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Improving the psychological culture of teachers working in an inclusive environment

Abstract. *This article discusses the problems of preparing future teachers to work with children with special educational needs. The role of the teacher in the organization of inclusive education is revealed, attention is focused on the competence approach in the training of future specialists in the field of inclusive education, the content of professional competencies is revealed, the role of psychological culture in the professional activity of the teacher is determined. A comprehensive analysis of the concepts of «barrier-free environment» and «inclusive education», «psychological culture» and its value-motivational component is given. Based on the works of scientists, the content of the teacher's readiness for pedagogical activity and the issues of their preparation for inclusion are revealed. Therefore, the content of the article deals with the formation of the personality of a teacher of a new formation, in demand in the labor market, possessing not only theoretical and methodological teaching skills, but also able to solve problems of interaction with oneself and the social environment. The article presents data based on diagnostics aimed at studying the motivational sphere of students, value orientations and professional orientation to the future profession. The results obtained indicate the need for an integrated approach in the training of specialists.*

Keywords: *readiness, professional readiness, limitation of opportunities, psychological culture, motivational and value component, barrier-free environment.*

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Introduction

A feature of the modern system of higher education is the dynamism of its changes, the improvement of both structural components and the content of teacher training, which is reflected in the intensive reform of educational practice, the development and implementation of new pedagogical projects, the gradual formation of a humanistic orientation of the education system. An appeal is made to the individual as the highest social value of society, a social order is implemented for the education of a specialist with high intellectual and physical qualities, conditions are created for the development of a free, creative personality competitive in the labor market in each teacher.

At the present stage of the formation of higher education, the search for ways to improve the preparation of a future teacher to work with children with special educational needs, to provide the entire system of correctional and educational services with competent professionals who are ready to provide pedagogical support to children in inclusive education is of fundamentally new importance.

The teacher is a carrier of national and cultural values. With the process of inclusion of inclusive education in the educational environment, the requirements for the professional skills of teachers, the level of knowledge and competencies are increasing. All this leaves an imprint not

only on the methods of pedagogical activity, but also on the entire professional and pedagogical culture.

It is the teachers who have a great responsibility in implementing the inclusion mechanism. The effectiveness of the inclusive educational process depends on the level of their own training, professional position, and personal qualities. At the same time, the methodological aspect of readiness to work with this category of children and, in general, the psychological readiness of school teachers to implement the principles of inclusive education remains an urgent issue. All these aspects that make up the personal competence of a teacher must be laid at the stage of professional training.

The purpose of the article is to analyze the influence of the value-motivational component of psychological culture on the future pedagogical activity of students, to consider ways to improve it.

At the present stage, the organization of inclusive education is carried out on the basis of the regulatory framework: the Law on Education (as amended in 2021), the Law of the Republic of Kazakhstan On Social and medical-pedagogical correctional support for Children with Disabilities (dated June 26, 2021, No. 56-VII ZRK), the UN Convention On the Rights of the Child, etc.

To date, the problem of the growth of children with disabilities is one of the most pressing problems of education. So, for example, the number of children studying in inclusive classes is 2,698 children, which is 2% of the total number of children in the Abai region. This has led to the fact that public opinion is gradually coming to the realization that there is a need for qualified specialists of various profiles, as well as for a comprehensive solution to this problem.

The pedagogical community has an understanding of the need to create a 'barrier-free' educational environment and there is a need to develop technologies for organizing their educational activities that ensure the effectiveness of the process of socio-pedagogical adaptation of children with disabilities. Thus, the modern system of education and upbringing will have to adapt to the individual educational needs of the child, using new approaches to learning, using various forms, methods of teaching and upbringing.

It should be noted that in the Abai region, most schools and preschool organizations are aimed at organizing a 'barrier-free environment': MPA secondary school No. 42 with a boarding school, MPA secondary school No. 20, MSOE nursery school No. 8 «Balbobek», MSOE kindergarten No. 9 «Aigolek», etc.

Today, the general education system and school institutions are experiencing a shortage of providing psychological and pedagogical assistance to children by highly qualified specialists.

The necessity and expediency of preparing students for professional activities with children with special educational needs is due to a number of reasons. *большой распространённостью психофизических отклонений в развитии (различного генеза);*

1) teachers have difficulties in providing special psychological and pedagogical assistance, which raises relevance of training problem.

2) teachers experience difficulties when working with children with disabilities, associated not only with professional knowledge, but also with a low level of psychological readiness.

Methodology

Formation of teachers' readiness for this type of professional activity has its own specific features due to the nature of the activity itself and the requirements for the person carrying it out. There is no doubt that the formation of a teacher's readiness for professional activity in the conditions of inclusion must begin at the stage of his training at the university.

In this context, it is of interest to refer to a number of studies devoted to teacher training. A number of scientific papers and articles have been written on both general issues of professional competence of teachers (V.A. Slastenin, G.V. Nikitina, E.P.Kuznetsova), issues of inclusive education, problems of psychological and pedagogical support have been studied in many works:

R.A. Suleimenova studied the regulatory and legal foundations of inclusive education in the Republic of Kazakhstan; Z.A. Movkebayeva considered the issues of teacher training in inclusive education [1; 2]; V.V. Khitryuk, A.A. Baitursynova - scientific and methodological aspects of organizational and pedagogical conditions for the inclusion of children with disabilities in the educational process of secondary schools [3]; A.K. Kusainov, A.X. Argynov, P.A. Zhumakanova, A.S. Ospanova - scientific and methodological foundations of the organization of professional adult education in the field of inclusive education [4; 5]; I.A. Oralkanova, A.K. Oralbekova, I.A. Denisova, D.C. Zhakupova, S.C. Zhubakova, B.C. Baymenova - psychological foundations, features and fundamentals of teacher training in inclusive education of children with disabilities. Nevertheless, the problem of implementing existing scientific and methodological developments, the problem of supporting inclusive educational institutions and teachers engaged in this process remains insufficiently solved.

One of the important components of preparing future teachers for an inclusive environment is to increase the level of psychological culture.

Psychological culture is the ability and willingness to solve problems of interaction with oneself and the social environment, as well as knowledge of the causes of problems and the consequences of actions. At the same time, such a solution to problems should not interfere with the process of personal development. Psychological culture of the individual is expressed in the political, family, service, public, personal areas of people's relationships. It is based on the recognition of the value and diversity of the inner world of man. It is impossible to fully explain the real behavior of people or any mental phenomenon without an initial idea of the vulnerability and scale of the inner world of a person. Psychological culture of the individual determines the tolerant nature of human interaction. The basis of such interaction is the ability to be condescending to different people, tolerant of their lifestyle and behavioral characteristics, the desire for mutual understanding [6; 7].

Psychological culture assumes that the realization of knowledge in psychology is based on the principles of humanism, respect for others, responsibility, love and conscience.

Psychological culture occupies a special place among other types of cultures. It is included in the content of each of the cultures, because culture was created by man for man, therefore man is an obligatory element of each of the cultures. In various forms, the component of psychological culture can be found in the composition of household, hygienic, informational, economic, environmental and other types of culture. Thanks to the developed psychological culture, the effectiveness of a person's interaction with his own body and the subject environment, with himself as an individual and a personality in any sphere of being is ensured and the capabilities of the human body are increased [8]. Therefore, the formation and development of psychological culture is one of the key points in the professional training of any specialist. Psychological culture makes a person more successful, protects from unnecessary conflicts, failures, losses, psychological trauma, etc.

Thus, it can be noted that psychological culture is a very capacious and multidimensional phenomenon. First of all, it includes deep psychological knowledge, impeccable command of professional methods of work, professional readiness for independent activity, the ability to think independently, breadth of outlook, vision of personal and professional perspectives and problems.

Discussion

It is worth noting that the psychological culture of the individual is the result of the deep interaction of human development, education and training. Therefore, it is necessary to consider it with the inclusion of such categories as mental and psychological health, psychological literacy, reflection and value-semantic relations.

Especially important for a teacher working with children with special educational needs is his willingness to understand the mental states of students, i.e. empathy.

The readiness of a future teacher in the context of a competent approach presupposes the result of his training as a specially organized didactic process correlated with the formation of appropriate competencies. The better the professional training is carried out, the higher the level of readiness for professional activity [9].

Motivation-value, cognitive, organizational-activity, reflexive-analytical and productive components can be distinguished in the structure of readiness. Let's focus on the consideration of the motivational and value component, which includes the basic properties of the psyche and personal qualities of the future teacher.

The motivational and value component of the psychological readiness of the future teacher for professional activity meaningfully includes:

- attitude to the profession;
- the dominance of the motives of the subject-subject nature;
- the desire for self-realization in the profession;
- the desire to constantly improve in it.

The selected indicators are not the only qualitative characteristics of this component, but in the context of our study they are the most significant.

The purpose of our research is to determine the level of motivational and value readiness of the future teacher.

The subjects were students of 1-4 courses of the educational program «6B01302 Pedagogy and Methods of Primary Education» Alikhan Bokeikhan University. The sample size was 60 people.

To assess the effectiveness of our activities, a set of methods has been formulated to identify the readiness of the future teacher for professional activity from the position of the component we have identified.

In order to identify the content of the motives of future primary school teachers, a survey of students of the Faculty of Humanities was conducted. The survey covered 1st - 4th year students.

Results

To determine the dynamics of the motivational orientation of the individual for future correctional and developmental work with children with disabilities (hereinafter - D), a comparative survey of students was conducted. The survey was conducted using a questionnaire. The students' answers were distributed as follows.

Table 1

Results of motivational orientation

№	The content of the motive	Students of 1-4 courses
1	The desire to help children with disabilities	46%
2	The opportunity to improve their level of pedagogical training in working with children with disabilities	53%
3	Opportunity to receive special education	55%
4	The opportunity to have a good salary	41%
5	The desire to excel, to achieve personal success	18%

The results of the survey showed that among the motives for focusing on working with children with disabilities, the leading place is occupied by the opportunity to receive special education (55%) and the desire to help children with disabilities (46%). The presence in the list of the desire of future teachers to increase the level of professional training, to receive additional (2 higher) education, indicates a professionally stable interest and the ability to reflect; the last place is occupied by the desire to distinguish themselves (18%).

According to the results of the conversation: to the question of what attracts students to the profession of a teacher working with children with disabilities in psychophysical development (B), 53% of respondents noted as the main thing - the desire to educate and teach a child with various disabilities in psychophysical development; 25% - see it as an opportunity to overcome pity for the child with deviations in psychophysical development; 16% - the opportunity to realize their abilities; 5% - the opportunity to see the results of their work. From the data presented, it can be seen that the motivational and value orientation of students in working with children with disabilities has a positive character.

In order to study the value orientations of the personality of students, the methodology «Value orientations» was carried out (M. Rokich in the adaptation of V.A.Yadov).

Based on the results of M. Rokich's methodology of value orientations (adapted by V.A.Yadov), we identified the following values that are significant for students: happy family life (52.7%), health (23.3%), love (12%). At the same time, it is worth noting that the remaining 15 terminal values account for only 12%. If we evaluate the second most important value of students, then here we see about the same picture: health (34.7%), happy family life (22%), love (21.3%). It can also be noted that they often put active life (4.7%) and freedom (5.3%) in second place in importance. The remaining 13 terminal values account for 12%.

Conclusion

It is known that the motivational sphere varies at different stages of professional activity. So, based on the results of conversations with students, practical teachers, we found that at the stage of choosing a profession, there is an interest in the content of the activity, an understanding of the importance of providing pedagogical, correctional and developmental assistance to various categories of children with disabilities in psychophysical development, a desire to get a higher education. In the process of developing psychological culture, its value-motivational component, it is necessary to form awareness of the choice of profession, the need for further professional self-development.

At the stage of professional training, adaptation to pedagogical activity begins, clarification of their claims, possible loss of interest in the chosen profession.

At the stage of professional activity, the individual style of activity is improved, intuition, pedagogical vigilance develops, the nature of professional activity is formed. But for each teacher-practice, the time of formation of these indicators is purely individual. This question is relevant, because traditionally, during their studies at the university, students do not fully assimilate the nature of future work and only partially get acquainted with it during pedagogical practice. Therefore, the work on the formation of students' motivational and value orientation remains relevant and requires long-term systematic work.

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Инклюзивті ортада жұмыс істейтін мұғалімдердің психологиялық мәдениетін арттыру

Аңдатпа. Бұл мақалада болашақ мұғалімдерді ерекше білім беру қажеттіліктері бар балалармен жұмыс істеуге дайындау мәселелері қарастырылады. Инклюзивті білім беруді ұйымдастырудағы мұғалімнің рөлі ашылады, инклюзивті білім беру саласындағы болашақ мамандарды даярлаудағы құзыреттілік тәсілге назар аударылады, кәсіби құзыреттіліктің мазмұны ашылады, мұғалімнің кәсіби қызметіндегі психологиялық мәдениеттің рөлі анықталады. «Кедергісіз орта» және «инклюзивті білім», «психологиялық мәдениет» және оның құндылық-мотивациялық компоненті ұғымдарына жан-жақты талдау жасалады. Ғалымдардың еңбектері негізінде педагогтің педагогикалық қызметке дайындығының мазмұны және оларды инклюзияға дайындау мәселелері ашылады. Сондықтан мақаланың мазмұнында біз еңбек нарығында сұранысқа ие, оқытудың теориялық және әдістемелік дағдыларын ғана емес, сонымен бірге өзімен және әлеуметтік ортамен өзара әрекеттесу мәселелерін шеше алатын жаңа формациядағы мұғалімнің жеке басын қалыптастыру туралы айтып отырмыз.

Түйін сөздер: дайындық, кәсіби дайындық, мүмкіндіктерді шектеу, психологиялық мәдениет, мотивациялық-құндылық компоненті, кедергісіз орта.

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Повышение психологической культуры педагогов, работающих в инклюзивной среде

Аннотация. В данной статье рассматриваются проблемы подготовки будущих педагогов к работе с детьми с особыми образовательными потребностями. Раскрывается роль педагога в организации инклюзивного образования, акцентируется внимание на компетентностном подходе в подготовке будущих специалистов в области инклюзивного образования, раскрывается содержание профессиональных компетенций, определяется роль психологической культуры в профессиональной деятельности педагога. Дается всесторонний анализ понятий «безбарьерная среда» и «инклюзивное образование», «психологическая культура» и ее ценностно-мотивационный компонент. На основе трудов ученых раскрывается содержание готовности педагога к педагогической деятельности и вопросы их подготовки к инклюзии. Поэтому в содержании статьи речь идет о формировании личности педагога новой формации, востребованного на рынке труда, владеющего не только теоретико-методическими навыками преподавания, но и способного решать проблемы взаимодействия с самим собой и социальным окружением.

Ключевые слова: готовность, профессиональная готовность, ограничение возможностей, психологическая культура, мотивационно-ценностный компонент, безбарьерная среда.

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