

АРНАЙЫ ПСИХОЛОГИЯ
СПЕЦИАЛЬНАЯ ПСИХОЛОГИЯ

IRSTI 15.41:21; 14.43.43; 14.29.27

<https://doi.org/10.51889/2959-5967.2025.84.3.026>

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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF INCLUSIVE EDUCATION
FOR DEAF OR HARD-OF-HEARING CHILDREN: EFFECTIVENESS AND CHALLENGES

Abstract

Changes in the educational system, theoretical and methodological understanding of the problems of secondary education and the emergence of new technologies have necessitated the creation of new textbooks, teaching aids and reference materials that facilitate training deaf or hard-of-hearing children. Inclusive education of children with hearing impairment involves learning in a team of hearing peers on equal terms. Therefore, psychological and pedagogical support of a hearing-impaired child in the process of communication with hearing peers becomes extremely important.

The main goal of inclusive education is to create the necessary conditions for the education and productive success of all children, regardless of their psychological and physical capabilities, the social and economic status of their parents, culture, mother tongue, or personal characteristics, and to ensure the accessibility of education for children.

The article aims to define the effectiveness of inclusive education for deaf or hard-of-hearing children in Kazakhstan and discuss its challenges.

In the empirical part of the scientific research, a qualitative research method was selected, and respondents were selected for expert interviews using the «snowball» method. Employees of the secondary school were involved in the interview. The research was conducted at a special secondary school in the Eastern part of Kazakhstan (the official name of the secondary school was not mentioned in the article according to bilateral agreements with respondents on the confidentiality of their identity).

Keywords: psychological, pedagogical and social support, inclusive education, deaf and hard-of-hearing children, teaching, generation.

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ЕСТУ ҚАБІЛЕТІ ШЕКТЕУЛІ НЕМЕСЕ НАШАР ЕСТИТІН БАЛАЛАРҒА
ИНКЛЮЗИВТІ БІЛІМ БЕРУДІҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ
АСПЕКТІЛЕРІ: ТИІМДІЛІКТЕРІ МЕН ҚИЫНДЫҚТАРЫ

Аңдатпа

Білім беру жүйесіндегі өзгерістер мен орта білім беру проблемаларын теориялық, әдіснамалық тұрғыдан талдау және жаңа технологиялардың пайда болуы есту қабілеті шектеулі немесе нашар еститін балаларды оқытуды жеңілдететін жаңа оқулықтар, оқу-әдістемелік құралдар, анықтамалық материалдар жасауды талап етті. Есту қабілеті шектеулі балаларға инклюзивті білім беру еститін құрдастарының ұжымында бірдей жағдайда оқуды қамтиды, сондықтан есту қабілеті нашар баланы еститін құрдастарымен қарым-қатынас жасау барысында

психологиялық-педагогикалық қолдау өте маңызды. Инклюзивті білім берудің негізгі мақсаты барлық балалардың ақыл-ой, психологиялық және физикалық мүмкіндіктеріне, ата-аналарының әлеуметтік және экономикалық мәртебесіне, мәдениетіне, ана тіліне, жеке ерекшеліктеріне қарамастан оқуы мен нәтижелі табыстылығы үшін қажетті жағдайлар жасау, сондай-ақ балаларға білім берудің қолжетімділігін қамтамасыз ету болып табылады.

Мақаланың мақсаты - Қазақстандағы сесту қабілеті шектеулі немесе нашар еститін балаларға арналған инклюзивті білім берудің тиімділігін анықтау және оның алдында тұрған мәселелерді талқылау. Ғылыми зерттеудің эмпирикалық бөлігінде сапалы зерттеу әдісі таңдалды, ал респонденттер «snowball» әдісін қолдана отырып, сараптамалық сұхбат алу үшін таңдалды. Сұхбат жүргізу үшін орта мектеп қызметкерлері тартылды. Зерттеу Қазақстанның Шығыс бөлігіндегі арнайы орта мектепте жүргізілді (мақалада орта мектептің ресми атауы респонденттердің жеке басының құпиялылығы туралы екіжақты келісімдерге сәйкес нақты көрсетілмеді).

Түйін сөздер: психологиялық, педагогикалық және әлеуметтік қолдау, инклюзивті білім, есту қабілеті шектеулі және нашар еститін балалар, оқыту, ұрпақ.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ИНКЛЮЗИВНОГО ОБУЧЕНИЯ ГЛУХИХ И СЛАБОСЛЫШАЩИХ ДЕТЕЙ: ЭФФЕКТИВНОСТЬ И ПРОБЛЕМЫ

Аннотация

Изменения в системе образования, теоретическое, методологическое осмысление проблем среднего образования и появление новых технологий обусловили необходимость создания новых учебников, учебно-методических пособий и справочных материалов, облегчающих обучение глухих или слабослышащих детей. Инклюзивное образование детей с нарушениями слуха предполагает обучение в коллективе слышащих сверстников на равных условиях, поэтому психолого-педагогическая поддержка слабослышащего ребенка в процессе его общения со слышащими сверстниками становится чрезвычайно важной. Основной целью инклюзивного образования является создание необходимых условий для обучения и продуктивной успешности всех детей, независимо от их умственных, психологических и физических возможностей, социального и экономического статуса их родителей, культуры, родного языка, личностных особенностей, а также обеспечение доступности образования для детей.

Цель статьи - определить эффективность инклюзивного образования для глухих или слабослышащих детей в Казахстане и обсудить проблемы, с которыми оно сталкивается. В эмпирической части научного исследования был выбран качественный метод исследования, а респонденты были отобраны для экспертных интервью с использованием метода «снежного кома». Для проведения интервью были привлечены сотрудники средней школы. Исследование проводилось в специальной средней школе в восточной части Казахстана (официальное название средней школы в статье не упоминалось в соответствии с двусторонними соглашениями с респондентами о конфиденциальности их личности).

Ключевые слова: психолого-педагогическая и социальная поддержка, инклюзивное образование, глухие и слабослышащие дети, преподавание, поколение.

INTRODUCTION

Nowadays, inclusive education of disabled people has become a social phenomenon, and its further development has a long-term perspective. It requires significant changes in the educational system, such as a value-semantic organizational and managerial, substantive, and procedural nature. Therefore, inclusive education is a demand of modern society and an international standard.

More than 160 thousand children with disabilities in Kazakhstan need inclusive education, but only about 23% of them participate in such an educational process. To keep up with the times, Kazakhstan overcomes difficulties and tries to solve the challenges by implementing international experience (Oksana Gol'nik, 2022).

Inclusion in education is defined in the UN's Policy guidance as eliminating social exclusion resulting from various kinds of negative attitudes and a lack of proper response to differences based on race, economic status, social affiliation, ethnic origin, language, religion, gender, sexual orientation, and individual abilities (UNESCO, 2009). So, inclusive education is a revolution in the consciousness of modern man and the choice of open democratic states. It is also a global movement for children's education supported by UN conventions.

An educational process takes the form of formal and informal learning, as well as within families and the community. Accordingly, inclusive education is not a secondary issue but is crucial in ensuring high-quality education for all school children and creating an inclusive society. Inclusive education plays an important role in achieving social equality and is one of the elements of lifelong learning. So, the implementation of inclusive education is a new direction of educational development not only for children with disabilities, but also for the entire educational system. It allows everyone to study on equal rights and in equal conditions.

METHODS AND MATERIALS The research aimed to identify the efficiency of implementing inclusive education for deaf or hard-of-hearing children. Consequently, covers the concept and characteristics of inclusion as a socio-psychological and pedagogical phenomenon, studies the methodological foundations of the problem of inclusive education at the special secondary school, discusses the tasks and principles of inclusive education for deaf and hard-of-hearing children, considers the system of inclusive education for children with disabilities, analyzes models of the inclusive education organization.

The study conducted an expert interview with specialists from a special secondary school for deaf and hard-of-hearing children in the Eastern part of the country based on the pre-prepared program. An expert was selected, a person with special knowledge who helps reveal the features of the object under study of the research query. The interview was conducted at the special secondary school and lasted about 25-30 minutes. Interview questions were formed in two blocks and were addressed to teachers according to their classes, depending on the age of the children. Each block contained 10 questions.

The first attempts to integrate people with disabilities into society were carried out in parallel in the Scandinavian countries, the USA and Japan. In the 1970s, Scandinavia adopted the principle of "normalization", which allowed people with disabilities to "lead a daily life and live in conditions as close as possible to the conditions of life in an ordinary society" (L. M. Kashapova, 2012) but it is not the beginning of the history of inclusive education, because L.S. Vygotsky wrote about the need to create such a learning system in which children with disabilities would not be excluded from the society of children with normal development, but would study with them in the same class (L.S. Vygotskij, 1992). Since that time, the development and implementation of regulations which contribute to the expansion of educational opportunities for people with disabilities have begun. As the result the term "inclusion" and the principles of inclusive education were introduced into international use in 1994 at the World Conference on Education of Persons with Special Needs in Salamanca (Spain) (T. Volokovaja, 2023). In the same year, Kazakhstan joined the international program "Education for All". More than 300 participants representing 92 Governments and 25 international organizations reviewed the most important policy changes needed to promote the concept of inclusive education and create conditions for schools to serve the interests of all children, including with special educational needs.

According to the Article 30 of the Constitution of the Republic of Kazakhstan, all citizens of the country have the right to free secondary education in public institutions, as well as in higher education on a competitive basis (The Constitution of the Republic of Kazakhstan, 1995). As well as according to the Constitution of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan "On Education" (The Law of the Republic of Kazakhstan "On Education", 2007), deaf or hard-of-hearing

children have the same rights as healthy children, both to education and to creative development. Reality shows otherwise, hard-of-hearing children face difficulties, sometimes with the inability to get decent education. Inclusivity is seen as a process that aims to meet the diverse needs of all children, youth and adults by increasing their participation in learning, cultural activities and community life, as well as reducing and eliminating the problem of exclusion of certain groups from and within education. This process involves changes and transformations in content, approaches, structures and strategies, and its distinctive feature is a general concept that covers all children of the appropriate age group, and the belief that it is the regular school system that is designed to educate all children.

Alyokhina S. V. (S.V. Aljohina, 2013) believes that inclusion should be distinguished from integration, in which children with disabilities or special educational needs study in regular educational institutions and adapt to the education system, which remains unchanged.

So, the legal framework for inclusive education covers global laws such as Universal Declaration of Human Rights (Universal Declaration of Human Rights, 1948) which was established in 1948, Convention against Discrimination in Education (Convention against Discrimination in Education, 1960) was adopted in 1960, Convention on the Rights of the Child, 1989 (Convention on the Rights of the Child, 1989), Convention on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (Worst Forms of Child Labour Convention, 1999), Convention on the Rights of Persons with Disabilities (Convention on the Rights of Persons with Disabilities, 2006), 2006 and United Nations Declaration on the Rights of Indigenous Peoples (United Nations Declaration on the Rights of Indigenous Peoples, 2007), 2007. International laws and Conventions set out the main elements that need to be addressed to ensure the right to access to education, the right to quality education and the right to respect within the learning environment.

The adopted documents on principles, policies and practices in the field of education of persons with special needs identified the basic principles of inclusion as follow:

- every child has a fundamental right to education and should be able to receive and maintain an acceptable level of knowledge.
- each child has unique characteristics, interests, abilities and learning needs.
- it is necessary to design educational systems and implement training programs in a way that considers the diversity of these characteristics and needs.
- persons with special educational needs should have access to regular schools, which should create conditions for them based on pedagogical methods aimed at meeting the needs of each child.
- regular schools with an inclusive orientation are an effective means of combating discrimination, create a favorable atmosphere in society, provide affordable education, and increase the efficiency and profitability of the education system (S. V. Aljohina, 2013).

At the same time the tasks of inclusive education include:

- studying the patterns of development of children with special educational needs; studying the current education system, special education system.
- developing and implementing educational programs considering the characteristics of children with special educational needs.
- determining correctional opportunities and predicting the success of education in general education institutions; ensuring accessibility of inclusive education (transport, social relations, architecture of an educational institution, etc.).
- fostering tolerance in children of preschools and schools (S. V. Aljohina, 2013).

RESEARCH DISCUSSIONS AND RESULTS Our country maintains a long-standing commitment to the development of education and the formation of human capital in the country. To achieve these goals, substantial financial support has been provided to state education development programs since 2011. The fundamental goal of government programs is to make education accessible to all children, improve its quality and, thereby, contribute to the socio-economic development of all citizens.

According to UNICEF'S recent research Kazakhstan is a young country, with about 34% of its population under the age of 18. According to official data, there are more than 188,000 children with special educational needs in the country, and their number is growing every year (Evidence on Inclusive Education in Kazakhstan Based on a Formative and a Big Data Evaluation, 2023).

There is an annual increase in the number of children with special educational needs in Kazakhstan. The Government of Kazakhstan has done a lot of work to implement inclusion into the educational system. The training of tutors was carried out, inclusion support rooms were opened and special educational programs based on general education were developed. Inclusive education involves an individual approach to each child, but not all curricula provide enough individual tasks to consider the needs of all children in the classroom. In addition to general education work, vocational guidance should also be carried out for children with special educational needs, psychologically preparing them for the fact that only a narrow range of professions can be chosen.

Over the past five years, the number of children enrolled in inclusive education has increased (from 32.7% to 53%). But 14% of secondary schools still do not have the conditions for inclusive education (N. Zharbulova, 2024).

Minister of Education Gani Beisembayev at a meeting of the Government of the Republic of Kazakhstan said that to increase the coverage of psychological and pedagogical support, a mechanism for placing a state order has been introduced. As a result, the coverage of children with special education reached 84%. Today, the mechanism for placing government orders is being implemented in five regions: Almaty, Shymkent, North Kazakhstan, Zhetysu and Karaganda regions. It covers 2 thousand children. The network of special organizations is increasing. Their number reached 496, which is 21 units more than last year. However, the network of psychological, medical and pedagogical commissions and correction offices requires additional expansion in a number of regions of the country: Almaty, Shymkent, Abai, Turkestan, Karaganda and Kostanay regions (SOZmedia.kz, 2024).

About 11283 (1900 preschool, 9383 school age) children with special educational needs live in East Kazakhstan region, 1857 children belong to the category of disabled people. There are 80 speech therapy centers in general education organizations, 52 inclusion support rooms in schools (5 of which are support rooms for teaching children with autism spectrum disorders, 1 - for teaching hearing impaired children (hard of hearing and deaf), 3 – In preschool institutions, to date, 1,841 children have been provided with psychological and pedagogical support. In schools and pre-school organizations where there is no possibility of opening a special class, groups or a speech center, but children with special educational needs are studying. The coverage of children with inclusive education amounted to 6,447 children, or 57% of the total number of children with special educational needs. Thus, to date, the measures taken have made it possible to create conditions for inclusive education and upbringing in 85% of secondary schools, 71% of state kindergartens (Inclusive, Special Education, 2020).

Recent research was conducted at the special school for hard of hearing or deaf children in Semey.

The purpose of the research was to assess the effectiveness of inclusive education for deaf or hard-of-hearing children at special schools and discuss its challenges.

The authors used a qualitative research method to achieve the aim, and the teaching staff of the school were chosen as respondents. The objectives of the research were:

- a comprehensive study of the relationship between the children and the teacher, to determine their influence on the formation, socialization of upbringing and behavior.
- analysis of problems in the educational process in secondary education of children with hearing disabilities (7-16 years).

The data and information obtained during an empirical study were collected, recorded on a recording device, transcribed and analyzed. Participation in this study was voluntary. Confidentiality of information about the respondent's participation in the study was maintained. When publishing the results of the study, it was guaranteed that the name of the respondent would not be indicated. The

information obtained during the study (research materials) is considered confidential and protected in appropriate cases provided for by law.

Respondents	Gender	Background knowledge	Total experience	Teaching subject
R 1	Male	High	About 14 years	Physical training
R 2	Female	High	About 20 years	Kazakh language
R 3	Female	High	About 25 years	Kazakh language
R 4	Female	High	About 15 years	Russian language
R 5	Female	High	About 17 years	Russian language
R 6	Female	High	About 23 years	Primary class teacher
R 7	Female	High	About 22 years	Primary class teacher
R 8	Female	High	About 23 years	Primary class teacher
R 9	Female	High	About 25 years	Primary class teacher
R 10	Female	High	About 21 years	Primary class teacher
N=10				

Figure 1 – General information about teaching staff

All teachers are high qualified and have been working at this school since they graduated from the university.

Last year special school for deaf and hard of hearing children celebrated their 85th anniversary. Over the years, the school has become a single safe space where deaf and hard of hearing children receive high-quality education and the care of teachers.

Today, the school has a highly qualified teaching staff that specializes in the education and development of children with special needs. The school uses innovative teaching methods and programs that help children with hearing impairment maximize their potential and become full members of society.

Total number of teachers	Without category	II category	I category	The highest category	Teacher-moderator	Teacher-expert	Teacher-researcher
20	-	-	5	15	5	10	5

Figure 2 - Qualitative analysis of teachers by category

During the study, a psychological and pedagogical analysis of the content of the interview received on the problems of inclusive education in the conditions of a boarding school was carried out, during which the following principal codes and topics were identified.

Codes	Number of mentions	Interpretation
Psychological support	9	The importance of a safe environment and support for both children and teachers is emphasized.
Communication barriers	5	The main barrier in the development and socialization of children with hearing impairment.
Individualized techniques	3	The necessity of adapted programs and special approaches is substantiated.
A positive direction of development	2	The belief in improving the inclusive process in the future is emphasized.

Figure 3-Results of analysis/coding of obtained information

In the interview, it is noted that the school has the services of psychologists and defectologists. This means that psychological support is provided to both children and teachers: psychological support helps children adapt to learning and prevent discipline problems. Conducting psychological work with parents is important for the formation of a trusting relationship between the family and the school.

The interview notes the imperfection of discipline and communication skills of special children. This is their: that there are difficulties in adapting to the social environment, which means that he has limited freedom of expression and control of emotions. These situations can affect their self-esteem, motivation and level of psychological security.

Analysing the content of the interview from a psychological point of view, the following conclusions can be drawn:

- The boarding school has a system of psychological support.
- The emotional load of teachers and specialists is high; however, they show empathy and Professional Responsibility.
- A special attention is paid to the psychological adaptation and socialisation of special children.
- The work with parents and children aims to create a psychologically safe environment.
- Plans and proposals for the future – symbolize a positive psychological direction.

Since inclusive education is the process of including children with special educational needs in the general academic environment, children with hearing disabilities require special attention in this group, because they often have problems with communication, speech, perception and social adaptation.

During the study, we identified the following psychological and pedagogical aspects in working with hearing-impaired children:

- Communicative barriers affect hearing-impaired children's emotional development and adaptation to the social environment.
- Self-esteem: students may have low self-acceptance and low confidence.
- Communication skills: causes difficulties in working in a team, making friends.
- The need for psychological support: working with a regular psychologist, reliability and a safe environment are important.

As for pedagogical aspects:

- Teaching methods include visual learning tools, gesture language, and sound amplifiers.
- The role of the teacher includes empathy, patience, and being specially trained.
- Customized training programs: adapt standard programs to suit your hearing.

Effective Points	Difficulties
Socialization of children with hearing disabilities increases	Shortage of specialists (sign language teacher, speech therapist, psychologist)
Striving for equality in the general educational environment	Lack of special equipment
The ability to build friendly, cooperative relationships	Low readiness of teachers for Inclusive Education
Inclusive education contributes to the development of tolerance in society	Cases of misunderstanding or discrimination by other students in the classroom

Figure 4 – Psychological and pedagogical support efficiency and its difficulties

Despite the positive trends, Kazakhstan faces challenges in fully implementing inclusive education. One of the main obstacles is the lack of qualified teachers who can effectively work with children with special educational needs.

«Teachers take advanced training courses every three years. Unfortunately, we do not have an exchange of experience with other schools in the region, but. We actively participate in conferences, round tables on teaching methods for children with disabilities and other areas».

Also, most of respondents mentioned that they do not have a special education for teaching deaf children, that over time they learned to sign language. Many teachers and educators do not have sufficient training to work with children with various forms of Special Educational Needs. In most pedagogical universities in Kazakhstan, training programs do not include enough inclusive education courses. This leads to the fact that graduates are unprepared for real work with such children.

«Personally I did not have special training certificate when I came to this school. Time by time I started to use sign language. It takes time and experience. I like my job, and I like working with this category of children. I have been working here for about 17 years. »

On the other hand, one of the priorities facing the school today is to create an accessible environment for the education of children with hearing impairments. The main problems of a child with hearing impairments are a violation of his connection with the world, limited mobility, difficulty in contact with peers and adults, limited communication with nature, and inaccessibility of a number of other tasks. The social integration of children with hearing impairments into society largely depends on several socio-psychological factors that the school continues to work on now.

Indicators	2024-2025 academic year
Total number of school children	40
Forms / classes	7
Primary classes	4 (about 5-6 school children in each class)
Secondary classes	3 (about 6 school children in each class)

Figure 5 - Information on the contingent of special school children (only deaf children)

Within the school's walls, there are many different circles for the socialization of children and their full development. Deaf and hard-of-hearing children may attend different sports sections and dance classes.

«I have been teach physical training since I graduated from the university. My children like physical training. Most of them are winners of different sport competitions: among them I have World champion on chess, wrestling and regional champions. »

All respondents believe that problems can be solved if measures are taken, such as the mandatory basic courses on inclusive education in pedagogical universities, regular training and seminars for new teachers. It also conducts audits of schools for accessibility for children with disabilities, allocating public and private funds to adapt school buildings, and purchasing necessary equipment. However, they would also like to mention examples of the successful implementation of inclusive education.

There will be no positive social inclusion of a child with disabilities in society and a decent educational result if a teacher cannot implement inclusive technologies, his professional and psychological unwillingness to accept the idea of inclusive education (Ju.A. Koroleva, 2016).

The success of inclusive education is ensured not only by the readiness of the school itself to implement this process, but also by the socio-psychological readiness of all subjects of the educational space. Both parents, teachers, and normally developing peers need attention from specialists: speech pathologists and academic psychologists.

For the full integration of children with hearing disabilities into the inclusive education system, a comprehensive system of pedagogical and psychological support is needed. This gives children a great opportunity for personal development and an active societal life. In conclusion of the study, we outlined the following recommendations:

- To make inclusive education disciplines mandatory in pedagogical universities.
- To conduct special courses and seminars continuously.
- To provide state support for the training of Sign Language teachers.
- To attract investment in special equipment.
- To strengthen psychological services.

CONCLUSION In conclusion, inclusive education is not just an educational trend but a necessary condition for building a just and developed society. Thanks to its commitment to reforms and active government support, Kazakhstan has every chance to become a leader in this field among Central Asian countries. However, it is necessary to continue improving teachers' skills, creating an adapted infrastructure, developing specialized support services and involving the public. This is the only way to create conditions in which every child, regardless of their characteristics, will be able to receive a high-quality education and realize their potential.

Like other forms of education, inclusive education has advantages:

- Interaction with a wide range of people, including those with no health restrictions, that is, ordinary people. Before inclusive education, the possibility of such communication among people with special needs was practically absent. For most people with various disabilities, the circle of communication was limited to their next of kin and other visitors to rehabilitation centres.
- The possibility of integration into society on an equal basis with other children. People with special needs can also attend cultural events like exhibitions, museums, and performances. However, they should be equipped with a so-called accessible barrier-free environment adapted to their needs.
- Receiving correctional, psychological, and social support during study and later life. Such support is provided by teachers specially trained to teach an inclusive type.
- Development of communication and socialization skills. Interaction with society takes place with the help of a tutor: an intermediary between a person with special needs and people who do not have them. A special student is accompanied by a tutor at all stages of education.

According to the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, by 2025, 100% of schools should create conditions for inclusive education.

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МРНТИ: 15.41.49

<https://doi.org/10.51889/2959-5967.2025.84.3.027>

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СЕМЕЙНО-ЦЕНТРИРОВАННЫЙ ПОДХОД КАК ОСНОВА РАЗВИТИЯ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ РОДИТЕЛЕЙ ДЕТЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

Аннотация

В научной статье обсуждается накопленный опыт практической деятельности по поддержке уязвимых семей, которая состояла из определенных моментов, обусловивших образование и развитие посильной психологической помощи как отдельного вида работы с родителями и детьми с нарушениями развития. Прежде всего, это борьба за реализацию жизненных прав детей с ограниченными возможностями. Вместе с другими обстоятельствами, оно приведет к изменению взглядов на поддержку этих детей и послужит стимулом к разработке сущности и сути семейного понимания, которое базируется на положении, что наиболее эффективной средой для воспитания любого ребенка является его семья. Данное положение подтверждается авторским исследованием, которое реализовалось через проведение диагностико-консультативную деятельность. *Целью исследования является развитие взаимодействия родителей со своими детьми и выявление их уровня психолого-педагогической компетентности.* С этой целью проведена диагностическая работа в виде анкетирования родителей, где