

УДК 376.3

FORMATION OF PROFESSIONAL READINESS OF FUTURE SPECIAL
EDUCATORS TO PERFORM THE FUNCTIONS OF A TEACHING
ASSISTANT

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Abstract: *With the development of inclusion, the introduction of new professions is required. In Kazakhstan, special attention is paid to the training of teaching assistants. The specifics of the organization of education in conditions of inclusion of children with special educational needs require special training of future special educators to perform the functions of a teaching assistant.*

Keywords: *inclusive education, tutor, children with special educational needs, teaching assistant.*

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ ГОТОВНОСТИ БУДУЩИХ
СПЕЦИАЛЬНЫХ ПЕДАГОГОВ К РЕАЛИЗАЦИИ ФУНКЦИЙ ПЕДАГОГА
– АССИСТЕНТА

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Аннотация: *С развитием инклюзии требуется внедрение новых профессий. В Казахстане особое внимание уделяется подготовке педагогов-ассистентов. Специфика организации обучения в условиях инклюзии детей с особыми образовательными потребностями требует специальной подготовки будущих специальных педагогов к реализации функций педагога-ассистента.*

Ключевые слова: *инклюзивное образование, тьютор, дети с особыми образовательными потребностями, педагог-ассистент.*



The term teacher – assistant in the Republic of Kazakhstan has replaced the earlier designation – "tutor". Tutoring was used more in public organizations and in volunteer activities. As you know, in Russia, the tutor profession was officially included in the list of teaching staff positions in 2008 [1].

Kazakhstan officially introduced a full-time teaching assistant in April 2020. Currently, in the Kazakh education system, when creating special learning conditions, it is recommended to use a list of special educational needs, in which the assistance of an assistant teacher is also mandatory [2].

The qualification requirements with the definition of professional competencies (paragraph 37) indicate that a teacher "must provide support to students with disabilities of the emotional and volitional sphere, intelligence, vision, hearing, musculoskeletal system when moving, self-service in all types of organized educational and correctional-developmental activities" [3]. These categories of children need the help of a teacher, namely a teacher-assistant. The introduction of inclusion made its own adjustments: not all mass schools were ready to accept children with disabilities. For example, secondary school No. 27 and Almagul kindergarten in Karaganda have become pilot projects for the implementation of inclusive education. Organizations have started accepting children from the PLO. Of course, there were problems with the education of these students. According to the teachers of the above-mentioned schools, the shortage of specialists was acute, and providing children with individual guidance from an assistant teacher was not an achievable task at all. Therefore, the preparation of future special educators for the role of teaching assistant is a very relevant issue today.

The shortage of staff for the position of teaching assistant is explained by the fact that universities have not yet begun training future teachers to perform the functions of teaching assistant. Of course, higher education cannot stand aside. For example, at the E.A. Buketov Karaganda University, since 2014, the disciplines "Inclusive Education" and "Fundamentals of Inclusive Education" have been included in the compulsory component of education at all faculties and specialties of future teachers. The training of an assistant teacher is not carried out in universities or colleges in the country, therefore, as part of the development of the basic educational program, we have developed the discipline "Methods of individual support for children with special educational needs (work of an assistant teacher)" in the curricula of bachelor's degree programs in the field of "Special pedagogy", which includes lecture courses, seminars and independent work of students. The discipline chosen by the student becomes mandatory for study and is successfully implemented in the current academic



year.

The working curriculum on the discipline Methods of individual support for children with special educational needs (the work of an assistant teacher) was developed for the educational program "Special Pedagogy" (6B01902 – Special Pedagogy). Approved at the meeting of the Department, Protocol No. 11 dated 05/25/2024. Approved at the meeting of the Pedagogical Faculty Commission on Quality Assurance, Protocol No. 10 dated 06/19/2024.

The course's thematic plan covers the following topics:

1. Introduction. Inclusive education.
2. Teacher - assistant in inclusive education.
3. Methods and forms of accompanying children with an OOP teacher-assistant
4. Features of accompanying children with OOP of various categories
5. Psychological and pedagogical systematization of the difficulties of schooling children with disabilities in inclusive education.
6. The practice of using the accompaniment of children with an OOP teacher – assistant
7. Development and implementation of educational programs for students with disabilities in inclusive education
8. Job description of an assistant teacher in an inclusive classroom.

For high-quality training of future special educators, an author's multimedia presentation on the discipline "Methods of individual support for children with special educational needs (work of an assistant teacher)" has been developed for students of the educational program "Special Pedagogy" (6B01902 – Special Pedagogy). The multimedia presentation passed the university anti-plagiarism test and was accepted into the file of the scientific library of the E.A. Buketov KarU as an electronic manual (contract No. 6895). This multimedia presentation will be useful for future special educators in studying the theoretical foundations of the methodology of individual support for children with disabilities. The proposed presentation material will contribute to the improvement of the future profession within the framework of the implementation of the functions of an assistant teacher in inclusive education. Next in the content of the students' education, we offer a developed textbook according to the subject of the course.

Thus, the whole range of measures included in the content of training and developing professional competence among future special educators through teaching methods of individual support for children with disabilities in inclusive education will contribute to solving the problem of education and society.



LIST OF SOURCES:

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