ҚАШЫҚТЫҚТАН БІЛІМ БЕРУ: ЖАҺАНДЫҚ АУҚЫМДАҒЫ ЖАҢА СЫН-ҚАТЕРЛЕР
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ДИСТАНЦИОННОЕ ОБРАЗОВАНИЕ: НОВЫЕ ВЫЗОВЫ ГЛОБАЛЬНОГО МАСШТАБА
Часть III

DISTANCE LEARNING: NEW CHALLENGES ON A GLOBAL SCALE
Part III

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В данном сборнике, подготовленном Евразийским национальным университетом имени Л.Н. Гумилёва, представлены материалы международной конференции на казахском, русском и английском языках по вопросам дистанционного образования.

Выступления участников конференции посвящены актуальным проблемам и перспективам актуальных задач в области применения дистанционных технологий и распространение эффективного инновационного опыта на международном уровне.

Сборник рекомендован всем участникам образовательного процесса для обмена педагогическим опытом и дальнейшего повышения квалификации.

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DISTANCE LEARNING FOR INCLUSIVE EDUCATION

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Implementation of inclusive education reform in Kazakhstan can be measured by the indicators and achievements of goals which were set by the government in the "Conception of inclusive education development in the Republic of Kazakhstan", "2016-2019 State Program of Education and Science Development", "2011-2020 State Program of Education and Science Development". These goals include: creating legal framework for inclusive education, 100 percent readiness of mainstream schools to implement inclusive education by 2019, improvement of infrastructure and technical support for students with special educational needs, teacher training and full acceptance and support from society, sufficient funding.

First, with the ratification of International Conventions, legal framework for the inclusive education was created. New laws were approved and introduced by the state. The equal access of all people to education was guaranteed by the 1995 Constitution of the Republic of Kazakhstan. Then Law "On education" was worked out and the idea of creating all necessary conditions for students with special educational needs in mainstream schools were introduced and highlighted in the document.

Law "On the Rights of the Child of the Republic of Kazakhstan" affirmed the rights of students with disabilities to have free education in both special educational institutions and public schools, colleges, institutes. Law "On social protection of disabled persons in the Republic of Kazakhstan" was designed to assure the rights of people with special needs to receive education on all levels. [1] 2016 – 2019 State Program of Education and Science Development was created and promoted the idea that inclusive education is for all kinds of students, including people with special needs and disabilities. The document emphasizes and is aimed for the development of professionals who are ready to operate well and fully support students with special educational needs in their learning process. For this reason, a new subject "Inclusive Education" is included in the curricula of all educational specialties.

As Z. Movkebayeva and A. Iskakova state, this subject is intended to form the system of professional readiness of teachers to teach in a new model of education where all the conditions for inclusive education are provided. The content of this subject includes fundamental knowledge on the world trends of the development of inclusive education, organization of educational process, methods of construction of individual approaches to students, role of inclusive education in the social life of students with special educational needs and services which should be provided to students during the educational process.

Since Kazakhstan created the project of Concept of inclusive education in Kazakhstan, where the idea "Education for All" is fully presented, consequently the system of education of Kazakhstan is no more considering the students with special educational needs as a problem which needs to be resolved but sees satisfaction of various educational needs of each student as a prior goal. [2]

Movkebayeva et.al. evaluate and describe the implementation of inclusive education in Kazakhstan using Suleimenova's model of state support for children with special educational needs. According to Suleimenova's model (as cited in Movkebayeva et al., 2013) government provides support to learners in 5 levels and the results on each level is presented by authors. [3]

The first and second levels are dedicated to the psychological development screening of children. The third level is a correctional work, which includes medical and social support at special educational institutions or special schools. According to Movkebayeva et al., about ten thousand of children are receiving education in 35 special kindergartens and 228 special groups in mainstream kindergartens. About 24 thousand children study at 101 correctional schools and 820 special classes at mainstream secondary schools. Current educational system of Kazakhstan as Movkebayeva states, suggests simultaneous operation and development of special schools and inclusive education in mainstream schools. The fourth level of support is conducting research programs. For this reason, a few programs were created by the Ministry of Education and Science of the Republic of Kazakhstan in cooperation with non-governmental public organizations. They are: "Children who need special measures of protection", "Monitoring the state of pre-school education of the Republic of Kazakhstan" and others. The last level is a creation of unified state policy, legal framework and funding.

To achieve these goals Kazakhstan created a legal framework, and several documents on the development of inclusive education in Kazakhstan. They include the project of Concept of inclusive education, project of State Standards "Conditions of the realization of state general education standard" and other teaching materials.

Movkebayeva highlights the point that e-learning and distance learning is another way to support students with special educational needs, so from 2011 in frames of State Program, children with special needs receive special software and programs, special keyboards, hearing aids, microphones, Braille displays, mobile equipment for the screen extension view and others. About 43 percent of special schools were equipped with multimedia systems like "Multikid" and "Eduplay". About 95 percent of special schools have Internet access. Movkebayeva believes that further development of special schools is needed, though the idea and concept of inclusive education is mostly designed in a way that mainstream schools would be able to give proper education to all children taking into consideration every child's learning features.

Distance learning institutions must ensure that teaching and learning resources are reviewed to evidence that the full spectrum of diverse teaching needs of all learners is addressed in order to support that learners are active participants in the learning and teaching process. Students must also receive learning materials in forms and quantity that match their unique specifications. Equally essential, the language used must be user-friendly and the majority of learners must understand it. Moreover, distance learning institutions have to be attentive to the cultural diversity of their learners when preparing their learning materials.

Understandably, considering the essence of distance learning, since there may be little face-to - face communication with them, there may be challenges in assessing the unique needs of learners. On the basis of audit data conducted by Technikon SA, it has been established that learners with disabilities do not communicate their special needs. Consequently, in delivering content in preferred formats, very little to no provision is made. The consequence is that the course content and tutorial letters in standard print format are invariably given to blind learners. In addition, written feedback from lecturers is typically given in their handwriting in the absence of knowledge on the special needs

of individual learners, since they are reportedly unaware that a specific assignment is from, for example, a blind or partially sighted learner. [4]

For inclusive education, there are different kinds of information communication technologies (ICT) developments used as part of open and distance learning. Each type of ICT used in an inclusive setup is characterized by how instructive guidelines and resources are transmitted and obtained by a teacher and a student.

At present, the use of computers has made the distance learning self-sufficient and new academic methodologies for successful learning have also been provided. Teleconference, mobile learning, sound designs, etc. are innovative technologies used as part of open and distance learning. ICT provides various helpful goals for individuals to achieve their aims and improve capabilities and abilities in learning.

Open and distance learning based on ICT has unique focus points for learners with special educational needs, such as:

- It reduces barriers to study place. Classrooms end up excessively in the traditional sense, and learners may attend classes from their preferred place, especially for 'homebound' learners with different capacities.

- It decreases the assistance of libraries and other staff.

- This extends the potential of complex participation in the learning process, which can occur in this virtual reality through simplicity of data collection, more influential choice of open materials and brain storming, etc. [5]

When dealing with the potential of e-tools to promote school e-inclusion, three are the main points to be carefully considered: e-accessibility, e-usability and e-availability.

• Accessibility is the common concept defining "the degree to which a product (e.g. system, service, and environment) is available," i.e. it can be used by multiple people (both from a physical and a cognitive point of view).

• Usability is a "qualitative point that refers to how convenient it is to use user interfaces" that takes the real clarity and ease of use of the tools into account;

• Availability is a less formal concept that refers to the real possibility of getting e-tools at one's own disposal to achieve educational goals. [6]

In this developing world, numerous ICT instruments play an important role in efficient and relevant open and distance learning for inclusive education. This form of technology-assisted open and distance learning delivery continues to increase and evolve.

The popularity and rapid growth of distance education has been primarily attributed to the advancement and use of information technology. In addition to making the learning and delivery system increasingly learner-centered, the increase in the field of information technology has also directly affected the way students and teachers communicate.

ICT has not only facilitated individualized learning and collaborative learning among learners, but has also contributed to a quiet revolution in the planning, management and administration of education. It is, therefore, natural that one has to think in terms of ICT-enabled education while thinking of flexible and open distance education.

Inclusive teaching involves understanding the learning needs of all students, respecting them and satisfying them. It means understanding that there are a variety of individual learning needs for students with disabilities and that they are members of diverse cultures. The differentiation and individualization of teaching is the foundation of the realization of the priorities of learners with

disability education. ICT is an significant technology for promoting the education of students with disabilities. Assistive technologies and e-learning / e-teaching systems are used in the e-environment system for learners with particular learning difficulties. For students with disabilities, teachers have special roles in the e-environment. New teaching elements and functions (active facilitation, teamwork, management, tutoring) and new assistive teaching technologies and e-learning technologies have to be implemented.

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