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A. Ramazanova

Kokshetau Shokan Ualikhanov University, Kokshetau, 020000, Republic of Kazakhstan

PREPARING FACULTY FOR INCLUSIVE EDUCATION: STRATEGIES AND TEACHING METHODS FOR WORKING WITH DIVERSE STUDENT GROUPS

Inclusive education in higher educational institutions requires a comprehensive approach to preparing the faculty for effective teaching of diverse student groups, including those with disabilities. The aim of this paper is to examine the implementation of inclusive education within higher educational institutions. The article discusses the strategies necessary for the development of faculty in the field of inclusive education. The article begins by discussing the importance of inclusive education and presents potential methods and strategies for working with diverse student groups. It then explores potential strategies for preparing faculty, such as the development of specialized classrooms, architectural adaptations of university facilities, creation of individualized study plans, and ongoing training focused on inclusive practices. It also presents examples of several universities in Kazakhstan that practice inclusive education. Additionally, the paper includes survey results that reveal the faculty's attitudes toward the university's readiness for implementing inclusive education. By integrating these strategies and methods, universities can create a supportive and inclusive learning environment that promotes academic success and social integration for all students.

Key words: inclusive education, teaching staff, diverse student group, university, method, professional development, learning techniques, higher educational institutions.

MAIN PROVISIONS

The basic principles of the state policy in the field of education include equality of the rights of all to receive qualified education; intellectual development of each person, access to education at all levels by the population, taking into account mental, physiological and individual characteristics (Article 3, paragraphs 1, 2 of the law of the Republic of Kazakhstan “About education”) [1].

Since the end of the last century, the development of inclusive education has become the leading direction of educational policy in many countries of the world: the USA, Great Britain, Denmark, Spain, Finland, Germany, Italy, Australia, etc. In general and higher educational institutions, where appropriate psychological and pedagogical conditions have been created for the development and

social adaptation in these countries, learners with mental and physical disorders, with developmental delays, are successfully educated together with their normally developed peers.

Inclusive education is the practice of educating all students together, regardless of any physical, intellectual, social, emotional, linguistic, or other conditions. It is based on the principle that every student should have access to the same educational opportunities and resources. This approach not only benefits students with disabilities or special needs but also enriches the educational experience for all students by promoting diversity, empathy, and mutual respect. For universities to successfully implement inclusive education, it is crucial to prepare faculty to effectively teach and engage with diverse student groups. This involves a combination of professional development, adopting inclusive teaching strategies, and creating an institutional culture that values diversity and inclusion.

Education has always been an organic part of the complex historical processes of cultural development. According to N. N. Malofeyev, in the development of relations between society and the state, the emergence of children with disabilities can be divided into five stages. They are presented in Table 1 [2, 170].

Table 1. The stages of educational formation for children with special educational needs in Russia and abroad.

Stage	Stage name	Temporary stage		Stage description	
		Russia	West	Russia	West
I	The origin	VIII-XII centuries BC.	VIII - XII centuries BC.	Church officials' hatred of the disabled people	Recognition and awareness of the need to strengthen the legal status of children promoting legal norms.
II	Understanding learning opportunities	XVII century	XII – XVIII centuries	Charity and the system of first legislative acts.	Teaching learners with sensory disorders. The first special institutions.
III	Learning three stages of hearing, vision, and mentally retarded children.	The end of the 20s of the XX century	early XVIII - XX centuries	Introduction of special education. The evolution of domestic institutions began for learners with special needs	The opening of special educational institutions and the emergence of the first legislative acts on the introduction of special education.
IV	The need to teach all anomalous children.	70s of the XX century	Beginning of the XX - 70s of the XX century	The lack of a law on special education, the qualitative nature of education in special schools, the closure of the system of special boarding schools, the lack of teaching staff and the restriction of parental participation.	Disclosure of coverage of children in need of special assistance, taking into account the type of offenses. Implementation of the «Integration model».
V	The introduction of children with special needs into society.	90s of the XX century	70s of the XX century	Russian society was not ready to integrate learners with disabilities into the general system of social relations and their integration into the general educational system.	Implementation of the «Inclusive model» of children with special needs in the general educational process.

When the question comes to inclusive education in higher educational institutions we may state the authors like Čerešňová Z., Florian L., Black-Hawkins K. [3, 4]. The authors offer methodological approaches to implement inclusive education in higher educational institutions.

Čerešňová Z. proposes distinct ways of implementation inclusive education and explores how inclusive practices can be effectively integrated into academic settings to support diverse student populations, including those with disabilities. From methodological approaches she states effective teaching strategies for inclusive education, including:

1. **Universal Design for Instruction:** The aim of the method is to prefer inclusive teaching methods for a wide range of users rather than simply apply a support service model designed exclusively for students with special/ specific needs. UDI method builds on the basic principles of Universal Design, emphasizing the need for accessible learning for all students, as well as promoting interaction and communication among students and teachers to achieve optimal learning outcomes.

2. **Universal Design for Learning (UDL):** UDL is an educational framework that aims to improve and optimize teaching and learning for all individuals by providing multiple means of engagement, representation, and action/expression. The goal is to create a flexible learning environment that accommodates the diverse needs of all students.

3. **Monitoring and Evaluation methods:** The aim of monitoring is to identify existing barriers and limitations in the accessibility of physical environment, educational programs, services for students, but also the accessibility of various social and sporting events to all students [3, 82-96].

Lani Florian and Kristine Black-Hawkins's research provides a comprehensive examination of inclusive pedagogy in higher education, highlighting its importance in addressing the needs of students with special needs. By focusing on psychological and pedagogical aspects, their work offers valuable insights into how inclusive practices can enhance educational outcomes and foster a supportive learning environment for all students. Her research underscores the need for continued professional development and institutional support to effectively implement inclusive pedagogy.

Florian examines how differentiated instruction can be used to tailor teaching methods to accommodate different learning styles and abilities. This includes providing varied instructional materials, using multiple means of representation, and offering different ways for students to demonstrate their learning. The research explores the application of UDL principles, which involve designing learning environments that provide multiple means of engagement, representation, and action/expression. Florian discusses how UDL can support diverse learners by making educational content accessible in various formats. She emphasizes the role of collaborative learning strategies in inclusive education, discusses how group work and peer support can enhance learning experiences and foster a sense of community among students [4, 813-828].

INTRODUCTION

The aim of the research is to set out the theoretical materials, providing readers with the objectives of the implementation of inclusive education in the higher educational institutions and demonstrate the results of a pilot project that was done through the survey among the senior-lecturers of the English Language and Teaching Methods Department at Ualikhanov University. The object of the study is preparing faculty for inclusive education. The subject of the study is teaching methods and strategies that help to implement inclusive education. To achieve the aim the following objectives are set:

- 1) Overlook various teaching resources to understand how to work with disabled students.
- 2) Analyze different experiences of inclusive teaching methods and strategies.
- 3) Discover the views of implementation inclusive education in the higher institutions through the survey responses.

The relevance of the study is to demonstrate how to work with diverse student groups in the institutions, using different methods and strategies. The hypothesis of the given study was as follows: Inclusive education in higher education will be effective if universities employ a combination of

international methods and strategies that ensure academic success and social integration for students with special educational needs, as evidenced by improvements in their academic performance and satisfaction with the learning process.

“Inclusive education” as a modern term is considered as follows: to redesign and reorganize educational institutions according to the learners’ needs. Inclusive education is the full inclusion of learners with different opportunities in all aspects of educational process. Full inclusion means that all learners, regardless of the type, defect and nature of the developmental disorder, can study in a general education class, receive additional services when necessary, and benefit from learning with their peers. This situation requires the adaptation of the school space to assess the needs of all learners and a respectful perception of diversity. This is not a sign that learners with different opportunities in inclusive education do not need special help and support in lessons or extracurricular learning, these are all manifestations of different options, and often they are needed by all learners in the classroom.

A singular challenge facing education today is the challenge of providing the best, most effective education possible for children and youth with learning problems. Over the past two decades there has been a proliferation of legislation and federally funded “special”, “compensatory”, and “remedial” education programs designed to ensure educational success for these students [5, 411].

Nowadays the number of students with disabilities in higher educational institutions in Kazakhstan, according to the statistics of 2019, amounts to 1609. Among them, there are 85 students with first-degree disabilities, 358 students with second-degree disabilities, and 1151 students with third-degree disabilities and 15 students have disabilities from the very childhood [6, Chapter 4].

70 out of 119 higher educational institutions (58,8%) have created conditions for the students with different disabilities [6].

In addition, according to the Government of Kazakhstan's Resolution No. 26 of February 28, 2012, a quota for admitting students with disabilities to higher education institutions has been established to ensure their right to higher education. Since 2012, the quota for people with disabilities has been set at 1%, previously it was 0.5%. Currently, Kazakhstan has certain models and accumulated experience in creating an inclusive education system. In 2019 according to the results of the competition, 432 children with disabilities were awarded educational grants, including 312 grants as part of the admission quota for admission to educational organizations [6].

A lot of organizations and educational institutions prepare highly qualified teachers and trainers and hold a professional development courses for the academic staff of the universities such as workshops and training programs, collaborative learning, mentorship and support. Through such professional development courses universities offer regular training sessions that focus on inclusive education practices. Such programs can cover different topics as how to understand different types of disabilities, strategies that can be used in inclusive education etc.

The University of San Diego has established 4 strategies for inclusive education that was proposed by the university PhD professor [7]. They are:

1. **Use universal design principles to create accessible classrooms.** UDL is a set of principles that were born from the desire to offer every student an equal opportunity to learn, based on the idea that every person has their own unique and individual learning style. According to UDL, three primary brain networks are responsible for how a person learns: the recognition network, the strategic network and the affective network. The three main principles of UDL — Representation (the what of learning), Action and Expression (the how of learning), Engagement (the why of learning) — were formed based on these three brain networks. Understanding the foundation of UDL — the principles and brain networks — is imperative for teachers who wish to implement UDL in the classroom.

2. **Use a variety of instructional formats.** The first principle of universal design theory is the “what” of learning. It says to use “multiple means of representation.” While some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some students do best with a combination of the above. While these differentiated teaching methods may support the needs of students with disabilities, they also offer a diversity of instruction to the entire classroom, giving each and every student an opportunity to learn in the way they do best. Similarly, using different mediums to present information

and engage students is important in inclusive classrooms. Examples of mediums could include theater, art, video and computer software in addition to the traditional mediums of lecture and text. Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression.

3. **Know your students' IEPs (individual education plans).** In the concept of inclusive learning, formal plans were designed to ensure that students with disabilities are allowed to learn in a regular classroom environment, while still being provided with services, educational aids or accommodations they may require. An IEP is only slightly different than a formal plan; the difference being that students with an IEP may require additional educational services outside of the regular classroom. These services are typically provided and monitored by additional support staff.

4. **Develop a behavior management plan.** Disruptive classroom behavior can affect not just the teacher, but the other students in the classroom as well. Developing a behavior management plan can help you prepare for the inevitable moment a student or students exhibit disruptive behaviors — with the understanding that some behaviors are of much less consequence than others (talking out of turn vs. being defiant or aggressive). The behavior plan should be shared with parents and students so that everyone is aware of the expectations and consequences should those expectations not be met. The most effective plans typically involve a great deal of positive reinforcement and a clear understanding of the expectations [7].

To the stated above strategies it is necessary to add the other example strategies based on the research work of Brovkina A.V., Popova O.I. that may be important and significant. The authors present the main components that play priority roles in the organization of the inclusive educational environment, on the basis of the university level; the authors propose the following algorithm for developing a strategy for inclusive education:

1. **Assessing the Accessibility Potential:** Evaluate the university's accessibility based on established criteria for the quality of the architectural environment, in alignment with the strategies presented in the research.

2. **Conducting Monitoring/Research:**

- Identify the categories of students with disabilities who will benefit from accessible training areas and determine the priority needs of these specific student groups.
- Highlight the unique educational needs of students with disabilities.
- Analyze the expectations of both students with disabilities and their peers regarding future educational and employment prospects.
- Assess the level of inclusive culture at the university, particularly evaluating whether non-disabled students are prepared to study alongside students with disabilities.
- Analyze the demand for the services provided by the educational institution and estimate the potential number of students with disabilities over the next five years.

3. **Implementing and Adjusting the Pilot Project:** Execute the pilot project according to the proposed plan and make necessary adjustments based on the results [8, 143].

According to the listed strategies above we would like to add some advices (the author's own recommendations) that can help to provide effective example courses for the university faculty:

- **Workshops and training programs.** Organizing various workshops may provide faculty with practical tools and methods to apply in teaching classrooms while participating in collaborative learning can help teachers to foster a cultural continuous improvement and shared responsibility.

- **Organizing collaborative learning.** The heads of the higher institutional organizations have to encourage faculty to participate and gain fresh knowledge in collaborative learning communities. Such communities can stand as platforms for faculty lecturers in order to share experiences, discuss challenges, and exchange effective strategies, approaches and methods for teaching inclusive students.

- **Mentorship and support.** Highly beneficial can be adopted inclusive practices where experienced lecturers (faculty) may support and guide the peers through the establishment of programs like mentorship. These mentors can offer embodied and personalized advice and feedback,

helping colleagues to improve and refresh teaching methods and approaches in working with the disabled learners

- **Instructional methods and materials** should be flexible and varied to provide the right balance of access, challenge, and support for learners, and to allow learners to achieve their goals in the ways that work best for each individual.

MATERIALS AND METHODS

The given research is based on the works of N.N. Malofeyev [2], Čerešňová Z. [3], and Florian L., Black-Hawkins, K. [4], Brovkina A.V., Popova O.I. [8], Turlubekova M.B., Bugubayeva R.O. [10] where were given different strategies and advice that are needed to implement inclusive education and how to work with disabled learners.

The research methodology includes the theoretical method: gathering different information about inclusive education and data from Internet sources [1, 4] according to Kazakhstan and empirical method: collecting students' data, surveys, and questionnaires. The survey and questionnaire provided the respondents with clear-structured questions, making the analysis advanced and less time-consuming. Analysis of the international literature was a part of the diagnosis, which helped to develop the important questions of the practical value of implementing inclusive education in the higher educational institutions.

During the study, we gathered comprehensive data regarding the students' specific disabilities, their academic majors, and their current year of study. The analysis employed quantitative methods to categorize and examine this information systematically. Specifically, we collected data on the types of disabilities diagnosed, as well as the academic courses and majors the affected students were enrolled in. This analysis enabled us to assess the prevalence of various disabilities, the severity of these conditions, and the academic fields in which these conditions were most commonly observed.

Following this, we developed and administered a survey to gather insights from the teaching staff about their perspectives on the implementation of inclusive education within higher educational institutions. The survey was distributed via Google Forms, the number of staff participants was 20. The questionnaire was designed to include a variety of question types, including multiple-choice, yes/no, rating scales, and open-ended questions, allowing respondents to provide detailed feedback in their own words.

The survey responses were analyzed using statistical methods to understand the attitudes, beliefs, and motivations of faculty members regarding inclusive education. This analysis aimed to reveal the extent to which faculty members feel prepared for and support the integration of inclusive practices in their teaching.

The theoretical significance of this research lies in its contribution to the development of specific methods for teaching students with disabilities. By identifying and detailing effective strategies, the study enhances the understanding of inclusive education practices. The practical significance is reflected in the experimental results obtained through the surveys. These findings offer actionable insights and recommendations for educators, which can inform and improve inclusive education practices in higher educational institutions. The results are intended to be of interest to faculty members, providing them with data-driven evidence to support the implementation of inclusive education strategies.

RESULTS

The research was done as a pilot project and senior lecturers of the English Language and Teaching Methods Department at Ualikhanov University took part in the given research work. The study began in the beginning of the 2023-2024 academic year. The research encompassed an analysis of data from students across all academic years. The dataset, including information on diagnoses, was systematically compiled and is presented in the table below.

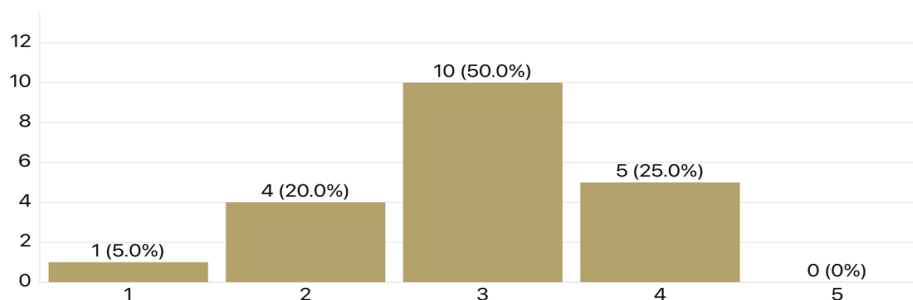
Table 2. Students' course, diagnoses and major.

№	Course	Diagnoses	Major (specialty)
1	1 st year student (1 student)	Second degree disability, osteosarcoma	Foreign language: two foreign languages (English, Chinese)
2	2 nd year student (1 student)	Third degree disability, from the very childhood	Foreign language: two foreign languages (English, German)
3	4 th year student (1 student)	Idiopathic scoliosis. The condition after the operation. Metal structure of the spine. Shortening of the left lower limb to 1.0 cm	Foreign language: two foreign languages (English, Chinese)
4	4 th year student (1 student)	Type 1 diabetes mellitus, group 3	Foreign language: two foreign languages (English, Chinese)

The results of the survey are illustrated in the diagrams below (diagrams 1-3).

The first question of the survey was – “How do you assess the accessibility of your university infrastructure and learning resources for students with various types of disabilities?”

Diagram 1. The results of the survey on the accessibility of the university infrastructure



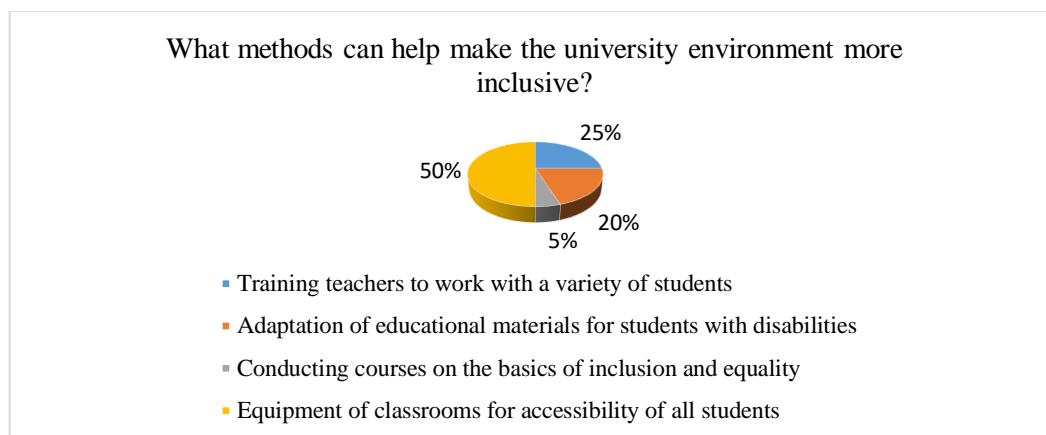
Based on the table presented above, lecturers from the department were asked to rate the accessibility of university infrastructure and learning resources on a scale from one to five, where "one" represents poor and "five" represents excellent. Among the twenty faculty members surveyed, five lecturers (25%) rated the infrastructure as "four," indicating that they found it fairly adequate. Half of the respondents (10 lecturers or 50%) rated it as "three," reflecting a moderate level of satisfaction. Four lecturers (20%) rated the infrastructure as "two," suggesting that it falls short of expectations. Only one lecturer (5%) rated it as "one," indicating that the infrastructure is deemed unsuitable for students with disabilities. Notably, no faculty members rated the infrastructure as "five."

“What methods can help make the university environment more inclusive?” - was used as the second question in the survey. The responses to the second question are detailed below:

- Training teachers to work with a variety of students.
- Adaptation of educational materials for students with disabilities.
- Equipment of classrooms for accessibility of all students.
- Conducting courses on the basics of inclusion and equality.

The results in percentages are given in diagram two.

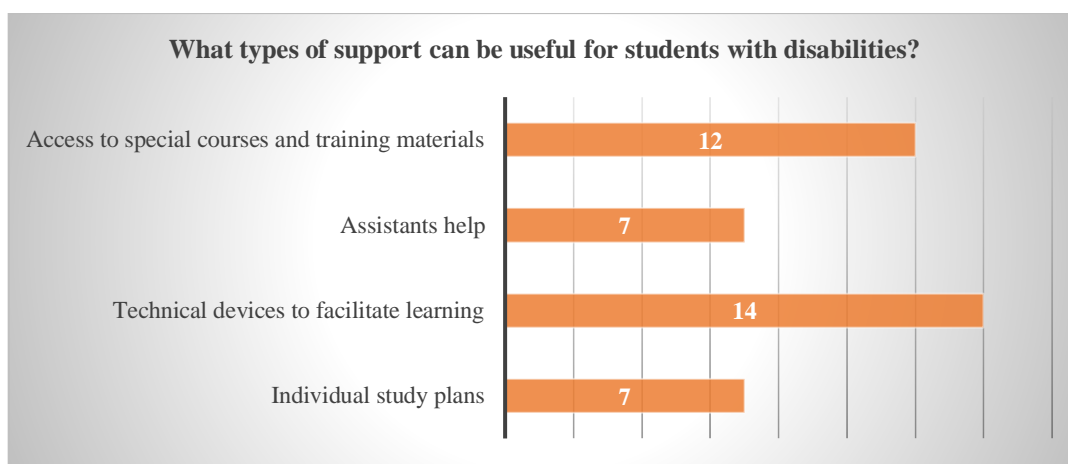
Diagram 2. Survey results on the methods needed to work in an inclusive environment



As we can see from the second diagram, the majority of the staff, which is 50%, would like to have well equipped classrooms for accessibility of all students. 25% of the lecturers chose training courses in order to have awareness how to work with disabled students. 20% out of 100% selected to adapt educational materials and 5% would like to conduct courses based on inclusion and equality.

The third question was dedicated to the types of support and it was – “What types of support can be useful for students with disabilities?” The responses can be seen in the next diagram.

Diagram 3. The results of the survey on the types of support for students with special needs



According to the lecturers’ responses, seven members selected individual study plans and another seven chose assistance from support staff, each representing 35% of the responses. The next most popular choice, selected by 12 lecturers (60%), was access to special courses and training materials. The most favored option, chosen by 70% of respondents, was the provision of technical devices to facilitate the learning process.

Another question in the survey was a “yes/no” question: “Have you received additional or professional training in inclusive education?” To this question, 12 senior lecturers (60%) answered “Yes,” while 8 senior lecturers (40%) answered “No.”

The final question asked was: “What resources or materials would be useful for effective teaching in an inclusive classroom?” Responses varied and highlighted the participants’ concerns and interests in this area. The answers are summarized below.

Categorized Responses and Quantitative Analysis

1. **Technical Facilities and Devices.** Total mentions are 4 (20%). These responses highlight practical needs for improving accessibility and inclusivity through specific technical and infrastructural enhancements. They focus on essential devices and environments that can significantly impact the learning experience for students with disabilities.

2. **Special Textbooks and Materials** Total mentions are 3 (15%). Providing specialized educational materials is crucial for accommodating students with different learning needs. This category reflects the need for tailored resources that ensure all students have access to the content in a format that suits their requirements.

3. **Special Furniture and Classroom Equipment** Total mentions are 2 (10%). This response underscores the importance of physical classroom adaptations, which are essential for creating a comfortable and accessible learning environment. Special furniture and climate control can improve the overall classroom experience for students with specific needs.

4. **Methodological Materials and Technical Means** Total mentions are 2 (10%). Methodological materials and technical resources are vital for implementing effective teaching strategies. This category reflects the need for resources that support inclusive teaching practices and enhance the educational process.

The data reveals that the majority of respondents prioritize technical facilities and devices, special textbooks, and materials as critical for effective teaching in an inclusive classroom. These responses reflect a strong focus on practical resources and infrastructure improvements to enhance accessibility and support diverse learning needs.

DISCUSSION

A significant number of countries have launched actions to make universities more accessible for people with disabilities, becoming progressively more committed to the processes of inclusion. In response to these laws and policies, many universities in Kazakhstan have established offices to support the educational needs of students with disabilities, have incorporated the use of new technologies and/or have implemented inclusive educational practices. As an example Turan University has facilities for physical access of people with disabilities, there is access to textbooks for study both in the library and at home, and educational materials are also provided in electronic form, a support center for students with special education needs, etc. [9]. Abai University equipped three new laboratories and a support room for inclusive education [10]. Eurasian University developed specially adapted education programs for students with disabilities. There is also a specially designated parking lot for vehicles with the maximum possible conditions for unhindered, safe and comfortable movement. According to the data for the 2023-2024 academic year, 162 students with special needs study at the university [11].

According to Y.Altynsarin National Academy of Education, it is necessary to develop methodological recommendations, teaching aids on the use of flexible criteria for evolving and evaluating individual educational programs, taking into account the individual characteristics of students in need of special training, psychological and pedagogical support, social rehabilitation and special training [12].

In the work of Turlubekova M.B. and Bugubayeva R.O. there were given some advice for the Ministry of Education and Science of the Republic of Kazakhstan. Some of them are listed here:

- to evaluate the effectiveness of the implementation of government programs and have criteria for evaluating their effectiveness;
- to optimize and automate the provision of public services in the field of special and inclusive education, which will be integrated with information systems of health and social protection;
- to inculcate mobile advisory and methodological assistance to teachers, parents, and students with special educational needs;

- educational organizations should continue to work on providing conditions for students with special educational needs (equipping with special furniture, personnel, textbooks and educational complexes, ramps, elevators, etc.) [13]

In order to guarantee equal opportunities and facilitate the inclusion of students with disabilities, Anabel Moriña highlights that it is not enough for the university to guarantee access to students with disabilities. Its policies and practices must be revised to ensure that education is inclusive – guaranteeing that **all** the students can participate fully and that **all** can benefit from a process of quality teaching and learning. [14]

CONCLUSION

Concluding all that was mentioned above we may summarize that preparing faculty for working with diverse student groups is a multifaceted process that requires commitment from both individuals and institutions. By providing professional development, adopting inclusive teaching strategies, and fostering an inclusive culture, universities can ensure that all students have the opportunity to succeed. Implementing inclusive education in the higher institutions not only benefits students with diverse needs but also enriches the educational experience for the entire academic community, promoting a more just and equitable society.

Inclusive education becomes popular topic in the entire world nowadays and after the conducted research we would like to list several recommendations, which may help the higher educational institutions successfully implement it in their educational process.

1. Policy and Leadership: University leadership must prioritize inclusive education and create policies that support it. This includes allocating resources for faculty development, establishing clear guidelines for inclusive practices, and promoting a campus culture that values diversity and inclusion.

2. Student Involvement: Engaging students in the process of creating an inclusive environment is essential. Student feedback should be regularly sought and incorporated into the development of inclusive practices. Student organizations and advocacy groups can also play a significant role in promoting awareness and supporting peers.

3. Continuous Improvement: Institutions should regularly evaluate their inclusive education practices and seek ways to improve. This can involve gathering data on student outcomes, conducting surveys to gather feedback from faculty and students, and staying updated with the latest research and best practices in inclusive education.

4. Continuous study. Institutions on regular basis have to hold professional courses for the university staff in order to follow the latest updates in the educational process. It is important to make teachers be aware of new methods and techniques, as well as providing them with the educational materials, which help to work with diverse student groups successfully.

Along with these recommendations we would also like to add some examples of group work methods that may be useful while working with diverse student groups. Group work fosters collaboration among students with varying abilities and learning styles.

1. Project-based learning — students collaborate on a common project, which requires collective input. This method promotes teamwork, and students with diverse strengths can contribute in different ways.

2. Brainstorming — a group activity that encourages students to generate ideas and solve problems together. This method helps ensure that all voices are heard and fosters collaborative problem-solving.

3. Role rotation — students take turns assuming different roles (e.g., leader, researcher, analyst) within a group. This method allows students to develop a wide range of skills and responsibilities.

4. Collaborative learning technologies (e.g., Google Docs or other online platforms) — these tools allow students to work together on assignments, regardless of physical or geographical limitations, and help develop communication and cooperation skills.

5. Blended learning — combining online resources with face-to-face learning. This approach allows for flexible learning and gives students the chance to work at their own pace while interacting with their peers in a classroom setting.

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Профессорлық-оқытушылық ұжымды инклюзивті білім беруге дайындау: әртүрлі студенттік топтармен жұмыс істеудің стратегиялары мен оқыту әдістері

А.Е. Рамазанова

Ш. Уәлиханов атындағы Көкшетау университеті, Көкшетау, 020000, Қазақстан Республикасы

Жоғары оқу орындарында инклюзивті білім беру әртүрлі студенттер тобын, соның ішінде мүмкіндігі шектеулі студенттерді тиімді оқыту үшін профессорлық-оқытушылық ұжымын дайындаудың кешенді тәсілін талап етеді. Осы мақаланың мақсаты – жоғары оқу орындарында инклюзивті білім беруді енгізу мәселесін зерттеу. Мақала инклюзивті білім беру саласындағы профессорлық-оқытушылық ұжымының дамуына қажетті стратегияларды қарастырады. Мақала инклюзивті білім берудің маңыздығын түсіндіреді және әртүрлі студенттік топтармен жұмыс істеудің мүмкін болатын әдістері мен стратегияларын ұсынады. Одан кейін профессорлық-оқытушылық ұжымын дайындаудың мүмкін стратегиялары, мысалы, арнайы аудиториялар мен университеттердегі архитектуралық

жабдықтауларды әзірлеу, жеке оқу жоспарларын құру және инклюзивті практикаларға бағытталған үздіксіз оқыту қарастырылады. Қазақстанның инклюзивті білім беруді тәжірибесінде қолданатын бірнеше университеттері де келтірілген. Сонымен қатар, университеттің инклюзивті білім беруді енгізуге дайындық деңгейіне профессорлық-оқытушылық ұжымының көзқарастарын анықтайтын сауалнаманың нәтижелері ұсынылған. Осы стратегиялар мен әдістерді интеграциялау арқылы университеттер барлық студенттердің академиялық табысы мен әлеуметтік интеграциясын қолдайтын қолайлы және инклюзивті оқу ортасын жасай алады.

Кілт сөздер: инклюзивті білім беру, оқытушылар ұжымы, әр түрлі студенттер тобы, университет, әдіс, біліктілікті арттыру, оқыту әдістемесі, жоғары оқу орындары.

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Материал 07.08.2024 баспаға түсті

Подготовка профессорско-преподавательского состава к инклюзивному образованию: стратегии и методы обучения для работы с различными студенческими группами

А.Е. Рамазанова

Кокшетауский университет имени Ш. Уалиханова, Кокшетау, 020000, Республика Казахстан

Инклюзивное образование в высших учебных заведениях требует комплексного подхода к подготовке профессорско-преподавательского состава для эффективного обучения

различных групп студентов, в том числе с ограниченными возможностями. Целью данной статьи является изучение внедрения инклюзивного образования в высших учебных заведениях. В статье рассматриваются стратегии, необходимые для развития профессорско-преподавательского состава в сфере инклюзивного образования. В начале статьи рассказывается о важности инклюзивного образования и даются возможные методы и стратегии для работы с разнообразными группами студентов. Затем в статье рассматриваются возможные стратегии подготовки профессорско-преподавательского состава, такие как подготовка специальных аудиторий, архитектурных оснащений университетов, разработка индивидуальных учебных планов и непрерывное обучение, ориентированное на инклюзивные практики. Представлены несколько университетов Казахстана, которые практикуют инклюзивное обучение. Кроме того, в нем представлены результаты опроса, который выявляет отношение профессорско-преподавательского состава к готовности университета к внедрению инклюзивного образования. Интегрируя эти стратегии и методы, университеты могут создать благоприятную и инклюзивную среду обучения, способствующую академическому успеху и социальной интеграции всех студентов.

Ключевые слова: инклюзивное образование, профессорско-преподавательский состав, разнородная студенческая группа, университет, методика, повышение квалификации, методы обучения, высшие учебные заведения.

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