

ABSTRACT
of the dissertation work on the topic
"Training a special teacher to work in an inclusive education", submitted for the
degree of Doctor of Philosophy (PhD) on the specialty «6D010500 - Defectology» by
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Research topic: Preparation of a special teacher for work in the conditions of inclusive education

Purpose of the study: theoretical substantiation, development and experimental verification of the organizational and pedagogical model of training a special teacher to work in an inclusive education.

Research objectives:

1. Substantiate and give the essence of the content of the concept of "training a special teacher to work in an inclusive education."
2. Determine modern foreign and domestic trends in the implementation of training of special teachers at universities.
3. Develop a list of professional competencies of special teachers at different levels of qualification as the goal of professional training.
4. Develop an organizational and pedagogical model for preparing a special teacher to work in an inclusive education environment and test its effectiveness experimentally.

Research methods:

- Theoretical (analysis of international and domestic regulatory legal acts in the field of education in order to identify the compliance of the content of pedagogical education with the requirements of the social order; historical analysis in order to identify the relationship between the processes of training special teachers at different stages of historical development; conceptual and terminological analysis of sociological and psychological and pedagogical literature in order to clarify the essence of the content of the concept of "training a special teacher"; modeling the process of preparing a special teacher to work in an inclusive education).

- Empirical methods: analysis of documents and statistical data to obtain information on the areas of training of special teachers in universities, on the number of students in these educational programs, etc.; semi-structured interview (conversation) in order to identify the attitude, assessment of participants in the educational process to the quality of training of special teachers to work in an inclusive education environment; questioning with the aim of compiling ideas about the level and state of readiness of special teachers to work in conditions of inclusive education; a formative and control experiment in order to test the content, methods and educational and methodological support for the training of special teachers to work in an inclusive education, search and test effective ways to organize work to form the readiness of special teachers to implement inclusive education, etc;

- Mathematical and statistical methods: quantitative and qualitative processing of the results of experimental work.

Basic provisions for defense:

1. The concept of "training a special teacher to work in an inclusive education", which is a purposeful, comprehensive and consistent activity to develop an integrative complex of inclusively oriented professional competencies, including personal (the formation of certain personal qualities that provide sustainable motivation for pedagogical activity in an inclusive education), cognitive (a set of knowledge and ideas on creating an adaptive pedagogical environment, consolidating and organizing a multidisciplinary team of specialists in psychological and pedagogical support for children with disabilities, etc.) and praxiological components (mastery of methods and techniques of working with all subjects of an inclusive community, etc.)

2. Modern foreign and domestic trends in the implementation of training of special teachers in universities, which are expressed in organizational (various organizational forms and types of training of specialists), substantive (awareness of a special teacher about the essence and content of

pedagogical activity in an inclusive education) and methodological aspects (professional skills and abilities).

3. The list of professional competencies of a special teacher at different levels of qualification, corresponding to the current requirements for his professionalism.

4. Organizational and pedagogical model of training a special teacher to work in an inclusive education environment, which is a holistic and consistent process, with a description of the goal, methodological foundations, principles, types of readiness, components of teacher training, pedagogical conditions and the result of training.

Main results of the study:

- substantiated and given the definition of the essence of the concept of "training a special teacher to work in an inclusive education";
- determined modern trends in the development of foreign and Kazakhstani pedagogical education in the preparation of a special teacher;
- developed an exemplary list of professional competencies of special teachers at different levels of qualification as the goal of professional training (graduate model);
- developed an organizational and pedagogical model for preparing a special teacher to work in an inclusive education environment, which is a purposeful, comprehensive and consistent activity and includes a description of the goal, methodological foundations, principles, types of readiness, components of teacher training, pedagogical conditions and the result of training.

Characteristics of the main results of the study are related to the initial methodological positions, the analysis of various literary sources on the research problem; a set of complementary theoretical and empirical methods that are adequate to the purpose, objectives and logic of the study, a sequence of stages of experimental work to advance and confirm the hypothesis put forward, the use of statistical data processing methods, a meaningful analysis of the results of empirical research.

Novelty and significance of the obtained results

The justification of the first scientific result is determined by the fact that on the basis of the applicant's analysis of psychological and pedagogical scientific works that consider the problems of professional training and professional readiness, the author's definition is given, clarifying the essence of the concept of "training a special teacher to work in an inclusive education" and characterizing its structural components.

The justification of the second scientific result is characterized by the definition of modern foreign and domestic trends in the implementation of the training of special teachers in universities, expressed in organizational, substantive and methodological aspects, through the study of theoretical sources, a critical review of scientific literature and their own observations.

The justification of the third scientific result is due to the development of an organizational and pedagogical model for preparing a special teacher to work in an inclusive education, consisting of conceptual, technological, productive stages and the definition of personal, cognitive and praxicological components.

The justification of the fourth scientific result is confirmed by the development of the content of the Profession Card Project "Special Teacher", the compilation and implementation of teaching aids for universities "Development of special and inclusive education in the world", the development of the content of elective courses "Introduction to the specialty" and "Fundamentals of volunteering", participation in advanced training courses, a training seminar, a webinar, an international online round table, obtaining positive results in the process of approbation of the organizational and pedagogical model of preparing a special teacher to work in an inclusive education.

Compliance with the directions of development of science and state programs:

Implementation of the main directions of the Law of the Republic of Kazakhstan "On Education", "On Social Medical and Pedagogical Correctional Support for Children with Disabilities" (2002) and the main objectives of the National Project "Quality Education "Educated Nation" imposes special requirements on the organization of professional psychological and

pedagogical support for children with disabilities in general education organizations. The need to organize and implement psychological and pedagogical support for children with disabilities in general education organizations and the introduction of the position of a teacher-defectologist (special teacher) determine the need to reorient the process of training special teachers for future professional activities not only in special educational organizations, but also in general educational kindergartens and schools as the chief specialist organizing psychological and pedagogical support for children with disabilities and responsible for their integration into the environment of normally developing peers. Training in universities of special teachers for the implementation of psychological and pedagogical support in the context of inclusive education will help to increase its effectiveness and minimize learning problems for children with disabilities in the process of learning in general education organizations.

The main idea of the study is in line with the Law of the Republic of Kazakhstan "On Education", the Law "On the Status of a Teacher" and the implementation of the main tasks outlined in the Message of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan on September 1, 2020 "Kazakhstan in a new reality: time for action", in National project "Quality Education" Educated Nation", in the Law of the Republic of Kazakhstan "On social and medical and pedagogical correctional support for children with disabilities", which indicates the relevance of the research problem.

Description of the contribution of the doctoral student to the preparation of each publication:

– Publications in journals indexed in the international Scopus database:

1. Training a special teacher: Opinions and experience of teachers in the conditions of inclusive education // Training a special teacher: Opinions and experience of teachers in the conditions of inclusive education. *Cypriot Journal of Educational Sciences*, - 17(3), P. 920–929. <https://doi.org/10.18844/cjes.v17i3.6985> (Co-authored by: Marina, K., Alpysbayeva, M., Nietbaeva, G.). The authors prove the need to improve the training of special teachers in an inclusive educational process. Contribution of the doctoral candidate in writing the article - 90%.

– Articles in scientific journals recommended by the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan:

1. Training of defectologists in Germany // Bulletin of Pavlodar State University named after S. Toraigyrov "Pedagogical Series" - No. - 1, 2020.- P. 200-208. (Co-authored by: Kenzhegaliev M.D.) The article considered the international experience of the Federal Republic of Germany in the training of future specialists in the context of inclusive education. Contribution of the doctoral candidate in writing the article - 85%.

2. "Problems of training special teachers to work in an inclusive education"// Bulletin of the Kazakh State Women's Pedagogical University. Series "Pedagogy and psychology". - No. 1 (77), - 2019. - P. 245-251. (Co-authored by: Sarzhanova A.N.) The article discusses various approaches to preparing a special teacher to work in an inclusive education. Contribution of the doctoral candidate in writing the article - 95%.

3. The essence of the concept of "training a special teacher" in psychological and pedagogical research // Kazakh National Pedagogical University named after Abay "Pedagogy and Psychology". - 1(38), 2019 - S. 36-41. The article discusses the essence of the concept of training special training in the context of inclusive education. Contribution of the doctoral candidate in writing the article - 95%.

– Articles in collections of materials of foreign and domestic international conferences articles are published:

1. "Foreign and domestic experience in the preparation of a special teacher in an inclusive education" // X International Socio-Pedagogical Reading. B.I. Livshits Psychological and pedagogical support for the education of vocational education, additional education, summer recreation and health improvement for children and adolescents. - Ekaterinburg. - 2018. - P. 36-40 (Co-authored by: Movkebayeva Z.A.70)

2. Teacher for everyone: inclusive education - foreign and domestic experience // "Prospects for the Development of Modern Science": Materials of the III International Student Scientific Conference. – Gwangju, Korea: Regional Academy of Management, - 2019. – P. 90-93 (Co-authored by: Keldekulova A.N., -85%).

3. Special teacher problems for psychological and pedagogical research // Materials of the International scientific-practical conference "Pedagogy and modern aspects of physical education". Kramatorsk, - 2019. - P. 341-349 (95%).

4. Competences of a special teacher in inclusive education // Bulletin of the Kazakh State Women's Pedagogical University. Series "Pedagogy and psychology". - No. 1 (77), 2021. - p. 245-251. (Co-authored by: Movkebayeva Z.A., 50%).

5. Development of a system of teacher-defectologist training in the context of inclusive education // International scientific and practical conference "VI Oraz readings: topical issues of Turkic culture in the era of digitalization" II volume, Shymkent, 2020. - P. 257-260 (Co-authored by: Movkebayeva Z.A., 65%).

6. Defectological knowledge as the basis for training a special teacher in an inclusive education // VII Republican scientific and practical conference (with international participation) "Socialization of the individual at different stages of age development: experience, problems, prospects" - Grodno, - 2020. - P. 38-41. (90%).

7. International experience in preparing future special teachers for work in an inclusive education // International online conference "Inclusive technologies in educational activities", KazNPU named after Abai. - Almaty. - 2021. - P. 42-50. (90%).

8. Competence of a special teacher in inclusive education // International online round table "Actual problems of training, retraining and advanced training of teachers and specialists in the field of inclusive and special education", dedicated to the 30th anniversary of Independence of the Republic of Kazakhstan (December 22, 2021). –Almaty. - 2021. - P. 31-41 (95%).

9. Problem aspects and factors of readiness of a special teacher to work in conditions of inclusive education // International scientific and practical conference "Modern problems of theory and practice special and social pedagogy: work with children with special educational needs" (dedicated to the 35th anniversary of the Surgut State Pedagogical University), Surgut. – 2022. - P. 53-60 (95%).

10. Training of teachers for work in conditions of inclusive education // Bulletin of M. Kozybaev NKSU, - No. 3 (44). - Petropavl, - 2019. - P. 164-170 (95%).

11. Integration of the educational activities of the university and the labor market as a condition for the implementation of state educational standards in the context of modern requirements for a university graduate // Materials of the inter-departmental scientific and practical online seminar Readiness of a teacher to work in an inclusive education, dedicated to the 30th anniversary of Independence of the Republic of Kazakhstan, Petropavlovsk. - 2021. - P. 29-34 (Co-authored by: Pustovalova N.I.,50%).

Study guides:

1. Development of special and inclusive education in the world. - Almaty, 2021. - 176 p. ISBN978-601-09-322546-3 (Movkebayeva Z.A.).

2. Development of special and inclusive education in the world.– Almaty, 2021. 147 p. ISBN 978-601-322-546-3 (Movkebayeva Z.A.)