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IRSTI 14.37.27

<https://doi.org/10.51889/2959-5762.2026.89.1.020>

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INCLUSIVE COMPETENCE OF SPECIAL PEDAGOGUES: ITS ROLE AND SIGNIFICANCE IN MODERN EDUCATION




Abstract

This article examines the need for special specialists with high professional competence, including inclusive ones, who optimally respond to changes in the education system in Kazakhstan and are able to respond promptly. In this regard, the scientific foundations of the concept of «inclusive competence» are studied, attention is focused on the insufficient connections of theoretical knowledge and experience in the conditions of additional education of special educators, their professional development and the existence of problems that remain unresolved at the present stage.

The definition of the concept of «inclusive competence» and its own conclusions about the main components of the concept of «inclusive competence» in the works and research of foreign and Kazakhstan pedagogical scientists were analyzed. According to the professional standard «Pedagogue», one of the priority tasks of a special education teacher is to organize the teaching and upbringing of children with special educational needs, using specialized methods and technologies of corrective, developmental, educational, and sociocultural orientation aimed at their socialization and adaptation to society. The professional duties of a special education teacher also include providing consultations to specialists, parents, and other legal representatives of children with special educational needs on the application of these methods, as well as assessing the special educational needs of their families. Accordingly, this requires a high level of inclusive competence from special education teachers within the education system. The article addresses the issue of developing the inclusive competence of special education professionals.

In order to determine the level of development of inclusive competencies and the readiness of special teachers for professional activities, 2 surveys were conducted by special teachers of a comprehensive school (N=486) for the determining research stage.

Keywords: professional competence, inclusive competence, special pedagogue, cognitive competence, motivational competence, reflexive competence, Bloom taxonomy levels.

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АРНАЙЫ ПЕДАГОГТЕРДІҢ ИНКЛЮЗИВТІК ҚҰЗЫРЕТТІЛІГІ: ОНЫҢ ЗАМАНАУИ БІЛІМ БЕРУДЕГІ РӨЛІ МЕН МАҢЫЗЫ




Аңдатпа

Бұл мақалада Қазақстандағы білім беру жүйесіндегі өзгерістерге оңтайлы жауап беретін және жедел әрекет ете алатын кәсіби құзыреттілігі, оның ішінде инклюзивті құзыреттілігі жоғары арнайы мамандардың қажет екендігі қарастырылған. Осыған байланысты, «инклюзивті құзыреттілік» ұғымының ғылыми негіздері зерделеніп, арнайы педагогтерді қосымша білім беру жағдайында, олардың біліктілігін арттыруда теориялық білімдер мен тәжірибе арасында байланыстардың жеткіліксіздігі және қазіргі кезеңде шешімін таппай келе жатқан мәселелердің бар екендігіне назар аударылады.

Шетелдік және отандық педагог-ғалымдардың еңбектері мен зерттеулеріндегі «инклюзивті құзыреттілік» ұғымына берілген анықтамалар мен оның құрылымдық негізгі құрамаларына қатысты авторлық тұжырымдар қарастырылды. «Педагог» кәсіби стандартына сәйкес, арнайы педагогтың қызметіндегі басты міндеттерінің бірі - білім беруде ерекше қажеттілігі бар балаларды оқыту және тәрбиелеу, түзету және дамыту, әлеуметтендіру және қоғамға бейімдеудің арнайы әрекет ету жолдары мен амалдарын қолдану бойынша мамандарға, ерекше балалардың ата-аналарына және өзге де заңды өкілдеріне кеңес беру, олардың отбасыларының ерекше білім беру қажеттіліктерін бағалауды жүзеге асыру болып табылады. Сәйкесінше, бұл білім беру жүйесінде арнайы педагогтен инклюзивті құзыреттілігі жоғары болуын талап етеді. Мақалада арнайы педагогтердің инклюзивті құзыреттілігін дамыту мәселесі қарастырылған.

Инклюзивті құзыреттіліктің даму деңгейін және арнайы педагогтердің кәсіби қызметіне дайындығын анықтау мақсатында жалпы білім беретін мектептің (N=486) арнайы педагогтерімен анықтаушы зерттеу кезеңіне 2 сауалнама өткізілді.

Түйін сөздер: кәсіби құзыреттілік, инклюзивті құзыреттілік, арнайы педагог, когнитивті құзыреттілік, мотивациялық құзыреттілік, рефлексивті құзыреттілік, Блум таксономиясы деңгейлері.

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ИНКЛЮЗИВНАЯ КОМПЕТЕНТНОСТЬ СПЕЦИАЛЬНЫХ ПЕДАГОГОВ: ЕЕ СУЩНОСТЬ И РОЛЬ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

Аннотация

В данной статье рассматривается необходимость специальных специалистов с высокой профессиональной компетенцией, в том числе инклюзивной, которые оптимально реагируют на изменения в системе образования в Казахстане и способны оперативно реагировать. В связи с этим, изучаются научные основы понятия «инклюзивная компетентность», акцентируется внимание на недостаточных связях теоретических знаний и опыта в условиях дополнительного образования специальных педагогов, повышения их квалификации и наличии проблем, которые на современном этапе остаются нерешенными.

Рассмотрены определения понятия «инклюзивная компетенция» в трудах и исследованиях зарубежных и отечественных педагогов-ученых и авторские выводы, касающиеся его структурных основных составов. В соответствии с профессиональным стандартом «Педагог», один из приоритетных задач деятельности специального педагога является организация обучения и воспитания детей с особыми образовательными потребностями, применение специальных методов и технологий коррекционно-развивающего, воспитательного и социокультурного характера, направленных на их социализацию и адаптацию в обществе. В круг профессиональных обязанностей специального педагога также входит консультирование педагогов, родителей и иных законных представителей детей

с особыми образовательными потребностями по вопросам использования указанных методов, а также проведение оценки особых образовательных потребностей семей. Соответственно, это предполагает наличие у специального педагога высокого уровня инклюзивной компетентности в системе образования. В статье рассматривается проблема развития инклюзивной компетентности педагогов данной категории.

В целях определения уровня развития инклюзивной компетентности и готовности специальных педагогов к профессиональной деятельности специальными педагогами общеобразовательной школы (N=486) проведено 2 анкетирования на период детерминационного исследования.

Ключевые слова: профессиональная компетентность, инклюзивная компетентность, специальный педагог, когнитивная компетентность, мотивационная компетентность, рефлексивная компетентность, уровни таксономии Блума.

Introduction. Nowadays, in the context of additional education, the training of special educators should be focused on a competence-based approach. This means that the result of each person's upbringing and training is not only a system of knowledge and skills, but also a set of key competencies. Special attention is being given to the development of inclusive competencies among special education teachers. The main components of these competencies include: academic competencies that determine the ability to acquire new knowledge; socio-personal competencies that express the ability to preserve the ideological and moral values of the state and society; professional competencies that include identifying and finding ways to solve problems in various fields of teaching, drawing up and implementing plans.

In today's context, the professional development system is the most important stage of additional education, located at the junction of professional activity and the field of education. This system generates qualified specialists, ensures the professional development of teachers and contributes to the development of Kazakhstan's intellectual potential.

This idea is reflected in Article 32-1 of the Law of the Republic of Kazakhstan "On education", which provides an opportunity to clarify the direction of the educational sphere in the Republic of Kazakhstan concerning "Additional Education for Adults" [1]. Furthermore, this direction is also addressed in the document of the Minister of Education and Science of the Republic of Kazakhstan dated August 31, 2022, No. 385, entitled "On the Approval of the Model Rules for the Activities of Organizations of Preschool, Secondary, Technical and Vocational, Post-Secondary, and Relevant Types of Additional Education". Specifically, Appendix 9 of this document, titled "Model Rules of Activity of Organizations of Additional Education for Adults", details the procedures for organizing and implementing the activities of such organizations.

Special educators who implement modern inclusive education in practice are characterized by the following circumstances: that they encounter difficulties in adapting the requirements of the state compulsory education standards and the content of subject curricula when teaching children with special educational needs, as well as their insufficient understanding of the children's individual developmental characteristics, abilities, and capacities; their inability to apply certain methodologies of individualized instruction; and their lack of experience in establishing interpersonal communication between children with special needs and typically developing children. The problem of avoiding such situations in the activities of special educators, understanding and developing the concept of inclusive competence is important and relevant.

Basic provisions. Since the success of inclusive education largely depends on the special professional skills of specialists, the scientific basis of any research should be confirmed by experimental research. In this regard, Denisova O.A., Ponikarova V.N., Lekhanova O.L. «considered the actual issue of training teachers in the implementation of inclusive education for children with special educational needs. These authors defined the key competencies for teachers of inclusive education. They proposed a diagnostic program to determine the current level of readiness of future and working teachers to provide education for children with special educational needs in an inclusive environment. These authors also described the levels of training and opportunities for inclusive education of preschool and school-age teachers» [3], Kuzmina O.S. – «This author has considered the issues of educating teachers to provide educational services to children with disabilities and special educational needs. The author explored the possibilities

of developing teachers working in an inclusive education environment by means of advanced training and professional retraining» [4], Mikhailchenkova N.A. Bolshakova Yu.M., Kozhevnikova V.V. – «...The successful practice of inclusive education mainly depends on the competence of the teacher, although the practice of inclusive education depends on many important factors such as point of view, curriculum, resources, parental involvement, interdisciplinary direction, etc.» [5], Yemelyanova I.D., Podolskaya O.A. - «The authors pay special attention to the structure of professional competencies, highlighting cognitive, operational and individual components. They developed the content of a modular training program for specialists working in an inclusive educational environment in accordance with the component composition» [6], Goryunova L.V.– «The author considered the process of formation of inclusive teacher competence and characterized the main blocks of the model of formation of inclusive teacher competence in the process of professional training. The scientist emphasized that the model includes a conceptual block, a procedural and organizational block, and an evaluative and analytical block.» [7], A teacher's readiness for inclusive education is determined by the level of his knowledge and competencies necessary for the effective implementation of pedagogical activities. The teacher includes professional virtue, adaptability, creativity, sociability and moral qualities. The main importance of the teacher's profession depends on his activity, and the requirements for the teacher's personality determine professional training for teaching. The role of teachers in inclusive education is important, but they are not sufficiently prepared for this task, «Inclusive competence of a teacher is an integral part of a teacher's professional competence, which includes interrelated value-semantic directions, knowledge, skills, methods and experience of activity, the ability to independently analyze their activities, which is necessary for the effective implementation of the educational process in conditions of joint education of children with different educational needs» [8].

In the context of developing inclusive education, regarding the content and structure of a teacher's professional competence, researchers such as I.N. Khafizullina describe the functional scope of inclusive competence as a system of core operational competencies. Each of these competencies encompasses a full cycle of the following content-related competencies:

- diagnostic, which is the ability to collect data on the level of development of a group of students in an inclusive education environment, personal development, and the education and upbringing of individual students, at both the general and individual stages of the pedagogical process;
- prognostic, which is the ability to predict the results of certain pedagogical services in an inclusive education environment;
- structural, which is the ability to create pedagogical activities in the context of inclusive education by adapting forms, methods, and means of teaching, taking into account the various educational needs of students, setting appropriate goals based on diagnostic data (both general and individual), and competent planning of the pedagogical process.
- organizational, which is the organization of pedagogical activities in the context of inclusive education, as the ability to creatively apply an individual approach in professional activities (for example, teaching according to an curriculum);
- communicative, as the ability to communicate constructively with the subjects of the pedagogical process, which contributes to the effective implementation of inclusive educational;
- technological, as the ability to implement methods and technologies of inclusive education, taking into account different educational needs;
- correctional, as the ability to correct the course of the pedagogical process at any stage, taking into account the results of this intermediate and final diagnostics;
- research, as the ability to study and analyze pedagogical phenomena, and to conduct experimental work [8].

The analysis of the content of the main substantive and operational competencies included in the system of inclusive competencies makes it possible to present in more detail the results of the educational process in the system of additional education aimed at its development, and, consequently, to develop and implement a program of advanced training courses more effectively.

We believe that the high level of inclusive competence of special educators will allow them to effectively carry out pedagogical activities, ensuring that all children with special educational needs, including children with learning difficulties for social, linguistic, and cultural reasons, are included in the general education school environment. To test this hypothesis, the following materials and methods were used in the study.

Materials and Methods. To solve the research problem, targeted surveys, monitoring and diagnostic methods, methods of processing mathematical and statistical data were used. Participation in the study was anonymous. The surveys «Inclusive competence», «Me and inclusive education» were used in the study. The experiment was conducted on special teachers of secondary schools throughout the region of the Republic. 486 special educators (n=486) participated in the experiment. According to the inclusive competence of special educators, three levels are defined: low, medium and high. In each survey, the level of competence of special educators in inclusive education was determined. The purpose of the study was explained to the respondents and their consent to reliable data processing was obtained. It was also possible to exit the study at any time. From the results obtained, important aspects and effective ways of developing the inclusive competence of special educators have been identified, and recommendations have been taken into account. The data was then analyzed statistically.

Results. In the structure of inclusive competencies, we identify the main substantive and operational competencies. In the structure of competence, its fundamental content-related components and operational competencies are distinguished. Core competencies constitute an integrated system of knowledge, skills, and abilities that are personally significant and applied in various domains of pedagogical activity to solve professional tasks. These competencies are considered the foundation of professional readiness, ensuring the effective execution of specific professional functions. The content-related dimension of inclusive competence is defined by the teacher's ability to comprehend the essence of professional activity within the context of inclusive education. This dimension includes motivational, cognitive, and reflective competencies.

Motivational competence, a critical component of inclusive competence, is grounded in a system of values, needs, and motives aligned with the goals and objectives of inclusive education. It encompasses the teacher's ability to self-motivate for professional activity, maintain a humanistic orientation, and uphold a positive professional stance toward inclusive education. When integrating students with special educational needs into the environment of typically developing peers, the teacher's motivational framework is shaped by a combination of social, cognitive, professional, personal development, self-affirmation, and well-being-oriented motives. At the core of this competence lies the teacher's value orientation, which reflects both a general humanistic perspective and a positive professional attitude toward working with students with diverse educational needs, understanding the significance of inclusive education for successful socialization, and deeply recognizing the potential of children with disabilities.

The cognitive component of a special educator's inclusive competence is grounded in core cognitive competency. Cognitive competence ensures a coherent understanding of pedagogical activity, enhances the teacher's cognitive engagement, and promotes the development of various elements of educational experience. It is defined as the capacity to search for, retain, and retrieve information as needed, and to analyze and process it to solve theoretical and practical tasks.

Cognitive competence within inclusive competence involves pedagogical reasoning based on a system of knowledge and cognitive experience required for inclusive teaching, as well as the ability to apply educational methods effectively. Its key elements include assessing how students with special educational needs perceive and process information, accurately analyzing their conditions, making appropriate decisions in specific pedagogical situations, organizing instruction using innovative approaches, and adapting flexibly to new circumstances.

The reflective component of a special educator's inclusive competence is represented by core reflective competency. Reflective competence manifests in the teacher's ability to understand the foundations, logic, and effectiveness of their professional activity. It enables the teacher to evaluate and

reassess their achievements, systematically analyze pedagogical situations, and monitor the outcomes of professional work. Reflective competence facilitates self-awareness, self-regulation, and the continuous personal and professional development of the educator.

In the course of cognitive experimental work, diagnostic work was planned to determine the level of inclusive competence of special educators. The tasks of the identification stage are defined:

- definition of the purpose and objectives of the ascertaining experiment;
- development of diagnostic methods for the level of inclusive competence of special educators;
- conducting primary monitoring to determine the level of inclusive competence of special educators;
- analysis of the results of the detection stage experiment.

According to the questionnaire «Me and inclusive education», special teachers were given the opportunity to independently assess their competence in their professional activities, the questionnaire consisted of 21 questions and several options, the options were calculated with 0-3 points depending on the answers. Based on the conclusions and theories of scientists who studied the problem of inclusive competence, survey questions were received. In addition, the questionnaire questions were prepared according to the components of inclusive competence. In our opinion, the methods used make it possible to effectively and accurately assess the level of inclusive competence of special educators.

A total of 486 special educators took part in the experiment.

We systematized the questions of the questionnaire «Me and inclusive education» as follows:

- What method do you use to make the student perceive the educational material correctly?
- What do you do if a student has difficulties in learning?
- What criteria do you take into account when evaluating students' academic achievements?
- What innovative methods would you use in inclusive education?
- How do you act in difficult situations (if the student has low motivation or weak academic performance)?
- According to the special needs of students, what approaches do you most often use in classes?
- How do you assess your ability to adapt to new situations or changes?
- What methods do you use to increase the student's motivation for the learning process?
- How important do you think it is to provide emotional support to increase the student's motivation?
- How do you evaluate your work after class?
- When you think about the difficulties faced by the student in the learning process, what do you do?
- What measures do you take in case of low student activity during the lesson?

The results of the survey were calculated using a point system. Table 1 shows the results of the survey according to the answers of the respondents.

Table 1 - The results of the survey according to the answers of the respondents

№	«Me and inclusive competence»	low	medium	high
1	Cognitive competence	17,2% (96 special teacher)	44,6% (217 special teacher)	38,2% (186 special teacher)
2	Motivational competence	37% (180 special teacher),	47,1% (229 special teacher),	15,8% (77 special teacher)
3	Reflexive competence	19,9% (96 special teacher)	49,5% (241 special teacher)	30,6% (149 special teacher)

The results of the survey «Me and inclusive competence» were shown in the form of a diagram (Figure 1).

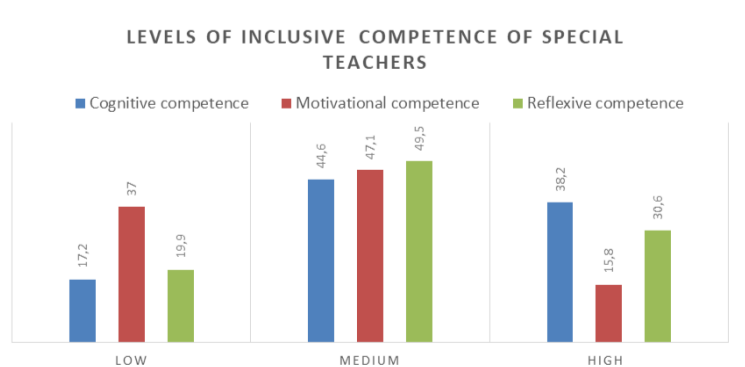


Figure 1 - Indicators for the «Me and inclusive competence» questionnaire

Most of the participants showed an average level of inclusive competence of 47.06% on average. The respondents answered the next survey in writing and openly.

For high-quality work with students with special educational needs, it was necessary to study the components of inclusive competence, the quality and level of knowledge possessed by a special teacher. In this regard, we have systematized the questions of the «inclusive competence» questionnaire as follows:

- What are the main elements of inclusive competence?
- What knowledge and skills do you need to be inclusive competent?
- How do you assess your level of knowledge and understanding in this area?
- What specific situations require the use of inclusive competence?
- Can you cite cases where inclusive competence has been successfully applied or, conversely, there is a lack of competence?
- What steps will you take to improve inclusive competence?
- Do you have plans for the further development of this industry?
- How your inclusive competence affects the environment (work, study, social relations, etc.)?
- What changes in the environment do you notice through the use of inclusive competence?
- Have you received feedback from other people about your own inclusive competence?
- How do you assess your achievements in this area?
- If you have a desire to include or emphasize something else related to inclusive competence, specify here.

The analysis of the survey results with Bloom's taxonomy levels made it possible to comprehensively assess the inclusive competence and level of professional training of special educators. This approach has helped to systematically determine the level of participation, understanding and practical skills of teachers in the process of inclusive education. In table 2, we examined a model for analyzing the survey results by levels of Bloom's taxonomy.

Table 2. Sample analysis of the survey results by Bloom's taxonomy levels:

Bloom's taxonomy Levels	Appearance in survey responses	Conclusion of the analysis
<i>Knowledge</i>	« I've heard about inclusive education », « I know that there are government programs »	There is theoretical knowledge, but there is no practical application.
<i>Comprehension</i>	« Inclusive learning is important for children with special needs »	Understands the essence of inclusive education, but does not know exactly how to implement it.
<i>Application</i>	« I use differentiated teaching methods in my class. », « I make an individual plan for children with needs »	Applies inclusive methods in practice
<i>Analysis</i>	« I compare the effectiveness of programs for students with special needs », « Diagnostics to determine the needs of students »	The teacher can deeply analyze his experience.

<i>Synthesis</i>	« I combine strategies suitable for each student and create new methods »	The teacher is able to develop new ideas and methods
<i>Evaluation</i>	« I evaluate the results of my work and make changes when necessary »	Have a high level of professional competence

Bloom's taxonomy levels allow for a deep analysis of the survey results, analyzing the knowledge, skills, and motivation of special educators. This approach is crucial to improve the quality of inclusive education, promote the professional development of educators, and effectively channel their expertise.

The survey results were analyzed as a percentage by Bloom taxonomy levels according to the respondents' responses.

Table 3 . Results of the survey on the levels of Bloom's taxonomy

Levels of Bloom's taxonomy	Percentage (%)
Knowledge – recall definitions, terms	22%
Comprehension – understanding the essence of inclusive competence	19%
Application – considerations for use in specific situations	18%
Analysis – consideration of cause and effect, comparison	15%
Synthesis – express new ideas, suggestions	14%
Evaluation – evaluate ideas, methods, and criticize	12%

- Knowledge (22%) is the highest. This shows that most special educators know general information about inclusive competence, basic terms.

- Comprehension (19%) – special teachers can explain theoretical knowledge, but the indicator of its full application in practice is slightly lower.

- Application (18%) – it shows that teachers have the ability to apply inclusive competence in practice.

- Analysis (15%) – analysis of situations the level of causal identification is average.

- Synthesis (14%) – low level of development of new ideas and proposals.

- Evaluation (12%) – the lowest indicator, that is, special teachers pay little attention to the assessment of their methods and techniques.

According to this analysis, the application of inclusive competencies in practice (application, analysis, synthesis, evaluation) still needs to be improved. And theoretical knowledge (knowledge, comprehension) is at a sufficient level.

Discussion. Comparing the results of surveys conducted with respondents during the ascertaining experiment, let's evaluate integral competence and its main components.

Level of education on Bloom's taxonomy:

- «Knowledge» (22%) the highest level, that is, most special teachers know basic information about inclusive competence. It is closely related to cognitive competence (38.2%), as this figure is also high.

- «Comprehension» (19%) a slightly lower level indicates that special teachers have difficulties in fully implementing their theoretical knowledge in practice.

- «Application» (18%) the level indicates that special teachers are ready to use their knowledge in practice, but this indicator is still at an average level.

- «Analysis» (15%) and «Synthesis» (14%) low indicators indicate a limited ability of special teachers to analyze complex situations and develop new ideas.

- «Evaluation» (12%) it has the lowest score, which indicates that special teachers pay little attention to the critical assessment of their methods.

Analysis on competence components:

- Cognitive competence: a large number of teachers at the average (44.6%) and high (38.2%) levels. This indicates that teachers have sufficient theoretical knowledge, but the level of its application still needs to be improved.

- Motivational competence: the average (47.1%) level is the highest, and the high level is only 15.8%. This indicates that special educators have an interest in inclusive education, but it is necessary to actively develop it.

- Reflexive competence: although there are medium (49.5%) and high (30.6%) levels, there is still a low level (19.9%). This indicates that special teachers need to develop the skills to evaluate their experience, to reflect.

After analyzing the data obtained above, let's draw scientifically based conclusions as follows:

1. Insufficient basic education in inclusive competence. The results of the study showed that the majority of special educators are familiar with the basic concepts and theoretical foundations of inclusive competence. However, the level of their effective use of this knowledge in practice and critical evaluation of their work remains low.

2. High level of cognitive competence. The high level of cognitive competence indicates that teachers are well equipped with theoretical knowledge in the field of inclusive education. However, there are certain gaps in the ability to apply this knowledge in real pedagogical practice and analyze inclusive processes.

3. The need to improve motivational competence. Although the interest of special educators in inclusive competencies was significant, it was found that only 15.8% have a high level of motivation. This indicator determines the need to develop the motivational aspects of special educators in the field of education and increase interest in inclusive education.

4. Average level of reflexive competence. The moderate level of reflexive competence indicates that special education teachers have not yet fully realized their potential for critically evaluating their professional practice, analyzing their experiences, and improving their work. The relatively high proportion of teachers with a low level of reflexive competence further highlights the need to develop self-reflection skills and capacities for professional growth within the inclusive education process

5. Lack of assessment skills. According to the results of the study, special educators do not pay enough attention to the systematic analysis of their experience and its assessment. The low level of assessment skills creates difficulties in analyzing the effectiveness and efficiency of the methods used in the process of inclusive education.

In general, the results of the study show that the theoretical knowledge of special educators regarding inclusive competence is at a high level, but it is necessary to develop the skills of its application in practice, motivation, reflection and evaluation. This confirmed the need to develop the inclusive competence of special educators, which allows them to effectively organize their professional activities. All these results indicate the need to improve the skills of special educators in the context of additional education.

Conclusion. The problem of developing the inclusive competence of special educators in the context of additional education is currently relevant in the education system of Kazakhstan. The progressive emergence of social and pedagogical changes, the growing number of children with special educational needs, and the need for an effective educational process that is harmonized with the general education system, all contribute to the increasing importance of inclusive pedagogy. Therefore, special attention was given to the theoretical and practical aspects of developing the inclusive competence of special educators.

The results of the study showed that special educators possess knowledge and skills at various levels related to inclusive competence in their professional activities. Nevertheless, the lack of a comprehensive connection between theory and practice, as well as the absence of educational programs aimed at improving the professional competence of special educators, remain unresolved issues in these areas. The study also shows that the main components of inclusive competence – the level of development of motivational, cognitive, and reflective competencies - differ.

In this sense, the development of inclusive competence among special educators requires the improvement of educational programs, the systematic organization of professional development, and the

enhancement of the practical training of special educators. This, in turn, contributes to the effective implementation of inclusive education and promotes the full social adaptation and development of children with special educational needs.

Thus, the problem of training and improving the professional skills of special educators with inclusive competencies in the education system of Kazakhstan is one of the most important areas in the field of teacher education.

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