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ATTITUDES OF TEACHERS TOWARD INCLUSIVE EDUCATION IN KAZAKHSTAN: THE CASE OF MAINSTREAM SCHOOLS IN ALMATY

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ABSTRACT

The purpose of the research is to reveal the factors influencing the attitudes of mainstream schoolteachers toward inclusive education process in Almaty. It analyzes teachers' viewpoints and experiences contributing to the formation of their positive or negative attitudes toward inclusion.

Methodology. This research presents the results of qualitative study. 25 teachers of 15 mainstream schools of Almaty city have participated in interviews. The data was codified by Atlas.ti software into several themes related to teachers' attitudes, which then was attributed to factors.

Originality / value of the research. Understanding the teachers' attitudes and their feelings toward inclusive education will contribute to identify the acute problems in the inclusion process thus preventing negative outcomes of it from teachers' part. Moreover, utilization of semi-structured interviews in the context of Kazakhstan helps to deeply explore the essence of teachers' attitudes toward inclusive education.

Findings. Six factors were identified as conceptual, social, technical, methodological and didactical, professional and media, that contributes for the formation of particular attitude of teachers. Findings showed more neutral and even negative attitude of teachers toward inclusion. They were more concerned with methodological/didactical and social factors in expressing their experiences with inclusive education process.

Keywords: inclusive education, special educational needs (SEN), teachers' attitudes, mainstream schools.

INTRODUCTION

Providing everyone with equal access to education is one of the key functions of educational policies around the world today. The UNESCO adopted a Salamanca Statement in 1994 calling the countries to apply special needs education. It interprets inclusive education as "a process aimed at meeting the diverse needs of all students by increasing their participation in learning, cultural activities and community life, as well as reducing social exclusion within the education system and avoiding exclusion from it" [1].

The principle of inclusion is based on the concept of special educational needs and affects the interests of all children who do not fit into the standard learning environment and have any learning difficulties. According to the definition given by OECD, children with *special educational needs* can be divided into three categories: a) *disabilities* – children with disabilities or impairments related to medical terms; b) *difficulties* – children facing difficulties in learning, with emotional and behavioral disorders; *disadvantages* – children facing disadvantages due to linguistic, cultural, social and economic backgrounds [2]. For all of these children education should be available according to their abilities and opportunities without any discrimination.

However, passing more than 20 years after Salamanca, the process of inclusion has been still difficult and controversial issue across the countries [3; 4]. The encouragement of inclusion may depend on many factors. C. Nilholm and K. Göransson point out that inclusion has different definitions worldwide and it still lacks conceptual clarity [5]. D. Mitchell and I. Desai emphasize the uneven progress level of inclusive education due to diverse histories, socio-cultural contexts, political and economic systems of countries [6]. Therefore, it is visible to encounter varied educational programs ranging from trivial to comprehensive, from segregated to inclusive provisions. For instance, in countries like Italy, UK and Australia the inclusive education is the most developed, where almost all children with SEN study in mainstream school. In France, Belgium, Holland

integration approach prevails, when a child receive education either in special school or in special correctional class of mainstream school, but spends extracurricular hours together with non-SEN children [7].

Moreover, the wide range of scholars [3; 8; 9; 10] insists on teachers' role for effective implementation of inclusion. Teachers are considered as key players of inclusion process, as they take the primary role and determine the success in implementing inclusive education [11]. M. H. Martins, et al. cite that academic staff play a significant role in promoting diversity and change [12]. Teachers promote a bottom-up approach for inclusion by interacting with children in inclusive classrooms. This approach is about the idea that teachers are direct persons who act on the ground, when inclusion takes place. They engage with children directly on daily basis, from whom the success of inclusion may depend. Children learn about social justice from the teachers' instruction, behavior and attitude. In addition, these are teachers, who contribute to create a more inclusive society [13]. Therefore, it is important for teachers to be open to inclusive transformations and to have positive attitude to promote inclusive education in order to make own class a more favorable, friendly and comfortable place for every child.

The most of the studies demonstrate the crucial developments in inclusion, especially in observing teachers viewpoints, attitudes and developments of inclusive education in Western countries. The scholars as T. M. Makoelle [14], E. Avramidis and B. Norwich [15], P. Engelbrecht et al. [16], M. Fuller et al. [17], U. Sharma et al. [18], M. R. Nienke et al. [19] have contributed significantly to address the challenges in inclusive education around the world and within particular context. However, in Kazakhstan's case, researchers have done limited investigation of experiences and attitudes of teachers toward inclusive education. For instance, R. O. Agavelyan et al. conducted research with multiple regression analysis in Pavlodar city of Kazakhstan to explore the attitudes of teachers [20]. T. K. Omarova and Zh. Allan examined the attitudes of teachers and their concerns about inclusion of SEN children in mainstream schools of two major cities of Kazakhstan, utilizing another quantitative analysis [10]. It is concluded that the lack of readiness of general education teachers to work in inclusive classrooms remains one of the key challenges in Kazakhstan. Therefore, this research analyzes the attitudes of mainstream schoolteachers in Almaty city. It uses qualitative method to reveal the factors, which determine the positive or negative attitudes of teachers toward the inclusion process.

MAIN PART

Literature Review. Among all the rights and freedoms of any person, the right to education is considered as important one. The right of all children to education is guaranteed by Kazakhstan in its Constitution. In 1994, Kazakhstan ratified the UN Convention on the Rights of the Child, accepting all obligations to provide a child with disabilities in health and difficulties in development with effective access to educational services, as well as the right to full involvement in social life and the possibility of achieving personal development [7, p. 32]. By ratifying the UN Convention on the Rights of Persons with Disabilities in 2015, Kazakhstan embodied the inclusive education as one of the priority directions in its state programs.

Kazakhstan uses the Salamanca Declaration on principles, policies and activities in ensuring education for people with special needs and the Dakar Framework for Action in fulfilling collective obligations to achieve education for all as a methodological framework for developing its own normative basis of inclusive education. For instance, the state program for the development of education and science of Kazakhstan for 2020-2025, proclaims the provision of barrier-free access to education for persons with special educational needs as a main task. This program envisages by 2025, that 100 % of schools would create conditions for inclusive education [21].

According to regional and city psychological, medical and pedagogical consultation centers, there were 144 783 children (0-18 years old) with SEN at the beginning of 2017. It makes 2.65 % of the country's total child and adolescent population. Among 7-18 years old children with SEN, 14.4 % of them are taught in special schools for SEN; 13.9 % are enrolled in special classes of mainstream schools; 46.7 % of children are enrolled in general classes of mainstream schools; 11.8 % are registered as homeschoolers; 2.7 % are studying in professional schools and colleges; 2.6 % study in private educational institutions (Figure 1) [22]. Regarding the Almaty city in particular, the majority of mainstream schools started implementing inclusive education from 2017. As of the 2021-2022 academic year, 166 mainstream schools out of 207 are covered by inclusive

education and there are 41 resourced centers within these schools that show educational and social support for children with SEN [21].

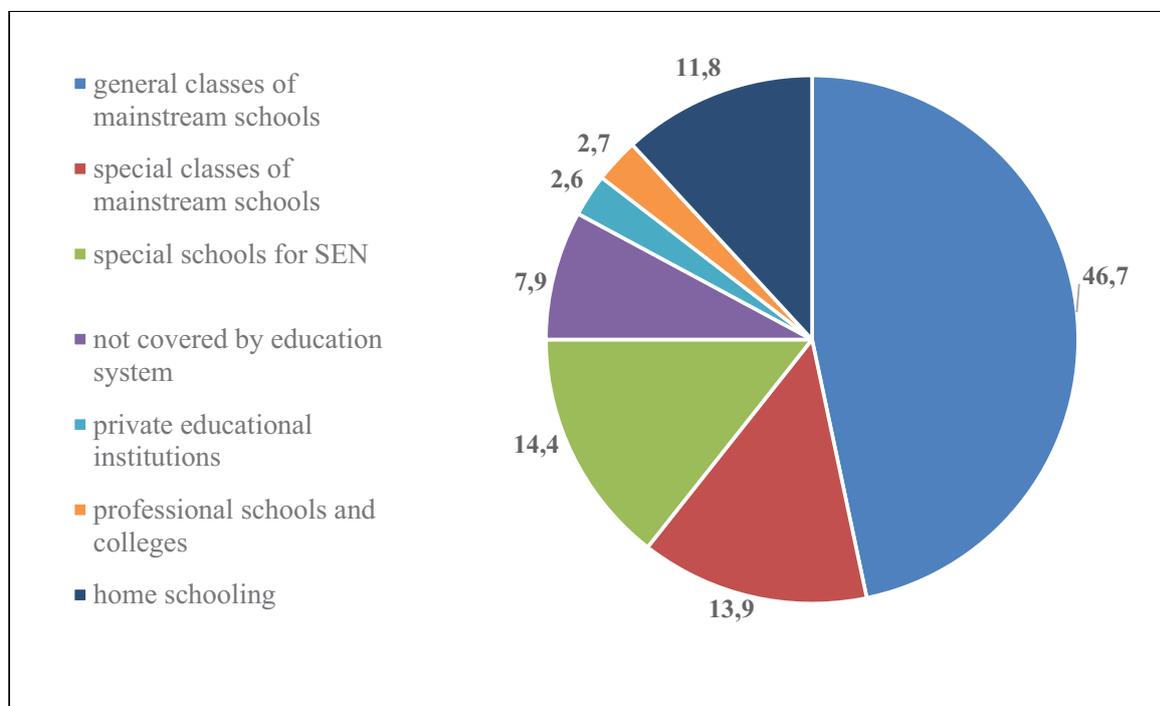


Figure 1 – Proportion of children with SEN enrolled in education

Note – The figure represents the percentage of all children with SEN out of 100 % taught in different types of educational institutions in Kazakhstan. Compiled by the authors based on the source [22].

Despite the coverage of children by inclusive education in Kazakhstan, the process of implementing it is still developing and young. However, up to recently “the rhetoric of inclusive education reform has been heavily focused on a disability perspective in the framework of education in Kazakhstan that is influenced by the Soviet legacy”, – state K. Rollan and M. Somerton [23]. It was mainly due to the separation of children with disabilities to special correctional schools or keeping and educating them at home. As insisted by V. Gevorgianiene and E. Sumskiene [23] this practice paved the way for the common thinking and belief of isolating people with disabilities in special institutions.

Nevertheless, one of the important barrier for inclusion remains the challenges with being ready to adapt inclusive practices in many educational institutions. It is mainly due to the lack of necessary qualifications of teaching staff, educational and methodological issues. Most of the schools face challenges in implementing the available techniques especially for children with disabilities. The limited professional skills and unreadiness of academic staff, the challenges of showing support for children with SEN and their parents, prevents the process of inclusion becoming effective [24].

The predominant number of studies observe the role of teachers in the success of inclusive education. B. Morgado et al. concludes that the effectiveness of inclusive education does not just lay in managing infrastructure, place and schedule [25]. Here, C. Barnes and A. Arnesen and L. Lundahl outline the importance of teaching methods, differentiation techniques, evaluation matters, etc. [26; 27]. Inclusion of children with special educational needs (SEN) into mainstream educational spaces is not just concentrated on the physical placement of them into classes, but also how inclusion regarded by main stakeholders, like teachers. In this manner, this process should not exclude the ‘abled’ students, but work toward “socially just pedagogy” to promote full inclusion for all categories of students [12].

The role of teachers in effectively engaging with special needs children suggests the way of effective realization of inclusive policies and the successful adaptation of marginalized group of children into mainstream society. F. L. Wilczenski and P. Engelbrecht et al. claim that teachers' support matters most in promoting the integration and inclusion in the classroom [28; 16]. M. H. Martins, et al. emphasize a significant role of academic staff in promoting diversity and change [12]. Therefore, it is recommended for them to stay open for inclusive transformations and changes. It considers important to establish positive environment in educational institutions, so the integration of SEN with non-SEN students can be effective.

R. F. Antonak and H. Livneh stress the importance of positive attitudes of teachers toward students with SEN [29]. However, most studies seems to show the controversial attitudes of teachers. For instance, A. De Boer, S. J. Pijl and A. Minnaert find out that the majority of teachers have neutral or even negative attitudes towards the inclusion of 'disabled' children into general classrooms [30]. L. S. Yeo, W. H. Chong, M. F. Neihart and V. S. Huan in studying the Singaporean case conclude that positive attitudes of teachers are connected critically with successful experience in inclusion. The positive experience was mostly associated with learners' progress and support from administration, children and parents. L. S. Yeo et al. investigate that negative experiences were related to challenging behaviors of students in the class who disturbed the learning process and demanded more attention [31].

A case study by E. Avramidis, Ph. Bayliss and R. Burden also shows that teachers' experience in using inclusive programs contributes to the formation of their positive attitude [32]. U. Sharma, C. Forlin and T. Loreman draw attention that teachers with special education training possess more positive and tolerant view about inclusion, than those who have not experienced working with 'disabled' people [18]. The experts agree that the major factors as lack of qualifications for teaching staff and the lack of institutional sensitivity are being barriers for inclusion [9; 12; 25]. Therefore, the training and advancement courses for academic staff and effective differentiated techniques in inclusive practices seems to play a greater role [17]. L. Florian and H. Linklater believe that modern educators should more effectively apply the knowledge and skills that they already have [33]. New types of research and modern theoretical developments are needed to advance knowledge about inclusive education.

According to N. I. Belyakov and V. P. Russanov, in recent years there has been a noticeable improvement in the quality of the teaching staff in Kazakhstan: the proportion of teachers with the highest category is growing, the proportion of teachers without a category has significantly decreased, but, unfortunately, the issue of staff shortage remains acute. In 2016, the need for teaching staff was 4480. Schools lack teachers of primary education, Math, Russian and English language. Low salaries, low social status, lack of a social package makes the teaching profession not prestigious [34].

Teachers have vital part in setting the inclusive environment in the classrooms. They also act as promoters and stabilizers of the situation and relations between SEN and non-SEN students [35]. Teachers can manage the learning process in the direction in which non-SEN children will not feel the negative learning outcomes that appeared as a result of inclusion. However, it is critical to set the overall strategies and provide necessary conditions for school inclusive settings by managers and educational leaders, which act as main actors in implementing the inclusion in their institutions [36].

Within Kazakhstani context researchers as R. O. Agavelyan et al. explore the attitudes of general schoolteachers of the Pavlodar region using multiple regression analysis. They use "The Sentiments, Attitudes and Concerns" scale to assess the teachers' attitudes toward inclusion. The conducted study summarizes the neutral attitude of teachers, where the sentiments subscale has the biggest value. It explains that teachers welcome the presence of children with SEN in their classroom [20]. In another study by T. K. Omarova and Zh. Allan determine that the teachers' attitude towards the inclusion of children with learning difficulties depends on the nature of the difficulties themselves. The greatest concern of Kazakh teachers is the lack of resources in schools, comparatively a possible increase in workload worries teachers less [10].

The attitudes of teachers are decisive as they are key holders of education process. In order to observe it, the work applies qualitative method as interviews. It looks at the teachers' role in regulating the relations between different categories of students, at how they refer to inclusion process and what can explain their attitudes. By exploring the teachers' attitudes, this research aims at contributing to the existing literature on

implementation problems of inclusive education from the perspectives of teachers. This analysis is important to prevent negative outcomes of inclusion from the teachers' part.

Methodology. *Research design.* The research used the qualitative method. Qualitative research was based on interviews which then were analyzed by Atlas.ti software. The qualitative method is especially effective in obtaining specific information about the values, opinions, behaviors, and social contexts of particular populations. As it "captures and communicates someone else's experience in his or her own words. Qualitative data tell a story" [37]. The answers of teachers were bracketed, analyzed and compared to identify the essences of inclusive education to them.

Data collection. Data was gathered through semi-structured in-depth interviews. The study utilized a purposive sampling to select the participants for interviews. The important criteria for choosing respondents was teachers who have a child with SEN in their classroom. Another criteria was purposefully chosen schools which implemented inclusive education in Almaty. Teachers from seven resourced (pilot) schools of seven districts have participated in the study. Moreover, one more school from each district was selected. Therefore, 25 teachers from 14 different mainstream schools of Almaty city took part in interviews, who have practical experiences teaching children with SEN in inclusive settings.

The interviews were taken in both online and offline formats due to circumstances related to COVID-19 pandemic. The audio recordings were transcribed by the author. Then the Atlas.ti software was used to analyze and codify the gathered information. The codified data was categorized into themes, and most repeatedly mentioned aspects related to attitudes were identified. Participants were required to identify their teaching grades and number of pupils with SEN in their classroom. All answers were recorded by the consent of respondents. Authors assured teachers about anonymity and confidentiality of their answers.

Interview questions were formulated according to the literature on teachers' attitudes toward inclusive education around the world [3], [15], [31]. The questions were aimed at exploring the attitudes of teachers in Kazakhstan, how they perceive the process of inclusive education, which problems do they face during implementation of it, what are their perspectives about the influence of inclusion on different students in class, how they regard the support of parents and administration in this process.

Questions used to guide the interview:

1. Do you have children with SEN in your classroom? What children with SEN have you encountered during your practice?
2. How do you understand/perceive inclusive education? Do you support it?
3. Do you think it is right to include all children with SEN in the general education process, for example, even those with severe disabilities? Or should inclusion only involve those with moderate and minor disabilities?
4. How do you perceive the influence of inclusive education on non-SEN children (their academic performance, behavior, development, etc.)?
5. How does inclusive education affect children with SEN?
6. Do parents support inclusive education? What is the nature of cooperation built between parents and school community?
7. To what extent the school administration supports teachers in this process (creating necessary conditions)?
8. What are the problems that you face during the process of inclusive education?
9. What motivates you to work with children with SEN?
10. What are your suggestions? What do you like to see in the organization of inclusive education?

Findings and discussion. From the responses of teachers several themes were defined that contributed to the formation of particular factors, as conceptual, technical, methodological and didactical, professional, social (supportive), media (Figure 2).

The work analyzes the most common themes from the respondents' answers showing their attitudes toward inclusive education, and attaches them under a particular factor, the name for which was given by the authors:

- *Conceptual factor* stands for teachers' viewpoints and understanding of concepts and definitions related to inclusive education.

- *Technical factor* combines themes associated with technical component of inclusive education, as infrastructure and other supportive equipment necessary for well-functioning of children with SEN in classrooms and school.

- *Methodological and didactical factor* includes themes materials and techniques used by teachers in the inclusive classrooms, like books, differentiation and individualized approaches, concerns with success of children in learning process and curriculum fulfillment.
- *Professional factor* was determined by themes linked with teachers' professional development, as access to trainings and courses to level up their qualifications to work in inclusive classrooms.
- *Social factor* links themes of administration support, parents' support and aid coming from institutions, like international, non-governmental and civil society organizations.
- *Media factor* combines themes that identify the contribution of media types (news, social media, inspirational movies, advertisement) to the formation of particular attitude of teachers toward inclusive education.

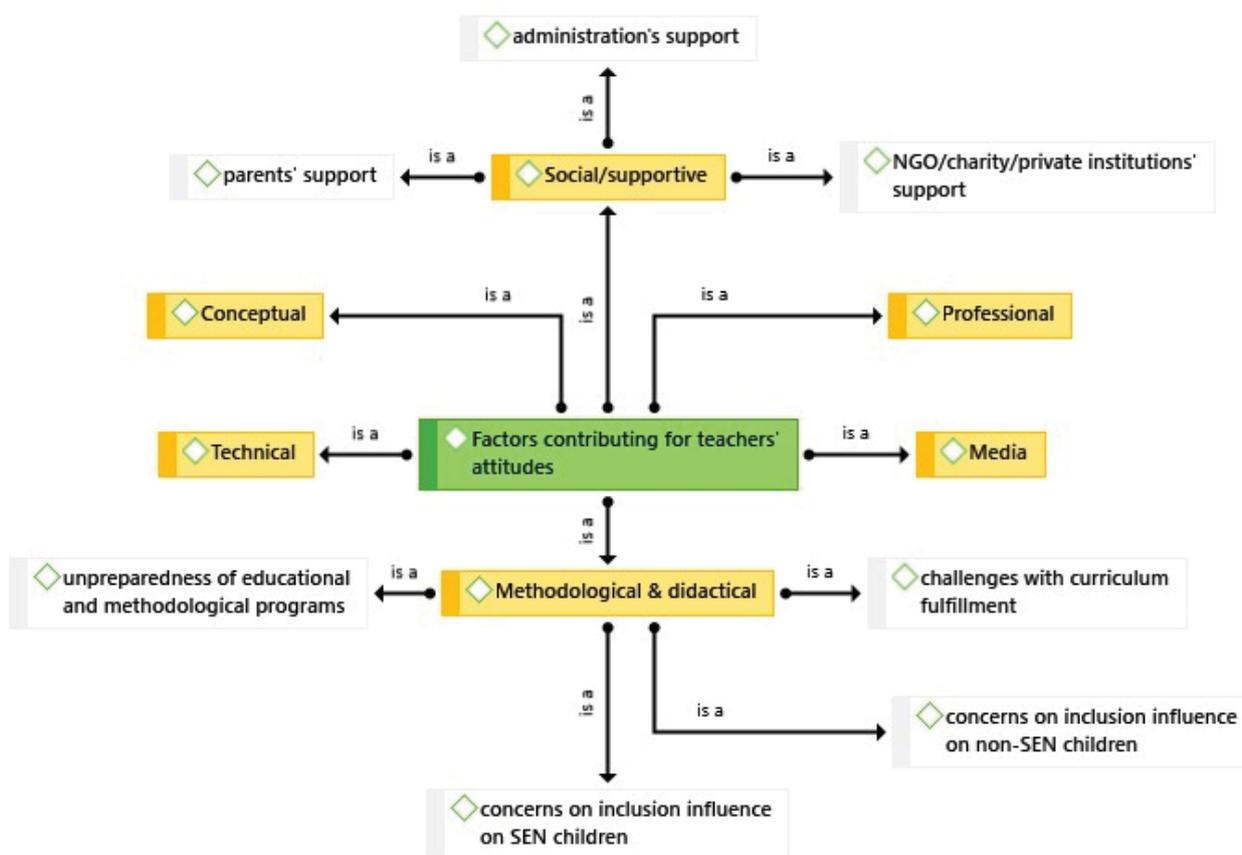


Figure 2 – Factors contributing to the formation of teachers' attitudes toward inclusive education

Note – This model was produced by the authors using Atlas.ti software. It represents several factors (yellow boxes) that expired from themes related to teachers' attitudes. Themes (white boxes) were codified from respondents' answers. Themes are significant for identifying the elements of education process that mostly influence teachers' attitudes toward inclusive education.

The *conceptual* factor combines the general understandings of teachers' definitions of inclusion related to inclusive education. It included the views of schoolteachers about inclusive education and reforms made in this field. According to responses, in general teachers (92 %) support the notion of inclusive education, as it promotes tolerance, the equality of rights, non-discrimination. As one said, “the situation is changing, teachers themselves are positively inclined to accept it today...” Another teacher expressed that “we are moving toward tolerant state, as we have signed the conventions of UN on the rights of children...” It seems possible to argue, from most of the answers that by the normative and instructional changes inclusion is perceived positively among teachers as well as in society. However, minor number of responses negatively expressed their view by referring that it may affect normal students reversely. Moreover, 25 % of teachers expressed the

negative attitude toward continuous changing on definitions and concepts from legal use (for example, not “children with disability” – but “children with limited health opportunities or health disorders”, not “inclusive classrooms” but “SEN classroom”, etc.). This makes it confusing and even exhausting when it comes to paperwork.

The conceptual factor also incorporates the teachers’ support for inclusion of all category of SEN children. Even though most of the teachers responded positively about their viewpoint, they didn’t show their support for including all students with SEN into mainstream schools. They rather hold the opinion that the SEN children should be carefully chosen depending on their disability, abilities to study and serve themselves. The children with severe disabilities should be taught in special schools, as it will be better for them:

“it will be really brutal to include all SEN children in general classroom...as they may feel discomfort, discrimination, non-availability of resources...” (respondent #1),

“they can fall behind the program” (respondent #5),

“the society should be ready...” (respondent #6),

“the school is not ready...” (respondent #18).

Some of the teachers argued that in order to include the certain child into mainstream classroom it is significant for parents being ready enough to accept all the consequences and difficulties that can arise during this process. If the parents are able and positively engaged into the process of education, then the inclusion of their child can get smoothly in schools.

Another factor that form the attitudes of teachers is *technical*, which includes the infrastructure and technology necessary in the provision of inclusive education. Teachers hold neutral attitude toward it, but they are concerned with limited appropriate equipment in the classrooms related to postural management, as disability chairs which are not effective and enough healthy for children with disabilities.

The most important factor defining the teachers’ attitudes was *methodological and didactical*. This factor includes the issues of limited knowledge of teaching methods, evaluation and differentiation techniques, curriculum fulfillment, limited learning materials for children with SEN, strict requirements of state educational standards, a lot of paper work, etc. Unpreparedness of education and methodological program possesses a big challenge for inclusive education. Teachers hold the view that it is difficult to follow the general education requirements in inclusive settings, as the types of examinations and the assessment criteria. Moreover, the number of students in mainstream schools (almost 35-40 children in one classroom) does not allow teachers to fulfill these requirements. Teachers say that inclusion take most of their time and patience. They suggest that it will be better to work in-group with other teachers, share their methods and implement the co-teachings during inclusion.

Under this factor, it is crucial to point out how the teachers regard the influence of inclusion on SEN as well as non-SEN students in the class.

Influence of inclusion on SEN children. Teachers hold the equal opinion on the positive influence of IE on SEN children about their socialization. However, the educational program is and will be difficult for them. If these schools have 30-40 children in one class it is hard for them to study and require individual approach. If families are materially sufficient, they can afford a private school for their child, but even these schools today have specialized direction, as deep education in math or languages. Moreover, in the middle or higher classes, these children might have severe difficulties with catching up the material. One of the respondents (#7) described that it is better to give these children to mainstream schools one year after than their peers, as it helps them to go in line with others in inclusion process.

Influence of inclusion on non-SEN children. Some scholars as Cole, Waldron, & Majd (2004) insist that non-SEN students who study with SEN children perform better in some courses. It might be due to that teachers pay a greater attention and time to teach the students with SEN. In this case the ‘abled’ children will have more time and opportunity to learn these subjects. As evidences show from the interviews, teachers’ opinions in this case were divided. The smaller percentage (18 %) of them have showed positive influence. They insist that in primary school and in youngest ages, children don’t have stereotypes, as can be seen by the answers:

“they are not cruel in this age” (respondent #3),

“children always respect the other children” (respondent #5/11/12/16/19/23).

Whether the bigger portion of answers (57 %) were critical, arguing that IE negatively influence the performance and also the behavior of non-SEN children, because teachers may not be able to allocate their time equally to present the subject, non-SEN children may be left without attention and not acquire the necessary skills. The setting may not promote the competitiveness thus reducing the motivation of them in learning process. The children can also repeat some stereotyping behavior of SEN children, thus promoting the negative attitude of their parents toward inclusion.

Teachers were concerned about *professional* factor, like development and training courses offered to them. Teachers who are well trained and have enough professional knowledge of including children with SEN hold more positive attitude toward inclusion, and consequently positive experience. As literature suggests, those who have experience with inclusion will positively regard to this process. However, most teachers (82 %) are concerned about their qualifications to meet the needs of children with SEN.

Majority of the answers were stick to the opinion that the main problem with the practice of inclusion is the lack of enough and appropriate trainings, consequently the staff who works with SEN children in inclusive settings. Even though, the trainings exist, they usually are more theoretical and do not apply practical solutions and techniques that can be applied in classrooms. There are limits of defectologists, speech therapists, who apply differentiated techniques related to disability types. For example, children with autisms may require particular methods of teaching, whether children with cochlear implant may need very different techniques. As inclusive education is a recent practice in our country, some schools do not provide still tutors or assistants that can help main teacher in education process. If they exist, they usually are not trained enough to show assistance especially for the children with disabilities.

The *social or supportive factor* includes the issues of administration and parents' support in inclusion process. In general, teachers hold neutral attitudes and experiences toward the administration support of them in inclusive education. Some of them are positive in regard to provide incentives, as awards, appraisals on their achievement during their teaching of children with SEN. Besides, additional payment to salary of teachers for every child with SEN in the classroom makes them feel more or less satisfied. However, a few teachers perceive that there are not enough conditions created for the effective implementation of inclusion. They are cautious that the administration may not support them with their suggestions, with provision of trainings and tutors, that general schools are hardly dependent on the budget from municipalities and state.

Most of the respondents see positive attitude of parents and their support in IE. They all agree that it is very crucial in the process. The parents of children with SEN are usually very helpful, and always engaged in the education:

“they take their child to several sections, as to defectologists, psychologists...” (respondent #14),

“they prepare hard their children to school, during summer...” (respondent #18),

“they always happy to take any chance...” (respondent #8/13)

However, not every parent can afford this additional education for his or her children due to financial circumstances. Nevertheless, teachers argued that the joint work of teachers with parents are vital.

Some teachers (35 %) emphasized the role of specialized centers, charity, non-governmental or civil society organizations. The support of these organizations in certain issues helps teachers to encounter positive experiences in inclusion. The NGOs show active involvement and organization of social and cultural events that help teachers to build favorable environment for integration of children with SEN. Teachers insist on the contributions from charity organizations that help accommodate the resourced rooms in most schools.

The last factor expired from interviews was *media*. Teachers are motivated by inspirational movies, presentations about including different categories of children in education. International propaganda about human rights and social justice also contributes for positive attitudes of schoolteachers in their regard to inclusion process. Recent developments in the world education and technology, successful international experiences related to inclusion form favorable conditions for the determination of positive attitude among teachers to engage enthusiastically in inclusive classroom management.

CONCLUSION

The current investigation was held with the purpose of determining the attitudes of teachers toward inclusive education. As they play important role in implementation process, the study revealed the generally cautious

viewpoints of teachers toward inclusion process. These cautious attitudes were determined by such features of inclusion, as the unequal influence of inclusive education on the students with SEN and non-SEN, the support of parents and administration, as well as several challenges as the nature of trainings, insufficient number of professionals, unpreparedness of schools, and number of students per class. Most of the teachers hold the view toward including all children, as there should be distinction between different category of children with disabilities, and who have the severe ones should stay in special schools, or at least, combine their education between general and correctional schools. As a result of the study six factors were identified as conceptual, technical, methodological and didactical, professional, social (supportive) and media, which influence to attitudes of teachers.

Teachers' attitude toward categorization of children seems to be related to experiences with the education of children with disabilities in the past. Historically, during the Soviet Union, the children with medical impairments and emotional or psychological disorders were taught in special schools. The historical past seems to influence the way of thinking of most teachers how they come to interpret the inclusive education. Most of them are satisfied with opportunities provided for children with SEN to take part in schooling today. They regard positive thinking toward children who are taught at home or kept at special classes. The majority of teachers hold the opinion that special schools should not be closed, as they are necessary to offer earlier correction help to SEN children. Some of them prefer combined school system, where SEN children will attend half of weekdays general classes and half of days they spend in special schools.

From the school visits and teachers' interviews, it was identified that resourced classrooms are highly dependent on private sectors and charity organizations for arrangement. Nevertheless, private sectors' involvement within ordinary school systems has become common in recent days; some of the schools are still behind in organizing their resourced rooms. Teachers are concerned on this issue too, as they think that well-equipped resourced rooms will encourage and help students with SEN in their learning and leisure time. In this manner, it is supposed for government to provide grants for private organizations to show support in opening and organizing resourced rooms in schools.

In addition, some teachers presented little interest in discussion of their experiences and opinions about inclusive education. It assumed that they are neutral or pleased with what is achieved in inclusion process. Less number of teachers expressed unwillingness to discuss their aims or anxiety to propose new ideas related their inclusive classroom issues.

In general, teachers showed insecurity toward their professional competence and methodological knowledge. Offered training courses seem to lack practical significance, where most of the knowledge comes as theoretical one with less practical techniques. However, teachers are glad to obtain certificates and diplomas indicating their ability to work in inclusive classrooms. Therefore, it would be essential to organize more effective trainings with practical nature, different case studies to present particular situations with solutions, which can be used during inclusive education. To inspire teachers for new learning and work in inclusive settings it is better for government and school administrations to provide more incentives apart from awards and certificates, as extra financial payment or favorable social packages.

Limitations of the study. Directions for future research. The findings determined in this research cannot be generalized to all schools and teachers of Kazakhstan, as the numbers of respondents were limited for some schools of Almaty city. Only interviews were gathered as a method of exploring the teachers' attitudes, which can create difficulties in assuming the realities in daily activities taking place in classrooms. Moreover, just teachers participated in research and the picture of inclusion was based purely on their experience and viewpoint. For further study, it is recommended to make field observations of teaching times and class hours to analyze the reality of situation. It also suggests collecting data from different stakeholders in this process, as parents and school administration.

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ОТНОШЕНИЕ УЧИТЕЛЕЙ К ИНКЛЮЗИВНОМУ ОБРАЗОВАНИЮ В КАЗАХСТАНЕ: КЕЙС ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ ГОРОДА АЛМАТЫ

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АННОТАЦИЯ

Цель исследования – выявление факторов, влияющих на отношение учителей общеобразовательных школ города Алматы к процессу инклюзивного образования. В работе анализируется восприятие и опыт учителей, способствующие формированию у них положительного или отрицательного отношения к инклюзии.

Методология. В данной работе представлены результаты качественного метода исследования. В интервью приняли участие 25 учителей из 15 общеобразовательных школ города Алматы. Данные были систематизированы программным обеспечением Atlas.ti по нескольким темам (кодировкам), связанные с отношением учителей, которые затем были распределены по факторам.

Оригинальность / ценность исследования. Понимание отношения учителей и их восприятия к инклюзивному образованию будет способствовать выявлению острых проблем, с которыми сталкивается процесс инклюзии при внедрении в школах. Это будет способствовать предотвращению негативных последствий со стороны учителей. Более того, использование полуструктурированных интервью в контексте Казахстана глубже проанализирует сущность отношения учителей к инклюзивному образованию.

Результаты исследования. Были определены шесть факторов, как концептуальные, социальные, технические, методологические и дидактические, профессиональные и медиа факторы, которые способствуют формированию определенного отношения у учителей к инклюзии. Результаты показали более нейтральное и даже отрицательное отношение учителей к инклюзии. Их больше волновали методологические / дидактические и социальные факторы при выражении своего опыта в процессе инклюзивного образования.

Ключевые слова: инклюзивное образование, особые образовательные потребности (ООП), отношение учителей, общеобразовательные школы.

ҚАЗАҚСТАНДАҒЫ МҰҒАЛІМДЕРДІҢ ИНКЛЮЗИВТІК БІЛІМ БЕРУГЕ КӨЗҚАРАСЫ: АЛМАТЫ ҚАЛАСЫНДАҒЫ ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕР КЕЙСІ

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АНДАТПА

Зерттеу мақсаты – Алматы қаласының жалпы білім беретін мектептері мұғалімдерінің инклюзивті білім беру үдерісіне деген көзқарастарына әсер ететін факторларды анықтауға бағытталған. Зерттеу жұмысында мұғалімдердің инклюзияға оң немесе теріс қатынасына ықпал ететін қабылдаулары мен тәжірибелері талданады.

Әдіснамасы. Бұл жұмыста сапалы зерттеу әдісінің нәтижелері берілген. Сұхбатқа Алматы қаласындағы 15 орта мектептен 25 мұғалім қатысты. Деректер Atlas.ti бағдарламалық жасақтамасымен мұғалімнің қарым-қатынасына қатысты бірнеше тақырыптарға (кодтамаларға) сәйкес жүйеленіп, факторлар бойынша жіктелді.

Зерттеудің бірегейлігі / құндылығы. Мұғалімдердің инклюзивті білім беру туралы көзқарастары мен түсініктерін түсіну инклюзияны мектептерде енгізу процесінде кездесетін өзекті мәселелерді анықтауға көмектеседі. Бұл мұғалімдер тарапынан келеңсіз салдардың алдын алуға ықпал етеді. Сонымен қатар, Қазақстан жағдайында жартылай құрылымдық сұхбатты қолдана отырып, мұғалімдердің инклюзивті білім беруге көзқарастарын тереңірек зерттейді.

Зерттеудің нәтижелері. Мұғалімдер арасында инклюзияға белгілі бір көзқарасты қалыптастыруға ықпал ететін концептуалды, әлеуметтік, техникалық, әдістемелік-дидактикалық, кәсіби және медиа факторлары ретінде алты фактор анықталды. Нәтижелер мұғалімдердің инклюзияға бейтарап, тіпті теріс көзқарасын көрсетті. Олар инклюзивті білім беру үдерісінде өз тәжірибелерін білдіру кезінде әдістемелік / дидактикалық және әлеуметтік факторларының маңыздырақ екенін белгіледі.

Түйін сөздер: инклюзивті білім беру, ерекше білім алу қажеттіліктері, мұғалімдердің көзқарасы, жалпы білім беретін мектептер.

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