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PSYCHO-PEDAGOGICAL CULTURE OF A TEACHER AND ITS IMPACT ON THE EFFECTIVENESS OF INCLUSIVE EDUCATION

This article considers the issues aimed at establishing the influence of psychological and pedagogical culture on the effectiveness of inclusive education. The basic concepts of provisions of psychological and pedagogical culture and inclusive education are disclosed. The analysis of factors forming psychological and pedagogical culture in the framework of inclusive education has shown that teachers, unlike students and parents, a greater extent note a high level of culture formation, demonstrate a higher readiness to participate in inclusive practices and believe in their importance for modern education. It was found that correctional teachers have a higher level of psychological and pedagogical culture, compared to inclusion teachers, which probably depends on the presence of experience in the former and its absence in the latter. They show higher results in the application of inclusive techniques and interaction with children with special educational needs, which also confirms their professional training and experience in this field, which confirms the influence of psycho-pedagogical culture on the effectiveness of inclusive education. The results of correlation analysis mark the influence of psycho-pedagogical culture on the effectiveness of inclusive education, as correctional teachers with a high level of culture show more outstanding results in all aspects. The results of the experiment confirm the main hypothesis about the key component of the inclusive educational process. Recommendations aimed at increasing the level of psychological and pedagogical culture to ensure the effectiveness of inclusive education were developed.

Keywords: psychological and pedagogical culture, inclusive education, factors, influence, inclusion pedagogues, correction pedagogues.

Introduction

The choice of the topic is justified by the fact that inclusive education is one of the leading strategic courses of development of modern educational system in the Republic of Kazakhstan, aimed at creating equal opportunities for all Kazakhstani students in the field of knowledge acquisition. Since according to (Art. 33 of the Constitution of Kazakhstan, all citizens have the right to secondary education (free of charge) and on a competitive basis – in higher education [1]. Thus, inclusion is defined as a humanistic position of Kazakhstan society. At the same time, it is important to note that the successful implementation of inclusive processes in education requires deep elaboration of both organizational and psychological issues. In the course of its realization it is necessary to ensure the correct interaction of all participants of the educational process. In addition, it is necessary to take into account that the essential factor determining the effectiveness and quality of inclusion of children with special educational needs into the general educational space is the psychological and pedagogical culture of a teacher [2].

The relevance of the research topic is determined by the following factors: social relevance, which is based on the fact that modern Kazakhstani society is becoming increasingly aware of the need and importance of ensuring equal rights and opportunities for all people, including the right to quality education. Therefore, the development of inclusive practice in school education has become an important task of state policy of many developed countries of the world, including Kazakhstan; scientific perspective, because, despite the presence of a large number of studies on the issues of inclusion, the problem of the influence of psychological and pedagogical culture on it remains insufficiently studied. Especially relevant is the consideration of this topic in the context of the connection of psychological and pedagogical culture with the effectiveness of the educational process. Besides, it has practical significance, as the issues revealing the peculiarities of teachers' psychological and pedagogical culture are of direct importance for improving the quality of education in general. At the same time, understanding of what elements of psychological and pedagogical culture are most important for successful implementation of inclusive approach should allow to develop more effective programs of training and retraining of teachers for the development of inclusive education.

The purpose of the study is to identify the influence of psychological and pedagogical culture on the effectiveness of inclusive education. The main directions of its achievement are defined as: the study of existing theoretical approaches, the concept and basic provisions of psychological and pedagogical culture and inclusive education; analysis of factors that form psychological and pedagogical culture in the framework of inclusive education; the study of the relationship between the level of psychological and pedagogical culture of teachers and the

success of the implementation of inclusive practices; identification of ways to develop the psychological and pedagogical culture of teachers to work in the conditions of inclusive education.

Research methods: theoretical analysis of scientific literature on the research topic; survey methods and testing aimed at assessing the level of psychological and pedagogical culture of teachers and the impact on the effectiveness of inclusive practices; statistical and analytical methods of information processing for qualitative and quantitative analysis of the obtained data.

The significance of the study is in the expansion of the theory of psychopedagogical science and for the practice of school education. The developed recommendations are aimed at improving the psycho-pedagogical culture, which should increase the effectiveness of inclusive education and thus improve the quality of life of children with special needs.

Materials and methods

The materials of the research were normative and legislative acts, as well as scientific publications, textbooks, monographs, dissertations and methodological developments, which reveal some issues on the topic of the research.

The research methodology is based on theoretical and practical methods. At the first stage, a literary analysis of sources was conducted, which aims to establish the existing theoretical concepts, provisions and approaches that reveal the features of psychological and pedagogical culture and inclusive education.

At the second stage, a questionnaire survey was conducted among a wide range of respondents (teachers, students and parents), within the framework of analyzing the factors that shape psychological and pedagogical culture in the framework of inclusive education. The questionnaire includes questions allowing to establish the opinion of three groups (teachers, students and parents) regarding: the level of psychological and pedagogical culture in Kazakhstan; the importance of inclusive practices in modern education; readiness to participate in inclusive practices; the need to develop psychological and pedagogical culture of teachers; factors contributing to the formation of psychological and pedagogical culture; barriers to the successful implementation of inclusion. 80 teachers, 120 students, 60 parents took part in the survey. The results obtained in the volume of each group were summarized and recalculated in percentages.

At the next stage, the level of psychological and pedagogical culture was assessed in teachers working in institutions with inclusion (24 people) and in correctional institutions (20 people). The methodology for assessing the level of psychological and pedagogical culture is based on self-assessment and expert evaluation. Self-assessment of teachers is carried out according to the questions that relate to their knowledge, skills and attitudes in area of inclusive and correctional

education, the level of mastery of modern pedagogical technologies, understanding of the peculiarities of children with special educational needs, as well as readiness to interact with such children and their parents.

Then an expert commission of experienced teachers and psychologists conducts observation of pedagogical activities. Based on these two forms of assessment, the level of psycho-pedagogical culture in the inclusive environment is evaluated: high, medium and low level.

At this stage we also conducted observation of the teaching process to assess the implementation of inclusive practices teachers working in this direction. Evaluation criteria: application of inclusive methods (adaptation of teaching material, individualization of tasks, etc.); interaction with children with special educational needs (involvement in the learning process, support and encouragement); creation of an inclusive atmosphere in the classroom (encouragement of mutual respect, cooperation and support between students). Observation was carried out during several lessons and extracurricular activities to gain a better understanding of pedagogical practice in an inclusive environment.

Correlation analysis is aimed at establishing the presence and strength of the relationship between the level of psychological and pedagogical culture and the success of the implementation of inclusive practices. For this purpose, correlation coefficients are used, which range from -1 to +1. A positive value indicates a direct dependence (as one indicator grows, the other one grows), and a negative value indicates an inverse dependence (an increase in one indicator is accompanied by a decrease in the other one). The closer the value is to ± 1 , the stronger the relationship.

In the course of the experiment aimed at establishing the influence of specialized trainings on the development of psychological and pedagogical culture in the conditions of inclusion on professional skills and attitude of teachers to children with special needs. There was compared the result of effectiveness of special trainings for teachers in 10 teachers who had undergone training, which included special courses to improve psychological and pedagogical culture in the conditions of inclusion and 10 teachers who had not undergone such training. The evaluation criteria were: 1. Professional skills (ability to prepare individual educational programs and assignments; knowledge of adaptive teaching methods; skills of interaction with children with special needs. 2. Attitude towards children with special needs (empathy and tolerance; readiness to cooperate and support; understanding of the developmental peculiarities of children with special needs).

Results and discussions

Results of the literature analysis. Psycho-pedagogical culture is currently considered as a multidimensional concept and systemic education [3], which is

characterized as a professional category, meaning specifically a certain degree of pedagogical experience that a teacher has in the course of improving the process of teaching and education of students. J. Matos labeled inclusive education through systemic education, which has a complex invariant sub-structure, which is noted as an important part of the professional culture of a teacher as a good specialist [4]. It should be noted that for the first time about the allocation of psychological and pedagogical culture spoke back in 1979 E. Stones, defining it as an intermediate area of scientific research, located between psychology and pedagogy [5]. At present, it is most often considered as a dynamically developing system [6]. While in Kazakhstan, according to A. Shataev [7] K. Turebaev [8], it is understood under psychological and pedagogical culture a special pedagogical culture, expressed in support and assistance to the child in the course of learning and includes mandatory psychological and pedagogical support. The main elements of modern psychological and pedagogical culture are defined as: the presence of psychological and pedagogical literacy; the degree of mastery of the teacher; the level of development of pedagogical abilities; skills of mastery of pedagogical technologies and the art of the orator [9]. The most important values accepted by the teacher and manifested in his psychological and ethical attitudes as the basis of psychological and pedagogical culture, according to S. A. Uzakbaeva are the following: understanding and empathetic attitude to students, aimed at giving them relative autonomy and independence, as well as the establishment of creative potential; attitude to the collective activity of students as an important attitude, based on the development of students' skills of collective creativity, self-governance, norms and friction, as well as to the development of the skills of teaching and learning, and to the development of the skills of teaching and learning.

The main provisions in the field of psycho-pedagogical culture and inclusive education are described in detail by J. Ravenhill. The author points out that the effectiveness of inclusive education depends on psychological and pedagogical culture [11]. Since such education should be understood as the creation of a set of pedagogical and psychological conditions, among which the most important are: the readiness of teachers to implement the pedagogical process in the format of inclusion, expressed in the form of personal, professional and psychological training; the presence of a humanistic system of education, based on the development of moral and psychological environment within the team; the organization of psychological and pedagogical support and correctional assistance to children to ensure their development

The results of the questionnaire are reflected according to Figure 1 and Table 1.

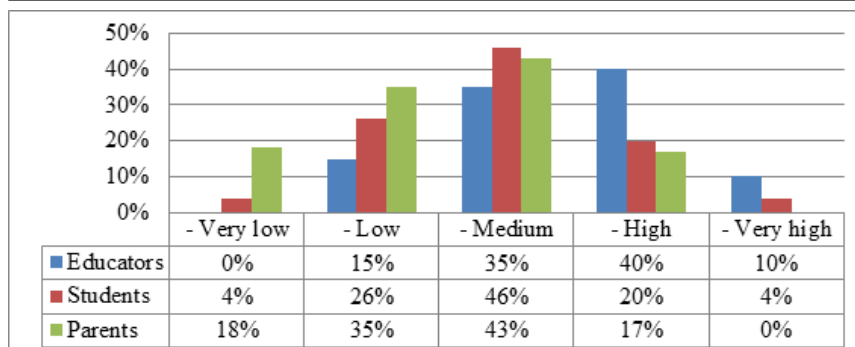


Figure 1 – Results of questionnaire survey for three groups, to determine the level of psychological and pedagogical culture of teachers

The results of the questionnaire survey, three groups of subjects of inclusive education, to analyze the factors shaping psychological and pedagogical culture, indicate different levels of psychological and pedagogical culture and perception of the importance of inclusive practices among teachers, students and parents. As educators show the highest level of psycho-pedagogical culture, with 40 % rating it as high and 10 % as very high. and parents reported lower levels, indicating the need to strengthen work with these categories to increase their awareness and involvement.

Table 1 – Results of questionnaire survey to determine the level of psychological and pedagogical culture of teachers, in percentages

Survey questions	Educators	Students	Parents
The importance of inclusive practices in modern education			
– Completely irrelevant	0 %	4 %	10 %
– Little matters	12 %	10 %	20 %
– Important	28 %	30 %	35 %
– Very important	40 %	40 %	25 %
– Crucial	20 %	16 %	10 %
Willingness to engage in inclusive practices			
– Completely unprepared	6 %	10 %	17 %
– Little is ready(s).	9 %	20 %	18 %
– Medium Ready(s)	20 %	35 %	30 %
– Good to go.	40 %	25 %	20 %
– Completely ready(a)	25 %	10 %	15 %

Survey questions	Educators	Students	Parents
Effectiveness of current inclusive practices			
– Ineffective	15 %	20 %	25 %
– Low efficiency	15 %	20 %	25 %
– Moderate efficiency	30 %	30 %	30 %
– High efficiency	40 %	30 %	10 %
Factors contributing to the formation of psychological and pedagogical culture			
– Training and qualification of teachers	70 %	50 %	60 %
– Support from the administration	30 %	20 %	40 %
– Interaction with colleagues	30 %		40 %
– Feedback from students and parents	50 %	45 %	40 %
– Access to specialized resources	50 %	50 %	20 %
– State policy in the field of education	50 %	6 %	45 %
– Public perception of inclusion	40 %	16 %	30 %
Barriers to successful implementation of inclusion			
– Insufficient training of teachers	60%	50%	70 %
– Lack of logistical support	45%	40%	50 %
– Society's unpreparedness for inclusion	50%	30%	50 %
– Opposition from parents of healthy children	30%	20%	30 %
– Lack of necessary legislative framework	28%	10%	43 %
– Challenges in adapting curricula	50%	40%	25 %
The need to develop the psychological and pedagogical culture of teachers			
– Absolutely no need	5 %	10 %	15 %
– Sometimes you need it.	20 %	25 %	30 %
– Needed regularly	50 %	40 %	35 %
– It's always necessary	25 %	25 %	20 %

Educators consider inclusive practices to be extremely important (20 %), while 40 % rated them as very important. At the same time, students and parents were less convinced of their importance. Teachers also expressed a higher willingness to engage in inclusive practices than students and parents. This suggests that educators have a better understanding of the need for and importance of inclusion. Educators were more likely to rate current inclusive practices as highly effective (40 % labeled them as "highly effective"). Pupils and parents also gave more reserved assessments, indicating that there are gaps in perceptions and expectations compared to educators.

All three groups emphasize teacher training and qualification as a key factor. However, the difference in assessment of other factors (e.g. support from administration, interaction with colleagues) indicates different priorities and expectations. 50 % of teachers, 45 % of students and 40 % of parents ranked feedback from students and parents as an important factor, 50 % of teachers and students each indicate access to specialized resources, while 80 % of parents do not consider this factor important. Teachers (50 %) and parents (45 %) also consider state policy in the field of education as important factors, while pupils (94 %) do not consider this factor important. Public perception of inclusion is considered an important factor, but to a lesser extent by teachers (40 %) and parents (30 %), and by pupils only by 30 %. Support from administration (except for parents, who favored this factor by 40 %), as well as interaction with colleagues are considered the least significant factor.

Insufficient training of teachers was identified as the most frequently cited obstacle by all groups, which emphasizes the need for enhanced professional training in this area. The majority of respondents agree with the necessity of regular development of psychological and pedagogical culture. As 25 % of teachers mark it as constantly necessary, 50 % as necessary regularly (only 20 % consider it necessary sometimes and 5 % completely unnecessary). Parents and children note similar indicators of the need for the development of psychological and pedagogical culture of teachers, although the percentage of complete unnecessary in these groups is higher: 10 and 15 %. The latter indicators may indicate that many people do not quite understand the role of this concept in the system of inclusive education.

The results of the assessment of the level of psychological and pedagogical culture in teachers working in institutions with inclusion (hereinafter referred to as inclusion teachers) and in correctional institutions (hereinafter referred to as correctional teachers), in percentages, are shown according to Figure 2.

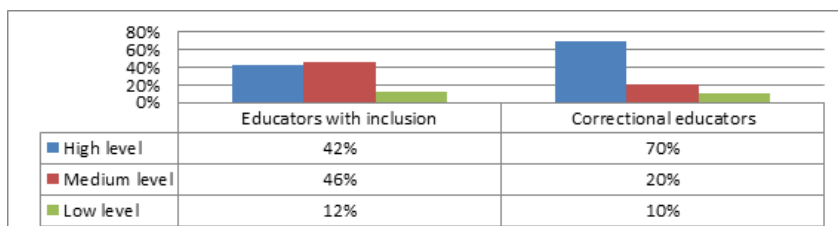


Figure 2 – Results of the assessment of the level of psychological and pedagogical culture evaluation

The results show that the majority of teachers from correctional institutions demonstrate a higher level of psychological and pedagogical culture in the field of inclusion (70 %), which is explained by their specialization and experience. At the same time, 20 % have an average level and 10 % have a low level. Among educators working in inclusive settings, 42 % have a high level, 46 % have an average level, and a small group (12 %). Teachers with low levels are particularly in need of additional training.

The results of observation of inclusion teachers and correction for the effectiveness of the implementation of inclusive practices are shown in Figure 3.

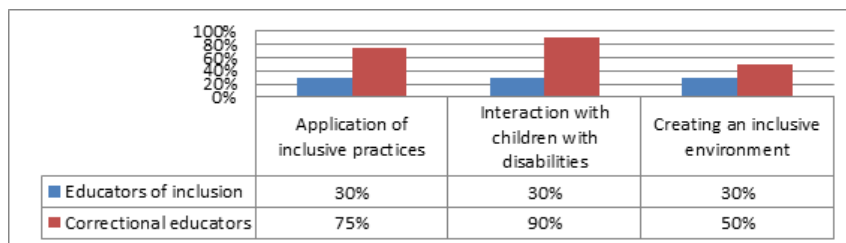


Figure 3 – Teacher observation results, in percentages

Correctional teachers demonstrate a significantly higher level of application of inclusive techniques (75%) compared to inclusion teachers (30 %). This indicates that correctional teachers have better knowledge of special methods and use them more actively in their practice. Correctional teachers significantly outperform inclusion teachers in the aspect of interaction with children with SEND (90 % vs. 30 %). This indicates a deeper knowledge and skills of correctional teachers in working with children with special educational needs. Although inclusion pedagogues show the same level (30 %) as in the previous two indicators, correctional pedagogues show only an average level (50 %) in creating an inclusive atmosphere. This may mean that, despite being highly skilled in working with children with special educational needs, remedial teachers have difficulties in ensuring full inclusion of all students in the educational process.

The results of the correlation analysis are shown in Table 2.

Table 2 – Results of correlation analysis

Indicators	Educators of inclusion	Correctional educators
Level of psycho-pedagogical culture and use of inclusive practices	0,78	0,92

Level of psycho-pedagogical culture and interaction with children with SEND	0,71	0,87
Level of psycho-pedagogical culture and creation of an inclusive atmosphere	0,63	0,81

Teachers of inclusion on the influence of the level of psychological and pedagogical culture on the application of inclusive methods have a strong direct relationship, because a high level of psychological and pedagogical culture is associated with the active application of inclusive methods. The level of psycho-pedagogical culture and interaction with children with special educational needs also have a significant direct relationship, as a high level of psycho-pedagogical culture promotes better interaction with children with special educational needs. The level of psycho-pedagogical culture and creation of an inclusive atmosphere has also a significant but slightly weaker direct correlation among them, indicating that a high level of psycho-pedagogical culture contributes to a more inclusive atmosphere in the classroom. Correctional teachers have higher indicators and are characterized by a stronger direct correlation, especially regarding the influence of the level of psychological and pedagogical culture on the use of inclusive methods, as the correlation coefficient is close to one (0.92).

The results of the experiment showing the impact of specialized trainings on the development of psychological and pedagogical culture in the conditions of inclusion on the professional skills and attitudes of teachers towards children with special needs are reflected in Table 3.

Table 3 – Results of the impact of specialized trainings (average increase for the group, in %)

Evaluation criterion	Past trainings	Failed trainings
Professional Skills:	70 %	12 %
– Development of IOM	70 %	10 %
– Methods of adaptive learning	60 %	15 %
– Interaction with children	80 %	10 %
Attitudes toward children with special needs:	67 %	10 %
– Empathy	70 %	10 %
– Tolerance	60 %	10 %
– Collaboration and support	70 %	10 %

Based on these data, we can draw conclusions. Teachers who have undergone special training have a significant increase in professional skills: a significant improvement in professional skills – on average by 70 %. Particular progress is noted in the skill of interaction with children (80 % increase). Untrained teachers have insignificant changes, only about 12%, which occurred probably in the course of practical experience.

In attitudes towards children with special needs, there is also a significant increase in the indicators of teachers who have undergone trainings, on average by 67 %: especially in the indicators of empathy (70 %) and cooperation/support (70 %). For teachers who did not participate in trainings, these indicators remained virtually unchanged (about 10 %).

Thus, in general, the experiment shows a significant improvement in professional skills and attitudes towards children with special needs among teachers who have undergone specialized trainings compared to the control group.

When comparing the obtained results with the results of other authors, the work of M. Kosov was considered. Kosov in the study of psychological and pedagogical peculiarities of formation of inclusive culture in general education school noted that a special role in it have such indicators of inclusive culture as professionalism of the teacher, competence of all subjects of this process and the level of awareness of inclusive education [12]. While M. Ferreira in his dissertation research on the development of psychological and pedagogical competencies of teachers in the system of inclusive education, points out that an important element of professional competence of teachers of inclusive education should be considered their psychological and pedagogical competencies, as well as their readiness to realize their personal qualities and accumulated potential, in working with students with special educational needs [13]. It is also possible to compare them with the opinions of the following foreign authors: V. Kantor, Y. Proekt, describe the importance of starting the work of educators from early childhood, by the example of combating the problems of inclusion [14]; E. Crisol-Moya about the peculiarities of behavior of classroom teachers and peer acceptance of students in an inclusive classroom [15]; E. Ketrish on the impact of teacher education programs on future teachers' attitudes towards inclusive education [16]; Z. Ke exploring teachers' views on working with others to promote inclusion [17]; A. Bhattacharya noting the important teacher requirements of school inclusion [18]; J.Hanson on the importance of including students with intellectual disabilities to establish teacher attitudes and readiness [19].

It should be noted that these authors have made a significant contribution to the understanding of psychological and pedagogical aspects of inclusive education, but they have not studied the influence of the level of psychological and

pedagogical culture on the success of the implementation of inclusive practices. In contrast to these works, our study is devoted precisely to the identification of this relationship. At the same time, it confirms some ideas and approaches presented in other works and adds new elements, thus creating a basis for further development of psycho-pedagogical culture as the main indicator of ensuring the effectiveness of inclusive education.

Conclusions

The analysis of factors that form psychological and pedagogical culture in the framework of inclusive education has shown that teachers note to a greater extent, a high level of formation of this culture, demonstrate a higher readiness to participate in inclusive practices and believe in their importance for modern education. However, they also identify significant barriers, such as insufficient training and logistics. Pupils perceive inclusive education as an important element of education, note an average level of psychological and pedagogical culture. And also demonstrate a lower level of readiness and involvement in inclusive practices. Parents also identify an average level of psycho-pedagogical culture, but highly emphasize the importance of inclusion, but their involvement in inclusive practices remains low. Such results may indicate the need for more interaction between all actors of inclusive education. Correctional teachers have a higher level of psycho-pedagogical culture than inclusion teachers, which probably depends on the former's experience and the latter's lack of it. Correctional teachers show higher results in the application of inclusive methods and interaction with children with SEND, which also confirms their professional training and experience in this area. Inclusion educators, despite the name of their field, show relatively low scores on all criteria, indicating the need for additional training and support to improve their skills. At the same time, both types of educators face problems in creating an inclusive atmosphere, which requires attention and the development of specific strategies to improve this aspect.

The results of the correlation analysis allow us to draw the following general conclusions. In inclusion teachers revealed a rather strong correlation between the level of psychological and pedagogical culture and success in the implementation of inclusive practices, which suggests that teachers with a high level of culture more effectively apply inclusive methods, interact better with children with disabilities and create a more inclusive atmosphere. While the correctional educators have an even closer correspondence between the level of psycho-pedagogical culture and success in inclusive practices. All of this suggests that remedial educators with a high level of culture perform more outstandingly in all aspects, making their training critical to the successful implementation of inclusion.

The results of the experimental study confirm the high effectiveness of specialized trainings in the development of psychological and pedagogical culture and professional competence of teachers working in the conditions of inclusive education. Since, in general, the experiment showed a significant improvement of professional skills and attitudes in teachers who underwent specialized trainings compared to the control group. Such results also indicate the need for systematic professional development of teachers for successful functioning of inclusive education.

Recommendations aimed at improving the level of psychological and pedagogical culture to ensure the effectiveness of inclusive education: improving the qualifications of teachers by organizing regular courses aimed at studying modern approaches and methods of inclusive education; developing practical skills to practice the skills of interaction with children with special educational needs; supporting the psychological resilience of teachers to cope with professional stressors

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ПЕДАГОГТИҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ МӘДЕНИЕТ ЖӘНЕ ОНЫҢ ИНКЛЮЗИВТІ БІЛІМ БЕРУДІҢ ТИІМДІЛІГІНЕ ӘСЕРІ

Мақалада психологиялық-педагогикалық мәдениеттің инклюзивті білім берудің тиімділігіне әсерін анықтауға бағытталған мәселелер қарастырылады. Психологиялық-педагогикалық мәдениет пен инклюзивті білім беру ережелерінің негізгі ұғымдары ашылды. Инклюзивті білім беру шеңберінде психологиялық-педагогикалық мәдениетті қалыптастыратын факторларды талдау көрсеткендей, мұғалімдер, оқушылар мен ата-аналардан айырмашылығы, мәдениеттің қалыптасуының жоғары деңгейін атап өтеді, инклюзивті тәжірибелерге қатысуға жоғары дайындықты көрсетеді және олардың қазіргі білім берудегі маңыздылығына сенеді. Түзету мұғалімдерінің инклюзивті мұғалімдермен салыстырғанда психологиялық-педагогикалық мәдениеттің жоғары деңгейі бар екендігі анықталды, бұл біріншісінде тәжірибенің болуына және екіншісінде оның болмауына байланысты болуы мүмкін. Олар инклюзивті әдістерді қолдануда және ерекше білім беру қажеттіліктері бар балалармен өзара әрекеттесуде жоғары нәтижелерді көрсетеді, бұл олардың осы саладағы кәсіби дайындығы мен жұмыс тәжірибесін растайды, бұл психологиялық-

педагогикалық мәдениеттің инклюзивті білім берудің тиімділігіне әсерін растайды. Корреляциялық талдау нәтижелері психологиялық-педагогикалық мәдениеттің инклюзивті білім берудің тиімділігіне әсерін көрсетеді, өйткені мәдениет деңгейі жоғары түзету педагогтары барлық аспектілер бойынша жоғары нәтижелер көрсетеді. Анықтау экспериментінің нәтижелері инклюзивті білім беру процесінің негізгі құрамдас бөлігі туралы негізгі гипотезаны растайды инклюзивті білім берудің тиімділігін қамтамасыз ету үшін психологиялық-педагогикалық мәдениет деңгейін арттыруға бағытталған ұсыныстар әзірленді.

Кілтті сөздер: психологиялық-педагогикалық мәдениет, инклюзивті білім, факторлар, ықпал, инклюзивті педагогтер, түзету педагогтері.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ КУЛЬТУРА ПЕДАГОГА И ЕЕ ВЛИЯНИЕ НА ЭФФЕКТИВНОСТЬ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

В статье рассматриваются вопросы, направленные на установление влияния психолого-педагогической культуры на эффективность инклюзивного образования. Раскрыты основные понятия положений психолого-педагогической культуры и инклюзивного образования. Анализ факторов, формирующих психолого-педагогическую культуру в рамках инклюзивного образования, показал, что педагоги, в отличие от учащихся и родителей, в большей степени отмечают высокий уровень сформированности культуры, демонстрируют более высокую готовность к участию в инклюзивных практиках и верят в их значимость для современного образования. Выявлено, что коррекционные педагоги имеют более высокий уровень психолого-педагогической культуры по сравнению с инклюзивными педагогами, что, вероятно, зависит от наличия опыта у первых и его отсутствия у вторых. Они показывают более высокие

результаты в применении инклюзивных методик и взаимодействии с детьми с ООП, что также подтверждает их профессиональную подготовку и опыт работы в данной сфере, что подтверждает влияние психолого-педагогической культуры на эффективность инклюзивного образования. Результаты корреляционного анализа свидетельствуют о влиянии психолого-педагогической культуры на эффективность инклюзивного образования, так как коррекционные педагоги с высоким уровнем культуры показывают более высокие результаты по всем аспектам. Результаты констатирующего эксперимента подтверждают основную гипотезу о ключевом компоненте инклюзивного образовательного процесса. Разработаны рекомендации, направленные на повышение уровня психолого-педагогической культуры для обеспечения эффективности инклюзивного образования.

Ключевые слова: психолого-педагогическая культура, инклюзивное образование, факторы, влияние, инклюзивные педагоги, коррекционные педагоги.

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