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**FOUNDATIONS OF HUMANISTIC DIRECTED EDUCATION
IN CONDITIONS OF INCLUSIVE EDUCATION**

Abstract. Modern education system aims to ensure that a person could become a breadwinner of the family and the citizen, but it does not reveal the secret of a happy life, namely the distinction between real and unreal, and this is the most important training that a person needs. True education must enable people to recognize that humanity - one family.

Not suitable any education system that does not help students distinguish the righteous from the wicked, do not teach them the laws of respect and reverence, not to expand the horizons of their interests, it is not conducive to the honorable service of parents and inspire them to dedicate their skills and achieve prosperity of the family, village, community, country, language and nation. A man without a good character cannot be formed.

Keywords: education, inclusive education, students, psychology, pedagogy, humanistic teaching, psycho-pedagogical bases.

1. Introduction

Speaking about today's world, first of all, it should be noted about the spiritual and moral nature of global problems of mankind. Therefore, to solve these problems, it is important to the spiritual and moral education, the purpose of which is to establish a perfect human nature, based on the eternal spiritual and moral values, living in the unity of thoughts, words, deeds.

Education does not exist simply in order to live: it is necessary for life, for a better life, a more meaningful life. Nothing wrong if education also need to get a better job, but an educated man must be aware that the existence of - not all, profitable work - not all.

Some people say, "Knowledge - force", but it is not. The character - is power. Even for the acquisition of knowledge is required to have good character. Without a character, everything is useless - wealth, education, social status, etc. Poets, painters, artists, and scientists may be great in their own field, but without character, they cannot have a reputation in the community.

It is impossible to learn the art of finding the mental world. No one knows the secret of how to achieve a state of equilibrium among all this confusion in modern civilization. Everyone is forced to go with the flow, which carries mankind down - to a state of fear, anxiety, and despair.

By studying different subjects, students also need to know the secret of peace. The student must know how to always be happy and lead a peaceful and happy life; it is much more important than getting academic status or pass an exam.

We are living now in the context of globalization. Global problems - these are problems concerning the (in varying degrees) all of countries and nations, the solution of which is possible only the combined efforts of the entire international community. With the decision of these problems due to the very existence of terrestrial civilization, or at least, its further development.

In 1972, the Club of Rome issued its first report entitled "Limits of Growth", made at his request by a group of scientists at the Massachusetts Institute of Technology. Club of Rome proved the contradiction between the unlimited and infinite growth of material consumption and resources limitation in the world.

The crises in the modern world today can be divided into types: individual, social, environmental. The individual crisis is characterized by intellectual, emotional, physical crises. The public crisis is also divided into economic, political, cultural, family, educational crises. The ecological crisis is composed of resources, natural, and climatic crises.

Common position of Club of Rome about the prospects for the solution of global problems of mankind is that success is possible, first of all, by altering the human qualities that can be achieved by educating the "new humanism", including globality, love of justice, aversion to violence.

The ideology of the consumer harms the spiritual development of the individual. Solution: adoption ideology of the "new austerity". The needed shift from secular to spiritual values. We have to think about changing the person itself. Reorientation with the ideology of growth of production and consumerism to the spiritual self-improvement. Solving problems - only from within a person.

When there is peace in the soul, there is peace in the family where there is peace in the family, there is peace in a society where there is peace in the community, there is peace in the state when there is peace in the state, there is peace in the world.

The great thinker of the East Al-Farabi clearly raised the question of the unity of training and education, calling them "the two wings of the younger generation". He earnestly warned that "without the knowledge of education leads to disaster", the rightness of what humanity has repeatedly made sure the hard way.

Great Kazakh writer Abai Kunanbayev (1977) said, "Man is endowed with the nature of the body and soul. If you are alive, but your soul is dead, mind, words do not reach your mind... Being so do not count to himself for a living"[1].

He also said, "The basis of a good man's life are the three qualities that should rule over all: honest work, conscientious mind, and sincere heart. Without them, it impossible to find in the life the peace and harmony." This means that the formation should equally be represented by head, hands, and heart. Currently, students are taught to perpetuate the act of bypassing the heart, forcing them to focus exclusively on the intellectual aspirations and neglecting their hearts. Even the youngest children in kindergarten are already filled and captured by the idea of competition. The reorganization of the education system - the first step in correcting this situation, as the education system - the basis of all other systems of society. By changing the value system and opening the heart, we can change the world, giving people hope and encouraging them to become more humane. And for this, it is important to live in the unity of thought, word, and deed.

2. Materials and Methods

Modern humanity has entered the third millennium with a clear view of the danger of the intellect, not burdened with moral criteria, and the understanding that good changes in the world are inconceivable without the participation of each of us. Therefore, we can say with confidence that the future of society depends on the education system because today's children after a while will create the fate of the country and a new time.

So, what is the purpose of education, if a large part of what we teach, so quickly became forgotten?

The real situation in the educational environment, evidence of devaluation of moral values, priorities shift towards material prosperity.

The tendency for personal material well-being, development of intelligence and high social status - more signs of weakness rather than strength. Only the manifestation of good character and good human actions are the true strength of man. Indeed, despite the growing convenience of modern civilization in the world no peace of mind and reliability. The reason for these perverse actions of man. For example, think of the global problems of the modern world: environmental disasters, social and economic crisis, terrorism, inter-ethnic and inter-religious conflicts. Also, acute crisis today is manifested not only in the socio-economic relations and environmental plane but also in the inner life of the individual in the form of loss of meaning in life, drug addiction, suicide. By purchasing the amount of knowledge, but less and less thinking about spiritual things, good and evil, love and mercy, man cannot feel happy.

The above leads to the conclusion that now it is necessary to pay special attention to the objectives and priorities of education. Modern education abundantly satisfies the needs of the mind, giving him huge amounts of information. About the hands are cared too, trying to develop some skills. The region is, which is neglected - is the heart. True education should combine mind, hand, and heart. What the head must be

thinking deeply felt the heart, and then the right decisions must be made by hand. This is the basic end result of education.

Often on the exams, students receive high marks, but in real life, they earn only zeros. What is more important - success in exams or human qualities, manifested in everyday life? Today, therefore, necessary to the harmonious development of the two aspects of education - intellectual (external, education for the mind), and the moral and spiritual (internal, for the education of the heart). Intellectual knowledge is like a light bulb, morally-spiritual knowledge is like electricity. Both are essential to human progress and world as a whole. These two aspects of education like two bird wings. If one of the wings will not be developed, the bird will spin in place and cannot fly. It is necessary to merge education and life in a beautiful harmony. The humanistic teaching is to form a heart, it is designed to complement the internal modern education, spiritual and moral sense.

Therefore, in the ideological concept of the humanistic teaching is a change of educational paradigm - a vulgar materialism to position of a holistic understanding of the world and man as possessing not only the biological and social, but also the higher spiritual nature, which is in the outside world appears as the development, order, harmony, and in the mind of humanity is manifested as the eternal spiritual and moral values.

Education should be for life, not just for the sake of earning a living.

The purpose of education - a comprehensive holistic personal development. In the process of education should be to develop not only physical and intellectual aspects of the child's personality, but also, above all, to reveal the highest spiritual and moral nature of the child. Then there will be the dawn of human perfection. Modern society needs educated people with an open mind, possessing the breadth of thought, capable of selfless public service. "Simple life, high thinking" - that is what should be the ideal of education, and not the "high standard of living, mundane thinking", which, unfortunately, is the ideal of today.

The goal of the humanistic teaching - the formation of human character perfect, based on the eternal spiritual and moral values, living in the unity of thoughts, words, deeds. In this regard, it should be remembered the covenants of great Abai, who even in his time, wrote that: "The vessel that holds intelligence and knowledge - a person's character. There will be no benefit from the teaching, if not a reliable repository of knowledge" (Kunanbayev, 1977) [1].

The program of moral and spiritual education based on the following methodological approaches:

Valuable (axiological) approach - reliance on the dialectical unity of the universal and national values, defines consciousness of humanity and the spiritual and moral sense of the relation of man to the world, to people, to himself.

Anthropological approach - systematic use of the data of all the sciences of man as the subject of education and their integration in the construction and implementation of a holistic pedagogical process.

Person-centered approach - relying on a system of interrelated concepts, ideas and methods of action, support for self-discovery processes, self-improvement and self-realization, the development of his personality.

Activity approach - demands special work on the formation of the child's activity, transitioning it into the position of the subject of knowledge, labor, and communication, so that the teacher taught goal setting and planning activities of students, organization, and regulation, control, self-analysis and evaluation of the results.

Social approach - taking into account the influence of social reality to the goals and objectives of the individual, pedagogical implications of this impact on the individual and society.

The system involves approach - treat the object as a complex entity, which cannot be reduced to the sum of its parts and having a hierarchical structure. System consideration involves the allocation of structural components, their functions, the establishment of functional and hierarchical relationships, the definition of system-factor analysis of external links.

Holistic approach – captures the essence of the pedagogical process, determines the unity of intellectual and moral development of the individual student.

The synergetic approach allows us to consider education as a process that is largely self-organizing, not based on the direct causal relationships, and flowing ambiguous; process due to a variety of internal and external influences: regular and random, predictable and natural, ordered and chaotic.

The implementation of inclusive education in Kazakhstan will be effective in Kazakhstan will be effective taking into account the above approaches. Especially important to study the problem of the development of disabled people, who need special conditions for humanely oriented education.

In order to realize the equal rights of people with disabilities in various spheres of human life, the International UN Convention on the Rights of Persons with Disabilities, ratified by the Republic of Kazakhstan on February 20, 2015, was developed. To implement the norms of the Convention in 2015, the Law of the Republic of Kazakhstan "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Protection of the Rights of Persons with Disabilities" was adopted, amending 24 legislative acts, including 3 ones. Article 24 of this Convention singles out the right of persons with disabilities in education: States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning...".

Reforms in the sphere of education in the Republic of Kazakhstan have a humanistic orientation, where the education of disabled people occupies a special place.

To achieve this goal, significant steps are being taken in our country, for example, in the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, and in terms of measures for its implementation it is clearly indicated that by 2020 the number of universities that have created equal conditions and Barrier-free access for students with special educational needs should be 100%. According to this document, large tasks have been set for the universities.

For example, in foreign studies, much attention is paid to creating conditions that promote the development of the needs and opportunities for students with disabilities and students with disabilities. At the same time, research in support and support of students with disabilities is mainly devoted to the creation of university centers and services for this category of students, which should cover all processes: support, support, rehabilitation and education of persons of this category: S. Johnston, J.P. Bakken, G. Mukuria, C. Forlin, S. Peter, D.L. Ferguson etc.

The humanistic teaching has its psycho-pedagogical bases. The process of spiritual and moral education (education of the heart) is significantly different from the process of intellectual formation (education for the mind). First of all, the fact that the spiritual and moral education is - internal education. External education means success in the outer life. Internal education is the morality in life. Success - is our conscious or unconscious glorification of ourselves. Success comes and goes. Morality comes and grows.

In order to understand the psychological basis of the humanistic teaching, let's consider the structure of the mind and the way our consciousness receives and processes information from the outside world.

Freud first structured human consciousness, highlighting the unconscious (Freud, 1990). Exploring the neuroses, it found displaced from the field of consciousness and emotions called this region the subconscious. Feelings, emotions, temperament, fixed and accumulated in the human subconscious. Since Freud considered mainly pathological cases, the universalization of his theory led to the diminution of human capabilities.

K.G. Jung (1994) expanded the understanding of the unconscious, in addition to highlighting the lower, personal levels, higher levels of consciousness (super-consciousness). He also showed that the highest levels of experience (transpersonal experiences) have a therapeutic effect and more ennobling man awakens in him the creative energy.

The process of learning, thinking, and understanding - all this takes place inside the mind. The most important influence on the consciousness takes place through the five senses, two of which - sight and hearing - are the most important ways of obtaining information and form an important part of the education process. Through the five senses, information from the outside world gets into the subconscious (and sometimes consciously, sometimes bypassing the conscious level), which takes on the psycho-emotional coloring.

The emotional reaction of consciousness into the subconscious is sending additional signals and reinforces the emotional content of past experiences. Every time when we are experiencing the emotional condition, we thereby anchoring a strong emotional response in the future. Because of this mechanism, we see that it is imperative to learn to control the mind so that it does not amplify the emotional nature of previous experiences.

Therefore, you should learn to see the good in everything, everywhere, at any time. Modern psychologists clearly state what we think, so we become. What we have today - is the result of what we thought before. So, when we see poor and, therefore, think about the poor, we are bad!

It is necessary to expand the consciousness of students from I to us. From us - the family, to us - society; by us - society, to us - the state; by us - the state to us - humanity.

Positive thinking involves the development of a positive attitude towards themselves, the people, the different life situations. The power of positive thinking is described in the psychological literature (Maslow, 1999; Rogers, 1959; Rubinstein, 2000) [2, 3, 4]. Spiritual and moral education should contribute to the development of positive thinking because it gives an understanding of the meaningfulness of what is happening.

Thus, the spiritual and moral formation takes place through a change in consciousness, that is, the realization that our true nature – is spirituality, common to all mankind values.

Super-consciousness – is another important factor affecting our personality, and which we need to develop in students. We all have something inside that helps, guides us, gives us the concept of conscience to distinguish good from bad. This "something" is our true nature is the highest spiritual (super-consciousness), which gives us knowledge and wisdom. Information in the consciousness to the super-consciousness comes through intuition and the voice of conscience.

Many of the greatest scientific discoveries are made not during busy thinking or complex calculations, but in those moments when the brain is relaxed. At this point is intuition awakens, which helps to discover the truth for themselves, and for the universe.

It's necessary to learn to receive only ennobling thoughts in order so that we can let our consciousness to higher in the area of super-consciousness. This way, we can pass only through love. But this is not emotional love, not selfish desires, but pure love unselfish heart.

The success of the spiritual and moral education is caused by unity of purpose, principles, objectives, contents, and conditions of the training. This unity is manifested in the fact that the teaching - is, above all, the transformation process is not only the student but also a teacher (Shahovskaya, Ilin, 2005) [5].

It is very important to create conditions for the implementation of the program of spiritual and moral education:

- Create an atmosphere of love, trust, creativity, self-discovery, the creation of conditions for self-exploration, the development of intuitive comprehension of themselves and the world.
- Integration of moral and spiritual education in a holistic pedagogical process of school.
- The need to use only the positive and humane methods in the process of moral and spiritual education.

Let us consider the axiological basis of the humanistic teaching. A fundamental aspect of the moral education of the individual is its value orientation. By value knowledge content refers to their subjective importance to the individual, due to several reasons.

Common to all mankind values – this is really important for people at all times, that certainly is welcome, necessary, that is lasting, substantial importance for virtually every person, regardless of gender, race, nationality, social status, religion, etc. universal values are highly significant for mankind as the unity of all people, as well as for each state, as it is responsible or should respond to the needs, interests, and needs of society and citizen (Efimov & Talanov, 2011) [6].

All the values of the person are arranged in a hierarchy. At the same time, some of them have a greater impact on human beings, others - less. The first space can be occupied by one or more basic, life-determining values. A person may not be aware of the current relative position of personal values, but that their hierarchical relationship is bound to be always manifest itself in your life in a variety of situations, people act according to their own life priorities.

The hierarchy of values cannot be frozen and fixed for the individual: for the life values alone are in first place, while others occupy the last place, there is a change of significance values. Therefore, the solution to the same problems in different periods of life can be different.

Scientists note that the values can be grouped by various degree of generality. For a man as important as the basic (global) values, which have a high degree of generalization (Truth, Goodness, Beauty) and operational (situational) values (for example, baby's first steps, an interesting book), have, most likely, a lower degree of generality (Vlasova, 1999; Tolstova, 1999; Petrakova, 2000) [7, 8, 9].

When selecting educational material, which is the framework of the program of spiritual and moral education must be based on the values that are the different moral orientation of universal significance, the highest degree of universality, generality (Marantz & Flaig, 2002; Jumsai & Burrows, 1991; Mallaev, 2003) [10, 11, 12]. Therefore, it is of interest to us a certain set of basic, immutable values, which form the structure of the personality and become the focus of its value orientation, i.e. absolute human values.

Absolute human values - these are values that do not change over time and are not significant for some limited number of people (political party, social group, class, state or coalition of states) and are important for all of humanity. As stated above, they are of interest to our program. These values are common to all peoples, contain an internal deeper meaning and are not just external moral rules, and are subject to internal direct experience, that is, they are based on human conscience as the embodiment of the moral values (Saraeva, Sukhanov, & Chirkov, 2011). Therefore, absolute human values we can say that a person is born with them, they are embedded in the heart of every person from birth, they have permeated all things, they are the same for all people, do not depend on nationality, race, environment and religious affiliation, and unchanged in time. They are indivisible, interrelated, interdependent and penetrating into each other, creating a common basis of human spirituality and its culture. The use in the practice of everyday life these values leads to the acquisition of such qualities as wisdom, purity of heart, joy, peace, tranquility, contentment, true love, compassion and confidence.

If we consider the values in the order of their manifestation in the external world, we can say that the absolute human values permeate all stages of a man's spiritual growth and contained in it from the beginning of his birth in a less or more manifest form. To achieve inner harmony man in thoughts, words and actions must follow human values.

Intuition comes from super-conscience located outside the personal "I". Addiction (mental tendencies) are born in the subconscious and are at the level of the mind. Higher "I" is all-pervading consciousness.

Feelings run the body. The mind controls the senses. Pure reason (power of discrimination) is the mind. If used properly the mind (intellect), it is possible to get rid of anxiety, fear, aggression. To hear the voice of reason, it is necessary to bring to rest your mind. Thus, we can say that the character is the main wealth of the person. All human values – the verge of one humanity.

Positive thinking – is the ability of man to filter out the good and bad thoughts, placing in the top good. Extract from bad situations and experience a lesson, not to collect the negative and unhealthy thoughts. Understand that the world is infinitely vast and how it will relate to you, it depends on you, no matter what you may have been the situation. It is the ability to perceive the good and alienate the poor is the main goal of a positive attitude, and instructional techniques positive attitude allows you to quickly switch to positive thinking and harmonize your life as a whole.

Over time of the use of methods of a positive attitude in the classrooms and outside of school helps to awaken intuition in man, pattern recognition and comprehending the inner knowledge. This is what we draw from within itself as the quiet voice of conscience. It is in order to hear the inner voice, it is important that the external perception was limited. The ability to concentrate helps to find the truth within themselves, with the result that we are able to answer the question "who am I" themselves. This is the true self.

Very much inspiring and remembering for a lifetime of outstanding statements of thinkers and educators of our land such as Yusup Balasaguni, Al-Farabi, Abay, Shakarim, Y. Altynsarin, C. Valihanov, and others. Well, if the students memorize them by heart, and such quotes become true agents of life. In the future, you may notice in the classroom as students we are enriched by quoting statements of great personalities, they are beginning to use in the practice of their daily lives.

At the lesson, the teacher should also be the art of storytelling (parables) as a way to involve students in the process of deep moral and spiritual conversation. Since ancient times, stories were a means of transmitting information from generation to generation. In the old days, when the books were written, and not so common, storytelling was the main method of learning and character development. Values such as courage, honesty, and loyalty intertwined in the plot, and thus served as an example for the children. In the family circle storytelling has been one of the main entertainment and helped create an atmosphere of love and unity among the storytellers - adults and students - children. Today's narrator is a TV and a big question whether our children have to absorb the values and moral and ethical criteria, which it presents to us.

Tales stories, parables, fairy tales are the property of the treasury of legends and legends of many peoples. All good stories, legends become the property of all mankind. Stories and stories heard in childhood greatly influenced and even changed the many famous historical figures. During the narration comes the awakening process, the acquisition of knowledge, wisdom, students get role models, examples of games, and they learn to walk by morality.

Human values can impart to students through common group games, tests, comic dramatization, playing scenes and creative work, in which they can express their attitude to what is happening and act in accordance with their intentions. Students are mobile by nature, and group activities to help channel their energy in the right direction. It entertains them and at the same time teaches better to get along with each other.

Before to talk about the benefits of creative work in the training of students and methods of its implementation on the self-tutorial, let's briefly review some studies of the human brain (Clark, Dyson, & Milward, 1995). Doctors have found that the brain consists of two parts, or hemispheres - right and left. The left hemisphere controls the right side of the body and the right brain - left. It is also found that the majority of people "left brain" - is part of the control of our speech and responsible for our analytical skills. On the other hand, the "right brain" is associated with creativity, art, music, etc. It is also clear that in many of us left brain is more developed than right. If we agree that the purpose of education – the all-round development of the individual, then, ideally, the two parts of the brain and their respective functions and powers must balance each other. That is why it is important to encourage students to be creative as much as possible to develop this side of their personality before they set to it a negative opinion (Norwich, 2014).

Music and singing lessons are also very important. Needless to say, that all the people are a pleasure to sing. If the songs are carefully selected for the class, use of their can increase the efficiency of absorption values, which are currently being taught. Music and choir singing - are effective methods to help children remember how to value and strengthen a sense of tranquility, love, and joy.

In order to efficiently use any tool, it is important to know the capabilities and impact strength. When you listen to the works of great composers such as Bach, Mozart, Beethoven, the music touches you deep inside. When we listen to it, it seems that we are connected with it, we have some connection to this wonderful inner world. We feel that we merge with it, and we ourselves - the music. In this sense, the music can be a spiritual experience, brings us back to basics. By creating such a creation as "Solemn Mass" before notes Bach wrote, "From the Heart - back to the heart". It shows where there is music comes.

Can the school to conduct joint school events, where you can students of different classes together to sing. And gradually it turns out that is not two or three classes, and all classes in the school will want to participate in such events. Then it will be possible to establish a single day of the week when the moral of the song will be sung in the whole school themes of universal values, it is very cool unite all, and in a team, the environment will change significantly. Of course, there will be skeptics who do not sing, but at general meetings, where they are also present, it will be seen how they change, because they have a positive experience before his eyes. After his example is always possible to show that what we do - it's good. And of course, there is a desire in others to do the same, apply positive experience in their practice. After that singing, not only students but also teachers gain the peace that is the foundation of a positive charge for the whole week. Teachers can invent words (alone or together with his students) to the music of the famous and beloved children melodies. As a rule, students are happy to sing these songs.

And such variations may be many, can write poems to songs on various topical issues in relation to the situations that arise in the classroom. Teachers can not worry about that poetry may not have a high poetic level, but very simple words with profound inner meaning as understood by children and they are sung with pleasure for a long time are stored in their subconscious as carriers of positive ethical information.

So, music and singing have a big impact on the atmosphere in the classroom and the whole surrounding school environment. The sound that we reproduce vibrates in the atmosphere. Sounds always remain as a wave and information are continuously recorded in the space and are connected with all five existing elements of nature: ether, air, fire, water, and land. But they are now contaminated. People inhale

air contaminated with the sounds of violence, cruelty, perversity, which destroy a man all the most beautiful.

So, it is necessary to sing with the students' moral songs in order to clear their space, thereby purifying themselves. Thus, singing clears our hearts and the environment.

Morally sublime music and inspirational songs can create a new environment, to raise mankind above in consciousness, to transform man and reveal his spiritual essence. Therefore, group singing in the classroom is a very important tool for transforming the learning process, as the music plays a vital role in the comprehensive development of the individual student.

All of the methods used in the classroom on the humanistic teaching by a teacher, living moral and spiritual values, contribute to the purification of the mind, a deep understanding of life, the disclosure of internal capacity of students, and, finally, the flourishing spiritual perfection.

Let us now consider the philosophical foundations and pedagogical aspects of the integration of human values in the school subjects. Currently, the content side of education largely ignores the priority of human values in a real school practice. Regulatory activity of teachers, the old system of pedagogical values of education and training, methods of transmission of the valuable relation to the world of "off the shelf" impede the process of the self-development of individual student, so the moral and spiritual values for most of the students are on an abstract, neutral for the individual level. Therefore, pedagogy needs today is not so much in the invention of new tools and techniques, but in a more or less clear ideological orientation, which allows integrating the moral and spiritual and intellectual development. Teachers are aware of their responsibility for the content's value education and understand the importance of integration, but a clear educational strategy yet on this issue.

Meanwhile, the humanistic teaching provides the school with a great opportunity for the spiritual and moral cultivation of students, understanding the meaning of life and human destiny. This course, reinforcing the sense of values education, is focused on the discovery and development of the human ability to love, to do good, to make moral choices, self-improvement.

However, sometimes the teachers understand the integration of the human values into the school subjects as some games for entertainment and recreation students. Integration should take place at a deeper level of content, the meaning of human values (Hazel & Allen, 2013).

Problems of shallow understanding of integration associated with the ideological position of the teacher. If the teacher himself does not seek, do not develop spiritual and moral, does not see the unity in diversity of the world, and is concerned only with the assimilation of the material of the textbook, preparation for tests, exam, just thinking about the ranking of the school, or on how to comply with the market economy, that teacher will not be able to integrate the moral and spiritual education and his subject, will not be able to make a knowledge and spirituality living.

Results and Discussion

Science Education through the prism of moral and spiritual values will make the learning process more meaningful. By helping the student to communicate on topics of lessons with the surrounding life, turning them to the eternal moral issues, opening up with the big words, you can motivate an awakening of his creative activity, cognitive interests, emotional and heart sphere. The integration of human values into objects - is, above all, the revival of knowledge, revealing his moral and spiritual essence, it is a holistic knowledge, a synthesis of all objects based on the eternal human values and vision of unity in diversity. Eternal values should become the focal point of education, in other words, we should form a coherent whole with the whole, what we teach. Each item can be a tool of spiritual and moral education of children. There are the following ways to integrate values in the items: inspiring examples from the lives of great scientists and of the history of science, familiar with the discoveries of modern science associated with the spiritual nature of the origin of mankind, revealing the human values in the content of each subject.

Also, the spiritual and moral formation can be carried out through extra-curricular activities that provide opportunities for spiritual and moral development of pupils on the basis of universal human values and prepare them for life. Class work in school - the most important means of familiarizing the child to the humanistic values through your own inner experience, through personal emotional experience. Today, therefore, it is very important for the school as extracurricular activities will be organized through which students will be involved in the creative and research projects, various activities, sports, clubs, and others. In this process, they will begin to reveal itself in universal values. Students will learn how to make

decisions, learn the art of relationships and understanding, help each other. The main forms of organization of extracurricular activities are:

- mass work (participation in school clubs, school parties, children's matinees. These holding debates, competitions, quizzes, excursions to mass work also includes participation in organizing school exhibitions, the museums, etc.);

- group work (a class of students in the subject, technical, artistic and other groups, bands, studios, ensembles and sports clubs);

- individual classes (independent theater arts study, painting, music, preparation of essays, reports, and presentations).

Relation with parents is also a prerequisite for the implementation of the humanistic teaching. The role of the family in the spiritual and moral development of man can hardly be overestimated. The family is the foundation of the nation, country, world, humanity, and so you need to learn how to build the right relationships in the family.

Basics of a strong family – the ideals of unity, patience, pure love and service. But, unfortunately, today people, choosing a life partner, first of all, look at the beauty and attractiveness. In second place is the financial situation. As far provided the bride and groom? How much he (she) earns? Later, ask the question: how much they are educated, what is the social status of the family of the bride or groom. Hooked by "exterior trim", they enter into marriage and doom themselves either unhappy or in a short-lived family life. The family cannot be strong if it based on such a fragile foundation. What, then, it is a solid foundation of family life? A strong foundation for family life is a good character of the future spouses, devotion to the ideals of patience and persistence, pure love and service. Love and respect for parents and elders are important and is the key to a happy life. Honoring parents, father and mother include love, gentle and reverent attitude to them. Perform your duty is necessary for all aspects: both mentally and words, and actions.

In the studies of the authors of the article "Pedagogical Image As Component Of Teacher Professional Competence" the following characteristics of teachers are presented: «Generalizing opinions of researchers on a problem of formation of image of the teacher of pedagogical higher education institution, it is possible to draw a conclusion that it is long process on which efficiency a number of conditions have an impact: development in teachers of vital values and installations; awareness of need of formation of positive image by the teacher; manifestation of own activity during the work on image; knowledge of requirements of student's audience to the personality and activity of the teacher; identification of an initial level of development of the qualities making positive image of the teacher; mastering teacher receptions of self-knowledge, and also skills of design of individual image; observance of the principle of system when forming image; observance of the principle of variety of forms and methods of work on formation and correction of image» [13, p.41].

Teachers have insufficiently developed and developed competence for the spiritual and moral development of high school students [14, p.969] moral attitudes, cognitions, professional and personal qualities. Therefore, in an inclusive education, the main thing is the development of the moral qualities of teachers. And in this regard, we conducted an experiment to identify this competence.

Thus, the educational process of the humanistic teaching is built in accordance with the moral and ethical system, which covers all the components of life education organization: theoretical training, methodical and research work, overtime work, additional education system relations between teachers and students, rich in moral and spiritual content.

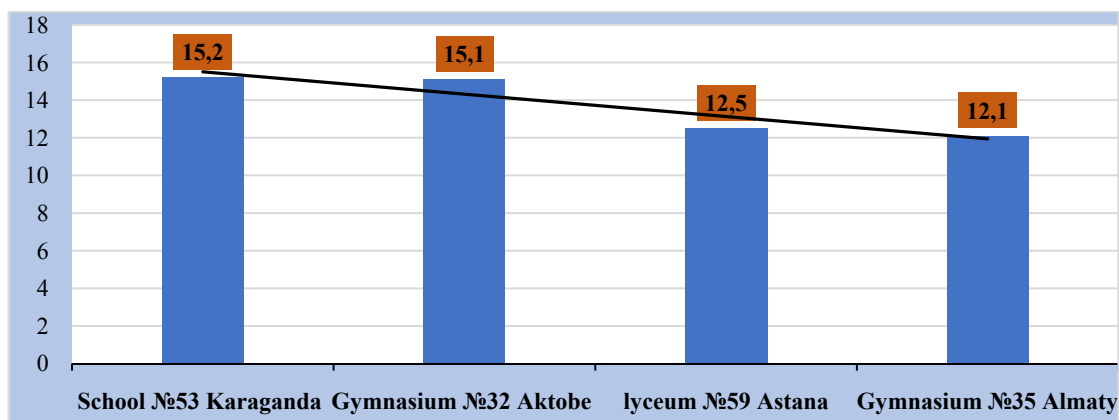
Based on the foregoing, we can say that the criteria of development for the integral development of the person in educational institutions are:

- moral and psychological climate in the school;
- qualitative teaching staff;
- qualitative teaching;
- integration of the human values in a holistic pedagogical process;
- use of humane methods in the educational process.

As a result of monitoring of Kazakhstan schools there was revealed an overall assessment of the development of a holistic pedagogical process in educational organizations, among which the highest rate

shown: School №53 Karaganda (k = 15,2); Gymnasium №32 Aktobe (k = 15,1); Lyceum №59 (k = 12,5); Gymnasium №35 (k = 12,1) (Diagram 1).

Diagram 1 - Assessment of complete pedagogical process of educational organizations



The processes of modernization of the Republic of Kazakhstan education aimed at providing an environment of learning and education, which would contribute to preserving and strengthening the spiritual, psychological and physical health of children, their success in the educational activity.

Conclusion

Therefore, the spiritual and moral education provides a great opportunity for self-improvement of the students, strengthens the true meaning of education, focuses on the discovery and development of the human ability to love, to conduct good, to make moral choices. In the process of such education not only physical and intellectual aspects of the personality are developing, but also it discovers the supreme spiritual nature that will certainly lead to the flourishing of human perfection, moreover, the society will get the young educated citizens with an open heart, possessing the breadth of thought, capable to selflessly serve the society.

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ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА ГУМАНИСТІК БАҒЫТТАҒЫ БІЛІМ БЕРУДІҢ НЕГІЗДЕРІ

Аннотация. Заманауи білім беру жүйесі адамды отбасын асыраушысы және өз елінің азаматы болуға тәрбиелеуге бағытталған, бірақ ол бақытты отбасының құпиясын ашпайды, ал ең бастысы шынайылық пен жалғандықтың арасындағы айырмашылықты түсінуге ықпалды жасамайды, ал бұл дегеніміз адамға қажетті болып табылатын оқытудың ең басты мақсаты. Шынайы білім беру адамға адамзаттың біртұтас отбасы екенін ұғынуға мүмкіндік беруі тиіс. Оқушыларды шынайылық пен жалғандықты ажыратуға, оларды сыйластық пен құрмет көрсету заңдарына үйретпейтін білім беру жүйесі қажетсіз. Оқушылардың қызығушылық шеңберін кеңейтпейді, ата-анасына қызмет жасауға тәрбиелемейді, отбасы, ауыл, қоғам, тіл мен ұлт мүддесін ойлауға бағыт бермейді.

Түйін сөздер: білім беру, инклюзивті білім беру, студенттер, психология, педагогика, гуманистік оқыту, психологиялық-педагогикалық негіздер.

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ОСНОВЫ ГУМАНИСТИЧЕСКОГО НАПРАВЛЕННОГО ОБРАЗОВАНИЯ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация. Современная система образования стремится гарантировать, чтобы человек смог стать кормильцем семьи, но не открывает секрет счастливой жизни, а именно различие между реальным и нереальным, и это самое главное в обучении. Истинное образование должно предоставить возможность людям признать то, что человечество - одна семья. Непригодна любая система образования, которая не помогает обучающимся отличать праведное от неправедного, не учит их законам уважения и почтения, не расширяет горизонтов их интересов, не способствует почтенному служению родителям и не вдохновляет их посвятить свои умения и достижения процветанию семьи, деревни, общества, страны, языка и нации.

Ключевые слова: образование, инклюзивное образование, студенты, психология, педагогика, гуманистическое обучение, психолого-педагогические основы.

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