

11. Тельтевская Н.В. Психолого-педагогические факторы развития творческой активности студентов // Известия Саратовского университета. Новая серия. Акмеология образования. Психология развития. 2013. Т. 2. № 3. –С. 301-306.

12. Mednick S.A. The associative basis of the creative process/ Psychological Review.- 1962. №69. P.220-232.

References:

1. «Bilimdi ult» sapalı bilim berw» ulttuq jobasin bekitw twralı Qazaqstan Respwblıkası Ükimetiniñ 2021 julğı 12 qazandağı № 726 qawlısı.

2. Guilfozd I. P. The structure of intellect // Psychol Bull. 1956,53(4): P. 67-93

3. Bogoyavlenskaya D.B. Psikhologiya tvorcheskikh sposobnostey: [Psychology of creative abilities]: Ucheb. posobiye dlya stud. vyssh. ucheb, zavedeniyy. – Moscow: "Academy", 2002. – 320p.

4. Psikhologiya i pedagogika: uchebnoye posobiye [Psychology and Pedagogy: textbook]/ Pod red. V.I. Zhukov, L.G. Laptev, A.I. Podolsky, V.A. Slastenin. – Moscow: Izd-vo instituta psikhoterapii, 2004

5. Pedagogika: bol'shaya sovremennaya entsiklopediya [Pedagogy: a large modern encyclopedia]/E.S. Rapatsevich. –Minsk: Sovremennoye slovo., 2005. - 720 p.

6. Ippolitova N.V. Analiz ponyatiya «pedagogicheskiye usloviya»: sushchnost', klassifikatsiya [Analysis of the concept of "pedagogical conditions": essence, classification] // General and Professional Education 1/2012 pp. 8-14.

7. Andreev V.I. Pedagogika tvorcheskogo samorazvitiya [Pedagogy of creative self-development]. Innovatsionnyy kurs. – Kazan: Izd-vo Kazan. gos. un-ta, 1998. – 318p.

8. Ponomarev Ya.A. Psikhologicheskiy mekhanizm tvorchestva // V kn.: «Chelovek v sistemu nauk» [Psychological mechanism of creativity] // [In the book: "Man in the system of sciences"]. – Moscow, 1989.- 296 p.

9. Torrance E.P. Guiding creative talent. Englewood Cliffs W.J. 1964. – 234p.

10. Knyazeva L.E. Formirovaniye opyta tvorcheskoy pedagogicheskoy deyatel'nosti u studentov pedvuza [Formation of the experience of creative pedagogical activity among students of a pedagogical university]: diss...kand.ped.nauk. - Rostov n / D, 1991. – 220p.

11. Teltevskaaya N.V. Psikhologo-pedagogicheskiye faktory razvitiya tvorcheskoy aktivnosti studentov [Psychological and pedagogical factors in the development of students' creative activity] // Izvestiya Saratovskogo universiteta. Novaya seriya. Akmeologiya obrazovaniya. Psikhologiya razvitiya. 2013. T. 2. № 3. –P. 301.

12. Mednick S.A. The associative basis of the creative process/ Psychological Review.- 1962. №69. P.220-232.

IRSTI 14.35.07

<https://doi.org/10.51889/2959-5762.2024.81.1.020>

Duzelbayeva A.,^{1*} Movkebayeva Z.,² Khamitova D.¹

¹ Pavlodar Pedagogical University named after Alkey Margulan, Pavlodar, Kazakhstan

² Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

REQUIREMENTS TO SPECIAL TEACHERS FOR PSYCHOLOGICAL-PEDAGOGICAL SUPPORT OF CHILDREN WITH DISABILITIES

Abstract

The article is devoted to one of the pressing problems of the development of inclusive education in Kazakhstan, related to the preparation of special teachers at universities for the implementation of psychological and pedagogical support for children with disabilities in preschool and school education organizations. The authors analyzed the needs of preschool and school inclusive organizations for the training of special teachers to organize effective psychological and pedagogical support for children with disabilities. As a result of an organized survey and interview of the administration and teachers of preschool

and school educational organizations, a state of insufficient satisfaction with the management of schools and kindergartens with the level of training of special teachers for psychological and pedagogical support of children with developmental disabilities in inclusive organizations was revealed. Based on the analysis and generalization of the results obtained during the study, the authors of this article made an attempt to classify the opinions of management staff and teachers on this issue and determine the basic requirements for the training of special teachers at the university. Conclusions have been drawn and recommendations have been developed for the training of future special teachers at universities for psychological and pedagogical support of children with disabilities.

Keywords: special teacher, psychological and pedagogical support, disabilities, inclusive organizations, special needs.

А.Б. Дузелбаева,^{1*} З.А. Мовкебаева,² Д.С. Хамитова¹

¹ Әлкей Марғұлан атындағы Павлодар педагогикалық университеті,
Павлодар қ., Қазақстан

² Абай атындағы Қазақ ұлттық педагогикалық университеті
Алматы қ., Қазақстан

МҮМКІНДІГІ ШЕКТЕУЛІ БАЛАЛАРДЫ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ СҮЙЕМЕЛДЕУ БОЙЫНША АРНАЙЫ ПЕДАГОГТАРҒА ҚОЙЫЛАТЫН ТАЛАПТАР

Аңдатпа

Мақала мектепке дейінгі және мектептегі білім беру ұйымдарында мүмкіндігі шектеулі балаларды психологиялық-педагогикалық сүйемелдеуді жүзеге асыруға ЖОО-да арнайы педагогтарды даярлаумен байланысты Қазақстандағы инклюзивті білім беруді дамытудың өзекті мәселелерінің біріне арналған. Авторлар мектепке дейінгі және мектеп инклюзивті ұйымдарының мүмкіндігі шектеулі балаларды тиімді психологиялық-педагогикалық сүйемелдеуді ұйымдастыру үшін арнайы педагогтарды даярлау қажеттілігіне талдау жүргізді. Мектепке дейінгі және мектептік білім беру ұйымдарының әкімшілігі мен педагогтеріне ұйымдастырылған сауалнама жүргізу және сұхбат беру нәтижесінде инклюзивті ұйымдарда дамуы бұзылған балаларды психологиялық-педагогикалық сүйемелдеуге арнайы педагогтарды даярлау деңгейіне мектеп пен балабақшалар басшылығының жеткіліксіз қанағаттану жағдайы анықталды. Зерттеу барысында алынған нәтижелерді талдау және жалпылау негізінде осы мақаланың авторлары басқарушы құрам мен педагогтардың осы мәселе бойынша пікірлерін жіктеуге және ЖОО-да арнайы педагогтарды даярлауға қойылатын негізгі талаптарды анықтауға тырысты. Мүмкіндігі шектеулі балаларды психологиялық-педагогикалық сүйемелдеу үшін ЖОО-да болашақ арнайы педагогтарды даярлау бойынша қорытындылар жасалды және ұсынымдар әзірленді.

Түйін сөздер: арнайы педагог, психологиялық-педагогикалық сүйемелдеу, шектеулі мүмкіндіктер, инклюзивті ұйымдар, ерекше қажеттіліктер.

ТРЕБОВАНИЯ К СПЕЦИАЛЬНЫМ ПЕДАГОГАМ ДЛЯ ПСИХОЛОГО- ПЕДАГОГИЧЕСКОГО СОПРОВОЖДЕНИЯ ДЕТЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ

Дузелбаева А.Б.,^{1*} Мовкебаева З.А.,² Хамитова Д.С.¹

¹ Павлодарский педагогический университет имени Әлкей Марғұлан,
г. Павлодар, Казахстан

² Казахский национальный педагогический университет имени Абая
г. Алматы, Казахстан

Аннотация

Статья посвящена одной из актуальных проблем развития инклюзивного образования в Казахстане, связанной с подготовкой специальных педагогов в вузе к реализации психолого-педагогического сопровождения детей с ограниченными возможностями в организациях дошкольного и школьного образования. Авторами проведен анализ потребности дошкольных и школьных инклюзивных организаций к подготовке специальных педагогов для организации эффективного психолого-педагогического сопровождения детей с ограниченными возможностями. В результате организованного анкетирования и интервьюирования администрации и педагогов дошкольных и школьных организаций образования, выявлено состояние недостаточной удовлетворенности руководством школы и детских садов уровнем подготовки специальных педагогов к психолого-педагогическому сопровождению детей с нарушенным развитием в инклюзивных организациях. На основании анализа и обобщения полученных в ходе исследования результатов, авторы данной статьи предприняли попытку классифицировать мнения управленческого состава и педагогов по данному вопросу и определить основные требования к подготовке специальных педагогов в вузе. Сделаны выводы и разработаны рекомендации по подготовке будущих специальных педагогов в вузе для психолого-педагогического сопровождения детей с ограниченными возможностями.

Ключевые слова: специальный педагог, психолого-педагогическое сопровождение, ограниченные возможности, инклюзивные организации, особые потребности.

Basic provisions. The priority direction for the development of the system of state assistance to children with special educational needs is the creation of optimal conditions for their quality education and upbringing, the most important of which are the creation of a general barrier-free educational environment and the implementation of an integration approach. The creation of such conditions becomes a priority for children with disabilities, since specially created conditions provide them with real opportunities for correction and compensation of impaired functions, and develop the opportunity to become familiar with everything that is available to their normally developing peers. At the same time, as numerous observations and special studies show, an even more important condition for the successful integration of children with disabilities is their psychological and pedagogical support from a whole team of teachers, parents, and specialists.

Introduction. Currently, increasing attention is being paid to the issue of inclusive education, which implies equal opportunities and learning conditions for all children, including children with disabilities. Within the framework of this concept, special attention is paid to psychological and pedagogical support for children with disabilities, which is aimed at ensuring their comfortable and effective participation in the educational process. For the successful implementation of inclusive education, it is necessary to have qualified specialists in the field of special pedagogy who are able to provide professional support to children with disabilities. These specialists include special teachers who have the skills and knowledge necessary to organize an inclusive educational environment and effectively support children with disabilities.

According to the “Rules of psychological and pedagogical support in educational organizations”, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 12, 2022 No. 6, psychological and pedagogical support means systemically organized activities implemented in educational organizations, during which socio-psychological and pedagogical conditions are created for the training and development of persons (children) with special educational needs, including children with disabilities, based on assessment of special educational needs [1].

Analyzing the concept of psychological and pedagogical support, available in the works of I.A. Kurochkina [2], I.G. Eliseeva, Zh.B. Akhanova [3], E.A. Chekunova [4], N.G. Bityanova [5], O.S. Gazman [6], S.Malinovskiy, E.Shibanova, Z. Movkebayeva, [7], T.V.Ananyeva [8], E.I.Kazakova [9], M.I.Rozhkov [10], etc., the following definition can be distinguished. In the most general sense, psychological and pedagogical support is characterized as helping a child to overcome emerging difficulties, in finding ways to resolve current contradictions encountered in organizing the educational process, as a continuous process of studying, forming and creating

conditions for the subject to make optimal decisions in various situations of life choice, provided with teamwork among specialists of various profiles. The ideas of psychological and pedagogical support correspond to the progressive ideas of foreign humanistic psychology (G.Allport, A.Maslow, K.Rogers, J.Mead, M.Kuhn, I.Blumer), cooperation pedagogy (S.A. Amonashvili, I.P. Volkov and others) [11].

The main characteristics of psychological and pedagogical support for a child with disabilities are his procedural nature, prolongation, non-directiveness, immersion in the real situation, the peculiarity of the relationship between the participants, the priority of relying on the internal development potential of the subject (“pedagogy of success”), the right of the subject to independently make a choice and bear responsibility for it. The basic concept can be considered the idea of O.S.Gazman, the author of the technology of individualized (personalized) education, who showed in his works that pedagogical support and accompaniment of human development is not just the sum of various methods of correctional and developmental work, but a complex situation [6, p.53]. The last characteristic, that is, ensuring the right of the subject to independently make a choice and bear responsibility for it, cannot be fully attributed, at least to the main subject of psychological and pedagogical support - a child with disabilities, since in most cases, especially in primary school, the level of subjectivity and awareness of one’s own situation is insufficient for such reflection.

When analyzing the concept of psychological and pedagogical support, it is advisable to dwell on the fact that modern researchers characterize psychological and pedagogical support as helping a child to overcome emerging difficulties, in finding ways to resolve current contradictions encountered in organizing the educational process, as a continuous process of studying, forming and creating conditions for the subject to make optimal decisions in various situations of life choice, ensured by the teamwork of specialists of various profiles. According to N.V. Babkina, “the method of teaching people with disabilities involves the use of socially active and reflective teaching methods, technologies of sociocultural rehabilitation, and the creation of a comfortable psychological climate in the team [12]. A special material and technical base for children with various disabilities (special aids, equipment) must be provided. An adapted correctional and developmental learning environment must be created, technologies in the education system for persons with disabilities must be modernized in an inclusive practice environment.” Naturally, the implementation of such multifaceted activities requires specialists who can organize psychological and pedagogical support at a professional level. Accordingly, there is a need to organize specially targeted training of special teachers in universities for the implementation of psychological and pedagogical support for children with disabilities in the conditions of inclusive education.

The very concept of “support”, as T.G.Kovkova points out, presupposes three interconnected elements: the traveler himself, the path and the person who walks next to the traveler and supports him in difficult life situations [13]. We can say that this concept contains such components as the presence of joint actions of the one who accompanies and the person being accompanied, as well as the presence of various relationships and connections between them, close interaction between participants in the accompaniment process.

The problem of psychological and pedagogical support is revealed in the works of E.I. Kazakova, who believes that the basis of this phenomenon is a system-oriented approach to human development, and its most important position is reliance on the internal development potential of the subject. According to the author, “Support is helping the subject make decisions in situations of life choice. This is a complex process of interaction between the accompanying and the accompanied, the result of which is progress in the development of the child.” [14].

M.M. Semago, in defining the concept of “psychological and pedagogical support,” focuses on two methodological approaches. The first is based on the principles of the humanistic paradigm of accompanying children and adolescents, creating for them favorable conditions for successful learning and development, taking into account individual and age characteristics [15].

According to Kazakh authors I.G. Eliseeva and A.K. Ersarina psychological and pedagogical support is a systematically organized activity of teachers and specialists, during which socio-psychological and pedagogical conditions are created for the successful learning and development of each child in accordance with his capabilities and needs [16]. Considering questions about psychological and pedagogical support, the following can be said about the fact that support acts as an integral element of the education system, an equal partner of structures and specialists of other profiles in solving the problems of training, education and development of the new generation. At the same time, psychological and pedagogical support is most often interpreted as a complex technology, a special culture of support and assistance to the child in solving problems of development, training, education, socialization.

Thus, modern researchers in the field of pedagogy and psychology understand psychological and pedagogical support as the comprehensive work of all teachers, specialists, parents and other interested parties to provide psychological and pedagogical support and assistance to children, parents and teachers in resolving issues related to the development, education and socialization of the child.

Based on the above, the relevance of the concept of psychological and pedagogical support for children with disabilities by special teachers is determined, and what new and relevant skills, as well as competencies, they should be able to master.

In addition to general pedagogical and psychological knowledge, special teachers must have specialized knowledge about the characteristics and needs of children with disabilities. They must be able to understand the developmental and learning characteristics of these children and be able to adapt teaching content and teaching methods to enable them to achieve optimal results. Moreover, special teachers must have the skills to develop individualized educational programs that can meet the unique needs of each child with disabilities.

Assessing the need of inclusive organizations for specialists for psychological and pedagogical support of children with disabilities is an important step in the planning and development of an inclusive educational system. It allows to identify the required number of specialists, as well as determine their competencies and qualification requirements. Based on the results of such an assessment, it is possible to develop educational programs and training courses for specialists in the field of special pedagogy and psychology, aimed at meeting the needs of inclusive organizations.

In the modern educational environment, special teachers play an important role in ensuring quality education and development of children with special educational needs. However, to work effectively with such children, it is necessary not only professional education and experience, but also a willingness to provide psychological and pedagogical support.

An analysis of the assessment of the needs of inclusive organizations showed that the implementation of psychological and pedagogical support on site requires the readiness of special teachers. In such education, the readiness of special teachers to implement psychological and pedagogical support is a complex and multifaceted process that requires not only knowledge and skills, but also certain personal qualities [17].

Firstly, specialists must be aware of modern theoretical and practical approaches within the framework of psychology and pedagogy. They must be familiar with the basic methods and techniques of working with children with special educational needs, and also be able to adapt them to specific situations and the individual characteristics of each child.

Secondly, special teachers must have emotional stability and psychological resilience. Working with children with special educational needs can be difficult and require special patience and tolerance. Professionals must be prepared for children's varying behavioral and emotional responses, as well as the need to maintain a positive and emotionally supportive classroom or group environment.

Thirdly, the readiness of special teachers to implement psychological and pedagogical support includes the ability to work in a team and collaborate with other specialists. They must be able to

exchange information, consult and collaborate with psychologists, social workers, speech therapists and other specialists in order to create optimal conditions for the development of each child.

In general, the readiness of special teachers to implement psychological and pedagogical support is a complex and multifaceted process that requires constant self-education and development. However, with the right training and support from educational institutions and management, professionals can effectively fulfill their role in ensuring a decent education and development for every child with special educational needs.

Thus, assessing the need of inclusive organizations for special teachers for psychological and pedagogical support of children with disabilities plays a key role in ensuring high-quality and effective inclusive education. This allows to create an education system in which every child will receive the best possible conditions for their development and success.

Materials and methods. During the writing of the article, survey methods were used, which included questionnaires and interviews (oral interviews). The survey questions included answers to questions about the name of the organization, the types and types of disorders in children who are raised or trained in this organization, their number, the form of integration, etc. The interview questionnaire was primarily focused on the following areas: the level of satisfaction of the administration and teachers of inclusive preschool and school organizations with the readiness of special teachers for psychological and pedagogical support of children with disabilities, their opinion on how training can be improved, what professional competencies, skills and qualities a special teacher should have for psychological and pedagogical support of children with disabilities, etc. This article presents the interim results of the research project, obtained based on the analysis and generalization of the responses received from the administration and teachers of inclusive organizations.

Results and discussion. To assess the level of need of inclusive organizations for special teachers in the conditions of inclusive education and to identify the basic requirements for the competencies of special teachers for psychological and pedagogical support, a survey was organized and conducted among the administration and teachers of preschool and school organizations.

16 secondary schools and 4 kindergartens from 3 regions of the Republic of Kazakhstan participated in the survey and interviewing. The total number of respondents who participated in the survey was 61 people. Of these: 4 school directors, 9 head teachers for educational work, 2 methodologists, 40 primary school and subject teachers, 9 teachers of preschool education organizations.

Let's look at the survey results we received. As stated above, administration and teachers were asked questions about the form of integration of children in their organizations. An analysis of the form of integration of children with disabilities in general education organizations is presented in Table 1.

Table 1. Form of integration of children with disabilities in general education schools.

Location of the organization	Name of the organization	Are children with disabilities educated?		
		in a separate (special) class	study with others	joint events with special schools
Pavlodar	Communal state institution Secondary school No. 35		14	
	Communal state institution Secondary school No. 6	3	10	
	Communal state institution Secondary school No. 2		3	
	Communal state institution Secondary school No. 15		1	

Petrovsk	Communal state institution Secondary school No. 8		4	
	Communal state institution Secondary school No. 40 named after D.M. Karbyshev		5	
	Communal state institution Secondary school No. 2	1	3	
	Communal state institution Secondary school No. 21		4	
	Communal state institution Secondary school No. 12		1	
Shymkent	Communal state institution Secondary school No. 83		1	
	Communal state institution Gymnasium school No. 99		1	
	Communal state institution Secondary school No. 10 named after Akpan Batyr		1	
	Communal state institution Secondary school No. 97		1	
	Communal state institution Secondary school No. 120 named after B. Momyshuly		1	
	Communal state institution Secondary school No. 43	1		
	Communal state institution Secondary school No. 105 named after Mukumi		1	
Total		5	51	0

When analyzing Table 1 and based on the results of the respondents' responses, it was determined that in all 16 schools that participated in the study, full integration of children with disabilities with normal children is used. Along with this, respondents from some schools responded that in their schools there is (in addition to full integration) a partial form of integration of children with disabilities. In the questionnaire, respondents were offered the option of "educating children in special schools, but attending joint events," which none of the respondents indicated. This fact largely indicates that until now the connection between special and general education has not been sufficiently established and that this form of integration is currently not used in general education organizations.

To determine the implemented form of integration in the inclusive preschool organizations participating in the survey, similar questions were asked to the administration and teachers of preschool organizations. An analysis of the responses of respondents from preschool organizations is presented in Table 2.

Table 2. Form of integration of children with disabilities in preschool organizations.

Location of the organization	Name of the organization	Are children with disabilities educated?		
		in a separate (special) class	study with others	joint events with special schools
Pavlodar region, Aksu	Kindergarten No. 18		4	
	Day nursery Atameken		1	
	State municipal govern- ment enterprise " Day nursery No. 55 "Samal"		1	

Turkestan region, Saryagash district	Day nursery "Zhan-nuray".		1	
Total		0	7	0

Analysis of the data results presented in Table 2 indicates that all kindergartens implement a full form of integration. All respondents, when answering the questions asked in the questionnaire, predominantly chose “study together with others”, which, in turn, corresponds to the full integration of children with disabilities with normal children.

An assessment of the provision of inclusive schools and kindergartens with special teachers, who are the main specialists in the process of psychological and pedagogical support for children with disabilities, was carried out as a result of a survey of teachers from 16 schools and 4 kindergartens. In the organizations we surveyed, 42 specialists provide psychological and pedagogical support. Of these, speech therapists predominantly work in secondary schools - 15 specialists; 11 special teachers work as speech pathologist teachers. In 8 schools there are so-called “inclusive education teachers”; in 3 of the schools studied, teaching assistants work with children with disabilities. In kindergartens, a complete absence (except for speech therapists) of special teachers was discovered. In 4 kindergartens participating in the survey, the necessary correctional and pedagogical activities are carried out only by speech therapists. It is worth noting that the management of one of the kindergartens considers it necessary to include another special teacher (speech pathologist) on the staff and are planning to expand the staff. An alarming fact is that in five schools and in all 4 kindergartens, despite a fairly large number of children with disabilities, there is no position of a special teacher (teacher-defectologist) who would provide high-quality psychological and pedagogical support for children with disabilities in the context of inclusive education.

In order to identify the opinion of the administration and teachers of inclusive school and preschool educational organizations about the sufficiency of the number of special teachers to organize high-quality and effective psychological and pedagogical support for children with disabilities in the conditions of inclusive education, questions were included in the questionnaire and interview, the answers to which are presented as follows: of the 4 directors of general education organizations who took part in the survey, 2 people indicated that the presence of one special teacher on staff was sufficient. Another 1 school director noted the insufficiency of one special teacher in the school staff, since “every child needs a special teacher” and the desirability of “having narrow specialists in special pedagogy work with children.” Among the responses from the administration, we also included the responses of the deputy directors for academic affairs, as well as the methodologist. Thus, when analyzing the answers of respondents from among administrators, it was determined that 5 head teachers noted “there are enough special teachers on staff.” Two head teachers pointed out that one special teacher for the entire organization is insufficient; they believe that each child with disabilities needs a special teacher. Among the kindergarten methodologists participating in the survey, it is worth noting that one methodologist considers the number of special teachers they have to be insufficient and thinks that each group needs a special teacher. Another methodologist also considers it insufficient to have one special teacher and thinks that the optimal solution would be to have 3-5 special teachers for the entire organization. As for school teachers and preschool teachers, their opinion differed in some way from the opinion of their administration. Thus, 10 respondents consider it sufficient to have one special teacher on staff,” and 2 teachers think that defectologists/special teachers are not needed at all in a general education school. At the same time, only 3 respondents believe that “it is desirable for narrow specialists in special pedagogy to work with children.” To summarize this issue, it can be noted that 17 interviewed people from among the administration and teachers noted that there is a sufficient number of special teachers on staff, 24 respondents consider their number to be insufficient. At the same time, 12 people note that each class (group) needs a special teacher, 8 respondents generally

think that each child needs a special teacher, and 4 teachers believe that 3-5 special teachers are needed for the entire organization.

After identifying the opinions of the administration and teachers about the sufficiency of the number of special teachers in their organizations, an analysis of satisfaction with the level of training of special teachers for psychological and pedagogical support of children with disabilities was carried out, as well as to develop proposals for improving their readiness. As a result of this survey, directors of school educational organizations, in general, note the adequacy of the theoretical and methodological training of special teachers. Nevertheless, a large number of deputy directors for academic work note the insufficiency of theoretical and methodological training of special teachers, as well as the need for more practical experience for them to work in inclusive organizations. Certainly interesting is the opinion of head teacher N. that a special teacher must know “general education programs from grades 0 to 11, be able to adapt and individualize them for students with disabilities, and also have practical experience in working with different categories of children. Of the primary school teachers, subject teachers and special teachers who took the survey, 13 teachers and special teachers noted in their responses that more practical experience is required in the training of special teachers for psychological and pedagogical support of preschool and school-age children with disabilities.

An analysis of the responses of the administration and teachers of inclusive educational organizations regarding the need for special teachers to develop skills for effective psychological and pedagogical support of children with disabilities is presented in Table 3.

Table 3. Necessary skills of special teachers for effective psychological and pedagogical support of children with disabilities in inclusive education

Position	Skills required in inclusive education for special teachers					
	use of special computer programs/special equipment	drawing up individual programs for students with disabilities	conducting correctional and developmental classes in general education organizations	accompanying children with various developmental disorders	work on general education programs	criteria-based assessment based on the content of textbooks
Director	3	3	3	1	2	2
Head teacher	3	5	5	1	3	4
Methodist		2		1		
Teacher	8	20	11	5	3	4
Caregiver	1	4	3		1	
Total	15	34	22	8	9	10

To identify the practical skills that the administration and teachers of inclusive schools and kindergartens would like to see in special teachers, respondents were asked relevant questions and possible answers were offered. As a result, it was revealed that the answers of school principals for all answer options were evenly distributed. Thus, 3 school directors believe that in order to successfully work in an inclusive school, a special teacher must be able to “use special computer programs/special equipment,” “create individual programs for students with disabilities,” and know “the features of conducting correctional classes in a general education organization”. 2 school directors noted the need for special teachers to know general education programs and the

requirements for criteria-based assessment of the content of acquired knowledge. And only 1 school director noted that for a special teacher it is very important to have the ability to accompany a child with disabilities in the educational process. Analyzing the responses of the school administration, we studied with interest the opinion of deputy school principals for academic work. Thus, 3 head teachers noted that a special teacher needs well-developed skills in using special computer programs/special equipment, 5 head teachers indicated the need for skills in “drawing individual programs for students with disabilities” and “knowledge of the features of conducting correctional classes in secondary schools”. Slightly fewer answers were distributed among the options “knowledge of general education programs” and “knowledge of the requirements for criterion-based assessment based on the content of textbooks”.

Among school teachers, the most common answer (20 people) was that to work in an inclusive school, a special teacher must develop the skill of drawing up individual programs for students with disabilities. The smallest number of teachers surveyed noted in their responses that knowledge of general education programs is also undoubtedly important for the successful work of a special teacher in a general education organization. Of course, the opinion of teacher A. is valuable, who added in his answer that for a special teacher it would be important “to be able to establish contact with a special child.” A significant number of kindergarten teachers, as well as school teachers, note that drawing up individual programs for students with disabilities is an important skill. As can be seen from Table 8, the opinions of the administration and teachers of inclusive schools agree on the need for a special teacher in an inclusive educational organization to have the skill of drawing up individual programs for students with disabilities, conducting remedial classes, and using special computer programs/special equipment. A significantly smaller number of respondents believe that to work effectively in inclusive organizations, a special teacher is required to have the skills and ability to accompany a child, knowledge of general education programs, and knowledge of the requirements for criteria-based assessment based on the content of textbooks.

The survey revealed the respondents' opinion regarding the presence of certain personal qualities in special teachers working in inclusive organizations. An analysis of the survey results on the personal qualities that a special teacher working in an inclusive organization should have is presented in Table 4.

Table 4. Qualities of a special teacher for psychological and pedagogical support of children with disabilities in inclusive education.

Position	Qualities that a special teacher in an inclusive organization should have					
	Psychological readiness to work not only with children with disabilities, but also with normative children in general education conditions	Ability to work with other specialists	Ability to focus on positive results with children	Independence in decision making	Having well-formed performing skills	Creativity
Director	3	2	4	1	2	2
Head teacher	5	4	8	1	6	3
Methodist	1		1			
Teacher	18	10	13	5	4	11
Caregiver	2		3	2	2	6
Total	29	16	26	9	14	22

As previously noted, Table 4 presents the qualities that a special teacher should have in an inclusive educational organization. Thus, school directors note that a special teacher, first of all, must have such personal qualities as the ability and attitude to achieve positive results with children with disabilities, psychological readiness to work not only with children with disabilities, but also with normative children in general education. In the opinion of school principals, the skill of independence in decision-making seems to be the least important. Head teachers of schools agree with the opinion of directors that a special teacher should be able to focus on a positive result with children with disabilities, but unlike school directors, they note that for a special teacher, performance qualities are certainly important. A comparative analysis of teachers' responses showed that a large number of responses (18 respondents) indicated the readiness of a special teacher in psychological terms to work not only with children with disabilities, but also with normative children in the conditions of inclusive education. A slightly smaller number of responses were that a special teacher should be able to focus on a positive result with children and be able to work in a team with other specialists. In contrast to the responses of school administrative staff, 11 teachers noted the importance of creativity for working with children with disabilities.

Since the main activities of preschool organizations involve creativity and play activities, the answers of 6 kindergarten teachers who noted creativity as a significant personal skill, and 3 teachers who indicated the need for a positive attitude when working with children with disabilities are quite natural. Separately, I would like to note the fact that the majority of respondents (29 people) noted as the most important personal skill of a special teacher the readiness to work not only with children with disabilities, but also with normative children.

Conclusion: Based on the study conducted to assess the need of preschool and school organizations for the training of special teachers for psychological and pedagogical support of children with disabilities, it can be concluded that all surveyed educational organizations educate children with disabilities, while their education mainly uses a full form of integration. Quantitatively, each school educates from 10 to 70 children with various types of disabilities. Along with this, it is worth noting that a very small number of special teachers work in secondary schools and kindergartens. In many schools and kindergartens, work on psychological and pedagogical support for children with disabilities is carried out by a speech therapist, whose professional skills do not fully correspond to this type of activity.

Identification of the state of satisfaction of school management (principals and head teachers) with the preparation of special teachers for work in an inclusive organization made it possible, in general, to determine its sufficient level. Specifying the opinion of the administrative and teaching staff on this issue made it possible to highlight their lack of satisfaction regarding the skills of a special teacher in drawing up individual programs for students with disabilities and the features of conducting correctional classes in a general education organization, as well as the psychological readiness of a special teacher to work not only with children with disabilities, but also with normative children in general education. An important fact is that the respondents wanted the special teacher to be able to accompany the child.

The analysis of the responses of administrative and pedagogical workers of inclusive kindergartens and schools allows us to conclude that they are not fully satisfied with the readiness of special teachers and would like to improve it, first of all, by offering more practical skills in psychological and pedagogical support for children with disabilities for future special teachers.

Analysis of the assessment of the need of preschool and school inclusive organizations for the training of special teachers allowed us to make the following recommendations that future special teachers at the university need to be trained:

- maintaining documentation for each child,
- deepening, improving and updating theoretical knowledge,
- continuous development of professional competence of general education teachers,
- taking into account the peculiarities of correctional classes in general education organizations,

- the ability to draw up individual programs and adapt them according to the characteristics of the psychophysical development of each student,
- ability to work in an interdisciplinary team,
- the ability to interact with all subjects of the inclusive educational process and much more.

To do this, according to representatives of preschool and school inclusive organizations, it is necessary to increase the amount of practice in inclusive schools and kindergartens, train special teachers in the process of university training, organize and conduct seminars and workshops for subject teachers in secondary schools on working with children with disabilities, etc.

The article was written within the framework of grant funding from the Science Committee of the Ministry of Education and Higher Education of the Republic of Kazakhstan on the topic AR14870333 “Training of special teachers for psychological and pedagogical support of children with disabilities in the conditions of inclusive education.”

Список использованной литературы:

1. Приказ Министра образования и науки Республики Казахстан от 12 января 2022 года № 6 «Об утверждении Правил психолого-педагогического сопровождения в организациях дошкольного, среднего, технического и профессионального, послесреднего образования, дополнительного образования».
2. Курочкина И.А. Работа с семьями, имеющих детей с ОВЗ: материалы Международной научно-практической конференции. Улан-Удэ: Восточно-Сибирский государственный институт культуры, 2017: 213 - 216.
3. Елисеева И.Г., Аханова Ж.Б. Психолого-педагогическая поддержка школьников с особыми образовательными потребностями в общеобразовательной школе (уровневый подход): метод. Рекомендации – Алматы: ННПЦ РСИО, 2020. – 76 с.
4. Чекунова Е.А. Психолого-педагогическое сопровождение развития личности с ОВЗ. Гуманитарные и социальные науки. 2016; № 6: 239 - 247.
5. Битянова М.Р. Организация психологической работы в школе. – М.: Совершенство, 1997. – (Практическая психология в образовании).
6. Газман О.С. Педагогическая поддержка ребенка в образовании //Директор школы. – 2007. – № 3. – с. 51 – 58.7. Malinovskiy, S., Shibanova, E., Movkebayeva, Z. Barriers and facilitators of access to higher education in a weakly institutionalised context: perceptions of disabled students. *Disability and Society* 2023, DOI:10.1080/09687599.2023.2203310
8. Ананьева Т.В. Психолого-педагогическое сопровождение семьи, воспитывающей «особого» ребенка. *Воспитание и обучение детей с нарушениями развития*. 2018; № 1: 64 - 67.
9. Казакова, Е. И. Искусство помогать: Что скрывается за термином «Сопровождение развития детей» / Е. Казакова // *Лидеры образования*. – 2004. – № 9-10. – с. 95-97.
10. Рожков, М. И. Сопровождение детей и молодежи как компонент социально-педагогической деятельности /М. И. Рожков // *Психологическое и социально-педагогическое сопровождение детей и молодежи ; Материалы международной конференции. -Изд-во ЯГПУ, 2005. - с. 3-6.*
11. Харавина Л.Н. Технология педагогического сопровождения личностно-профессионального развития молодого преподавателя // *Ярославский педагогический вестник*. – 2011. – № 4. – т. II (Психолого-педагогические науки). – С. 214-219.
12. Бабкина Н.В. Оценка готовности к школьному обучению детей с задержкой психического развития. М., 2015.
13. Ковкова Т.Г, Рюмина Ю.Н. Специфика социальной работы с детьми с ОВЗ в стационарном учреждении. *Вестник Шадринского государственного педагогического университета*. 2013; № 4: 192 - 196.
14. Казакова Е.И. Система комплексного сопровождения ребенка с ОВЗ. Психолого-педагогическое сопровождение развития ребёнка: материалы Всероссийской научно-практической конференции. Санкт-Петербург: Санкт-Петербургский государственный университет педагогического мастерства, 2015: 45 - 48.

15. Семаго М.М. Сопровождение ребенка в образовательной среде. Структурно-динамическая модель / Сб. науч. тр. кафедры коррекционной педагогики и спец. психологии. – М.: Изд'во АПКУПРО РФ, 2003.С. 24-37.

16. Елисеева И.Г., Ерсарина А.К. Психолого-педагогическое сопровождение детей с особыми образовательными потребностями в общеобразовательной школе: метод. рекомендации. – Алматы: ННПЦ КП, 2019. – 118с.

17. Методические рекомендации по подготовке специальных педагогов в вузах к реализации психолого-педагогического сопровождения в условиях инклюзивного образования. Под редакцией Дузелбаевой А.Б. и Мовкебаевой З.А. – Учебно-методическое пособие. – Павлодар: ТОО «DVS», 2023. – 98 с.

References:

1. Prikaz Ministra obrazovaniya i nauki Respubliki Kazahstan ot 12 yanvaryya 2022 goda № 6 «Ob utverzhdenii Pravil psihologo-pedagogicheskogo soprovozhdeniya v organizatsiyah doshkolnogo, srednego, tehničeskogo i professionalnogo, poslesrednego obrazovaniya, dopolnitelnogo obrazovaniya».

2. Kurochkina I.A. Rabota s semyami, imeyushih detej s OVZ: materialy Mezhdunarodnoj nauchno-praktičeskoj konferencii. Ulan-Ude: Vostočno-Sibirskij gosudarstvennyj institut kultury, 2017: 213 - 216.

3. Eliseeva I.G., Ahanova Zh.B. Psihologo-pedagogičeskaya podderzhka shkolnikov s osobymi obrazovatelnyimi potrebnostyami v obsheobrazovatelnoj shkole (urovnevnyj podhod): metod. rekomendacii- Almaty: NNPC RSIO, 2020. - 76 s.

4. Chekunova E.A. Psihologo-pedagogičeskoe soprovozhdenie razvitiya lichnosti s OVZ. Gumanitarnye i socialnye nauki. 2016; № 6: 239 - 247.

5. Bityanova M.R. Organizaciya psihologičeskoj raboty v shkole. – М.: Sovershenstvo, 1997. – (Praktičeskaya psihologiya v obrazovanii).

6. Gazman O.S. Pedagogičeskaya podderzhka rebenka v obrazovanii //Direktor shkoly.– 2007. – № 3. – s. 51-58.

7. Malinovskiy, S., Shibanova, E., Movkebayeva, Z. Barriers and facilitators of access to higher education in a weakly institutionalised context: perceptions of disabled students. Disability and Society 2023, DOI:10.1080/09687599.2023.2203310

8. Ananeva T.V. Psihologo-pedagogičeskoe soprovozhdenie semi, vospityvayushej «osobogo» rebenka. Vospitanie i obuchenie detej s narusheniyami razvitiya. 2018; № 1: 64 - 67.

9. Kazakova, E. I. Iskusstvo pomogat: Chto skryvaetsya za terminom «Soprovozhdenie razvitiya detej» / E. Kazakova // Lidery obrazovaniya. - 2004. -№ 9-10. - s. 95-97.

10. Rozhkov, M.I. Soprovozhdenie detej i molodezhi kak komponent socialno-pedagogičeskoj deyatel'nosti / M.I. Rozhkov // Psihologičeskoe i socialno-pedagogičeskoe soprovozhdenie detej i molodezhi ; Materialy mezhdunarodnoj konferencii. -Izd-vo YaGPU, 2005. - s. 3-6.

11. Haravina L.N. Tehnologiya pedagogičeskogo soprovozhdeniya lichnostno-professionalnogo razvitiya molodogo prepodavatelya // Yaroslavskij pedagogičeskij vestnik. – 2011. – № 4. – t. II (Psihologo-pedagogičeskie nauki). – S. 214-219.

12. Babkina N.V. Ocenka gotovnosti k shkolnomu obucheniyu detej s zaderzhkoj psihičeskogo razvitiya. М., 2015.

13. Kovkova T.G, Ryumina Yu.N. Specifika socialnoj raboty s detmi s OVZ v stacionarnom uchrezhdenii. Vestnik Shadrinskogo gosudarstvennogo pedagogičeskogo universiteta. 2013; № 4: 192 - 196.

14. Kazakova E.I. Sistema kompleksnogo soprovozhdeniya rebenka s OVZ. Psihologo-pedagogičeskoe soprovozhdenie razvitiya rebyonka: materialy Vserossijskoj nauchno-praktičeskoj konferencii. Sankt-Peterburg: Sankt-Peterburgskij gosudarstvennyj universitet pedagogičeskogo masterstva, 2015: 45 - 48.

15. Semago M.M. Soprovozhdenie rebenka v obrazovatelnoj srede. Strukturno-dinamičeskaya model / Sб. науч. тр. kafedry korrekcionnoj pedagogiki i spec. psihologii. – М.: Изд'во АПКУПРО РФ, 2003.С. 24-37.

16. Eliseeva I.G., Eрсarina A.K. Psihologo-pedagogičeskoe soprovozhdenie detej s osobymi obrazovatelnyimi potrebnostyami v obsheobrazovatelnoj shkole: metod. rekomendacii. – Almaty: NNPC KP, 2019. - 118s.

17. Metodicheskie rekomendacii po podgotovke specialnyh pedagogov v vuzah k realizacii psihologo-pedagogičeskogo soprovozhdeniya v usloviyah inklyuzivnogo obrazovaniya. Pod redakciej Duzelbaevoj A.B. i Movkebaevoj Z.A. – Učebno-metodičeskoe posobie. – Pavlodar: ТОО «DVS», 2023. – 98 s.