

**METHODOLOGICAL BASIS FOR READINESS OF FUTURE LANGUAGE
TEACHERS TO WORK IN CONDITIONS OF INCLUSIVE EDUCATION**

***BASE METODOLÓGICA PARA PREPARAÇÃO DOS FUTUROS PROFESSORES DE
LÍNGUA PARA TRABALHAR NAS CONDIÇÕES DE EDUCAÇÃO INCLUSIVA***

***BASE METODOLÓGICA PARA LA PREPARACIÓN DE FUTUROS PROFESORES DE
IDIOMAS PARA TRABAJAR EN CONDICIONES DE EDUCACIÓN INCLUSIVA***

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ABSTRACT: The modern information society has changed information, knowledge, and technology into the leading resource. Reforms in the field of language education in the Republic of Kazakhstan have a humanistic orientation, where a special place is occupied by the education of persons with disabilities in development. The primary objective of the present study is to investigate an actual topic of today, the formation of language teachers' readiness to work in an inclusive education. In the context of reforming education in the Republic of Kazakhstan, there is a need to train foreign language teachers with new conceptual thinking, who understand the essence of the ongoing socio-pedagogical processes. Based on the analysis of theoretical and methodological literature, research works, the main theories and approaches are revealed that form the methodological basis for the formation of foreign language teachers' readiness to work in inclusive education.

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RESUMO: *A moderna sociedade da informação transformou a informação, o conhecimento e a tecnologia no recurso líder. As reformas no campo do ensino de idiomas na República do Cazaquistão têm uma orientação humanística, onde um lugar especial é ocupado pela educação de pessoas com deficiência em desenvolvimento. O objetivo principal do presente estudo é investigar um tema atual da atualidade, a formação da prontidão de professores de línguas para o trabalho em uma educação inclusiva. No contexto da reforma da educação na República do Cazaquistão, há uma necessidade de treinar professores de línguas estrangeiras com um novo pensamento conceitual, que entendam a essência dos processos sócio-pedagógicos em andamento. Com base na análise da literatura teórico-metodológica, revelam-se trabalhos de investigação, as principais teorias e abordagens que constituem a base metodológica para a formação da prontidão dos professores de línguas estrangeiras para o trabalho na educação inclusiva.*

Palavras-chave: *Educação inclusiva. Prontidão do professor. Educação de línguas. Professores.*

RESUMEN: *La sociedad de la información moderna ha convertido la información, el conocimiento y la tecnología en el recurso líder. Las reformas en el campo de la educación de idiomas en la República de Kazajstán tienen una orientación humanista, donde ocupa un lugar especial la educación de las personas con discapacidad en el desarrollo. El objetivo principal del presente estudio es investigar un tema actual de la actualidad, la formación de la disposición de los profesores de idiomas para trabajar en una educación inclusiva. En el contexto de la reforma de la educación en la República de Kazajstán, es necesario formar profesores de lenguas extranjeras con un nuevo pensamiento conceptual, que comprendan la esencia de los procesos sociopedagógicos en curso. A partir del análisis de la literatura teórica y metodológica, se revelan trabajos de investigación, las principales teorías y enfoques que forman la base metodológica para la formación de la preparación del profesorado de lenguas extranjeras para trabajar en educación inclusiva.*

Palabras clave: *Educación inclusiva. Preparación docente. Educación lingüística. Docentes.*

Introduction

All over the world, the generally accepted trend is inclusive education, which implies the joint education and upbringing of children with disabilities with children who do not have such disabilities. Inclusive education provides access for all categories of children to quality education, removing barriers to connecting with the world and integrating into society as a whole.

In the context of education reform, there is a need to train teachers with new conceptual thinking, who understand the essence of the ongoing socio-pedagogical processes. More than ever, high-quality school teachers are needed, focused not only on working with healthy children, but also with children with various developmental disabilities, taking into account

numerous social factors, the specifics of the immediate environment and the characteristics of socialization (Movkebaeva, 2012).

A distinctive feature of the training of future teachers in an inclusive education should be an orientation towards a competence-based approach, according to which the expected result of the educational process is not a system of knowledge and skills, but a set of key competencies. In this case, the following can be distinguished as the main ones: academic competencies (determining the ability to learn new knowledge); social and personal competences (ensuring the ability to follow the ideological and moral ideals of society and the state); professional competencies (allowing to formulate problems, set tasks, determine ways to solve them, develop plans and ensure their implementation in various areas of pedagogical activity).

As the studies of domestic and foreign scientists, as well as the experience of practicing teachers, confirm, the basis in the preparation of pedagogical personnel for work in an inclusive education is the formation of certain spiritual qualities and value orientation in them. Kazakh philosopher D.K. Kshibekova notes that the spiritual culture of the people is reflected in its humanity, decency, nobility, generosity and in the ability to admire beauty, reject vulgarity, immorality, and baseness. Distinctive features of character inherent in Kazakhs lie in the ability to reflect the objective world and emphasizes that "the Kazakhs' moral culture at the level of ordinary consciousness is raised to an unattainable height." In turn, this gives reason to believe that a people with the indicated moral and ethical qualities is characterized by a caring attitude towards all vulnerable segments of the population, i.e. the national character of the Kazakh people is highly humane and spiritually rich (Kussainov et al., 2020). As practice shows, due to inclusion there is a decrease in the isolation and alienation of the trainee, he becomes more active, ceases to feel his "peculiarity". The introduction of inclusive education contributes to the restructuring of the culture of an educational institution, involving everyone in its process: the teaching staff, students and their parents. The very diversity, the dissimilarity of students to each other acts as a powerful potential resource that contributes to the development and manifestation of creativity. In general, inclusive education is a unique process of accessible education for everyone, within the framework of which barriers associated with the dissimilarity of learners are eliminated, and conditions are created for self-disclosure of the potentials inherent in a person.

The researchers note that in order for inclusive education to be effective, it is necessary to change the mentality of the whole society and, first of all, teachers who implement the policy of inclusion, which should become an organic component of their professional thinking. Since

it is the personality of the teacher that becomes one of the key problems of inclusive education. The teacher must have a high culture, moral stability and professional competence. And this, in turn, will set new tasks - training highly qualified specialists to work in an inclusive education.

Education in modern conditions requires the preparation of competitive specialists with a high level of knowledge and skills in the field of inclusive education, as well as creative potential. The teacher should not only involve students in creative activities, but also teach them to develop their own creative potential. The teacher's desire to find a dialogue with each student is the basis of professional success. Emotional competence is an important factor in preparing future teachers to work in inclusive education. As practice shows, self-realization of a person in development, in the professional sphere directly depends not only on her life experience, knowledge, skills, abilities, but also on the level of emotional competence (Oralkanova, 2014).

By readiness we mean: “a stable personality trait, which is an essential prerequisite for teaching children with disabilities and characterized by the personality orientation of future teachers towards the implementation of the principles of “inclusive” education in their professional activities.

The formation of the readiness of future teachers for professional activity has certain methodological foundations. Analysis of theoretical and methodological literatures, research works shows that the methodological basis for the formation of teachers' readiness to work in inclusive education is the following theories and approaches (Oralkanova, 2014; Alexina et al., 2016):

- Theory of activity (S. L. Rubinstein, A. N. Leontiev, P. Ya. Galperin);

The activity approach is based on the principled position that the human psyche is inextricably linked with his activity and is conditioned by his activity. The goal of the process of forming teachers' readiness to work in inclusive education is not to equip them with certain knowledge, not to accumulate it, but to form the ability to act competently, taking into account the specific type and degree of developmental disorders in the child, a specific pedagogical situation and various difficulties, etc. In shaping the readiness of teachers for inclusive education, the idea that the main goal of teaching children with developmental disabilities is to provide the child with the ability to act in different situations is becoming fundamental, while the factual knowledge they receive in the classroom should become a means of teaching action.

- The theory of behavior motivation by A. Maslow;

In the process of forming the readiness of primary school teachers for inclusive education, it is necessary to focus on the highest level of the hierarchy of human needs, the process of training teachers should be built based on their desire and need for self-actualization. It is the work with children with disabilities in development that presents great opportunities for self-actualization of future teachers, since in the process of inclusive education the teacher clearly feels his noble mission, sees the results of his pedagogical activity to include children with disabilities not only in the educational process, but also in society. a life.

- Cultural approach (E.B. Bondarevskaya, O.S. Gazman, V.B. Novichkov, L.A. Belyakova, B.T. Likhachev, N.E. Shchurkova, Y.G. Azarov);

The culturological approach is viewed as learning in the context of culture, the reliance of education on the nature and values of culture. Highlighting the value of education, three constituent components are determined:

1. state value;
2. social value;
3. the personal value of education.

The state value of education is presented as the moral, economic, intellectual, scientific, technical, spiritual and cultural potential of the state. The social value of education is determined by the training and education of literate and professional specialists who are able to solve a wide range of professional and socially significant tasks set by society in the specific historical conditions of people's life. The personal value of education is a conscious need for a person to manifest his various cognitive needs and strive for the perfect development of his abilities.

- Deontological approach (K.M. Kertaeva);

The deontological approach is the doctrine of professional duty, the science of the moral, intellectual image of a person who has devoted himself to a noble cause - the upbringing of a person. By the deontological qualities of a future teacher, we mean a set of components of a teacher's personality that ensure his stable professional behavior in accordance with professional duty. The pedagogical consciousness allocated in this concept, i.e. the totality of knowledge and value attitudes of the teacher, which determines the nature of all his pedagogical activity and attitude to the profession and children, which consists of the personal and professional self-concept, the B-concept (the student's concept: the teacher understands, perceives, accepts and evaluates him) and D- concepts (concepts of activity: how a teacher understands and takes into account the nature and specifics of his pedagogical activity), are the leading provisions of inclusive education.

- Acmeological approach (A.A. Bodalev, A.A. Derkach, B.A. Turgunbaeva);

The acmeological approach is interpreted as the holistic development of a person, i.e. movement to one's own "acme" (top), the onset of the phenomenon of professional maturity, which is based on professional competence, pedagogical skill and humanistic orientation of the individual, stable motivation for self-improvement. This approach is considered in the process of forming a teacher's readiness to work in inclusive education not as a complete learning process at a university or during advanced training courses, but as a permanent, long and endless process of education and self-education of teachers.

- Competence approach (I.A. Zimnyaya, D. Ivanov, A.V. Khutorskoy, M.A. Choshanov and others);

The competence-based approach is aimed at the integrated development of knowledge and methods of practical activity that ensure the successful functioning of the teacher in key areas of life in the interests of both himself and society as a whole. The readiness of teachers to work in an inclusive education is considered through a complex of complementary components of psychological and professional readiness, which are identified with competencies (Abykanova et al., 2020).

- Axiological approach (B.M. Bim-Bad, B.G. Kuznetsov, V.A. Slastenin, P.G. Shchedrovitsky, etc.);

The axiological approach is traditionally considered one of the methodological foundations of humanistically oriented pedagogical education, because is aimed at the formation of humane professional and value orientations of the future teacher in the process of his preparation at the university.

This approach allows us to consider a teacher as a person who makes a worthy contribution to the social environment and the main subject realizing the idea of inclusive education is a teacher who, on the one hand, reflects the high humane development of society, and on the other hand, transforms the attitude of society towards children with disabilities as a value. ...

- Andragogical approach (I.A. Kolesnikova, S.I. Zmeev, B.A. Turgunbaeva);

The andragogical approach implies the creation of conditions for the implementation of the educational process in relation to adults. This approach is due to the fact that in the formation of teachers' readiness to work in inclusive education, we note the continuity of the process of teaching the features of inclusive education.

- An integrated approach to personality development (Namazbaeva Zh.I.);

An integrated approach considers education in the unity of its socio-economic, psychological and pedagogical problems; an important requirement of an integrated approach

is taking into account the interaction of diverse factors that determine the effectiveness of vocational education. According to the theory of an integrated approach of Zh.I. Namazbaeva, the teacher's readiness to work in inclusive education is considered in the context of a personality, in which the leading thought is the relationship of the cognitive, emotional-volitional sphere of the human psyche (Movkebaeva, 2012; Kussainov et al., 2020).

As practice and research by scientists show, the formation of teachers' readiness to work in inclusive education is based on the following principles:

- the principle of humanization, which determines the value of a child's life as the main priority;
- the principle of the value attitude towards the personality of each child in the educational and social space (creation of an environment of tolerant communication and interaction, recognition of the right to "otherness" ("he is the Other") and respect for the individual characteristics of each).

The scientific principle in the process of forming teachers' readiness to work in an inclusive education assumes that information provided to students at a university or at advanced training courses about the developmental features of children with developmental disabilities, the expediency and methods of adapting or simplifying the content of education, depending on the type, type and the degree of developmental disabilities should correspond to modern scientific achievements.

The principle of accessibility assumes that in the process of forming the readiness of primary school teachers to work in inclusive education, all information provided to them should be available, and each student should be provided with the necessary means of obtaining information and working with it.

The principle of connection between theory and practice is fundamental, since the knowledge gained in the classroom or course and that has not found application in practice, lose its significance. And as I. Goethe noted, "theory and practice are like inhalation and exhalation," and their separate consideration leads to the destruction of the system.

The principle of cooperation presupposes the development of creative relationships in the educational process of the university, based on the voluntary acceptance of the stimulating role of the teacher by students, which is manifested in the desire to learn from him, to communicate with him. As a result of cooperation, both students and teachers are subjects and act as communication partners. In preparing teachers for inclusive education, the principle of cooperation is gaining more importance than ever before, because the basis of the idea of inclusive education is the cooperation of teachers with other professionals, parents, etc.

The principle of pedagogical optimism in special pedagogy, this principle is interpreted as the teacher's confidence in achieving positive results of his work. In the preparation of general education teachers who will work in an inclusive education, therefore, an optimistic approach to future activities is especially important.

Summarizing the above, it can be stated that the readiness of future teachers is defined as a complex integral subjective quality of the personality, meaningfully revealed through a set of competencies and determining the possibility of effective professional and pedagogical activity in current conditions, and is the most important determinant that provides the opportunity to create conditions for teaching "special" children in the mass school.

The analysis of world social trends in the recognition of the rights of children with developmental disabilities to an equal existence, as well as education in general educational organizations, once again proves that in order to achieve the ideal implementation of inclusive education, it is necessary not only to create a physical environment, but the most important condition is the formation of the readiness of pedagogical personnel to work in inclusive education.

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