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PROFESSIONAL ORIENTATION AND PERSONAL QUALITIES OF FUTURE TEACHERS AS A COMPONENT OF THEIR INCLUSIVE COMPETENCE

Currently, one of the most pressing concerns in Kazakhstan's education system is the lack of inclusive competent specialists. That is why higher education institutions face the need to train competent teachers of inclusive education. The personal qualities play great role in developing the inclusive competence of future teachers. Emphasizing that a special place in the process of future teachers' activity in an inclusive environment is occupied by both professional abilities and personal qualities. The study involved students of the pedagogical direction of EE 'Alikhan Bokeikhan University' in Semey, Abay region. As research methods were used, diagnostic tests of communicative tolerance of V.V. Boyko, E.I. Rogov's questionnaire of teacher's professional orientation assessment, and M. Rokich's value orientation method were used as research methods. These research methods allow us to determine the tolerance of future teachers to other people, their relationships, and their personal values. Teachers' personal traits significantly enhance the effective implementation of inclusive education, alongside their professional expertise and skills. During the inclusive education organize, prospective educators should be

equipped not simply to educate children with special educational needs, but also to provide them with pedagogical and psychological support.

Keywords: inclusive education, personal qualities, communicative tolerance, professional orientation, personal values

Introduction

Inclusive education refers to the procedure of incorporating children with unique educational needs into the educational system. Inclusive teaching focuses on the idea of eliminating prejudicial views and guaranteeing equitable chances, and making arrangements for pupils with specific educational needs. It promotes access to education by adapting to the diverse needs of all students. Therefore, it is both legal and appropriate for children with special educational needs to be educated alongside their typically developing peers in general education schools. According to this, future teachers should be prepared to work in organizations that study children with special educational needs.

The problems of teachers' readiness to work in an inclusive environment were noted in the works of the following authors: Marco Ferreira [1], Feoktistova S.V., Schneider LB, Vasilieva N.N. [2], Zhumageldieva A.D., Abayeva G.A., Turyskulov U.Zh. [3], N. Triviño-Amigo, et al. [4], E. Avramidis & B. Norwich [5], and about the preparation of future teachers for an inclusive environment R. Hastings, S. Oakford [6], E. Avramidis, P. Bayliss, Ph. Burden [7], Kh. Mykyteichuk [8] noted in their works.

There is no doubt that a teacher's professional self-determination is embodied in his/her professional competence and specific competences. I.A. Zimnyaya identified three basic groups of competences [9]:

The first set of competencies relates to the individual as both a person and an active participant in life. These include competencies in health safeguarding, values and cognitive orientation, social skills, and personal development. Specifically, they encompass self-control, personal growth, reflective behavior, and professional growth.

The second group determines the competencies that are related to human interaction, including skills in social engagement within society, communities, teams, families, and friendships. These encompass cooperation, tolerance, respect, acceptance, social mobility, and effective communication.

The competences of the third group related to human activity are expressed in various ways, including cognitive and professional skills such as planning, designing, modeling, predicting, researching, and navigating tasks, along with technology-related competencies.

This study aims to assess their readiness to function effectively in an inclusive environment. Using the findings from this research, we can improve the psychological training and inclusive competencies of our students.

Materials and methods

Inclusive readiness of a teacher is defined as a system integral quality of a subject of professional pedagogical activity, which predetermines professional choice, orientation, behavioural strategies and methods of professional and pedagogical activity in actual conditions of inclusive education. Inclusive competence, being a generalised characteristic of the personality of future teachers, determining the ability and readiness to use their potential (knowledge, skills, experience and personal qualities) for successful activity in inclusive education, in the course of their formation are based on the regularities of the emergence of readiness.

In order to identify the personal qualities of future teachers, a study of students studying in the pedagogical direction of the educational institution “Alikhan Bokeikhan University” was conducted. In the course of the study the diagnostic test of communicative tolerance by V. V. Boyko was used to identify the skills of tolerant behaviour. The method of diagnostics of communicative tolerance, proposed by Victor Boyko, is designed to determine to what extent you are able to show tolerance to other people in business and interpersonal communication. The test allows you to identify nine features of behaviour indicating a low level of communicative tolerance.

The Questionnaire Assessment of a Teacher’s Professional Orientation by E. I. Rogov is a tool designed to evaluate teacher’s engagement in their profession, understand how their activities shape their personalities, and identify common educational distortions in their character. The questionnaire used for this assessment consists of 50 questions. A professional orientation is considered underdeveloped if it scores less than three points on the scale, while a score greater than seven indicates pronounced development.

Depending on the type of pronounced orientation, it is possible to determine the type of a teacher: organiser, communicator, subject orientation, approval motivation, intelligent.

To understand personality orientation and its relationship with the world, others, and oneself, as well as the foundations of worldview and core life motivation, the “Value Orientation” method developed by M. Rokich. This method studies Terminal values. It includes the values that identify the most important goals of person. And these values play an important role in person’s life. Also, the method learns Instrumental values. Instrumental values mean the belief of a person that some special activities or personality traits are superior in any given situation.

The dominant orientation of a person's value orientation is fixed as his/her life position, which is determined by the criteria of the level of involvement in the sphere of job, family, domestic and leisure activities.

Result and discussion

Ninety-two students from the specialities Pedagogy and Psychology (n=11), Pedagogy and Methodology of Primary Education (n=15), History (9), Kazakh Language and Literature (21), English Language with Additional Study of a Second Foreign Language (German, Turkish) (30), Psychology (6) took part in the study.

Table 1 – The results of the diagnostic test Communicative tolerance and the questionnaire Assessment of professional orientation of teacher's personality

Communicative tolerance	High level of tolerance		Medium level of tolerance		Low level of tolerance	
	number	%	number	%	number	%
	49	53,2%	38	41,3%	5	5,5%
Assessment of professional orientation of the teacher's personality	underdeveloped		within the normal range		pronounced	
	number	%	number	%	number	%
Organiser	1	1,1%	65	71,1%	26	27,2%
Subject focus	1	1,1	52	56,5%	39	42,4
Communicator	4	4,3%	88	95,7%	0	0
Approval Motivation	1	1,1%	74	80,4%	17	18,5%
Intelligent	0	0	65	70,7%	27	29,3%

The study results indicate that most respondents (n=49) exhibit high communicative tolerance. Individuals with high communicative tolerance tend to be balanced, predictable in their interactions, and compatible with a wide variety of people. These traits contribute to a psychologically comfortable environment for collaborative activities. Communicative tolerance refers to an individual's ability to relate to others while accepting what they perceive as unpleasant or unacceptable mental states and behaviors. This tolerance is evident when a person either fails to recognize significant differences between their personality and that of their interaction partner or does not hold negative feelings about those differences. Only 5.5 percent of respondents (n=5) demonstrated a low level of communicative tolerance. The more intense a person's negative feelings about the uniqueness of others, the lower their tolerance tends to be. This makes it increasingly difficult for

them to show favor towards a partner, accept them in their various manifestations, or restrain their dissatisfaction.

During the assessment of the professional orientation of the teacher's personality, the answers of the majority of students were within the normal range. The highest indicator of this level is communicator 95.7% (n= 88). Students who showed high results on this level are characterised by extraversion, low conflict, friendliness, the ability to empathize, and love for children. Approval Motivation scored 80.4% (n=74), indicating that the majority of students are rationalists who strongly decide that in life education is very important and necessary. These students aim to educate themselves through their studies, shifting their perspectives on science and engaging in collaborative actions. As a result, the study organization achieved a score of 71.1% (n=65), while intelligence scored 70.7% (n=65); both indicators are at similar levels among the students. The future teacher, in the role of 'organizer,' often evolves into an authority figure, not only among students but also within the entire teaching staff. This is primarily expressed through personal traits demonstrated in various extracurricular activities. Intelligence is marked by a commitment to moral principles and is expressed through intellectually stimulating activities that instill morals, fidelity, and a sense of independence in students. Subject focus showed 56.5% (n=52). These results tell us that students purposefully chose their future profession.

The individual hierarchy of values from Rokich's "Value Orientations" methodology can be categorized into three groups: preferred values (ranks 1-6), significant but indifferent values (ranks 7-12), and rejected or insignificant values (ranks 13-18).

There are 18 terminal values that include health, love, education, relative relationship, art, communication, friend, and self - development of a person. Terminal values present beliefs that people consider them significant and desire to get them. These values are the meaning of human life.

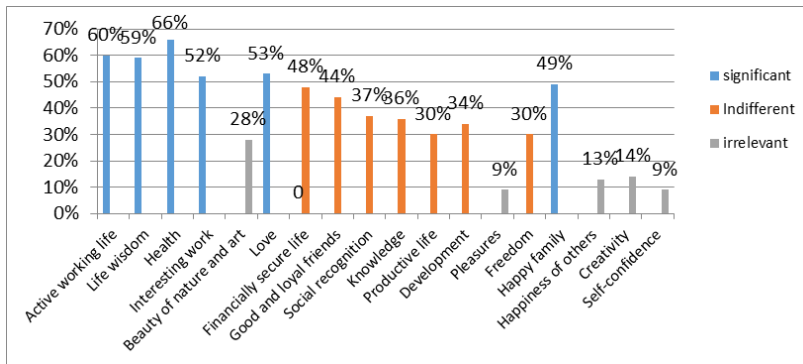


Figure 1 – The results of Terminal Value

The results regarding Terminal Values indicate that respondents prioritize several key values. The level of importance of the terminal values among the future teachers are given in this chart. The most important values for students show among 66 and 49 percent, the less important values are between 48 and 30 person, and the percentage of the irrelevant values are between the range 28% and 0%.

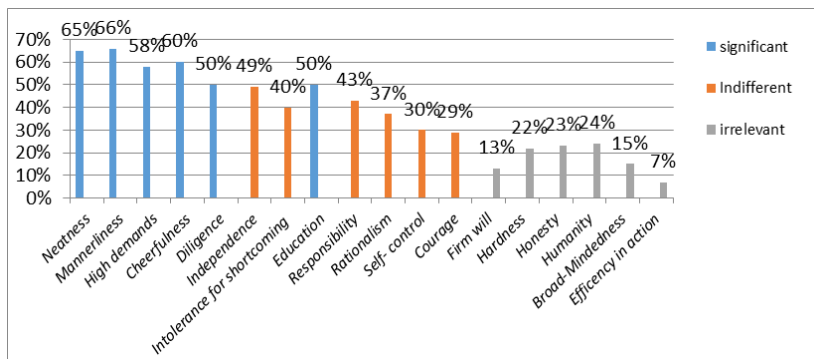


Figure 1 – The results of Instrumental Value

Based on the outcomes of instrumental values, the most important values for learners are Neatness, Mannerliness, High demands, Cheerfulness, Diligence and Education. Students are more oriented towards Independence, Intolerance for shortcoming, Responsibility, Rationalism, Self- control and Courage. Firm will, Hardness, Honesty, Humanity, Broadmindedness and Efficacy in action are less important.

The rankings assigned to each of the 36 values reflect their importance to the subject. These rankings can be utilized in empirical research to identify differences between groups or to examine the relationship between value orientations and other psychological phenomena.

Conclusion

Children with special educational needs have the right to attend general education schools alongside their peers. Therefore, teachers should be familiar with general education programs and understand the principles of inclusive education. They must be prepared to adapt educational programs to meet the physical and psychological needs of these children. One of the main problems of higher education institutions today is the preparation of inclusively competent teachers.

Only enthusiastic, imaginative, and creative teachers desire to transform educational procedures. We should shift to adaptable scheduling of the curriculum, allowing learning opportunities to be tailored to each student's unique needs in terms of techniques, timing, venues, equipment, and objectives. Additionally, we must consider not only the students' academic needs but also their interests and preferences. We should support the expression of their cultural and linguistic backgrounds and provide opportunities for them to demonstrate their rights and participate in decision-making processes. Educational diversity is a pedagogical tool that prioritizes adaptability and variation. [1]

Within the framework of inclusive education, it is essential to incorporate special professional competencies into a teacher's overall skill set. This approach enables teachers to address both general objectives and specific challenges that arise in inclusive educational settings. In addition to the necessary professional competencies, the teachers' value orientations—such as motiv

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БОЛАШАҚ ПЕДАГОГТЕРДІҢ КӘСІБИ БАҒДАРЫ МЕН ЖЕКЕ ТҮЛҒАЛЫҚ ҚАСИЕТТЕРІ ОЛАРДЫҢ ИНКЛЮЗИВТІ ҚҰЗЫРЕТТІЛІГІНІҢ ҚҰРАМДАС БӨЛІГІ

Қазақстан Республикасындағы қазіргі уақыттағы білім беру жүйесінің негізгі мәселелердің бірі инклюзивті құзыретті мамандардың жетіспеушілігі. Сол себепті жоғарғы оқу орындарының алдында инклюзивті білім беруге құзыретті педагогтерді даярлау қажеттілігі тұр. Болашақ педагогтердің инклюзивті құзыреттілігін қалыптастыруда жеке тұлғалық қасиеттердің алатын орыны ерекше. Болашақ педагогтер инклюзивті ортада қызмет жасау барысында кәсіби қабілеттерімен қатар жеке тұлғалық қасиеттері де ерекше орын алатындығын атап көрсету. Зерттеуге Абай облысы, Семей қаласындағы «Alikhan Vokeikhan University» білім беру мекемесінің педагогикалық бағытта білім алатын білім алушылар қатысты. Зерттеу әдісі ретінде В. В. Бойконың коммуникативті толеранттылық диагностикалық тесті, Е. И. Роговтың мұғалімнің кәсіби бағытын бағалау сауалнамасы және М. Рокичтің құндылық бағдарлары әдістемесі қолданылды. Бұл зерттеу әдістері болашақ педагогтердің басқа адамдарға деген төзімділігін, қарым- қатынасын және өзінің жеке құндылықтарын анықтауға мүмкіндік береді. Сапалы және тиімді түрде инклюзивті білім беру қызметін іске асыруда мамандардың кәсіби бағыттағы білімі, дағдылары, шеберліктерімен бірге олардың жеке тұлғалық қасиеттерін дамытудың да маңызы зор. Болашақ педагогтер инклюзивті білім беру кеңістігінде ерекше білім беру қажеттілігі бар оқушыларға тек білім беріп қана қоймай, оларға педагогикалық және психологиялық қолдау көрсетуге дайын болулары қажет.

Кілтті сөздер: инклюзивті білім беру, жеке тұлғалық қасиеттер, коммуникативті толеранттылық, кәсіби бағытын бағдарлау, жеке құндылықтар

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ПРОФЕССИОНАЛЬНАЯ НАПРАВЛЕННОСТЬ И ЛИЧНОСТНЫЕ КАЧЕСТВА БУДУЩИХ ПЕДАГОГОВ КАК СОСТАВЛЯЮЩЕЙ ИХ ИНКЛЮЗИВНОЙ КОМПЕТЕНТНОСТИ

В одной из основных проблем современной системы образования Республики Казахстан является нехватка инклюзивных компетентных специалистов. Именно поэтому перед высшими учебными заведениями стоит необходимость подготовки компетентных преподавателей инклюзивного образования. В формировании инклюзивной компетентности будущих учителей личностные качества играют большую роль. Подчеркивая, что особое место в процессе деятельности будущих педагогов в инклюзивной среде занимают как профессиональные способности, так и личностные качества. В исследовании приняли участие обучающиеся педагогического направления УО «Alikhan Bokeikhan University» г. Семей, Абайской области. В качестве методов исследования использовались диагностический тест коммуникативной толерантности В.В. Бойко, опросник оценки профессиональной ориентации учителя Е.И. Рогова и методика ценностной ориентации М.Рокича. Данные методы исследования позволяют определить толерантность будущих учителей к другим людям, их взаимоотношениям и их личностным ценностям. В качественной и эффективной реализации инклюзивного образования особое место занимают не только профессиональные знания, профессиональные навыки, профессиональные умения, но и личностные качества педагогов. В ходе инклюзивного образования будущие учителя должны быть готовы не только дать образование детям с особыми образовательными потребностями, но и оказать им педагогическую и психологическую поддержку

Ключевые слова: инклюзивное образование, личностные качества, коммуникативная толерантность, профессиональная направленность, личностные ценности.

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