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FORMATION OF PERSONAL QUALITIES OF STUDENTS IN INCLUSIVE EDUCATION

Abstract. *This article discusses the ways and methods of formation of personal qualities of students in inclusive education. The problem of rethinking, reassessing and affirming new values is now more acute than ever. Teachers are tasked with training not only well-educated, but also highly moral people. At the present stage, the school is the public institution that is designed to influence the formation of a system of values in the souls and minds of citizens of the country, the development of the qualities of the child's personality. Personality formation is the process of development and formation of personality under the influence of external influences of upbringing, training, social environment; purposeful development of personality or any of its sides, qualities under the influence of education and training; the process of becoming a person as a subject and object of social relations.*

Personal qualities are psychological characteristics of a person, manifested through relationships to others and to himself in human behavior and activity. Note the qualities of the student's personality, which are indicated in the documents of education: Guarantees of the right of children to receive education are enshrined in the Constitution of the Republic of Kazakhstan, The Laws of the Republic of Kazakhstan "On the rights of the child in the Republic of Kazakhstan", "On Education", "On social and medical-pedagogical correctional support for children with disabilities", "On social protection of disabled people in the Republic of Kazakhstan", "On special social services".

Key words: *inclusive education, formation, personal quality, limited health opportunities, special education, knowledge, disability, social environment.*

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ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА ОҚУШЫЛАРДЫҢ ТҰЛҒАЛЫҚ САПАСЫН ҚАЛЫПТАСТЫРУ

Аңдатпа. Бұл мақалада инклюзивті білім беру жағдайында білім алушылардың жеке тұлғалық сапаларын қалыптастыру жолдары мен әдістері қарастырылған. Қазіргі уақытта жаңа құндылықтарды қайта қарау, қайта бағалау және бекіту мәселесі бұрынғыдан да маңызды болып тұр. Мұғалімдердің алдына тек білімді ғана емес, сонымен бірге тұлғалық сапасы қалыптасқан білім алушыларды даярлау міндеттері қойылады. Қазіргі кезеңде мектеп ел азаматтарының жаны мен санасында құндылықтар жүйесін қалыптастыруға, баланың жеке басының қасиеттерін дамытуға әсер етуге арналған қоғамдық институт болып табылады. Жеке тұлғалық сапаны қалыптастыру-тәрбиенің, оқытудың, әлеуметтік ортаның сыртқы әсерлерінің әсерінен жеке тұлғаның дамуы мен қалыптасу процесі; жеке тұлғаның немесе оның кез-келген тарапының, тәрбие мен оқытудың әсерінен қасиеттерінің мақсатты дамуы; адамның әлеуметтік қатынастардың субъектісі және объектісі ретінде қалыптасу процесі.

Тұлғалық сапа - бұл адамның мінез-құлқы мен іс-әрекетінде басқаларға және өзіне деген қарым-қатынас арқылы көрінетін тұлғаның психологиялық сипаттамалары. Ерекше білім беруді қажет ететін оқушыларға арналған білім беру құжаттарында оқушының білім алу құқығы, міндеттері мен жеке басының қасиеттері, ерекшеліктері көрсетілген: Балалардың білім алу құқығының кепілдіктері Қазақстан Республикасының Конституциясында, "Қазақстан Республикасындағы Бала құқықтары туралы", "Білім туралы", "Мүмкіндігі шектеулі балаларды әлеуметтік және медициналық-педагогикалық түзеу арқылы қолдау туралы", "Қазақстан Республикасындағы мүгедектерді әлеуметтік қорғау туралы", "Арнаулы әлеуметтік қызметтер туралы" Қазақстан Республикасының заңдарында бекітілген.

Кілтті сөздер: инклюзивті білім, қалыптасу, жеке қасиеттер, мүмкіндігі шектеулі балалар, арнайы білім, ғылым, мүмкіндігі шектеулі, әлеуметтік орта.

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ФОРМИРОВАНИЕ ЛИЧНОСТНЫХ КАЧЕСТВ УЧАЩИХСЯ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация. В данной статье рассмотрены пути и методы формирования личностных качеств обучающихся в условиях инклюзивного образования. В настоящее время вопрос пересмотра, переоценки и утверждения новых ценностей как никогда актуален. Перед учителями ставятся задачи подготовки не только образованных, но и высоконравственных людей. На современном этапе школа является общественным институтом, призванным влиять на формирование системы ценностей в душе и сознании граждан страны, на развитие личностных качеств ребенка. Формирование личности – процесс развития и становления личности под влиянием внешних воздействий воспитания, обучения, социальной среды; целенаправленное развитие личности или каких-либо ее сторон, качеств под влиянием воспитания и обучения; процесс становления человека как субъекта и объекта общественных отношений.

Личностные качества - это психологические характеристики личности, которые проявляются в поведении и действиях человека через отношение к другим и к себе. В образовательных документах для учащихся с особыми образовательными потребностями отражены права, обязанности и личные качества, особенности обучающихся: гарантии права детей на образование в Конституции Республики Казахстан, "О правах ребенка в Республике Казахстан", "Об образовании", "О поддержке детей с ограниченными возможностями посредством социальной и медико-педагогической коррекции", Утверждены законами Республики Казахстан "О социальной защите инвалидов в Республике Казахстан", "О специальных социальных услугах".

Ключевые слова: инклюзивное образование, формирование, личностные качества, ограниченные возможности здоровья, специальное образование, наука, социальная среда

Humanity has been trying to understand the essence of man for a long time. Many concepts and theories have been proposed for this, but there is still no clear answer. This is largely due to the presence of many differences between people, which complicates the task of researchers in determining what unites representatives of the human race [1].

As you know, a person in the process of interacting with the natural and social environment (being included in the system of public relations), with the material and spiritual circumstances of his life and activity, is formed and becomes a person.

Personality is an object of study of social disciplines, sciences: psychology, philosophy, sociology, history, pedagogy and others. In defining the concept of "personality", they are often united by the idea that personality includes individual and social characteristics, qualities, properties, i.e. a set of components [2].

According to A. G. Maklakov [3], a personality is a person who is a collection of social and vital qualities (stable properties) that are achieved in the process of social development.

And indeed, people differ from each other in their qualities. The set of qualities of each individual is identity, which makes up its individuality and uniqueness. Qualities are always subjects. Let's define the concept of personal qualities.

Quality is the entire scope of internal and external characteristics of a product or service that relate to their ability to meet established or anticipated needs.

Personal qualities are structural components, features of personality manifestation. Personality qualities are relatively stable psychological features that manifest themselves in various types of behavior and activities of the child, in his attitude to the environment and to himself (L. I. Bozhovich).

The theoretical development of the concept of "personality" in psychology was carried out by scientists-psychologists: B.G.Ananyev; A.G. Kovalev, B.F.Lomov; V.N.Myasishchev, S.L. Rubinstein, etc. Personality in psychology is a systemic social quality acquired by an individual in objective activity and communication and characterizing the level and quality of representation of social relations in an individual. The orientation of the personality is its integral quality and generalized property and is expressed in the harmony and consistency of knowledge, relationships and dominant motives of behavior and actions of the individual. This property manifests itself in a person's worldview, spiritual needs and practical actions. Personality qualities are the totality of all socially and biologically determined components of personality that determine its sustainable behavior in the social and natural environment [4].

The problem of the formation and development of the personality of children with disabilities has long been in the focus of attention of many teachers and psychologists. Such scientists as L.S.Vygotsky, D.B. Elkonin, V.S. Mukhina, S.L. Rubinstein, A.N. Leontiev, E.O. Smirnova devoted their works to her. The ideas of the influence of the education system on the development of the child's personality are also reflected in the studies of S.F. Arslanova, S.A. Ganina.

Based on the above definitions, we will make the following definition: personal qualities are relatively stable psychological characteristics of a person, manifested through relationships to others and to himself in human behavior and activity, characterizing him as a member of society, formed on the basis of compliance with the needs of the individual, a certain attitude and behavior habits.

Analyzing the personal qualities of a person from the perspective of personality theories. From the perspective of the psychodynamic approach, personality is considered on the basis of internal psychological individual characteristics.

The theory of traits (G. Allport and R. Kettel) [5] proceeds from the position that the process of formation and development of personality is associated with the formation of individual personality traits, their complexes and integral systems of traits reflecting the periods of age development of the child.

It is believed that the main personality traits are formed in the period from infancy until a person finishes school. Further, they are able to change, but for this you need to put a lot of effort, because the basis of the personality is formed (not taking into account situational traits).

At the age of six or seven, a person develops a system of basic traits that make up his personality, which is fixed in adolescence and teenage, and persists throughout life [6].

The process of forming a child's personality begins with his birth, and the youngest school age accounts for the most intensive personal development. In elementary grades, as a result of pedagogical influence, such positive qualities as independence, initiative, responsibility, the ability to self-control, identification of data for any activity, ideas about ideals, etc. are formed. Admission to school makes significant changes in the life of a child, since during this period there is a breakdown of his life stereotypes from the daily routine to the significance of his social role. Now he is charged with performing socially important duties, for which he receives an

assessment, which requires concentration of efforts, organization, attention, responsibility, etc. New social connections appear in his life – "child – teacher", "child-classmate". Thus, he finds himself in a new world for him and finds himself in a rather difficult situation that requires assistance in adaptation for further successful formation of personal qualities and comprehension of the educational process, using a professional pedagogical approach.

For the correct construction of the pedagogical process, it is necessary to take into account the peculiarities of the development of mental processes of children of this age group that determine cognitive processes:[7]

There are three main phases in the development and formation of personal qualities of primary school students:

- adaptation – assimilation of new norms, rules of behavior, duties, etc.;
- individualization – search for means and ways to manifest their individualization;
- integration – feeling like a member of a team (class). The main task of the teacher and parents is the

organization of the child's activities aimed at the formation of personal qualities that would contribute to his intellectual, moral and physical development, that is, the formation of a harmoniously developed personality.

A problem child must necessarily be in contact with healthy peers, developing a line of his behavior for later adult life. Communication of children with disabilities only among themselves leads to the formation of an inferiority complex in relation to healthy children, aggravates the detachment from normal life passing next to them. This inevitably leaves an imprint on their mental development, makes it difficult for a full-fledged social entry into society, acceptance of its norms and relations. The main tasks are the formation of the personality of a child with disabilities:

- general: formation of orientation of children with developmental disabilities to a creative and active lifestyle, formation of teamwork skills, creation of favorable conditions for the development of communicative communication skills;
- developing: development of imaginative thinking, attention, imagination, creative abilities; formation of aesthetic and artistic taste;
- educational: instilling interest in the culture of their homeland, to the origins of folk art, fostering an aesthetic attitude to reality, mutual assistance.

At the present stage of development of society, there is a real trend of deterioration in the health of children and adolescents, the number of children with disabilities has increased.

The group of schoolchildren with disabilities is extremely heterogeneous. This is determined primarily by the fact that it includes children with various developmental disorders: children with hearing, vision, speech, musculoskeletal system, intelligence, with complex complex disorders. The formation of the personal sphere of this category of children occurs in special conditions of deficit, distorted or delayed development. A particular difficulty for children with disabilities is orientation in the legal space of state-public relations, the formation of the foundations of socio-critical thinking, the need for self-expression and self-realization.

Often children understand that they are different from their peers, and this in turn contributes to the appearance of numerous complexes and reduces motivation. The formation of personal qualities in younger schoolchildren with disabilities requires special approaches. It is necessary to help children to make the teaching meaningful, linking it with real life goals; to teach them to understand and accept the values of society, to orient themselves correctly in moral norms and rules; to be aware of their difficulties and strive to overcome them; to maintain and strengthen their health; to assist in developing their own civic position in relation to the world around them.

Personality formation is the process of development and formation of personality under the influence of external influences of upbringing, training, social environment; purposeful development of personality or any of its sides, qualities under the influence of upbringing and training; the process of becoming a person as a subject and object of social relations [8].

During the implementation of the program, the adaptive school model is being developed, in which the education, upbringing, development and correction of the health of each child with disabilities within the framework of regular, extracurricular and extracurricular activities in a special (correctional) school is carried out on the basis of personality-oriented and communicative - activity approaches. At the first stage of education (in primary school) it is necessary for children to form the inner position of a schoolboy, help to gain experience of communication and cooperation with peers and adults, motivate interest in knowledge and self-knowledge, lay the foundations for the formation of personal qualities, create conditions for protecting and strengthening the physical and mental health of children, ensuring their emotional well-being [12].

When designing and implementing educational work, teachers need to rely on the natural process of self-development of the inclinations and creative potential of the individual, to create appropriate conditions for this.

The following principles of the organization of the educational process can be distinguished: the rejection of the template, the use of various, non-standard forms and methods of organizing educational activities that allow students to activate the subjective experience of students; creating an atmosphere of interest for each child in the work of the class; stimulating students to utter, using various ways of performing tasks without fear of making a mistake, getting the wrong answer, etc.; the use of didactic the material that allows the student to choose the most significant type and form of educational content for him [9].

The formation of personal qualities of a child with disabilities occurs in the course of educational and educational work with the help of a specially designed educational complex.

In the educational institution No. 27 of the city of Karaganda there is a special resource center for inclusive education. The purpose of the resource center providing scientific and methodological, consultative and informational co-education of educational organizations developing the practice of inclusive education, promoting the development of inclusive education in the city of Karaganda and the Karaganda region. In general, 119 children with disabilities study at the center and material and didactic conditions have been created for unhindered learning. Special classes for primary school students are open for students with special educational needs, and speech therapists, speech pathologists, psychologists and tutors work with the updated program. In order to form the personal qualities of a student in an inclusive education, we conducted subject and extracurricular educational work with 4th grade students

One of the most important factors of the effectiveness of any group work is the joint conduct of group classes by two leaders: healthy and with disabilities. Their very interaction during group work serves as a positive model of inclusive relationships for the group members.

The group work was carried out in the Kazakh language. The students split up in pairs. In connection with the topic, the task was given to solve the puzzle. As a result, through the group method of work, a student with disabilities and an ordinary student in the process of working together led such habits as communication, exchange of thoughts, listening to each other.

In the conditions of inclusive education, the lesson of artistic work also has a great influence on the improvement of the student's personal qualities. Psychological preparation for work provides for the development and improvement of such mental processes as sensory cognition, psychomotor skills, attention, thinking, emotions, will. The most important thing in work is visual orientation. An excellent means of developing visual attention is the implementation of applications made of colored paper and fabric, working with natural materials. The perception of spatial relations, the shape and size of objects, the distances between them, the ratios of parts and details of objects is of great importance in work. Works on the production of three-dimensional objects from cardboard, natural materials and modeling clay can be an active means of educating correct spatial representations in children of primary school age. A significant role in the work is played by kinesthetic orientation, carried out with the help of skin and joint-muscle receptors. Kinesthetic orientation in younger schoolchildren is formed when working with paper and cardboard, fabric, clay and modeling clay, natural materials with different surface structures. Kinesthetic sensations develop in children in the process of determining the nature of the surface of materials, their plasticity, hardness, viscosity, etc. As a result, while monitoring the progress of students' work, it was noted that the student has a good attitude towards a student with disabilities, can provide assistance in the learning process [10].

Plot and role-playing activities can also make an invaluable contribution to the development of a child's personality. This is where the character of the child is most clearly manifested, his concept of relationships between people, his predilections for a particular social status, profession. Plot-role-playing, as a means of child development, has an undeniably important role, especially in the formation of personal qualities and the ability to communicate, to live in society. The child develops imagination, because in each game he tries to get used to a new role and fully match it. During extracurricular time, a story game on the theme "Follow the rules of the road" was organized with the students. The game was attended by students in the role of a car driver, pedestrians, police, bus driver and refueller [11].

The child, taking part in such games, reflects the reality surrounding him, he tries on the roles of his parents, teachers and all those around him. All the way his parents behave, how the characters of a particular movie, cartoon that the child saw behave, all this is reflected in his actions, in the game. Naturally, according to the same model, the child will build his life in the future. Children with disabilities, like no one else, need such games, because, due to their illness, they may not properly assess their environment and society. And existence in the form of a game, forms their moral and moral principles, relieves emotional and muscular tension, gives the basic concepts to the child about the world around him, as well as forms a positive or negative attitude to the phenomena of reality.

To summarize, in the context of inclusive education, the role of society, educational institutions, teachers, friends and parents plays an important role in the formation of personal qualities of students with special educational needs. As a result of the developmental, educational and educational goals of training, the general education of students with disabilities together with ordinary students gives a positive result. In the development and formation of personal qualities, we see the result of joint education of children in the classroom and in extracurricular activities, the child's habituation to an environment that requires special education when performing subject tasks together, improving communication with classmates and the teacher, the ability to convey their thoughts and complete the exercises set to the end. In addition, the attitude of ordinary children to children with disabilities, teamwork are the main factor influencing the formation of personal qualities [13].

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