

ABSTRACT

thesis by Makhambetova Zhamilya Targynovna “Pre-service social pedagogues’ professional competences development: Inclusive education context”, for the degree of Doctor of Philosophy PhD on specialty “6D012300-Social pedagogy and self-cognition”

Topicality of the research. In the context of globalization, the new mission of the education system is to create conditions for achieving greater justice and social stability in society by providing equal rights for all citizens to receive education and access to knowledge.

The right to education is one of the fundamental constitutional rights of a citizen of the Republic of Kazakhstan. Inclusive education involves ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities.

Higher education standards presuppose the development of students' competences for successful professional activity. In this regard, in pedagogical science and practice, the development of professional competences is an urgent problem, which is reflected in the requirements of standards for the results of education. The basis of our research is the Conceptual basis of the professional competences of International Association of Social Educators. The category of people with special educational needs requires those professionals who will contribute to socialization, learning and success throughout life. The problems of professional training of social educators were previously discussed in the works of C. Cameron, P. Moss, Davies Jones.H., J. Hämäläinen, V.A. Slastenin, N.D. Khmel', L.V. Mardakhaev, I.R. Khalitova, A.A. Bulatbaeva, N.S. Algozhaeva, A.S. Magauova. The professional training of specialists for inclusive education was studied by D. Mitchell, J. Hale, T. Lorman, J. Porter, I. Baranauskiene, S.V. Alyokhina, V. V. Khitryuk and others. Kazakhstani scientists have made a significant contribution to the professional training of pedagogues to work in the conditions of inclusive education of the Republic of Kazakhstan: R.A. Suleimenova, Z.A. Movkebayeva, S.D. Aubakirova, A.R. Rymkhanova, A.K. Rsaldinova, Zh. I. Sardarova, S.K. Abildina, A.T. Iskakova.

Thus, experience in the professional training of social pedagogues has been accumulated in the theory and practice of pedagogical education. At the same time, the analysis showed that the problem of forming the professional competences of pre-service social pedagogues for work in an inclusive education remains relevant and insufficiently studied.

The research object is a system of professional training of pre-service social pedagogues to work in inclusive education.

The research subject is the process of formation of professional competences for pre-service social pedagogues to work in an inclusive education at a university.

The purpose of the research: scientific - practical substantiation of the theoretical, methodological and methodic base for the development of professional competences of pre-service social pedagogues to work in conditions of inclusive education.

Research objectives:

1. To reveal the theoretical and methodological foundations of the problem of the development of professional competences of pre-service social pedagogues to work in inclusive education, to determine the essence of the concept of "development of professional competences of pre-service social pedagogues to work in inclusive education";

2. To conduct a comparative analysis of the training of social pedagogues to work in inclusive education in the Republic of Kazakhstan, Lithuania and Germany;

3. To develop a structural content model for the development of professional competences of the personality of pre-service social pedagogues to work in inclusive education;

4. To model the process of development of professional competences of pre-service social pedagogues to work in inclusive education;

5. To experimentally test the effectiveness of the structural content model of the development of professional competences of the personality of pre-service social pedagogues to work in an inclusive environment;

6. To formulate scientifically-based conclusions and recommendations on the development of professional competences of pre-service social pedagogues to work in inclusive education.

The scientific hypothesis of the research: is based on the assumption that if the training of pre-service social pedagogues to work in inclusive education will be carried out on the basis of students' understanding of the role and place of a social pedagogue in inclusive education, taking into account international trends in inclusive education, on the foundation of the developed model based on student-centered, acmeological, axiological, systemic, competency-based approaches, taking into account the implementation of pedagogical conditions, experience of domestic and foreign universities, this will increase the possibility of developing professional competences of pre-service social pedagogues to work in an inclusive education environment.

The leading idea of the research is that the preparation of pre-service social pedagogues to work in inclusive education is due to the gradual development of professional competences of pre-service social pedagogues based on the developed model of the process of development of professional competences of pre-service social pedagogues to work in inclusive education.

Methods of research: comparative analysis; modeling; survey, testing, interview, content-analysis. statistical methods (Spearman's correlation analysis, Student's T-test, analysis of variance). Statistical data processing was carried out using Microsoft Excel computer programs and the SPSS 23 statistical system. The conducted research has passed the approval procedure of the Local Ethics Committee at al-Farabi Kazakh National University.

Field of research: the longitudinal experimental research during 2018-2021 was attended by bachelor students in the number of 34 people of the educational program "Social Pedagogy and self-cognition" of al-Farabi Kazakh National University. The control group consisted of 34 bachelor students of the specialty "Social Pedagogy and self-cognition" of Abai Kazakh National Pedagogical University.

The scientific novelty consists in the following:

1. The scientific and theoretical foundations of the development of professional competences of pre-service social pedagogues to work in an inclusive education, taking into account international regulatory documents that presuppose the selection of a set of professional competences to work in an inclusive education.

2. The author's definition of the concept "development of professional competences of a pre-service social pedagogue to work in inclusive education" is given;

3. The features of the preparation of social pedagogues for work in inclusive education in the Republic of Kazakhstan, Lithuania and Germany are revealed, which are based on the Conceptual basis of the professional competences of social educators IASE;

4. The "Structural-content model of the development of professional competences of the personality of pre-service social pedagogues to work in inclusive education" has been developed and tested;

5. The "Model of the process of development of professional competences of pre-service social pedagogues to work in inclusive education" is substantiated and tested.

The theoretical significance of the research: the theoretical and methodological foundations of the development of professional competences of pre-service social pedagogues to work in inclusive education are substantiated; the essence of the development of professional competences of pre-service social pedagogues to work in inclusive education as the process of gradual development of personal integral qualities manifested in the ability and readiness for successful activity in an inclusive education, based on knowledge, skills, experience, values and inclinations acquired in conditions of university training.

The practical significance of the research is in

1. the publication of educational- methodical manuals: "The activity of a social pedagogue in inclusive education"(in Russian), "Social pedagogue in the system of inclusive education"(in English), in the development of methodological recommendations for the development of professional competences of pre-service social pedagogues to work in inclusive education;

2. the development of the educational program "7M01103-Modern technologies in inclusive education".

3. the preparation of diagnostic tools to identify the level of development of professional competences of pre-service social pedagogues to work in inclusive education;

4. the working out of "Additions to the content of pedagogical internships" that ensure the development of professional competences of pre-service social pedagogues to work in inclusive education";

5. Within the framework of the module "Inclusion in the educational environment" in the framework of educational program "6B01801-Social pedagogy and self-cognition" the following subjects are offered: 1. "Tutor in inclusive education", 2. "Innovative technologies in the tutor's activities to accompany students with SEN in inclusive education", the content of which was proposed and tested during the dissertation research.

Provisions Submittal:

1. The essence of the concept "development of professional competences of a pre-service social pedagogue to work in an inclusive education" is the process of gradual development of personal integral qualities manifested in the ability and readiness for successful activity in an inclusive education, based on knowledge, skills, experience, values and inclinations acquired in conditions of university training.

2. Comparative analysis of the training of social pedagogues to work in inclusive education in the Republic of Kazakhstan, Lithuania and Germany. When conducting a comparative, descriptive analysis of educational programs for the training of social pedagogues of universities in three countries, the importance of observing a competency-based approach aimed at the development of professional competences for work in inclusive education is revealed, the nature and trends of training of social pedagogues in these countries are determined, the professional competences adopted by IASP are highlighted.

3. "Structural - content model of the development of professional competences of the personality of pre-service social pedagogues to work in inclusive education." The result of the developed model is the development of professional competences of pre-service social pedagogues to work in inclusive education, such as social and communicative competences, organizational competences, system competences, intervention competences, development and learning competences.

4. Substantiation of the "Model of the process of development of professional competences of pre-service social pedagogues to work in inclusive education", including adaptive, integrating, activity stages, the purpose of which is the gradual development of professional competences of pre-service social pedagogues to work in inclusive education.

5. The results of experimental work confirming the effectiveness of the model of the process of development of professional competences of pre-service social pedagogues to work in inclusive education.

Compliance of research with state programs and legislation. The research has a relationship with the main state programs and provisions, including: the Constitution of the Republic of Kazakhstan; the Law of the Republic of Kazakhstan "On Education" of 2007; the Law on the Rights of the Child in the Republic of Kazakhstan of 2002; Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan, 2015; etc.

The main results of the study were reflected in the implementation of the project: IPH AP 14872130 "Development of professional self-determination of students with special educational needs as a national strategy in the field of inclusive education in the Republic of Kazakhstan".

Approbation and publication of research outcomes. The dissertation was discussed at the department of pedagogy and educational management of al-Farabi Kazakh National University (Protocol No. 5, November, 23, 2022) and recommended for defence. The main scientific results of the dissertation work were presented at various international scientific and practical conferences, in scientific journals.

The main provisions and ideas of the dissertation are reflected in 33 publications of the author, in particular 2 articles – in the international scientific journals

“Education and Self-development”, “European Journal of Educational Research”, included in the Scopus database, 5 articles – in scientific journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of science and higher education of the Republic of Kazakhstan, 20 articles - in the materials of international conferences and publications of domestic and foreign countries, 3 educational-methodical manuals, 3 certificates of authorship.