

ANNOTATION

dissertation for the degree of Doctor of Philosophy (PhD)

on specialty "8D01110 – Pedagogy and Psychology"

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General description of work. The dissertation work is a study aimed at identifying the effectiveness of the development of inclusive education for children with disabilities at school through the full realization of the pedagogical potential of the school–family cooperation.

Relevance of the research. In the modern education system of the Republic of Kazakhstan, the organization of inclusive education with the participation of the environment, the family, taking into account the peculiarities of physical development and mental abilities of each child, their individual needs is one of the most important trends in the development of domestic education.

There are a lot of unresolved problems in the development of inclusive education today. Nevertheless, an effective solution to any problem concerning a child in the school system begins with cooperation with the family. The family is the closest social environment for the child, he is the main ally of the school in educational and educational work.

The purpose of the study: theoretical substantiation and development of a structural and substantive model and methodology of pedagogical cooperation between school and family in the implementation of inclusive education for children with disabilities, and proof of its practical effectiveness.

Research hypothesis: pedagogical cooperation between school and family will be effective in conducting an inclusive education program if the theoretical foundations of pedagogical cooperation between school and family in inclusive education are determined, the structural and content model of inclusive education in family-school cooperation and the methodology of its effectiveness are implemented, as well as experimentally proven. Its systematic implementation ensures the correct definition by the subjects of cooperation of the essence, concept, principles, goals and objectives of inclusive education, the growth of interest and need for mutual partnership, a sufficient level of competence of teachers in building cooperation, the formation of a positive attitude of parents to this process, the development of inclusive education in the system of school and family cooperation.

Research objectives:

1. To identify the theoretical and methodological foundations of pedagogical cooperation between school and family in inclusive education. Clarify the essence of the concepts of "Inclusive education" and "Cooperation of school and family in inclusive education" and give the author's definition;

2. Substantiation of methodological approaches of pedagogical cooperation between school and family in inclusive education;

3. Definition of psychological and pedagogical conditions of inclusive education in the system of cooperation between school and family;

4. Development of a structural and content model of inclusive education in the school–family cooperation system;

5. Development of methods of pedagogical cooperation between schools and families in inclusive education of children with disabilities and conducting experimental tests of its effectiveness.

Research methods. When solving problems related to the research topic, the following research methods were used:

1. Theoretical methods: analysis of philosophical, psychological, pedagogical and methodological research, scientific literature on the research problem; theoretical analysis, comparison, generalization of dissertations on the research topic; methods of preparing a bibliographic list, standards, educational programs, normative documents and analysis of advanced pedagogical experience in relation to educational systems, generalization, comparison, modeling.

2. Empirical methods: methods of control, interviewing, questioning, diagnostics were used: Author's questionnaires for teachers, parents and schoolchildren; Questionnaire *"Self-analysis of difficulties in the activity of a teacher"* (L.N. Gorbunova, I.P. Tsvelyukh); Methodology *"Assessment of professional skills and qualifications of teachers in building relationships with family"* (V.Zvereva); Methodology *"Diagnostics of school and family relations"* based on parents' assessment of the activities of an educational organization (N.V. Kalinina, L.A. Lukyanova);

- methods of qualitative analysis of research results (student's social card, *"Ecocart" methodology* (K. Atteneave, E. Hartman); *"Methodology of pedagogical research of children with developmental disabilities"* (S.D. Z Abramnaya).

- mathematical statistical method of processing experimental results: statistical criterion χ^2 (chi-square) Karl Pearson, 1900. (Grabar M. I., Krasnianskaya K. A. "Application of mathematical statistics in pedagogical research. Nonparametric methods").

Scientific novelty of the study:

- the concept of "inclusive education" has been clarified, the definition of the concept of "school and family cooperation in inclusive education" has been given;

- the methodological approaches of pedagogical cooperation between school and family in inclusive education of children with disabilities are substantiated, which are the basis for the analysis of empirical data and the determination of the pedagogical potential of cooperation between school and family in the development of inclusive education;

- the psychological and pedagogical conditions of inclusive education in the "school-family" cooperation system have been identified and substantiated, the implementation of which has made it possible to expand the possibilities of school–family cooperation in the development of functional literacy of parents, professional competence of school teachers in the aspect of school-family cooperation in inclusive education, and ultimately to increase the effectiveness of inclusive education of children with disabilities;

- a structural and meaningful model of inclusive education in the school-family cooperation system has been developed, which holistically reflects the interrelation of the components of the process under study;

- diagnostic tools (criteria, levels, methods and techniques of psychological and pedagogical diagnostics) for studying the state and dynamics of pedagogical cooperation between schools and families in inclusive education of children with disabilities have been identified;

- a methodological system of pedagogical cooperation between school and family in inclusive education has been developed, its effectiveness has been experimentally tested and proven.

Theoretical significance of the study:

The conducted research fills a significant gap in theoretical and experimentally verified knowledge about the real state and dynamics of pedagogical cooperation between schools and families in inclusive education of children with disabilities. The revealed methodological approaches to pedagogical cooperation between school and family in inclusive education stimulate the study of the problems of promoting models of integration of children with organic opportunities in school based on active parental participation, on the support of competently structured family education and the growth of the competence of school teachers in this aspect. The study and analysis of the potential opportunities for school and family interaction in inclusive education allows us to expand knowledge about the effective cooperation of these important social institutions in teaching children with organic opportunities in the conditions of their social integration. Modeling the process of inclusive education in the system of school-family cooperation has expanded knowledge about the structure and content of school-family partnership in the direction of inclusive education. New opportunities for pedagogical cooperation between school and family in inclusive education, formulated in the study as psychological and pedagogical conditions, expand the understanding of the potential of partnership between school and family, activates the search and development of other new approaches and solutions to strengthen and develop it.

Practical significance of the study: The conducted research actualizes the need to strengthen and comprehensively increase the pedagogical cooperation of schools and families in inclusive education of children with limited opportunities, by giving it a purposeful, systematic and scientifically-based character. The research promotes new methodological and methodological approaches and solutions to the problem of inclusive education of children with disabilities based on the activation of interaction between parents and school teachers, the development of functional literacy of parents, the potential of family education and the competence of teachers in the aspect of joint promotion of integrative models. The developed structural and content model of inclusive education in the school–family cooperation system can be used to build a scientifically based system of interaction between parents and teachers aimed at effective inclusive education of children with disabilities. The developed methodological seminar "Pedagogical cooperation of school and family in inclusive education for children with disabilities", psychological and pedagogical trainings for teachers and parents, diagnostic tools can become a practical tool for

organizing effective interaction between school and family. The obtained research results can also be used in the practice of advanced training and retraining of teachers of schools implementing inclusive education programs, in the development of educational and methodological complexes of inclusive education disciplines in pedagogical universities.

Provisions submitted for protection:

1. Clarification of the concept of "inclusive education", definition of the concept of "school and family cooperation in inclusive education":

"Inclusive education is the provision of quality education for all children on the basis of equal education, including the introduction of children with disabilities in the educational process with the support of the environment, school and family."

"School and family cooperation in inclusive education is encouraging parents to actively partner with the school in the education of children with special needs, a reliable alliance of school and family based on joint monitoring and evaluation of the learning outcomes of a child with disabilities."

2. *Humanistic, value, personal, orientation, synergetic and systemic methodological approaches* for improving and developing inclusive education in the system of school-family cooperation have been selected and substantiated. The orientation of the *humanistic approach* in inclusive education, the education of empathy, tolerance, mercy, an open attitude towards children, including children with disabilities, the value of the *value approach* is the manifestation of a value attitude to each person in the organization of inclusive education, the *personal-activity approach* ensures the successful implementation of all personality-oriented principles, methods and approaches in the organization inclusive education. The *oriented approach* is a concept based on the theory of creating favorable conditions for the formation of personality, the systematic development of mental activity. The *synergetic approach* dramatically expands the possibilities of inclusive education and correctional and pedagogical assistance. A *systematic approach* allows us to develop a harmonious system of the theory of education and the theory of learning, to characterize all its main elements (purpose, content, means, methods).

3. *The psychological and pedagogical conditions of inclusive education in the school-family cooperation system:*

- the purposeful and systematic nature of school-family cooperation in inclusive education.

- development of professional and pedagogical competencies of teachers in the direction of cooperation "school-family" in inclusive education.

- psychological and pedagogical diagnostics of family characteristics in the formation of cooperation between school and family.

- formation of functional literacy of parents in matters of inclusive education.

- ensuring a positive attitude and conscious support of parents to inclusive education.

- implementation of the interaction of the school and the family in the relations of partnership and alliance.

- joint monitoring and evaluation of changes in the development of children with disabilities in school and family.

4. A structural and content model of inclusive education in the school-family cooperation system has been developed. The purpose of the model is the full realization of the pedagogical potential of school and family cooperation in improving the effectiveness of inclusive education. The content of cooperation between the school and the family in the direction of the development of inclusive education consists of *cognitive-content, motivational, organizational-activity and performance-evaluation components*.

The cognitive-content component defines the essence, content, concept, principles of inclusive education, defines the goals and objectives of cooperation between the school and the family. Motivational component – provides for the interest and needs of the subjects of inclusive education in mutual partnership. The organizational and activity component ensures the effective implementation of the inclusive education model in the "school and family" cooperation system. The performance-evaluation component reflects the conformity of the results obtained with the purpose.

5. Development and experimental verification of the methodological system of pedagogical cooperation between school and family in inclusive education, reflecting the system methodological solutions and tools to enhance the interaction of school teachers and parents, the development of functional literacy of parents and family potential, as well as the professional and pedagogical competence of school teachers in the aspect of inclusive education.

6. The provision that the pedagogical potential of interaction between school and family teachers in the development of inclusive education is quite high, and its effective use requires targeted and systematic actions;

7. Cooperation between the school and the family in inclusive education requires the professional and pedagogical competence of school teachers and classroom teachers in the direction of partnerships in this direction with the family, as well as literacy, support, interest and active participation of parents in inclusive education.

Approbation and implementation of the research results: The dissertation was discussed at the Department of "Modern Pedagogy and Psychology" of the M.Auezov South Kazakhstan university.

The content of the dissertation work has been published in 12 scientific articles. Of these: 1 - in the publication included in the Scopus database, 3 - in the publication approved by the Committee for Quality Assurance in Education and Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 1 - in the publication approved by the Higher Attestation Commission of the Ministry of Education and Science of the Russian Federation, 5 - in the materials of international scientific and practical conferences (2 of them - foreign), 2 - in the materials of the republican scientific and practical conference.