-defectologist and other specialists.

These events should expand students' knowledge about inclusion, reveal the essence of inclusive education, inclusive society and its value, which is based on inclusive culture, teach them to analyze and evaluate opportunities, conditions for successful learning and support of students with SEN in an inclusive environment. This program and the curriculum of the professional courses "Methods of working with students with special educational needs" (hereinafter referred to as the Program) have been developed taking into account the main provisions and requirements of legal regulatory acts.

**The purpose of the program:** the formation and development of practical skills of working with students with special educational needs.

**Objectives:** formation of practical skills in the field of education and training of persons with SEN in an inclusive education that provides everyone, regardless of their physical, intellectual, social, emotional, linguistic and other characteristics, the opportunity to study in general education institutions. Considering the development of inclusive education, as well as the formation of competencies that are necessary for the professional activity of a university teacher in an inclusive education environment.

Knowledge of the methodological foundations of conducting classes with students with SEN will allow teachers to plan classes, develop modern educational tasks, methodically correctly think over the activities of students with SEN in the classroom, analyze and introspect, reflection and self-reflection. To form students' knowledge and practical skills, the program presents three modules:

Module 1: *Features, fundamentals and problems of inclusive education.*

Module 2: *Features of inclusion of students with SEN in the educational process.*

Module 3: *Tutor support of students with SEN in inclusive education.*

The main objective of these modules is to demonstrate answers to all possible questions that arise in the course of the practical activities of a teacher-tutor, to teach students to put into practice the knowledge they received during the basic educational program, taking into account modern requirements for the organization and implementation of inclusive education in higher education. Inclusive education courses improve the qualifications of university teachers to organize and implement programs of co-education and upbringing of students with special educational needs and students who have no restrictions. At the end of the course, students must demonstrate the following professional competencies: linguistic, socio-cultural, speech, educational and cognitive. According to the third direction, the retraining of pedagogical personnel of organizations of preschool, secondary, technical and vocational education of the North Kazakhstan region under the educational program "Defectology (speech therapy)" (1200 hours) has been organized in the IRAT of the M. Kozybayev NKU.

The direction of training special teachers is one of the priorities today in pedagogy: there is a certain shortage of qualified specialists in educational institutions, and the number of children in need of a special approach remains at a fairly high level. Short courses of professional retraining help to balance the situation, when in a short time the teacher receives all the necessary knowledge and skills in the defectological profile. The professional retraining program "Defectology (speech therapy)" gives the right to conduct a new type of professional activity in the field of defectology, design and implementation of the educational process for persons (children, adolescents and adults) with special educational needs. To form students' practical knowledge, skills, and professional competencies, this Program provides for the development of the following four modules:

Module 1. *General professional disciplines.*

Module 2. *Special disciplines.*

Module 3. *Teaching methods in a special (correctional) school.*

Module 4. *Methods of speech therapy work.*

All modules of the Program are united by a common logic, key ideas, are built on the basis of common principles and approaches. The sequence of course training according to these modules is determined by the teacher (coach). In order to implement the Program, 580 hours of distance learning, 600 hours of independent work and 20 hours of full-time project defense are provided. In total 1200 hours. The work is carried out in stages using distance learning technologies, in particular on the ZOOM, YOUTUBE, MOODLE platforms.

**Conclusion.** Thus, the formation of an inclusive culture among future teachers should be comprehensive and include the following areas:

– inclusion of special elective disciplines in the working curricula of educational programs;

– advanced training of university teachers on the methodology of teaching students with special educational needs.

– development of retraining and advanced training programs for teachers of preschool, school educational institutions in the EP “Defectology” in the IRAT of the university.

Such training of future teachers solves the problem of the lack of professional competencies in the field of inclusive education and the need for professional training to work with students with SEN.

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### Болашақ мұғалімдердің инклюзивті мәдениетін қалыптастыру мәселесін шешу

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#### *Аңдатпа*

Мақалада авторлар ерекше білім беруіне қажеттілігі бар оқушылармен жұмысқа дайындалу үшін ЖОО студенттері, болашақ педагогтар арасында инклюзивті мәдениетті қалыптастыру мәселесін қарастырады. Инклюзивтік мәдениеттің компоненттері, атап айтқанда, инклюзивтік сауаттылық, инклюзивтік дайындық, инклюзивтік құзыреттілік қарастырылады. М.Козыбаев атындағы Солтүстік Қазақстан университетінің, «Арнайы және әлеуметтік педагогика» кафедрасы оқытушылары мен студенттері, сонымен қатар, ҚДБАИ біліктілікті арттыру курстарының тыңдаушылары қатысуымен жұмыс тәжірибесі ұсынылды. Атап айтқанда, ЖОО-да инклюзивті мәдениетті қалыптастыру міндетін шешу үшін кафедра жұмысының үш бағыты сипатталған, оның нәтижелері, болашақ педагогтардың инклюзивті мәдениет деңгейін анықтау бойынша сауалнама нәтижелері көрсетілген.

*Түйінді сөздер:* инклюзивті білім беру; инклюзивті мәдениет; инклюзивті сауаттылық; инклюзивті дайындық; инклюзивті құзыреттілік; ерекше білім беру қажеттіліктері; мұғалімнің кәсіби құзыреттілігі; кәсіби дайындық.

### К вопросу решения проблемы формирования инклюзивной культуры у будущих педагогов

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#### *Аннотация*

В статье авторы рассматривают проблему формирования инклюзивной культуры у студентов вуза, будущих педагогов, для подготовки к работе с учащимися с особыми образовательными потребностями. Рассматриваются компоненты инклюзивной культуры, в частности, инклюзивная грамотность, инклюзивная готовность, инклюзивная компетентность. Представлен опыт работы преподавателей кафедры «Специальная и социальная педагогика» со студентами и преподавателями в Северо-Казахстанском университете им. М. Козыбаева и слушателями курсов повышения квалификации в ИППК вуза. В частности, описаны три направления работы кафедры для решения задачи формирования инклюзивной культуры в вузе, ее результаты, показаны результаты анкетирования по выявлению уровня инклюзивной культуры у будущих педагогов. Представленные в статье результаты позволяют говорить о том, что, несмотря на изучение специальных дисциплин у будущих педагогов наблюдается дефицит профессиональных компетенций в области реализации инклюзивного образования и потребность в повышении уровня инклюзивной культуры для успешности осуществления работы с учащимися с особыми образовательными потребностями. В статье представлена Программа повышения инклюзивной культуры и инклюзивной грамотности студентов педагогических специальностей.

*Ключевые слова:* инклюзивное образование; инклюзивная культура; инклюзивная грамотность; инклюзивная готовность; инклюзивная компетентность; особые образовательные потребности; профессиональная компетентность педагога; профессиональная подготовка.

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