

ANNOTATION

on the dissertation **“Preparation of future teachers of primary classes for the use of information and communication technologies in conditions of inclusive education”**

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The relevance of the research. The president of the Republic of Kazakhstan N.Nazarbayev in the article “View to the future - modernization of public consciousness” says “Competitiveness is the ability of a nation to offer a rational world of prices or quality in a regional or global market. This can be not only a tangible product but also related to education, service, intellectual or qualitative human resources. In the future the country’s success is determined not by its natural wealth but by the competitiveness and strength of its people. Therefore, every Kazakhstani and, consequently, an entire nation should have decent qualities suitable for the 21st century. For example, computer literacy, knowledge of foreign languages and cultural openness are key prerequisites for moving forward. Therefore, such programs as “Digital Kazakhstan”, “Education in three languages”, “Cultural and inter-confessional consent” are the main means of teaching of our nation to the requirements of the XXI century”.

The State Program of Education and Science of the Republic of Kazakhstan for 2016-2019 aimed at the development of human capital through the provision of quality education for a competitive nation in the country says: “The world lives in a period of global challenges. This is the introduction of new technological achievements and innovations, the rapid development of IT technologies and the mobility of human resources. In this case, the education and the science should be at the forefront of changes ... Increasing the competitiveness of people is a factor in achieving the nation, that’s why every Kazakhstani should have the same functions and competencies as the functionality of modern technologies, IT literacy, English language skills and human identity in the era of modern technology”.

The state program envisages the development and implementation of the strategy for special and inclusive education. According to this program, an increase in the proportion of schools providing inclusive education accounts for 70% of the total number of schools (currently 38%) which increases the proportion of schools with “unhindered access” to disabled children by 20% of the total school, from inclusive education it is expected that the proportion of children included in the program will increase by 50% of the total number of children with special needs in their development.

In the context of such rules, the problem of inclusive education needs to be systematically and accurately assessed. According to humanistic education, it is clear that any child in his own being is a person with infinite opportunities for the development and that it is necessary to work in this direction. The goals and objectives of the teacher should also be oriented toward the same and the right

goal. It is necessary to study methods of detection, disclosure and development of countless opportunities for the child, working both physically and theoretically.

Inclusive education is a unique area that stimulates and promotes humanism, spirituality and social justice. It is well known that international standards of human rights are based on the idea that everyone should participate in public life without discrimination. That is why the global educational system in recent years has introduced a number of innovative ideas and the foundations of such programs are “Education for all” from UNESCO. The process of inclusive education in educational institutions is a requirement of time. However, it should be noted that this step is the result of intensive development of humanism in the education system.

Inclusive education implements the idea that all children should have equal access to education. The most important thing, there should be no obstacles to studying the characteristics of children, their academic progress, their native language, culture, mental and physical abilities.

The system of the inclusive education is currently seeking to improve its scientific basis and methodology. The main feature of this methodology is that the child in this area is a person who needs training but has different levels of needs. Inclusive education examines a flexible approach to meet the needs of children with different characteristics.

This is what President Nursultan Nazarbayev of the Republic of Kazakhstan said about this: “... Fifthly, we must pay more attention to people with disabilities. For them, Kazakhstan should become a barrier-free zone. We must take care of these people - it is our duty to ourselves and to society. The whole world is involved in this. People with disabilities can cope with both the household and work in food and agricultural enterprises”, he stressed the need to support people with disabilities so that they can learn and work.

The issue of children in need of special education has not been widely discussed in the Kazakhstani education system and is not considered as a subject of special research. Scientific research on the integration of children belonging to a special group into the general educational environment is insufficient or absent. At the same time, the problem of creating a database on children in need of the special education in general education is not properly considered.

At the same time with the problem of the organizing an inclusive education system and the important role of the student who fulfills his duties and is also included in the agenda the question about the comprehensive training of teachers. Special education for the inclusive education in the Republic of Kazakhstan is still not a fully developed point. The study of the conceptual foundations of this sphere and the educational, scientific, methodological, practical and educational mechanisms for its implementation is an urgent issue that is on the agenda.

In the legislation of the Republic of Kazakhstan the principle of “fair education” is the equal protection of the rights of children. In the Constitution of the Republic of Kazakhstan the guarantees for the education of persons in need of special education are regulated by the Law of the Republic of Kazakhstan “On the rights of the child in the Republic of Kazakhstan”, the law of the Republic of

Kazakhstan “On education”, the law of the Republic of Kazakhstan “On social, medical and educational correction of rights of minors” protection of disabled people”, the Law of the Republic of Kazakhstan”, “On special social services”.

These laws and the Law of the Republic of Kazakhstan “On Sanitary and epidemiological requirements for the education and upbringing of children and teenagers”, “The national plan for improving the living standard of people with disabilities”, “The state compulsory standard of secondary education (primary, basic secondary, general secondary education)” and the Resolution of the Government of the Republic of Kazakhstan “On the approval of the standard for special social services in Education”, there is a guarantee that all the children's right to education are enshrined in these standards and legislation and that we were able to improve the work on inclusive education in our country.

The forms of inclusion of students with special needs in general education are approved by the order of the Government of the Republic of Kazakhstan dated May 17, 2013 No. 499 “Standard rules for the activities of general education organizations (primary, secondary and general secondary)”. The content of the document clearly demonstrates that special and inclusive education is provided through special educational programs of General education intended for all educational, psychological, medical and pedagogical recommendations of students.

According to the results of the psycho-medical-pedagogical council of students in need of special education in the primary school, they are trained according to special educational programs approved by the order of the Minister of Education and Science of the Republic of Kazakhstan No. 393 of June 18, 2015.

In the “Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan” the following categories of children refer to persons with special needs:

- children with disabilities;
- migrants, repatriates, refugees and children from needy families;
- children with problems of social adaptation in society (orphans, vulnerable children, deviant behavioral children, children with low socioeconomic and socio-psychological level) [13].

At the 48th International Conference on Education held by UNESCO (Geneva, 2008), 116 countries presented national reports on their educational situation in their country. These reports show, on the one hand, the uniformity of the educational process, and on the other - interesting and innovative solutions for the possibility of using ICT in inclusive education. Thus, in the reviewed reports the effectiveness of information and communication technologies (hereinafter referred to as “ICT”) is considered very little. It should be noted that the use of ICT is not considered a strategic goal of states as an effective method of integrating children with disabilities into the general educational environment.

Nevertheless, the analysis of the use of ICT among graduates of pedagogical universities, working teachers and scientific research in this field shows that today's professional training of future teachers is less likely to satisfy didactic needs in the process of inclusive education. In particular, it is difficult to say that the current level of training of future primary school teachers with the skills of

using information and communication technologies fully meets the requirements of the modern school. At the same time this topic is an actual problem on the agenda.

Consequently, in the context of the modern inclusive education, the urgency of promoting the use of information and communication technologies in the educational process of future primary school teachers is determined on the basis of the following contradictions between:

- the high demand for the preparation of future primary school teachers for the use of information and communication technologies in conditions of inclusive education that meet all the requirements of modern society and the lack of the development of its theoretical and methodological foundations

- the need to prepare future primary teachers for work in conditions of inclusive education knowing information and communication technologies and the lack of a model and program aimed at developing the future teacher in the pedagogical process

The study of this problem in the context of primary education clearly shows that this is very important for science and practice. The process of determining the relevance and adequacy of this problem served as the basis for our dissertation

work to be called “Preparing future primary school teachers for the use of information and communication technologies in inclusive education”. The revealed contradictions include a review and analysis of research in this field which are the basis for presenting the theoretical foundations and practical recommendations on the use of information and communication technologies in inclusive education in the training of future primary school teachers through special pedagogical practice.

The aim of the research: theoretical substantiation and systematization of methods for preparing future teachers of primary classes for the use of information and communication technologies in conditions of inclusive education.

The object of the research: vocational training of future primary school teachers in higher educational institutions.

The subject of the research: the process of preparing future primary school teachers for the use of information and communication technologies in inclusive education.

Tasks of the research:

1. To define the theoretical basis for the use of information and communication technologies by teachers in primary schools in inclusive education

2. To determine the psychological, pedagogical features of the preparation of future primary school teachers for the use of information and communication technologies in conditions of inclusive education.

3. To develop a structural-content model for the preparation of future primary school teachers for the use of information and communication technologies in the context of inclusive education.

4. To prepare and to develop recommendations for the implementation of the training of future primary school teachers in conditions of inclusive education to develop the methodology for using information and communication technologies and their effectiveness.

Forecast research: taking into account the special needs of children and the requirements of the school system, we can predict the results of the preparation of future primary school teachers to use information and communication technologies in the context of inclusive education if you will be determined by the theoretical basis of preparation of the future teachers of initial classes on the basis of the use of ICT in conditions of inclusive education and the structural-content model has been created, the effectiveness of which will be confirmed and if experimentally proven special course program will be introduced in the teaching process of higher education, the quality of ICT skills in the conditions of inclusive education of future specialists will increase, since it will contribute to the formation of the necessary training of future elementary school teachers and meet the demands of modern society.

The leading idea of the research: the preparation of primary school teachers for the use of information and communication technologies in the context of inclusive education contributes to the effective organization of the educational process.

Methods of the research: for the solution of the set tasks the following research methods were used:

1. Theoretical methods: review and analysis of philosophical, psychological, pedagogical, methodological research and literature on research, analysis of educational standards, educational programs, other normative documents and pedagogical practices, inductive-deductive analysis, synthesis, comparison, modeling.

2. Empirical methods: observation, interview, questioning, testing, pedagogical experiment, statistical methods for processing experimental data, methods of mathematical statistics

Theoretical and methodological approaches of the research: competence approach (V.M. Avdeev, N.A. Bessmertnaya), personality-oriented approach (V.A. Slastenin, T.I. Shamova, T.M. Davydenko), axiological approach (B. S.Gershunsky, Sh.A. Amonashvili), the activity approaches (P.Ya. Galperin, A.I. Leontiev, S.Ya. Rubinstein, D.B. Elkonin, G.V. Babin, N.A. Cheveleva, L.A. Cherkasova, S.N. Shakhovskaya, A.G. Shembel), contextual approach A.A. Verbitsky, modular basis (T.I. Shamova, G.V. Selevko), system approach (A.T. Kurakin, L.I. Novikova, V.N. Sadovsky); and also psychological, pedagogical researches and the concepts related to the professional training of the future primary school teachers.

Research base: More than 120 students participated in the experimental research department. Including 60 students of the specialty “5B010200-Pedagogy and methods of primary education” of the Kazakh National Pedagogical University by Abay in Almaty, 60 students of the specialty “5B010200 - Pedagogy and methods of primary education” in the South Kazakhstan State Pedagogical University of Shymkent.

Scientific novelty and theoretical significance of the research:

- Definition of the concept “training of future teachers of primary classes for the use of information and communication technologies in the context of inclusive education”;

- psychological, pedagogical features of the use of information and communication technologies of the future primary school teacher to use information and communication technologies in conditions of inclusive education are defined;

- structural-content model of using ICT for future primary school teachers to use information and communication technologies in conditions of inclusive education;

- a methodology was developed for the preparation of future primary school teachers for the use of ICT in the context of inclusive education and recommendations were made on their implementation in the educational process in higher education institutions.

Practical significance of the research: the results of the research work were achieved in a special course and specially developed curriculum. To systematize and expand the training of future specialists in the use of information and communication technologies in education the special program of the course “Application of Information and Communication Technologies in Primary Education” was developed.

Provisions to be protected:

- definition of the concept of “training of future teachers of primary classes for the use of information and communication technologies in an inclusive education environment”;

- the content of pedagogical, psychological features of the preparation of future primary school teachers for the use of information and communication technologies in conditions of inclusive education;

- structurally-substantial model of training of future teachers of primary classes for the use of information and communication technologies in conditions of inclusive education;

- methodical system for the preparation of future primary school teachers for the use of information and communication technologies in the context of inclusive education: a special course “Application of ICT in primary education” for students in specialty 5B010200 – “Pedagogy and methodology of primary education”.

Approbation and implementation of research results:

24 scientific works are presented on the dissertation work. Of these, 6 articles are in scientific journals recommended by the Committee for the Control of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, 2 articles - in foreign journals included in the Scopus database, 3 articles - in foreign scientific journals, 4 articles - in international conferences and 5 articles - in the near and far abroad in the materials of the international conference, 1 article - in the national scientific journal, 1 article in the collection of scientific articles

2 - educational and methodical complex “Information and Communication Technologies” (textbook, notebook for students, guidance). The main conclusions,

theoretical and practical results of the research were discussed at international conferences: materials of the international scientific and practical conference “Institutionalization of integration and organization of the general secondary school of education” (Pavlodar, 2015); materials of the VII International Scientific and Practical Conference of Young Scientists “Kazakhstan in the international educational field”. (Almaty, 2015); materials of the international scientific and practical conference “The trend of the development of psychology and pedagogy” (Ufa, 2015); materials of the XX International Scientific and Practical Conference “The development of the New Generation: Theory and Practice” (Novosibirsk, 2016); materials of the international scientific and practical conference “Information and computer technologies in preschool education”; “Topical Problems of Modern Science and Possible Solutions” Proceedings of the III International Scientific and Practical Conference (Dubai-UAE, 2016); materials of the international scientific and practical conference “Pedagogy of primary education: traditions and innovations” (Moscow, 2017).

- in the scientific and pedagogical publications: “The problems of integration of information and communication technologies in primary education of Kazakhstan” (Journal of Kazakh National Pedagogical University by Abai, series of “Pedagogical Sciences”, Almaty, 2015.) “Formation of information and communication technologies in the creation of an inclusive society” (Journal KazNPU by Abai, series of “Physics and mathematics”, Almaty, 2015), “The role of information and communication technologies in the activities of the primary school teachers” (Journal KazNPU by Abai, a series of “Pedagogical Sciences”, Almaty, 2015), “Training of future primary school teachers to use information and communication technologies in the context of inclusive education” (Journal of KazNPU by Abay, series “Pedagogical Sciences”, Almaty, 2016), “Basics of use of ICT for future primary school teachers in working with children with disabilities” (Journal of the Eurasian national University by L.N. Gumileva, series of humanitarian sciences, Astana, 2016.) “Pedagogical conditions for the formation of informational-communicative competence of future primary school teachers in the inclusive education” (Journal of the Pavlodar State University, series of pedagogical sciences, Pavlodar, 2016.), “Application of information and communication technologies by the future primary school teachers in the context of inclusive education in the Republic of Kazakhstan” (International Journal of Environmental and Science Education, Turkey, 2016), “Problems of determining of pedagogical conditions of preparation of future primary school teachers for use of computer technologies in training of professional activity” (“Web of Scholar” Multidisciplinary Scientific Journal, Ukraine, 2016), “Methods of using of information and communications technologies in school” (“Tap Chi Khoa Hoc” Journal of Science, Hanoi, 2016), “Programme and Summary of Research Work on ICT Competence Development for Future Elementary School Teachers in the Conditions of Inclusive Education” (“Espacios”, Venezuela, 2017).

Structure and scope of the dissertation: The dissertation consists of an introduction, two parts and conclusion, a list of used sources and appendixes. The

total volume of the dissertation is 204 pages and it includes 18 figures and 23 tables installed in the source 239.