

**АРНАЙЫ ЖӘНЕ ИНКЛЮЗИВТІ БІЛІМ БЕРУДІҢ
ӨЗЕКТІ МӘСЕЛЕЛЕРІ
АКТУАЛЬНЫЕ ВОПРОСЫ
СПЕЦИАЛЬНОГО И ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ**

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**FORMING THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER TO WORK
IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT**

Abstract

The issue of how primary school teachers develop their professional competence in a university setting to work in an inclusive educational environment is the focus of this study. According to a review of the scientific literature, a competent specialist, able to solve professional problems independently and creatively, is now required by a modern, dynamically changing school. The specialist should also be able to acquire knowledge independently, be able to combine information and teaching abilities in a diversity of circumstances and be prepared for creativity and expert self-development. The possibilities of student-centered learning are shown, which ensure the effectiveness of the improvement of expert competency of the future primary school educator: presentation of the elements of the content of education in the form of multi-level, student-focused tasks; mastering the content of education in a dialogue as a matchless didactic and communicative environment; imitation of social-role and space-time circumstances.

Keywords: professional competence, formation, primary school, future teachers, higher education.

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**БАСТАУЫШ СЫНЫП МҰҒАЛІМНІҢ ИНКЛЮЗИВТІ БІЛІМ БЕРУ ОРТАСЫНДА
ЖҰМЫС ЕТУ ҮШІН КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ**

Аңдатпа

Бұл жұмыс бастауыш сынып мұғалімдерінің инклюзивті білім беру жағдайында жұмыс істеуге кәсіби құзыреттілігін қалыптастыру мәселесіне арналған. Кәсіби міндеттерді өз бетінше және шығармашылықпен шеше алатын құзыретті маман қазіргі уақытта заманауи, өзгермелі мектепке қажет. Болашақ бастауыш сынып мұғалімдерінің кәсіби дамуының тиімділігін қамтамасыз ететін тұлғаға бағдарланған оқыту мүмкіндіктері көрсетілген: білім беру мазмұны элементтерін көпдеңгейлі, тұлғаға бағдарланған міндеттер түрінде көрсету; дидактикалық-коммуникативтік орта ретіндегі диалог жағдайында білім беру мазмұнын игеру; әлеуметтік-рөлдік және кеңістікті-уақыттық жағдайларды имитациялау.

Түйінді сөздер: кәсіби құзыреттілік, қалыптастыру, бастауыш мектеп, болашақ мұғалімдер, жоғары мектеп.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ БУДУЩЕГО УЧИТЕЛЯ ДЛЯ РАБОТЫ В ИНКЛЮЗИВНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация

Настоящая работа посвящена проблеме формирования профессиональной компетентности учителей начальной школы для работы в инклюзивной образовательной среде. В настоящее время инклюзивной образовательной среде необходим квалифицированный специалист, который способен высококачественно и креативно решать задачи в своей профессиональной области. Высокопрофессиональному педагогу необходимы навыки добывать знания индивидуально, исходя из своих профессиональных интересов, обладать способностью группировать знания, умения и навыки в соответствующих условиях в инклюзивной образовательной среде, быть способным к креативности и саморазвитию.

Ключевые слова: профессиональная компетентность, формирование, начальная школа, будущие учителя, высшая школа.

Introduction

The entire international community recognizes joint (inclusive) education as the most effective and humane form of education. One of the main focuses of Kazakhstan's educational policy is evolving toward the development of inclusive education. The concept of ensuring the equal development of students with disabilities in different levels of education standards has been reflected in vocational education.

The level of qualifications of personnel will determine the scope of implementation of the concepts of inclusion and integration in vocational education in Kazakhstan, which will require modifications to the teacher preparation process.

In this regard, a primary school teacher in the modern world should carry out training, development, and education based on knowledge of the unique characteristics of a younger student, be able to manage the student's constant change, and ensure his ascent to a higher level of his development, carry out a research pedagogical search, solving on a scientific basis problems of the child's personality development.

The need to address the issue of evaluating a teacher's professionalism, level of professional competence, growth prospects and opportunities for professional rehabilitation is growing as education develops.

Working with children who have special educational needs requires the ability to carry out professional duties in the process of inclusive education, taking into account the various learning needs of students and ensuring the inclusion of children with disabilities in the setting of a general educational institution, thus fostering the growth and development of the students.

Creating a new student-centered model of a mass primary school is one of the strategic tasks at the present phase of the improvement of the general schooling system (diverse didactic programs are being presented, where the student's character is at the forefront and its subjectiveness, sense-creation, criticality, and other, personal qualities are considered as a value in itself) [1].

Creating a new student-oriented model of a mass primary school is one of the strategic missions at the present phase of the improvement of the general education system (diverse didactic programs are being presented, where the student's character is at the forefront and its subjectiveness, sense-creation, criticality, and other, personal qualities are considered as a value in itself) [2].

The issue of professional competence as the overarching characteristic of experts has been the focus of educational science over the past few decades. The research V. Adolf's, A. Belkin's, Yu. Vardanyan's, B. Gershunsky's, E. Zeer's, N. Kuzmina's, A. Markova's, V. Slastenina's, M. Kholodnoy's concluded in the reorientation of expert education in the system of higher expert education based on its improvement trends [3]. Moreover, as proven by the analysis of sources, the teaching sciences have improved a diversity of approaches to the formation of expert competences, which can be classified as systematic (V. Kraevsky, V. Ilyin), activity-based (I. Zimnyaya, A. Leontiev, S. Rubinshtein), personality-orientated (E. Bondarevskaya,

E. Zeer, S. Kulnevich, I. Yakimanskaya), contextual (A. Verbitsky), competence-based (V. Bolotov, E. Zeer, T. Ivanova, E. Kogan) approaches [4].

The analysis of scientific research and practice reveals that the issue of developing the expert competency of a future elementary school educator at a university remains understudied despite a lot of work dedicated to the issue of professional competence formation: Insufficiently developed indicators for the improvement of expert competency that reflect the specifics of an elementary school teacher's role; features of student-centered learning that have not been defined and implemented in the preparation of the oncoming primary school educators; little focus is placed on the self-education of students at the primary school [5].

The study aimed to determine which pedagogical factors were most effective in thriving the expert competency of enthusiastic primary school educators in the university. The subject of the study is pedagogical circumstances for the improvement of a oncoming elementary school educator's expert competency.

Materials and methods

Explanation and concretization of the conditions "competency," "competence," and "expert competency" were necessary for the improvement of the problem of forming the expert competency of the elementary school educator.

In various kinds of literature, competence is considered in two aspects: psychology and pedagogy; the concept of "competency" is interpreted as ambivalent; in several sources, the concepts of "competence" and "competency" are identified; professional competence is seen as the ability and/or willingness to engage in professional activity [6].

We concretized the basic ideas of the phenomenon under study based on the analysis of scientific literature: competence is the ability to handle a variety of situations; competency is a set of subject-specific information, skills, and skills that a person indicates through personally significant activities [7]. A educator's expert competency is a set of needed psychological, pedagogical, subject-specific, and methodological information and skills, as well as a preparedness for their handy application (figure 1).

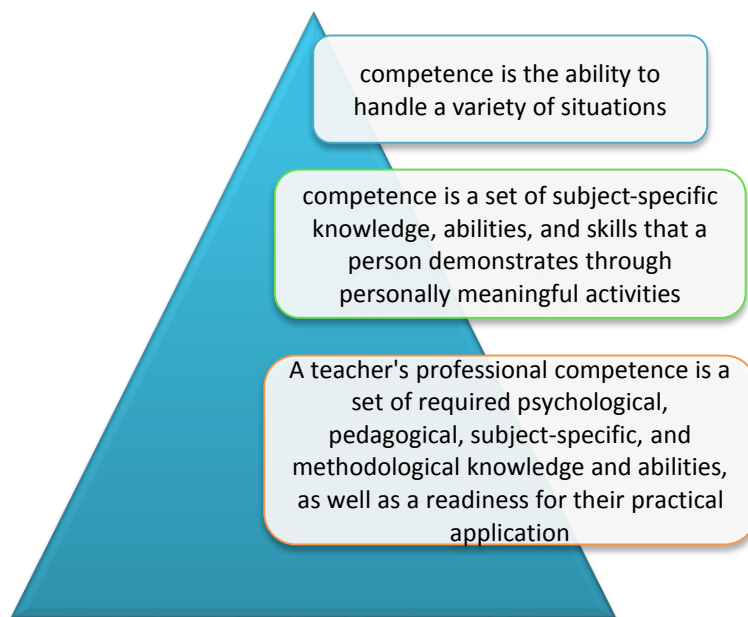


Figure 1. The basic ideas of the phenomenon under study

In modern pedagogical science, the issue of how to develop a teacher's professional competence has been resolved in the following areas, according to an analysis of studies on the subject: utilizing a range of tools, such as information and developing technologies, the realization of the potential of pedagogical practice, and the establishment of pedagogical circumstances for the improvement of oncoming educator' expert competency are the first two.

Furthermore, recent studies have centered on the improvement of psychological, pedagogical, knowledge-professional, communicative, and socio-psychological competences in students during expert schooling [8].

We are most interested in studies that focus on cultivating the expert competency of oncoming primary school educators. But, present research does not show the details of oncoming primary school educators' activities well [9].

We view the improvement of an elementary school educator's expert competency as a deliberate process of gradually integrating students into educative activities to shape each student's educational trajectory to correspond to their character features and level of mastery of upcoming expert activities [10].

The student is get attention into account as a subject of educational activities as a part of our approach to the analysis of the issues with the improvement of expert competency.

Based on the identified approaches, an analysis of the practical experience of improving the expert competency of a oncoming primary school educator allowed for the identification of shortcomings in solving this problem. Mainly: the possibility of student-centered learning has not been fully utilized in the formation of the expert competency of oncoming elementary school educators, and the teaching conditions have not been fully developed and implemented.

The conclusion of the work's participant survey allowed for the identification of two categories of factors influencing the improvement of oncoming elementary school educators' expert competency: psychological and pedagogical (involving the status of elementary school educators in modern society, societal asks placed on the jobs, opportunities for expert and personal growth, and university learning environments) (psychophysiological prerequisites for pedagogical activity; motives for choosing a job; tendencies, interests, student value orientations; subject information and abilities; the skill to set pedagogical missions and arrange pedagogical conditions; abilities of pedagogical introspection and self-diagnosis).

During the study, we were able to pinpoint the purpose, nature, and particulars of an elementary school teacher's work.

Based on this, the structural elements of professional competence are as follows:

(1) Psychological and pedagogical (possession of an understanding of a kid of primary school age as a subject of the educative process;

(2) The ability to design, implement, evaluate, and modify the primary school educational process; the availability of knowledge and skills in the theory and method of primary education pedagogy; and the pedagogical communication skills;

(3) Subjects (availability of information and abilities in the subject fields necessary for an elementary school teacher and the ability to operate with them), (availability of knowledge and skills in the subject areas necessary for an elementary school teacher and the ability to operate with them);

(4) Methodical (information of conventional and contemporary methods, forms, means, techniques, and technologies of teaching and education in elementary school, the skill to apply them, and creatively process them);

(5) An individual competence (improvement of personal functions of a educator in elementary school; possession of skills of self-schooling and self-improvement, preparedness to carry out professional activities) [11].

The formation level of professional ability of primary school educators in the future is divided into high, medium, and low. Standards of professional competence are defined as psychological and pedagogical, disciplinary, methodical, and personal.

A set of pedagogical circumstances for the improvement of expert competency of a future elementary school educator at a university were identified based on the analysis of the findings of our experimental study:

- Harnessing the possibilities of student-centered education to develop the professional competence of future teachers;

- The development of an elementary school educator's professional activities;

- The improvement of a learning environment that is focused on the needs of the students; ensures that students are self-educating as they develop their expert competency [12].

The following techniques were used to define the improvement of expert competency in the enthusiastic elementary school educator: conversation, questioning, testing, creation of pedagogical situations, educative and cognitive tasks, and personality self-assessment techniques.

Results and discussion

The University of Kyzylorda, named after Korkyt Ata, was the main experimental center for the research. According to the conclusions of this definitive experiment involving 128 participants of students in 1-4 courses, 65.2% of the respondents entered the Faculty of Pedagogy and Traditional Arts to obtain a higher education diploma. Students listed several other motives in addition to this one, including the desire to learn more about culture (28.3%), the desire to win and gain a position in society (12.4%), the desire to hang out with and work with intelligent people (9.7%), etc. The professional-related motivation and the desire to raise children were mentioned by 39.4% of students. According to the development level of major and teaching motivation, the distribution of learners is as follows: 46.75% of the learners have a low level of PMP formation, 19.65% of the learners are at a low level, and 34.7% of the learners are at the average grade.

This research concludes indicate that to train the expert skill of primary school educators, it is necessary to create certain terms for this.

The following conditions are necessary for the development of students' professional motives:

- (1) The interaction between the various subjects in the classroom, the plan is gradually integrated into the learning activities;
- (2) The educative process's emphasis on both professional and personal growth;
- (3) Favorable microclimate for creative production.

Work was organized with students from 1-2 courses to teach them how to plan learning activities and work with specialized, methodological, and scientific literature.

Work was planned with students in three to four courses to develop self-educational activity skills for speeches, reports, essays, and article writing (orient in the flow of information; find the necessary literary sources; collapse information; draw logical results).

The conclusions of the final experiment are shown in table 1 and Figure 2.

Table 1 – Grades of formation of expert competency learners (before and after the experiment)

Levels of formation	before		after	
	Total	%	Total	%
High level	20	15,6	35	27,3
Middle level	50	39,1	68	53,1
Low level	58	45,3	25	19,6

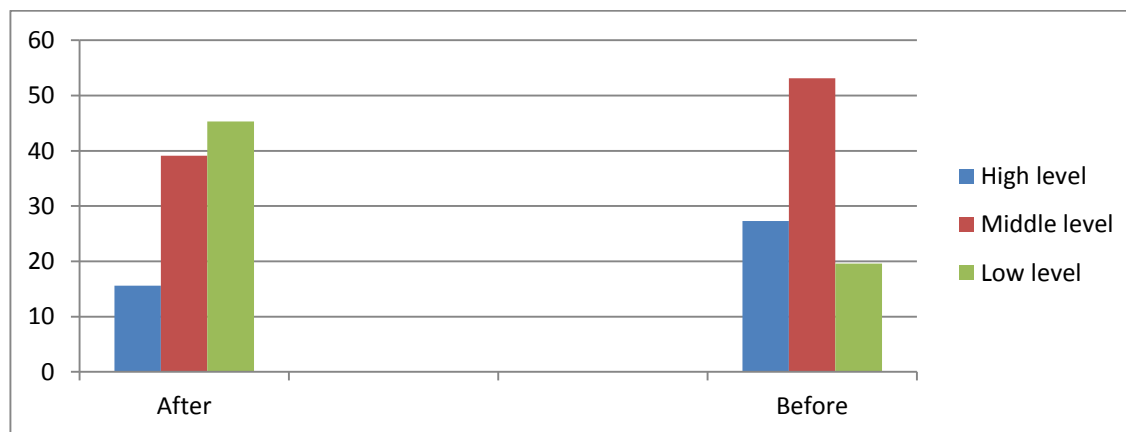


Figure 2. Grades of formation of expert competency of learners (before and after the experiment)

Analysis of the data explained that the proportion of learners who showed high grades of expert competency increased by 11.7%, that of learners who showed low degrees reduced by 25.7%, and that of learners who showed average grades increased by 14%. The statistical criterion χ^2 , whose value turned out to be 42.39, is higher than its critical value possibilities of 95% and with a possibility of 99%, was used to determine the credibility of the experimental work's findings. This shows the reliability of the experiment's

findings. The effectiveness of the experimental work is thus indicated by a significant positive dynamic of the grades of formation of expert competency of the enthusiastic elementary school educator.

Conclusions

The findings of the study confirm the importance of effective pedagogical circumstances for the formation of the expert competency of the future primary school educator in the context of an inclusive educational environment. These circumstances contribute to expert competency, in-depth personal assimilation of information and abilities, and preparedness for handy application in an inclusive educational environment. The oncoming elementary school educator's expert competency is formed according to standards, indicators, and levels (high, medium, low). The university's educational environment, the best structures and procedures for adjusting the educational process and pedagogical practice, and the psychophysiological prerequisites for pedagogical activities are identified as the factors that have the highest effect on the process of developing the expert competency of the oncoming elementary teacher in the context of an inclusive educational environment.

Future primary school teachers must possess certain key content competencies to teach within an inclusive education framework. These competencies include the ability to think systematically in terms of knowledge and experience of the cognitive activities necessary to implement instructional activities in the context of the inclusion of children with disabilities in the environment.

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