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## PSYCHOLOGICAL FACTORS OF PROFESSIONAL SELF-DETERMINATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN AN INCLUSIVE EDUCATIONAL PROCESS

### Abstract

The article covers a study within the framework of the project of the Ministry of Science and Higher Education of the Republic of Kazakhstan on the topic "Formation of professional self-determination of students with special educational needs as a national strategy in the field of inclusive education in the Republic of Kazakhstan".

The article discusses and analyzes some aspects of the experience of inclusion in the professional education system. Based on the study and generalization of foreign practice, a number of problems related to the implementation of an inclusive educational process in professional education organizations – universities and colleges - are highlighted.

In the period from September 2022 to April 2023, an empirical study was conducted on a sample of 126 students with disabilities at two universities and two colleges in Almaty. The procedure of the methodology "Building a personal professional perspective" by N.S. Pryazhnikov has been adapted, criteria for assessing the maturity of the components of personal and professional perspectives for this category of students have been developed. The content analysis of the questionnaires revealed problem areas in the implementation of the idea of inclusion in vocational education and further employment of this category of students. The analytical and empirical results of this article provide a basis for highlighting the psychological factors of professional self-determination of students with special educational needs.

**Keywords:** inclusive higher education, inclusive environment, special educational needs, people with disabilities, positive lifestyle, professional self-determination, emotional and personal core.

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## ИНКЛЮЗИВТІ БІЛІМ БЕРУ ПРОЦЕСІ ЖАҒДАЙЫНДА ЕРЕКШЕ БІЛІМ БЕРУ ҚАЖЕТТІЛІКТЕРІ БАР СТУДЕНТТЕРДІҢ КӘСІБИ ӨЗІН-ӨЗІ АНЫҚТАУДАҒЫ ПСИХОЛОГИЯЛЫҚ ФАКТОРЛАРЫ

### Аңдатпа

Мақала Қазақстан Республикасы Ғылым және жоғары білім министрлігі жобасын іске асыру шеңберінде "Қазақстан Республикасында инклюзивті білім беру саласындағы ұлттық стратегия ретінде ерекше білім беру қажеттіліктері бар студенттердің кәсіби өзін-өзі анықтауын қалыптастыру" тақырыбында зерттеуді қамтиды.

Мақалада кәсіптік білім беру жүйесіндегі инклюзия тәжірибесінің кейбір аспектілері және талданады. Шетелдік тәжірибені зерделеу және жалпылау негізінде кәсіптік білім беру ұйымдарында – университеттер мен колледждерде инклюзивті білім беру процесін жүзеге асырумен байланысты бірқатар проблемалар ерекшеленеді.

2022 жылдың қыркүйегі мен 2023 жылдың сәуірі аралығында Алматы қаласының екі университетінде және екі колледжінде Денсаулық сақтау мүмкіндіктері шектеулі 126 студенттің үлгісінде эмпирикалық зерттеу жүргізілді. Н. С. Пряжниковтың "Жеке кәсіби перспективаны құру" әдістемесінің рәсімі бейімделді, білім алушылардың осы санаты үшін жеке және кәсіби перспектива компоненттерінің жетілуін бағалау критерийлері әзірленді. Сауалнамалардың Контент-талдауы кәсіптік білім беруде инклюзия идеясын іске асыруда және білім алушылардың осы санатын одан әрі жұмысқа орналастыруда проблемалық аймақтарды анықтады.

Осы мақаланың аналитикалық және эмпирикалық нәтижелері ерекше білім беру қажеттіліктері бар студенттердің кәсіби өзін-өзі анықтауының психологиялық факторларын анықтауға негіз береді.

**Түйінді сөздер:** инклюзивті жоғары білім, инклюзивті орта, ерекше білім беру қажеттіліктер, мүмкіндіктері шектеулі және мүгедектігі бар адамдар, позитивті өмір салты, кәсіби өзін-өзі анықтау, эмоционалды-жеке өзек.

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## ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ СТУДЕНТОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

### *Аннотация*

Статья охватывает исследование в рамках реализации проекта Министерство науки и высшего образования Республики Казахстан на тему «Формирование профессионального самоопределения студентов с особыми образовательными потребностями как национальная стратегия в области инклюзивного образования в Республике Казахстан».

В статье рассматриваются и анализируются некоторые аспекты опыта инклюзии в системе профессионального образования. На основе изучения и обобщения зарубежной практики выделяется ряд проблем, связанных с реализацией инклюзивного образовательного процесса в организациях профессионального образования – университетах и колледжах.

В период с сентября 2022 года по апрель 2023 года проведено эмпирическое исследование на выборке 126 студентов с ограниченными возможностями здоровья в двух университетах и двух колледжах г. Алматы. Адаптирована процедура методики «Построение личной профессиональной перспективы» Н.С. Пряжниковой, разработаны критерии оценки зрелости компонентов личной и профессиональной перспективы для данной категории обучающихся. Контент-анализ анкет выявил проблемные зоны в реализации идеи инклюзии в профессиональном образовании и дальнейшем трудоустройстве данной категории обучающихся.

Аналитические и эмпирические результаты данной статьи дают основание для выделения психологических факторов профессионального самоопределения студентов с особыми образовательными потребностями.

**Ключевые слова:** инклюзивное высшее образование, инклюзивная среда, особые образовательные потребности, лица с ограниченными возможностями здоровья и инвалидностью, позитивный жизненный стиль, профессиональное самоопределение, эмоционально-личностный стержень.

### INTRODUCTION

Access to higher education for people with disabilities without discrimination and on an equal basis with others is stated as the dominant principle in paragraph 5 of article 24 of the United Nations

Convention on the Rights of Persons with Disabilities, ratified by the Republic of Kazakhstan in 2015 (The United Nations Convention on the Rights of Persons with Disabilities, 2006).

The number of students with special educational needs (SEN) enrolled in professional educational programs of higher education is growing annually in the Republic of Kazakhstan, which confirms the dynamics of their goals and motivation to restore physical, psychological and social health resources. According to the analytical report of the Ministry of Education and Science of the Republic of Kazakhstan "Implementation of the principles of the Bologna process in the Republic of Kazakhstan" (A set of measures for the further development of the inclusive education system in the Republic of Kazakhstan for 2015-2020, 2014) the total number of students of inclusive education in universities of Kazakhstan is 137,128 people, of which: disabled people of group I – 148 people, disabled people of group II – 394 people, disabled people of group III – 1143 people (Analytical Report of the Ministry of Education and Science of the Republic of Kazakhstan "Implementation of the principles of the Bologna process in the Republic of Kazakhstan", 2019).

The higher education system of the Republic of Kazakhstan is undergoing significant transformations to create equal conditions and barrier-free access for students with disabilities to study. State support measures are being implemented for students with special educational needs: free meals; choice of form of study; students with visual and hearing disabilities - increased scholarship in the amount of 75% (29,328 tenge); allocation of at least 1% of the quota for disabled people in the distribution of grants; free places in dormitories.

In this regard, the experience of implementing the policy of inclusive higher education attracts attention. Sheila Riddell (Director of the Center for Research in Inclusive Education at the University of Edinburgh) researched the policy of attracting students with disabilities to universities in Europe. She highlights Sweden and the United Kingdom as effective countries in implementing the task of including students with disabilities in the educational process of higher education. At the same time, she notes that disabled university graduates in the labor market are almost as successful as their classmates without health problems. The results of their employment are generally assessed as positive (Inclusive education in European universities: progress and challenges). Experts attribute this not only to the high qualifications obtained during university studies, but also to a more stable economic status, which facilitates the search for internship places (Ryskina, Samsonova, 2012).). At the same time, disabled people in the UK do not have any benefits for admission to universities. However, students with disabilities must receive grants for assistants and the purchase of special equipment. In addition, the university is obliged to provide an incoming disabled person with a place in a hostel or to compensate for the cost of living, provided that the family does not have a sufficient level of income (Sigal N.G. (Segal, 2016).); Gurkina O. A., Novikova E. M. (Gurkina, Novikova, 2014).

Thanks to UNESCO's activities, children with disabilities are being integrated in many developing countries, which allows children from different national minorities, refugees and girls to study in the general education system, special training of teachers and principals of educational institutions has been organized, methodological materials have been prepared, including the "Package of information on teacher training in conditions including education" (UNESCO. "Education for all"). The Education for All program has been most successfully implemented in India, Vietnam, Morocco, Egypt, Jordan, Palestine, and other African and Arab countries.

The Background document prepared for the Global Education Monitoring Report 2020 on the topic "Higher Education and inclusion" notes that despite UNESCO's active efforts to improve access to higher education for a special contingent of young people, in most developing countries, higher education - especially the university sector - as a whole remains elitist, with a disproportionately high the proportion of enrolled students from wealthier backgrounds (Salmi Jamil, 2020).). The report also recognizes the effects of inequality in primary and secondary education, which determine the size and characteristics of the contingent of potential students, and points to the need to increase equity in higher education in order to achieve education-related sustainable development goals. At the same time, the introduction of inclusion in the field of higher education in foreign countries is undergoing a number of

difficulties. This is evidenced by student protests in places as diverse as Berkeley, Bogota, Johannesburg, Juba, Khartoum, Lilongwe, London, Madrid, Melbourne, Montreal, Santiago, Lyon and Seoul (Salmi Jamil, 2020).

In connection with all this, in our opinion, the problem of professional self-determination of students with special educational needs is one of the defining needs in the structure of this category of students, since it depends on its implementation how much such a graduate will be in demand as a professional, socialized, harmonious, emotionally stable, employed and finally happy because of full-fledged inclusion into the life of society.

### **A brief overview of the experience of organizing an inclusive space of higher education institutions in the Commonwealth of Independent States**

At the same time, in order to determine the prerequisites for professional self-determination of students with special educational needs, we needed to analyze the experience of the CIS countries, including our country, in terms of creating conditions for the development of an inclusive space of higher education institutions.

Noting the problems of inclusion in higher education based on a review of modern humanitarian studies, the authors Palkhaeva E.N., Zhukova N.E. (Palkhaeva, Zhukova, 2017). highlighted a common trend characteristic of all CIS countries: formal fascination with the issues of architectural accessibility of educational institutions, analysis of the regulatory framework. While the issues of tolerance towards people with disabilities remain problematic; the unpreparedness of the professional community to teach people with disabilities; the lack of educational standards and programs that adapt the content of vocational education; practical support for the process of mastering professional skills and competencies, employment of special students, that is, in their opinion, the failure to achieve a certain socio-professional result negates the purpose and importance of higher education for young people with disabilities.

The textbook by Panyukova S.V., Sergeeva. V.S., Saitgalieva G.G. (Panyukova, Sergeeva, Saitgalieva, 2017) presents organizational, methodological and legal aspects of teaching students with disabilities at a university. But in our opinion, the authors, focusing on special learning conditions for students with disabilities, focus more on admission and final certification, leaving aside methodological issues. The item "Adaptation of educational programs" declared by them is instructive and declarative in nature, which significantly reduces the usefulness of the manual for the teaching staff of an inclusive educational institution.

In the work of Damadaeva A.S., Behoeva A.A. (Damadaeva, Behoeva, 2019).), devoted to the problems and possibilities of implementing inclusive education in a modern university, a characteristic of the introduction of inclusive higher education in the Republic of Dagestan and in the Chechen Republic is given. Here, the authors are largely convinced that measures to develop barrier-free infrastructure of higher education institutions are limited to the installation of ramps, sometimes special elevators; it is difficult and problematic to adapt higher schools to the opportunities and needs of students with special psychophysical development. At the same time, they note the promising Russian universities in this direction. In their opinion, one of the effective methods of implementing inclusive learning is the use of a trans-disciplinary scientific direction - Information Science, which develops problems of integrating information sciences and the educational process, depending on the specifics of the recipient of information (client).

Methodological problems highlighted in the article by Russian authors devoted to the model of inclusive education in higher education are relevant to this day for Kazakhstan: the need for a package of adaptive educational programs, a system of psychological, pedagogical, medical and tutor support, adapted distance learning technologies with a complex of traditional and innovative teaching methods, special training of teaching staff (Sanina, Zhiganova, 2017). The authors note the urgent need to build individual educational routes in accordance with the special needs and specifics of this contingent of students (Sanina, Zhiganova, 2017).

Inclusive practice in higher education, summarized in the teaching manual of Kazan authors Akhmetzyanova A.I., Artemyeva T.V., Kurbanova A.T. and others (Akhmetzyanova, 2015) was of interest to us from the point of view of thorough analysis of the main difficulties and prospects of educational inclusion in higher education. The manual presents a model developed by the author's team for the development of inclusive practice at the federal University.

Kazakhstani scientists make a certain contribution to the study of the problem of inclusive education: Movkebayeva Z.A. Akhmetova A.E. (Movkebayeva, Akhmetova, 2021) Makhambetova Zh.T., Magauova A.S. (Makhambetova, Magauova, 2022), Mukasheva A.B. (Mukasheva, 2017), Kassen G.A. (Kassen, Aitbayeva, 2020).). In most of these works, one of several directions for creating an inclusive environment is outlined or optimal technologies for teaching and developing students with special educational needs are proposed. At the same time, these are not systemic developments in this area, but only the author's vision and proven ideas.

The psychological and pedagogical foundations of preparing students of pedagogical specialties for professional activity in the context of inclusive education are considered in the dissertation research by Rymkhanova A.R. (Rymkhanova A.R., 2019).). Shayakhmetova A.A., Chernyazova A.J. wrote about the qualification features of the program "Social pedagogy and self-cognition, tutor of inclusive education" in their article (Shayakhmetova, Chernyazova, 2020).). The authors propose a bachelor's degree program for socio-pedagogical activities, including in an inclusive environment.

But so far, only two educational programs have been announced for the master's degree in the republic to train specialists in inclusive education on the basis of the al-Farabi Kazakh National University: "Modern technologies in the context of inclusive education"; Medical and pedagogical support for inclusive education (jointly with the S.D. Asfandiyarov Medical University).

As we can see, the path of Kazakhstan's higher inclusive education is thorny and requires further in-depth study and analysis of the foreign experience of advanced educational institutions in the field of inclusion. It can be said that the higher schools of the Republic have only outlined ways to implement inclusive teaching practices for "special" students, overcome stereotypes regarding the "lack of learning" of certain categories of individuals with different nosology's, created primary conditions for organizing a barrier-free environment, but at the level of technical equipment of buildings with ramps and separate classrooms with necessary sound amplifying equipment, etc.

The purpose of the study is to identify the prerequisites for professional self-determination of students with special educational needs based on the analysis of various lines of professional and personal self-determination of this category of students based on the results of the methodology "Building a personal professional perspective".

#### **Research METHODOLOGY and METHODS:**

*The research is based on the methodology "Building a personal professional perspective", based on the following methodological positions:*

- concepts of integrated (inclusive) education for children with special educational needs and disabilities;

- an axiological approach, which is characterized by the presence of relatively common conceptual views, consisting in understanding the value foundations as the main condition for the formation of well-coordinated activities and the admission of each child into an inclusive educational system. Western inclusive education considers the position of an atypical child mainly from the point of view of a legal norm.

- the environmental approach - analyzes the influence of the environment on the achievements of an atypical student. In the West, a comprehensive vision of the immediate and remote social environment is typical, where atypical students are taught. In Kazakhstan, there is a tendency to narrow environmental influence when it is considered mainly at the micro level, there is no step-by-step plan for the impact of the environment on various components of the educational activity of an atypical student.

A special methodological principle is to provoke the reflections of a self-determined student with special educational needs on complex ideological problems related to the choice of profession and

further employment, as well as the analysis of their emotional and personal core, which is the basis for successful professional self-determination and a positive lifestyle.

*Research methods:*

- The method of "Building a personal professional perspective" (N.S. Pryazhnikov).

**Procedure AND results OF the STUDY:**

The method of "Building a personal professional perspective" was carried out on a sample of 126 students with special educational needs (from two universities and two colleges in Almaty – Al-Farabi Kazakh National University, Suleiman Demirel University; Almaty Economic, Legal and Pedagogical College, Almaty College of Economics and Modern Technologies).

*Description of the study sample:* Out of 126 respondents, 79 boys and 47 girls; university students – 54, college students – 72. At the same time, students of al-Farabi University – 23 people, students of Suleiman Demirel University – 31; students of Almaty Economic, Legal and Pedagogical College - 39 people, Almaty College of Economics and Modern Technologies – 33 people.

Of the entire sample of hearing-impaired students - 45, blind and visually impaired-23, students with other abnormal development – 58 (with lesions of the nervous system, paralysis, with disorders of the musculoskeletal system and speech).

*The research procedure:*

The method of "Building a personal professional perspective" in our study was somewhat adapted and applied for an in-depth study of the value-semantic component of professional self-determination of this category of students at the stage of obtaining higher /secondary specialized vocational education.

We conducted a meaningful analysis of the respondents' answers to the questions of the Method "Building a personal professional perspective" and identified criteria for assessing the maturity of the components of a personal professional perspective, which are presented in Table 1.

We will briefly describe each component and the criteria for assessing its severity (Table 1).

Component 1 - "Professional choice" - implies an assessment of whether the student made a conscious choice of profession, whether there were backup options, whether the decision was made independently with a clear position.

Component 2 - "Value-semantic orientations" – reflects the correspondence of the student's motives to the humanistic values of the profession.

Component 3 - "Orientation in the world of professions" – reflects how much a student is oriented in the professional world, whether he has an idea of the importance, economic effect and demand for his profession in the labor market, as well as how much he is oriented in professions mastered by people with disabilities.

Component 4 - "Orientation in the socio-economic situation" – reflects how much the student has an idea of the socio-economic situation in the Republic of Kazakhstan and in the world, and takes it into account when drawing up his further professional and personal plans.

Component 5 - "Perceptions of opportunities" – allows you to describe how the self-esteem of a student with special educational needs correlates with his goals and choices, how realistically he assesses his capabilities and problem areas.

Component 6 - "Goal setting" – reflects the presence of long-range and short-range goals in the responses of students, as well as the correspondence of short-range goals to long-range ones.

Component 7 - "Overcoming obstacles" - reflects the student's ideas about coping with obstacles that may occur to him in the process of building a personal professional perspective.

We determined the overall degree of development of students' personal professional prospects for the seven components of the PPP (integrative indicator) by the sum of points.

Table 1. Developed criteria for assessing the maturity of the components of personal and professional perspectives of students with special educational needs

Components of a personal	Scores (the degree of maturity of the components of a personal professional perspective)
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<b>professional perspective</b>	1	2	3	4	5
Professional choice	Refusal to respond	I don't know	There were doubts	The delayed stage of selection (there were options)	A clear position when choosing
Value-semantic orientations	Refusal to respond	External control by the company	Social stereotypes	Personal success	Self-development / the benefit of society
Orientation in the world of professions	Refusal to respond	I only know my profession	I am guided by professions that guarantee high earnings	I am guided by professions that can be mastered with disabilities	I am familiar with the world of professions and could master a number of them
Orientation (in the socio-economic situation) in the context of their further professional and personal plans	Refusal to respond	Does not mention the socio-economic situation	Contradictory ideas about the socio-economic situation in the country, does not correlate it with his professional plans	He has an idea of the socio-economic situation in the Republic of Kazakhstan and the world, but does not correlate it with his professional plans	Has an idea of the socio-economic situation in the Republic of Kazakhstan and the world, correlates it with his professional plans
An idea of the possibilities	Refusal to respond	Self-assessment does not correspond to choices and goals	The idea of one's capabilities and shortcomings is mostly inconsistent with the choices and goals	The idea of one's capabilities and shortcomings is mainly consistent with the choices and goals	The idea of one's capabilities and shortcomings is adequate to the choices and goals
Goal setting	Refusal to respond	The responses reflect only near or far targets	Short-range targets are not consistent with long-range ones	Some of the short-range targets are consistent with the long-range ones	Short-range goals are fully consistent with long-range goals
Overcoming obstacles (coping with difficulties in building a personal professional perspective)	Refusal to respond	"I don't know", helplessness	"I can handle it" without specifying a specific strategy	A brief indication of the strategy ("I will continue to study") or plans for self-development	Detailed indication of the strategy and professional and personal plans
An integrative indicator of the development of a personal professional perspective	<ul style="list-style-type: none"> <li>• The average value of the component scores personal professional perspective</li> </ul>				

## Results AND their DISCUSSION

Let's look at the histograms of the results of the answers to the questions of the Methodology "Building a personal professional perspective" according to the components we have selected. For ease

of perception of information from histograms, the sample for these institutions was numbered and presented as follows; Al-Farabi Kazakh National University - University 1, Suleiman Demirel University - University 2; Almaty Economic, Legal and Pedagogical College - College 1, Almaty College of Economics and Modern Technologies – College 2.

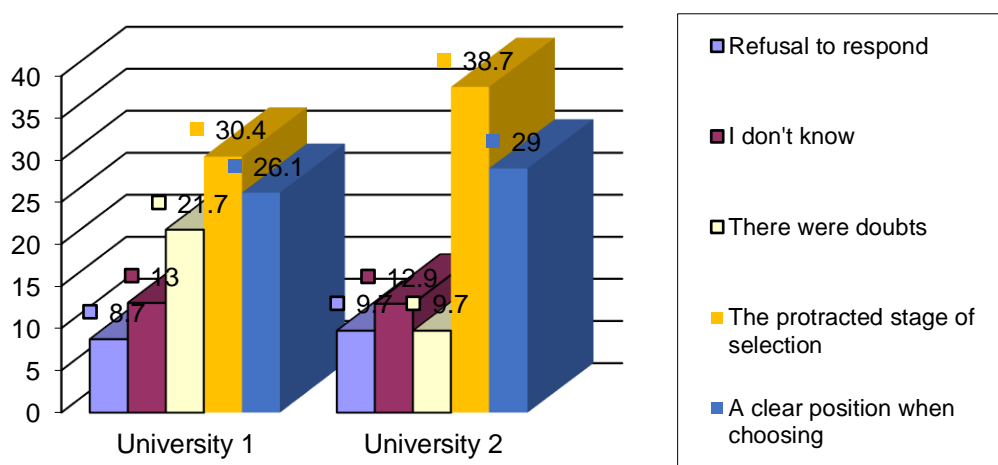


Figure 1 - Component 1 - "Professional choice" among university students (%)

Analyzing the first component "Professional choice" regarding university students (Figure 1), we were convinced that most of the respondents with a prolonged stage of choice (over 30%) who had options, a detailed analysis of their response showed that the choice of this institution was due to the better capabilities of this university in the field of creating a barrier-free environment. At the same time, a sufficient percentage of students of al-Farabi Kazakh National University (University 1) demonstrated a clear position when choosing (26.1%), although about the same number of respondents had doubts (21.7%). Approximately the same number of students at both universities who refused to answer and did not know the reasons for their choice were found (in the range of 8.7%- 12.9%).

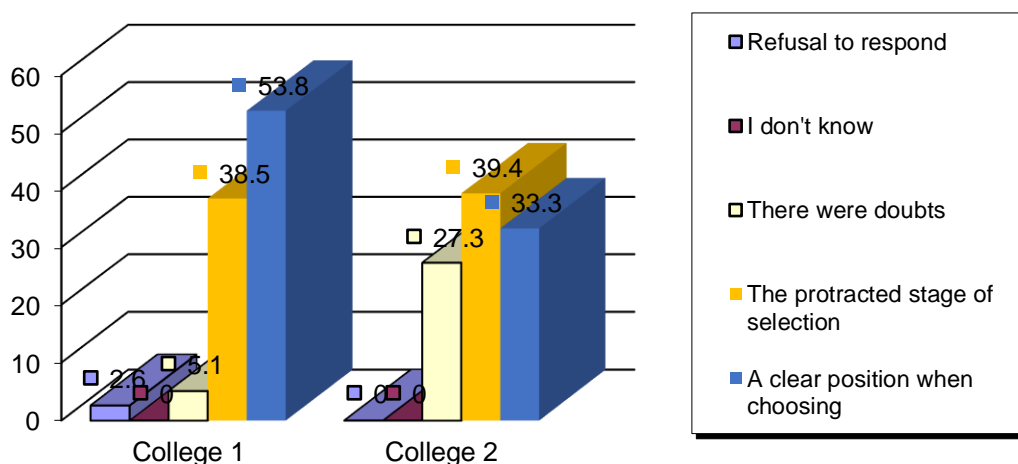


Figure 2 - Component 1 - "Professional choice" among college students (%)

The first component of the "Professional choice" among college students (Figure 2) is presented with completely different dynamics, most likely due to the wide representation of specialties in college 1. Here over 50% of students had a clear position when choosing, which also speaks in favor of the college of this educational institution. At the same time, there are almost no college students who would not want to answer this question or would not know the answer to it. Also, a higher percentage of students (compared to universities) had a clear position when choosing. In our opinion, this indicates the

social maturity of students or high-quality work on professional orientation at the admission level of applicants with disabilities.

According to the second component (Figure 3), summarizing the information on universities, we found that in the hierarchy of value and semantic orientations of modern students of higher education (with special educational needs) in the field of preliminary professional self-determination, the values of personal success (28.6%), self-development (37.3%), and further quality education (42.9%), career achievements (67.5%), prospects for professional development and decent pay (76.9%).

The hierarchy of value and semantic orientations of modern college students with special educational needs (Figure 4) is presented somewhat differently (the arithmetic mean is taken): prospects for professional development and decent pay (22.2%); values of personal success (38.1%), further quality education (61.1%), career achievements (65.9%), self-development (72.2). Presumably, from conversations with students, we can explain such dynamics and the distribution of responses by the fact that college students do not willingly believe in their higher education, but are more focused on self-development.

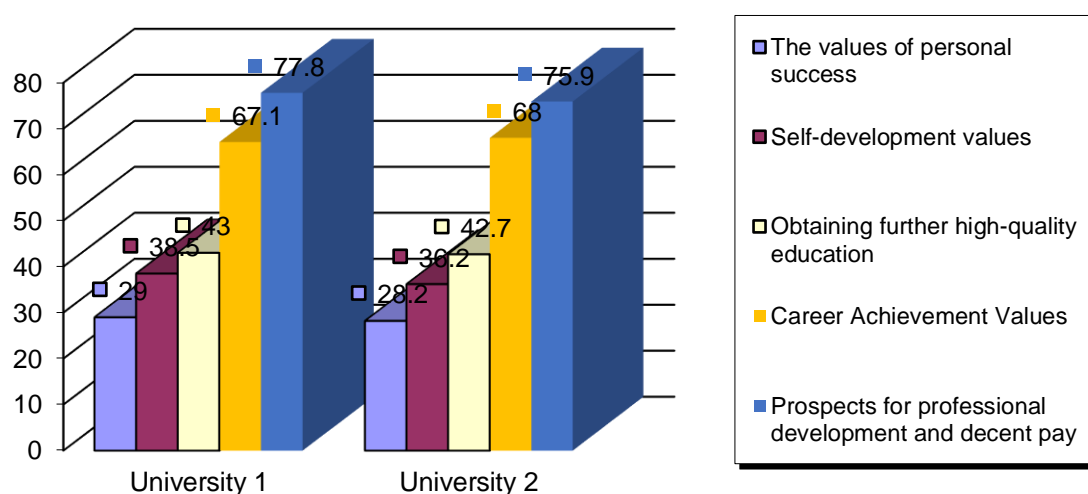


Figure 3 - Component 2 - "Value-semantic orientations" among university students (%)

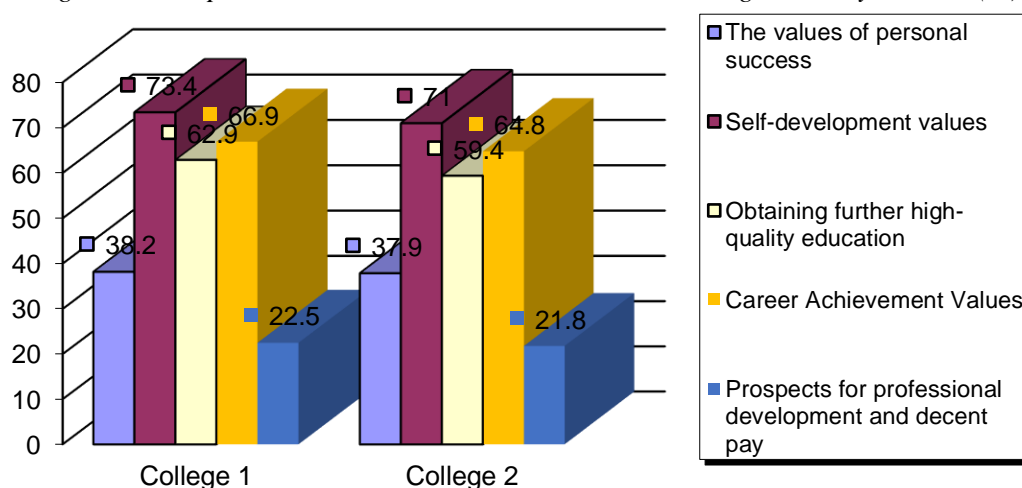


Figure 4 - Component 2 - "Value-semantic orientations" among college students (%)

The components "Orientation in the world of professions" and "Orientation (in the socio-economic situation) in the context of their further professional and personal plans) were not so significant in context for our study and therefore we do not provide histograms for them. For the majority of university students, the world of professions is seen in professions that guarantee high earnings (88.9%),

whereas college students are more realistic and have a broad understanding of professions that can be mastered with disabilities (75%).

But demonstrating a high level of orientation in the current socio-economic situation in the Republic of Kazakhstan and in the world, the majority of students with special educational needs (57.9% of the total sample) consider positive changes in society as a condition for society to recognize the idea of inclusion and social inclusion.

The "Representation of opportunities" component allowed us to identify a group of university students who do not believe in their own strength, are not sure that their capabilities are consistent with their choices and goals. At the same time, these are students with low self-esteem (University 1 – 13%, University 2 - 9.7%).

Figure 5 shows the dynamics of this component among university students, which varies greatly in the points "Opportunities are partially consistent with elections and goals" and "Opportunities are adequate to elections and goals".

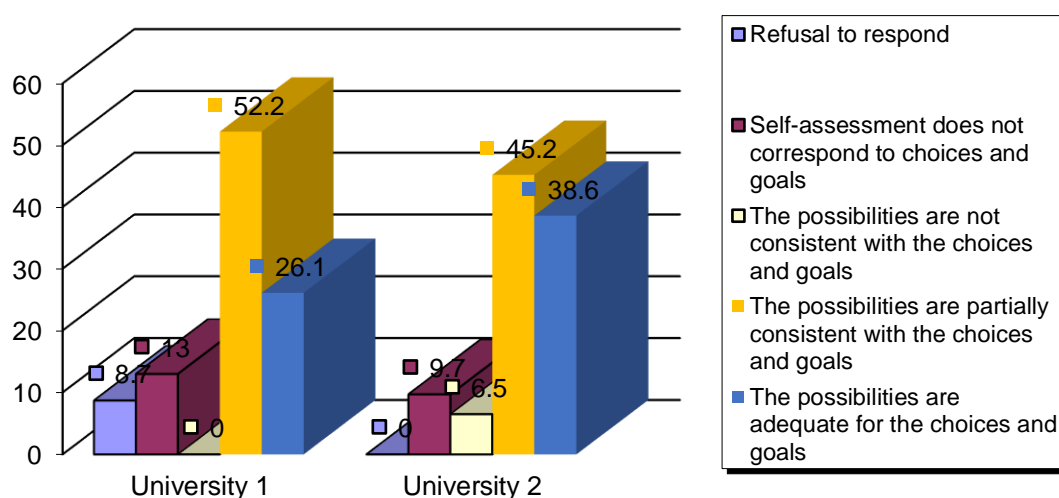


Figure 5 - Component 5 - "Representation of opportunities" among university students (%)

Figure 6 shows that the "Representation of opportunities" component of college students 1 is presented in a positive way, there are no students who refused to answer, there are also no students with low self-esteem regarding their choice and there are absolutely no those whose opportunities do not agree with the choices and goals. In our opinion, this college is the leader in the organization of an inclusive environment. But this is just our guess. Next, we will conduct after-test conversations with students of these institutions.

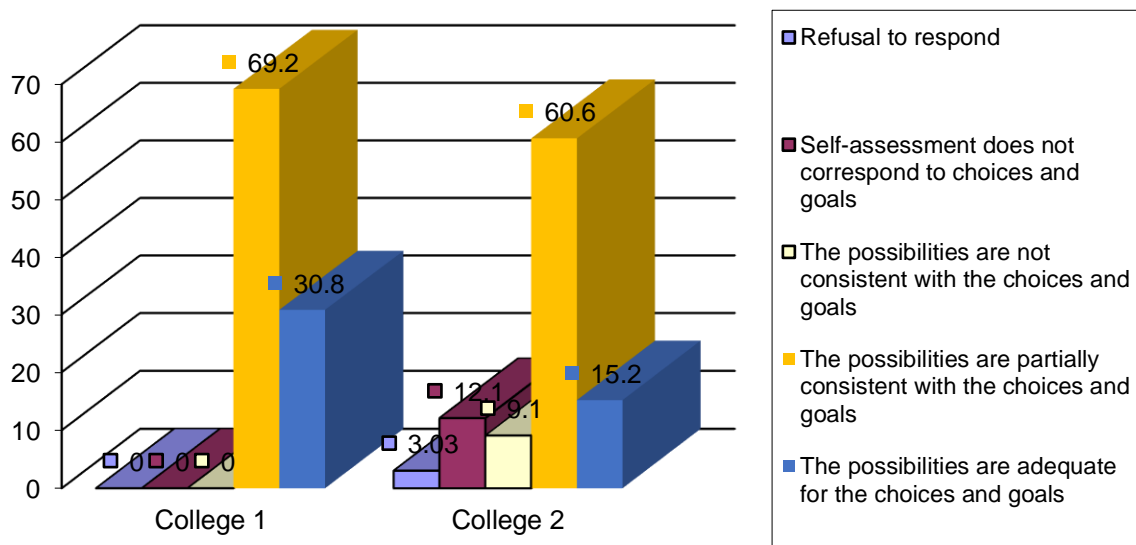


Figure 6 - Component 5 - "Representation of opportunities" among college students (%)

Students of this college have the highest percentage of students with opportunities partially consistent with their choices and goals (69.2%) and a fairly large number of students whose opportunities are adequate to their choices and goals (30.8%). That is, we can say that all students with special educational needs from this educational institution (Almaty Economic, Legal and Pedagogical College) are satisfied with their specialty, training and organization of an inclusive environment.

College 2 students have a fairly high percentage of respondents whose capabilities are partially consistent with their choices and goals (60.6%), but a very small number of students have adequate choices and goals (15.2%). Among the students of this college (Almaty College of Economics and Modern Technologies) there are those who refused to answer and students whose self-esteem does not correspond to their choices and goals. These data indicate a low level of organization of an inclusive space in this college, which is approximately what we assumed from the responses of respondents in the pre-test conversation.

The "Goal setting" component was represented by a relatively small selection of answers, mostly for all students with special educational needs, only near or far goals are reflected in the answers (University 1 – 87%; University 2 – 80.6%; College 1 – 71.8%; College 2 – 81.8%). There are a small number of respondents whose "short-range goals do not agree with long-range ones," but such answers also indicate the lack of maturity of this category of students, contradictions in consciousness that do not agree with the answers to the component "Idea of possibilities." This suggests that, believing in their abilities, students with special educational needs still find it difficult to set certain goals.

They often do not see prospects for their future activities. Many students have short-term goals related to defending their thesis and completing their studies. At the same time, those respondents who presented distant goals, did not associate them with a profession or specialty, found it difficult to justify them, could not decide on the steps that need to be taken to achieve them.

The "Overcoming obstacles" component also evoked conflicting feelings (Figures 7,8).

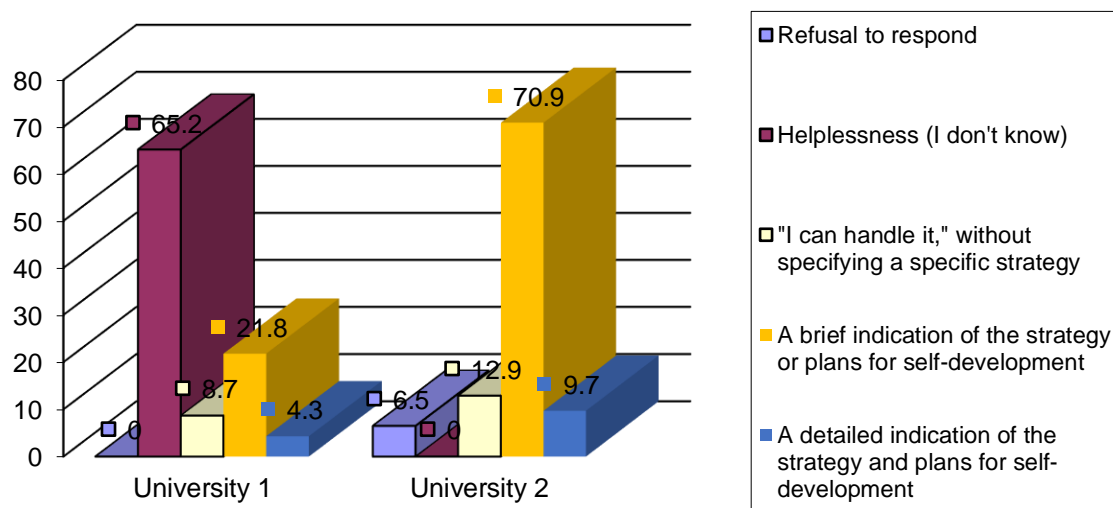


Figure 7 - Component 7 - "Overcoming obstacles" among university students (%)

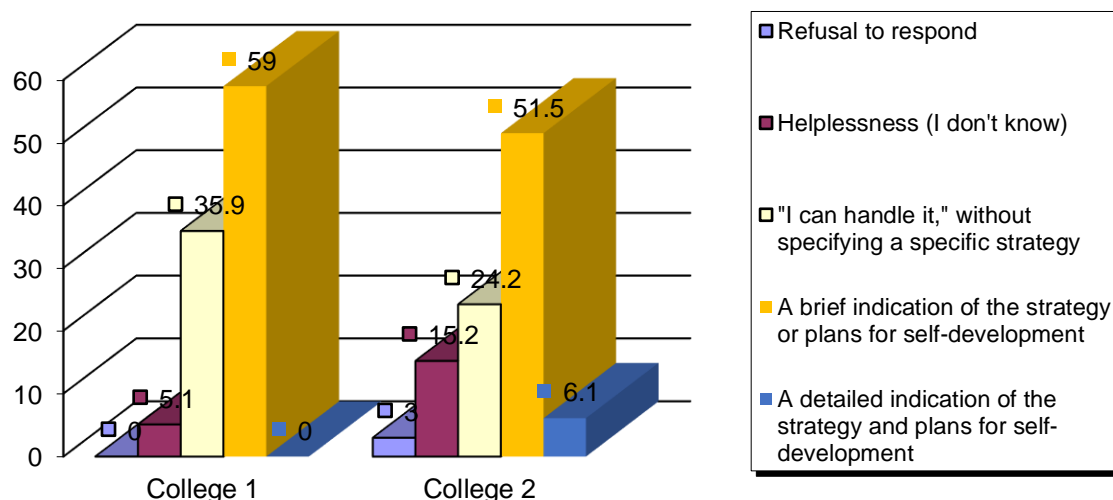


Figure 8 - Component 7 - "Overcoming obstacles" among college students (%)

University students demonstrated a completely different level of overcoming the obstacles associated with building a personal professional perspective (Figure 7). If 65.2% of helplessness was demonstrated at university 1, then there are no such students at university 2. A brief indication of the strategy or plans for self-development was able to make up 21.8% of University 1 students, while University 2 students were unable to do so. At the same time, only one University student 1 (4.3%) and twelve University students 2 (38.6%) were able to provide a detailed indication of their strategy and professional and personal plans.

Figure 8 also shows a contradictory picture: College 2, which was positioned as an outsider in the issue of working with students with disabilities, demonstrated better dynamics in overcoming obstacles by students. I.e., a new assumption arises that in better conditions students make less effort to work on their personal and professional plans, whereas in conditions of specialized students are becoming less proactive in working on this.

A brief indication of the strategy or plans for self-development in both colleges could be provided by approximately the same number of students (College 1 – 59%; College 2 - 51.5%). At the same time, only 2 people (6.1%) from college 2 were able to present a detailed strategy. So far, an analysis of the

inclusive space of these colleges has not been carried out, these percentages are only our guesses about the educational environment and its qualitative indicators.

At the same time, answers without justification are widespread for all components, which may reflect the uncertainty and immaturity of individual students with special educational needs.

We also conducted an analysis of the questionnaire responses based on gender. The uneven formation of the components of a personal professional perspective among boys and girls has been revealed. The girls showed a tendency to form a personal professional perspective ahead of the boys. Already in the pre-test conversations among the girls, great activity was shown, the girls presented a detailed indication of the strategy and their professional and personal plans.

Here are the average values and standard deviation to determine the level of formation of a personal professional perspective among university and college students.

Table 2. General indicators of the level of formation of a personal professional perspective

Components according to the Methodology	A generalized component of a personal professional perspective	The average value	Standard deviation
- Professional choice • - Orientation in the world of professions	Orientation in the profession	2,33	1,29
Value-semantic orientations	The value and meaning of the profession	3,85	1,58
Orientation (in the socio-economic situation) in the context of their further professional and personal plans	An idea of the socio-economic situation in the country	0,38	0,50
- An idea of the possibilities - Overcoming obstacles	• Obstacles and ways to overcome them	1,83	1,07
- Goal setting - Overcoming obstacles (coping with difficulties in building a personal professional perspective)	Implementation of the action plan	2,76	1,33

A generalized analysis of the formation of a personal professional perspective at the student age reveals the uneven formation of its components. The most well-formed generalized component of a personal professional perspective is the "Value and meaning of the profession" (the average value is 3.84). Then there are such components as "Implementation of the action plan" (average value - 2.75) and "Orientation in the profession" (average value - 2.32). The assessment of the component "Obstacles and ways to overcome them" is expressed slightly (the average value is 1.83). The least pronounced parameter is "An idea of the socio-economic situation in the country" (the average value is 0.38). Thus, with the general formation of ideas about the value of work and the meaning of the profession, the level of operationalization of personal professional prospects in relation to potential employment in a particular labor market for students with special educational needs of the surveyed.

In general, the analysis of the results of our empirical research demonstrates the immaturity of the professional position of students with disabilities, which consists in the lack of consideration of existing limitations in the future profession, insufficient awareness of its essence and the opportunities it provides.

### Conclusion

Kazakhstan is currently working on a draft Concept of higher and postgraduate education for citizens with disabilities. The document is aimed at improving the state system with an emphasis on

increasing the accessibility of higher education for people with disabilities in the country. Every year, events are held to create an accessible environment for people with special educational needs. A system of accessibility in higher professional education organizations for low-mobility groups of the population is being created: ramps, elevators, tactile boards, interactive whiteboards, inscriptions using the Braille alphabet, sanitary zones and so on. At the same time, the analytical and empirical results of this article allowed us to identify contradictions in the inclusive practice of the Republic of Kazakhstan:

The first contradiction arises between the sufficient regulatory, educational and methodological provision of inclusive education at the general education level and the lack of the same provision in higher education. The second contradiction is related to the active activity of universities in organizing a barrier-free environment, but at the level of technical equipment, social and legal protection and the insufficiency of such activity in the development of individually differentiated and adapted educational programs.

The third contradiction was found at the level of professional self-determination: between the desired professional choice of students with special educational needs and the real one - limited by the conditions of an inclusive environment, as well as social incompetence, self-doubt and in the future, worries, fears, disharmony and other problem areas of the student.

So, based on a thorough analysis of the components of the methodology "Building a personal professional perspective" adapted and conducted by us among students with special educational needs, the factors of professional self-determination of students with disabilities in an inclusive educational process were identified:

1. Awareness of the value of honest work, appropriate motivation.
2. The need for further education and self-education.
3. The ability to take into account and predict the situation in the country and in the world (in economics, politics, and the labor market).
4. General orientation in the world of professions and understanding of their abilities and capabilities in relation to certain professions and specialties
5. A long-term professional goal /dream and its alignment with other important life goals.
6. Near and immediate professional goals as stages on the way to the main goal / dream.
7. Understanding the highlighted goals and motives for it.
8. A holistic view of your internal capabilities and shortcomings that may affect the achievement of goals.
9. An idea of how to use opportunities and overcome disadvantages.
10. The idea of obstacles and ways to overcome them.
11. A conscious system of backup options for choosing a profession and places of employment.
12. Real actions to achieve goals.
13. Readiness to adjust plans and prospects as new information is received and the personality itself changes.
14. Personal meanings in specific professional choices, plans and prospects.

These factors will be taken as a basis in the system of formation of professional self-determination of students with disabilities and will become the key and defining actions of specialists of the psychological and pedagogical support service for students in an inclusive environment.

The core of professional plans and personal and professional prospects, is the value-semantic sphere. It is a functional system that forms the meanings and goals of professional self-determination and influences the activity and initiative of students with special educational needs. We also saw this based on the analysis of the results of the "Building a personal professional perspective" methodology.

At the same time, the analysis of pre-test and post-test conversations with respondents showed the need for:

- adaptation of educational and methodological materials for students with various types of disorders (translation into audio, video, tactile and electronic format);
- the use of technical and electronic learning tools for students with various types of disabilities;

- constant study of the innovative experience of universities and specialized educational institutions in the field of the introduction of inclusive education;
- conclusion of contracts with organizations and enterprises for the internship of students with special educational needs with subsequent employment;
- creation of a database of employers for a given category of graduates;
- providing consulting services on job search, informing about the state of the labor market for graduates with disabilities;
- development and implementation of a sports rehabilitation program within the framework of social and leisure work with all students; - attracting these students to feasible mass sports events;
- organization of student volunteer activities at the university to accompany and support fellow students with special educational needs;
- purchase of computer equipment with special software for students with musculoskeletal disorders.

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