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Psychological and pedagogical conditions for training a future educational psychologist in inclusive education

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Abstract

Relevance. In general education institutions and classrooms, it is often possible to meet children with disabilities who need a special approach to learning. In order to make it easier for such children to adapt, special methods and technologies are needed that will help children study educational material. This is the job of a teacher, who must have a number of properties and qualities to create a comfortable inclusive education.

Purpose. The purpose of the article was to determine the qualities and conditions that future teachers should have in the process of inclusive education.

Methodology. In this study, questionnaires were used to determine the level of tolerance, psychological stability, empathy, and communication skills to achieve the goal. The first of these questionnaires helped identify the level of pedagogical and psychological readiness for inclusive education, and the findings showed that students of the 1st and 2nd years of the speciality "Psychology" are not ready for such education, especially through low motivation.

Results. The study showed that professional qualities in inclusive education are better demonstrated by senior students (3rd-4th year), rather than junior students (1st-2nd year). The characteristics of such personal components as the level of motivation, the level of social adaptation and the level of psychological stability depend on the level of informativeness of students and their experience in inclusive education. In addition, the study highlighted the level of empathy and tolerance that develop students' ability to communicate correctly and competently with children, understand their

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condition, and contribute to the learning process. As in previous questionnaires, these qualities are at a high level among undergraduates.

Conclusions. This study identified the main components of psychological and pedagogical training of students, which will allow them to work with children with special needs, and help them quickly adapt to a different type of learning.

Keywords: motivation; personal qualities; psychological tension; purposefulness; sociability.

Introduction

Inclusive education is one of the most difficult components in pedagogy and requires special training of specialists. Therefore, it is important to introduce into the educational process psychological and pedagogical methods that will improve the development of the necessary qualities in the future teacher and psychologist. Future teachers should have a new conceptual thinking, the ability to realise personal and social significance for children with disabilities and be able to take responsibility for the result of education [1].

At an international conference in Turkey in December 2013, representatives of the educational sphere of twenty countries from Central and Eastern Europe and Central Asia approved support for the development of inclusive education, as this is one of the opportunities to ensure the right to education for children with disabilities. But in fact, this educational system needs help and the introduction of new methods [2]. The next international conference will be held in Tokyo (Japan) in November 2023, where representatives of 20 countries will also be present and the main problems of education will be exposed.

According to T.N. Pak [3], in inclusive education, it is necessary to develop the following competencies: professional (that is, the possession of pedagogical technologies and techniques), communicative (building a connection between a teacher and a student), informational (finding the right information). O. Kirdan et al. [4] characterised the development of different levels of tolerance among students, and future teachers, where, in their opinion, these qualities contribute to interactions with subjects of education. I.Y. Mordvintseva et al. [5] brought that in the process of communication, it is possible to find out how psychologically ready a future educational psychologist is for professional activity, namely, working with children with disabilities in modern schools.

One of the main tasks of pedagogical education is also the development of psychological stability of the future psychologist and teacher. N.M. Stukalenko et al. [6] described the features of the formation of psychological stability and the readiness of students to work in inclusive education. A.A. Aubakirova and A.Zh. Abieva [7] described the general state of inclusive education in Kazakhstan. The state education programme from 2011 to 2020 defines the development of inclusive education and the conditions in which there should be improvement. Z.A. Movkebaeva and B.A. Byusenbayeva [8] considered the need for improvement and development of competencies in special teachers and psychologists who will work with children with disabilities. The level of communication and the level of adaptation of children to education and society depends on the level of development of the professional and personal qualities of a teacher.

B.A. Dyusenbaeva and A.N. Sarzhanova [9] described the possibility of improving the state of the teacher's

educational training in connection with the required conditions for qualification and training, focusing on the development of teaching methods, and the use of teaching strategies. A modern teacher who works in inclusive education is a teacher who has a completely new mind-set, who can effectively organise pedagogical interaction with all participants in the educational process. In the modern world, there is a question of adaptation of children with special educational needs and psychological and social direction to mass educational institutions, which is a global social process affecting all developed countries. Society and the state should change their attitude and help solve this problem in such a way as to provide children with equal opportunities in various spheres of life. And this process is the responsibility of teachers and psychologists who must possess many professional competencies.

Therefore, the purpose of the study was to identify the main psychological and pedagogical conditions that will allow the teacher to adapt more quickly to inclusive education and communication with children with disabilities in the future. In addition, to highlight competencies and ways to improve them, as well as ways to implement inclusive education in student teachers.

Materials and Methods

Among the theoretical methods used for the study were the analysis and synthesis of information. With the help of these methods, the theory of the system and activity approach and its role in inclusive education were identified and described, including conditions that will help develop psychological stability in future educational psychologists. No less important among the theoretical methods was the comparison of different methods and trainings (which will help students prepare for work in inclusive education more efficiently and faster), the identification of characteristic skills at a high, medium or low level of personal qualities. In addition, the motivation levels of students, future psychologists and teachers were characterised. Among the empirical methods, different types of questionnaires were used, which in the course of the study determined both the level of motivation of students to work with inclusive children, and the qualities they should have when working in inclusive education.

The whole study was based on the investigation of several samples of students from different universities. During one of the studies, a survey was conducted among 85 students of the M. Auezov South Kazakhstan State University majoring in Pedagogy and Psychology. For this study, questionnaires on readiness for inclusive education and a questionnaire on personal value orientations (PVQ 21) were used [10]. Which helped reveal and analyse the motivational orientation, efficiency, and informativeness of students. Using these qualities, the levels of the motivational orientation of students (adaptive, reproductive and operative) were identified. The

motivational component helped determine the level of desire of students who study pedagogy and psychology to work in the field of inclusive education, develop their skills, and create new techniques. Moreover, psychological criteria were identified that allow forming a high level of professional qualities of the future teacher.

To identify the criteria, methods were used to determine the psychological and pedagogical readiness of future teachers for inclusive education. Therefore, it was advisable to conduct a questionnaire using the questionnaire “Psychological resilience” (it included 11 points and was evaluated on the Likert scale), “Teacher’s ability to empathy”, “Assessment of the level of sociability” [10]. These methods were used for the 1st, 2nd, 3rd, and 4th-year students at the Department of Pedagogy at South Kazakhstan State Pedagogical University. The main task was to determine the level of psychological and pedagogical readiness of students to work with children with special needs in the future. There are also features in the psychological and pedagogical training of students in different courses, during the use of different disciplines provided by the educational programme. Based on this study, high, average, and low levels of readiness were identified. Another of the methods used in this study was to determine the level of tolerance. In the context of this study, attention is focused on the development of personality, the criterion of which were:

- motivation (the desire to teach children with special needs);
- cognition (knowledge of important techniques, technologies that are appropriate to use during education);
- emotionality (development of responsibility, level of social adaptation).

To determine the level of personal readiness, the tolerance scale method created by Kaptan-Yarar and the “Kettell’s 16 personality factors” tests were used [11]. The

assessment of the level of personal qualities was carried out, with an emphasis on such properties as: the level of tolerance (that is, behaviour among people and children, allowing for effective psychological and pedagogical support of children who need it during training. The results of the study allowed dividing all students into appropriate groups for the level of tolerance: high, medium, and low. The motivational part of this stage of the study includes the use of the motivation test questionnaire (A. Mehrabyan).

Results

One of the first tasks of the study was to determine the motivational orientation, informativeness, and efficiency, which were measured at such levels as adaptive, reproductive, and optimal. The study was conducted using a questionnaire on personal value orientations (PVQ 21). The adaptive level was associated with a lack of awareness, insufficient information, difficulty in accepting the features of an inclusive environment, lack of motivation to work with children with disabilities, and fragmented presentation of forms, methods and means of effective inclusive education of children. That is, this level implies that at the adaptive level, there is no desire and interest in learning and cognition, the study of new material. At the reproductive level, there is an interest and willingness of students to study and work in inclusive education, but at the same time simple and poorly assimilated methods of solving professional problems in the process of inclusive education are used. The optimal level shows the quality of awareness, independence, the use of reflection in solving educational and professional tasks and the focus of consciousness on inclusive parenting. That is, at an optimal level, students have knowledge of professional methods, information content that can be used while working with children with special needs (Figure 1).

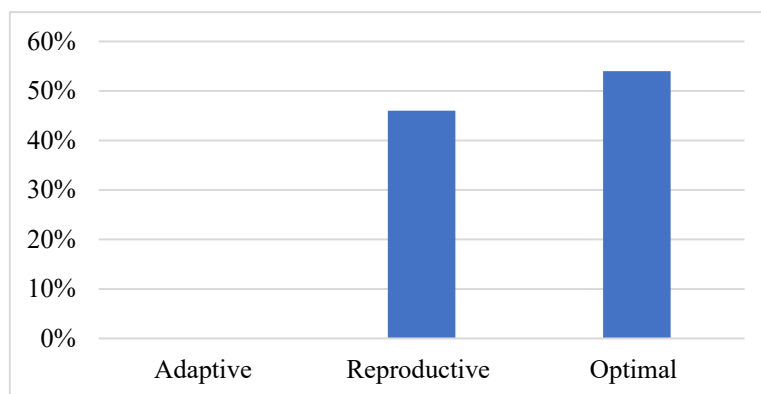


Figure 1. Levels of motivation among students

From the results, it can be seen that 54% of students understand and realise the importance and difficulties in inclusive education, readiness to raise children with disabilities, to give them the necessary knowledge. 46% of students have a reproductive level of motivational orientation, which indicates that such students have very weak knowledge in the field of inclusive education, lack responsibility and awareness of the importance of using and developing their professional qualities that will allow them to communicate with children correctly. A good indicator is the absence of students with an adaptive level of motivation. This can be explained by the fact that

students who study pedagogy and psychology understand that in the future their work may be related to children with special needs, which means that it is necessary to be able to interact with them, use the right methods that will help create the right communication contact.

One of the indicators of a student’s psychological readiness to work in the field of inclusion is the ability to adapt under the influence of social factors and internal conditions, primarily personal qualities: intellectual, motivational, emotional and professional values that ensure readiness for professional activity. The effectiveness of professional activity is related to the level

of psychological stability. Psychological resilience and the level of empathy were conducted using the questionnaires “Psychological resilience” (the questionnaire included 11

points and was evaluated on the Likert scale) and “Teacher’s ability to empathy” (Table 1).

Table 1. Indicators of psychological readiness of students to work in inclusive education

Indicators	Number of points
Psychological stress	1st year –62 points; 2nd year –55 points; 3rd year –53 points; 4th year –45 points.
Empathy	1st year –45 points; 2nd year –60 points; 3rd year –65 points; 4th year –76 points.
Sociability	1st year –30 points; 2nd year –25 points; 3rd year –20 points; 4th year –15 points.

Source: created by the authors.

Table 1 describes in points the readiness of students to work with children with inclusion from a psychological standpoint. Psychological stress shows the level of stability of the teacher, empathy □ the ability to sympathise, sociability □ the ability to communicate with children. Therefore, the table shows that the 4th-year students are characterised by a high level of preparedness. They have a high level of social intelligence, the understanding of which helps people to recognise the feelings of others, give quick and accurate judgments about people, show a correct and non-judgmental attitude towards people, in particular, to children with developmental problems; also, they show a high level of empathy (such students understand all the hardships of children with special needs, understand emotions, feelings and experiences of other people). The 2nd and 3rd-year students are characterised by an average level, because they show optimal social adaptation while working in inclusive institutions, but they have not accumulated enough knowledge and techniques for professional interaction; students show compliance, a tendency to guilt, dependence on the group, lack of self-control, indifference; they can empathise, but not to the end, they understand the emotions, feelings and experiences of others and the reasons that cause them. A low level is characteristic of 1st-year students who do not have high-quality social intelligence, which would allow them to quickly and accurately make judgments about people, understand their facial expressions and gestures, inability to sympathise and empathise with children with

disabilities. The presence of a low level for 1st-year students can be explained by the lack of experience and skills that have already been developed in 4th-year students.

Every future teacher should have the following professional competencies, which also act as psychological criteria and allow high-quality work in inclusive education:

- perceive a child with special needs exclusively from a positive standpoint;
- communicate professionally with children, parents and teachers using all the necessary methods;
- ability to use innovative technologies in professional activities,
- analyse and monitor the educational process;
- develop the ability to critical analysis and self-control.

It can be seen that in the absence of the necessary methodological and creative approach of psychologists/teachers to inclusive education, the number of specialists with knowledge in the field of inclusive education decreases, which leads to a lack of a professional approach to working with children with special needs. And not the willingness of many young professionals to work in institutions with children to talk about the presence of fear of improper education of such children, which is associated with low self-esteem and motivation (Table 2).

Table 2. Level of tolerance

Level	Percentage ratio
High	21%
Average	65%
Low	14%

Source: compiled by the author.

Students with a high level of tolerance perfectly understand all their shortcomings in this line of work, analyse their psychological characteristics, and have high restraint and tolerance towards other people. The average level is manifested in those students who do not have

patience with people, do not fully perceive the characteristics of a person, so sometimes there may be conflicts between the child and the teacher during a critical situation where the teacher will not be able to figure out the problem. Lack of readiness for work, self-doubt, fear of

communication and mistakes, especially in inclusive education, is characteristic of students with a low level of tolerance.

The level of tolerance towards other people affects the development of relationships with other people in specially organised work and psychological training. This level does not develop from the number of years of study, but only from the ability to adapt and develop. Personal readiness allows effectively providing psychological and pedagogical support to children with special educational needs. Therefore, using the methodology and questionnaire "Teacher's ability to empathy" to determine the level of personal qualities and tolerance in the course of the study, 3 groups of students can be identified for this criterion:

1. Students who do not have personal qualities very often show emotional and psychological instability, lack of introspection and self-control, feelings of guilt and dependence on the group.

2. Students who have positive qualities, such as openness, emotional stability, and negative qualities, such as seclusion and insecurity.

3. Students with the most optimal qualities that only contribute to productive interaction with children.

It can be seen that students of the first groups (30%) have less pronounced egoism, that is, a low focus on power interests and emotions, so they have a more formed social position, they are more oriented to the feelings of other people than their own. The students of the second group (51%) are dominated by attitudes to freedom and with less emphasis on attitudes to work, and the students of the third group (19%) manifest freedom-loving and egoistic inclinations.

To determine the level of personal readiness, the tolerance scale method created by Kaptan-Yarar and the "16 Kettell personality factors" tests were used, which divided all students into appropriate groups for the level of tolerance: high, average, and low. Thus, among students, only 20% are characterised by high personal qualities. They are open in relationships, ready to cooperate, attentive to people, confident, able to cope with their emotions, responsible, persistent and try to work on their mistakes. 70% of students have an average level of personal qualities, that is, they have both positive and negative properties, for example, lack of introspection of their activities, and dependence on others. 10% of the surveyed students have a low level, as they are self-contained and unstable, afraid to take risks and communicate, have a low level of motivation and experience, and do not show creative potential.

It is important in the process of preparing students for work in inclusive education to adhere to the theory of a system and activity approach, which is the correct organisation of the educational process, the main task of which remains the development of independent activity, as well as the transition from information to practical actions. That is, it represents such a development of the student's personality, which the student creates in the course of own activities, in practice, and not as a result of the perception of ready-made knowledge by teachers. From this approach, one of the main tasks is to organise such conditions that will contribute to the best result of perceiving all the features of inclusive education. This approach means the development of personal qualities based on tolerance,

communication, the development of multifunctionality and multiculturalism.

The main goal of psychologists and teachers is to organise educational activities in such a way that students have a desire to implement creative education, to develop new techniques and practices. Accordingly, the key technological element of the theory of the system and activity approach is the use of situational tasks, the result of which is its own creative development obtained in the course of specially organised activities, including ideas, hypotheses, versions, and methods expressed in the products of activity. Therefore, the following main tasks were set for the inclusive education system: the development of a desire to help children with disabilities, the development of a desire to help people with special needs in society; the formation of a kind attitude towards disabled children and their parents, the development of a professional view of solving problems; the formation of important personality qualities necessary to work in the inclusive education system; the development of the ability to empathise, the formation of knowledge about the system of inclusive education, tasks, methods and means of psychological and pedagogical support for children; the creation and development of cognitive readiness for the work of a psychologist in this educational system.

To summarise, in inclusive education there is a need to train a highly qualified professional who will have more in-depth skills than in mainstream education. That is, the development of the ability to communicate (sociability), the absence of fear of communicating with children with inclusion, a high level of social intelligence and a developed sense of empathy, tolerant skills and confidence, a high level of motivation and a low level of selfishness are among the important psychological conditions that future psychologists and educators should develop and possess. As for pedagogical conditions, when preparing students for work in an inclusive direction, it is advisable, firstly, to have great knowledge in the field of methodology, that is, constant improvement and study of new methods and approaches to children, the development of creative skills and the use of interesting interactive technologies in the classroom, the ability to analyse and do self-control of their own activities, deducing the positive and negative sides in their teaching activities. Compliance with these conditions will prepare a professional teacher to work with children with disabilities.

Discussion

Inclusive education is one of the most complex components in pedagogy, which needs special training, the use of new and unique methods and technologies, and the training of specialists. They are responsible for high-quality education, knowledge, and help children with disabilities adapt to a different environment for them. But in order to ensure all these processes, it is necessary to develop some qualities in the future psychologist and teacher.

The study by A.C. Rapp and A. Corral-Granados [12] explores the understanding of inclusive education through the prism of systems of different educational methods. It is shown how subsystems include and exclude, and how such criteria are applied to the access and rejection of the system. The contribution to the understanding of inclusive

education is characterised, which is intertwined with the theory of social construction of reality, such as politics, management, teaching, relationships, and everything in the context of education. A. Al-Shammari et al. [13] characterised some of the main theories of inclusive education, such as behaviourism, cognitivism, and constructivism. They believe that the inclusion of these perspectives in education will increase the level of education and the level of development of teachers and psychologists. The authors of this study agree that one of the important conditions for successful inclusive education is the understanding and relationship of the teacher with the child.

Three interrelated aspects of teachers' activity in the belief system were investigated: cognitive assessments of teachers (for example, goals and tasks), emotional assessments (for example, emotions), and creativity (for example, the ability to teach in inclusive classrooms). To date, research in this area has shown ambiguous results, which has led to an understanding of why the methodologies and activities of teachers differ in their systems of views on inclusive education and how the learning experience contributes to the development of their professional beliefs. These problems have been investigated by Ch. Dignath et al. [14]. It is possible to conduct a parallel study and see that the experience of communicating with children with disabilities is of great importance and affects the speed of the development of the personal qualities of a person.

Based on the analysis of the processes of perception, A. Khilya et al. [15] studied the impact of the use of democratic teaching methods, with the help of which it is possible to introduce individual elements related to the self-development and self-knowledge of students. Main research methods: theoretical analysis of issues of inclusive education, preparation of students for work in a "democratic" school; observation, conversation, questioning, studying the experience of preparing students for work in an inclusive education. As a result, organisational and pedagogical conditions are identified that allow: increasing the level of professional readiness of students; creating the most favourable conditions for the development of inclusive education. The development of the student's personal qualities as a future teacher will facilitate the adaptation to inclusive education.

The purpose of the study by K. Mohangi and M. Berger [16] was to characterise the opinions of teachers, students, and psychologists about the importance of properly developing the teacher as a whole, especially in the role of a pedagogical psychologist with the support of inclusive education in schools in South Africa. The data obtained show that the successful implementation of inclusive education remains a problem in South Africa and it plays a supporting role in the implementation of inclusive practices. The study results confirm that when creating interactions between educational psychologists and stakeholders, it is possible to better maintain the level of inclusive education. Indeed, country aside, in most cases there are serious problems with the development of inclusive education through the use of the necessary methods.

J. Juvonen et al. [17] argue that in order to promote peer acceptance, teachers need to be aware of group and

interpersonal dynamics, as well as how some common school practices emphasise differences and divide students in a way that further contributes to disagreements. They recommended paying more attention to social integration in teacher education and professional development, as well as providing suggestions for future research. It can be agreed that the condition of a child with a disability in the classroom depends on the classroom environment that the teacher creates. It is believed that teachers should adapt to a diverse contingent of students. I.M. Pit-ten Cate et al. [18] considered the factors associated with the successful implementation of inclusive education. In particular, they examined the characteristics of teachers that may promote or hinder student inclusion. The document goes on to discuss methods (of teaching) that could be used to increase the competence of teachers and form a positive attitude in an attempt to create a more equitable education system.

Inclusion is a reasonable approach that includes many social spheres from political to philosophical, the main goal of which is to remove the gap between learning and inclusivity, and create a single whole. V. Ioannidi and K.D. Malafantis [19] proposed a pedagogical concept of inclusive education. This study contains a short description of the periods of the establishment of this type of education, new approaches and technologies, the effectiveness of their use and discussions about the success of teaching children. The general approach is to clarify the need for inclusive education and pedagogy with an emphasis on the social model of disability and human rights. E. Papakitsos et al. [20] establish the framework necessary for the adoption of an inclusive educational policy. The state recognises the central role of teachers, the need for their training and achievements, and broader cooperation. In this regard, the development of an engagement policy can be facilitated by the use of a systematic methodology.

T.D. Scherban et al. [21] described the features of the training of future psychologists and teachers who will work in inclusive education, in terms of the development of their basic techniques that are used in professional activities. The main thing behind their research is to combine all methods and knowledge into a single whole in order to create the most effective learning system exclusively for children with special needs. According to F.S. Haq and L. Mundia, [22] future teacher training programmes should develop and promote a more positive attitude towards the integration of students with less favourable forms of disability and high support needs. The problems that a student may face in the process of learning and developing inclusive practice among future psychologists are described by P. Farrell [23].

Therefore, in order for inclusive education to reach a new level, it is necessary to introduce different methods that will develop the understanding and importance of work in this type of training, will contribute to the development of different personal qualities that will have a positive impact on the student and on his communication with future students. One of the main conditions in the training of future educational psychologists is to develop their sense of responsibility to children, the ability to sympathise and understand their condition. Therefore, the main task is to create an environment in which all children

will be on an equal footing with the most effective and useful education.

Conclusions

An important aspect for inclusive education is the creation of the necessary conditions and the absence of discrimination on the part of other subjects of the educational process. In most cases, the teacher and psychologist are responsible for the environment and emotional state, whose main task is not only to provide the necessary information but also to create a positive emotional field within the institution. Therefore, it is important to prepare such a teacher even in the process of training at a higher institution. In the process of training a future teacher/ psychologist at a university to work in inclusive education, problems can be identified that are associated with insufficient attention to methods and courses, insufficient communication with training technologies, lack of continuous scientific and methodological support. It is precisely such conditions that allow developing the pedagogical component of the future teacher. That is, through the use of trainings and courses of students, firstly, they will increase their experience, but also increase their knowledge in the field of methodology, so they would be able to use new and unusual methods and technologies in the process of conducting classes.

During the study, it was proved that the most necessary skills that students should have are motivation, personal approach, sociability, and mental thinking. Firstly, during the survey, it was determined that the final year students have better motivation than the 1st year students, which is

conditioned by a lot of information, experience, and lack of fear. This trend can be seen by describing the personal component and psychological stability. It is important when working with children with special needs to develop empathy, that is, the ability to empathise, which is also most developed in senior students. In addition to using appropriate techniques and methods, it is advisable to develop the necessary personal qualities of students that will allow them to interact with children of inclusive education, that is, the development of the psychological component of an educational psychologist. Such qualities should include communication skills (the ability to communicate freely), stress tolerance (the ability to manage own emotions when working with difficult children), tolerance (the ability to be polite), and empathy (the ability to empathise and sympathise). Practical experience and great motivation for this type of work are no less important in the process of preparing students. However, it is necessary to investigate which methods can be used in the classroom and which of them will help increase the motivation of 1st-year students.

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Conflict of Interest

None.

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Психолого-педагогічні умови підготовки майбутнього практичного психолога до роботи в умовах інклюзивної освіти

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Анотація

Актуальність. У загальноосвітніх установах і класах часто можна зустріти дітей з обмеженими можливостями, які потребують особливого підходу до навчання. Для того, щоб полегшити адаптацію таких дітей, необхідні спеціальні методи і технології, які допоможуть дітям вивчати навчальний матеріал. Це робота вчителя, який повинен володіти низкою властивостей і якостей для створення комфортного інклюзивного навчання.

Мета. Метою статті було визначення якостей та умов, якими повинні володіти майбутні вчителі в процесі інклюзивного навчання.

Методологія. У цьому дослідженні було використано опитувальники для визначення рівня толерантності, психологічної стійкості, емпатії та комунікативних навичок для досягнення поставленої мети. Перший з цих опитувальників допоміг виявити рівень педагогічної та психологічної готовності до інклюзивної освіти, а результати показали, що студенти 1-го та 2-го курсів спеціальності "Психологія" не готові до такої освіти, особливо через низьку мотивацію.

Результати. Дослідження показало, що професійні якості в інклюзивній освіті краще демонструють студенти старших курсів (3-4 курс), ніж студенти молодших курсів (1-2 курс). Характеристики таких особистісних компонентів, як рівень мотивації, рівень соціальної адаптації та рівень психологічної стійкості залежать від рівня інформативності студентів та їхнього досвіду роботи в інклюзивній освіті. Крім того, дослідження виокремило рівень емпатії та толерантності, які розвивають у студентів здатність коректно та компетентно спілкуватися з дітьми, розуміти їхній стан та сприяти навчальному процесу. Як і в попередніх опитуваннях, ці якості знаходяться на високому рівні серед студентів старших курсів.

Висновки. Це дослідження визначило основні складові психолого-педагогічної підготовки студентів, які дозволять їм працювати з дітьми з особливими потребами, а також допоможуть їм швидко адаптуватися до іншого типу навчання.

Ключові слова: мотивація; особистісні якості; психологічна напруженість; цілеспрямованість; комунікабельність.