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Issues of a foreign language teacher readiness to work with children with special educational needs in the conditions of formal and non-formal education

In this article, the authors consider the readiness of a future foreign language teacher to work with children with special educational needs in formal and non-formal education system, particularly, under what organizational and pedagogical conditions the activity of a future teacher will be effective. The article reveals the concepts of "formal" and "non-formal" education. With the introduction of inclusive education in the general education system of Kazakhstan the issue of foreign language teachers preparing to work with children with special educational needs came to the fore. The study of foreign languages in the country's schools begins in primary grades where the formation of a worldview, formation of language competencies starts, a foreign language teacher has to be able to realize the tasks in order to achieve the main goal in the classroom where children with special educational needs are the part of the educational process. In the system of formal and non-formal education it is necessary to create special conditions that help to implement the policy of inclusive education in our republic. There can arise various difficulties related to working with children with special educational needs in the pedagogical process, thus, in order to ensure the formation of the readiness of a foreign language teacher to work with children with special needs in formal and non-formal education system, the teacher is to overcome personal and professional difficulties in general educational organizations and providing educational organizations with favorable conditions for working with children with special educational needs.

Keywords: inclusive education, future foreign language teachers, formal and non-formal education, special educational needs, modern society.

Introduction

The dynamic development of the modern world community is accompanied by an aggravation of crisis phenomena in the political, economic, cultural and social spheres. The future of world civilization is largely determined by the process and result of manifestation of social activity by individual and collective subjects in a conscious and purposeful activity to transform themselves and society. Therefore, in today's changing socio-cultural conditions, such as globalization, acceleration of development, informatization, increasing openness, increasing diversity, setting a high degree of uncertainty in the state of the social system, ensuring that a person manifests social activity as self-realization for the benefit of natural, social and personal development, achieving it perfection is the most important aspect of continuous education.

Lifelong education today is an active citizenship and we also see an instrument of achievement in the integration of formal and non-formal education. The systemic nature, continuity, orderliness of formal and voluntary, innovativeness, variability of non-formal education in interaction create the basis for constructing a socially active education focused on transforming society and involving all categories of students in this process whether they are ordinary children or with special educational needs.

Exactly young students as the future elite play a special role in ensuring the socio-economic development of a society. This phenomenon has become ubiquitous and it requires the vain formation of a goal in the context of education system modernization. In this regard higher education has a goal which is aimed at significantly increasing contribution of vocational education to the socio-cultural heritage of society.

Today, it is important to train socially active specialists for the group of professions, the content of which is the interaction between people, which highlights the ability to be a subject in solving urgent social problems, take responsibility and act, reconciling the interests of individual and society, at the same time, not to forget the issues of integrating children with special educational needs into the framework of formal and non-formal education which is an integral part of modern life of the whole society in the world.

Literature review

Theoretical and methodological basis of the study were:

- issues of inclusive education (S. Alekhina [1]);

- methodology of pedagogical research (L. Syrymbetova [2], G. Tleuzhanova [3]) and pedagogical integration (M. Berulava [4]); questions of the organization and content of educational process in higher education (S. Arkhangelsky [5]), social and pedagogical interaction (I. Vachkov [6]), theoretical provisions on the activation of learning at a university (A. Verbitsky [7]), theoretical developments in the field of non-formal education (N. Bychkova [8]), integration of formal and non-formal education (V. Gorsky [9]).

Methods

Methodology of this study is based on the theoretical and methodological analysis that was used in the study of scientific facts and substantiation of their own point of view on the development of inclusive education in the context of formal and non-formal education, as well as on the methods of analysis, synthesis, generalization, abstraction and concretization — to substantiate and present research results.

Results. The analysis of modern pedagogical practice shows that the effectiveness of teachers' work with children with special educational needs (SEN) depends on the established professional activities of pedagogical community both in regions and throughout the country. The modern education system in Kazakhstan is a combination of educational authorities and their subordinate institutions and organizations, as well as successive educational programs and state educational standards of various levels and directions and a network of educational institutions that implement standards, regardless of their organizational and legal norms, types and forms. It also depends on the governing bodies of higher and postgraduate professional education, as well as enterprises, institutions and organizations subordinate them. The organization of provision of general education and its development are one of the basic powers of state authorities, thus the effective formation of a new educational policy on the ground, the implementation of various state programs, the creation of new management technologies, changes in the quality of education, satisfaction of educational requests, fulfillment of society social order, including the identification and support of children with special educational needs. With the introduction of the concepts of "formal" and "non-formal" education it is necessary to consider the issue of preparing future teachers of a foreign language to work with children with SEN in the field of formal and non-formal education.

The formal education system includes programs at various levels from general to higher education which are carried out in a "systematic deliberate manner". Such education is planned, organized and managed by a specific department, and provided by educational institutions (school, college or university).

Non-formal education involves short periods of study and is confirmed by certificates. Knowledge and skills acquired in the course of non-formal education, a person receives in the course of advanced training both in classrooms and in practice [10].

Formal as well as informal learning systems should include the opportunity to gain knowledge for children with SEN. Inclusive education is being introduced into Kazakhstani education everywhere, thereby allowing Kazakhstani education system to be at the level of international standards.

At present, the main trend in the development of public administration of education is the integration of educational institutions located in a region. As a result, the role of government authorities is increasing, which becomes a catalyst for an active search for effective models for the development of education itself. This integration will undoubtedly require new forms of culture management. Since we are talking about unification, there will be required the creation of new forms of corporations, a slightly different, specific culture, the basis of which will be various types of information interaction [3]. Interaction of educational resources and the pedagogical potential of a particular city or region makes it possible to meet the educational needs of inclusive children to a greater extent, to increase the level of their achievements. Therefore, the main task of general education state system is the search for innovative forms for organizing work with children with special educational needs in formal and non-formal aspects of education. The organization of work with children with special educational needs requires constant optimization of managerial and pedagogical activities in the conditions of educational system for the successful and effective self-realization of schoolchildren, realization of their educational needs and creative potential. The main activities in this area are:

- modernization of education system existing infrastructure aimed at developing a flexible and accessible multi-level system that allows creating an environment for comfortable interaction with other participants in the educational process;

- development of personnel potential for working with children with special needs;
- creation of teachers' professional communities working with children with SEN;
- development of support forms for children with SEN in formal and non-formal education.

The effective functioning of the system for identifying, supporting and accompanying children with SEN is a process that cannot develop spontaneously. With this approach, the education system should be

considered as an innovative educational environment that promotes the development of children with SEN in all its manifestations. The main task of managing the education system in working with children with special educational needs is to design a development strategy for this system and a strategic plan for its implementation. Work with children with special educational needs should be considered as one of the directions of the social development of modern education, aimed at reproducing and shaping its intellectual potential. The efficiency factors of educational system for training, development and support of SEN students include longevity which is understood as the presence of stable, effective work (high performance) with children with SEN for a long period of time. This is possible with formal education system as this system assumes a long-term process of obtaining knowledge. When analyzing policy effectiveness it is important to evaluate the systemic nature of work with children with special educational needs in the education system, where systematicity is understood as a way of organizing pedagogical activity and is characterized by the presence of many elements of influence, their interaction, interdependence and focus on achieving a common, unified result.

An important factor is also innovativeness in working with children with SEN in formal and non-formal education (the use of fundamentally new approaches to organizing the process of working with children with SEN, which results in increased efficiency).

Another important efficiency factor is social support measures aimed at achieving public interests, meeting social needs, taking into account the interests of children and teachers working with children with special needs. When working with children with special educational needs it is necessary to take into account the continuity — the use of both those who already have experience in this work and the innovative experience of other areas of education in different regions of the country.

The listed factors constitute a system. If the mechanisms of interaction between factors are well established in it, then the effectiveness will be high. Currently, there is an increased interest in the problem of children with SEN, in the problems of identifying, teaching and developing children with SEN and, accordingly, in the problems of training teachers to work with them. The main ones are the problems of identifying, training and developing children with SEN, as well as the problems of professional and personal training of teachers, psychologists and education managers to work with children with SEN. We agree with N. Ilyina that “it is necessary to organize the education of teachers on an activity basis by the means and methods that they use in their pedagogical practice when working with children” [11].

To ensure the formation of teacher's readiness to work with children with SEN there is a need for a special “environment”. In modern pedagogical science the “environment” is considered, on the one hand, as the conditions in which a person's life takes place, the environment, the totality of people connected by the commonality of these conditions, environment; on the other hand, as a social space surrounding a person, a zone of direct activity of an individual, his immediate development and action, and also includes in its structure the phenomena of a person's social and personal life: past life experience, communication experience, the influence of the media, etc. We believe that the formal and non-formal education system can become an environment for ensuring the formation of a teacher's readiness to work with children with SEN.

Let's consider what is meant by “ensuring the work of a teacher with children with SEN”. So, in the explanatory dictionary of V. Dal, “to ensure” means “to make it quite possible, valid, realistically feasible” [12]. In the pedagogical literature, pedagogical support is considered as the creation of conditions aimed at the development of a personality, a professional.

We believe that in order to ensure the formation of a teacher's readiness to work with children with SEN in the system of formal and non-formal education, pedagogical support plays a leading role. N. Grigorieva, I. Karpova consider pedagogical support as a complex of external factors and conditions aimed at enhancing the professional, personal and professional growth of a specialist. The level of pedagogical support must correspond to the internal potentials of a person in order to activate his self-development. Pedagogical support as acceptance, supply, provision, protection, as well as a set of means, methods and activities. Creation of conditions for advancement in the subjectivity of participants in the educational process through pedagogical stimulation, initiation of the activity. Pedagogical support is the creation of conditions for the best use of existing potentials, resource mobilization, a description of its model and justification of its content from a pedagogical standpoint [4]. “Pedagogical support” is defined as “a special type of professional and pedagogical activity aimed at updating and activating educational resources in order to ensure the effectiveness of educational process”. Describing pedagogical support, the researchers of this phenomenon emphasize that it involves identifying the functionality of each specific resource, establishing functional relationships that manifest themselves in given organizational and pedagogical conditions [5].

The goal of pedagogical support is to create conditions for the personal growth of students on the basis of value-semantic guidelines [5]. Comfortable conditions should be achieved both in formal and non-formal education. A. Volokhov presents pedagogical support in the form of a model that includes: “goal (setting tasks and prospects); result (achievement of the goal in future); functions (diagnosis of existing problems; identification of possible options for pedagogical activity; assistance to individual; organizational and pedagogical support; individually-oriented pedagogical assistance; diagnostics of pedagogical support effectiveness). Pedagogical support can implement axiological, motivational, orientational, operational functions and protection function” [6]. There is a number of recommendations for ensuring the readiness of a foreign language teacher to work with children with SEN:

- increasing the level of psychological knowledge;
- a change in the system of behavioral stereotypes of foreign language teachers regarding a person with SEN (realistic, not ideal);
- creating a strong motivation for foreign language teachers for continuous self-education and self-improvement.

Ensuring the formation of a foreign language teacher readiness to work with children with SEN in education system is focused on social order of society and the state involves training of a teacher who is able to see the future, predict further educational activities, choose the best methods and forms of organizing work with children with SEN in formal and informal education system. The organization of work with children with special educational needs requires constant optimization of managerial and pedagogical activities in conditions of formal and non-formal education system for successful and effective self-realization of school-children, realization of their educational needs and creative potential.

Thus, we can conclude that in order to ensure the formation of a foreign language teacher readiness to work with children with SEN in formal and non-formal education system it is necessary to have specially created pedagogical conditions.

By pedagogical conditions we understand the characteristic of pedagogical system which reflects totality of potential resources of educational environment, implementation of which will ensure the effective functioning and development of pedagogical system. In the framework of our study, pedagogical conditions act as a set of interrelated measures of pedagogical process that ensure the effectiveness of ensuring the formation of readiness to work with children with SEN in formal and non-formal education system.

In our opinion, the main conditions for ensuring the formation of a foreign language teacher readiness to work with children with SEN in formal and non-formal education system can be pedagogical support in overcoming the difficulties that arise in the process of working with children with SEN and organizational and pedagogical support of a teacher in the process of contact work with children with SEN. Considering the relationship between the concepts of “pedagogical support” and “pedagogical monitoring”, it is noted that these are different forms of pedagogical activity which are united by a common orientation towards the development of individuality [7]. In the context of our study, pedagogical support in overcoming the difficulties that arise in the process of working with children with SEN is understood as the activity of pedagogical community, focused on helping teachers in overcoming personal and professional difficulties that arise in the process of working with children with SEN.

In our opinion, the above conditions for cutting off the readiness of a foreign language teacher to work with children with SEN in formal and informal education system are pedagogical support in overcoming difficulties that arise in the process of working with children with SEN, and organizational and pedagogical support of a foreign language teacher in the process of contact work with children with SEN will be effective if:

- implement in a comprehensive manner, complementing each other;
- aim at the development of foreign language teachers of all structural components of readiness to work with SEN children (professional-personal, theoretical and practical) [1].

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Conclusions

We believe that in order to ensure the formation of a foreign language teacher readiness to work with children with SEN in formal and non-formal education system, pedagogical support in overcoming the difficulties that arise in the process of working with children with SEN, and organizational and pedagogical sup-

port of a foreign language teacher in the process of contact work with children with SEN should be aimed at developing readiness components in teachers. So, for the development of a professional and personal component in the structure of a foreign language teacher's readiness to work with children with special educational needs, motivation is a necessary condition. Motivation is the process of inducing activity and communication in order to achieve personal or organizational goals. Motivating teachers mean touching on their important interests, creating conditions for them to realize themselves in working with children with SEN at school [9]. So, for example, an effective contract with foreign language teachers can fulfill the task of providing motivation to improve the quality of education and continuous professional development. Thanks to this, teachers who work with children with SEN receive additional payments and financial incentives. In addition to the material component, it is important for teachers to feel their involvement in organizing and solving a number of problems related to the implementation of an inclusive education program in the country.

Thus, we can conclude that in order to ensure the formation of a teacher's readiness to work with children with SEN, it is necessary to ensure the interaction of foreign language teachers with successful specialists in the field of pedagogy, psychology in working with this category of students. Manufacturability and virtuality of a foreign language teacher communicative activity are associated with the features and communicative potential of the educational environment and the variety of means that provide various forms of communication. The intensive development of information, communication and distance technologies and the creation of virtual distance educational media environments necessitate the organization of the communicative activity of a teacher in new information educational environments. The main goal of ensuring the formation of a foreign language teacher readiness to work with children with SEN in formal and non-formal education system is to overcome the teacher's personal and professional difficulties in working with children with SEN in general educational organizations and to provide educational organizations with favorable conditions for working with children with SEN in formal and informal education system.

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Ресми және бейресми білім беру жағдайында ерекше білім беру қажеттіліктері бар балалармен жұмыс істеуге шет тілі мұғалімінің дайындығын қалыптастыру мәселелері

Мақалада авторлар болашақ шет тілі мұғалімінің формальды және бейресми білім беру жүйесінде ерекше білім беру қажеттіліктері бар балалармен ұйымдық-педагогикалық шарттар түрінде жұмыс істеуге дайындығын қалыптастыруды қамтамасыз етудің теориялық негіздемесін зерттеген. Сонымен қатар «ресми» және «бейресми» білім беру ұғымдары қарастырылған. Қазақстанның жалпы білім беру жүйесіне инклюзивті білім берудің енгізілуімен ерекше білім беруді қажет ететін балалармен жұмыс істеуге шет тілі мұғалімдерін дайындау мәселесі бірінші орынға шықты. Еліміздегі мектептерде шет тілдерін оқыту төменгі сыныптардан басталады, онда оқушылардың дүниетанымы, тілдік құзыреттіліктер қалыптасады, яғни шет тілі мұғалімі ерекше білім беру қажеттіліктері бар балалар қатысатын сыныпта басты мақсатқа жету үшін өз міндеттерін жүзеге асыра алуы керек. Ресми және бейресми білім беру жүйесінде біздің республикамызда инклюзивті білім беру саясатын іске асыруға көмектесетін арнайы жағдайлар жасау қажет. Педагогикалық үдерісте ерекше білім беру қажеттіліктері бар балалармен жұмыс істеуге байланысты әртүрлі қиындықтар туындауы мүмкін, осылайша шет тілі мұғалімінің формальды және бейресми білім беру жүйесінде ерекше қажеттіліктері бар балалармен жұмыс істеуге дайындығын қалыптастыру үшін мұғалімнің жалпы білім беру ұйымдарындағы жеке және кәсіби қиындықтарды жеңуі және білім беру ұйымдарының ерекше қажеттіліктері бар балалармен жұмыс істеуге қолайлы жағдайларды қамтамасыз етуі мүмкін білім беру қажеттіліктері.

Кілт сөздер: инклюзивті білім беру, болашақ шет тілі мұғалімдері, ресми және бейресми білім беру, арнайы білім беру қажеттіліктері, қазіргі қоғам.

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Вопросы формирования готовности педагога иностранного языка к работе с детьми с особыми образовательными потребностями в условиях формального и неформального образования

В статье дано теоретическое обоснование обеспечения формирования готовности будущего педагога иностранного языка к работе с детьми с особыми образовательными потребностями в формальной и неформальной системе образования в виде организационно-педагогических условий. Авторами рассмотрены понятия «формальное» и «неформальное» образование. С внедрением инклюзивного образования в общеобразовательную систему Казахстана вопрос подготовки педагогов иностранного языка к работе с детьми с особыми образовательными потребностями вышел на первое место. Изучение иностранных языков в школах страны начинается в младших классах, где происходит становление мировоззрения, формирование языковых компетенций, кроме того, педагог иностранного языка должен суметь реализовать свои поставленные задачи для достижения главной цели в классе, где присутствуют дети с особыми образовательными потребностями. В системе формального и неформального образования необходимо создание специальных условий, помогающих реализовать политику инклюзивного образования в нашей республике. В педагогическом процессе возможно появление различных трудностей, связанных с работой с детьми с особыми образовательными потребностями, тем самым для обеспечения формирования готовности педагога иностранного языка к работе с детьми с особыми потребностями в формальной и неформальной системе образования является преодоление педагогом лично-профессиональных трудностей в общеобразовательных организациях и обеспечение образовательными организациями благоприятных условий работы с детьми с особыми образовательными потребностями.

Ключевые слова: инклюзивное образование, будущие учителя иностранного языка, формальное и неформальное образование, особые образовательные потребности, современное общество.

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