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PEDAGOGICAL PRINCIPLES FORMATION OF INCLUSIVE COMPETENCE OF FUTURE SPECIAL TEACHERS

Abstract: In the last decade, inclusive education has become the major integral parts of our lives. There are many studies on its implementation in the education system of Kazakhstan. However, there are very few studies of the inclusive competence of an inclusive education special teachers (defectologists). In the context of Kazakhstan, it is important to study the development of a model of knowledge and competencies necessary for the training of special teachers in inclusive education. How we can inclusive education be related to the inclusion of scientific research in the quality assessment system of an educational institution. Questions arise how to link profiles in inclusive education with inclusive education. The main aim of the research is to distinguish inclusive education as a new model of education and propose an individual methodology or a set of recommendations on the development of special teachers' professional competencies. Therefore, we consider the model and principles for the development of special competencies of future special teachers in the context of inclusive education. As a result of analysis and formation of a model we gave recommendations for analyzing the pedagogical issues and formation of future special teachers' inclusive competencies. The results of the research can be used in creating educational programs in an inclusive education and consideration of methodology development for inclusive training special teachers for inclusive schools.

Key words: inclusive education, inclusive competence, professional competencies, future inclusive special teachers, defectologists, modelling, pedagogical activities, methodology

Introduction

The problem of general pedagogical disciplines in the field of inclusive education is to understand the meaning and patterns of development and formation of personality in the inclusive classroom, in the group of preschool education, in the student body. In a single educational space for different children studying in different educational programs. It is necessary to use special tools and special conditions for learning activities. From the point of view of the formation of the individual, research is defined as the main task of science. Our republic has proposed this educational sphere to study from perspectives of modern development of the society. In the context of reforming the system of financing inclusive education, there should be a mechanism for distributing funds between state and inclusive educational organizations. The study also has a legal aspect of the new situation in education. Referring to the analysis of international acts allows to show the essence of the idea of inclusive education and its manifestation on a global scale. The country still lacks a clear methodology for training special teachers in inclusive education.

Opinions on the formation of inclusive competence, professional competence of the future special teachers (defectologists) are reflected in the works of foreign and domestic scientists, teachers, psychologists who are engaged in the training of professionals. In particular, Ablyazimova (2010), Barsay (2010), Espenbetov (2010), Kenjebekov (2005) and others. Scientists have studied the theoretical and practical foundations of the formation of special teachers' professional competence. Scientist Kenjebekov (2005) doctoral research is on

competence explains the readiness and ability of an individual to perform certain objectives in accordance with theoretical knowledge and practical experience. We should note that the concept of "readiness" is used to define the meaning of the situation, as "everything is done, everything is ready for something", and the ability is used to express the ability to perform a particular action. These meanings convey the meaning and content of the competence. Competence is formed on the basis of unity of theory and practice.

The main goal of inclusive education is to create the necessary conditions for education and access to education for all children, regardless of their mental and physical abilities, social and economic status, culture, mother tongue, previous academic achievements, personal characteristics and ensure access to education.

The subject of inclusive education pedagogy is the teaching process and educating people with special needs in inclusion and opportunities in general educational process context. The modern approaches of the inclusive education is a personality with special needs and opportunities in teaching. Ablyazimova (2010) stated the fact that personality problems and development in special organized environment. It is one of fundamental and complex issues of pedagogical theories and practice.

Inclusive competence is the ability to master and implement the principles and features of inclusive education. Achieving this is associated with ensuring that the educational environment, the technology of the educational process meets the needs of social development of a particular child's at particular stages of his development. According to Espenbetov (2010) transforming education into inclusive education requires collective thinking and action towards social justice, taking into account the learning potential of each student.

Therefore, it is necessary to develop new humanities technologies of interaction that will teach students for listening and acquisition of different positions of various profiled specialists, to act in children motivation, effectively coordinated for a certain time. The study of main concepts of inclusive education showed the special needs in the primary steps aimed at teaching as a symbolic principle.

Kirillova and Ibragimov (2016) stated that the terms of 'inclusive professional competence' should be considered as main component of professional competence for special teachers. As it is a complex direction and newly developed trend in the society, it needs to consider from different perspectives. The content and structure can also be considered through similar pedagogical abilities, but from a position of the general and inclusive education.

In the context of inclusive pedagogy, it is necessary to study and describe situations that reduce barriers to the development of the personality of students with developmental disabilities. According to Fernandez et al. (2012), the stimulation the personal development of the child includes:

- involvement of a child with special needs in various cognitive, practical, creative, social activities;
- early inclusion of a child with special needs in the educational process;
- change the principles and procedures, outcomes for assessment and student certification who are studying under such education programs;
- a new humanistic system of values aimed at correctness and tolerance;
- providing students with the opportunity to study according to individual curricula;
- change of the system of personal, psychological, pedagogical and additional support.

According to Polat (2011) effectiveness and positive results of integrated learning is possible only through planned and multi-faceted forms of special training and retraining of teachers in general education and special (health) institutions. Special teachers must be specially trained to provide corrective assistance in new situations, ie in the context of integrated learning. The purpose of such training is focused on equipping the teachers of

secondary schools and kindergartens with defectological knowledge and special pedagogical technologies that allow to provide qualified education to children with special needs.

Kim (2011) considers that studying the laws of human development in the framework of educational relations established in the system of inclusive education. It should be noted that the activities of educational organizations increase the capacity of the inclusive environment to address all the diversity of educational objectives defined by state standards. In addition, systematic pedagogical action is not possible without a well-chosen strategy. When each line of their implementation has a conceptually based position, it is clear that the educational resource of the environment itself will not be realized. Hill and Brown (2013) defined that the solution to the problem of tolerance in an inclusive educational institution includes:

1) formation of tolerance in children with special needs, learning how to resolve conflicts, study of the national characteristics of other people;

2) exchange the experience of ideas of tolerance, behaviour in the social environment of the educational institution.

3) development and assistance of tolerance and self-awareness among parents, teachers and professionals working with children;

The main goal of the teacher's work in inclusive education is to overcome negative social phenomena (xenophobia, addictive behavior, aggression, intolerance, lack of independence, lack of initiative and creative approach to life. It is impossible to understand the pedagogical process taking place in the system of inclusive education without understanding the essence and characteristics of this system, without studying the elements that distinguish it from the general education system.

Materials and methods

The pedagogical process is a purposeful and organized interaction of adults and children, realizing the goals of education and upbringing in the pedagogical system. Paying attention to the designation of the contradiction, we have determined the purpose of the study is developed through substantiation of the unique methodology and modelling for the formation of professional competencies of special teachers in modern trends of education in the study of elective courses of an inclusive training and orientation.

For this purpose, a number of sources from open access scientific databases were selected and analyzed. When studying and analyzing the sources, the authors used the deconstruction method, which consists in changing the sequence of the author's thought and the descriptive method, which is based on "descriptives" - reference words, word combinations. This method allows to concretize the course of thought, to identify key words, to emphasize the most vivid and important points.

Taking into account the risks, the principles of organizing the pedagogical process in an inclusive education institution were formulated.

Results and discussion

One of research spheres of inclusive education is research of the organization peculiarities of teaching and training in an inclusive class is a group work. The unity of the pedagogical training process means the unity of teaching and education. The reason does not exclude their peculiarities. The description and identification of this peculiarities is based on a methodological principles of the primary functions of training and upbringing. This process forms the audience and defines to the problem solution of training and development simultaneously. The content of education is differentiated by its formation of theoretical concepts, scientific ideas, laws, basic and general educational competencies, students' skills and capabilities.

The concepts of inclusive education system should be realized through the discovery of its elements. Not only teachers, students and subjects of education, but also parents become mandatory participants in this system (primarily children) according to the specific composition of disabled people. They need now only knowledge and to adapt in the society, they also need to develop their abilities and skills. The complex development of skills suppose the development of their special training and special training programs. Because sometimes they have to be involved in the learning process to help raise your child. The specifics of special teachers' inclusive competence and related objectives (for example, the participation of special teachers in the process of rehabilitation of people with disabilities) involve a wide range of professionals in the process of educational interaction.

Inclusive education allows all children to take an active part in school and school life in preschool. Inclusive education defines the equal rights of students and allows them to participate in team activities. Allows you to develop the necessary skills to communicate with people. Inclusive education is the development of a general educational process that provides education for children with special needs, taking into account the needs of all children. Inclusive education seeks to develop new areas of teaching and learning to meet the needs of children in the learning process. If changes in inclusive education are effective in teaching and learning, so will the situation of children with special needs. Children in schools that have opened inclusive education will have the opportunity to learn about human rights.

The marked-out inclusive pedagogical abilities consist of three main components of inclusive competence:

1) reflexiveness (3; 6; 7 groups) – traditional skills of special teachers which are based on their introspective, pedagogic, self-development, self-improvement inclusive pedagogical activities and skills based special programs.

2) cognition (1; 2; 8 groups) based on basic and special competencies, abilities in basic activities, knowledge development, skill-based pedagogical activities in scope of inclusive education conditions.

3) personality-based (4; 5; 9 groups) - it is substantiated with psychological aspect, such as: motives, motivation and personal attitudes towards children with special needs. It is subdivided into students' emotional, motivational characteristics and activities.

The development achievements of inclusive education is realization of the equal rights of all necessary

categories of personal quality education. The objectives of the inclusive education development are:

- substantiation of regular organizational and mechanisms for inclusive education development:

- improvement of methodological, educational frameworks for the inclusive education content, adaptation of curriculum framework and course-programs, teaching materials and textbooks;

- introduction of criteria-based assessment system of students' academic achievements; provision of personal correctional and socio-psychological supports;

- creation of favorable educational conditions for students as active members of school who have high self-esteem and motivated to learning and socialization;

- integration of subjects according to students' special needs;

- taking into account the students adaptation to the social environment;

- regulation of programs according to principles of basic state program;

30 - creation of "barrier-free access to educational environment, i.e provision for students with compensatory means;

A standard special education program has been developed for the organization of education for students with special needs. They provide general education process taking into

account all the needs of children for ensuring their education process. Inclusive education looks for conditions in the inclusion of new areas for teaching and learning that meet the children's needs in the learning environment. Children in such schools have inclusive education programs which give opportunities to learn social norms and human rights.

All the described conditions need to develop teachers' professional competencies. The researchers Brandon and Charlton (2011) define "the future teacher's competence and the teacher's mastery of all theories and practices related to their specialty in the educational process organization sphere, the abilities and skills to of working with students in developing of personality". Researchers Brandon and Charlton (2011) also defines "the competence of the future teacher - the teacher's mastery of all the ories and practices related to their specialty in the organization of the educational process, the ability to work with students in the formation of personality".

According to Kudaybergeneva (2011) «competence: firstly, is inherent in the person and it depends on the person's own enthusiasm; secondly, it is considered as the possession of certain qualities and provides human action through certain preconditions. So, competence: as an action, a prerequisite for educational training is the builder of the "anatomy" of competence. The content of competence is revealed through a system of actions in the event of a sudden event, the authority to intervene in the activity (popular, selective), the adaptation of behavior to a particular situation, the quality characteristics of subjective work». The scientific literature analysis showed that professional competencies of a future special teacher is a very complex issue. They are related to philosophical, pedagogical, psychological, sociological theories and methodology of vocational training as: androgynical, acmeological, personal and labor psychological principles, etc.

Definition by Kaskatayeva (2009) described as a special teacher's professional inclusive competence is based on the characteristics of personality, professional qualities of a student. It mostly includes teachers' professional competencies that ensure effective and expedient professional activities implementations in various forms of inclusive training. It is also characterized as student's professional organizational knowledge, competencies, abilities, awareness skills adapting in pedagogical training, analyzing, assessing and predicting his own results of pedagogical activities.

These outskirts and predictions of the professional competence of future special teachers' creates principles and prerequisites for assessing and developing a methodological understanding for developing professional competencies of future specialists in the study of elective and basic courses of inclusive orientation as a means of professional training. The current trends in inclusive education development that entail the requirements for speciality qualifications and its core professional competencies predicts integrated training of the educational programs and higher academic mobility among institutions. It has not been sufficiently stated and studied according to its specificity. The competency-based approach has its specific trends as modeling and structuring the content according to the results of training and retraining through presenting as norms and regulations of higher educational sphere. The purpose of competence-based approach is directed to new developmental aspects of a methodology for the formation of future special teachers' inclusive professional training and his core professional competencies in the implementation of elective courses as means of professional training. Nowadays, it is also recognized in the content of programs. We deal with competency-based training, as it is advisable of using the competency-based approach in determining the levels and results of special training.

Competency-based approach allowed us developing the model on the formation of special teachers' professional competence of an inclusive orientation through special training programs, including the basic subcomponents and structural elements (Figure 1.):

Figure 1

Model of the formation of professional competencies of future special teacher in an inclusive training



- the cognitive-logical component of professional competencies of special teachers. It implies the possessing the compulsory and specific, theoretical and practical awareness in the implementation and application of effective activities and skills in special trade;

- the operational-organizational components professional competencies involving the effectiveness of using of gained knowledge in professional training. It is determined by complexity of specific skills in practice: possessing competencies and abilities in inclusive pedagogical thinking, practical skills in the implementation of effectiveness of pedagogical process;

- the axiological-philosophical component involving the abilities in cooperation and communication with other social groups effectively: building the effective communicative acts, cooperation with the staff and colleagues in maintaining the favorable conditions in the implementation of professional goals and results of educational activities;

- continuous- lifelong training is supposed in the willingness of designation and implementation educational space during the professional career and ensuring successful professional activities and competitiveness among the staff members.

- a criterion-based component including value-oriented, motivational-based, content-based, performance-based criterion assessment, selection of diagnostic instruments, sets of criterion assessment, formulation of descriptors for development levels of professional sphere and competencies, the relation matrix of professional competencies in inclusive orientations, educational assessment. They allow assessment and monitoring the of professional training

quality and assists improving the monitoring quality of the process effectiveness on forming students' skills and abilities of inclusive training;

- technological-methodological component can be selected by professionals within the specialization of the framework context. In the achievement of required levels of professional competency formation and its outstanding qualitative results. This component is developed through relevant and important principles and factors enlarging its structuring the teaching material content that can be carried out throughout the inclusive education. It is based in pedagogical and psychological principles and standards. The effective methodology of training through teaching materials and means is aimed at independent choices of specialists and personal characteristics of each trainee.

The relevant part of this technological component is rating systems for learning outcomes assessment. In this connection, teachers like using the selected methods for using the rating controls. This system also has allowed to raise students activities in positive context and the indicators chosen can be effective through the use of rating systems. It was proven in many educational institutions all over the world.

Our Model on forming professional competency components through elective courses taking into account the basic compulsory components is illustrated in the following Figure 1. The Model is based on the principles of general education and state norms.

In the initial stages students are prepared to sufficient levels of theoretical basis and knowledge. The directed skills, competencies and abilities should be formed according to experience-based training accumulated in practice. They are based on integrative learning, philosophy, psychology and pedagogical subjects. They are correlated with quality criteria indicators for students' knowledge development and activities. Communication skills are characterized by assessing the knowledge through monologues, dialogues in achieving communicative functions and objectives. It is advisable to organize favourable conditions for social interaction in an inclusive environment. Students work in a small team, solve the questions related to the issues of relationships among partners, family members, conflicts in society in constructive ways through cooperation, group work or teamwork. They are focused on their own tolerance or patience human values, respect for each other, accepting others' beliefs and ideas. They form their communication acts and activities and skills. It is necessary as their knowledge and skills are assessed through the rating control by means of activities, reflection and skill formation. They also do individual research work and activities through the course content.

They are focused on the current issues, learn the standards of education. The initial stage forms students as future professionals who are ready to solve related problems to inclusive education. The scope and content of education uses competence-based approach. This is the main direction of special teacher training. The following course and components of elective courses are focused on personal growth, cognitive understanding, communicative skills, creative abilities and general humanity and cultural spheres of the activities of modern specialists. The model considers all aspects of personal development in the society. The Model developed by us for the formation of future specialists' professional training and its subcompetencies in an inclusive environment through educational positions an example helps to generate and update the content and professional training.

Borodina (2014) stated the fact that competence-based approach is considered as a universal phenomenon and mechanism of generating and updating the education in the era of modernization. It helped to make significant structural and content changes in our professional training content. Each of subcomponents of our model based on previous models for the formation of future specialists; professional competencies through elective courses in inclusive directions solve certain parts of our main pedagogical goals and perspectives. The results of the study is predicated as forming and updating the content of professional training.

The formation and development process in inclusive training for special teachers' professional competencies can be considered as complex integrative and integral processes including cognitive aspects, personal development, activity-based training, motivational-psychological component. The levels of general development of inclusive cultural and activity based content is directed to the formation of basic skills and abilities in professional communication and the further need for life-learning and continuous education. The model developed for the professional competency formation substantiates and creates:

- modelling the content for mastering students' basic theoretical knowledge that is necessary in effectiveness of training professional activities;
- it predisposes the effective using of acquired skills and knowledge in training the special teachers as future professionals;
- the future professionals should be ready in designation and implementation of their own educational training and experience throughout their lives and ensuring successful professional competitiveness;
- conditions require from students as future professionals being able to cooperate with other social groups effectively in building effective communication and cooperation with any professional team in maintaining the favorable conditions for inclusive environment to achieve teaching professional goals.

The model based on the formation of future professionals as special school teachers' professional competency as a whole is developed through basic and elective course programs. Its components and subcomponents are not only directed to the formation of professional inclusive competencies of special teachers, but also can be considered as a diagnostic toolkit that helps monitor the future special teachers' professional training quality. It also contributes to the effective process of forming special teachers' professional competency through criterial assessment. The model for the study of elective courses has a technological basis when the content of teaching materials and teaching means are selected according to certain criteria. Teachers are responsible for the selection and use of teaching materials and teaching means in the era of digital society. Technological component takes into account the advances and development of modernization.

The model also is developed through principles of setting the learning outcome. The rating system is favourable in shaping the learning outcomes as tested means of assessment worldwide. It makes it possible to take into account all criterial development of the special teachers and their professional activities related to knowledge acquisition, skill development, and many other indicators of professional competencies. The model on the formation of special teachers' professional competencies in the study in an inclusive education allows for the use in interconnection of all components widespread especially on forming students' professional skills. It contributes to the professional activities organization where future special teachers can choose elective disciplines with a focus on their own professional competencies.

Conclusion

Inclusive competence is a rather new concept which emergence is caused by development of inclusive education in the world, and also competence-based approach distribution in education. The number of works devoted to inclusive competence is very few. In the process of research, through the development of the Model for the formation of professional competencies of future special teachers in inclusive education. This is developed through the use of elective disciplines of the study of an inclusive orientation. We obtained the following achievements and formulated the following conclusions and recommendations for special training programs for inclusive education:

- problems, topical issues and contradictions that hinder the development of the formation process of special teachers' professional competencies among students and systematized scientific knowledge in this direction;

- the theory of higher education, especially in training specialists in inclusive education is enriched with a scientifically based model of the formation of special teachers' inclusive competencies in the study of elective disciplines of an inclusive orientation;

- a set of components that contribute to the successful developed model implementation on the formation of students' professional competencies in the study of elective courses in inclusive orientation, ensuring the goals; objectives, adequacy and meaning of its content, methodology and the expected results of the efficient formation of special teachers' inclusive professional competencies in the system of higher professional education.

The Model of formation of special teachers' inclusive professional competencies in the study of elective disciplines of an inclusive orientation provides a theoretical and methodological basis for new research in various areas of improving the process of forming students' professional competencies. In our study, a Model for the formation of future special teachers' inclusive professional competencies in the study of elective disciplines of an inclusive orientation has been developed, in the structure of which conditions are laid down for updating methodological materials and recommendations, curricula, lecture courses, practical classes, laboratory workshops that ensure the effectiveness of the process of forming future special teachers' inclusive professional competencies in the study of elective disciplines. The developed Model for the formation of future special teachers' inclusive professional competencies in the study of elective disciplines of an inclusive orientation is recommended for wide practical application at universities and advanced training courses for university teachers.

Conflict of Interest Statement

The authors declare no potential conflicts of interest regarding the research, authorship, or publication of this article.

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