

ANNOTATION

of the dissertation for the degree of Doctor of Philosophy (PhD) in
the specialization 6D010500 - "Defectology"

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" The readiness of university teachers to teach students with disabilities»

Relevance of the study. In modern conditions, Kazakhstan's education system is undergoing significant changes, determined by socio-cultural, spiritual and moral transformations in society.

Of particular importance are issues related to the modernization of the system of educational services that provide education for children, adolescents and young people, regardless of their health and social status, which were particularly relevant in connection with the adoption in 2015 of our country's commitments to achieve the United Nations Sustainable Development Goals until 2030, including Goal 4, which involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Providing opportunities for people with disabilities with effective and high-quality higher education contributes to the maximum development of their potential abilities, competitiveness and opportunities for obtaining high-paying jobs, further successful employment, which ultimately contributes to their self-affirmation and full self-realization as normal representatives of modern society. This is also evidenced by one of the provisions (2006) of the Convention on the Rights of Persons with Disabilities, ratified by the Republic of Kazakhstan on February 20, 2015, which states the need to ensure that persons with disabilities in all countries have access to general higher education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. These commitments are also reinforced in the Convention against Discrimination in Education, which was ratified in 2016. The main provisions of these documents clearly affirm the principle of non-discrimination against people with disabilities and proclaim their right to education.

The strategic direction of the realization of the right of everyone to receive a quality education in accordance with their cognitive capabilities and an environment adequate to their health, based on the provisions of the World Declaration on Education for All, the Salamanca Declaration, the Law of the Republic of Kazakhstan "On Education" (2007), the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025. and other fundamental legal documents, is inclusive education.

Currently, inclusive education is becoming one of the priority directions of the development of educational policy in the Republic of Kazakhstan at all its levels. Special attention is paid to the inclusion of people with disabilities in the educational process at the stage of forming their professional knowledge and skills, professional self-determination, that is, at the stage of vocational, as well as higher and postgraduate education. In this regard, the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 provides for the creation of equal conditions and barrier - free access for students with special educational needs in 70% of civil universities by 2025. Accordingly, today in front of higher educational institutions (hereinafter referred to as the university) there is an urgent task to organize the necessary conditions to enable students with disabilities to receive high-quality higher and postgraduate education. To do this, it is necessary that all components of the educational environment of higher educational institutions are adapted to the peculiarities of the psychophysical development of people with disabilities and take into account their capabilities and needs.

One of the important components of the success of the implementation of inclusive education at the university is to provide the educational process with highly qualified, professionally trained teachers who have the necessary professional competencies to organize educational activities with students with disabilities and are able to organize individual and differentiated approaches to students in accordance with the peculiarities of their psychophysical development.

The involvement of students with disabilities in the higher education system naturally leads to an increase in the requirements for the activities of the teaching staff, the expansion of their functional responsibilities, changes in professionally significant and personal characteristics. This is evidenced by the "World Report on Disability", which states that " ... special teacher training plays a crucial role in the development of inclusive education". This issue, i.e. the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 pays special attention to improving the skills of the teaching staff (hereinafter - the teaching staff) of universities to work with students with disabilities. This requirement of the state educational policy determines the need to disclose the concept of "readiness of university teachers to teach students with disabilities".

Currently, there is a fairly large number of studies devoted to improving the pedagogical skills of university teachers. Thus, foreign and domestic authors have considered the peculiarities of training teachers for innovative, creative and research activities, the specifics of their introduction to scientific and theoretical knowledge

in pedagogical education (V. I. Zagvyazinsky, V. A. Kankalik, M. M. Zhanpeisova, T. A. Kaplunovich, Sh. Zh.Kolbayeva, Yu. N.Kulyutkin, I. D. Chechel, I. P. Tsvelyukh, N. N. Khan, etc.).

The possibilities of the influence of advanced training on the personal and professional development of the teacher: its initiation, stimulation, intensification (I. Y. Aleksashina, T. G. Brazhe, V. G. Vorontsova, R. H. Gilmeeva, I. D. Demakova, G. L. Ilyin, E. M. Nikitin, A. I. Savostyanov, I. N. Semenov, K. M. Ushakov, etc.). The mechanisms of professional development of teachers in the conditions of advanced training are described (V. I. Kondrukh, G. N. Prosumentova, V. I. Slobodchikov, etc.).

There is an increased attention to the subject-personal aspect of the development of professional activity and the implementation of the initiative by the teacher as a subject of professional pedagogical activity (K. A. Abulkhanova-Slavskaya, V. V. Kraevsky, V. A. Slastenin, I. P. Tsvelyukh, N. D. Khmel, N. N. Khan, etc.).

In connection with the active development of inclusive education, some studies have appeared on the problem of forming the readiness of teachers to teach students with disabilities (E. P. Yarskaya-Smirnova, E. S. Asmakovets, A. I. Artyukhina, V. I. Chumakov, N. V. Ivanova, A. N. Zholudova, O. V. Polyakova, Yu.V. Selivanova, E. B. Shchetinina, etc.). The solution of this issue is mainly implemented at the level of setting the problem and justifying the need for its solution. Much more attention in domestic and foreign scientific research is paid to the problem of teacher training at the level of basic and secondary education. In these studies, the issues of inclusive competence, the stages of its formation, including in the conditions of obtaining higher education by future teachers, are studied in sufficient detail, and the features of preparing teachers for educational and correctional activities in school are revealed (L. M. Kobrina, K. M. Duray-Novakova, V. V. Khitryuk, N. P. Artyushenko, I. N. Khafizullina, A. Ya. Chigrina, Yu. V. Shumilovskaya, Sh. Hardiman, E. Fitzsimons, C. Wendelborg, J. Tossebro, et al.).

Recently, there have been domestic works devoted to the peculiarities of the organization of higher education for students with disabilities and the formation of the readiness of university teachers for their training, which are presented mainly in the form of separate scientific articles (Z. A. Movkebaeva, B. M. Mazhinov, A. R. Rymkhanova, K. S. Tebenova, G. N. Museeva, T. S. Serikov, M. A. Bayanov, I. A. Oralkanova, Sh. Zh.Zhakhina, A. K. Korzhimov, A. S. Karzhova, A. T. Iskakova, G. Zakaeva, E. V. Shestakov). Despite the interest of Kazakhstani researchers in the

problem of the readiness of university teachers to teach students with disabilities, there is still no unity in the approaches to determining the necessary professional competencies for them. One of the reasons for this situation is that until now, the problem of training teachers to solve problems related to meeting the special educational needs of students with disabilities has not been the subject of special scientific research in Kazakhstan. Insufficient knowledge of this problem has led to a shortage of domestic educational and methodological materials for the organization of training of students with disabilities. Accordingly, the professional needs of university teachers who carry out educational activities with students with various disorders of psychophysical development and experience certain difficulties with its organization, to this day remain unresolved.

The above points to the existence of **existing** contradictions between:

- a social order to ensure conditions for fair and high-quality education of students with disabilities and insufficient readiness of university teachers to implement educational work with this category of students;

- the need for special training of university teachers to teach students with disabilities and insufficient theoretical justification of the content and technology of such training;

- the actual need of university teachers in special and adapted methods and methods of teaching students with disabilities and insufficient development of educational and methodological materials.

These contradictions determined the **problem** of research, which was the main prerequisite for the research search in this aspect, and consists in solving the question: what are the content and technologies of forming the readiness of university teachers to teach students with disabilities?

The research problem is caused by the need to study the readiness of university teachers to teach students with disabilities; to determine the state of practical experience of teachers in organizing the training of this group of students; to develop a program of events and accompanying scientific and methodological materials for preparing university teachers to teach students with disabilities, etc.

The relevance and lack of development of this problem determined the choice of the research topic: "**The readiness of university teachers to teach students with disabilities**".

The **purpose of the dissertation research** is the theoretical justification and methodological support of the process of training university teachers to teach students with disabilities.

Object of research: professional readiness of university teachers to organize educational activities with students.

The subject of the research: the readiness of university teachers to organize educational activities with students with disabilities.

The research **hypothesis**. If special targeted activities are organized to develop the readiness of university teachers to teach students with disabilities as an integrative education, including motivational-personal, content-based and operational-activity structural components, then the training of students with disabilities at the university will be carried out more effectively, since professionally trained teachers will be able to apply special methods and teaching methods adapted to the capabilities of students with disabilities.

The set goal, the object, the subject of the study and the proposed hypothesis determined the **objectives** of the research:

1. Clarify the essence and content of the concept of "readiness of university teachers to teach students with disabilities".
2. To determine the current trends in the professional training of university teachers to teach students with disabilities.
3. To substantiate the theoretical and methodological foundations of training university teachers to teach students with disabilities.
4. To develop a model for the formation of the readiness of university teachers to teach students with disabilities and determine its effectiveness.

The main position of the dissertation work is the leading idea of the research on the need and possibility of forming a fundamentally new psychological and pedagogical quality among university teachers - readiness to teach students with disabilities, since the values and principles of inclusive education determine the features of the professional activity of a teacher in a new educational situation (behavioral and communicative strategies of a teacher, methods of his professional and pedagogical activity). The proposed program for the formation of the readiness of university teachers to teach students with disabilities, which is based on the competence approach and installation theories, as well as a structural and functional model and adapted tools for assessing the readiness of university teachers to teach students with disabilities, will allow university teachers to form an integral characteristic of the subject of professional pedagogical activity. The component of his professional readiness is substantially determined by the complex of academic, professional and socio-personal competencies, which are interconnected in the system.

Theoretical and methodological basis of the research:

- systemic-structural approach (S. L. Rubinstein, A. N. Leont'ev, B. G. Anan'ev, A. V. Petrovsky, K. K. Platonov, L. I. Bozovic, etc.);

the theory of personal-activity approach to the study of the person and work (L. S. Vygotsky, P. Y. Galperin, A. N. Leontiev, S. L. Rubinstein, B. F. Lomov, V. A. Slastenin, P. G. Shchedrovitsky, K. M. Durai-Novakova, L. A. Kandybovich, A. A. Derkach, L. N. Tolstoy and others.);

- installation theory (L. Lange, D. N. Uznadze, S. L. Rubinstein, F. Znanetsky, Zh. B. Baiseitova, etc.);

- personality-oriented approach (A. G. Asmolov, E. V. Bondarevskaya, L. N. Mitin, A. G. Gromtseva, V. V. Serikov, E. E. Smirnova, etc.);

- individualization of learning in contemporary higher education (Weslowski S. G., E. A. Golubeva, I. A. Winter, H. With. Laytes, A. M. Novikov, etc.);

- cultural approach (I. E. Width, Bondarevskaya E. B., O. S. Gazman, B. T. Likhachev, H. E. Schurkova, I. S. Yakimanskaya, J. Corbett and others.);

- competency-based approach (V. V. Krajewski, M. N. Skatkin, I. Y. Lerner, G. P. Shchedrovitsky, V. V. Davydov, V. A. Kozyrev, N. F. Radionova, Tryapitsyna A. P., E. V. Piskunov, N. In. Chekaleva, I. A. Winter, A. K. Markov, A. N. Mitina, etc.);

- axiological approach (I. F. Isaev, S. I. Maslov, I. A. Maslov, V. A. Slastenin, L. A. Shipilin, E. I., Shiyanov, etc.);

- humanistic approach (A. Maslow, K. Rogers, G. Alpert, V. Frankl, Buhler Ch., R. Mei, S. Gerard, John. Bugental, E. Shostrom, K. S., Hall, G., Lindsay, F. Perls, etc.)

- environmental approach (A.V. Barabanshchikov, B. F. Lomov, Yu. S. Manuilov, I. R. Prigozhin, V. A. Yasvin et al.).

Sources of research: normative legal documents regulating the rights, content and conditions of education for people with disabilities; psychological and pedagogical works on the formation of readiness for professional activity; research of domestic and foreign scientists on the preparation of teachers for teaching students with disabilities; works of philosophers, sociologists, materials of international and national conferences and periodicals.

Research methods:

- theoretical, which include: theoretical analysis of philosophical, psychological and pedagogical literature on the problem of research; analysis and generalization of pedagogical experience; analysis of legislative and regulatory documents on the introduction of inclusive education and education in general;

- empirical methods, which include: questionnaires, observation, conversation, the method of expert assessments; psychological methods: the method of "Diagnostics of the level of empathy of I. M. Yusupov", the method of determining factors of professional stress and development of university teachers (authors - O. M. Chorosova, R. E. Gerasimova), the method of personality diagnostics for motivation to success by T. Ehlers, the questionnaire of communicative tolerance by V. V. Boyko;

- methods of quantitative and qualitative data processing.

Experimental base of the research: Abai Kazakh National Pedagogical University, Maria Grzegorzewskaya Academy of Special Pedagogy (Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie) of the Republic of Poland, Warsaw, Kazakh National Women's Pedagogical University, Institute of Advanced Training of Teachers in Almaty "of the National Center for Advanced Training "Orleu", Pavlodar State Pedagogical University and other universities of the Republic of Kazakhstan.

250 teachers of higher education institutions of Kazakhstan participated in the ascertaining study: South Kazakhstan State University named after M. O. Auezov, Kazakh Academy of Sports and Tourism, Pavlodar State Pedagogical University, Miras University, North Kazakhstan State University named after M. Kozybayev, Kostanay State University named after Akhmet Baitursynov, Karaganda State University named after academician E. A. Buketov, East Kazakhstan State University named after S. A. Buketov. Amanzholov, West Kazakhstan State University named after Makhambet Utemisov, Aktobe State Regional University named after K. Zhubanov and 60 teachers of the Maria Grzegorzewska Academy of Special Pedagogy in Warsaw.

Stages of the study. The study was conducted from 2015 to 2020 and included the following stages:

The first stage (2015-2016) was devoted to the study, analysis and generalization of philosophical, sociological, psychological and pedagogical approaches to the definition of the concept of "readiness of university teachers to teach students with disabilities". The scientific apparatus of the research is defined, the program of experimental work is developed.

The second stage (2016-2018) included a theoretical analysis of the problem, the study of domestic and foreign experience of the readiness of university teachers to teach students with disabilities, the collection and analysis of empirical material, the study of the readiness of university teachers to teach students with disabilities. A

model for the formation of university teachers' readiness to teach students with disabilities has been developed and tested.

For teachers working with students with OOP, methodological recommendations were developed to create an inclusive environment in the university. The provisions of the working hypothesis were tested.

The third stage (2018-2020) was devoted to the analysis, generalization and evaluation of the effectiveness of the scientific and pedagogical expertise of the results of experimental work; identification of the main ways to improve the practice of training university teachers to teach students with disabilities; testing of conclusions and recommendations in the educational process of the university.

Main provisions to be submitted for defense:

1. The readiness of university teachers to teach students with disabilities is a systemic integral quality, which assumes that teachers have certain personal qualities (a tolerant attitude towards students with disabilities and a stable motivation to implement inclusive education) and a set of knowledge and ideas about the features, opportunities and needs of students with disabilities, as well as knowledge of the ways, methods and techniques of working with these students, taking into account these features and needs.

2. Teacher training for students with disabilities is a personalized and continuous process of professional competence development aimed at achieving humanistic goals and the formation of pedagogical values, as a result, they are able to provide an individual and differentiated approach to students with various developmental disabilities.

3. The definition of the content, methods and means of forming the readiness of university teachers to teach students with disabilities is determined by modern trends in the development of education in the Republic of Kazakhstan and is based on the following theoretical and methodological approaches: strategies for changing the education system and social relations, system-structural, personal-activity, personality-oriented, cultural, competence, axiological, humanistic and environmental approaches, the theory of installation, individualization of training in modern higher education, etc.

4. The structural-content model of the formation of the readiness of university teachers to teach students with disabilities represents the unity of motivational-personal, operational-activity and content components, corresponding criteria and indicators.

The scientific novelty and theoretical significance of the research is that:

- for the first time in Kazakhstan science, the readiness of teachers to teach students with disabilities at the stage of higher and postgraduate education has been comprehensively and systematically studied;

- the author's definition of the concept "readiness of university teachers to teach students with disabilities" is given»;

- the primary significance of the psychological (personal) readiness of university teachers to teach students with disabilities is proved;

- based on the system-structural approach, a structural-content model of the readiness of university teachers to teach students with disabilities has been developed;

- theoretically justified and experimentally tested the psychological and pedagogical readiness of university teachers to teach students with disabilities;

-the effectiveness of the structural and content model of the readiness of university teachers to teach students with disabilities was experimentally tested.

The practical significance of the research lies in the development of methodological recommendations for university teachers to create an inclusive environment in the university.

The results of the study can be used in the system of professional development of teachers of organizations of higher and postgraduate education, during practical seminars, round tables for university teachers, etc.

Approbation and implementation of the research results were carried out:

- by participating in international scientific and practical conferences:

1. Orientacje i przedsięwzięcia w edukacji osób ze specjalnymi potrzebami edukacyjnymi (Polska, Siedlce 2017).

2. International Scientific and Practical Conference. Ukraine, Kramatorsk, 2017.

3. International Scientific and Practical Conference. - Astana, 2018.

4. VII Republican Scientific and Practical conference (with international participation). Republic of Belarus, Grodno, 2020.

Publications. The main provisions, results and conclusions of this dissertation research are reflected in 11 publications of the author, 4 of them – in the materials of international scientific and practical conferences, 5-in journals recommended by Committee for Control in the Sphere of Education and Science, 1-in a foreign journal included in the SCOPUS database. Based on the research materials, the methodological manual "Methodological recommendations for creating an inclusive environment in higher education" (Almaty-2020, Zialy baspasy. - 112 p.).

The volume and structure of the work: the dissertation consists of an introduction, two chapters, a conclusion, a list of sources used, and appendices.