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STUDY OF THE IMPORTANCE OF PSYCHOLOGICAL ATTITUDE IN THE PROCESS OF INCLUSIVE EDUCATION

Abstract. *The presented article discusses the psychological aspects of the process of inclusive education. In order for children with special educational needs to easily adapt to the environment and learn successfully, individual work and differential education methods gave pedagogical results, but their impact was weak and unstable through cases from real practice. In order to increase and stabilize the effectiveness of these methods, there was a need to use the theory of psychological attitudes. For this purpose, the assumption was made and the importance of ensuring the success of a student in the framework of the theory of psychological relations was substantiated.*

A positive self-assessment, which is based on a sense of self-worth, ensures the formation of a degree of independence of the student, which not only increases the success of his studies at school, but also serves as a guarantee of his life success. The end result is a long-term strategic orientation of the theory of psychological attitudes, which is focused on the maximum disclosure of the student's self-identity.

The relevance of the space-time continuum of the theory of relativity (St), founded by A. Einstein in the period of quantum leaps and bounds, as it is today, is extremely high. Especially its importance increases many times in the process of inclusive education. The article presents a methodology for using the theory of psychological attitudes to establish the relationship between the child's cognition and behavior of the SED on the basis of previously studied situations. As a result of the purposeful laying of the theory of psychological attitude to the foundations of the educational space of an educational organization, the student's confidence in the context of their own characteristics and the improvement of their relationship with reality increases. Being the main approach here – "focus", it covers 4 zones: the current situation – the state of the student of the SED; the influence of space, that is, medium and time on it; the child's own attitude to the SED to the situation, as well as the degree of professional-specialized analysis of the situation.

Research work of Universities of the Republic of Kazakhstan (abylai Khan. The University of the Ministry of education and science of the Republic of Kazakhstan named after H. A. Yassawi. It was conducted jointly with scientists of the ICTU). The research base is Taraz regional university named after M. Kh. Dulaty; the experimental site is an educational organization No. 16 in the village of Kordai, Zhambyl region.

Key words: *inclusive education, child with special educational needs, attitude, attitude, behavior, value.*

Introduction. In the "Kazakhstan model of inclusive education" (model), implemented at the initiative of the Ministry of Education and science of the Republic of Kazakhstan, ways were given to ensure a high level of inclusive education process. It proposes the following conditions as concepts of high-quality inclusion of children: the development environment, educational materials and equipment, the role of the head of the educational organization, support of specialists, professional development, psychological and pedagogical support of students of the educational institution, individual curriculum (IPS), parents of children of the educational institution, involvement of students of the educational institution in the pedagogical process, the transition of the educational institution to the next stage of the educational level of the institution. For the effective implementation of these conditions, the model provides high-quality inclusive practices [1].

It is not difficult to predict that the quality of inclusive education in educational institutions will improve by implementing these practices that are recognized as advanced. However, due to the predominance of the subjectivity factor in the educational process and in the case of a child, it is necessary to recognize that although the above conditions are met, it is not always possible to reproduce effective practices in a relaxed manner. Therefore, in our study, we conclude that the relevance of building the process of inclusive education in the theory of psychological attitudes is justified.

It is impossible not to rely on years of scientific research to ensure the most easy and convenient passage of the educational process, for all subjects of the educational process, and the socialization and socialization of children by joining the ranks of normotypic peers. Reviewing the

studies of the last decade (S. T. Kohan, E. B. Barinova, T. G. Bogdanova, R. A. Suleimenova, V. V. Khitryuk, Z. A. Movkebaeva, etc.), in the course of their analysis, it was found that the method of differential learning as an individual way of working and as a source of inclusive education as the basis for the success of the child of the SED is of crucial importance [2-7].

The change in modern paradigms in the new millennium also requires a significant impact on the education sector, and also requires a break from previous principles. Their main advantage is the concept of orientation to the specifics of the individual development of the child, based on the theory of the "zone of near Development" (L. S. Vygotsky) [8].

Previously, in the educational process, the educational activity of the subject has become dependent on patterns that arose in connection with the theory of the "social state of development". Now, future-oriented ambitious strategies make efforts to prioritize new relationships that ensure personal development.

Elena Soukaku's study "the specificity of the inclusive class" presents the best practices for ensuring that a child learns with normotypic peers: educational space, material environment, joint activities with classmates, mutual conflicts, free choice, interaction, communication, feedback, monitoring [9].

In the study of E. P. Soukaku, it is stated that the implementation of these practices takes place directly with the participation of the teacher. Therefore, we conclude that the teacher, being the central figure in the children's team, through his undeniable authority, purposefully creates a positive attitude towards the student and creates a positive psychological climate in the classroom. The conclusion is that the key factor in the process of inclusive

education is the influence of the teacher's personality. Given that the impact is caused by the relationship, there is no doubt that the motivation for the success of the student is the psychological relationship. Therefore, for the implementation of the principles of inclusion in educational organizations, it is important to equip specialists with the theory of psychological relations.

Conditions and methods of research. Regardless of whether we look at any of the studies on the inclusion of the educational process, the whole question comes down to the theory of attitudes, especially the psychological attitude to the child of the SED. But this important factor is not particularly touched by teaching aids, and methodologists do not pay much attention to it. For example, in general education schools, the organization of a comfortable inclusive educational environment, conditioned by the process of psychological and pedagogical support, is obliged to include the following services as its content: identification and assessment of the educational needs of students in the SED; providing methodological and advisory assistance to their teachers and parents; creating psychological and pedagogical conditions for achieving educational success [10].

Analysis of global trends – shows the presence of positive modern changes in the process of inclusive education. It is a personality-oriented learning activity conditioned by the right of every child to a quality education. The effectiveness of this process is determined by the content and level of the position of the value system in the educational space. The implementation of inclusive education in educational institutions is not limited to the creation of a material and developing environment based on the needs of students of the SED; this is only a preparatory stage for the process of inclusion. In addition, the pedagogical process, which consists of the

flexibility of teaching methods and systems for assessing academic performance, is also bare functions without value orientations.

The educational process of inclusive education is defined as the process of joint educational activity, organized in an atmosphere of mutual equality, built on the basis of the individual capabilities and needs of each student in the classroom along with the child. If the main manifestation of such a comfortable and favorable development environment for students is cooperation, then the condition for its establishment is psychological attitude.

Despite the fact that the technology of effective application of the theory of psychological attitude in the practice of inclusive education is not given sufficient methodological attention, it is a situation that is clearly manifested in the organization of the pedagogical process and a process that significantly contributes to the result. It is the competence of the teacher to form a reasonable psychological attitude to each student in the class, as well as to the child of the SED. The psychological attitude is a variable factor that varies according to time and place, situation and environment. After all, the attitude to the situation that happened passes due to the fact that everyone feels the same event. It depends, firstly, on the worldview of an individual person, and secondly, on the mood at that moment. Well, now add the members involved in this story and the people who observe the situation around [11].

The use of the four – dimensional continuum in the theory of psychological relations in the process of inclusive education began with Einstein's theory of relativity about the relationship between the body in motion and the body in motion and continues with the concept of inclusion in R. Dilts' neuroscience programming (NLB). In practice, the result of

observations of divisions in the children's team shows that their root cause comes from opposite points of view. And now, as a fact that affects the behavior of students and determines it, we can note how they perceive themselves in relation to others, and how they evaluate them from the point of view. If it is possible to complicate this concept, it is recommended to include in the event that has occurred, in many ways, the opposite point of view, excluded from the student's own mind. It is a practice that is often exposed in the environment of a student's education. This is the complexity and value of inclusive education at the same time!

In the course of the study, the method of laying the theory of psychological attitude to the basis of the process of creating an inclusive educational space was considered from the point of view of NLB. The attitude to any problem is carried out through the criterion of assessing the situation. According to R. Dilts' interpretation, the perception of the situation that has occurred occurs in two directions:

- subjective assessment within the framework of self-knowledge, that is, as a result of a first-person view of the situation;
- also through analysis in the context of the point of view of another person (in most cases, an opponent or a respected person who is more authoritative for himself, or a person who considers himself an expert in the field of this issue).

The attitude that arises from the assessment of criticism in all other environments, as well as in the children's team, forms an attitude. As the individual relationship increases, it becomes the relationship inherent in that environment. It's good if the relationship is formed as a result of a positive attitude, but what if it is a relationship caused by a negative one? Another important factor is how fair is it? Unfair attitude consequences distort reality

and create a negative attitude towards the target. In a children's team, this may also be a prerequisite for bullying [12].

In response to a negative attitude, aggression occurs. This, in turn, entails a decrease in the moral climate in the team. If this form of communication took place in an inclusive environment, then it is necessary to immediately mobilize a team of specialists in an educational organization and make efforts to unravel the problem.

The negative attitude in the case of a student of the SED is the one that leads to the collapse of self – opinion, which is often exposed in practice. Dependence on the views of the surrounding people is inherent in the owners of child consciousness. There are many times in school life when one glance is choked by many glances. When trust is shaken, it is much more complex and requires a long-term correction. Therefore, as the only task of an inclusive environment, the formation and increase of self-confidence in each child, especially in the student of the SED, is a very important condition. And the tool for its development is attitude.

Public relations are broken; you can't wash it off or erase it with an eraser. It is clear that the current period in the information space will not slow down if it does not escalate. Therefore, guided by the statement of not seeking to stabilize attitudes in the space of inclusive education, it is worth getting used to distinguishing the student's essence from the event. To do this, it is necessary to instill in the environment the principle "the assessment of any situation should be carried out outside the relationship with the student." As part of the implementation of this conclusion, two methods were used and proposed during the study:

- 1) "two-way narrative approach" for the recognition of the situation by objective assessment as a result of consideration of opposing points of view;

2) for a more complete and realistic disclosure of the situation – the technique "4 ways of presenting reality".

A teacher working in an inclusive class should not strive to maintain the stability of relations in a children's team. It is recommended to work within the framework of ensuring equal opportunities and equal rights for all students and maintaining common values, always keeping in mind that everything is changeable in existence.

Research results. To study the importance of the theory of psychological attitudes in the process of inclusive education, experimental work was carried out in secondary school No. 16 in the center of Kordai district, Zhambyl region. The test was organized in 6 "A" classes and included a period of 2 weeks. In the "two-way narrative approach" used in the experiment, 10 test subjects and 28 students in the class took part in the "4 ways of storytelling of being". The teacher-psychologist of the educational organization and the class teacher, who were involved in the study as assistants, helped to measure the air of psychological communication in an inclusive environment, creating temporary artificial conditions in the classroom, under the guidance of the experimenter. At the end of the research at the experimental test site, the work on processing the results was carried out by the Departments of the university (named after M. H. Dulati. Tarou, abylyai Khan. The University of the Ministry of education and science of the Republic of Kazakhstan named after H. A. Yasawi. HKTU) continued in laboratories.

To conduct the "two – way narrative approach", 5 pairs were arbitrarily selected from the Class: A pair of Girls – 2, a pair of boys – 2, a mixed pair – 1; among them, a student of the SED – 1. they were conditionally designated as follows: 1I, 1A, 1e, 1k, 2k. where 1I is a pair of students of the SED, 1A is a mixed pair, 1e is a pair of boys, 1k is the first pair of girls, 2K is the second pair of girls. The test subjects in pairs were marked with two numbers: the first partner (1C) and the second partner (2C).

Pre-developed situations were presented to the test subjects in the most natural way, at times when they did not pay attention to each other. The content of the situations was determined in accordance with the interests of the subjects, since they pursued the goal of revealing true relationships. For example, if a couple of girls were offered a taste for choosing cosmetics, teenage boys were required to justify their views on interesting biology materials, and a couple of boys were required to create a light conflict by relating to comic book characters. After "playing" their roles in the context of situations, the test subjects were asked to express their views on the incident on both sides. To do this, it was explained that the students had to answer two pre-developed questions: "How did the story unfold from my point of view?" and "let me tell the story of what happened from his point of view." On each side, the report (1st, 2nd) was evaluated individually, and a system for calculating the common score (OB) was used.

Table 1.

Results of the Test "Two-Way narrative approach"

The examinees	1I		1A		1E		1C		2C		R
	1C	2C	1C	2C	1C	2C	1C	2C	1C	2C	C
1BR	-3	-1	-3	-2	+0	-0	-0	-1	-1	-3	-1,4
2BR	-1	-1	-3	-2	+0	-0	-	-1	-1	-1	-1,0

TR	-2	-1	-3	-2	+0	-0	-0	-1	-1	-2	-1,2
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In response to each question, the subjects' emotional and volitional spheres were monitored, and at the end of the interview, they were asked to describe how they felt, their feelings for their partners, and their attitude to events. Based on the answers of the subjects, five forms of attitude to the situation were identified: tense attitude, neutral attitude, cold attitude, indifferent attitude, influential attitude. These are all dimensions within the framework of a negative and neutral relationship. A total of eight forms of relationship to the content of the experiment are covered; these are: a negative relationship (PF), an influential relationship (PF), an indifferent relationship (PF); a neutral relationship in the content of a normal relationship (PF), a cold relationship (PF) and a positive relationship (PF), a welcome relationship (PF), a liking relationship (PF). When determining the forms of communication, the lexicon of describing the situation, assessment words, emotions, facial expressions of the subjects by entering the role of their partner and feeling his condition were taken into account. The relationship spheres of the test subjects were evaluated in an 8-point system: negative relationship strength "-3", "-2", "-1" in scales, the neutral ratio is "-0", "+0", and the positive ratio is "+1", "+2", "+3" the scores were determined in the range.

The results of the test "two-way narrative approach" were shown in Table 1 (Table 1).

The class fully participated in the experiment's "4 ways of narrating being" test. During team building, sports competitions were organized, and the analysis of the "created" contentious situation was evaluated in four dimensions: "the current situation – through my eyes" (1B), "assessing the event through his eyes" (2b), "judging the group's attitude" (3B) and "assessing from a global perspective" (4b). According to this approach, the assessment was also carried out on an 8-point system.

Considering the incident in this way from the point of view of 4 approaches leads to the fact that the subjects get rid of bias, expand their minds on the basis of a comprehensive analysis of the situation, and the circle of worldview increases. This recognition of being makes the student take into account not only his own point of view, but also the opposite point of view; considering the situation outside of two different points of view – from the point of view of a third party, and turning to the meta-direction as the fourth dimension, by finding common features, causes a change in the nature of the relationship in the form of establishing relationships, as a result, a decrease in the level of contradiction and an increase in the quality of improvement.

The sum of the results of the subjects' attitude to the situation was given in Table 2 (Table 2).

Table 2.

The result of the test "4 ways of narrating being"

Б III	-3	-2	-1	-0	+0	+1	+2	+3
1B	0	0	0	0	2	6	12	8

2B	0	0	4	8	10	6	0	0
3B	0	1	3	8	8	4	4	0
4B	0	0	0	2	4	6	8	8

At the end of the experiment, an interview was organized in the class team, and the students' opinions were shared based on the test results. Based on the examples of the experiment, it was visually explained that the improvement of the team atmosphere consists in the attitude of each person to himself, environment, situation and process. After the interview, in order to control the attitude of students to the current situation, a questionnaire consisting of 5 questions was conducted: "how important is the attitude to the situation in the group?"(1C), "how correct is it that my attitude is determined only from my point of view?"(2C), "what is the value of reckoning with the opponent's opinion?"(3C), "to what extent does my opinion coincide with the point of view of the medium?"(4C), "what is the effect of consideration within the field position?"(5C). A 5-point system was proposed to evaluate each question. According to the results of the survey, the ratio value at the experimental site showed the following criteria: 1C-4.8 points; 2C – 4 points; 3C – 3.8 points; 4C – 4.2 points; 5C – 4.4 points; average score-4.24.

The survey after the experiment was calculated using the following formula:

$$Ch = 1s \cdot N + 2s \cdot N + 3s \cdot N + 4s \cdot N + 5s \cdot N / 28$$

Where: CN-the result of the survey;
1C, 2C, 3C, 4C, 5C – order of questions;

N is the number of test subjects who evaluated the question;

28-total number of test subjects

The results of the experiment showed the effectiveness, optimality and

effectiveness of research practices at the test site: since the psychological attitude is the most important in the process of inclusive education, it has been analyzed and considered as deeply and comprehensively as possible.

Discussion of scientific results. The process of analyzing the results obtained during the study was carried out according to the following scheme: the data of each experiment were summarized separately; the results of two experiments were compared and checked for mutual correspondence; the relationship between the results of the experiment and the results of the survey after the experiment was established.

The significance of the theory of psychological attitude in the process of inclusive education was determined in the process of summing up the results of the "two-way narrative approach" conducted in order to study (Table 3):

- the test subjects had a higher negative attitude scale in their initial assessment of the ratio to the situation (-1.4);

The results of the 1st year showed an increased level of attitude to the situation, blaming the partner;

- As a result of the presentation of the incident from the point of view of the partner of the test subject in the process of 2GP, it turned out that the relationship with the test was somewhat reduced (-1.0).

Table 3.

Content of the test subjects 'attitude to the" two-way narrative approach"

Respondents		Negative relationship			Normal relationship		Positive relationship		
		RC	YR	NR	UR	CR	SR	CR	RR
1I	1C	-	+	-	-	-	-	-	-
	2C	-	-	+	-	-	-	-	-
1A	1C	+	-	-	-	-	-	-	-
	2C	-	+	-	-	-	-	-	-
1E	1C	-	-	-	-	+	-	-	-
	2C	-	-	-	+	-	-	-	-
1Kh	1C	-	-	-	+	-	-	-	-
	2C	-	-	+	-	-	-	-	-
2Kh	1C	-	-	+	-	-	-	-	-
	2C	-	+	-	-	-	-	-	-

To conclude that the change in the attitude of the subjects is the result of a broad look at the situation requires its proof; therefore, in Table 3, the scales in the content of the experiment were analyzed. In the table, the test subject ratio is represented by the "+" symbol. In the course of studying 3 scales for assessing the situation, it turned out that there is no choice for a positive relationship; there are 7 choices for a negative relationship and 3 choices for a normal relationship. Indicator according to the test subjects: negative ratio – 70%, normal ratio – 30%, positive ratio – 0.

In comparison with the data of Table 3 with the data of Table 1, a correspondence was established with the results of the 2DB. This is an indicator of the confirmation of the hypothesis of the experiment, which is aimed at causing positive changes in the attitude of the subjects.

In order to process the data of the second experiment, which was carried out using the "4 approaches to the narrative of being" test, and check the mutual

correspondence of the research results, the scale of the original experiment was used. The number of test subjects' choices was calculated on 3 scales consisting of 8 criteria: 1 choice on the content of a negative relationship, 7 choices on the OD and 0 on the OD, 8 choices in total; 18 choices on the content of a normal relationship, 24 choices on the OD, 42 choices in total; 22 choices on the OD in the content of a positive relationship, 24 choices on the OD, 16 choices on the OD, 62 choices in total.

The processing of the obtained data consisted of two stages: first, the number of selections for each criterion (TN.C) divided by the number of estimates, thus the rating indicator (EP.K) determined; at the second stage, the measurement indicators are grouped into scales and the results of the selection (TN.H) was known. The process of processing the experiment data was depicted in Table 4 (Table 4).

Table 4.

The result of data processing "4 ways of presenting being"

S/R	Relation Scales and measures		
	Negative relation	Normal relation	Positive relation

	ER	CR	NR	ER	CR	SR	KK	UR
SN	0	1	7	18	24	22	24	16
EN	0	0,25	1,75	4,5	6	5,5	6	4
SR	2			10,5 \approx 11		15,5 \approx 15		

So, according to the results of the second experiment, the number of subjects who showed a negative attitude to the situation was 2 (7%), 11 (40%) had a normal attitude, and 15 (53%) had a positive attitude.

During the comparison of the results of the two tests, the experimental assumption that the complex perception of existence is dominant was confirmed. The initial experiment was conducted with 10 subjects, and the relationship was measured in a narrow circle - two-sided evaluation. Its indicator: negative attitude - 70%, normal attitude - 30%, positive attitude - 0. In the second experiment, the class team participated in full, 28 students looked at the situation from the point of view of 4 approaches. Its result: negative relationship - 7%, normal relationship - 40%, positive relationship - 53%.

The close connection between the results of the experiment and the results of the post-experiment survey was the basis for making the following conclusions: the relationship is of great importance for existence; in an inclusive environment, where differential education is the main method, there is a high need to analyze and differentiate the content of the relationship for learning subjects; The relevance of the psychological relationship for the student of the EEBC is determined by the strengthening of the interrelationship between the worldview and behavior.

Conclusion. In an inclusive classroom, the teacher encourages the implementation of joint activities by purposefully pairing, grouping them, focusing on the individual needs of students. Especially in the context of ensuring the effective involvement of the child in the educational process, interaction

training requires the teacher to continuously improve the quality of psychological communication. In this way, the teacher should be able to deeply recognize the cognitive interest and behavior of each student, along with the child, in order to stimulate the effectiveness of joint activities in an inclusive environment. This requires special attention to the psychological aspects of the process of inclusive education. In the course of the study, a general assumption was made about the effectiveness of providing communication by improving its quality, the goal of rapid adaptation of the child to the classroom and achieving academic success, as a result of the use of the theory of psychological attitudes, and a working assumption was made about the effectiveness of providing communication by improving its quality.

In order to find out how important communication is and justify its relevance in an inclusive environment, a plan of experimental and experimental work was developed and organized. In the inclusive class, which took part in the test, taking into account the work schedule of the educational organization, one child with visual impairment is studying. Although one class team was fully involved in the experimental site, in order to compare the results, a small-scale test was first organized with the participation of a student in the SED. Its result, as predicted by the research team, showed a narrow range of psychological attitudes.

Obviously, if in the class team the interaction of the teacher with students depends on social communication, then its effectiveness, in turn, depends on psychological communication. At the same time, based on best practices and using

examples of a high-quality inclusive environment, the factors that contribute to communication in the classroom team were studied. Based on this, experimental conditions were developed and presented to the test subjects. Since the research group was interested in the most realistic course of the experiment, their class teacher and school psychologist were involved in the work with the students. Thus, the result of the main experiment, organized with tremendous training, contributed to an increase in the quality of the psychological attitude of the subjects. It has moved from the personality-behavioral sphere to the cognitive-metacognitive level, covering

factors such as Air, range, volume, depth. For example, by focusing the subject's attention on the coverage of four areas: "my point of view", "his point of view", "the opinion of the environment", "global attitude", it was possible to study the situation in the inclusive space and, in particular, the situation of the student of the SED. In the psychological experiment, the impact of Environment and time, as well as the variables of professional analysis and evaluation of the situation, were taken into account beyond the interaction of the subjects.

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ИНКЛЮЗИВТІ БІЛІМ БЕРУ ҮРДІСІНДЕГІ ПСИХОЛОГИЯЛЫҚ ҚАТЫНАС ТЕОРИЯСЫНЫҢ МАҢЫЗЫН ЗЕРТТЕУ

Аңдатпа. Ұсынылған мақалада инклюзивті білім беру үрдісінің психологиялық аспектілері қарастырылды. Ерекше білім беру қажеттігі бар (ЕББҚ) балалардың ортаға жеңіл бейімделіп, табысты оқулары үшін, жеке жұмыс және дифференциалды білім беру әдістері педагогикалық нәтижелер бергенімен, олардың әсері әлсіз және тұрақты еместігі нақты тәжірибеден алынған кейстер арқылы талданды. Осы әдістердің әсерлілігін арттыру және тұрақтандыру мақсатында психологиялық қатынас теориясын қолдану қажеттілігі туындады. Ол үшін ЕББҚ оқушы жетістігін психологиялық қатынас теориясы аясында қамтамасыз ету туралы болжам жасалып, маңызы негізделді.

Өзінің құндылығын сезінуден бастау алатын оң өзіндік баға ЕББҚ оқушының мектептегі оқуының табыстылығын арттырып қана қоймай, оның өмірлік жетістігінің кепілі болып табылатын дербестік дәрежесінің де қалыптасуын қамтамасыз етеді. Түпкі нәтижесі ЕББҚ білім алушының өзіндік болмысын барынша жарқыратып ашуға бағдарланған психологиялық қатынас теориясы ұзақ мерзімге арналған стратегиялық бағдар болып табылады.

Қазіргідей кванттық секірістер кезеңінде А.Эйнштейн негізін қалаған салыстырмалылық теориясының (СТ) кеңістік-уақыттық континуумының өзектілігі аса жоғары. Әсіресе оның маңызы инклюзивті білім беру үрдісінде еселеп артады. Мақалада бұған дейін зерттелген жағдайлар негізінде, ЕББҚ баланың танымы мен мінез-құлығы арасындағы өзара байланысты орнықты ету үшін, психологиялық қатынас теориясын қолдану әдістемесі ұсынылды. Білім беру ұйымының оқу-тәрбие кеңістігінің негізіне психологиялық қатынас теориясының мақсатты түрде қалануының нәтижесінде, ЕББҚ оқушының өзіндік ерекшеліктері аясында сенімі бекіп, болмыспен арақатынасының жақсаруы артады. Мұндағы негізгі тәсіл – «Зейінді бағыттау» бола отырып, ол 4 аймақты қамтиды: қалыптасқан ахуал – ЕББҚ оқушы жағдайы; оған кеңістік, яғни орта мен уақыттың әсері; жағдайға ЕББҚ баланың өзінің қатынасы, сондай-ақ ахуалды кәсіби-мамандандырылған талдау дәрежесі.

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Тірек сөздер: инклюзивті білім беру, ерекше білім беру қажеттігі бар бала, қатынас, арақатынас, мінез-құлық, құндылық.

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ИССЛЕДОВАНИЕ ЗНАЧИМОСТИ ТЕОРИИ ПСИХОЛОГИЧЕСКОЙ ОТНОСИТЕЛЬНОСТИ, В ПРОЦЕССЕ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация. В представленной статье рассмотрены психологические аспекты процесса инклюзивного образования. Для того, чтобы дети с особыми образовательными потребностями (ООП) легко адаптировались к учебно-воспитательной среде и успешно обучались, индивидуальная работа и дифференциальные методы обучения, традиционно применяемые в педагогической практике, дают результаты, но не достаточно устойчивые. В связи с этим, сформировалась гипотеза исследования о применении теории психологической относительности (ТПО) в инклюзивном пространстве, для повышения эффективности обучения.

Предпосылкой адекватно-позитивной самооценки личности является осознание своей ценности, основа которого складывается с отношении к себе. Объективное отношение к себе способствует успешной социализации в инклюзивной среде, и как следствие, обучающиеся с ООП смогут раскрыться, реализовать свои индивидуальные способности, справляться с учебными задачами. А педагог, работающий в инклюзивной среде, овладев тонкостями ТПО, с чистым намерением способствует повышению продуктивности учебной деятельности, поощряя самостоятельность, вовлеченность и взаимодействие в классном коллективе. Построение учебно-воспитательного процесса с применением ТПО в инклюзивном образовании, которая ориентирована на максимально яркое раскрытие самобытности обучающихся, является стратегией рассчитанной на долгосрочную перспективу.

В период современного квантового перехода, актуальность пространственно-временного континуума теории относительности, который был заложен А. Эйнштейном, весьма велика. Особенно ее значение возрастает в процессе инклюзивного образования. В статье использованы методы познания относительности, способствующие минимализации субъективности и расширения самосознания. Особенность нового подхода заключается в обучении фокуса внимания, который содержит 4 зоны: сложившаяся ситуация; влияние пространства, т. е. среды и времени; отношение самого обучающегося к ситуации, а также глубокий анализ текущей ситуации.

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Ключевые слова: инклюзивное образование, особые образовательные потребности, отношение, взаимоотношение, поведение, ценности.

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