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## FEATURES OF THE FUTURE OF TUTORING FOR THE TEACHER OF CHEMISTRY IN INCLUSIVE EDUCATION

### *Abstract*

Inclusive education – ensuring equal access to education for all learners, taking into account the diversity of special educational needs and individual opportunities. People with disabilities need to acquire the fundamental knowledge that enables survival in society under the specific demands caused by functional limitations that hinder participation in ordinary education systems.

The system of inclusive education represents the system of inclusive education which includes disabled children, in the general education and social adaptation, irrespective of their floor, origin, religion or the status, for elimination of barriers to their children, special support for needs of the state, that is quality of the general education which is focused on effective state policy. Thus, on the basis of inclusive education it is provided to all disabled children equal opportunities and also a deep comprehension of special needs of children with special needs.

**Key words:** inclusive education, children with special education, competence, chemistry teacher, readiness.

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## ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА БОЛАШАҚ ХИМИЯ ПӘНІ МҰҒАЛІМДЕРІН ДАЯРЛАУДЫҢ ЕРЕКШЕЛІКТЕРІ

### *Аңдатпа*

Инклюзивті білім беру, білім – адамның негізгі құқығы және ол әділетті қоғамның негізі болып табылады деген сенімнен туындайды. Инклюзивті білім беру – тұлғаның арнайы білім беру қажеттіліктері, жеке мүмкіндіктері мен қаблеттерін ескере отырып, барлық студенттердің білім алуына тең дәрежеде бірдей қол жеткізуін қамтамасыз ету. Мүмкіндігі шектеулі адамдарға арнайы білім беру жүйесіне қатысуға кедергі келтіретін функционалды шектеулерден туындаған ерекше талаптарға сәйкес қоғамда өмір сүруге мүмкіндік беретін негізгі фундаментальды білімге ие болуы керек.

Инклюзивті білім беру жүйесі дегеніміз - барлық балаларды, соның ішінде мүмкіндіктері шектеулі балаларды жалпы білім үрдісіне толық енгізу және әлеуметтік бейімделуіне, жынысына, шығу тегіне, дініне, жағдайына қарамастан, балаларды айыратын кедергілерді жоюға, ата-аналарын белсенділікке шақыруға, баланың түзеу-педагогикалық және әлеуметтік мұқтажықтарына арнайы қолдау, яғни, жалпы білім беру сапасы сақталған тиімді оқытуға бағытталған мемлекеттік саясат. Демек, инклюзивті оқыту негізінде мүмкіндігі шектеулі барлық балаларға деген теңдік қатынасты қамтамасыз ету, сонымен бірге оқытудың ерекше қажеттілігі бар балаларға арнайы жағдай қалыптастырудың терең ойы жатыр.

**Түйін сөздер:** инклюзивті білім беру, ерекше білім беруді қажет ететін балалар, күзiреттiлiк, химия пәні мұғалімі, дайындық

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## ОСОБЕННОСТИ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ХИМИИ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

### *Аннотация*

Инклюзивное образование выросло из веры в то, что образование является одним из основных прав человека и что оно обеспечивает основу для более справедливого общества. Инклюзивное образование - обеспечение равного доступа к образованию для всех учащихся с учетом разнообразия особых образовательных потребностей и индивидуальных возможностей. Людям с ограниченными возможностями необходимо приобрести фундаментальные знания, которые позволяют выживать в обществе в соответствии с особыми требованиями, вызванными функциональными ограничениями, препятствующими участию в обычных системах образования.

Система инклюзивного образования-это государственная политика, направленная на полное включение всех детей, в том числе детей с ограниченными возможностями в общеобразовательный процесс и эффективное обучение, направленное на устранение барьеров, отличающих детей, независимо от их социальной адаптации, пола, происхождения, вероисповедания, положения, призыв к активности родителей, специальной поддержке коррекционно-педагогических и социальных потребностей ребенка, т. е. при сохранении качества общего образования. Следовательно, в основе инклюзивного обучения лежит глубокая идея обеспечения равноправного отношения ко всем детям с ограниченными возможностями, а также создания специальных условий для детей с особыми потребностями в обучении.

**Ключевые слова:** Инклюзивное образование, дети с особыми образовательными потребностями, компетентность, учитель химии, подготовка

**Introduction.** State programs and strategic development plans for education in the Republic of Kazakhstan for 2011-2020 provide mechanisms of integration of disabled children into the general educational environment and providing the available environment according to which 70% of high schools in 2020 will have access to education for disabled children and also tutoring of experts.

The competent purpose of educational policy of the Republic of Kazakhstan is upgrading of education and ensuring access to quality education for all. In this regard today of one of primal problems introduction of children with limited opportunities in the general education system of the Republic of Kazakhstan. On this "Convention on the Rights of the Child" (1989) guaranteeing the right of disabled people for equal access to education in Kazakhstan, vocational education and regulation of education of children with special needs "the Salamandrsky declaration" (1994), state programs of development of education of 2011-2020, the Law of RK "About Education", etc.

Professional and pedagogical activity of specialists in inclusive education is also crucial at implementation of policy of inclusive education.

Changes in the educational area and changes in the educational environment demand adaptations to a new type of new professional activity, and not only education and education of children, but also ways of social development, socialization of children. Also formation of professional and pedagogical activity and professional competence is supposed.

The purpose of the article: Theoretical substantiation of the conditions for preparing future chemistry teachers for teaching children with special needs in an inclusive education.

The objectives of the article:

- Determination of the level of preparation of future chemistry teachers to work in the system of inclusive education;
- Formation of preparation of future chemistry teachers for work in the system of inclusive education.

**Literature Review.** Scientific initiatives of the present of a phenomenon of inclusive education of teachers and conditions of their formation in Europe, the USA and Russia: philosophical and methodological aspects of inclusive education are defined (A-C. Armstrong, D. Armstrong, E. Spandagou (2011); D. Goodley, K. Runswick-Cole (2011); J. Rix (2011); J. McLeskey (2011); F. Polat (2011); N.L. Waldron (2010); N.N. Malofeev (2009, 2011); N.M. Nazarova (2010, 2011); E.I. Purgin (2014); M.M. Semago (2012) etc.); training of teachers of chemistry at comprehensive school N.V. Kuzmina, V.S. Ilin; the comparative analysis of historical and social determinants of inclusive education in educational processes of the different countries (K. Goransson, C. Nilholm, K. Karlsson, R.G. Berlach, D. J. Chambers (2011)); vectors of interaction and interaction of systems of general and vocational education are defined (Sh. Hardiman, S. Guerin, E. Fitzsimons (2009); C. Wendelborg, J. Tossebro (2011); L.M. Kobrina (2012); N.M. Nazarova (2010); N.N. Malofeev (2012) and etc.); various aspects of experience of inclusive education at the preschool and school level (J. Goodman, M. Hazelkorn, J. Bucholz, M.L. Duffy, Y. Kitta (2011), H. Warming (2011)), the relations between normal and "unusual" children in space of inclusive education (M. Koster, M.E. Timmerman, H. Nakken, S.J. Pijl, E.J. van Houten (2009); L.S. Soodak (2003); I.V. Vachkov (2012)), the nature of the interpersonal relations and psychological climate in an inclusive class (M. Schmidt, B. Cagran (2006); the analysis of psychology and pedagogical literature showed that the phenomenon of inclusion of a speech pathologist in inclusive education wasn't subject to a self-contained research at the methodological level. Most of researchers focused on development of skills of experienced speech pathologists and other teachers (educational psychologists, teachers-speech pathologists etc) in the education system necessary for work in inclusive education. (S.V. Alehina (2011, 2012); D.Z. Ahmetova (2013), M.M. Bezrukih (2013), E.N. Kutepova (2011), E.A. Martynova (2014), V.N. Ponikarova (2013, 2014), N.A. Romanovich (2013)). Part of a research is devoted to formation of inclusive competences of future teachers, formation of requirements to results of tutoring of university graduates, definition of methodological approaches and methodological approaches to this work. (A.V. Vinevskaya (2011), O.V. Vorobyeva (2014), A.D. Goneev (2013), M.Iu. Denisova (2014), E.G. Samarceva (2012), E.S. Slusareva (2014), I.N. Hafizullina (2008) etc.

**Materyales and methods.** The teacher can be successful inclusive experience if the value and the idea of inclusion are valuable. Only after this teacher and pupils (children with limited opportunities and deviations in development) have the valuable purposes, valuable values (the valuable relations, values) which allow them to be the socially fissile, to be guided worldwide and to distinguish their qualitative and valuable variety. quality and value education). Thus, strengthening of axiological aspect of training of teachers in the inclusive environment will allow to achieve the humanistic objectives and the professional and humanistic orientation directed to realization of the humanistic principles concerning children with limited opportunities and formation of professional values for teachers. At the same time the question of training not only of experts, but also other object experts, including teachers of chemistry, is engaged in inclusive education. It is well-known that not only an explanation of specifics of chemistry, but also it is individual, influencing the children needing special tutoring in a class for delivery of a subject to special children particular competences from future expert are required.

In recent years the attitude of teachers towards their ability becomes efficient to solve the professional problems more and more widespread as the competence (a theoretical basis of competence-based approach) is widespread. In the context of theoretical bases of competence-based approach many domestic scientists considers result of development of professional competence of the teacher and as process. [3]

Thus, A.K. Markova wrote that in the course of tutoring it is necessary to make an integral part of professional competence of the teacher, namely:

- professional (objective and obligatory) pedagogical education (gnostic component);
- professional pedagogical principles, requirements of teachers of the specialties (valuable and sensing component);
- professional (objective / obligatory) pedagogical skills (active component);
- features of the person (personal component) which give to the teacher professional knowledge and skills. [4]

L.M. Mitina considers that in the course of tutoring the professional competence of the teacher has to be formed of three structures: active, communicative and personal. Provides training of teachers for pedagogical education, pedagogical instruments and approaches to exercise of pedagogical activity. The communicative structure means development of creative skills and skills of pedagogical communication: informational, social and perceptual, axiomatic, interactive, affective. The structure of the person reflects a pedagogical rhythm, a pedagogical reflection, pedagogical orientation, pedagogical thinking and the pedagogical purposes. [5]

As it is noted above, A.K. Markov and L.M. Mitin can be carried to the fact that future teachers are focused on successful adaptation of rapid changes in life which forms professional competence of the future, promoting its further self-development. It allows to draw the following conclusions: content of vocational education has to be flexible, mobile and the modern. This principle should be considered when determining specifics of training of teachers in the context of inclusive education. In the absence of flexibility and mobility, it doesn't give any effect by preparation for this research as the nature of frustration depends on specific educational needs and also from intensity and readiness of the child to develop with normal peers and also from experience of social interaction of each child with limited opportunities inclusive student teaching, according to readiness of the child to have problems with health according to young norms, has to be reconstructed, coordinated, modernized.

We consider research result a number of researchers (Kozyrev V.A., Piskunova E.V., Radionova N.F., Trapitsina A.P., etc.) *on training of future subject teachers working in the context of inclusive education including teachers of chemistry*. According to authors, it is necessary to specify in logic of competent approach that unit of vocational training is a professional task. At the same time the set of professional tasks is the center vocational training, and stages of his professional competence define "expansion" of logic of its contents.

Scientists found as a result of preparation of professional competence that it "... defines the integral characteristic of the professional skills arising in real professional situations and ability to solve typical professional problems with use of knowledge, professional and life experience, values and tendencies". [3] Besides, authors considers "ability" as "skills", but not as "adaptation". Besides, the most important lines of competence were revealed by scientists: action the nature of the generalized skills in field of knowledge and skills; ability to make a choice on the basis of true assessment of in this or that situation.

Such approach will be coordinated with logic of our research because it will be coordinated with professional features of a pedagogical profession in inclusive education. As for inclusive education, the teacher has to find the same features and also know personal and youth psychology and pedagogical features of children with limited opportunities. In the course of inclusive education pedagogical workers face need of the choice of the best practice of the organization of children with violations of development with normally developed children. Also important will arrange the relations between these children, with between parents and pupils, between teachers and parents, between teachers and children.

In an inclusive the educational environment has to have special feature which will consider its correctional character. It will help to satisfy the needs for vocational education of the children needing vocational education and will help normal children to overcome negative attitude to children who are shortcomings of their health. Respectively, the teacher of chemistry has to be able

to create favorable conditions for development of children and teenagers. Moreover, as it is noted in competent approach, the solution of professional tasks of the teacher is planning and implementation of continuous self-development. This inclusive education does not contradict a phenomenon which cornerstone social and pedagogical phenomena, creation of special culture in society which is the mandatory requirement for the children needing vocational education.

As it was stated above, training of future teachers of chemistry for work on inclusive education is considered as formation of ability of children with violations of development and normally developed children of vocational training and organizational work. As a result of such training of the teacher are ready to ability and to any situation:

- to understand philosophy of inclusive education, to be able to define personal and psychology and pedagogical regularities of personal development and development of disabled children in the environment of inclusive education and also to reveal the set laws and features;
- the choice of optimum methods of the organization of inclusive education and also drawing up the training program for normally developed and children with limited opportunities;
- use of pedagogical interaction between all subjects in the correctional and educational process focused on the general inclusive education and the valuable relations with children with limited opportunities;
- to develop the environment of correction and development in the environment of inclusive education and to use resources of educational institutions for development of all children;
- self-realization of vocational training concerning development of children with normal development and violations of development.

Having considered different scientific views, we can tell that the case in point is that, based on training of teachers, scientists offer various methodological approaches and theoretical justifications. These approaches and justifications: personal action (K.A. Abulkhanov-Slavskaya, V.A. Adolphus, V.N. Vvedensky, B.S. Gershunsky, L.N. Gorbunova, E.F. Zeer, V.V. Krayevsky, I.P. Tsvelyukh, V.D. Shadriko and etc.), axiological (I.F. Isaev, S.I. Maslov, T.A. Maslova, V.A. Slastenin, L.A. Shipilina, E.I. Shiyanov and etc.) and theoretical bases of competence (V.A. Kozyrev, A.K. Markova, L.M. Mitina, E.V. Piskunova, N.F. Radionova, A.P. Tryapitsyna, N.V. Chekalayeva and etc.); In our opinion, target professional development of teachers who study on three components will be provided: motivational and valuable, operational behavioural and reflex assessment.

We analyze bases of vocational training in comments of authors, offering various scientific approaches and that scientists-researchers focused on features of the organization of future teachers of chemistry who want to work in inclusive education..

From our point of view, the idea of collective partnership has to be based on the organization of teachers who are ready to work in inclusive education. Partnership is a cornerstone of educational process in which the wide range of experts (the teacher-logopedist, the teacher-psychologist, the teacher-speech pathologist, the subject teacher), group work taking into account their interests, an opportunity and abilities participates.

Concerning training of future teachers of inclusive education, E.L. Agafonova, M.N. Alekseeva, S.V. Alekhina, E.N. Kutepova, Zh.H. Cherenkova gave value. They consider training of teachers for inclusive education in two blocks, in particular, within vocational and psychological training. Authors allocate the following components in structure of vocational training: the acquired pedagogical technologies, knowledge of fundamentals of correctional pedagogics and special psychology, information preparation, flexibility in training and teaching, accounting of individual distinctions at children, a reflection and result of professional practice and also preparation for professional interaction. In structure of a psychological training it is blocked: the motivational preparation consisting of private structures (the moral principles of the teacher and doubt concerning inclusion); adoption of mood of children with different deviations in development (perception and a denial); training of such children for educational services (accessory or isolation).

Authors especially paid attention at implementation of training of teachers of chemistry for inclusive education, and the first pillars are focused on value and psychological changes and also at the level of their professional competence.

Opinions of these scientists, on the one hand, do not coincide with scientific views of other authors mentioned above. On the other hand, there is an obvious contradiction and inability to completely understand readiness of the teacher for this professional career, including inclusive practice.

In our opinion, allocation of professional and psychological components as independent and alternative future teachers of chemistry in structure of the organizational and pedagogical direction in the system of inclusive education is inexpedient. From now on the professional independence shows existence of a psychological component that is confirmed by representatives of competent approach. In principle, it is impossible to solve any professional problem outside a psychological background. The psychological component of vocational education understands bases of inclusive education and reveals itself when it is about features of development of children with limited opportunities.

When developing inclusive educational process the teacher of chemistry needs to choose suitable methods of the organization of children with violations of development and development taking into account psychological features of the children needing vocational education. It is psychologically reasonable and important to solve the problem connected with formation of high-quality interaction and inclusion of all objects of inclusive education. Future teachers of a profession the chemist can create conditions of professional development and include psychological components, motivational training, emotional perception of children with development in development and inclusion of such children in educational activity. The last group of skills which is the indicator of readiness of future teachers for inclusive practice consists of three components: cognitive, personal and official. A.N. Gamayunova communicates with separate component groups (special, all-pedagogical, professional) and also establishes that all components are interconnected, and professional activity is successful at communication. [1]

From our point of view, the future of teachers of chemistry assumes readiness to work in inclusive education. However training of students for future professional career demands the long period, and it is necessary to encourage those qualified teachers who work now together with those who have normal development and work with children with deviations.

The question of training of future teachers working within inclusive education was opened by A.S. Siratyuk. Considering structure of professional competence, the author defines the following components:

1. Professional competence: ability to use knowledge gained by future expert, ability to solve practical skills in inclusive education; formation of the tolerant attitude of society towards the children needing vocational education; propaedeutic work on inclusive education; creation of the uniform integrated educational environment for these children; The organization of political support of parents of the children needing vocational education on legal, social, medical and psychology and pedagogical problems; inclusive mental development and socialization of children.

2. Main professional qualities of the person: Indicator of motivational availability for service with the children needing vocational education; Self-professional and personal needs of development; empathy approach; compassion and communicative abilities.

3. Professional personal position: Creation of the tolerant, standardized, generalized and personalized educational environment for the children needing vocational education. [9]

A.S. Siratyuk's views are closer to the scientific principles within competence-based and axiological approaches and at the same time did not lose the originality. This scientist, as well as other researchers, considers professional competence a basis of the creativity. However the feature of an author's position is shown (professional competence, main professional qualities of the personality, professional and personal position) in identification of certain components of

professional competence. In general it characterizes further development of professional competence.

From our point of view, personal compilation of A.S. Siratyuk it is appropriate in theoretical and practical training of teachers for realization of inclusive experience. It is also important to note that a basis of a uniform system of training for the author is that it is impossible to introduce completely inclusive education in kindergarten or comprehensive school, having refused one component (for example, repeated parental support of parents). It is worth paying attention to A.S. Siratyuk's idea and demands teacher's account for preparation for inclusive education.

The following group of researchers (I.E. Averina, T.P. Dmitriyeva, M.M. Semago and M.L. Semenovich) considers that training in inclusive education can be effective only if it is directed to adoption of philosophy of inclusive education; definition of priorities of inclusion for an education stack; provides responsibility for introduction of children on the educational environment demanding vocational education; children from a psychological basis with different dispersion depends on modern scientific concepts. [8]

As authors are supporters of synergetics, they offers comprehensive realization of readiness of practitioners, including teachers of chemistry which are introduced by inclusive practitioners. [7] Scientists mark out three aspects of preparation: The value, organizational, substantial, and program readiness are based on modules. The modular program of training is designed for different experts (teachers of institutions of inclusive education, administrative personnel, inclusive supervisory authorities, including guides). All course consists of the general and profile modules for distinction when training various experts.

The above demonstrates that we need to consider value, the contents and organizational components when training the teachers working in the sphere of inclusive education. Besides, providing a subjektation and inclusions of this process by purposeful development of modules for teachers of inclusive education. The last is a basis for self-development of teachers and an indicator of their personal and professional development.

V.V. Hitryuk, leaning on a method of competent approach “adaptation to professional and pedagogical activity on the basis of a complex of the academic, professional and social and personal competences of a context of inclusive education which is subjectively complex integrated personality” defines future teachers as readiness for the system of inclusive education [10]. The academic competence, according to the author, means ability to master dictionaries and techniques in the area an inclusive and also to use these skills at the solution of practical tasks. The professional competence assumes ability and ability to work according to requirements of original pedagogical questions. The social and personal competence includes ability to treat the person as to the personality and also ability of the person to interact with other people, group or society.

The offered theoretical approach requires attention to training of the teachers working in the context of inclusive education, including teaching chemistry. The author emphasizes importance of creation of approach with added value to children who need the general inclusion and individual education. Proceeding from it, V.V. Hittyuk considers need of mastering scientific bases of vocational education on the basis of personal experience of the teacher as a result of complex and subjective characteristics of training.

In our research S.I. Sabelnikov's position is important. The author establishes special requirements to vocational and personal training of teachers with the basic adjusting knowledge and teachers with basic education and special professional qualification, teachers of inclusive education. As a basic component the author (material, psychology and pedagogical and methodical education, skills and abilities) understands vocational pedagogical training, and as a special component the following pedagogical skills and knowledge: to know bases of inclusive education, to distinguish it from traditional forms of education;

- to know features of pediatric and personal development and psychological regularities of children;



- knowledge psychology-didactic methods of development of educational process in development of the normal and developing children with deviations.;

- to realize different pedagogical approaches among all subjects (with pupils separately and on group, parents, colleagues, teachers, employees) of the educational environment. [6]

According to us, with the specified psychology and pedagogical knowledge it is necessary to train not only teachers of a system of vocational education, but also other subject teachers who are engaged in education of children with normal development. Necessary agree with the author's position. Qualitative components of training of teachers for inclusive practice are adequately reflected. However the teachers who do not have inclusive education, and the teachers who do not have vocational education do not need vocational education when they need training of the children. That trains these teachers determines not only the content, but also the technological needs for new professional career. In this case I.N. Hafizullina in her dissertation researches trains future teachers of inclusive education as to a component of professional competence and creation of "inclusive competence" which is a part of functional and substantial competences. In structure of inclusive competence the author combines motivational, cognitive, reflexive and operational components. The professional competence of the teacher is the integral characteristic of the pedagogical work provided in various situations, including in a context an inclusive. Respectively, there is no need to begin with the term "inclusive competence". Besides, I.N. Hafizullin's researches left features of training of the teachers who are engaged in inclusive education.

**Results and Discussion.** Considering the rational and original ideas of scientists which systematize work above, we will clear the main thoughts of our research: "Training teachers for inclusive education". It would be considered as formation of pedagogical values and development of the creative and purposeful professional competence of the teacher directed to achievement of the humanistic purposes therefore ability of the teacher to solve professional problems in the field of inclusive education. On the basis of the analysis of theoretical approaches to training of future teachers of chemistry for new types of professional activity (inclusive education) we do following conclusions:

In pedagogical science no uniform approach to a problem of training of chemists in the field of inclusive education. Considering it, training of teachers should be considered as result of the personal focused and purposeful process and result of development of their professional competence.

Training of teachers of chemistry in the context of inclusive education includes a number of stages, but more precisely: professional reflection of pedagogical service, understanding of need of professional changes in this profession and realization of the planned changes, acceptance of new values of education and professional and pedagogical activity and also realization of this activity in practice.

It is necessary to train future chemists for work in inclusive education:

- synchronous (complete, indivisible) the nature of the interconnected and interdependent purposes, contents, the organizations and functioning of the purposes making a whole;

- reflexive and estimated and operational behavioural, motivational and valuable components as their presence at structure of preparation provides its syncretic and uniform character;

- on the basis of the pedagogical values provided for inclusive education and personal development of teachers in a social context of the organization as indicator of personal and professional development of teachers and motivational and valuable readiness of teachers for implementation of the new activity connected with inclusive education;

- successful adaptation to the changing conditions in the organization of flexible and mobile and inclusive education at timely updating of the professional activity with teachers;

- develop professional competence of teachers as ability to solve professionally significant social and conditional and all complex problems arising in the course of inclusive practice in the educational organization.

**Conclusion.** Inclusive education of future teachers of chemistry is a new concept of the pedagogical theory and practice. Formation of inclusive education of future teachers represents the long-term (longitudinal) process directed to adequacy of education (including valuable and sensitive), with the description of interaction of subjects of educational space of the higher education with adequacy of pedagogical, methodical and didactic means. This process demands creation of a pedagogical system which provides not only inclusivity of training, but also intention to carry out the acts of professional actions (professional activity) providing effective inclusive educational space.

The structure of a pedagogical system can be presented by components: students; content of education; target, didactic, organizational components. [2] In this case the system nomenclature assumes system features. The pedagogical system of inclusive education of future teachers of chemistry offers the choice and development of the pedagogical means and resources directed to the solution of problems of effective training, formation of the new favorable relations, change of the stereotypic principles (organizational, didactic, methodical, professional) of professional pedagogical behavior reflected in pedagogical competence. The competence is a result of education. The purpose of the higher education is providing that future teachers of chemistry answered the inclining competences of inclusive education. It is obvious that formation of a competence-based complex is an indicator of readiness of future teacher for inclusive education.

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## **БАСТАУЫШ СЫНЫП МҰҒАЛІМІНІҢ КӘСІБИ ЖӘНЕ ЖЕКЕ ҚАСИЕТТЕРІНЕ ҚОЙЫЛАТЫН ТАЛАПТАР**

*Аңдампа*

Мақалада бастауыш сынып мұғалімінің кәсіби және жеке қасиеттеріне қойылатын талаптар қарастырылады. Тез өзгертін қазіргі әлем бір уақытта мұғалімнің әлеуметтік-педагогикалық функциялары мен оған қойылатын талаптарды өзгертеді. Бүгінгі таңда мектептің мақсаты жаңа білім, мақсаттар, құндылықтар мен жеке мағыналарды беру ғана емес, өсіп келе жатқан адамның қабілеттерін ашу. Дәстүрлі көзқарастар жаңа педагогикалық жүйемен алмастырылады, осыған байланысты қоғамның мұғалімнің жеке басына қоятын талаптары өзгереді, бұл оның кәсіби қызметінің жаңартылған мазмұны мен құрылымын көрсетеді. Мұғалім қызметінің тиімділігіне әсер ететін маңызды фактор оның жеке қасиеттері болып табылады. Мұғалімнің іс-әрекет субъектісі ретіндегі қасиеттерін қарастыру кезінде зерттеушілер қабілеттерге өте жақын және жеке болуы мүмкін кәсіби-педагогикалық қасиеттерді ажыратады.

**Түйін сөздер:** педагогикалық қабілет, имидж, шеберлік, уәж.

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## **REQUIREMENTS FOR PROFESSIONAL AND PERSONAL QUALITIES OF PRIMARY SCHOOL TEACHERS**

*Abstract*

The article discusses the requirements for professional and personal qualities of primary school teachers. The rapidly changing modern world simultaneously changes the socio-pedagogical functions of the teacher and the requirements imposed on him. Today, the goal of the school is not only to transfer new knowledge, goals, values and personal meanings, but also to reveal the abilities of a growing person. Traditional views are replaced by a new pedagogical system, in connection with which the requirements of society to the teacher's personality change, which reflects the updated content and structure of his professional activity. An important factor affecting the effectiveness of the teacher's activity is his personal qualities. When considering the qualities of a teacher as a subject of activity, researchers distinguish professional and pedagogical qualities that are very close in abilities and can be individual.

**Key words:** pedagogical abilities, image, skill, motivation.

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