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PEDAGOGICAL PROBLEMS OF TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Abstract

Recently, inclusive education has become an integral part of our lives. The problem of early assistance to children with existing physical, intellectual, social, emotional, linguistic and other health characteristics and their social adaptation to society is currently extremely relevant in the field of education and healthcare.

The upbringing of children requires special methodological approaches and the creation of a whole range of additional conditions. In the presence of appropriate pedagogical conditions, certain mental processes and qualities develop most easily, which are very difficult to form at later age stages.

Therefore, we consider the principles of children's development in the context of inclusive education, analyzing pedagogical issues.

The article is devoted to the peculiarities of psychological and pedagogical assistance to children with various developmental disorders and special needs. The experience of developing and implementing an early intervention program for children with multiple developmental disorders is shown.

Keywords: inclusive education, children with disabilities, child development, social adaptation, pedagogical conditions.

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ДАМУЫНДА АУЫТҚУЫ БАР БАЛАЛАРҒА ЕРТЕ КӨМЕК КӨРСЕТУДІҢ ПЕДАГОГИКАЛЫҚ МӘСЕЛЕЛЕРІ

Аңдатпа

Соңғы уақытта инклюзивті білім беру біздің өміріміздің ажырамас бөлігіне айналды. Дене, интеллектуалдық, әлеуметтік, эмоционалдық, тілдік және басқа да денсаулық ерекшеліктері бар балаларға ерте көмек көрсету және олардың қоғамға әлеуметтік бейімделу мәселесі қазіргі уақытта білім беру және денсаулық сақтау саласында өте өзекті болып табылады.

Дамуында ауытқуы бар балаларды дамыту арнайы әдістемелік тәсілдер мен қосымша жағдайлардың тұтас кешенін жасауды талап етеді. Қажетті педагогикалық жағдайлар болған кезде олардың кейінгі ерте жастан қалыптасуы өте қиын белгілі бір психикалық процестер мен қасиеттер анағұрлым жеңіл дамиды.

Сондықтан педагогикалық мәселелерді талдай отырып, мүмкіндігі шектеулі балалардың даму принциптерін инклюзивтілік жағдайында қарастырамыз.

Мақалада дамуында әртүрлі ауытқулары бар мүмкіндігі шектеулі балаларға психологиялық-педагогикалық көмек көрсету ерекшеліктерін қарастыруға арналған. Дамуында көптеген ауытқулары бар балаларға ерте жастан дамыту бағдарламасын әзірлеу және енгізу тәжірибесі анықталды.

Түйін сөздер: инклюзивті білім беру, мүмкіндігі шектеулі балалар, баланың дамуы, әлеуметтік бейімделуі, педагогикалық жағдайлар.

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ПЕДАГОГИЧЕСКИЕ ПРОБЛЕМЫ РАННЕЙ ПОМОЩИ ДЕТЯМ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ

Аннотация

В последнее время инклюзивное образование стало неотъемлемой частью нашей жизни. Проблема ранней помощи детям имеющихся физических, интеллектуальных, социальных, эмоциональных, языковых и других особенностей здоровья и их социальной адаптации в общество является в настоящее время чрезвычайно актуальной в области образования и здравоохранения.

Воспитание детей требует особых методологических подходов и создания целого комплекса дополнительных условий. При наличии соответствующих педагогических условий наиболее легко развиваются определенные психические процессы и качества, которые очень трудно сформировать на более поздних возрастных этапах.

Поэтому мы рассматриваем принципы развития детей раннего возраста в условиях инклюзивного образования, анализируя педагогические вопросы.

Статья посвящена особенностям психолого-педагогической помощи детям имеющим различные нарушения в развитии и с особыми потребностями. Показан опыт разработки и реализации программы ранней помощи детям с множественными нарушениями развития.

Ключевые слова: инклюзивное образование, дети с ограниченными возможностями здоровья, развитие ребенка, социальная адаптация, педагогические условия.

Introduction. Inclusive education has become an essential aspect of modern pedagogy, ensuring that children with disabilities receive equal access to quality education. The growing recognition of the need for early intervention highlights the importance of specialized psychological and pedagogical support to facilitate the development and social adaptation of these children. The effectiveness of inclusive education depends on various factors, including the preparedness of educators, societal attitudes, and the availability of resources tailored to the needs of children with disabilities.

Despite the progress made in integrating children with disabilities into mainstream educational settings, numerous challenges persist. These include a lack of trained specialists, limited awareness among teachers and parents, and insufficient access to adaptive learning materials and technologies.

Addressing these challenges requires a comprehensive approach that combines innovative teaching methodologies, early intervention programs, and collaborative efforts among educators, psychologists, and policymakers.

This study aims to explore the pedagogical problems associated with teaching children with special educational needs and to propose effective strategies for their integration into inclusive educational environments. By examining psychological, social, and educational factors, the research seeks to contribute to the development of more effective teaching approaches and support systems that ensure the full participation of children with disabilities in society.

According to many scholars, like Reznik N.A. (2000) [1], Galkina Y.V. (2012) [2], Malofeyev N.N. [3], Razenkova YU. A., Uryadnitskaya N.A. (2007) we need to develop teaching programs for children with disabilities, because they are different in their mental and physical skills from other mates. In this connection Strebeleva Ye.A. (2005) [4] suggests to use visualization method and programs based on it. In this connection, Vygotskiy, L.S. (1995) [5], Zarin A. (2015) [6] and Strebeleva Ye.A. (2005) recommend to develop learners' critical thinking and to take into account pedagogical and psychological principles of education.

Recently, the problems of a family in which an unusual child grows up, children with disabilities, in our country are increasingly becoming the subject of wide discussion. Questions are raised about early prenatal diagnosis, early professional psychological and pedagogical support for the family, the integration of children with Down syndrome into society and improving the quality of life of both the child and his family. This is a completely natural process that is taking place in those countries where citizens are increasingly aware that well-being, comfort and satisfaction with their lives largely depend on their own desires and their own activity.

According to Hill, D. and D. Brown (2013) "Support is provided in the form of a system of methods and techniques, providing the child with a form of assistance in making their own choices and overcoming obstacles in learning, cognitive, communicative activities" [7].

Providing early assistance to children with disabilities makes it possible to more effectively compensate for violations in physical and mental development, and in some cases even eliminate them, which will improve the level of development of children, their socialization and integration into society.

Malofeyev N.N. (2010) distinguishes the main goal of inclusive education as to create the necessary conditions for upbringing and access to education for all children. It is important regardless of their mental and physical abilities, social and economic status, culture, mother tongue, personal characteristics and ensure access to further education [8].

According to Morozova Ye. I. (1998) "In the standard rules of admission to kindergarden and primary schools, if the indicators of children with disabilities of groups I and II are the same, the chosen specialty of the territorial subdivision of the central executive body in the field of social protection must have a conclusion that you can study in educational institutions" [9].

Semago N.YA., Semago M.M. (2011) offered the system of teaching principles for the children with disabilities. But we need to develop them as our life and technologies are changed every day and appear new problems of further teaching [10].

However, there are several issues related to the integration of a child with a disability in the kindergarden at the place of residence, psychological, pedagogical and medical support:

- lack of a new generation of teachers and leaders who have the necessary knowledge and skills to work with children with disabilities and are ready to work with them;
- presence of discriminatory attitudes and misconceptions about disability in the school environment;
- lack of information about teachers, students, parents about disability and opportunities of their peers with disabilities;
- lack of knowledge about the use of technical means of rehabilitation and the organization of an accessible educational environment, which facilitates the educational process for students with special educational needs;

- lack of knowledge in accordance with the material and technical training and methods for working with a child with disabilities in the general education school at the place of residence;
- unwillingness of society to properly understand and accept the right of children with various disabilities to education in the environment of moderately developed peers;
- the official nature or absence of an individual educational program for a child with disabilities, aimed at full education.

Ahmad Fouzia Khursheed (2015) identified seven types of problem solving used in the dialogue mode, which is considered as pedagogical support [11]:

1. Observation of the child's emotional state;
2. Help the child to see his problems;
3. Helping to determine their attitude to it;
4. Help to determine what to do;
5. Help to determine how to do it;
6. Help the child to choose options for solving problems;
7. Help to develop a plan to solve problems.

Functional group short-term stay for children of early age implies the use of specialized methodological developments in all areas of activity: diagnosis, correction, prevention and consultation. Specialists, on the one hand, apply existing developments, and on the other - themselves develop methodological recommendations. To do this, we need to solve the following objectives:

Achieving this goal we will see by solving a series of tasks:

- Maximum early detection of educational needs of the child.
- Early began targeted targeted correctional and pedagogical work.
- Development and introduction of new forms and methods of training and education.
- Timely inclusion of parents in the correctional and pedagogical process.
- Realization of unity of requirements for education and training of the child in the family and educational institution.
- Organization of effective forms of interaction of various specialists participating in the complex rehabilitation of the child with limited opportunities for health.

According to the analysis of the current state of the secondary education system in the Education Development Program of the Republic of Kazakhstan for 2011-2020, "the number of children with disabilities has increased in recent years, from 124 thousand in 2005 to more than 149 thousand in 2010. Only 41.4% of them are covered by special education programs. Education of this category of children is carried out in 35 special kindergartens, 228 special groups of preschool organizations, 101 correctional schools and 1,096 special classes of secondary schools throughout the country. This means that we need to create our own way of organizing work with children with disabilities in our education system. But we will keep the existing system of special schools. Because we can't bring everything to one desk.

After all, half-grown children are not able to get the necessary education in a general education school. Therefore, this system will continue to expand. Recently, the Government decided to build a new republican school for blind children. Special schools will be a resource for secondary schools, because there is a special staff and the right to free access to social, medical, and pedagogical correctional measures, psychological, medical, and pedagogical examinations and education for children with disabilities from birth in Kazakhstan. "On protection", "On special social services". However, special education institutions do not meet the educational needs of children with different disabilities.

Basic provisions. The article critically examines the pedagogical and psychological dimensions of inclusive education, emphasizing the imperative of early intervention and the deployment of specialized instructional methodologies to optimize the developmental trajectories and social integration of children with special educational needs. It underscores the necessity of creating a conducive pedagogical environment that facilitates cognitive, emotional, and social growth, particularly in early childhood, when foundational psychological processes are most malleable. Moreover, the study delineates systemic

impediments to the effective implementation of inclusive education, including the paucity of adequately trained specialists, limited parental and societal awareness, and the insufficient availability of adaptive educational resources. By advocating for a multidimensional and evidence-based framework, the article seeks to inform policy and pedagogical strategies that can bridge existing gaps and foster a more equitable and accessible educational paradigm for children with diverse learning needs.

Materials and methods. Taking into account the issues and conditions for organizing the pedagogical conditions in an inclusive education for children with disabilities, we tried to classify the issues related to them. Pedagogical and psychological conditions for inclusive education for children with disabilities were formulated and systematized based the latest research in the field.

This study explores the fundamental pedagogical and psychological conditions necessary for the effective organization of inclusive education for children with disabilities. In order to comprehensively analyze the challenges associated with inclusive education, a systematic classification of the key pedagogical issues has been undertaken. The research methodology is based on an integrative approach that synthesizes contemporary theoretical perspectives, empirical studies, and practical implementations in the field of special and inclusive education.

A thorough literature review was conducted to examine the latest advancements in inclusive pedagogy, focusing on the structural, methodological, and psychological aspects of teaching children with special educational needs. The study incorporated qualitative and quantitative research methods to ensure a multidimensional understanding of the subject. Empirical data were gathered through case studies, structured observations, and in-depth interviews with educators, psychologists, and other specialists working in inclusive settings. Additionally, best practices from various educational systems worldwide were analyzed to identify effective strategies for optimizing pedagogical interventions.

The findings were synthesized to formulate and systematize the essential conditions required for fostering a supportive learning environment for children with disabilities. Special emphasis was placed on evidence-based pedagogical frameworks, adaptive teaching methodologies, and psychological support mechanisms that facilitate the cognitive, emotional, and social development of students within inclusive settings. The study also evaluated the role of teacher training, curriculum adaptation, and assistive technologies in enhancing educational outcomes for children with diverse learning needs.

By integrating theoretical insights with empirical observations, this research provides a structured and scientifically grounded framework for understanding and addressing the complexities of inclusive education. The study contributes to the ongoing discourse on pedagogical innovations and offers practical recommendations for educators, policymakers, and researchers seeking to improve the accessibility and effectiveness of inclusive educational practices for children with disabilities.

Results and Discussion. The number of various integrated forms of education for children with disabilities is growing significantly. Innovative processes in the field of special education are aimed at integrating children with disabilities into the educational environment of healthy children. However, the issue of education for children with disabilities is still far from being fully resolved. Integrated education is partly formal, as evidenced by the programs of general education institutions, which do not take into account the specifics of the development of children with disabilities. Inclusive education provides schools with qualified personnel, teachers have additional knowledge in the field of correctional pedagogy and special psychology. In fact, there is a shortage of such teachers. Disability leads to a change in a person's social behavior. The disabled child in the family is given more care and attention than other children. Unhappiness in a child's head, above all, evokes feelings of compassion in those around him and changes his attitude toward him.

Over the past decade, the socio-pedagogical practice has been actively developing, integrating a special process of "support" or "support". The subject of pedagogical support is the process of overcoming the child's personal interests, goals, opportunities and obstacles. Methods and techniques of pedagogical support are diverse, that is, it is associated with many communication situations.

Therefore, social and pedagogical support of the child is a system of measurement aimed at the normal development of the child and his physical and mental health, communication, excellence in learning, life and professional adaptation and basic needs, personal problems and protection of rights.

Most problems are related to teaching process, lack of teaching aids, support form teachers and schools. They are revealed in the following Figure 1.

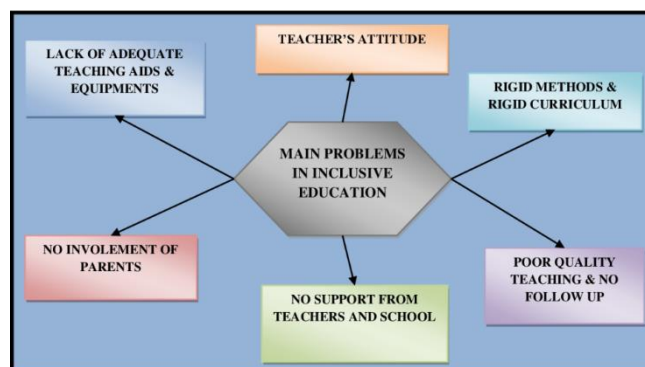


Figure 1 –Main problems on inclusive education

The findings of this study align with existing research on inclusive education, reinforcing the argument that early intervention and specialized pedagogical strategies are crucial in fostering the development and social integration of children with special educational needs (SEN). As noted by Malofeyev (2010), the primary objective of inclusive education is to ensure equitable access to learning environments irrespective of cognitive, physical, or socio-economic differences. Our research supports this notion, highlighting the necessity of a structured approach that integrates psychological and pedagogical support mechanisms from early childhood to facilitate effective learning experiences.

In this connection, Rosa Blanco and etc. (2011) identified three components of psychological and pedagogical support for learners [12].

Taking into account all the pedagogical and psychological conditions, qw recommend pedagogical conditions for the programs of children with disabilities:

1. Regular monitoring of the psychological and pedagogical status of the child. In the analysis of the child's condition, the psychologist together with the teacher identified two groups that are "in good psychological condition" and those who experience psychological difficulties in learning and communication.

2. Creation of socio-psychological conditions for good learning and development of the child, work with adolescents (lessons on the organization of a special developmental environment, advice), providing methodological assistance to teachers. The general purpose of the work in this direction is to help teachers and parents to organize the educational space. The psychological characteristics of the child and their current interests and needs are taken into account.

3. Creating a special socio-psychological environment for solving educational, communication and psychological problems of adolescents. The main goal is to help a child with psychological characteristics and abilities to create appropriate learning and communication conditions.

The challenges and issues are related both to children with disabilities and mentors. One of the major findings of this study is the persistent shortage of trained professionals in inclusive education. This challenge has been documented by Semago and Semago (2011), who emphasize the need for continuous professional development programs to equip educators with the necessary competencies to support children with disabilities. Our analysis indicates that many mainstream schools lack educators with specialized training in correctional pedagogy and special psychology, thereby limiting the effectiveness of inclusive education initiatives.

Academic readiness is also another problem which is needed to be solved. In the following Figure 2 we can see several problems of inclusive education for children with disabilities.



Figure 2 –Challenges in inclusive education

The solution. Thus, the concepts of "socio-pedagogical support" and "support" are closely related, but not identical in content. Socio-pedagogical support is aimed at protecting the rights of the child and solving individual problems, identifying needs. The concept of "support" refers to the normal developmental reactions, trends and support of the person. Support is aimed at realizing the full potential of the person, revealing the child's personality, maintaining important personality traits and correcting developmental deficiencies, self-selection and responsible treatment. The purpose of socio-pedagogical support is the formation of the child's ability to develop, self-regulate, change and self-realization in various life situations.

Principles of social and pedagogical support:

- active position of the child: the main thing is not to solve problems instead of the child, but to teach the child to solve problems on their own,
- to create conditions for the formation of the ability to develop independently;
- "on the child's side": the main interest of the child is taken into account, the protection of the child's rights is ensured, taking into account the positions of members of the educational process;
- autonomy: the specialist of the support system must be able to organize their activities as a special experience;

The specialist of the support system does not replace the work of the subjects of the educational process, but, together with them, solves the problem of child development.

-*continuity*: providing support for the child during the entire period of study in the educational institution;

-*complexity*: joint organization of specialists in solving the problem of support: class teachers, teachers, educators, psychologists, social educators, medical professionals, teachers, speech therapists, speech pathologists; -*warning*: it is necessary to ensure the transition from the impact on the resulting problems to the prevention of problematic situations.

We defined the functions of social and pedagogical support of the child:

- *function of rehabilitation*. It is the restoration of the good qualities of the child before the accentuation of his character.

- *compensation function*. This function is manifested in the formation in children of the strengthening of self-realization activities to achieve self-satisfaction and rapid achievement, aimed at overcoming any shortcomings.

-*incentive function*. This function is a correctional function that supports the development of normal personal behavior in the child.

This function is to correct the negative changes in the child's behavior is socialization function. This function is aimed at social development of the child, cognition, the formation of various skills and the development of social psychological competence. - Adolescents in the risk group need special support.

Another critical issue identified is the limited accessibility to adaptive learning resources and assistive technologies. According to Khursheed (2015), the use of assistive technologies can significantly enhance learning outcomes for children with disabilities by providing tailored instructional

support. Our findings corroborate this perspective, demonstrating that schools with access to adaptive educational tools report higher engagement and improved cognitive development in students with SEN. However, financial constraints and limited awareness among educators remain substantial barriers to the widespread implementation of such technologies.

Organization of the learning environment and the development of learning activities. 1. Schedule of visual lessons. Moving from one activity to another is a problem for most autistic children and can lead to aggression or behavioral disorders. The use of visual lesson schedules is based on the task of manipulative differential stimuli. In this case, verbal instructions are replaced by visual ones. Thus acquires a specific form.

The method of teaching is as follows:

- before the lesson shows the child a schedule of visual lessons, explains what tasks to perform;
- Then the child is given the materials of the first task given on the card;
- At the end of the first task, the teacher helps to collect the task cards and offers the next card;
- then, the teacher presents the materials for the next task.

The use of visual lesson schedules in the classroom helps to design learning activities. This helps the autistic child to understand what is happening, to perform the tasks on a regular basis, and to associate with the transition from one activity to another.

Priming method is one of the learning strategies that prepares the child for difficult problems in an inclusive environment. For example, if an educator is having difficulty reading a story in a group lesson, the child can read the story in an individual training each day to be active and participate or interact with the group.

Addressing these challenges requires a multifaceted strategy that includes targeted teacher training, increased investment in adaptive learning resources, and proactive policy measures to enhance the implementation of inclusive education frameworks. Additionally, strengthening collaboration among educators, psychologists, policymakers, and families can foster a more comprehensive support system for children with SEN. Future research should explore longitudinal studies to assess the long-term impact of inclusive education interventions and identify best practices for sustainable implementation.

We offer the principles of psychological and pedagogical support for children with disabilities.

1. Comprehensive, systematic consideration of the organization of conditions for the pedagogical conditions of children with disabilities;
2. Continuity of psychological and pedagogical support;
3. Information and methodological support;
4. Socio-pedagogical and psychological design of support activities;
5. Involvement of parents, teachers and specialists from psychological and pedagogical support centres.

Conclusion. At the same time, the principle of non-discrimination (prohibition of discrimination on the basis of disability) is not yet fully reflected in the legislation of Kazakhstan at the level disclosed in the Treaty.

According to the agreement, one of the key elements in the implementation of this principle is conscious adaptation. At the same time, the lack of access to public facilities and infrastructure in Kazakhstan at the legislative and practical levels. This problem does not allow children with disabilities to live independently and involve them in local society, which is considered discriminatory in accordance with this principle. Based on the research works, we defined that the most problems are related to education process, lack of teaching aids, support from teachers and special centres.

In conclusion, we can say that social and pedagogical support of the child assists the normal development of the child with disabilities in their excellence in learning physical and mental health activities, communication, life adaptation and other personal problems.

We need to develop the inclusive education for children in early stage in our country and find solutions to the problems considered in this research.

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ПРОБЛЕМЫ ПРЕДПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ ШКОЛЬНИКОВ С НАРУШЕНИЕМ ИНТЕЛЛЕКТА

Аннотация

В статье раскрывается актуальная проблема предпрофессиональной подготовки лиц с нарушением интеллекта. Анализируется современное состояние, проблемы профессиональной ориентации учащихся специальных школ и перспективы развития их предпрофессиональной подготовки. Доказывается значение системной и комплексной педагогической деятельности по профессиональной ориентации и предпрофессиональной подготовки обучающихся с нарушением интеллекта для решения возможных проблем их жизнеустройства в постшкольный период. Рассматривается терминологическое определение понятия «предпрофессиональная подготовка».

В статье представлены краткие результаты организованного анкетирования педагогов специальных школ, результаты которого свидетельствуют о наличии определенных проблем в организации профориентационной работы с детьми с нарушением интеллекта: отсутствие специального педагогического образования у учителей трудового обучения, затрудняющее профессиональное проведение данной работы с детьми с нарушением интеллекта; слабая материальная обеспеченность (отсутствие нового оборудования и современных материалов); недостаточность учебно-методического обеспечения кабинетов технологии; трудности в мотивировании учащихся с нарушением интеллекта на предстоящую профессиональную деятельность.

Ключевые слова:ограниченные возможности, нарушение интеллекта, профориентация, предпрофессиональная подготовка, трудовое обучение.

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АҚЫЛ-ОЙ КЕМТАРЛЫҒЫНА ҰШЫРАҒАН МЕКТЕП ОҚУШЫЛАРЫН КӘСІПKE ДЕЙІНГІ ДАЙЫНДАУ МӘСЕЛЕЛЕРІ

Аңдатпа

Бұл мақалада интеллектуалдық бұзылыстары бар тұлғаларды кәсіпке дейінгі дайындықтыңөзекті мәселесікарастырылады. Арнайы мектептердегі оқушыларға кәсіптік бағдар берудің қазіргі жағдайы, мәселелері және олардың кәсіпалды даярлығының даму перспективалары талданады. Ақыл-ойы кемтарлығына ұшырған оқушылардың кәсіптік бағдарлауда және кәсіпке дейінгі дайындықта жүйелі және кешенді педагогикалық іс-әрекет арқылыдайындықтың олардың мектептен кейінгі өмір сүру мәселелерін шешу үшін маңызды екені дәлелденеді. «Кәсіпке дейінгі дайындық» ұғымының терминологиялық анықтамасы қарастырылады.

Мақалада интеллектуалдық бұзылыстары бар балалармен кәсіптік бағдар беру жұмысын ұйымдастыруда белгілі бір проблемалардың бар екендігін көрсететін арнайы мектеп мұғалімдерінің арасында арнайы ұйымдастырылған сауалнаманың қысқаша нәтижелері ұсынылған: кәсіптік педагогтар арасында арнайы педагогикалық білімнің болмауы, бұл ақыл-ой кемтарлығына ұшырған балалармен осы жұмысты кәсіби түрде жүргізуді қиындатады; материалдық базаның әлсіздігі (жаңа жабдықтар мен заманауи материалдардың болмауы); технология кабинеттерін