

## Organizational and pedagogical foundations of the interaction of educational organizations at all levels: a factor of continuity and consistency in psychological and pedagogical support

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**Abstract.** This article delves into the vital aspect of implementing psychological and pedagogical support for students across educational organizations of varying levels. Drawing upon the outcomes of domestic research conducted by the authors, the article highlights the inadequate efficacy of psychological and pedagogical support services for students. It also sheds light on the challenges faced by most secondary school teachers in catering to children with special educational needs. To comprehensively assess the state of psychological and pedagogical support for pupils and students across preschool, secondary, technical and vocational, and post-secondary education, a research group conducted an extensive scientific study. The analysis, employing the triangulation method with qualitative and quantitative data, drew from international and domestic experiences, as well as the existing regulatory framework in Kazakhstan concerning psychological and pedagogical support. The study uncovered several problematic issues hindering the successful implementation of psychological and pedagogical support for students. The primary challenges identified by the research group included the prevalence of the medical model of special educational needs over the socio-pedagogical model in the mindset of educators. Additional challenges encompassed an unsystematic approach to psychological and pedagogical support and insufficient internal and external collaboration among educational organizations at all levels, affecting the provision of comprehensive support across all educational tiers. Based on the research findings, the research group concluded the necessity of adopting a systematic approach in providing continuous and comprehensive psychological and pedagogical support for student's at all educational levels. The article proposes various strategies to implement continuous comprehensive support and outlines organizational and pedagogical conditions that serve as the scientific and methodological basis for developing models of comprehensive psychological and pedagogical support for inclusive educational processes, grounded in continuity and consistency.



**Keywords:** inclusive education, psychological and pedagogical support, interdepartmental collaboration, systematic approach, continuity, consistency.



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## Introduction

The focal points of the current state policy in the Republic of Kazakhstan are the formation of a harmoniously developing personality from early childhood, the establishment of a comfortable and secure environment for children, and the provision of equal-quality education.

In the Address «Economic Course of a Fair Kazakhstan» dated September 1, 2023, President Kassym-Jomart Tokayev delineated tasks aimed at ensuring equal access to quality education for students and creating conditions for a safe and joyful childhood [1]. To guarantee equal access to quality education, the Head of State underscored the need to enhance teachers' professional competencies [1].

In alignment with the set tasks and Kazakhstan's international obligations to uphold the principles of inclusive education [2, 3, 4, 5], educational organizations in the country have been charged with ensuring equal rights to receive quality education, accommodating individual opportunities and addressing special educational needs (hereinafter – SEN) at all levels. A comprehensive regulatory framework has been established to ensure equal-quality education for all children, and strategic directions for inclusive education development until 2029 have been identified [6].

Important note that in Kazakhstan, as in most countries of the post-Soviet space, according to scientists Florian and Becirevits, inclusive education developed on the basis of the principles of special education based on scientific knowledge of defectology [7]. According to these principles, a significant role in the realization of the rights of children with disabilities to receive an education belongs to defectologists who have the necessary special knowledge to carry out corrective work [7]. At the same time, as scientists emphasize, the majority of teachers in post-Soviet countries do not believe in their ability to work with children with SEN, due to the lack of special knowledge [7], which indicates the predominance of the

medical model of SEN in the thinking of the majority of Kazakhstani teachers.

The prevalence of the medical model of SEN in the inclusive policy and practice of Kazakhstan is further substantiated by the findings of Musabalinova and Polat [8]. Researchers, such as Movkebaeva and colleagues have demonstrated a skeptical attitude among 71.4 % of teachers toward children with mental and intellectual disabilities, emphasizing the necessity for teachers to study the theory and methodology of inclusive education [9]. The impact of special education principles on the trajectory of inclusive education is also noted by Nogaibaeva, Zhumazhanova, and Korotkikh, demonstrating 69.6 % of students in pedagogical specialties expressing the need for knowledge in special pedagogy and special psychology [10].

In light of the Republic of Kazakhstan's ambitious objective to achieve Sustainable Development Goal No. 4 [11], and considering Kazakhstan's international obligations to facilitate conditions for inclusive education [5], contemporary inclusive policy is oriented towards transitioning from the medical model of SEN to the socio-pedagogical model. According to the latter, the organization of the educational process is geared towards addressing the diverse needs of students [12]. A significant milestone in this transition is the endorsement by President K.K. Tokayev of the Law, introducing several modifications to normative legal acts regulating the development of inclusive education in line with the socio-pedagogical model [13]. These include the assessment of SEN, the organization of psychological and pedagogical support (hereinafter – PPS) in educational institutions, heightened responsibility of educational organization leaders for failing to create special conditions for education, and the authority of educational organizations to adapt standard educational programs, formulate and implement individual educational programs [13]. To operationalize this law, Rules for the assessment of SEN have been formulated [14], as well as Rules for PPS [15].

In spite of the enactment of the

aforementioned regulatory legal documents, a 2021 monitoring initiative conducted by the Center for Inclusive Education of the National Academy of Education (hereinafter – CIE NAE) unveiled a lack of systematic organization in PPS for students in secondary schools [16]. The study results further illuminated the challenges faced by school administrators and teachers in coordinating PPS for students. Notably, out of the 93.3 % of school principals only 53 % highly assessed the qualifications and professionalism of PPSS specialists during interviews [16]. The findings highlighted the predominant role of special educators in the implementation of PPS processes, as 41 % of secondary school teachers expressed the need for consultations with specialists, particularly speech therapists, when working with children with disabilities [16]. Moreover, difficulties were identified for a significant portion of teachers (40 %) in facilitating the inclusive education of children with disabilities alongside their peers, as well as challenges in formulating individual curricula and training programs for students with disabilities, affecting half of the surveyed teachers [16]. These results reveal several contradictions impeding the effective implementation of the country's inclusive policy. The first contradiction arises from the presence of necessary regulatory frameworks for organizing PPS for students and the challenges encountered by a majority of secondary school teachers in implementing these processes. The second contradiction is characterized by the unpreparedness of most teachers to work with children with SEN [16, 17], despite a notable increase in the number of schools creating conditions for inclusive education over the past five years [18]. The third contradiction is evident in the country's ambitious goals to establish conditions for inclusive education at all levels until 2029 [6], contrasted with the absence of a comprehensive system of PPS for the inclusive educational process within educational organizations.

It is noteworthy that challenges in implementing inclusive education exist in other countries as well. Researchers Lebedeva and colleagues outline the

main trends and problems in the system of continuous inclusive education, emphasizing the imperative of expanding collaboration between schools and educational organizations at all levels [19].

It is imperative to underscore that the principle of continuity in the educational process, ensuring seamless transitions across its various levels, constitutes a fundamental tenet of state policy in the realm of education [12]. This commitment to educational continuity is also enshrined in the concept of «education», characterized as «a continuous process of education and training conducted for the purposes of moral, intellectual, cultural, physical development, and the formation of professional competence» [12].

The efficacy of fostering interaction for the implementation of inclusive practices has garnered empirical support from both international and domestic experts. The UNESCO Conceptual Framework for Achieving Equal Education by 2030 emphasizes the interaction between teachers from special organizations and those in secondary schools to uphold the rights of every student [20]. The beneficial impact of adopting an interdepartmental approach in the advancement of inclusive education is extensively discussed in the works of foreign and domestic researchers. A noteworthy instance of such interaction is exemplified by the coordinated system providing comprehensive support to children and families facing challenging life situations, known as «Ensuring the rights of every child», operational in Scotland [21].

Researchers Alekhina and Falkovskaya regard the interdepartmental approach as an effective factor in the operations of psychological services, serving as a methodological principle in the development of regulatory legal documents pertaining to supporting children with SEN [22]. Another scholar Sukharev characterizes interdepartmental interaction as «activity aimed at achieving common goals, grounded in the principles of social partnership» [23]. A. G. Ryapisova views inclusive education as a «systemic innovation» successfully

implemented at both state and regional political levels [24].

The practical application of a systematic approach to inclusive practices is evident in the «conceptual framework for participation» developed by Florian, BlackHawkins, and Rouse [25], a process for monitoring «student presence, participation, and achievement» at the school, regional, and national levels [26], the «approach to inclusive education in action» [27], «profile of an inclusive teacher» [28].

Researchers Ibraev and Temirbayeva provide illustrative instances of the systematic approach in the development of inclusive education, exemplified through the application of a regional model fostering interaction among various structures for the implementation of inclusive education [29]. This model serves as the foundation for the Coordination Council for the Development of Inclusive Education in the Akmola region (hereinafter – Coordination Council) [30]. The Coordination Council aims to streamline and coordinate the efforts of all structures involved in creating conditions for inclusive education [30]. By examining a comprehensive support plan for children with Autism Spectrum Disorders (hereinafter – ASD) for the period 2019-2024, Ibraev and Temirbayeva illustrate the effectiveness of employing interdepartmental and systematic approaches within the Akmola Education Department and the Coordination Council [31].

Researchers Rubtsov, Alekhina, and Khaustov delineate key stages in providing assistance when organizing continuous support for individuals with ASD [32]. The scholars stress the pivotal role of timely created special educational conditions, encompassing organized PPS, individual, subgroup, and group correctional and developmental classes, medical support, adapted structured educational environments, individualized adapted educational programs, and the use of adapted teaching methods and educational didactic materials, extracurricular programs for sociocultural integration [32]. Rubtsov and colleagues underscore the necessity

of creating a comprehensive program for the development of continuous inclusive education and employment of individuals with disabilities [32].

Thus, a review of international and domestic literature on the implementation of PPS for students with SEN, coupled with an analysis of the country's inclusive policy, underscores the imperative of determining the most effective approaches for educational organizations at all levels to implement PPS for students. This should be done while considering their individual capabilities and SEN.

## Materials and methods

This article is predicated on an investigation into the state of PPS within educational organizations across the country. The study was conducted by the CIE NAE. In this research initiative, members of the research group conducted a comprehensive examination to scrutinize the state of PPS for pupils and students with SEN in various educational levels, namely kindergarten, school, and college. The study focused on 9th-grade students in secondary education organizations, as well as administrators, teachers, and specialists from psychological and pedagogical support services (hereinafter – PPSS specialists) in preschools, secondary, technical and vocational organizations, along with representatives of the teaching staff in higher education institutions. To evaluate the state of PPS the research group employed a parallel mixed design, encompassing both qualitative and quantitative methodologies. The qualitative aspects involved the analysis of regulatory documents related to the organization of PPS, secondary data from prior National Academy of Education studies, qualitative structured interviews and focus groups with administrators, teachers, and specialists from PPSS as well as representatives of the teaching staff in higher education institutions. On the quantitative side, a secondary analysis of statistical data from the National Educational Database was conducted, focusing on the indicator «Concepts for 2023-2029: share of

educational organizations that have created conditions for inclusive education». Additionally, surveys were administered to administrators, preschool teachers, and secondary school personnel using Google Forms.

The research design, as advocated by American scholars Teddlie and Tashakkori [33], was selected for its capability to provide the highest validity and reliability of the data obtained by integrating both qualitative and quantitative methods. The decision to opt for a parallel mixed design was driven by the necessity to address specific research questions within the study. These questions included inquiries into how the education system in schools in Kazakhstan caters to the educational needs of children in alignment with their abilities, interests, and capacities, and what strategies could enhance the provision of PPS to students engaged in inclusive education. The data acquired were subjected to analysis using the triangulation method, a technique designed to ensure the utmost reliability by gathering information from various sources, employing different methods, and involving diverse researchers, whenever feasible [34].

To address the research questions, the research group formulated a research hypothesis centered on the spontaneous implementation of PPS processes for children in preschool, secondary, technical, and vocational educational organizations in Kazakhstan. This spontaneity is attributed to the absence of a comprehensive, continuous integrated system of PPS for pupils and students within the country's educational institutions. The lack of systematic support is underscored by factors identified through an examination of the current regulatory and legal framework governing PPS organization and studies on the state of such support for students in educational organizations in the country:

1. Inadequate horizontal interaction within educational organizations, specifically between administration, teachers, specialists in PPSS, and insufficient vertical interaction among preschool organizations, secondary, technical, and

vocational, post-secondary education institutions in implementing PPS processes.

2. The absence of comprehensive PPS principles in Kazakhstan's regulatory documents for the inclusive educational process, emphasizing continuity from kindergarten to university.
3. Challenges faced by teachers in preschool, secondary, and technical and vocational organizations in identifying the SEN of pupils/students, delivering specialized PPS, and fostering effective teamwork in the provision of such support.
4. Inadequate monitoring of the personality development of pupils/students with SEN across all educational stages.
5. Insufficient implementation of measures aimed at enhancing the psychological and pedagogical competence of all stakeholders involved in the inclusive educational process within educational organizations.

Within the framework of this study, the research group conducted a secondary analysis of data concerning the state of PPS in educational organizations throughout the country. The findings were triangulated with data derived from regulatory documents, statistical data, and a scientific study conducted by the research group in 2023. The study involved 316 participants in the educational process from three regions of the country, considering geographical and administrative distinctions, and building on the positive experiences of regions implementing inclusive practices: Akmola region in the north, Karaganda region in the center, and Almaty in the south (city of republican significance).

The survey encompassed 222 9th-grade students in secondary schools nationwide, with interviews conducted among 5 managers, 9 teachers, and 14 PPSS specialists of preschool organizations; 4 heads, 14 teachers, and 15 PPSS specialists from

secondary schools; 3 managers, 6 teachers, and 5 PPSS specialists from technical and vocational, post-secondary education institutions; and 19 representatives from universities.

This article presents select results from the mixed method research, conducted by the CIE NAE, aiming to identify strategies to enhance the provision of PPS to students.

## Results

The normative framework guiding the implementation of PPS processes in diverse educational institutions is articulated in the Rules of PPS [15]. Paragraphs 9 and 21 of the Rules of PPS underscore the pivotal role assumed by the administration of educational institutions in orchestrating the process of PPS and fostering a safe and psychologically conducive environment [15].

An insightful survey conducted by the CIE NAE in August 2023, involving feedback from administrators, educators, and parents of preschool and secondary school students, illuminates the pivotal role played by educational leaders in the efficacy of implementing PPS mechanisms for students [35]. Despite a generally positive assessment of the activities of PPSS within educational institutions by a majority of preschool (50.9 %) and secondary school (53 %) heads, challenges persist for administrators and teachers in organizing PPS for students [35]. These challenges arise from an inadequate understanding of its content, particularly in catering to the diverse needs of all children while considering their individual capacities and SEN [35]. These findings align with the outcomes of a 2021 monitoring initiative by the CIE NAE, which revealed a deficiency in the coverage of PPS for all groups of children with SEN in secondary schools. This inadequacy stems from various factors, including challenges faced by most teachers in adapting educational programs for children with SEN and a shortage of specialized teachers capable of providing dedicated support to children with disabilities [36].

A significant outcome of the survey is the substantial percentage of school directors (71 %) and kindergarten directors (64.6 %) who perceive collaborative efforts involving administrators, teachers from preschool and primary classes in secondary schools, preschool organizations, and parents as an effective measure for creating a safe and comfortable environment to enhance children's adaptation to school [35]. However, a comparatively lower percentage of heads of preschool organizations (35.4 %) and secondary schools (29 %) identified continuous comprehensive PPS for students as an effective measure for improving the process of children's adaptation to school. This discrepancy suggests a potential lack of understanding among educational administrators regarding the pivotal role of PPS for students across all educational levels [35].

In light of these findings, the research group conducted structured interviews with administrators, teachers, and PPSS specialists across preschool, secondary, technical and vocational, and post-secondary education organizations. Additionally, representatives of the teaching staff from higher education institutions in three regions of the country were interviewed with a demonstrated positive record of accomplishment in including students with SEN in the general educational process.

Taking into account the findings of scientists about the predominant role of directors of educational organizations in organizing the process of PPS for students, members of the research group set the task of studying organizational issues of PPS for students. In this regard, one of the main questions addressed to the heads of educational organizations was the following: «What, in your opinion, is the main obstacle to students effectively receiving PPS services?»

A significant majority of principals in general education schools (75 %) identified the lack of specialists, including educational psychologists, special educators, speech therapists and teaching assistants, as the foremost obstacle to effective PPS services for students. Notably, concerns were specifically

voiced about the shortage of teaching assistants, with one respondent articulating, «there should be more specialists; shortage of teaching assistants; the status of the teaching assistant is unclear» (Respondent 4.4). Additional challenges highlighted by directors encompassed the absence of extra remuneration for special educators engaged with children with disabilities (Respondent 1.8) and the departure of young specialists from schools, attributed to a perceived lack of psychological readiness among the younger generation. A respondent commented, «the younger generation does not stay in school because they are not psychologically ready, since the majority leave to nowhere» (Respondent 5.7). A proposed solution from one director involves the implementation of dual training for future teachers, wherein theoretical knowledge obtained at the university is complemented by practical skills acquired through working with children at school.

Among heads of preschool organizations (60 %) and secondary school directors, the prevalent obstacle to effective PPS services for students was similarly identified as the dearth of specialists, including educational psychologists, special educators, speech therapists and teaching assistants. Notably, the absence of teaching assistant positions in the staffing structure of preschool organizations hindered the upbringing and education of children with complex disabilities, as expressed by Respondent 8.5: «lack of a tutor for a totally blind child». It is noteworthy that the Order of the Ministry of Education and Science of July 13, 2009, No. 338, «On approval of the standard qualification characteristics of teacher positions», ratified the qualification characteristics of a teacher-assistant in the context of preschool education and training [37]. However, this position is not included in the standard staffing of personnel in state educational organizations [38]. To address this legal incongruity, the Ministry of Education of the Republic of Kazakhstan is actively working towards incorporating the position of teaching assistant into the standard staffing of personnel within organizations devoted to preschool education and training.

According to heads of preschool organizations, several obstacles impede the effective provision of PPS services. These include the absence of specialized equipment and a weak material and technical base for the education and upbringing of children with SEN. Additionally, insufficient readiness among teachers to implement inclusive practices, manifested in challenges related to adapting and developing curricula and plans for children with SEN, is identified as a significant hurdle.

For heads of technical and vocational, post-secondary education organizations, key obstacles to students' effective receipt of PPS services include the scarcity of specialists, particularly sign language interpreters, difficulties in securing employment for graduates with disabilities, and a lack of awareness among parents regarding the challenges associated with their child's chosen specialty for health reasons.

An analysis of managers' responses underscores the primary difficulty in implementing PPS for students — the shortage of special educators dedicated to providing specific PPS to children with disabilities. These findings align with previous research indicating a prevalence of the medical model of SEN over the socio-pedagogical model [35, 36], highlighting the pivotal role of specialists, including educational psychologists, special educators, speech therapists and teaching assistants in the implementation of PPS processes [16, 39, 40].

To enhance the provision of PPS within inclusive education settings, leaders' proposals were examined.

According to secondary school heads, improvement in the system requires measures such as:

1. Providing schools with special educators and enhancing their status («through increasing of wages and categories») (Respondent 1.8).
2. Strengthening the material and technical base (Respondent 3.8, Respondent 4.4).

3. Increasing the practical component in colleges for 3rd and 4th-year students («increase the duration of practice within the school walls») (Respondent 5.7);
4. Fostering interaction with special organizations («so that my specialists undergo qualified courses in practice (PMPC, special organizations), where they know more about the specifics of the diagnosis») (Respondent 5.7);
5. Ensuring continuous support for children from kindergarten to college (Respondent 4.4);
6. Establishing Sunday schools for children with SEN and their parents at clinics for psychological preparation for school (Respondent 5.7).
3. Conducting courses for teachers and industrial training specialists on working with children with SEN (Respondent 10.4);
4. Assisting in the employment of college graduates with SEN («inviting businessmen to employment meetings») (Respondent 12.3, Respondent 11.5);
5. Providing textbooks and educational materials in Braille,
6. Opening special groups for students with SEN (Respondent 11.5);
7. Clustering the methodology of inclusive space to strengthen interaction («we are in contact with all 22 colleges (we interact through chats, methodological office, social networks), «Orleu» is working. We are working with the working group of the ME of the Republic of Kazakhstan» - Respondent 12.3);

Preschool organization leaders advocate for the improvement of PPS through measures such as:

1. Providing specialists and teachers for working with children with SEN in kindergartens (training, advanced training) (Respondent 6.6, Respondent 7.5, Respondent 8.5, Respondent 9.6, Respondent 10.6).
2. Early identification of children with SEN (Respondent 8.5).
3. Establishment of consultation points for children with SEN in kindergartens (Respondent 8.5).

Heads of technical and vocational, and post-secondary education organizations propose enhancing the system through:

1. Increasing of additional payment for working with children with disabilities (Respondent 10.4, Respondent 11.5);
2. Introducing positions such as sign language interpreters and inclusive education coordinators into the staff (Respondent 10.4);

8. Organizing competitions for students in grades 8 and 9, such as «Zhas Skills» and «Deaf Skills» (Respondent 12.3).

## Discussion

An analysis of the provided recommendations reveals an understanding among heads of educational organizations regarding the pivotal role of teachers in the implementation of PPS processes. Concurrently, directors' responses align with earlier scholarly assertions regarding the dominance of the medical model of SEN over the socio-pedagogical model [16, 35, 36]. This is evident in recommendations emphasizing the creation of special conditions for children with disabilities, such as the introduction of additional units of special educators into the staffing table, increased additional payments for working with children with disabilities, advanced training of teachers in handling students with disabilities, strengthening material and technical bases (MTB) for persons with disabilities, and initiatives like opening consultation points and special groups for persons with disabilities. These outcomes underscore the necessity for awareness



campaigns targeting educational leaders, emphasizing the creation of special conditions for education tailored not solely to health conditions but also addressing behavioral, emotional, psychological, socio-psychological, economic, linguistic, and cultural factors [15]. It is noteworthy that as of June 2021, the head of an educational organization is legally accountable for any violation of standard admission rules or the failure to create special conditions for education [12]. Therefore, methodologists and specialists in education departments are urged to focus on enhancing the competencies of educational managers in implementing regulatory acts related to inclusive education. Particularly notable is the recommendation by educational leaders to engage with special educational organizations to enhance teachers' qualifications in working with children with disabilities. This underscores the pivotal role of special educators in such contexts, aligning with research findings that highlight the lack of confidence among schoolteachers in their preparedness to work with children with disabilities due to insufficient knowledge about the psychophysical characteristics of these children [7] and the need to obtain it [16].

Given that one of the primary objectives of the study is to develop mechanisms for interaction between educational organizations at all levels to ensure the continuity of inclusive education, the study delved into leaders' opinions on the interaction effectiveness between schools and other educational organizations on issues of PPS for students.

An analysis of responses from secondary school directors indicates that these schools generally interact with preschool organizations, technical and vocational education organizations, and universities. This interaction is manifested through the implementation of joint memoranda between secondary schools, preschool organizations, colleges, and universities to enhance the qualifications of current and future teachers. Additionally, collaborative efforts include joint events for the admission of children with SEN to school and career

guidance activities. However, researchers highlight that this interaction often lacks systematic planning, evident in the absence of a comprehensive plan for PPS for students across educational organizations, ranging from kindergarten to vocational training. Moreover, the involvement of specialists in PPS is noted primarily during the admission and graduation processes for children with disabilities, indicating the need for a more integrated and systematic approach.

Considering the stipulations within the Rules of PPS [15], it is imperative to acknowledge the diverse participants involved in the process. These include the administration, teaching staff encompassing teachers, educators, psychologists (teacher-psychologists), special educators, speech therapists, social care teachers, and teaching assistants. Furthermore, employees of educational organizations, students with SEN and their parents (legal representatives) collectively contribute to the comprehensive network of PPS. In this context, the heads of educational organizations are tasked with exerting diligent efforts to organize and facilitate the process of PPS both within and beyond the organizational confines.

A noteworthy outcome of the study highlights the positive role of secondary schools as resource centers for the advancement of inclusive education. These schools serve a crucial function in enhancing the professional competence of current and future teachers to effectively implement inclusive practices. Additionally, higher education institutions demonstrate an interesting approach by establishing departments of PPS, as well as pedagogical classes within secondary schools. The practice of dual training and employment for future PPSS specialists, based on collaboration with secondary schools and non-governmental organizations, exemplifies an innovative initiative. Furthermore, technical and vocational education organizations engaging with special educational organizations and business representatives to address employment challenges for individuals with SEN underscores a cooperative approach.

Despite certain positive outcomes in the implementation of PPS for students, researchers identify a lack of a systematic and comprehensive support system for students during the transition between different educational levels. In response, the research group proposes several measures, drawing upon international [20, 21, 41] and domestic experiences [30, 31], to implement continuous comprehensive PPS for students at all levels of education:

1. Creation of an accessible physical and educational environment in educational organizations of all levels.
2. Provision of the material and technical base to enable comprehensive special PPS, considering individual capabilities and SEN.
3. Supplying educational organizations with educational, methodological, and scientific-methodological literature for working with children with SEN.
4. Advanced training for administration, teachers, and PPSS specialists for continuous support of students with SEN across all levels of education, including the implementation of individual programs.
5. Interaction of educational organizations at various levels among themselves, and with special organizations, additional education organizations, healthcare, and social protection to address issues of PPS, socialization, and employment.
6. Engagement of educational organizations with parents (legal representatives) of students with SEN for participation in the PPS process, including professional self-determination.
7. Development of measures for the professional training of students with SEN, incorporating individual capabilities and SEN into career guidance work and technical and vocational education programs.
8. Dissemination of positive experiences from resource centers for the development of inclusive education to enhance teachers' professional competence in implementing

inclusive practices throughout the country.

9. Dissemination of positive experiences from the Coordination Council, illustrating effective collaboration among various structures in implementing inclusive practices.

10. Adherence to the principles of continuity, consistency, and interdepartmental interaction in the implementation of the PPS process for students at all levels of education.

A successful example of the implementation of continuous comprehensive PPS for students at all levels of education is observed in the regional model of interaction in the Akmola region. This model, when combined with the study results and positive international and domestic experiences, can serve as a robust foundation for developing a model of comprehensive PPS for the inclusive educational process, emphasizing continuity and coherence.

## Conclusion

The analysis of both international and domestic experiences has underscored the efficacy of employing interdepartmental and systematic approaches in the organization of PPS for students. The UNESCO World Education Monitoring Report Team recommends key factors contributing to the successful development of inclusive education. These factors include fostering cooperation among government organizations, ministries, economic sectors, and levels of government, facilitating the exchange of experiences and resources for the implementation of inclusion, ensuring the continuous professional development of teachers, and promoting the interaction of teachers with parents and communities [41].

Drawing from the findings of this study, the research group members have suggested strategies for implementing continuous and comprehensive PPS for students across all levels of education. These proposals will be taken into consideration by researchers when formulating a model for integrated

PPS within the context of inclusive educational processes, emphasizing continuity and coherence. The scientific and methodological foundation for the mechanisms of interaction among educational organizations at all levels, as developed by the researchers to ensure continuity and coherence in inclusive education, is based on the regional model of collaboration between various structures. This model has been successfully implemented for a decade in the Akmola region and serves as the underpinning framework for the activities of the Coordination Council [30, 42].

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## Организационно-педагогические основы взаимодействия организаций образования всех уровней как фактор преемственности и непрерывности психолого-педагогического сопровождения

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**Аннотация.** В статье рассматриваются вопросы реализации организациями образования всех уровней процесса психолого-педагогического сопровождения обучающихся. По итогам результатов отечественных исследований состояния психолого-педагогического сопровождения, проведённых авторами, выявлена недостаточная эффективность работы служб психолого-педагогического сопровождения обучающихся, трудности большинства педагогов общеобразовательных школ в работе с детьми с особыми образовательными потребностями. С целью изучения состояния психолого-педагогического сопровождения воспитанников и обучающихся при получении дошкольного, среднего, технического и профессионального, послесреднего образования, а также определения путей совершенствования деятельности организаций образования по психолого-педагогическому сопровождению обучающихся в условиях инклюзивного образования членами исследовательской группы проведено научное исследование в дошкольных организациях, общеобразовательных школах, организациях технического и профессионального, послесреднего образования. Анализ результатов исследования, проведённый методом триангуляции качественных и количественных данных, полученных в результате изучения международного и отечественного опыта, действующих нормативных документов Казахстана по вопросам оказания психолого-педагогического сопровождения, результатов исследований состояния психолого-педагогического сопровождения в организациях образования страны выявил ряд проблемных вопросов в реализации процесса психолого-педагогического сопровождения обучающихся. Основными трудностями по реализации процесса психолого-педагогического сопровождения обучающихся, как отмечают члены исследовательской группы, является преобладание медицинской модели особых образовательных потребностей над социально-педагогической в мышлении педагогов; несистемность процесса психолого-педагогического сопровождения; недостаточное внутреннее и внешнее взаимодействие организаций образования всех уровней в оказании комплексной психолого-педагогической поддержки обучающихся на всех уровнях образования. По итогам исследования членами исследовательской группы сформулирован вывод о необходимости применения системного подхода в реализации непрерывного комплексного психолого-педагогического сопровождения обучающихся на всех уровнях образования; предлагаются пути реализации непрерывного комплексного психолого-педагогического сопровождения обучающихся на всех уровнях образования. Данные организационно-педагогические условия составят научно-методологическую основу для разработки исследователями модели комплексного психолого-педагогического сопровождения инклюзивного образовательного процесса на основе преемственности и непрерывности.



**Ключевые слова:** инклюзивное образование, психолого-педагогическое сопровождение, межведомственное взаимодействие, системный подход, непрерывность, преемственность.



## Психологиялық-педагогикалық қолдаудың сабақтастығы мен үздіксіздігінің факторы ретінде барлық деңгейдегі білім беру ұйымдарының өзара іс-қимылының ұйымдастырушылық-педагогикалық негіздері

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**Аңдатпа.** Мақалада білім беру ұйымдарының білім алушыларды психологиялық-педагогикалық қолдау процесінің барлық деңгейлерін іске асыру мәселелері қарастырылады. Авторлар жүргізген психологиялық-педагогикалық қолдаудың жағдайын отандық зерттеу нәтижелерінің қорытындысы бойынша білім алушыларды психологиялық-педагогикалық қолдау қызметтері жұмысының тиімділігінің жеткіліксіздігі, жалпы білім беретін мектеп педагогтері көпшілігінің ерекше білім беруді қажет ететін балалармен жұмыс істеудегі қиындықтары анықталды. Мектепке дейінгі, орта, техникалық және кәсіптік, орта білімнен кейінгі білім алу кезінде тәрбиеленушілер мен білім алушыларды психологиялық-педагогикалық қолдаудың жағдайын зерделеу, сондай-ақ инклюзивті білім беру жағдайында білім алушыларды психологиялық-педагогикалық қолдау бойынша білім беру ұйымдарының қызметін жетілдіру жолдарын айқындау мақсатында зерттеу тобының мүшелері мектепке дейінгі ұйымдарда, жалпы білім беретін мектептерде, техникалық және кәсіптік, орта білімнен кейінгі білім беру ұйымдарында ғылыми зерттеу жүргізді. Халықаралық және отандық тәжірибені зерделеу нәтижесінде алынған сапалық және сандық деректерді триангуляциялау әдісімен жүргізілген зерттеу нәтижелерін, психологиялық-педагогикалық қолдау көрсету мәселелері бойынша Қазақстанның қолданыстағы нормативтік құжаттарын, еліміздің білім беру ұйымдарындағы психологиялық-педагогикалық қолдаудың жағдайын зерделеу нәтижелерін талдау білім алушыларды психологиялық-педагогикалық қолдау процесін іске асыруда бірқатар проблемалық мәселелерді анықтады. Зерттеу тобының мүшелері атап өткендей, білім алушыларды психологиялық-педагогикалық қолдау процесін іске асырудағы негізгі қиындықтар әкімшіліктің, мамандардың, білім беру ұйымдары педагогтерінің ойлауындағы әлеуметтік-педагогикалық қажеттіліктерден ерекше білім беру қажеттіліктерінің медициналық моделінің басым болуы; психологиялық-педагогикалық қолдау процесінің жүйесіздігі; білім берудің барлық деңгейлерінде білім алушыларды кешенді психологиялық-педагогикалық қолдауды қамтамасыз етуде барлық деңгейдегі білім беру ұйымдарының ішкі және сыртқы өзара іс-қимылының жеткіліксіздігі болып табылады. Зерттеу қорытындысы бойынша зерттеу тобының мүшелері білім берудің барлық деңгейлерінде білім алушыларды үздіксіз кешенді психологиялық-педагогикалық қолдауды іске асыруда жүйелі тәсілді қолдану қажеттілігі туралы қорытынды тұжырымдады; білім берудің барлық деңгейлерінде білім алушыларды үздіксіз кешенді психологиялық-педагогикалық қолдауды іске асыру жолдары ұсынылады. Бұл ұйымдастырушылық-педагогикалық жағдайлар зерттеушілердің сабақтастық пен үздіксіздік негізінде инклюзивті білім беру процесін кешенді психологиялық-педагогикалық қолдау моделін әзірлеуі үшін ғылыми-әдістемелік негізді құрайды.



**Кілтті сөздер:** инклюзивті білім беру, психологиялық-педагогикалық қолдау, ведомстваралық өзара байланыс, жүйелі тәсіл, үздіксіздік, сабақтастық.

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