

## **БОЛОЧОК БАШТАЛГЫЧ КЛАССТЫН МУГАЛИМДЕРИН ИНКЛЮЗИВДИК ЧӨЙРӨСҮНДӨГҮ ИШТЕРГЕ ДАЯРДОО**

*Нурмаганбетова Раугаш Канатбековна*

*И. Арабаев атындагы Кыргыз  
мамлекеттиун университетинин аспиранты  
Кыргызстан. Бишкек ш.  
nraugash@mail.ru*

**Өзөктүү сөздөр:** мүмкүнчүлүгү чектелген балдар, инклюзия, инклюзивдик билим берүү, билимге мүмкүндүк алууну кеңейтүү, инклюзивдик чөйрө.

**Аннотация:** Бул макала болочок башталгыч класстын мугалимдерин инклюзивдик чөйрөсүндөгү иштерге даярдоого арналган. Майыптарды профессионалдык жактан калыбына келтирүү боюнча Мамлекеттик стандарт жана инклюзивдик билим берүүдөгү адисти даярдоодогу жана кайра даярдоодогу, мугалимдердин квалификациясын жогорулатуудагы – инклюзивдик окутуучу адистерди атайын даярдоонун системасынын уюштуруусу каралган. Ушундай чаралар майып балдардын жеткиликтүү билимин кеңейтүүгө мүмкүндүк бере алышат. Ошону менен бирге азыркы коомдогу начар камсыздалган катмардагы социалдык мобилдүү чыккандар үчүн жагымдуу шарттар түзүлөт. Ошондой эле алынган натыйжалар педагогдордун инклюзивдик билим берүү процессиндеги субъектилер жөнүндө так көрсөтүүсү жоктугун маалымдайт.

*Нурмаганбетова Раугаш Канатбековна  
Аспирант Кыргызского государственного  
университета имени И.Арабаева  
Кыргызстан. г. Бишкек.  
nraugash@mail.ru*

## **ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ К РАБОТЕ В ИНКЛЮЗИВНОЙ СРЕДЕ**

**Ключевые слова:** дети с ограниченными возможностями, инклюзия, инклюзивное образование, расширение доступа к образованию, инклюзивная среда.

**Аннотация:** Данная статья посвящена к подготовке будущих учителей к работе инклюзивной среде. Рассмотрены государственный стандарт профессиональной реабилитации инвалидов и организация системы специальной подготовки и переподготовки, повышения квалификации преподавателей - специалистов инклюзивного

*обучения. Подобные меры могут способствовать расширению доступности образования для детей-инвалидов. Тем самым будут создаваться более благоприятные условия для социальной мобильности выходцев из наименее обеспеченных слоев современного общества. Полученные результаты свидетельствуют также об отсутствии у педагогов четкого представления о субъектах инклюзивного образовательного процесса.*

## **PREPARATION OF FUTURE TEACHERS OF PRIMARY SCHOOL FOR WORK IN THE INCLUSIVE ENVIRONMENT**

*Nurmaganbetova Raugash Kanatbekovna  
Kyrgyz State University  
named after I. Arabayev,  
Bishkek, Kyrgyz Republic  
nraugash@mail.ru*

***Key words:** children with disabilities, expansion of access to education, inclusion, inclusive education, received results, inclusive environment.*

***Abstract:** The main attention is paid by inclusive education the system and process of inclusion of children with special educational needs in comprehensive schools and creations of conditions for them on receiving quality education is understood in this article. The term is used to describe the process of teaching children with special needs in regular (mainstream) schools. In consciousness of the most part of teachers the *inclusiya* was presented as process inexpedient (at this stage of development of an education system in our country), including more than risks, than the positive moments, involving decline in quality of educational process, negative changes in the relations between subjects of educational process. The received results demonstrate also absence at teachers of a clear idea of subjects of inclusive educational process.*

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In the Government program of education development of the Republic of Kazakhstan for 2011-2020 and the strategic plans for its implementation outline the mechanisms for including children with disabilities in the educational process, the conditions for providing them with an accessible environment are determined. According to these documents, by 2020 in 70% of comprehensive schools conditions for inclusive education have to be created.

Inclusive education is a policy of the state, aimed at including all children in the general educational process, despite differences in health, economic status, social belonging, ethnic origin, language, religion, gender, and individual abilities. Inclusive or included education is a term which is used to describe the process of teaching children with special needs in regular (mainstream) schools [8].

There is an ideology on the basis of inclusive education, which excludes any discrimination against children, which ensures equal treatment for all people, but creates special conditions for children with special educational needs. Experience shows that out of any rigid educational system, some of the children drop out, because the system is not ready to meet the individual needs of such children in training. This ratio draws up 15% of the total number of children in schools, and thus the outlined children become detached and excluded from the general system. It is necessary to understand that it is not children`s fail, but the system excludes children. Inclusive education can support such children in learning and achieving success, which will give chances and opportunities for a better life [1].

Inclusive education seeks to develop a methodology aimed at children and recognizing that all children are individuals with different learning needs. Inclusive education is trying to develop an approach to teaching and learning that will be more flexible to meet different learning needs. If teaching and learning become more effective as a result of the changes that inclusive education introduces, then all children (not only children with special needs) will get benefit.

Education in inclusive schools allows children to acquire knowledge about human rights (although they are not taught specifically), and this leads to less discrimination, as children learn to communicate with each other, learn to recognize and accept the difference.

The rationale for the need of inclusive education:

- Commitment to human rights and the rights of children should be treated equally.
- An analysis of what meets the true interests of each child determines

what is good for him/her. The facts say that institutional care (for example, in boarding schools) does not always cater to the interests of the people being cared of.

- Data analysis suggests that social services are improved as a result of becoming more flexible and adaptable.
- Where resources are limited, the result can be achieved without additional resources if the attitude and behavior of the participants support the inclusion methodology [4].

Inclusion is an approach and philosophy which assumes that all pupils (with disabilities and without disabilities) get more opportunities in social and in learning. Inclusion does not mean simply collect all the children "on the pile," just the other way round, it encourages that each pupil feel himself accepted, that his abilities and needs are taken into account and will be evaluated. Inclusion is an approach, in which the diversity of pupils is factored into, in which curricula and goals are tailored to their abilities and needs. In this process, the role of teachers and special educators, who bring their experience and knowledge that each child can learn with the greatest benefit for him, is important [5].

Many children with disabilities in physical development, despite the efforts acceptable by the family, specialists, society for the purpose of their education and upbringing, becoming adults, nevertheless find themselves unprepared for inclusion in socio-economic life. At the same time, the results of research and practice show that any person with a developmental defect can become a full-fledged person under appropriate conditions, develop spiritually, provide for him financially and can be useful to society. In recent years, in our country the desire to change the current situation is becoming more and more noticeable. At the country level, relevant legislative acts have been adopted. Training of specialists is begun who could put the social rehabilitation of children with disabilities to a new level. In a number of countries around the world, starting around the 1970s, a package of normative acts is being developed and implemented contributing to the expansion of educational opportunities for disabled people. In the modern educational policy

of the United States and Europe several approaches have been developed, including: widening participation, mainstreaming, integration, inclusion. Mainstreaming assumes that students with disabilities communicate with their peers at holidays, in various leisure programs; if they are included in the classes of the mass school, then, first of all, in order to expand the possibilities of social contacts, and not to achieve educational goals. Integration means bringing the needs of children with mental and physical disabilities into line with the education system, which remains generally unchanged, not adapted to them; students with disabilities attend mainstream school, but do not necessarily study in the same classes as all other children. "Including" or "inclusion" is more appropriate term, which is interpreted as follows: school reform and the redevelopment of classrooms so that they meet the needs and requirements of all children without exception [2].

It is necessary to approve the state standard of vocational rehabilitation for disabled people and organize a system of special training and retraining, advanced training of teachers - specialists in inclusive education. Such measures can promote the expansion of access to education for children with disabilities. Thus, more favorable conditions will be created for social mobility of people from the least well-off strata of modern society.

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