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## Psychological and pedagogical culture of a teacher: a key component of the inclusive educational process

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**Abstract.** The present study was conducted in order to establish the main aspects of psychological and pedagogical culture necessary to ensure effective activity in the conditions of inclusive education. The study analyzes the existing theoretical approaches to consider the main aspects of the psychological and pedagogical culture of a teacher in the inclusive educational process, assesses the readiness of teachers to inclusion and the existing problems, and develops recommendations for improving the psychological and pedagogical culture. The definition of psychological and pedagogical culture as a part of inclusive educational process is given. In the course of the survey a high level of recognition of the importance of psychological and pedagogical support and interpersonal interactions, but a low level of readiness to work in the conditions of inclusion, significant difficulties in the practical application of cultural and psychological principles in the context of inclusive education and others. Based on interviews with experts in the field of inclusive education (psychologists, teachers and school administrators), it was found that the successful development of inclusive education requires a comprehensive approach that includes improving the psychological and pedagogical culture of teachers, providing the necessary resources and strengthening the strategic management of the process. As a result of the observation, all well-developed aspects of inclusive education were noted, as well as those requiring further development. The results of the experiment confirm the main hypothesis about the key component of the inclusive educational process. Recommendations on further development of aspects of inclusive education related to the psychological and pedagogical culture of the teacher are developed.



**Keywords:** inclusion, inclusive educational process, teacher, psychological and pedagogical culture, special educational needs.



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## Introduction

In modern times inclusion becomes an important direction in the educational space, as it is aimed at providing equal opportunities for all in the field of education, taking into account individual needs. In such conditions, one of the important components to ensure the successful implementation of the whole inclusive educational process is the psychological and pedagogical culture and, first of all, the culture of the teacher. Psycho-pedagogical culture of teacher includes both professional competencies and psychological abilities expressed in emotional sensitivity, understanding of diversity and individuality of students and readiness to cooperate with students and parents.

An analysis of the state of inclusive education in Kazakhstan shows that, despite legislative initiatives, the implementation of inclusive education faces a number of problems. In her review, A.A. Uyzbayeva emphasizes that scientific research aimed at assessing the impact of inclusive education on the development of a child's personality is still underdeveloped in Kazakhstan. She also notes that an important factor is the lack of attention to the individual needs of students in the educational process, which leads to a low level of readiness of teachers for inclusion [1]. This opinion is also supported by A.Z. Alipbek, who notes in his study that despite legal guarantees, the practical implementation of inclusive methods in educational institutions requires significant changes in approaches to teaching and teacher training [2].

The relevance of the research topic is determined by the needs of the school education system to create an effective and comfortable inclusive environment, within which each student has opportunities to realize his or her potentials. The relevance is determined by the fact that there are many problems in the education system in the field of inclusion. Such problems include: insufficient training of teachers to work with children with special educational needs; there is no unified legislative and methodological approach to inclusion; low

awareness of society and the education system about psychological and pedagogical culture as an indicator of successful learning and some others. It should be noted that there are studies that show that the level of psychological and pedagogical culture of teachers has a direct impact on the quality of inclusive education: A.S. Suntsova [3]; D.V. Lepeshev [4], I.A. Sakhnova [5] and others.

The purpose of the study is to establish the main aspects of psychological and pedagogical culture necessary to ensure effective activity in the conditions of inclusive education. The main directions of the research are focused on the analysis of existing theoretical approaches that allow us to consider the main aspects of the psychological and pedagogical culture of a teacher in the educational process, to assess the readiness of teachers for inclusion, to establish the existing problems and to develop recommendations for improving the psychological and pedagogical culture.

The scientific significance of the study consists in systematization, expansion and addition of knowledge about psychological and pedagogical culture and its place in the inclusive educational process. Practical significance lies in the establishment of problems and the development of methodological recommendations to improve the level of psychological and pedagogical culture of teachers and the education system as a whole. And also to improve the level of training of teachers who have to work with children with special needs who are studying in regular schools.

## Materials and methods

In the present study the materials were legislative and regulatory acts, monographs, dissertations, textbooks, published scientific publications and methods related to the research topic.

Literature analysis is aimed at considering the main provisions and existing theoretical approaches in the field of inclusion and psychological and pedagogical culture of the teacher in the inclusive educational

process. And also on the analysis of successful examples of implementation of inclusive secondary education.

The research methodology is based on the use of both qualitative and quantitative research methods: literary analysis; surveys, interviews; observation of the teaching process; analytical analysis. Thus, the integrated use of various methods allowed to get a more complete and detailed picture of the state of psychological and pedagogical culture of teachers in school education in the Republic of Kazakhstan and its place in the development of inclusive education.

The survey of teachers in the form of questionnaires aimed at assessing their level of psychological and pedagogical culture, readiness for inclusive education and identifying the need for additional training. A total of 80 people were interviewed. The questions to determine the level of psychological and pedagogical culture were: familiarity with the concept of psychological and pedagogical support of students; how important in the work of a teacher are such aspects: understanding of individual characteristics of each student; support of the emotional state of students; interaction with parents; assessment of readiness to work with children with special developmental needs. Questions in the area of readiness for inclusive education were: experience of working with children with special educational needs; readiness to accept a child with special educational needs into their class; what resources and conditions are necessary for successful implementation of inclusion; what skills in inclusive education were obtained. Questions about the need for additional training: in what field; readiness; form; frequency and suggestions.

Interviews were conducted with experts in the field of inclusion (psychologists, teachers, administrators) in order to better understand the problems and needs of the education system in this area. 10 experts from each group took part in the interview.

The observation was conducted in inclusive classrooms, the educational process,

to analyze educators' interactions with students and to identify both problems and more successful practices.

A pedagogical experiment aimed at determining the increase in the level of involvement of children with special educational needs (SEN) in the learning process by changing the pedagogical approach through the development of psychological and pedagogical culture of teachers. Since it is believed that if teachers receive additional training and support in the issues of psychological and pedagogical culture, it will lead to an increase in the involvement of children with SEN in the learning process. The experiment involved two teachers and a class of three students with SEN (one child diagnosed with ADHD, the second child diagnosed with autism spectrum disorder, and the third child diagnosed with cerebral palsy). The evaluation criteria were: the level of involvement of children with disabilities in the learning process, social integration and independence.

## Results and discussions

The results of the literature analysis are based on the materials described by other foreign and Kazakhstani authors. A. De Boer, S.J. Pijl, A. Minnaert, describes the attitude of regular teachers to inclusive education and makes a broad theoretical review on this topic [6]. J.-R. Kim points out the importance of teacher training programs for inclusion and notes that the main problem is the attitude of conservative teachers [7]. M. Mangano notes the different opinions of teachers on cooperation with other subjects of education to ensure the effectiveness of inclusive education, with emphasis on international experience [8]. P. Oyok, S. Wormnes show that it is important in inclusive education to be able to integrate students with limited intellectual needs. At the same time, they point out that the attitude and readiness of teachers to these issues should be taken into account in this process, especially in primary rural schools [9]. C. Rakap, O. Sieg, A. Parlak-Rakap notes the importance of teacher training for inclusion and shows that even two special

education courses give good results [10].

M.A. Schmidt, K.N. Akhmedieva, A.S. Stambekova, D.A. Kaldiyarov note the importance of psychological readiness of teachers for inclusive education [11]. V.S. Allayarova reveals the main provisions of inclusive education in Kazakhstan, its main difficulties and prospects of implementation [12]. I.G. Eliseeva explores the issues of realization of inclusive education in Kazakhstan in practice [13]. G. Zakaeva and A. Iskakova note the importance of the implementation of professional training of teachers for the development of inclusive education [14]. I.G. Eliseeva and A.K. Ersarina offer the methodology of psychological and pedagogical support of children with special needs in the educational school [15].

In her study, N. Sania emphasizes the need to improve the quality of teacher training, pointing out that a large number of teachers in Kazakhstan do not have sufficient qualifications to work with children with SEN. She emphasizes that teacher training programs should include specialized courses and internships that provide the necessary knowledge and skills for successful work in inclusive classrooms [16].

E. Prokopets also notes that current teacher training programs do not always meet the modern requirements of inclusive education and need significant changes [17].

Particular attention should be paid to analyzing the experience of foreign countries that have achieved success in inclusive education. M.B. Tulubekova examines successful practices in Finland and the United Kingdom, where inclusive education is integrated at all levels of the educational process. These countries are actively developing teacher training, using innovative methods and technologies to work with children with different educational needs. Kazakhstan, in turn, should focus its efforts on the active implementation of similar models, which will significantly improve the quality of inclusive education in the country [18].

In addition, the results of research by A.N.

Nurlanova and Z.K. Chunkurova show that the lack of material and technical support for educational institutions is one of the main obstacles to the full implementation of inclusion. The lack of specialized teaching materials, assistive technologies, and equipment significantly limits the opportunities for effective teaching of children with SEN [19].

In his work, A.V. Kukharchuk examines approaches to inclusive education in Kazakhstan, emphasizing the importance of interdisciplinary cooperation between teachers, psychologists, and other specialists. It is important to create a support system for teachers that will reduce their workload and ensure that each child receives the necessary attention [20].

The analysis of the identified materials allowed to establish the components of the inclusive educational process and to define the psychological and pedagogical culture of a teacher as a key component of this process. The main components of the inclusive educational process are: recognition of the value of each child; ensuring accessibility of education; individualization of approach; psychological and pedagogical culture of the teacher; support of teachers; organization of psychological and pedagogical support; creation of inclusive environment; active interaction with parents; active involvement of parents in the process of education and upbringing; use of modern technologies; promotion of social integration; monitoring and evaluation of achieved successes [21]. Psychological and pedagogical culture of a teacher is one of the key components of the inclusive educational process [22]. It includes: a set of professional knowledge, skills and personal qualities of the teacher, which allows him/her to successfully implement the principles of inclusion in the process of teaching; the teacher has a deep understanding of the needs and capabilities of students who are classified into different categories according to certain parameters; pedagogical abilities to build trusting relationships with students and their parents; the ability to use a differentiated approach in the process of inclusive education; readiness for continuous self-development

and professional development; the ability to use differentiated approach in the process of inclusive education.

The results of the questionnaire survey of teachers are reflected in Table 1.

**Table 1 – Results of the questionnaire survey of teachers**

Question		Answers	
Assessment of familiarity with the concept of “psycho-pedagogical support of students”	well 30%	Partially 50%	unfamiliarly 20%
Understanding the individual characteristics of each student	It's very important 70%	It's important 25%	It doesn't matter 5%
Supporting students' emotional well-being	Very important: 60%	Important: 35%	Never mind: 5%
Interaction with parents	Very important: 75%	Important: 20%	Never mind: 5%
Readiness to work with children with special developmental needs	Completely ready: 20%	Partially ready: 40%	Additional training needed: 30%
Experience of working with children with special educational needs	Working regularly: 20%	Occasionally encountered: 45%	Worked but insufficiently prepared: 15
Readiness to accept a child with special educational needs	Ready: 40%	Partially ready: 35%	Partially ready: 35%
Necessary resources and conditions for successful inclusion	Preparation of specialized training materials: 65%.	Training of teaching staff: 85%	Creating an accessible environment: 55% Individualized aides for children with disabilities: 60%
Courses on inclusive education	Completed professional development courses: 30%	Participant of seminars and webinars: 40%	Didn't pass anything: 30%
Need for additional training	The psychology of learning: 40%	Methods of working with children with disabilities: 60%	Organizing an inclusive process: 50% Behavior management of children with special needs: 45%
Willingness to attend professional development courses	Yes: 60%	Possibly: 30%	No: 10%
Preferred forms of training	In-person classes: 40%	Distance courses: 50%	Self-study: 10%. Mixed forms: 40%
Frequency of professional development	Annually: 50%	On an as-needed basis: 40%	No courses needed: 10%
Suggestions for supporting educators	Consultation with experts: 60%	Master classes from experts: 50%	Online communities for sharing experience: 40%. Material incentives: 30%

The majority of teachers (50%) have partial understanding of the importance of psychological and pedagogical support of students in inclusion, but a significant proportion (30%) are well aware. Such indicators show that they have basic knowledge and indicate that it is necessary to conduct activities among teachers to understand this topic. Teachers highly value the importance of individualized approach to students (75%), support for emotional state (80%) and interaction with parents (64%). These indicators demonstrate a high degree of awareness of the importance of interpersonal relationships in an inclusive educational environment. Readiness to work with children with special developmental needs is noted by only 30% of teachers, while the majority (70%) either need additional training or are only partially ready.

More than half of the respondents (65%) have experience of working with children with SEN (special educational needs), some of them admit that this experience was insufficient (15%) or irregular (45%). At the same time, only 20% of teachers work with such children on a regular basis, indicating that inclusive practice is not systematic. About half of the respondents (40%) stated that they were fully prepared for inclusive teaching, 35% indicated that they needed additional instruction, and 25%

were not prepared at all. The data obtained indicate that there is some uncertainty in pedagogical teams regarding the practical implementation of inclusive approaches. The majority of teachers (85%) believe that it is necessary to conduct additional training of teaching staff, which confirms the lack of qualification and the need for its improvement. Teachers also point to the importance of developing special training materials (56%) and creating an accessible inclusive environment (44%).

The main directions for additional training are defined as: methodology of work with children with disabilities (60%) and organization of inclusive educational process (40%). Such indicators indicate that teachers have and realize the lack of practical skills in inclusive education. More than half of teachers (or 60%) expressed their readiness for professional development, but 30% are neutral ("maybe") and 10% do not see the need for it. Such indicators may indicate some problems, maybe in low motivation. The preferred forms of training are distance courses (50%) and mixed forms (40%), which corresponds to modern trends in education.

Table 2 shows the results of interviews with three groups of experts: psychologists, educators implementing inclusive practices, and school administrators.

**Table 2 – Results of interviews with the three groups of experts**

Panel of Experts	Key issues	Key Needs
Psychologists	<ul style="list-style-type: none"> <li>- Lack of resources to fully support children with disabilities;</li> <li>- Lack of systematic training of educators in the psychology of inclusion;</li> <li>- Low level of parents' awareness of inclusive education opportunities.</li> <li>- Limited interaction between specialists (psychologists, teachers, medical professionals).</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development of educators in the psychology of inclusion;</li> <li>- Development of a network of counseling centers for parents and children with SEN;</li> <li>- Increased funding for additional educational services for children with SEN;</li> <li>- Introduce programs to monitor and evaluate the effectiveness of inclusive practices.</li> </ul>

Educators	<ul style="list-style-type: none"> <li>- High loads on teachers when working with children with disabilities;</li> <li>- Insufficient material base for the adaptation of the educational process;</li> <li>- Difficulties in coordination with other specialists (psychologists, defectologists);</li> <li>- Lack of time for individual work with each child.</li> </ul>	<ul style="list-style-type: none"> <li>- Additional hours for individualized work with children with SEN;</li> <li>- Increased pay for working with children with special needs;</li> <li>- Improvement of material and technical base of schools (equipment, teaching materials);</li> <li>- Providing ongoing mentoring and counseling from specialists.</li> </ul>
Administration	<ul style="list-style-type: none"> <li>- Difficulties in allocating budgets for inclusive education;</li> <li>- Problems with attracting qualified personnel to work with children with disabilities;</li> <li>- Weak coordination between different educational and social protection institutions.</li> <li>- There is no clear strategy for the development of inclusive education at school level.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of state standards and recommendations on inclusive education;</li> <li>- Providing schools with additional financial resources to make education accessible;</li> <li>- Establishment of interagency commissions to coordinate inclusion efforts;</li> <li>- Conducting regular monitoring of the quality of services provided.</li> </ul>

All three groups of experts note that the level of training of teachers and other participants of the educational process in the field of inclusion remains low. The issue of psychological support of AHP children by teachers is especially acute. The experts note that teachers face the problem of excessive workload, especially when it comes to children with disabilities. This makes it difficult to effectively implement inclusive methods and requires additional hours for individual work with such children. It is noted that schools lack specialized equipment, teaching materials and financial support to meet the needs of inclusive education, which hinders the full implementation of inclusive practices. There is also a communication gap between the different actors involved in the educational process

(teachers, psychologists, defectologists and administrative structures), which reduces the effectiveness of joint efforts to ensure quality inclusive education. The experts emphasized that at the school level, there is a lack of a clear strategy for the development of inclusive education, which makes it impossible to provide for both long-term planning and effective allocation of resources. They believe that in order to solve most of the identified problems, additional state support is needed, including the development of standards and recommendations; increased funding and the creation of interagency commissions to coordinate activities in inclusive education.

The results of the observation are shown in Table 3.

**Table 3 – Results of observation of teachers in inclusive classrooms**

Observational aspect	Successful practices	Issues in need of improvement
Use of adapted training materials	56%	44% (lack of specialized materials)
Individualized approach to pupils with SEN	75%	25% (limited flexibility in approach)
Active involvement of all students in the learning process	72%	38% (insufficient motivation of individual pupils)
Effective use of assistive technology	50%	50% (low level of technology proficiency)

Maintaining a positive atmosphere in the classroom	80%	20%
Regular interaction with colleagues and specialists	60%	40% (poor communication within the team)
Application of interactive teaching methods	68%	32% (monotonous lessons)
Adapting the pace of the lesson to the needs of pupils with SEND	42%	58% (delay in completing tasks)
Conducting reflection and feedback with students	50%	50% (lack of regular feedback)
Planning sessions with inclusive objectives in mind	44%	56% (simplified targets for pupils with disabilities)

The most successful practices: teachers successfully maintain a positive atmosphere in the classroom (80%) and show an individualized approach to children with disabilities (75%) and actively involve all students in the learning process (72%). The most problematic areas for improvement were identified as: adapting the pace of the lesson to meet the needs of pupils with SEN (58%), simplified objectives in lesson planning with inclusive goals in mind (56); low proficiency in assistive technology and lack of regular feedback (50% each).

The findings help to better understand which aspects of inclusive teaching are well developed and which need to be improved.

The results of the pedagogical experiment are reflected in Table 4, to the extent of the average value obtained from the results of the assessment of three students.

Table 4 – Experimental results of changes in the level of involvement of children with disabilities in the educational process, as well as indicators of their social integration and independence, in percentages

Evaluation parameter	Data at the beginning		Data at the	
	Teacher (with cultural upgrading)	Teacher (no cultural upgrading)	Teacher (with cultural upgrading)	Teacher (no cultural upgrading)
Level of involvement Average value	42%	40%	74%	45%
Level of autonomy Average value	32%	34%	56%	34%
Social integration Average value	44%	44%	68	48%

Based on the presented data, the following conclusions can be drawn. The teacher who underwent advanced psychological and pedagogical training achieved a significant increase in the level of involvement of children

with disabilities in the learning process, as the average indicator of three students with disabilities increased from 42% to 74% (by 32%). At the same time, the average indicator of a teacher who did not undergo additional

training increased insignificantly - only by 5%. A similar situation is observed for the level of independence, as in the lessons of the teacher who received advanced training, the average indicator increased from 32% to 56%, showing an increase of 24%. While for the second teacher this indicator remained unchanged. Social integration scores for students with SENs also showed marked improvement for the first teacher, as the average score increased from 44% to 68%, a 24% increase. The second teacher showed a slight increase of 4%. Such data support

the hypothesis that improving teacher's psychological and pedagogical culture plays an important role in increasing the inclusion of children with disabilities.

Results of statistical analysis conducted to study the psychological and pedagogical culture of teachers and their readiness to work in inclusive education settings. Includes descriptive statistics in Table 5, statistical tests, correlation analysis, and confidence interval calculations for key indicators in Table 6.

**Table 5 – Descriptive statistics of the study of teachers' psychological and pedagogical culture and their readiness to work in inclusive education settings.**

Indicator	Average	Median	Standard deviation	Dispersion
Teacher Readiness	25.0	25.0	11.1	125.0
Additional Training Need	25.0	25.0	14.5	212.5
Preferred Training Forms	25.0	25.0	20.6	425.0

As part of the study, statistical data processing was performed to analyze the psychological and pedagogical culture of teachers and their readiness to work in inclusive education settings. Various statistical methods were used for this purpose, including descriptive statistics, statistical tests, correlation analysis, and calculation of confidence intervals for key indicators.

Descriptive statistics showed that the average level of teachers' readiness to work with children with special educational needs is 25%, which also coincides with the median. The standard deviation of this indicator is 11.18%, which indicates moderate variability among respondents. The dispersion index is 125, which confirms the existence of

significant differences in the perception of readiness for inclusion among teachers.

Similar results were obtained for the analysis of the need for additional training and preferred forms of training: the mean values are 25%, the median is also 25%, and the standard deviation for the need for training is 14.58%, which reflects more significant differences among participants compared to readiness to work with children with SEN. The variance of this indicator is 212.5, which also indicates certain differences in teachers' needs for additional training. The indicator for preferred forms of training has the highest standard deviation (20.62%) and variance (425.0), indicating significant diversity in teachers' preferences regarding forms of training.

**Table 6 – Results of statistical tests: Pearson's  $\chi^2$  test, t-test, and Mann-Whitney U test for hypothesis testing.**

Test	p-value
Pearson's $\chi^2$ test	0.0357
t-test	1.0
Mann-Whitney U test	1.0

Pearson's  $\chi^2$  test was used to test hypotheses related to data distribution. The test results showed significant differences in the distribution of categorical data, as confirmed by a p-value of 0.0357 for the first category. This suggests that differences between groups of teachers, students, and experts exist and should be taken into account when developing inclusive education strategies. For other categories, the p-value was greater than 0.05, indicating insignificant differences between these groups.

In addition, a t-test was used to test for differences between teachers and experts. The results showed a p-value of 1.0, indicating no significant differences between these groups in terms of the parameters studied.

The Mann-Whitney U test was also applied, which showed similar results, confirming the absence of significant differences between teachers and experts based on nonparametric data.

Correlation analysis in Table 7 showed that there is a strong positive relationship (correlation 1.0) between the level of psychological and pedagogical culture and the willingness of teachers to work in inclusive settings. This indicates that improving teachers' psychological and pedagogical culture can significantly improve their readiness for inclusive education, which is confirmed by the strong correlation between these two variables.

**Table 7 – Confidence intervals for key indicators showing the ranges within which the true values are likely to lie with 95% probability.**

Indicator	Confidence interval (lower limit)	Confidence interval (upper limit)
Confidence interval for teachers' readiness to work with children with SEN	4.46	45.54
Confidence interval for the need for additional training	-1.78	51.78
Confidence interval for preferred forms of teaching	-12.88	62.88

Finally, confidence intervals were calculated for key indicators to assess the statistical stability of the data. For readiness to work with children with special educational needs, the interval ranges from 4.46% to 45.54%, indicating significant variation in teachers' perceptions of their readiness for inclusion. For the need for additional training, the confidence interval ranges from -1.78% to 51.78%, indicating a high degree of uncertainty in this indicator. The confidence interval for preferred forms of teaching ranges from -12.88% to 62.88%, which also reflects a wide range of preferences among teachers.

Thus, the results of the statistical analysis show significant differences and variability

in the perception of readiness for inclusion among teachers, which highlights the need for further improvement of psychological and pedagogical training and the development of more flexible teaching methods.

The conducted research confirmed that psychological and pedagogical culture is a key component of successful inclusive educational process. At the same time, it is established that the psychological and pedagogical culture of teachers requires its own development. And the need to revise the existing educational standards and approaches to the training of teachers, with an emphasis on the development of their competence in the field of inclusion is also noted. The study also points to the

importance of interdisciplinary approach and the creation of a unified support system for all participants of the educational process.

When comparing the obtained results with previous studies in the field of inclusive education and psycho-pedagogical culture, it is possible to identify a number of common patterns and distinctive features: the significance of psycho-pedagogical culture is confirmed; the problem expressed in the importance of teacher training is noted; the issues of infrastructure and provision of necessary resources and others were repeatedly raised earlier. This study adds new aspects to the existing scientific knowledge about the importance of psycho-pedagogical culture of teachers in the inclusive educational process. It also emphasizes the need for comprehensive changes: in the training of teachers; in the establishment of mechanisms of interaction with other specialists and others.

## Conclusions

Psychological and pedagogical culture is a crucial component of the inclusive educational process, aiming to create a supportive environment that fosters successful socialization and development for all students, regardless of their individual needs. While there is widespread recognition of the importance of psychological and pedagogical support, the results from a questionnaire reveal a low level of readiness among teachers to apply these principles in practice, particularly within inclusive education. Many teachers face significant challenges, and the lack of competencies, coupled with limited experience, highlights the need for targeted professional development and supportive infrastructure to successfully integrate children with special needs into mainstream education.

Interviews with experts in inclusive education, such as psychologists, teachers, and school administrators, point to several key issues: insufficient training for specialists, high workload on teachers, inadequate material resources, and a lack

of coordination and interaction among stakeholders in the educational process. Observations further reveal both well-developed and underdeveloped aspects of inclusive education based on the teacher's psycho-pedagogical culture.

Experimental results confirm that enhancing teachers' psycho-pedagogical culture significantly contributes to the increased involvement, autonomy, and social integration of children with disabilities. Teachers who received appropriate training were able to achieve better outcomes for these children in all key areas.

Recommendations for improving inclusive education focus on the continuous development of teachers' psychological and pedagogical competencies. These include organizing regular courses to deepen understanding of inclusive education psychology, providing training and master classes on individual work with students and developing individualized educational plans, strengthening cooperation between specialists and teachers, and offering ongoing professional development in the psychology of inclusion.

Overall, the findings contribute to a deeper understanding of the role of psycho-pedagogical culture in inclusive education, suggesting future work aimed at creating specific methodologies and programs to enhance teachers' psycho-pedagogical skills and assess the impact of inclusive practices on the academic and social adaptation of children with special educational needs (SEN).

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## Педагогтің психологиялық-педагогикалық мәдениеті: инклюзивті білім беру процесінің негізгі компоненті ретінде

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**Аңдатпа.** Осы зерттеу инклюзивті білім беру жағдайында тиімді қызметті қамтамасыз ету үшін қажетті психологиялық-педагогикалық мәдениеттің негізгі аспектілерін белгілеу мақсатында жүргізілді. Зерттеу барысында инклюзивті білім беру

процесінде мұғалімнің психологиялық-педагогикалық мәдениетінің негізгі аспектілерін қарастырудың қолданыстағы теориялық тәсілдері талданды, мұғалімдердің инклюзияға дайындығы және бар проблемалар бағаланды, психологиялық-педагогикалық мәдениетті жетілдіру бойынша ұсыныстар жасалды. Инклюзивті білім беру процесінің бөлігі ретінде психологиялық-педагогикалық мәдениеттің анықтамасы берілген. Зерттеу барысында психологиялық-педагогикалық сүйемелдеу мен тұлғааралық өзара іс-қимылдың маңыздылығын мойындаудың жоғары деңгейі, бірақ инклюзия жағдайында жұмысқа дайындықтың төмен деңгейі, инклюзивті білім беру контекстінде мәдени-психологиялық принциптерді іс жүзінде қолданудағы елеулі қиындықтар және т.б. анықталды. Инклюзивті білім беру саласындағы сарапшылармен (психологтар, педагогтар және мектеп әкімшілігі) сұхбат негізінде инклюзивті білім беруді табысты дамыту үшін педагогтердің психологиялық-педагогикалық мәдениетін арттыруды, қажетті ресурстармен қамтамасыз етуді және процесті стратегиялық басқаруды күшейтуді қамтитын кешенді тәсіл қажет екендігі анықталды. Бақылау нәтижесінде инклюзивті білім берудің барлық жақсы дамыған аспектілері, сондай-ақ одан әрі дамуды қажет ететіндер атап өтілді. Эксперимент нәтижелері инклюзивті білім беру процесінің негізгі компоненті туралы негізгі гипотезаны қолдайды. Мұғалімнің психологиялық-педагогикалық мәдениетімен байланысты инклюзивті білім беру аспектілерін одан әрі дамыту бойынша ұсыныстар әзірленді.



**Кілтті сөздер:** инклюзия, инклюзивті білім беру процесі, мұғалім, психологиялық-педагогикалық мәдениет, ерекше білім беру қажеттіліктері.

## Психолого-педагогическая культура педагога: ключевой компонент инклюзивного образовательного процесса

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**Аннотация.** Настоящее исследование проведено с целью установления основных аспектов психолого-педагогической культуры, необходимых для обеспечения эффективной деятельности в условиях инклюзивного образования. В исследовании проанализированы существующие теоретические подходы к рассмотрению основных аспектов психолого-педагогической культуры педагога в инклюзивном образовательном процессе, оценена готовность педагогов к инклюзии и существующие проблемы, разработаны рекомендации по совершенствованию психолого-педагогической культуры. Дано определение психолого-педагогической культуры как части инклюзивного образовательного процесса. В ходе исследования выявлен высокий уровень признания важности психолого-педагогического сопровождения и межличностных взаимодействий, но низкий уровень готовности к работе в условиях инклюзии, значительные трудности в практическом применении культурно-психологических принципов в контексте инклюзивного образования и др. На основе интервью с экспертами в области инклюзивного образования (психологами, педагогами и школьными администраторами) было выявлено, что для успешного развития инклюзивного образования необходим комплексный подход, включающий повышение психолого-педагогической культуры педагогов, обеспечение необходимыми ресурсами и усиление стратегического управления процессом. В результате наблюдения были отмечены все хорошо развитые аспекты инклюзивного образования, а также те, которые требуют дальнейшего развития. Результаты эксперимента подтверждают основную гипотезу о ключевом компоненте инклюзивного образовательного процесса. Разработаны рекомендации по дальнейшему развитию аспектов инклюзивного образования, связанных с психолого-педагогической культурой учителя.



**Ключевые слова:** инклюзия, инклюзивный образовательный процесс, учитель, психолого-педагогическая культура, особые образовательные потребности.

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