



Арнайы және инклюзивті білім беру

Специальное и инклюзивное образование

Special and inclusive education

IRISTI 14.15.01

DOI 10.59941/2960-0642-2024-4-201-214

## Psychological and pedagogical support for the successful education and development of children with special educational needs

L.A. Butabayeva<sup>1</sup>, L.I. Shalabayeva<sup>\*2</sup>, A.M. Baikulova<sup>3</sup>, K.S. Tebenova<sup>4</sup>

<sup>1</sup>National Academy of Education named after Y. Altynsarin, Astana, Kazakhstan

<sup>2</sup>International University of Tourism and Hospitality, Turkistan, Kazakhstan

<sup>3</sup>Kazakh National Women's Teacher Training University, Almaty, Kazakhstan

<sup>4</sup>Karaganda Buketov University, Karaganda, Kazakhstan

\*lolabany84@mail.ru



**Abstract.** This article addresses the challenges associated with ensuring the successful education and development of school-aged children with special educational needs. In today's educational landscape, it is critical to create inclusive environments that cater to the diverse needs of these children, regardless of their individual characteristics. Providing equitable and accessible education is the fundamental responsibility of the state, prioritizing the well-being and rights of all citizens. However, achieving this goal relies heavily on the specialized efforts of teachers. By leveraging their expertise, educators play a vital role in ensuring fair treatment and equal learning opportunities for students with varying abilities. To meet these objectives, the study utilized methods of theoretical analysis and empirical research. The primary method involved conducting surveys among teachers and parents, based on a structured questionnaire developed by the authors. The findings highlight the importance of engaging parents or legal guardians, alongside psychologists, in the educational process through active and collaborative interactions. This approach enhances the psychological and pedagogical competencies of teachers working with special educational needs, thereby improving the overall quality of inclusive education. Both positive and negative patterns in the participants' interactions with a psychologist in educational relations were found by analyzing the survey results. The structure and substance of the psychologist's work with schoolchildren who have special educational needs, as well as their interactions with teachers, parents, and legal agents, all reflect the peculiarities of their inclusive practice.



**Keywords:** school-aged children, special educational needs, inclusion, psychological and pedagogical support, successful education



Қалай дәйексөз алуға болады / Как цитировать / How to cite:

Butabayeva, L. A., Shalabayeva, L.I., Baikulova, A.M., Tebenova, K.S. Psychological and pedagogical support for the successful education and development of children with special educational needs // Scientific and pedagogical journal "Bilim". – Astana: NAE named after Y. Altynsarin, 2024. – №4. – P. 201-214.

## Introduction

The education of students requiring special education involves the provision of support services alongside their typically developing peers in both formal and informal educational settings. Within the framework of inclusive education, which is defined as "the implementation of special education practices that prioritize the continuity of learning in preschool, primary, secondary, and non-formal educational institutions," it is imperative to address the specific needs of students with disabilities. This entails creating environments that minimize restrictions and provide optimal educational opportunities tailored to their unique requirements [1]. Inclusive education emphasizes the integration of individuals with special educational needs (SEN) into mainstream educational environments, ensuring their learning occurs alongside peers who do not have disabilities. These practices are implemented across public and private institutions at various levels, including preschool, primary, secondary, and beyond [2]. Increasingly, inclusive education has emerged as a pivotal topic in global discussions concerning educational policy and practice [3]. It is widely recognized as a key strategy for advancing the development and equitable treatment of children and youth with disabilities [4].

The overarching goal of such initiatives is to establish an educational system that not only addresses the needs of all learners but also aligns with international standards for quality and accessibility in education. By adopting these principles, many nations have prioritized the development of policies that promote the integration and support of individuals with diverse learning needs, thereby reinforcing the importance of inclusivity in modern education systems.

Currently global educational space is facing

with huge challenges so that must be created a special educational condition for each child in spite of their personal qualities. The creation of equal and accessible education is what the state must ensure, first of all, for its citizens. Equal and accessible education is impossible without the special work of teachers and joint collaboration with teachers and parents. Using their skills and abilities, teachers should ensure equal treatment and equal education of schoolchildren with different educational abilities.

Inclusive education is the key to creating a new type of society that is beneficial to the state and accepts all people. To do this, it is necessary to provide everyone with the opportunity to receive an education of equal quality and quantity, so that any child can realize himself and become an individual, as this is necessary for society. A necessary condition for this is a change in the structure of school buildings, the layout of classrooms, the nature of the lessons themselves, providing psychological and pedagogical support, so that all this fulfills the requirements of not only typical children, but also children with special educational needs.

One of the key perspectives are to form an inclusive culture for children, teachers and parents, to provide with psychological, medical and pedagogical support, to include an adaptive educational environment in the educational process for ensuring the whole equality. At the same time, inclusive education involves the application of a personalized approach focused on ensuring the effectiveness of the learning process itself and on stimulating school-age children to achieve success in learning at their own pace and at the level of their capabilities, which requires the development of scientific, methodological and pedagogical support.

Psychological and pedagogical support is carried out on the basis of assessing the special educational needs of school-age children:

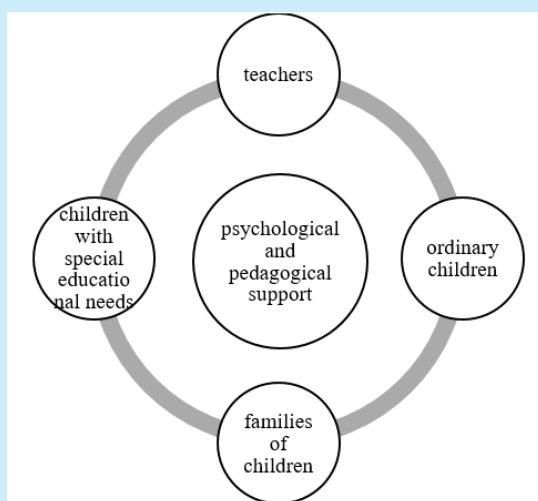
- with behavioral and emotional problems, unfavorable psychological factors (disorders of upbringing in the family, parent-child and intra-family relations);
- with obstacles of a socio-psychological, economic, linguistic, cultural nature (pedagogical neglect of children from socially dangerous families, children who have difficulties in adapting to society);
- there are developmental defects (hearing, vision, intelligence, speech, musculoskeletal system, mental retardation and emotional-volitional disorders).

Psychological and pedagogical support is provided by a teacher-psychologist; a speech therapist; a special teacher; a methodological assistant; a social teacher. Psychological and pedagogical conditions for successful education and development:

- 1) making changes to curricula;
- 2) changing approaches to assessing learning outcomes (school-age children's achievements);

- 3) using variable, special and alternative teaching methods;
- 4) choosing textbooks, teaching and methodological complexes, preparing individual educational materials;
- 5) choosing the form of education;
- 6) creating a barrier-free environment and adapting the educational institution;
- 7) using technical auxiliary (compensatory) means and special vehicles;
- 8) special psychological and pedagogical support for school-age children with disabilities (psychologist, special teacher, assistant teacher) is carried out on the basis of the conclusion and recommendation of the PMPC. The psychological and pedagogical support for children with special educational needs is provided by a team of specialists jointly with teaching staff of the school [5].

S. V. Alyokhina identifies the main subjects of inclusive education, to varying degrees included in the process of psychological and pedagogical support: a child with disabilities; other children of an inclusive class or group; parents (legal representatives) of all students of a class or group; the teaching staff of a general education organization (Figure 1) [6].



**Figure 1 - Subjects of psychological and pedagogical support in a single educational space**

O.G. Prikhodko highlights the tasks of psychological and pedagogical support in relation to all participants in inclusive education.

• **In relation to students with special educational needs:**

- constant monitoring of the psychological and pedagogical status of a student with special educational needs in the dynamics of his mental development;
- creation of psychological and pedagogical conditions for effective adaptation and ensuring success in learning;
- providing support in adapting to new living conditions;
- providing systematic assistance to children with special educational needs in the learning process;
- organization of a comfortable stay of children with special educational needs in society, taking into account their mental and physical abilities;

• **in relation to students with normal psychophysical development:**

- prevention of problems in development;
- assistance in solving urgent problems of development, education, socialization, including problems related to establishing positive relationships with peers, teachers or parents (legal representatives);
- psychological support of educational programs;

• **in relation to the families of students:**

- systematic psychological assistance to parents (legal representatives) of students;
- increasing the level of psychological and pedagogical competence of parents (legal representatives);
- increasing the level of rehabilitation competence of parents (legal representatives) of students with special educational needs;
- assistance in making the right choice

of an educational route for a child with special educational needs;

- formation of psychological culture;
- **In relation to teachers involved in the implementation of inclusive practice, this is:**
  - improvement of professional competence;
  - formation of skills of coordinated teamwork;
  - formation of psychological culture [7].

According to Kazakova E. I. psychological and pedagogical support “providing assistance to a child, his family and teachers, preserving on its basis the maximum freedom and responsibility of the subject of development in choosing a way to solve an urgent problem; a multidisciplinary method provided by combining the efforts of teachers, psychologists, social and medical workers; the subjective potential of diagnosing a problem and solving it, a possible harmonious solution unity between information search for ways, drawing up an action plan and first aid in its implementation; the direction for which the development entity itself is responsible for helping to create a territory” [8].

V.E. Pahalyan, considering the concept of psychological and pedagogical support, pays attention to the positive development of relations between children and adults in an educational situation, the psychological and mental development of the child with an orientation towards the zone of his proximal development [9].

According to M.R. Bityanova, psychological and pedagogical support is the entire system of professional activity of a psychologist. It is aimed at creating social and psychological conditions for emotional well-being, successful development, education and training of a child in situations of social and pedagogical interactions organized within the framework of an educational institution.

The author sees the task of a teacher-psychologist in interaction with a child as

creating conditions for “productive progress along the paths that he has chosen himself in accordance with the requirements of the teacher and family psychological and pedagogical support.” In other words, the author believes that is scientific psychological and pedagogical support for the educational process.

The purpose of pedagogical support is the directed development of the accompanied human personality to the goal, which is carried out through special pedagogical systems in institutional formalization. the concept of pedagogical support is interested in monitoring, consulting, personal participation, it is considered as a process of encouraging the maximum independence of the child, manifested in his activity.

N.B. Krylova understands pedagogical support as the ability to be next to the student, to follow, to accompany him in his individual educational route, in his individual movements in learning [10].

The main task for organizing psychological and pedagogical support in the field of special education is the formation of an independent, responsible and at the same time socially mobile personality, capable of activity adapting to the modern labor market, ready for successful socialization in society. When children with special educational needs interact with normally developing students, an important characteristic of psychological support is the creation of healthy and friendly conditions for the transition of a person to self-assistance which means not correcting and reconstructing shortcomings, but try to search for hidden resources of human development, relying on one's own capabilities and creating psychological conditions for restoring communication on this basis. From the pedagogical point of view, the emphasis is placed on the formation of educational skills, an opportunity is created to organize the

activity of students, to form the role of the student or in other words student-centered approach.

## Materials and methods

This study employed qualitative approach, including open-ended questions to ensure a comprehensive understanding of the subject and to gain in-depth insights into experiences and perceptions of teachers and parents regarding inclusive education.

The study was conducted in two phrases. In the first phrase, existing literature on inclusive education was reviewed to identify key themes and gaps. In the second phrase, questionnaires were distributed to 16 teachers with 35-55 years of experience in inclusive classrooms and 17 parents of children with special educational needs, selected through purposive sampling.

Data collection tools included: semi-structured questionnaire designed for teachers and parents to evaluate their perceptions of inclusive education.

## Results and Discussion

Inclusive education can improve the lives of children with special educational attainment, give them the opportunity to hope for life and convince them that the future is bright. Another type of inclusive learning is the implementation of a mainstream strategy [11]. This is also the case when children with special educational needs interact with their peers outside of their studies: at holidays, festivals, etc. participation in such celebrations increases the skills of children to adapt to the social environment. The main principle of such types of work is organized on the basis of the principle of inclusion philosophy. Therefore, the types of support work include the following principles. Such principles can be classified as follows:

**Table 1- The principles of inclusive education**

Principles	Characteristics
The Principles of Humanism	the principle of implementation of the humanistic direction in the educational process. It is intended for the child to respect his own personality and develop his individuality;
The Principles of Individuality	the principle of teaching a child in an individual way. Organization of individual work taking into account the individual character traits of the child, the level of development and capability;
The activity-based principle	The main task of this principle is an activity-based approach in the teaching process and a child should be taught through play and games;
Principles of Communication	socio-psychological protection of the child, Organization of dialogue interaction between teachers and the child;
The principle of Independence	support the independent work of the child, increase his activity;
The principle of Cooperation	involvement of all participants in the educational process, co-operation;
The principle of partnership	Organization of partnership relations of the child's family, school, social teacher [12].

The primary aim of support is to establish social and pedagogical conditions that empower each child to take ownership of their life, activities, interactions, and inner development. A key objective is to cultivate an educational environment that fosters effective learning and facilitates the psychological growth of students. Central to this approach is the principle of respecting individual autonomy, emphasizing the importance of personal choice and self-determination in critical life decisions [13].

In the process of conducting a pedagogical experiment on the topic of scientific research, the concept of a model of psychological and pedagogical support for school-age children with developmental features that determine the special educational needs of students in the process of implementing an individual learning program in conditions of equal and successful education was developed and tested. The concept reflected the main theoretical provisions that determined the design of the model of psychological and pedagogical support for children from with developmental characteristics that determine the special needs of students in the process of implementing an individual training program in conditions of equal and

successful education. The concept describes seven main theoretical and methodological provisions that are important for the effective implementation of the tasks of inclusive education in general, and models of psychological and pedagogical support for children with developmental disabilities that determine the special needs of students in the process of implementing an individual learning program in conditions of equal and successful education, in particular.

Pedagogical activity acquires new characteristics: Intrasubject, interdisciplinary, integrative, subject-subject (socially adaptive, psychological and pedagogical support and assistance, health savings, developmental and correctional, etc.); forms of organization: integration of educational activities and cultural practices of communication between students with non-standard desires and needs in the field of education as conditions for the formation of tolerant models behavior; interdisciplinary interrelation of content and technologies of various types of educational activities as an extension of educational opportunities and means; timely psychological and pedagogical support and assistance to students in situations of difficulties in the

process of educational and extracurricular activities (teaching, socialization, communication). In the pedagogical activity of a teacher in the context of inclusive education, the following are updated other technologies include breakthrough humanitarian, cultural practices, social events, social situations of choosing ways of cognition, communication, health preservation, mechanisms of “inclusion” in students with non-standard needs in the field of education of volitional self-regulation and self-control in the self-realization of their creative ideas.

The individually differentiated approach has opened up new approaches to the creation and implementation of psychological and pedagogical support for students with non-standard desires and needs in the field of education in conditions of successful equal education:

- ensuring the possibility of organizing an individual educational trajectory;
- implementation of individual selection for the selection of content, methods and means of education, development, social adaptation;
- actualization of the potential of the student (cognitive, social, communicative experience), his possibilities of self-realization in activities, social situation, among adults and peers.

The model of psychological and pedagogical support for school-age children with developmental peculiarities that determine the special needs of students in the process of implementing an individual training program in conditions of equal and successful education is represented by components: normative-theoretical, scientific-methodological, subject-subject, evaluative-effective.

Monitoring of the quality and effectiveness of the implementation of the prototype for

school-age children with developmental disabilities that determine the special needs of students in the process of implementing an individual learning program in conditions of successful education was carried out in three stages:

- incoming - in order to determine the initial state of the practice of inclusive education and the degree of development and socialization of children with non-standard learning needs;
- intermediate – to identify the real level of development of students and the quality of implementation of support for school-age children with developmental characteristics that determine the special educational needs of students in the process of implementing an individual training program in conditions of equal and universal education, to implement prompt, timely correction of the learning process and psychological and pedagogical support;
- the final one – in order to establish indicators of the effectiveness of bringing to life a prototype of psychological and pedagogical support for school-age children with developmental characteristics that determine the special needs of students in the process of implementing an individual training program in conditions of successful education.

Pedagogical support for the education of children with special educational needs is a purposeful professional activity of specialists focused on identifying the current level of development and the zone of immediate development, as well as the special educational needs of each child; promote schoolchildren's achievement of individual results and create a “condition of success”; monitoring the individual development of each child.



**Table 2 - A model of support for individual learning**

Organizational stages of special educational process	Actions of the support specialists
Determining the form of organization of training	Conduct parental consultations and analyze prior educational outcomes
Conducting PMPc	Perform a comprehensive assessment of child's development. Prepare tailored training recommendations, identify suitable teaching methods, and select appropriate forms of educational interaction to align with the student's learning needs.
Appointment of a teacher	Provide guidance to teachers on understanding the unique characteristics of the student's development, including their abilities and limitations.
Conducting pedagogical testing and creating an individual schedule	Offer teacher assistance with specific recommendations regarding workload. Advise parent on their role in supporting the learning process to ensure effective participation.
Developing an individual educational plan	Adapt the general curriculum to align with the student's interests and learning goals. Incorporate a structured framework of corrective, developmental, and advisory interventions. Support the class teacher with strategies to promote the child's socialization and foster an environment conducive to their success.
Conducting training sessions	Facilitate individualized consultations with teachers and analyze the most effective forms of educational practices. Collaborate with parents by offering training and consultation sessions

It is crucial for psychologists involved in the support system to recognize that their primary focus should be on the fostering children's academic achievement, enhancing their motivation for learning and ensuring their success in acquiring knowledge. Without this foundation, other outcomes become secondary and fail to contribute meaningfully to the overarching goal of providing high quality education for the child.

Teachers' practices play pivotal role in promoting in promotive effective inclusion, as demonstrated by numerous studies highlight key elements of practice that support the inclusion of students with special educational needs, such as the use of scaffolding, modeling, contingency management, and other effective instructional strategies, including feedback [14]. Additionally, collaboration

and teamwork are recognized as vital components of inclusive education. Recent research underscores the importance of allocating time for joint planning and reflective discussions to ensure the success of teamwork [15].

To begin with, it is essential to assist teachers in inclusive classrooms to align their activities with those of school psychologists. This collaboration enhances the quality of both corrective and educational interventions while also improving educational outcomes. Initially, it is important to assess the situation within the school context. For this purpose, a questionnaire titled "Effectiveness of interaction between a teacher and a school psychologist" was utilized, with responses collected anonymously from 16 teachers. The quantitative results of the survey are presented in Table 3.



**Table 3 -The quantitative results of the survey**

No	Questions	Number of answers	
		Yes	No
1	Do you agree with the statement that assessing the mental health problem of students is the task of a teacher psychologist, but also of other school specialists?	12	4
2	Is it necessary to consult a teacher psychologist if a child has poor academic performance and development?	15	1
3	Is it crucial for you the result of the diagnosis of interpersonal relationships of your students conducted by a school psychologist?	14	2
4	Is it important to follow of a school psychologist's recommendations regarding child's development and success in learning?	10	6
5	Will you inform the school psychologist if parents or legal representatives have questions to the psychologist in his/her absence?	13	3
6	Is it necessary to invite a school psychologist to parent-teacher meetings?	13	3

A qualitative analysis of the survey results allowed us to identify the following positive trends: - teachers consider the assessment of the mental health problem of schoolchildren to be the task not only of a psychologist, but also of other school specialists (12 teachers, 76%);

- teachers agree on the need to consult a psychologist on the academic performance and development of schoolchildren (15 teachers, 94%);
- teachers are involved in the results of the diagnosis of interpersonal relationships of schoolchildren conducted by a psychologist (14 teachers, 88%);
- teachers see the need to invite a school psychologist to parent-teacher meetings, to inform him about emerging issues of parents (13 teachers, 82%).

At the same time, the survey allowed us to see a problematic place - the teachers rated the level of their psychological knowledge as average (11 teachers, 68%), there is also a low level (5 teachers, 32%). At the same time, in the open questions of the questionnaire, teachers noted that they often seek methodological and advisory help from a psychologist, which they will effectively use in working with children with special

educational needs.

Summarizing the above, it can be noted that the survey revealed the need to increase the level of psychological knowledge of teachers. Teachers can gain special knowledge through trainings, master classes, consultations, conversations, memos and other forms of work. All forms of activities in this direction are reflected in the annual planning of the psychologist.

In order to find out the effectiveness of the interaction between the school psychologist and parents, they were offered a questionnaire. 17 parents (legal representatives) of schoolchildren with special educational needs took part in the survey. The analysis of the survey results allowed us to draw the following conclusions:

- most parents take an adequate position in the mental disorders of their child. They are aware of the violation of the child's psyche as a defect, but the defect is removable, requiring special work on the part of both teachers and parents themselves (14 parents, 82%);
- parents are not ready to actively interact with a psychologist in the process of eliminating mental disorders, arguing

their position with a lack of time (9 parents, 53%);

- parents do not have sufficient psychological knowledge (13 parents, 76%). At the same time, they noted the greatest interest in workshops, master classes, and individual sessions with a psychologist (15 parents, 88%).

Therefore, the poll indicates that in order to improve their psychological and pedagogical competencies, parents' legal representatives must be actively involved in the educational and correctional processes. Thus, it is necessary to broaden the scope of cooperation with parents or legal representatives of children with special education requirements in order to provide them with easily available strategies and tactics for rehabilitating schoolchildren's mental health.

The finding indicates that parents of children with special educational needs often lack of sufficient psychological knowledge (76% of parents surveyed). This aligns with findings from previous research, which highlight that a lack of understanding and training among parents can hinder their ability to support their children's education effectively [16]. Addressing this issue through workshops and individual sessions, as preferred by 88% of the surveyed parents, has been proven effective in improving parental competencies in other studies [17].

Furthermore, research emphasizes the critical role of parental involvement in educational and correctional processes. Studies have shown that active participation by parents not only support academic achievement but also significantly contributes to the mental well-being of children with special needs [18].

To bridge these gaps, it is imperative to broaden cooperation between schools and parents. Practical steps could include providing structured training sessions and creating accessible resources to add their psychological and pedagogical needs [19].

## Conclusion

The study of the effectiveness of the psychologist's interaction with participants in educational relations took place through a questionnaire. The questionnaires were offered to educators of inclusive groups, as well as to parents (legal representatives) of schoolchildren with special educational needs. A total of 16 educators and 17 parents (legal representatives) took part in the survey. The results of the survey allowed us to draw the following conclusions:

- teachers of inclusive classes are interested in effective interaction with a psychologist in order to achieve a certain positive effect of correctional and developmental work with schoolchildren with special educational needs.
- parents (legal representatives) of children with special educational needs, with a sufficient level of understanding of the need for correctional assistance, are not ready for active interaction with a teacher.
- teachers of an educational organization and parents (legal representatives) of children with special educational needs do not have sufficient psychological knowledge.

Both positive and negative patterns in the participants' interactions with a psychologist in educational relations were found by analyzing the survey results. The structure and substance of the psychologist's work with schoolchildren who have special educational needs, as well as their interactions with teachers, parents, and legal agents, all reflect the peculiarities of their inclusive practice.

Overall, inclusive education promotes the integration of all learners, providing them with the opportunity to excel academically and grow socially and emotionally. By fostering collaboration among educators, specialists, and families, it ensures that no child is left behind in their journey towards a fulfilling educational experience.

## Acknowledgments

This research was conducted within the framework of the program-targeted financing of the Ministry of Science and Higher Education of the Republic of Kazakhstan BR21882231 «Conceptual model of ensuring inclusion and accessibility in Kazakhstani secondary education system» (2023-2025 y.)

## Bibliography

1. **Sucuoglu, B.** Mainstreaming applications in Primary education: approaches, methods, techniques. Root Publishing, 2010.
2. **Osborne Jr, A. G., & Dimattia P.,** The IDEA's least restrictive environment mandate: Legal implications. *Exceptional Children*, 61(1), 6-14, 1994.
3. **Farrell, P., & Ainscow, M.** Making special education inclusive: From research to practice. London: David Fulton Publishers, 2002.
4. **Lindsay, G.** Educational psychology and the effectiveness on inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77, 1-24, 2007.
5. **Алехина С. В., Семаго М. М.** Создание и апробация модели психолого-педагогического сопровождения инклюзивной практики: методическое пособие. М.: МГППУ, 2012. – 156 с.
6. Приказ Министра образования и науки Республики Казахстан от 12 января 2022 года № 4. <https://adilet.zan.kz/rus/docs/V2200026618>
7. **Приходько, О. Г.** Деятельность специалистов сопровождения при включении обучающихся с ограниченными возможностями здоровья и детей с ограниченными возможностями здоровья в образовательное пространство: методические материалы для специалистов сопровождения: логопедов, дефектологов, педагогов, психологов, тьюторов и социальных педагогов 81 образовательной организации /О. Г. Приходько. – М.: ГБОУ ВПО МГПУ, 2014. – 102 с.
8. **Казакова, Е. И.** Система комплексной поддержки детей: от базовой концепции к практике. Санкт-Петербург, 1998.
9. **Пахалян, В. Е.** Психологическое консультирование. Санкт-Петербург: Питер, 2006. – 256 с.
10. **Крылова, Н. Б.** Очерки по понимающей педагогике. – М.: Народное образование, 2003. – 441 с.
11. **Трохирова Ю. В., Зимина Е. В.** Инклюзивное образование как фактор повышения качества жизни детей с ограниченными возможностями здоровья. *Известия Иркутской государственной академии*, 2014.
12. **Смолярчук И. В., Толстошеина В. М., Вязова Н.В.** Психолого-педагогическое сопровождение детей в условиях инклюзивного образования.

Волжский педагогический вестник, 2014, № 1 (2).

13. **Битянова М. Р.** Ключ с правом передачи. Школьный психолог, 2000, № 42, с. 15-20.
14. **Flem, A., Moen, T., & Gudmundsdottir, S.** Towards inclusive schools: A study of inclusive education in practice. *European Journal of Special Needs Education*, 19 (1), 85-98, 2004.
15. **Hunt, P., Soto, G., Maire, J., & Doering, K.** Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children*, 69, 315-332, 2003.
16. **Desforges, C., & Abouchaar, A.** The Impact of Parental Involvement, Parental Support, and Family Education on Pupil Achievements and Adjustment. Department for Education and Skills, 6-24, 2003.
17. **Butler, J., Gregg, L., & Calam, R.** Parents' perceptions and experiences of parenting programmes: A systematic review and metasynthesis of the qualitative literature. *Clinical Child and Family Psychology Review*, 23 (2), 176-204, 2020.
18. **Utami, A.Y.** "The Role of Parental Involvement in Student Academic Outcomes." *Journal of Education Review Provision*, vol.2, no.1, 2022, pp 17-21.
19. **Epstein, Joyce L., & Mavis G. Sanders.** School, Family, and Community Partnerships: Your Handbook for Action. Crowin Press, 2006. pp.157-166.

## References

1. **Sucuoglu, B.** Mainstreaming applications in Primary education: approaches, methods, techniques. Root Publishing, 2010.
2. **Osborne Jr, A. G., & Dimattia, P.** The IDEA's least restrictive environment mandate: Legal implications. *Exceptional Children*, 61(1), 6-14, 1994.
3. **Farrell, P., & Ainscow, M.** Making special education inclusive: From research to practice. London: David Fulton Publishers, 2002.
4. **Lindsay, G.** Educational psychology and the effectiveness on inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77, 1-24, 2007.
5. **Alekhina S. V., Semago M. M.** Sozdanie i aprobatsiia modeli psihologo-pedagogicheskogo soprovozhdeniia inklüzivnoi praktiki [Development and validation of a model for psychological and pedagogical support in inclusive practice]: metodicheskoe posobie. М.: МГППУ, 2012. – 156 с.
6. Приказ Министра образования и науки Республики Казахстан от 12 января 2022 года №4 [Order of the Minister of Education and Science of the Republic of Kazakhstan]: <https://adilet.zan.kz/rus/docs/V2200026618>
7. **Prizhodko, O. G.** Deiatelnost spetsialistov soprovozhdeniia pri vklúchenii obychnaiyihsia s ogranichennymi vozmojnostiami zdorovia i detei s ogranichennymi vozmojnostiami zdorovia v obrazovatelnoe prostranstvo: metodicheskoe posobie. М.: МГППУ, 2014. – 102 с.

- materialy dla spetsialistov soprovozhdeniia: logopedov, defektologov, pedagogov, psihologov, tsiytorov i sotsialnyh pedagogov 81 obrazovatelnoi organizatsii [Activities of support specialists in integrating students with disabilities and children with special needs into the educational environment: methodological materials for support specialists, including speech therapists, special education teachers, educators, psychologists, tutors, and social workers of 81 educational organizations.] /O. G. Prihodko. – M.: GBOY VPO MGPY, 2014. - 102 s.
8. **Kazakova, E. I.** Sistema kompleksnoi podderjki detei: ot bazovoi kontseptsii k praktike [Comprehensive Support System for Children: From Basic Concept to Practice] / Sankt-Peterbýrg, 1998.
  9. **Pahalian, V. E.** Psihologicheskoe konsýltirovanie [Psychological Counseling] Sankt-Peterbýrg: Piter, 2006. - 256 s.
  10. **Krylova, N. B.** Ocherki po ponimaniyu pedagogike [Essays on Understanding Pedagogy] – M.: Narodnoe obrazovanie, 2003. - 441 s.
  11. **Trohirova Iy. V., Zimina E. V.** Inklýzivnoe obrazovanie kak faktor povysheniia kachestva jizni detei s ogranichennymi vozmojnostiami zdorovia [Inclusive education as a factor in improving the quality of life of children with disabilities] / Izvestia Irkútskoi gosýdarstvennoi akademii, 2014.
  12. **Smoliarchýk I. V., Tolstosheina V. M., Viazova N. V.** Psihologo-pedagogicheskoe soprovozhdenie detei v ýsloviiah inklýzivnogo obrazovaniia [Psychological and pedagogical support of children in the conditions of inclusive education] / Voljskii pedagogicheskii vestnik, 2014, № 1 (2).
  13. **Bitianova M. R.** Klyúch s pravom peredachi [Key with the right of transfer] / Shkolnyi psiholog, 2000, № 42, s. 15-20.
  14. **Flem, A., Moen, T., & Gudmundsdottir, S.** Towards inclusive schools: A study of inclusive education in practice. European Journal of Special Needs Education, 19 (1), 85-98, 2004.
  15. **Hunt, P., Soto, G., Maire, J., & Doering, K.** Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. Exceptional Children, 69, 315-332, 2003.
  16. **Desforges, C., & Abouchaar, A.** The Impact of Parental Involvement, Parental Support, and Family Education on Pupil Achievements and Adjustment. Department for Education and Skills, 6-24, 2003.
  17. **Butler, J., Gregg, L., & Calam, R.** Parents' perceptions and experiences of parenting programmes: A systematic review and metasynthesis of the qualitative literature. Clinical Child and Family Psychology Review, 23 (2), 176-204, 2020.
  18. **Utami, A.Y.** "The Role of Parental Involvement in Student Academic Outcomes." Journal of Education Review Provision, vol.2, no.1, 2022, pp 17-21.
  19. **Epstein, Joyce L., & Mavis G. Sanders.** School, Family, and Community Partnerships: Your Handbook for Action. Crowin Press, 2006. pp.157-166.

## Ерекше білім беруге қажеттілігі бар балаларды табысты оқыту және дамыту үшін психологиялық-педагогикалық қолдау

Л.А. Бутабаева<sup>1</sup>, Л.И. Шалабаева\*<sup>2</sup>, А.М. Байкулова<sup>3</sup>, Қ.С.Тобенва<sup>4</sup>

<sup>1</sup>Ы. Алтынсарин атындағы Ұлттық білім академиясы, Астана қ., Қазақстан

<sup>2</sup>Халықаралық туризм және меймандостық университеті, Түркістан қ., Қазақстан

<sup>3</sup>Қазақ ұлттық қыздар педагогикалық университеті Алматы қ., Қазақстан

<sup>4</sup>Е.А. Бөкетов атындағы Қарағанды университеті Қарағанды қ., Қазақстан



**Аңдатпа.** Бұл мақалада ерекше білім беру қажеттілігі бар мектеп оқушыларына табысты оқу үшін және дамыту үшін психологиялық және педагогикалық қолдау көрсету бойынша теориялық тұрғыдан әдебиеттерге шолу жасалды. Сонымен қатар мұғалімдерден және ата-аналардан сауалнама алынып, оның позитивті жақтары анықталып, келешекте неге назар аудару керектігі анықталды. Мақалада ұсынылған тақырыптың өзектілігі негізделді, ерекше білім беру қажеттіліктері бар оқушыларды табысты оқыту және дамыту мәселесіне назар аударылады. Жаһандық білім беру кеңістігінде әр баланың жеке қасиеттеріне қарамастан, оның ерек-

ше білім беру қажеттіліктерін қанағаттандыру үшін білім беру жүйесінде жағдай жасаудың заманауи міндеті бар. Тең және қол жетімді білім беру - бұл мемлекет, ең алдымен, өз азаматтары үшін қамтамасыз етуі керек нәрсе. Мұғалімдердің арнайы жұмысынсыз тең және қол жетімді білім беру мүмкін емес. Мұғалімдер өздерінің дағдылары мен қабілеттерін қолдана отырып, әртүрлі білім беру қабілеттері бар оқушыларға тең көзқарас пен тең білім беруі керек. Осы мақсатқа жету үшін эмпирикалық деректерді, теориялық талдау және өңдеу әдістері қолданылды. Негізгі әдіс-авторлар жасаған сауалнаманы қолдана отырып, мұғалімдер мен ата-аналарға сауалнама жүргізу. Жүргізілген талдау ата-аналарды (заңды өкілдерді) және оқытушы-психологты психологиялық-педагогикалық құзыреттілігін арттыру мақсатында олармен өзара іс-қимылдың белсенді нысандарын пайдалану арқылы түзету- білім беру процесіне тарту қажеттілігін көрсетуге мүмкіндік берді. Бұл, өз кезегінде, табысты оқыту үшін ерекше білім беру қажеттілігі бар балалардың мұғалімдерімен және ата-аналарымен (заңды өкілдерімен) жұмыс нысандарын кеңейту және олардың оқушылардың психикасын түзетудің қолжетімді әдістері мен тәсілдерін дамыту қажеттілігін көрсетеді. Сауалнама нәтижелерін талдау арқылы қатысушылардың білім беру қатынастарындағы психологпен қарым-қатынасының жағымды да, жағымсыз да заңдылықтары анықталды. Психологтың ерекше білім беру қажеттіліктері бар мектеп оқушыларымен жұмысының құрылымы мен мазмұны, сондай-ақ олардың мұғалімдермен, ата-аналармен және заңды тұлғалармен қарым-қатынасы олардың инклюзивті тәжірибесінің ерекшеліктерін көрсетеді.



**Түйінді сөздер:** мектеп жасындағы балалар, ерекше білім беру қажеттілігі, инклюзия, психологиялық-педагогикалық қолдау, табысты оқыту.

## Психолого-педагогическое сопровождение для успешного обучения и развития детей с особыми образовательными потребностями

Л.А. Бутабаева<sup>1</sup>, Л.И. Шалабаева\*<sup>2</sup>, А.М. Байкулова<sup>3</sup>, К.С. Тебенова<sup>4</sup>

<sup>1</sup>Национальная академия образования им. И. Алтынсарина,  
г. Астана, Казахстан

<sup>2</sup>Международный университет туризма и гостеприимства,  
г. Туркистан, Казахстан

<sup>3</sup>Казахский национальный женский педагогический университет  
г. Алматы, Казахстан

<sup>4</sup>Карагандинский университет им. академика Е. А. Букетова  
г. Караганда, Казахстан



**Аннотация.** В статье обосновывается актуальность представленной темы, привлекается внимание к проблеме успешного обучения и развития школьников с особыми образовательными потребностями. В глобальном образовательном пространстве существует современная задача по созданию условий в системе образования для удовлетворения особых образовательных потребностей каждого ребенка, независимо от его личностных качеств. Создание равного и доступного образования - это то, что государство должно обеспечить, в первую очередь, для своих граждан. Равное и доступное образование невозможно без специальной работы учителей. Используя свои навыки и умения, учителя должны обеспечивать равное отношение и равное образование для учащихся с разными образовательными способностями. Для достижения поставленной цели были использованы методы теоретического анализа и обработки эмпирических данных. Основным методом был опрос учителей и родителей с использованием разработанной авторами анкеты. Проведенный анализ позволил показать необходимость вовлечения

родителей (законных представителей) и преподавателя-психолога в коррекционно-образовательный процесс путем использования активных форм взаимодействия с ними с целью повышения их психолого-педагогической компетентности. Это, в свою очередь, свидетельствует о необходимости расширения форм работы с учителями и с родителями (законными представителями) детей с особыми образовательными потребностями для успешного обучения и развитие их доступным методам и приемам коррекции психики школьников. Анализируя результаты опроса, мы выявили как положительные, так и отрицательные закономерности во взаимодействии участников с психологом в сфере образовательных отношений. Структура и содержание работы психолога со школьниками, имеющими особые образовательные потребности, а также их взаимодействие с учителями, родителями и юридическими представителями - все это отражает особенности их инклюзивной практики.



**Ключевые слова:** дети школьного возраста, особые образовательные потребности, инклюзия, психолого-педагогическое сопровождение, успешное обучение.

*Material received on 11.10.2024*