

AL-FARABI KAZAKH NATIONAL UNIVERSITY

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**SOCIAL PEDAGOGUE IN THE
SYSTEM OF INCLUSIVE
EDUCATION**

Educational methodological manual

Almaty 2021

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The educational methodological manual presents materials on the essence of the activity of a social pedagogue in the system of inclusive education. The essence and content of inclusive education, domestic and foreign experience of organizing inclusive education, the main trends of inclusive education in the Republic of Kazakhstan are revealed. Of particular interest is the modern understanding of the activities of a social pedagogue in the system of inclusive education. The manual deals with the specifics of strategies and technologies of the social pedagogue's work with handicapped persons.

The educational methodological manual is intended for master's students, doctoral students, university lecturers, as well as students of advanced training courses.

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INTRODUCTION

Inclusive education involves ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities. The practice of inclusion was made possible by the spread of ideas and principles of normalization in society. The concept of normalization was formulated in Europe in the 1960s, according to its ideas, every person is valuable, regardless of what kind of success he can achieve; all people have the right to a decent human existence; society should create such opportunities for all. Inclusive education is a means of implementing the concept of normalization.

The right of all children to education is guaranteed by our state in its main law – the Constitution of the Republic of Kazakhstan. In 1994, our state ratified the UN Convention on the Rights of the Child, committing itself to ensure that children with disabilities and problems of health and development "have effective access to educational services.....in a way that leads to the fullest possible involvement of the child in social life and the achievement of the development of his personality, including the cultural and spiritual development of the child.

The ideas of inclusion correspond to the objectives of the state educational policy in the Republic of Kazakhstan, aimed at ensuring access to education for all categories of children, including specialized correctional and pedagogical assistance to children with special educational needs.

In this regard, the training of specialists in the system of inclusive education becomes relevant. The proposed methodological manual "Social pedagogue in the system of inclusive education" is aimed at solving the problem of improving the professional training of future social pedagogues for this type of socio-pedagogical activity.

The purpose of the course is to provide master's students with theoretical knowledge and practical skills, competences that contribute to strengthening their professional training, to help future social pedagogues master traditional and modern scientific and theoretical approaches to the organization of socio-pedagogical activities in the system of inclusive education.

Objectives:

- to develop a holistic view of the methodological foundations of inclusive education;
- to develop a basic system of scientific knowledge about the essence of modern theories and concepts of inclusive education;
- to train master's students to master modern socio-pedagogical strategies, methods, and technologies of work in the system of inclusive education;
- development master's relevant professional and personal qualities necessary for socio- pedagogical work in the system of inclusive education

As a result of studying the course, it is necessary to:

Know:

- modern approaches of scientific research in the system of inclusive education;
- the main trends of inclusive education in the world and the Republic of Kazakhstan;
- modern understanding of the essence of social pedagogy in the system of inclusion;
- content, features of strategies, technologies, methods of work of a social pedagogue with handicapped persons;
- the essence, content, features of the organization of socio-pedagogical work of a social pedagogue in the system of inclusive education;

Be able to:

- analyze the theoretical, socio-pedagogical and historical prerequisites for the emergence of inclusive education;
- compare and analyze the domestic and foreign experience of inclusive education;
- identify the essential characteristics of the modern understanding of inclusive education;
- correlate the concepts of "inclusive education", "intervention competences" and "inclusion strategies";
- be guided in the selection of strategies, technologies and methods of working with handicapped persons;

Have skills (gain experience):

- master professional competencies in the system of social work in the system of inclusive education;

- master the skills for the formation and development of future specialists of research, information and communication, diagnostic, projective, and social competences;
- understand and apply the basic principles and patterns of socio-pedagogical work with handicapped persons.

The authors hope that the materials of this methodological manual will be interesting not only for students, master's students, doctoral students of higher educational institutions, but also for those who today work with handicapped persons, who have an equal right to education, to become an equal member of society.

1. CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

1.1. Inclusive education: goals, objectives, principles

The modern development of education requires a clear understanding of the most important global changes that directly affect the methods, content, and management of education – development of a global economy, a global community, and the development of intellectual technology.

In the context of globalization, the new mission of the education system is to create conditions for achieving greater justice and social stability in society by ensuring equal rights for all citizens, including individuals with disabilities, to receive education and access to knowledge.

It should be noted that inclusive education in our country and abroad is developing at different levels: *political, scientific, organizational and practical*.

Various interpretations of the atypical nature of children are reflected in the works of foreign researchers D. Mitchell [1], B. Nirje [2], J. Spratt [3], W. Wolfensberger [4], etc. Russian scientists' understanding of atypicality has both common and distinctive features with their Western counterparts and is reflected in the works of L. I. Akatov [5], V. Levi [6], D. A. Leontiyev [7], R. Yarskaya-Smirnova [8], and others .

In the works of many Russian scientists M. R. Khusnutdinova [9], S. V. Alekhina [10], O. S. Kuzmina [11], V. V. Khitryuk [12], etc., foreign scientists: L. Barton [13], K. Wedell [14], J. Porter [15], etc., Kazakh scientists A. K. Kusainov [16], R. A. Suleimenova [17], A. K. Rsaldinova [18], Z. A. Movkebayeva, A. T. Iskakova, A. B. Aitbayeva [19], etc. the problems of inclusive education are presented.

So, **inclusive education** (fr. *Inclusif*-inclusive, lat. *include*- I conclude, I include) - the process of development of general education, which implies the availability of education for all, which provides access to education for people with special needs.

Inclusive education is a complex process involving the transformation of the teaching philosophy, and consequently organizational, content and technical changes [20].

As the analysis of the specialized literature shows, inclusive education is based on the following priorities:

- the priority of social adaptation of the child at each age stage;
- continuity of the inclusive process at all age levels;
- natural conformity of the inclusive educational process;
- priority development of communication skills of interaction with other people;
- prevention and overcoming of disability and artificial isolation of the family of a child with special developmental needs [21].

Studies show that included children with disabilities exhibit positive social and emotional behavior to a greater extent than children who are not included [22]. The authors O. Shpek and O. A. Kozyreva pointed out the conditions that contribute to the successful functioning of an inclusive educational environment, such as:

1. The need for interaction on the part of a special child and a group for mutual change and rapprochement in the process of joint life, activities, and education.
2. Inclusion implies certain requirements for the spatio-temporal community in which a child with special educational needs (SEN) is included. Not every community is ready for social responsibility for the result of inclusion.
3. An educational institution that educates children with special educational needs (SEN) should take care of creating conditions for inclusion, social integration of its students in different spheres of life –legal, educational, leisure and others[23].

At the 3rd International scientific-practical conference held in Moscow in 2015, it was emphasized that the methodological basis of pedagogical research in the field of inclusive education is both *cultural and historical psychology* and defectology. As the basic methodological positions were identified the ideas about the role of cultural and historical experience accumulated by mankind, which necessarily affects the course of development, upbringing and education of the child[24].

The methodology of inclusive education requires reference to different disciplines: anthropological, phenomenological philosophy, interactive psychology, general and social pedagogy. In scientific circulation, the ideas of normalization of life by B. Nirje, the criteria for the development of an inclusive culture by T. Booth and M. Ainscow, etc., are actively used[25].

Canadian representatives of the *team approach* M. A. Mastropieri[26], R. S. Podemsky [27] and others defined support in an inclusive classroom as a complex merger of the efforts of various subjects of inclusive education, in which the development of productive solutions for the education and upbringing of atypical children is not confined to one teacher, in whose class there is an atypical child

Another exponent of the team approach, the English researcher E. Patterson[28]., defined *the essence of the team* as the cumulative interactions between all the subjects of the educational process.

The leading condition for the construction of inclusive education is its consideration in the context of the *axiological approach*. Describing the semantic content of the axiological approach, US researchers M. Sapon-Shevin[29], S. Peck, and others understand it as the core value mechanisms for regulating the relationships of all members of the inclusive class, which are aimed at maximizing the acceptance of the specifics of each student and testing emphatic.

In pedagogical theory and practice, the socialization of an atypical child is considered through a systematic approach. Considering the problems of inclusion of atypical persons in society, D. A. Lushnikov defines systemacity as the central condition for achieving a normal standard of living for such persons. At the same time, various factors that affect the normative functioning of atypical people are put forward: cultural, social, psychological, and pedagogical[30].

Inclusive education seeks to develop a child-centered methodology that recognizes that all children are individuals with different learning needs. Inclusive education tries to develop an approach to teaching and learning that is more flexible to meet different learning needs. If teaching and learning become more effective as a

result of the changes that inclusive education introduces, then everyone will benefit, and not just children with special needs.

The eight principles of inclusive education:

- The value of a person does not depend on their abilities and achievements;
- Everyone is able to feel and think;
- Everyone has the right to communicate and to be heard;
- All people need each other;
- Genuine education can only be carried out in the context of real relationships;
- All people need the support and friendship of their peers;
- For all learners, making progress may be more about what they can do than what they can't.;
- Diversity enhances all aspects of human life [31].

Thus, *inclusion* is the process of developing an extremely accessible education for everyone in accessible schools and educational institutions, the development of learning processes with the setting of adequate goals for all learners, the process of eliminating various barriers to the greatest support for each learner and the maximum disclosure of his potential.

L. S. Vygotsky (1896-1934) pointed out the need to create a system of education in which a disabled child would not be excluded from the society of children with normal development. He pointed out that, despite all the advantages, our special (correctional) school has the main drawback that it closes its pupil in a narrow circle of a specific school team, creates a closed world in which everything is adapted to the child's defect, everything fixes his attention on his defect and does not introduce him into real life. Thus, L.S. Vygotsky was one of the first to justify the idea of integrated learning [32].

It should be noted that modern Russian psychology actively develops the ideas of L. S. Vygotsky and his followers, turning to the study of the developmental and social effects of the process of inclusion for children with different abilities, to the search for appropriate psychological and pedagogical conditions for building different-level relations of participants in the educational process [33].

As for concepts in inclusive education, today foreign researchers describe new concepts-models of learning in inclusive education. James B. Hale identifies a learning model based on the active use of **feedback (RTI)**; Response-to-Intervention, literally "response to intervention".

The fundamental idea of RTI was developed by psychologists at least a century ago within the framework of the behavioral tradition. The idea is quite simple. You collect data for a certain period of time and select an approach to the presentation of

educational material until the learner is successful. Then you regularly check how it's progressing to see if your approach is working. If it works, the problem is solved. If not, you modify your approach and track further progress. This process continues as long as the performance is not improving.

The novelty of the modern version of RTI is that it requires the use of effective, scientifically based teaching methods and monitoring the academic performance of all learners. According to Hale, this approach also carries a humanistic idea. You help all the children in the class learn and keep up by selecting approaches and methods to meet the individual needs of each child, avoiding unnecessary labeling.

Usually, the implementation of RTI involves the organization of 2 to 4 levels of support:

- 1 – Level I: 80% of learning by the general education curriculum
- 2– Level II: 15% specific pedagogical impact
- 3– Level III: 3-5% intensive educational interventions.

Hale points out that to make decisions about how to change the approach to a child's learning so that their academic performance improves. The National Association for School Psychologists strongly recommends using the well – known **problem Solving process (PS-Problem Solving)** [34].

This process consists of four steps:

- 1) identifying the problem,
- 2) analysis of the problem,
- 3) development of an intervention plan and its implementation,
- 4) assessment of the student's reaction to the intervention.

This approach appears in the literature as **PS/RtI**, where PS is a systematic process designed **to change a student's learning outcomes**, and RtI is a systematic process for identifying **whether a change has occurred** and under what conditions.

In the 1970s, in Sweden, the Head of the Danish Mental Health Service, N. Benk-Mikkelson, and the director of the Association of Mentally Retarded People, B. Nierje, introduced the concept of "normalization" [35]. The fundamental principle of normalization is the provision on the right of people with disabilities to receive education, work, and living conditions close to the norm[36].

In 1970, the American scientist I. Deno proposed a similar concept-the "**Cascade**" model [37]. A cascade is a system of social and pedagogical measures that allow a child with disabilities to interact as effectively as possible in the general flow.

The World Conference on the Education of Persons with Special Needs, held in Spain (Salamanca) in 1994, became a bright event, an important event for the world pedagogical community" [38].

The conference adopted the "*Salamanca Declaration on Principles, Policies and Practices in the Field of Education of Persons with Special Educational Needs*", which highlighted the ways of practical implementation of inclusive education. It was particularly noted that handicapped children need to be integrated into general education schools, but this requires a radical restructuring of the education system,

which provides for the creation of a comfortable learning and upbringing environment for all children, regardless of their mental and physical abilities.

According to *the Salamanca Declaration on Principles, Policies and Practices for the Education of Persons with Special Needs* (Salamanca, Spain, 7-10 June 1994):

- Every child has a fundamental right to education and should be able to obtain and maintain an acceptable level of knowledge.
- Each child has unique characteristics, interests, abilities, and learning needs. It is necessary to design educational systems and implement educational programs in a way that takes into account the wide variety of these characteristics and needs.
 - Persons with special educational needs should have access to regular schools. Regular schools should create conditions for them based on pedagogical methods that are primarily aimed at children in order to meet these needs.
 - Mainstream schools with such an inclusive orientation are the most effective means of combating discriminatory attitudes, creating a supportive environment in communities, building an inclusive society and providing education for all; moreover, they provide a real education for the majority of children and increase the efficiency and, ultimately, the cost-effectiveness of the education system.

In the late 1990s, new concepts were noticed in the documents of the International Health Organization in Western European pedagogy. If in the 1980s it was said about three interrelated concepts- *damage, overburdening and violation*-then at the end of the XX century a new conceptual series is proposed: *damage, activity and participation*. The concept of "**integration**" is put forward on the agenda.

According to the nature of the involvement, there are:

- dotted,
- partial
- complete.

There is also a multi-level characteristic of the integration process [21].

In 2000, the World Education Forum was held in Dakar, where the *Concept of Educational Activities (Dakar Framework for Action)* was adopted, which outlined the main goals of the development of education of the new millennium (Millennium Development Goals on Education) [39]. Meeting of 153 countries in Geneva in 2008 concluded that the expanded concept of inclusive education, which addresses the diverse needs of all students and is relevant, fair and effective, "can be seen as a general guiding principle for strengthening education for sustainable development, lifelong learning for all, and equal access to learning opportunities at all levels of society" [40].

According to the materials of the International Conference "Inclusive Education: Prospects for Development in Russia", researchers in **England** perceive **inclusive education** as follows:

- Inclusion is the process of increasing the degree of participation of each individual student in the academic and social life of the school, as well as the process of reducing the degree of isolation of students in all processes occurring within the school.
- Inclusion calls for a restructuring of the school's culture, its rules and internal norms and practices, in order to fully accept the diversity of students, with their personal characteristics and needs.
- Inclusion of immediate concern to all students at the school, and not only particularly vulnerable, such as children with disabilities.
- Inclusion is focused on improving the school not only for students, but also for teachers and its employees.
- The desire to give access to the educational environment and process to individual students may reveal problems that require a more general and conceptual approach to solve them.
- Every child has the right to be educated at a school near their home.
- The diversity and dissimilarity of children is not seen as a problem that needs to be solved, but as an important resource that can be used in the educational process.
- Inclusion implies a close, friendship-based relationship between schools and the society in which these schools exist and operate [41].

Currently, there is a "**model of human involvement in inclusion**" in Japan. Professor from Ritsumeikan Asia Pacific University (Japan) Toshitsugu Otake, speaking at the conference "The Path to World Leadership: the harmony of human heritage and advanced technologies", held at the Al-Farabi Kazakh National University on September 18-20, 2019 in Almaty (Kazakhstan), revealed the essence of the model of human involvement in inclusion, where a person is considered in 4 aspects: "exclusion", "differentiation", "assimilation" and "inclusion". In his opinion - in inclusion-a person is considered as a member of an organization, and also has the right to maintain uniqueness within this organization (table 1).

Table 1-Model of human involvement in inclusion

The value of uniqueness	Low level of involvement	High level of involvement
Low	Exclusion -a person is not considered a member of the organization, but there are other employees or groups that are members.	Assimilation -an individual is treated as a member when it conforms to organizational / dominant cultural norms.
High	Differentiation -a person is not considered a member of the organization, but their unique	<i>Inclusion-a person is treated as a member of an organization and</i>

	characteristics are considered valuable and necessary for the success of the group.	<i>is allowed/encouraged to remain unique within the organization.</i>
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The goal of social pedagogy is the diamond model

When social pedagogues work with students in inclusive education, it is important to apply the diamond model of social pedagogy.

According to foreign scientists [42], the diamond model symbolizes one of the most fundamental principles of social pedagogy: the diamond is in each of us. As humans, we are all precious and possess a rich variety of knowledge, skills, and abilities. Not all diamonds are polished and shiny, but all have potential. Similarly, everyone has the potential to shine - and social pedagogy should support them in doing so. Therefore, social pedagogy has four main goals that are closely related: well-being and happiness, holistic learning, relationships, and empowerment.



Diamond model of Social pedagogy [CameronC., MossP. (2011).Social Pedagogy and Working with Children and Young People. Where care and education meet. Edited by Gallaudet University Press:Jessica Kingsley Publishers.p.38.]

Well-being and happiness:

The main goal of all social pedagogical practice is to ensure well-being and happiness not on the basis of short-term needs, but on a sustainable basis through a human rights approach. Although the terms "well-being" and "happiness" are sometimes considered to be the same, according to the authors, they are conditionally different: happiness describes the current state, while well-being describes the long-term state of a sense of physical, mental, emotional, and social well-being. In combination, we can get a holistic view of a person's well-being and happiness. It is important to note

that well-being and happiness are very individual and subjective: what causes happiness is very individual. As a result, social pedagogical practices are very context-specific and very responsive to the individual rather than the "one size fits all" approach.

Holistic education or training:

Cameron C., Moss P. (2011) [42] cite the definition of "learning is a pleasant expectation of oneself" given by the German philosopher Peter Sloterdijk. In this sense, holistic learning reflects the goal of well-being and happiness - it should be seen as contributing to or enhancing our well-being. Learning is more than what happens in school, it is a holistic process of realizing our own potential for learning and growth, which can take place in any situation that offers a learning opportunity. The great Swiss educator Pestalozzi said: "Holistic learning is a process that spans a lifetime of 'head, heart and hands'. Social pedagogy is about creating learning opportunities so that people feel their potential and how they have developed. As we are all unique, so is our potential for learning and our way of learning and developing.

Relationships:

Pedagogical relationships are central to achieving these two goals. Through a supportive relationship with a social pedagogue, a person can feel that someone cares about him and them, that he can trust someone. It's about giving them the social skills to be able to build strong positive relationships with others. Therefore, pedagogical relationships must be personal relationships between people - social pedagogues use their individuality and must be authentic in relationships that do not amount to sharing personal affairs. Thus, pedagogical relations are both professional and personal at the same time.

Empowerment:

Along with relationships, empowerment is critical to ensuring that a person has a sense of control over their life, feels involved in decisions that affect them, and is able to make sense of their own universe. Empowerment also means that a person can take responsibility and responsibility for their own needs, learning and their own well-being and happiness, as well as their relationship with society. Therefore, social pedagogy is aimed at supporting the empowerment of people, their independence and interdependence.

Positive experiences:

To realize these basic goals, social pedagogy must provide positive experiences. The ability to experience something positive - something that makes someone happy, something they've achieved, a new skill they've acquired, caring support from

someone else-has a double impact: it increases self-confidence and self-esteem, thus it strengthens their sense of well-being, learning, ability to form strong relationships or feelings of strength; and by strengthening their positive sides, a person also improves their weaknesses, so that negative self-images disappear.

Due to its interdisciplinary roots of social pedagogy offers a conceptual framework that can help guide a holistic practice. As an academic discipline, social pedagogy uses related research, theories, and concepts from other sciences to provide a holistic approach. This means that when implementing these core goals, you can draw a lot of inspiration from what research and concepts tell us about related areas. All four goals indicate that social pedagogy is a process. Well-being and happiness, holistic learning, relationships, and empowerment-none of these products can be forgotten once achieved. That is why it is important to see them as fundamental human rights that we all need to work on continuously if we are to ensure that human rights are not violated or ignored.

This perspective of social pedagogy means that it is dynamic, creative, and process-oriented, rather than mechanical, procedural, and automated. This requires social pedagogues to be a whole person, not a pair of hands. Therefore, it is not surprising that many specialists show great interest in social pedagogy and consider it possible to correlate its ethical orientation and the desire to provide children and young people with the best possible life experience on a personal and professional level.

Thus, in psycho- pedagogical science, the conceptual foundations of the organization of inclusive education have been developed. The experience of many countries shows the development of legislative and regulatory documents and the introduction of various models of inclusive education that ensure equal rights for individuals with disabilities to receive quality education in the context of globalization.

After analyzing the foreign experience of organizing inclusive education, we conclude that inclusive education is a complex process that requires a certain transformation of the usual way of the educational environment, certain socio-educational conditions that will essentially implement a systematic approach to the inclusion of people with disabilities in the general education space. And in solving this social problem, it is important to improve the quality of professional training of specialists, in particular social pedagogues.

Questions for discussion:

1. What is "inclusive education"? What does the term "inclusion" mean?
2. List the principles of inclusive education.
3. Name the scientists-pedagogues who have contributed to the development of education of children with disabilities.
4. Describe the models of inclusive education.
5. Discover the principles of the Salamanca Declaration.
6. What are the features of the model of inclusive education in Japan?

7. What are the goals of social pedagogy?
8. Reveal the essence of the "diamond model".

Task for independent work:

1. Develop and describe the comparative table: "Models of inclusive education".
2. Develop a glossary on the topic: "The essence and content of inclusive education".

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1.2. Development of the idea of inclusive education in the History of pedagogical thought

Historical sources indicate that inclusive education has been used fragmentally in many countries since handicapped children were granted the right to education.

The very first mention of the disabled came to us from an ancient Egyptian source-the Ebers papyrus, which contained a list of magical healing spells, ancient recipes, and medical advice. The ancient Egyptians studied the causes of diseases, ways to treat the disabled. The priests taught the blind people music, singing, massage, and involved them in religious ceremonies.

In some historical periods, the blind made up the bulk of the court poets and musicians. Mentally retarded children were protected by the god Osiris and his priests, while the deaf were not the object of attention.

There is an ambivalent attitude towards the disabled. On the one hand, they could not be offended, and on the other, they were not full-fledged citizens and had no right to participate in sacrifices. Thus, it demonstrates the infringement of the rights of persons with disabilities

We are a well-known historical examples of when in Rome and Ancient Greece, handicapped children are usually destroyed. For example, in Sparta, where there was a cult of the body, children with mental and physical disabilities were thrown off a cliff, in ancient Rome they were killed.

The great philosophers of antiquity treated handicapped children in different ways, mostly negatively. So, Socrates believed that the decision about their need and uselessness, and accordingly about leaving life, should be made by the person himself and no one else. Even society has no right to decide this issue [1]. Thus, Socrates spoke out against the killing of disabled children. However, Aristotle held the opposite opinion. He wrote: "Let the law be in force that no crippled child should be fed"[2].

The Roman philosopher Seneca stated: "We kill freaks and drown children who are born frail and disfigured. We do this not out of anger and annoyance, but in accordance with the rules of reason: to separate the unfit from the healthy"[3].

Despite the emergence of Christianity, which promoted charity, pity, and humanity, such an attitude towards the disabled existed for a very long time. The Inquisition considered disabled children "children of the devil", so they tortured them and burned them at the stake. Sometimes cripples in the role of buffoons were attracted to entertain the nobles at the courts of the nobles. Special institutions were also opened to isolate the disabled from society.

In the Ancient East, disabled children were also killed because they were considered possessed by the jinn. Mentally ill people were chained in the back room of the house.

But with the advent of Islam, the attitude towards them began to change. During his reign, Muhammad introduced many reforms, one of which concerns the disabled. As a result of the reform, conditions were created for the self-realization of disabled people in society. They had the right to participate actively in the social life of society.

In Western countries, attitudes towards people with disabilities began to change for the better in the Renaissance - the time of humanistic ideas about the equality of all people. The Italian thinker Giordano Bruno (1548-1600) wrote in his work "Heroic Enthusiasts": "... no one can be blamed for stupidity and the conditions of sex, just as it is impossible to blame bodily defects and deformities, for if under such conditions there are shortcomings and mistakes, then it should be attributed to nature, and not to an individual"[4].

The great Czech pedagogue of the time, John Amos Comenius (1592-1670), believed that all children including handicapped children have the right to education. He wrote: "The question arises: is it possible to resort to the education of the deaf, blind and retarded, who, due to their physical disability, cannot be sufficiently instilled with knowledge? - I answer: no one can be excluded from human education except a non-human" [5].

Thanks to the works of the philosopher, writer and thinker of the Enlightenment, J. J. Rousseau (1712-1778), there was a turn in the attitude towards the disabled. "By nature," Rousseau said, "all men are equal. This does not mean that the strong and the weak are equal in strength. They are equal with respect to the right to life. And if such equality is recognized, then the strong helps the weak to survive. Then the weak feel equal to the strong."

According to Rousseau, the natural inequality of people is manifested, first of all, in the inequality of social conditions. "Therefore, the humanism of modern society is manifested in the fact that it seeks to create equal conditions for the most hopeless handicapped people, and not in simply rejecting these people or putting them on special reservations, referring to their "inferiority". Modern society is becoming so rich that it can afford to be humane. " [6]

F. L. Ratner in his article "The influence of foreign scientists on the development of inclusive education" promoted the names of J. R. Pereira, whose physiological discovery proved that all types of sensory perception (he worked on the problems of the deaf) are basically the same and can replace each other; I. G. Pestalozzi (1746-1827), the largest pedagogue-humanist eighteenth century, practicing an integrated approach to training and education (he worked with the disabled and orphans). A great influence on the development of pedagogy and pedagogical anthropology was exerted by the neurologist Sigmund Freud, who raised all the difficulties, problems and complexes of a person to childhood. Francis Galton laid the foundation for the diagnosis of mental qualities, developed the doctrine of individual psychological differences. The creator of the system of individual psychology, Francis Adler, had a significant influence on correctional pedagogy and humanistic psychology.

The beginning of XX century is the activity of a prominent Swiss scientist, physician, and pedagogue G. Hanselman, the first Professor of special education at the University of Zurich, developed a system of assistance to abnormal children in Switzerland. Among his works, it is particularly important to name his works, such as: "Introduction to therapeutic Pedagogy "(1930), as well as " The main features of the theory of special (therapeutic pedagogy) " (1941)[7].

It is necessary to emphasize about the first woman in Italy-Doctor of Medicine, pedologist, pedagogue, philosopher Maria Montessori, who created a pedagogical system that harmoniously fit into the development of integration education.

The first schools for disabled children appeared in Spain in 1578, these were schools for the deaf, then in England in 1648, in France in 1770. Schools for the blind appeared in France in 1670. In the XIX century, the training of mentally retarded children began. The first pedagogical experiments in teaching mentally retarded children were conducted by Hansen and Lippestad in Norway in 1871.

A great contribution to the study of dementia was made by E. Seguin, F. Pinnel, J. Esquirol, J. Itar, S. Geinicke, A. Zeine, V. Gayui, Sh. Eppe, A. Blanchet, M. Montessori, F. Plyats, and others.

The first private schools for mentally retarded children are opened by E. Seguin in the United States. In these schools, E. Seguin developed a system of education and upbringing of feeble-minded children, and he placed great emphasis in the pedagogical system on labor and physical education. E. Seguin's methodological manuals are still very relevant and popular among specialists.

Then there are institutions for the education of mentally retarded children in London in 1891 appeared. However, the rules for children's stay in special schools were quite strict: children were assigned to special schools for a long time (at least 3 years), they were not allowed to leave the territory of the institution [8]. The first school for the education of children with musculoskeletal disorders was established in London in 1865.

However, despite the political and social changes in relation to the disabled, the idea of segregation of disabled people continued to remain in society. Hiding behind the idea of universal free education, many European states implemented a policy of segregation of children with developmental disabilities from society. Often it acquired cruel, violent forms of isolation of children with disabilities in special institutions, moreover, there were state programs of mandatory sterilization of people with various developmental disabilities, so as not to "pollute the nation's gene pool"[9].

In Russia, after the socialist revolution of 1917, the policy of "equal treatment of all", including the disabled, was implemented. Disabled people received equal political, economic, and social rights with healthy people. Moreover, disabled people became important objects of state care: they were awarded pensions, provided free medical and social assistance. Nevertheless, handicapped children found themselves in a certain isolation from society, and a system of special "closed" residential educational institutions was created for them. The purpose of special education was to prepare through school and work for socially useful work activities. Gradually,

there is a differentiation of special institutions by types of developmental disorders[10].

Later it was announced that there were no disabled people in the Soviet Union, and people believed it, because they stopped seeing them in the streets. The disabled were placed in special institutions, and thus separated from the general population. As paradoxical as it may sound, but the disabled had all the rights, but there was no protection of their rights. This situation existed all over the world, until in the 60s, the isolation of people in special institutions was considered as a violation of their rights and a "disastrous label" [8].

As a result, in Europe and America there are mass protests of people with disabilities, parents of children with developmental disabilities, as well as members of the Bar Council, aimed at combating discrimination in society and education [11].

The famous Kazakh pedagogue I. Altynsarin attached great importance to the issue of teacher training. In his writings, he noted that the teacher deals with children, so he must patiently, willingly and in simple language explain each subject [12].

The great enlightener, poet Abai Kunanbayev named among the main characteristics of a teacher a high level of general and pedagogical culture, purposefulness, intelligence, a good heart, pedagogical talent, readiness for pedagogical search, benevolence[13].

The Kazakh intelligentsia that contributed to the development of psychology, which was formed in its time in an independent scientific space, included the names: Sh. Alzhanov, S. Kozhakhmetov, S. Balaubayev, A. Sydykov, M. Mukanov. A special place is occupied by the name of Zhusipbek Aimauytov (1889-1931). He is the author of books such as "Tarbiege zhetekshi" (1924),"Zhan zhuyesi zhane oner tandau "(1926)," Psychology "(1926).

The first Kazakh academician in the field of pedagogy and psychology Tulegen Tazhibayev (1910-1964) made a great contribution to the formation of the ideas of moral education of the young generation. In the education of benevolence, mercy, forgiveness, understanding of religion and the mentality of the people, the book "General Psychology" is of great importance. Also, some of his books were devoted to the study of the psychological and pedagogical views of the outstanding sons of the Kazakh people Shokan Ualikhanov, Ibray Altynsarin, Abay Kunanbayev [14].

So, at all times, in various psychological teachings, much attention has been paid to the education and upbringing of children with different physical and mental abilities. Special attention was paid to creating conditions for children with disabilities.

In modern conditions, the main task of inclusive education is to create a favorable environment for all, which allows you to gain knowledge, to maximize your own capabilities and abilities in setting and achieving life goals. In inclusive education requires the inclusion of all children in the educational process; ensuring the implementation of equal rights of children, and the conditions favorable for the prevention or overcoming secondary defects caused due to a disability for personal, intellectual and creative potential, emotional, communicative, functional, and physical development of children with disabilities.

Questions for discussion:

1. How did society treat disabled children in the ancient world and in the Middle Ages?
2. What was the humanism of the great enlighteners Zh. Zh. Rousseau, Pestalozzi, F. Adler, J. A. Komensky, etc.?
3. Who was the first woman pedagogue contributed to the development of integrated education?
4. What was the policy of Russia in the education of children with disabilities?
5. Name Kazakh enlightener-pedagogues who made contribution to the education system?

Task for independent work:

1. Make a table: "The development of the idea of inclusive education in the history of pedagogical thought".
2. Describe examples of organizing of education children with disabilities in European countries (optional).

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1.3. Inclusive education abroad: problems, experience and prospects

Inclusive education abroad in modern conditions is developing at different levels: political, scientific, organizational and practical.

The first schools for handicapped children appeared in Spain in 1578, these were schools for the deaf, then in England in 1648, in France in 1770. Schools for the blind appeared in France in 1670. In the XIX century, the training of mentally retarded children begins.

The first pedagogical experiments in teaching mentally retarded children were conducted by Hansen and Lippestad in Norway in 1871. In the US, E. Seguin opened the first private schools for mentally retarded children.

In these schools, he developed a system for the education and upbringing of feeble-minded children, placing great emphasis in the pedagogical system on labor and physical education. E. Seguin's methodological manuals are still very relevant and popular among specialists. Then, in 1891, institutions for the education of mentally retarded children appeared in London [1]. The first school for the education of children with musculoskeletal disorders was established in London in 1865.

Subsequently, a number of legal documents concerning persons with disabilities appeared. Thus, in 1971, the United Nations adopted the Declaration on the Rights of the Mentally Retarded (approved by UN General Assembly Resolution 2856 (XXVI) of December 20, 1971), followed by the Declaration on the Rights of Persons with Disabilities (UN General Assembly Resolution 3447 (XXX) of December 9, 1975). As a result of the UN's efforts to protect the interests and rights of persons with disabilities, a Disability Support Program was developed and 1981 was declared the "Year of Persons with Disabilities".

In the United States, the term "inclusion" appears, which implies "the reform of secondary educational institutions and the redevelopment of educational premises so that they meet the needs and needs of all children without exception" [2].

This process in the United States was preceded by numerous pedagogical searches, experiments on ways of integration in learning. So, in 1962, in the United States of America, the scientist M. Reynolds publishes the special education program, which emphasizes the importance of achieving the greatest possible participation of

handicapped children in the mainstream on the principle: "there are no more specifics than usual".

Let's turn to the experience of organizing inclusive education in the United States. In modern American schools, handicapped students who receive special education services are usually included in general education classes with regular students [3]. In contrast to the outdated practice of mass education, in an inclusive class, students are participants in a general education class and do not belong to any other separate specialized environment based on the characteristics of their disability [4,5,6].

Important legislation and legal proceedings, important political developments, and the protection of parents, teachers, and pedagogues have shaped the integration of services for students with disabilities.

The passage of the "*Education Act*" in 1975 (EAHCA - Education for All Handicapped Children Act) defined special education as mandatory for all disabled children in the United States.

These actions influenced the closure of large boarding schools and psychiatric hospitals for people with developmental disabilities in Sweden in the 1960s and 1970s, and then in most other developed countries[7].

A breakthrough in the development of co-education for handicapped children and healthy children was the holding of the World Conference on Education for All in March 1990 in Jomtien (Thailand). Representatives of 155 countries and 160 governmental and non-governmental organizations participating in the Conference adopted a Programme of Action that set clear directions for action and measures to achieve these goals, and endorsed the World Declaration on Education for All.

It heralded the end of a rigid, prescription-based education system and the beginning of an era of system flexibility, and called on all countries to make their education systems meet the needs of consumers, adapted to their needs and the needs, cultural and historical conditions of students [8]. The Education for All Handicapped Children Act (EAHCA) was the first defense of American students with disabilities from discriminatory treatment by municipal educational institutions [9].

The modern *period of inclusion* in special education was introduced by the *No Child Left Behind Act (NCLB - No Child Left Behind-)* of 2001, and the *IDEA-Individuals with Disabilities Education Act* of 2004. *The Education for All Children with Disabilities Act (EAHCA)* of 1975 was a legislative milestone for special education in the United States, as it provided free and appropriate public education for children with special needs[10].

Article 24 of the Convention on the Rights of Persons with Disabilities, adopted by General Assembly resolution 61/106 of 13 December 2006, states: "States Parties recognize the right of persons with disabilities to education. In order to realize this right without discrimination and on the basis of equal opportunities, States parties shall ensure inclusive education at all levels and lifelong learning"[11].

Japan is considered an advanced country in the organization of inclusive

education [12]. In a short time, this country has moved from discriminating against handicapped persons to creating the necessary conditions for them and including them in society. Since the 1970s, Japan has begun to develop a regulatory framework that promotes the expansion of educational opportunities for handicapped persons. The main laws that establish national standards and state policy regarding persons with physical disabilities were adopted in 1990 [13].

The involvement of special children in society begins with kindergarten and continues to the highest level of school. From a very early age, children are taught to treat handicapped persons humanely, and they are taught the skills of caring for people who need outside help. This is implemented through joint education of children in preschool educational institutions, joint games. A notable feature of inclusive education in Japanese schools is the organization of so-called "*resource rooms*". Here, handicapped children enrolled in regular schools, can get advice from the experts. For some children, tutors are provided, who can provide individual assistance to children.

The goal of inclusive education in Japan is to ensure, in accordance with the Constitution and the basic law "On Education", the conditions for the comprehensive development of handicapped children, their abilities and personality. Only in this case, the sick child can later count on getting a job and real personal happiness. At the end of the training, handicapped persons have a real job opportunity. There are benefits for companies that provide jobs for this category.

The National Association for the Study of Persons with Disabilities published its "*Proposals for Reforming the Education of Children with Disabilities*" in 2010. This document sets out principled views on the options for creating entire schools and even residential neighborhoods with a system of inclusive education and upbringing. There are benefits for companies that provide jobs for this category [12].

According to the Doctor of Pedagogical Sciences, Professor A. S. Magauova, who passed a scientific internship at the Tsukuba University of Japan, this country has a lot of experience in organizing training for handicapped persons. During the internship, university teachers from Kazakhstan visited Tsukuba University of technology (special university for visually and hearing impacted youth). In her article, the scientist particularly noted: "The visit to the Technological University for the Visually Impaired and hard of Hearing impressed us with the uniqueness of the organization of the educational process to ensure inclusive education, computerization and innovations in the training of specialists" [14].

In the countries of Western Europe, such as the United Kingdom, Italy, and Norway, the trend of inclusive education prevails when a child is enrolled in school.

In a number of other countries, the child is taught in a special school, and spends extra-curricular time with healthy children.

In the UK, all nosological categories of "special features" were abolished in special education. Since then, special education in the UK has continued to develop in an integrated learning environment.

In Scandinavia, integration is beginning to take place mainly in a normative and practical way. For example, in Denmark, by a parliamentary decision (1969), handicapped children have the right to study together with other children in a mass school, so as not to be isolated from their peers and their usual life environment. And also, a small part of them, mainly with unpronounced disorders (vision, hearing, intelligence, musculoskeletal system), were given the opportunity to study in general education schools.

In France, the Education Act of 1989 established the rights to education of all children and adolescents living in the country, regardless of social origin, cultural level or national origin. The same law also confirmed integrative trends in special education.

In Norway, the system of inclusive education has been in place for several decades. In Ireland, inclusive education has been developing since the 80-90 years of the XXth century. In 1993, the Report of the Committee on Special Education was published, which was important in the development of education policy for children with special educational needs (SEN). Subsequently, a number of laws were passed that laid the regulatory framework for the establishment of an inclusive education system in Ireland [15].

Education in Finland is based on the principles of necessity, inclusiveness and equality. Therefore, every child from 7 to 17 years old is required to attend an educational institution. In Finland, the education of handicapped persons is guaranteed by law and depends on the type of pathology [16].

In addition, there are almost no secondary educational institutions for gifted children and children of wealthy parents in Finland. Handicapped children, children of the "elite", children from poor families, talented children, all without exception are trained in the same educational institutions [17].

In the Republic of Latvia inclusive education has been actively discussed since 1998, after the entry into force of the law "On Education". According to the Central Statistical Office, in Latvian general education classes, approximately 10% of the number of children with special needs are taught in general, and the rest – in special educational programs [18].

The following triad of the orientation of inclusive education was established by law: inclusive education as special education; inclusive education as integration; the child as a subject of inclusive education in educational institutions of various types with the aim of educating a full-fledged member of society [19].

Lithuania's national policy on inclusive education is comprehensive, which is reflected in its overall country strategy, as well as its financial and administrative bases. The Education Action Plan developed by Lithuania for the period 2014-2020 focuses on the accessibility of inclusive education and the quality of multi-professional support for the education of children with special needs and their families.

Special attention should be paid to the methodology for financing school and pre-school education, which was revised in 2011. The concept of "money follows the child" or "student's backpack" provides for a 35% increase in funds if the child has special needs. Depending on the marital status and status, discounts are provided for preschool children, and the "Yellow Bus" program provides transport for children living in rural areas [20].

On May 3, 2012, the Russian Federation ratified the *UN Convention on the Rights of Persons with Disabilities*. According to it, the education system in the country should provide all people with the opportunity to receive a full-fledged education, including higher education. The Convention on the Rights of Persons with Disabilities states that education should promote the possibility of ensuring that people with physical difficulties can participate effectively in society, develop their mental and physical abilities, have access to an educational institution in their place of residence, and provide individual support measures [21; 22].

The development of inclusive education in Russia is most often carried out in partnership between government agencies and non-governmental organizations. The initiators of the inclusion of children with special needs in the learning process in the system of general educational institutions are associations of parents of handicapped children, organizations that defend the rights and interests of handicapped people, professional communities and educational institutions working in an experimental and project mode [23].

The development of inclusive education in Russia is most often carried out in partnership between government agencies and non-governmental organizations. The initiators of the inclusion of children with special needs in the learning process in the system of general educational institutions are associations of parents of disabled children, organizations that defend the rights and interests of handicapped people, professional communities and educational institutions working in an experimental and project mode [23].

It is necessary to highlight *the main trends in the development of inclusive education* abroad:

- ensuring the right to quality education for all children, including children with special educational needs (SEN) ;

- focus on the formation of an inclusive culture in an educational institution, which is based on the acceptance of a handicapped child, as well as the development of the philosophy of inclusion in general;
- use of various technologies and strategies to support handicapped children with inclusive practice;
- coordination of the activities of all participants in education, the inclusion of parents in the inclusive educational process for maximum assistance to children with health limitations;
- special training of lecturers to work in inclusive education and team teaching;
- support of the inclusive school by its partners and assistants in the person of various social organizations and psychological and pedagogical services;
- individualization of the educational program for the inclusion of children with health limitations in the educational process and the development of an individual plan for their education.

The analysis of trends in the development of inclusive education abroad allows us to formulate the following *conclusions*:

1. The development of inclusive education abroad is a socially significant process due to socio-political changes, the development of concepts of human rights and equal opportunities, the anti-discrimination movement and changing views on the education of children with health limitations.

2. Foreign inclusive theory and practice is focused on large-scale transformations related not only to education, but also to the socio-economic sphere. Thus, this creates the prerequisites for the development of an inclusive culture in society and a special procedure for "accepting" a handicapped child, including in general educational organizations.

3. Foreign researchers almost unanimously recognize the importance of special training of pedagogues to work in an inclusive education.

Questions for discussion:

1. Explain what the team, axiological, and systematic approaches to inclusive education are based on?
2. What foreign and Russian scientists were engaged in the theoretical foundations of inclusive education?
3. When was the first law passed in the United States that laid the foundation for integration education?
4. In which country and by whom was the concept of "normalization" introduced?
5. Name the countries where inclusive education has been most developed.

Task for independent work:

1. Make a comparative analysis of inclusive education in foreign countries in the scheme.
2. Prepare a short abstract on the topic: Inclusive education abroad.

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1.4. Main trends in inclusive education in the Republic of Kazakhstan

In modern conditions, the quality of education is becoming a strategic area and a national heritage of the state. Due to the ongoing changes in the education system of the Republic of Kazakhstan, there is an increasing need for high-quality training and retraining of qualified specialists, in particular social pedagogues, to work in inclusive education.

The analysis of the scientific literature shows that in the works on psychology and pedagogy there are theoretical prerequisites for the successful solution of this practice.

In the works of many foreign scientists (K. Wedell, J. Porter, T. Loreman, J. Deppeler, D. Harvey, etc.) Russian scientists (Khusnutdinova M. R., Alyokhina S. V., Kuzmina O. S., Khitryuk V. V., etc.), Kazakh scientists (Kussainov A. K., Argynov A. Kh., Zhumakanova R. A., R. A. Suleimenova, I. A. Oralkanova, A. T. Iskakova, Z. A. Movkebayeva, A. B. Aitbayeva, S. D. Aubakirova, Rymkhanova A. R., etc.) various aspects of inclusive education were presented.

Today, Kazakhstan has a legal framework that regulates the necessary conditions for the inclusion of handicapped children in the educational process at the state level.

According to the Ministry of Education and Science of the Republic of Kazakhstan, the number of children with special educational needs (SEN) who need inclusive education is growing every year. In 2017, 60,006 children with SEN went to secondary schools, and in 2018 – 61,336. According to the National Educational Database, the conditions for inclusive education have been created:

- in 20% (1232 out of 6159) of kindergartens;
- in 60% (4207 out of 7014 schools) of general education schools;
- in 30% of technical and vocational education institutions (250 out of 821 colleges).

By the end of 2019, according to the Ministry of Education and Science, 30% of kindergartens, 70% of schools and 40% of colleges will be adapted for inclusive education. In our higher educational institutions, conditions have been created for students with special educational needs to study and live. They have ramps, elevators, social facilities, libraries, and more [1].

In 1994, our state ratified the UN Convention on the Rights of the Child, committing itself to ensure that handicapped children and problems of health and development "have effective access to educational services.....in a way that leads to the fullest possible involvement of the child in social life and the achievement of the development of his personality, including the cultural and spiritual development of the child"[2].

Guided by the provisions of the conventions, recommendations and declarations in the field of human rights (the *Universal Declaration of Human Rights* of 10.12.1948[3], *the UNESCO Convention against Discrimination in Education* [4]) Kazakhstan undertakes to ensure the right to quality education for all children, including children with special educational needs (SEN) due to health problems and socialization.

According to such documents as: "State Program for the development of Education of the Republic of Kazakhstan for 2011-2020", "Long-term program for the development of education until 2020", Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 16.03.2009. "Methodological recommendations for the organization of integrated (inclusive education of children with developmental disabilities)", "Instructional and methodological letter" On the features of the organization of the educational process in general education schools of the Republic of Kazakhstan in 2018-2019: Support for inclusive education), etc. in preschool organizations that co-educate children with normal development, as well as with pathologies in development, the necessary factors are implemented, such as "barrier-free environment, rehabilitation measures, material and technical equipment" [5].

In the *"State Program for the Development of Education for 2011-2020"*, it is noted that inclusive education is implemented through the preservation and expansion of the network of special educational organizations, correction offices and inclusive education, special kindergartens and schools, counseling centers, centers for parents; "barrier-free" environments are created in kindergartens and general education schools [6].

The republic is developing a comprehensive system of early psycho-pedagogical, medical and pedagogical correctional support for children with developmental pathologies, thereby contributing to the maximum possible psychophysical development, and creating an opportunity for learning in a general educational environment. Preschool, primary, secondary, higher, and lifelong learning recognizes and includes an inclusive approach [7].

In 1994-1999, the National Scientific and Practical Center for Correctional Pedagogy (NSPC CP CSALR-National Scientific-practical center of correctional pedagogy Center of Social Adaptation and Professional –labor rehabilitation of children and Youth) conducted a number of scientific studies on modeling the system of inclusive education[8].

For admission to organizations of technical and vocational education for handicapped persons, an admission quota of 1% is established . In our opinion, this is a very small percentage of coverage for inclusion.

Innovations of the Ministry of Education and Science of the Republic of Kazakhstan were introduced in 2018 (source *"Instructional and methodological letter "On the features of the organization of the educational process in secondary schools of the Republic of Kazakhstan in 2018-2019: Support for inclusive education)* [9]. Specialized Resource centers are planned to be opened in all 17 regions.

Inclusive education will be stimulated by the introduction of per capita financing. Schools will benefit from taking children with special educational needs (SEN), when the state will reimburse the costs for each learner in an increased amount. The Ministry of Education and Science of the Republic of Kazakhstan has

developed curricula and programs for special schools, taking into account international experience, for all types of disorders in children. For children with autism spectrum disorder, who can not always sit in all classes, but in certain subjects can learn better than others, the standard of training for individual programs has been introduced.

The criteria for creating a barrier-free learning environment and providing professional training for people with educational needs involves the creation and development of special educational programs and courses for pedagogues, teachers, social pedagogues, psychologists, as well as other students, aimed both at developing their interaction with an individual with special educational needs (SEN), and, of course, the technical equipment of an inclusive platform[10].

It is important to be aware of the fact that the development of an inclusive education system is primarily aimed at protecting the interests of children who are taught in the general education field. As well as those who, due to various factors, often due to severe forms of intellectual and physical disability, cannot attend certain educational organizations[11].

It is necessary to address the existing benefits of inclusive education. These are differentiated educational programs, stimulation of compensatory mechanisms, which improves the social integration of children with disabilities, positive social and emotional behavior. Inclusive education for ordinary children is spiritual and moral development, as well as recognition and acceptance of the value of each individual.

In the Republic of Kazakhstan, one of the priorities of the State Program for the Development of Education for 2011-2020 is the introduction of an inclusive education system and an increase in the share of preschool organizations and schools that have created conditions for the integration of children with special needs into the general education process[12].

According to R. A. Suleimenova, "**inclusive education** is a state policy aimed at removing barriers that separate children, at the full inclusion of all children in the general education process and their social adaptation, regardless of age, gender, ethnic, religious affiliation, retardation in development or economic status, through the active participation of the family, correctional, pedagogical and social targeted support for the personal needs of the child and the adaptation of the environment to the individual characteristics and educational needs of children, i.e. by creating adequate educational conditions" [13].

A. K. Kusainov, A. Kh.Argynov and R. A. Zhumakanova in their work noted the need for systematic awareness-raising of specialists of educational institutions in the field of inclusion, including the conceptual apparatus, historical aspects, tasks,

educational policy in the field of inclusive education in Kazakhstan, the features of socio-pedagogical work with students with special educational needs (SEN)[14].

One of the trends in the modern educational space is the widespread orientation of most countries towards the transition from elite education to high-quality education for all. In many countries of the world, society has come to realize that discrimination against people with special needs is unacceptable.



The universities of the Republic of Kazakhstan are taking consistent steps in the development of inclusive education. For example, in Abay Kazakh National Pedagogical University opened the National Center "Resource Advisory Center for Inclusive Education for Universities of the Republic of Kazakhstan and Personality Psychology". The purpose of the Resource Center is to provide scientific and practical, methodological, advisory support and coordination of the activities of universities of the Republic of Kazakhstan to provide psycho-pedagogical support for inclusive education of persons with disabilities and handicapped persons and to prevent suicide among children, adolescents and university students[15].

A consultative and practical center for inclusive education has been established at the Buketov Karagandy State University. The main goal of the center is to organize and conduct research in the field of inclusive education in the system of secondary, higher and higher professional education, to ensure the use of the results obtained in the educational process[16].

The number of researches on the introduction and study of inclusive education is increasing. The psychological and pedagogical foundations of preparing students of pedagogical specialties for professional activity in the conditions of inclusive education [17], the development of deontological readiness of future pedagogues to work in the conditions of inclusive education [18], etc. are studied.

At the advanced training courses under the JCS NCDP "Orleu" Republican Institute in the framework of the program "Content of the educational environment in the development of inclusive education" for teachers of secondary schools, the themes "Building an inclusive educational culture at school", "Requirements for accessibility of educational organizations", "Organization of special educational

conditions for children with SEN”, “Organization of methodological work and management of pedagogical activities in the implementation of inclusive education” are considered[19].

Pedagogues in the field of inclusion need to constantly improve their pedagogical art, the ability to fill it with deep content, cultivate patience, understanding, nobility, and inner culture.

Since 2019-2020 academic year, the discipline "Inclusive Education" has been introduced in all pedagogical specialties of the university. The purpose of the discipline is to develop the ability to apply modern strategies and methods of inclusive education.

During the study of the course, the student must learn to list general, specific (for different types of disorders) patterns and individual features of the mental and psychophysiological development of children/people; describe existing models of inclusive education, the social model of disability in its connection with inclusive education, the regulatory framework for the education and upbringing of children with health limitations, special educational needs, children of the "risk" group; collect and primary process information about the history of development and diseases of children with disabilities of different types; organize joint and individual activities of children with different types of impaired development in accordance with their age, sensory characteristics and intellectual characteristics; apply strategies and methods of inclusive education, etc.

In 2019, on the basis of the Department of Pedagogy and Educational Management of Al-Farabi Kazakh National University, the specialty "***Modern Technologies in the conditions of inclusive education***" was opened in the master's program.

The implementation of the educational program is aimed at the development of a specialist who is able to:

- interpret and summarize in-depth up-to-date knowledge of the latest concepts in the field of inclusive education;

researches, integrate the knowledge of related scientific fields into the context of their own scientific research, interpret the results of their own scientific research and promote their implementation in practice;

- to ensure the effectiveness of the educational process on the basis of classical and innovative strategies and methods of teaching in an inclusive education;

- evaluate and improve psycho-pedagogical and socio-pedagogical activities for the diagnosis, prevention, counseling of the individual in inclusive education, as well as

analyze the activities of psychological, social, medical and preventive services in educational organizations;

- build own program of further self-education and research activities.



Thus, in the Republic of Kazakhstan, the right of children with disabilities to receive a quality education is enshrined in legislation. Thus, *the Constitution of the Republic of Kazakhstan* [20] and *the Law of the Republic of Kazakhstan "On the Rights of the Child in the Republic of Kazakhstan"* guarantee equal rights for all children, regardless of origin, gender, race, nationality, language, attitude to religion, social or property status, place of residence, state of health, and other circumstances. Guided by the provisions of conventions, recommendations and declarations in the field of human rights [21], the UNESCO Convention against Discrimination in Education [22], Kazakhstan undertakes to ensure the right to quality education for all

children, including children with special educational needs (SEN) due to health problems and socialization.

Questions for discussion:

1. What normative documents should be followed to ensure the right to quality education for all children, including children with SEN?
2. What are the priorities of inclusive education?
3. What innovations in the field of inclusive education have been introduced by the Ministry of Education and Science of the Republic of Kazakhstan in recent years.
4. Give examples of the experience of universities of the Republic of Kazakhstan in training specialists in inclusive education.

Task for independent work:

1. Provide a brief summary of the regulatory and legal documents of the Republic of Kazakhstan on inclusive education.
2. Write an essay on the topic: "Inclusive education in the Republic of Kazakhstan: problems and experience".

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1.5. Social pedagogy: modern understanding and opportunities in inclusive education

The term "social pedagogy" was first formulated in Germany in 1844 by Karl Mahler as "A theory of all personal, social, and moral education in a given society, including a description of what happened in practice". It can be described as "the meeting of education and care", as "the care of raising children", as a broadly educational approach to social problems, education that takes place in everyday life, and as "education in the broadest sense".

Modern foreign researchers claim that *the goal of social pedagogy* is: "improving learning and developing options in the name of the ideals of the individual and society" [1].

Pedagogical theories unite:

- 1) the ideals of a good life (philosophy),
- 2) understanding individuals and groups and their resources and needs (psychology and biology),
- 3) understanding of social resources, values and needs (cultural and social sciences).

Despite its diversity, responsiveness to a broader context, and broad reach, some more specific, general components should be identified that can give some coherence to the identity of social pedagogy.

Researches shows that the following principles work well in different types of teaching environments:

- the focus is on the child as a whole person and supporting the overall development of the child;
- the practitioner sees himself as a person, in a relationship with a child or a young person;
- children and staff are treated as living in the same living space, rather than as existing in separate hierarchical areas;

- both professionals and pedagogues are encouraged to constantly reflect on their practice and apply both theoretical understanding and self-cognition to the sometimes complex requirements they face;
- pedagogues are also practicable, so their training prepares them to participate in many aspects of their children's daily lives and activities.
- the life of children in groups is seen as an important resource; staffers should encourage and use the group;
- pedagogy is based on an understanding of children's rights, which is not limited to procedural issues of legally established requirements;
- emphasis is placed on teamwork and on evaluating the contribution of others to the "education" of children: other professionals, community members, and, especially, parents;
- relationships and related listening and communication skills are central.

Under "pedagogy" in social pedagogy, it is necessary to understand its broad educational role. "Social" emphasizes several important features: the care of the individual, group, community and society, their relationship.

"Social" pedagogy usually refers to the pedagogical work carried out by the society, as it is represented in services for children and young people. Sometimes the term "social" is used in a narrow sense to refer to specialized services, such as residential institutions for young people or centers for people with SEN (special educational needs). But in other contexts, "social" means all care and education work on behalf of society and includes, for example, early childhood care and education services and leisure time services [1].

Foreign researchers believe that in recent years, increased interest in the work and structure of social professions in Western Europe has been shown mainly as a result of the Single European Act (1986). One of the objectives of this legislation was to facilitate, by 1993, the movement of staff (including practitioners) across all member States of the European Community, which led to a number of important changes. Among them are directives aimed at mutual recognition of qualifications and some harmonization of professional training and practice [2,3]. Both require more detailed knowledge of the functioning of social services and their specialists.

A good example is the study of social security in the European Union. Researches show the existence of many ad hoc groups trained to work in limited parts of the broader field of care and unable as a result to extend their practice to neighboring tasks [4].

Examples of pre-school education, residential care, day care, youth and community work, and work with the elderly can be found using classifications known in the United Kingdom. This list of categories is by no means complete: a large variety of mini-professions were created without much attention to the overall professional structure and long-term forecasts.

The dangers are obvious: training tends to be short and narrowly focused,

groups are often prematurely recognized as "professional", and career opportunities are limited. In addition, in some countries, part of social assistance remains reserved for small, fragmented, unprotected groups that are not sufficiently prepared for direct work and do not think much about their future development.

Countering these apparent tendencies to disintegration are powerful influences that "pull in the other direction," as social work did in the Anglo-American world of the 1950s and 60s. [5] The most important among them in Western Europe is the profession, which is widely active in the field of social security and has already had a strong integrating influence on groups that have historically been divided. This profession, which has no analogues in the UK, is considered to be an unpromising name "social pedagogue" in German-speaking countries and Northern Europe, a pedagogue (with one of a number of accompanying descriptive adjectives) in French-speaking areas and in the south [6].

The English form "social educator" combines elements of German and French nomenclature. Outside the EU, social pedagogues are well established in Switzerland and Norway, while other states (Sweden, Poland, the Czech Republic, Slovakia, and Hungary) point to growth on a smaller scale. Outside of Europe, Canada has a thriving educational psychology profession based on French models, while in the US, some agencies and universities are heavily influenced by these developments. Currently, there are a number of exchange schemes between European States and American interests.

According to the researchers, social pedagogues form a profession that aims to provide *care, education, and therapy*. The descriptions of the processes and actions that make up their work, together with the accompanying theories and justifications, are "social pedagogy". A systematic study aimed at studying, evaluating and understanding their interaction is "social pedagogy" [7].

Such concepts as "pedagogue"," pedagogy", usually denote activities related to schools and teachers.

In the main European languages, the meaning of words is much broader. In all three, the Greek root "ago" is a universal verb that essentially means to lead, to guide, to show the way. "Ped" (paidos) distinguishes between the group to be led - children and young people. An early use of the word "pedagogue" was to describe a slave in a Roman household who often took children to school, the theater, or for walks, sometimes undertaking little instruction, but was always on these occasions in place of their parents.

From these modest beginnings, pedagogy came to a broader concept of "education", covering almost the entire process of socialization, preparing the child for adulthood. It is associated with the development of personality, the acquisition of social competences, moral leadership, ensuring independence and the ability to self-regulate and the ability to be included in the social, political and cultural life of the adult community" [8].

Pedagogy in this sense is the result of interaction that occurs far beyond the school, as well as within this institution - in the family, among neighbors, local organizations,

as well as in the formal structures of society created to strengthen this process. Social pedagogues in many of these life situations promote *personal and social development*.

Their skills and commitment allow them to work with all types of people, not just those identified as a problem group. The desire to provide comprehensive assistance stems from the realization that school and family alone cannot always adequately meet the needs of people growing up in modern society.

The word "social" indicates in its name the representative nature of the intervention of pedagogues: they are agents of the society, hired by the central and local government or voluntary societies that carry out the duties assigned to them. The word also highlights other features, such as their work with groups and communities, as well as with individuals.

The French understanding of the essence of the concepts '**education**' and '**educateur**' have similar meanings. From the Latin root "educere" - means to identify, develop. As in pedagogy, these words refer not only to the educational process. In France, the use of the word "*specialise*" to describe the central profession in this group emphasizes the role of specialists that pedagogues play in a multidisciplinary team, often with clients with highly specialized needs.

Social pedagogues with a set of core skills work in a variety of programs, institutions, and institutions with different client groups, and sometimes with the so-called normal population. Their methods speak both to their earlier history and to the complex later development. Many of them are based on the "living space" of their work, participating heavily in the lives of their clients, both in residential care, working in the field and in the preschool sector. Primary care, counseling in their living space, group work using a "living group", and the use of creative and aesthetic activities are some of the *interventions* formed against this background.

Currently, formal adult education methods are used to combat the effects of unemployment, racism, and other forms of discrimination [8]. Social educators in European countries are increasingly working with adults, but without giving up their commitment to children and young people. They mainly work in adult education centers, hospitals, prisons, senior housing and nursing homes and centers, but most often in family centers, unemployment offices, leisure centers, youth clubs, community centers, street theaters, dormitories, and similar organizations. With children, social pedagogues work in many types of homes and schools, offering *care, education, and therapy*. In those countries where pre-school education is included in their competence, they work in kindergartens, nurseries and other pre-school institutions.

Tuggener, H. (1986) says that in its modern form, the *profession of social pedagogue* is a product of the period immediately following the Second World War, when the degree of upheaval (family troubles, homelessness, deprivation) represented a number of challenges to society, the response to which was the rapid emergence of this profession in most countries.

During this period, the foundations were laid for a broad study of social

pedagogy, which was created at the turn of the century. In the 1950s, the pedagogical faculties of many Central European universities began to prepare students for this profession. This was at a time when most other social professions were deprived of such a privileged place. The importance of this profession has grown along with such traditional professional disciplines as law, medicine and theology.

The first example of socio- pedagogical assistance organized outside of the family and school, in the run-up to kindergarten and day care, is provided in the late eighteenth century by the **conductrices d'enfants**, a group of women created by *J. P. Oberlin*, an Alsatian pastor, to care for children while their parents worked in industry and agriculture. This served as an example that allowed women to play an important role in shaping the profession.

Elements of this profession emerged in the German and Swiss movement to create "educators of the poor" (*Armenerzieher*), inspired by Pestalozzi and developed later by his students Fellenberg and Wehrli in the early nineteenth century.

They were not only "educators" in the special schools and institutions that were established, but also worked in poor rural areas. In Tuggener's description, they were *"a kind of development aid workers-a combination of a teacher and a community worker"* [9].

In the 19th century, the European "rescue" movements among children and young people, founded by philanthropists, theologians, church and charitable organizations, had a deep international influence. Among them, J. H. Wichern, a Lutheran theologian, was well known - he created the foundation of the house of Rauches in Hamburg (1833) and his works influenced the reforms carried out by the English government[10].

In the 1950s and 60s, research groups were united around the idea of residential care for children and work with young people. Gradually, the group grew in size, status, and versatility and developed into a broad professional force in the social sector. This process is reflected in training courses of three to four years, which were organized in vocational schools in Western Europe and some universities (see the attached table Haydn Davies Jones [11]) by practitioners and students.

Table: Social pedagogues in the European Union. Titles, vocational training centers, duration of training and practical classes								
	Belgium	Denmark	France	Germany	Italy	Luxembourg	Netherlands	Spain
Professio	Educateur Social	Paedagog	Educateur Socialise	Sozialpad-igog(a/in)	Educatore Professionale	1) Educateur Gradue	Social Pedagog	Educador Especializado

nal title						2)Educatetur		
Main institution of vocational training	Vocational schools	Vocational schools	Vocational schools	Colledges and universities	Professional schools with links to the university	Vocational schools (1) and (2)	Politechnical institutions	Vocational schools at universities
Duration of training	3 years	3 years 5 months	3 years	4 years	3 years	3 years (1) and (2)	4 years	3 years
Duration of practical training	30 weeks	1 year 3 months	60weeks	Colledges 1 year + 20 weeks	30 weeks	(1) 22weeks (2) 34 weeks	1 year (minimum)	27 weeks

Currently, the curriculum covers consistent theories that underlie practice, which are mainly based on the social, pedagogical, and behavioral sciences. The number of textbooks in different languages is growing, and there is a need to develop systematic researches. Post-qualification and advanced training courses offer opportunities for training specialists. Professional associations are established to support the training of specialists and the publication of pedagogical journals.

Thus, according to foreign researchers, a social pedagogue combines 3 professions: a pedagogue, a social worker and a psychologist. The purpose of its activities: care, education and therapy. This profession has absorbed all the humanism of pedagogy and education in the broadest sense of the word. In inclusive education, the role of social pedagogues is significant. Wherever a social pedagogue works: in a preschool institution, at school, in a boarding school, in a university, he is a teacher, educator, psychologist all in one.

Questions for discussion:

1. How do you understand the role of social pedagogy in society?
2. What are the principles of social pedagogy?
3. What is the essence of social pedagogy according to foreign researchers?
4. Discuss about the peculiarities of the development of social pedagogy in Western European countries.

Task for independent work:

1. Make a Glossary on the topic.
2. Prepare a Presentation on the topic: "Social pedagogy: modern understanding and opportunities in inclusive education".

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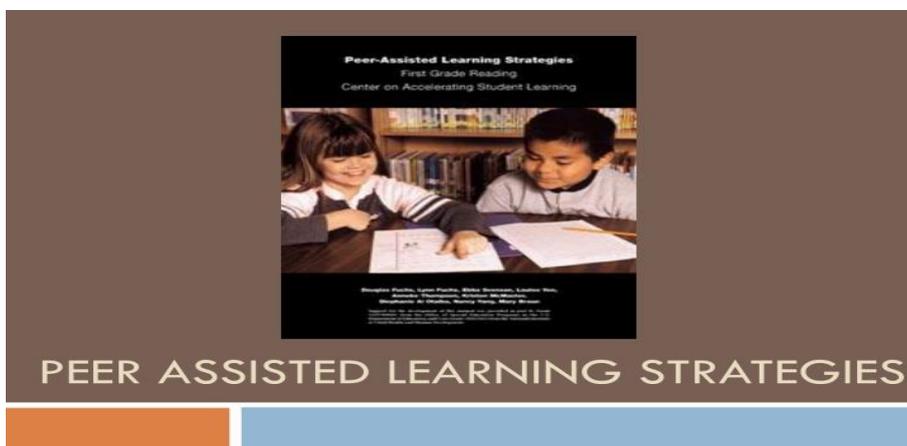
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2. STRATEGIES FOR THE WORK OF A SOCIAL PEDAGOGUE IN INCLUSIVE EDUCATION

2.1. PALS learning strategies (Peer-Assisted Learning Strategies) in inclusive education

Successful inclusive education occurs primarily through acceptance, understanding, and attention to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. The driving principle is that everyone feels properly accepted and supported in their efforts.

PALS (*peer-assisted learning strategies*) is an acronym for *peer-assisted learning strategies*, which was developed in the 90s at the Peabody College of Vanderbilt University (USA) as an additional classroom reading program implemented by class teachers.



However, PALS has a long history, dating back to such famous philosophers as Socrates, Plato, and Aristotle. The Greeks favored the effectiveness of a program like PALS in that they favored working in small groups or pairs. Students of well-known psychologists, such as Piaget, Vygotsky, also contributed to the modern beginning of the program, as their followers used the theories that currently exist within the framework of this program. Mutual learning is a powerful tool for improving the effectiveness of learning in *inclusive classrooms*. It can be used not only for teaching reading, but also for mathematics, natural and social sciences, and physical education-in almost all subject areas of the school curriculum.

Collaborative learning is best suited for developing skills and abilities, repeating and consolidating the material passed for fluency in the subject, and not as a tool for the initial study of new material. In other words, this method complements other teaching methods[1].

Peer Assisted Learning Strategy (PALS) has been investigated in experimental and quasi-experimental studies. Studies conducted by foreign scientists show that students who were engaged in PALS, by a large margin, increased their level of performance compared to students who were not engaged in PALS, in several reading indicators [2]; [3].

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The US Department of Education, as well as the ***What Works*** Information and Coordination center, has recognized this strategy as an effective methodology.

First of all, *peer – peer assisted learning strategy* is simply students working together in pairs to read stories and then answer questions through the various reading activities provided in the program. Joint training is carried out 3 times a week for 35-45 minutes. Learners work in pairs to improve and motivate each other while reading. The teacher monitors, provides assistance and feedback where necessary. Students earn "grades", which are part of the motivational factor for completing the activity.

Paired teams are not randomly assigned, high-achieving students are paired with those with average achievements, and those with average achievements are paired with those with difficulties. Pairs of students read at a lower level, not at a higher level. The pairs are then divided into two teams. Every four weeks, the teams' composition changes. They earn grades that contribute to the team's total. Each week, the friends' grades are added together and the team with the higher earnings is announced. Scoring brings applause to the "second place" team, and the winning team receives applause and bows. There are four main activities used for this program. *Partner reading, retelling, paragraph shortening, and forecast relaying* are activities offered to improve reading fluency and comprehension within the program.

Collaborative reading (based on a peer assisted learning strategy)- is a process of timed five-minute readings, where the partner readers take turns coaching, supervising, correcting mistakes, and awarding points. A special "correction

procedure" helps the reader to correct their mistakes. The retelling takes place at 2-minute intervals, with the second reader retelling the text and the first using the question card hint. Partners themselves set points for this activity. Paragraph shortening is a five - minute process where the first reader reads only 1 paragraph at a time, and the second reader suggests finding the main ideas for each paragraph. Readers use a special procedure of hints and corrections in reading. They then switch places as souffleur and reader. Forecasting is when the first reader makes a prediction and then reads half a page to check the correct answers, this process continues for five minutes. The second reader provides hints. Points are awarded for correct answers to queries. Different types of activities and methods are used at different levels. The focus on different levels also changes.

The PALS program is successfully used for math and reading strategies/methods. Let us consider the use of PALS in teaching reading (Table 1).

Table N 1. PALS Reading Program

N	Level, stages of education	PALS Reading Program
1.	<i>preschool, kindergarten</i>	- letter recognition, sound-letter ratio, writing, phonemic awareness and vocabulary development; writing-sound-letter ratio, writing, phonemic awareness, early decoding and word identification
2.	<i>1st grade</i>	sound-letter ratio, writing, phonemic awareness, early decoding, word identification, reading sentences and stories, and fluency-building activities
3.	<i>2nd grade</i>	decoding, word identification, fluency, and understanding of narrative texts. The comprehension activity introduces critical reading strategies used by successful readers, including paragraph summaries and predicting future text
4.	<i>3-6- grades</i>	fluency, comprehension strategies with three activities: partner reading with retellings, paragraph shortening, and forecasting. Children unite with each other in their classes

Then each pair of learners simultaneously performs a tutor session, carefully taught by the teacher before the sessions. Couples are assigned to 1 of 2 teams, for which they receive grades not only for the learning process, but also for their joint behavior during tutoring. Each pair of students reports their grades to the teacher at

the end of each school week. The grades are counted and the winning team is announced. These classes last 35-40 minutes 2-4 times a week [2].

There are factors that contribute to learning success. The main research points to the diversity of the groups that are considered in the PALS program. A study of this strategy will be useless without taking into account all the different groups that are being discussed and the research results obtained in support of the program. PALS programs are designed to meet the needs of many students and high school students.

The categories of PALS research include:

- a) cultural and racial factors,
- b) linguistic factors,
- c) gender factors,
- d) age and class factors,
- e) students' reading or math levels,
- f) students with special educational needs,
- g) social behavior, and
- h) students with low, medium, or high academic performance.

In essence, the strategy allows teachers to simultaneously observe many classes, meeting a wider range of educational needs of students, including different students, such as English language learners, and students with disabilities [4]. Many foreign language students learn to read and lag behind their English-speaking peers.

According to Toppings (Topping, K. J., & Kelly, S. W. (1998)) the following **advantages are highlighted for the implementation of the PALS program** (*peer assisted learning strategy*):

- it complements traditional training, not replaces it;
- PALS is an additional program, an alternative option for didactic or direct training;
- PALS helps prepare students for the professional opportunities that are available in our new and changing world;
- it teaches children to think critically and independently, as well as to learn to successfully interact as a team player [5].

With regard to special educational needs, co-education in groups entails three main risks: *neglect, active rejection, or excessive assistance*.

To manage these risks, consider the following recommendations:

1. Students should be carefully selected to work in groups that include children with special educational needs (SEN). Special care should be taken when including students with behavioral and emotional disorders in groups. Currently, there is no confidence in the effectiveness of this form of education for such children. In fact, there is only some evidence of partial application of such training by some teachers [6].

2. You should not expect that all members of the group will treat each other with respect and fully participate in the work. However, it is important to teach children group work skills and monitor their use, especially in the early stages and when working with students with special educational needs (see above). Also, you should not interfere too much in the work of groups, thereby "killing" the idea of joint work and mutual assistance that students should provide to each other. If collaborative group learning is a new form of work, classes should start with simple tasks and gradually introduce more complex ones as groups develop teamwork skills.

3. The meta-analysis (Swanson, Y. L. and Hoskyn, M.(1998)) shows that when the three learning strategies were combined in harmony, students with learning difficulties showed the best performance in all subjects. The authors have in mind the following strategies:

- control the complexity of tasks;
- directed responses to questions and answers
- small interactive groups [7].

4. For some schools, group co-education is a significant step forward. It is important to discuss with the management and parents of the students the fundamental idea of joint group learning in order to reduce their fears and get support. And also be sure to discuss this form of training with students.

Thus, the use of *PALS* (peer-assisted learning strategies-*learning strategies with the help of peers*) directly contributes to the increase of learning motivation, the development of competences to work in a team, and also teaches mutual evaluation of educational achievements.

Questions for discussion:

1. What pedagogical ideas are based on joint group learning?

2. Describe the history of the origin of the "PALS - strategy of learning with the help of peers".
3. Give examples of using the PALS strategy when teaching reading.
4. What risks does co-education entail?

Task for independent work:

1. Prepare a synopsis of the article: Topping, K. J., & Ehly, S. W. (1998). Peer-assisted learning. Mahwah, N.J.:L. Erlbaum Associates.
2. Prepare a presentation on the topic: "Using the" PALS-learning strategy with the help of peers" (on the example of a discipline of choice).

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2. 2. "Cooperative learning" strategy in inclusive education

Cooperative learning is a strategy designed to implement an entire curriculum

with a whole class of diverse students. Cooperative learning was developed by Roger T. Johnson and David W. Johnson at the University of Minnesota. During cooperative learning, students organize and work together in small heterogeneous (mixed) groups to maximize their own and each other's learning. After receiving instructions from the teacher, students work on the task until all members of the group understand and complete it.

Cooperative learning is based on the fact that learners benefit from the skills and knowledge of each, and they work towards the same goal - completing learning tasks. Co-education promotes active student participation. By studying in groups, they prepare for life in modern society. Joint study groups may be informal.

Research of evidence

Roger T. Johnson and David W. Johnson and others have done a lot of research to show the positive impact of cooperative learning on students' academic performance and social development. They found that some of the benefits of cooperative learning include higher levels of reasoning, more frequent generation of new ideas and solutions, greater transfer of what is learned in one situation to another, increased creativity, and higher levels of self-esteem [1].

Components

According to the research of foreign scientists R. T. Johnson and D. W. Johnson and E. J. Holubek (1993) [2] in cooperative learning, activity in small groups has several *key components*:

- positive interdependence (students' skills and knowledge depend on each other, and this gives them a chance to succeed),
- strengthening interaction (students motivate and help each other learn),
- individual and group accountability (evaluating individual and group contributions to ensure group engagement benefits everyone),
- interpersonal and group skills (building social skills for effective teamwork) and
- providing group feedback.

Inclusion

Cooperative learning was designed to promote the inclusion of all learners[1]. It is a tool that helps teachers in engaging learners with different levels and types of learning abilities.

Cooperative learning has also been shown to promote social inclusion in the form of greater acceptance and sympathy of students for all students (Johnson, R. T., & Johnson, D. W. (1994)), including students with special educational needs (SEN).

The researchers found that when students without disabilities collaborate with their peers with disabilities in the classroom, their sense of empathy and altruism, as well as their ability to view situations from different perspectives, improves.

Strategies

In order for cooperative learning to produce the best results, it is necessary to create a co-educational atmosphere so that all students and teachers feel included in this process. The criteria about "help" should also be laid out for learners so that they know how to ask for help and ask if someone else needs it. To successfully include students with different types of educational needs, it is necessary to implement multi-modal co-curricular learning. Learners with more significant impairments typically require a more specific presentation of content using visual, manipulative, and experiential capabilities. When creating heterogeneous groups, all aspects of diversity should be taken into account.

Students can express their wishes when forming groups, but pedagogues should consider students' strengths and concerns to best facilitate inclusion that goes beyond physical presence in the classroom or in a group. To facilitate the active participation of all students, materials, roles, and responsibilities should be carefully planned and distributed among them [3]. In more formal co-curricular groups, they take on a variety of roles: moderator, registrar, materials manager, promoter, speaker, data collector, or assignment distributor.

Types

Cooperative learning can be implemented using a variety of methods, including individual-group achievement (STAD-student – teams-achievement divisions), the jigsaw procedure, the TAI-Team Assisted Individualization, and other cooperative learning methods, such as a three-step interview [3].

In Individual-Group Achievement (STAD) teams, trainees work as a team to ensure that all members have mastered the goal. Everyone takes an individual test on the material, and the scores are averaged for each team. In the **jigsaw** procedure, each member of the group learns a substantial part of the topic by working with a group of experts, and then returns to the "home" group, where the members work together to combine knowledge to complete the task [4].

Team-accelerated instruction (TAI) is used in mathematics, where it combines high-quality interactive learning with collaborative learning. Students receive instructions on the topic from the teacher in small, homogeneous study groups. They then practise the skills learned in four or five disparate study groups at their own pace, using materials tailored to their specific needs [5].

The three-step interview strategy focuses on developing students' active listening skills, helping to develop students' note-taking skills and the ability to share information with others. Students are divided into groups of three, and each is assigned a role: interviewer, interviewee, and recorder. The roles change after each interview. Students take turns sharing the information they wrote down when they took notes [6].

Implementation

When including collaborative learning in the learning process, it is necessary to plan the necessary support for students with disabilities and those who are experiencing difficulties to help them be successful. For example, if students read any materials, you need to make sure that the reading level is suitable for them. If the learner has auditory or nonverbal impairments, you need to be sure that they have an effective way of communicating through sign language, pictograms, or technology.

If the student has a physical disability and cannot use their hands or fingers to write, an alternative strategy, such as a recording device or a speech-to-text device, should be used. For people with disabilities, co-education is often well implemented when it is applied together with the basic concepts of direct learning, before students work together in groups [3].

Collaborative learning

The terms "cooperative learning" and "collaborative learning" are sometimes used interchangeably, although there is a difference between the two definitions. Mutual learning learning is a more general term that refers to students actively working together, while collaborative learning uses more structured ways to support student collaboration, as described in the previous section.

Collaborative learning stems from a constructivist approach to teachers and learning, and encourages students to interact and work together in flexible ways to bring out meaning. When teaching together, the teacher applies his experience to guide students in working in groups in accordance with specific rules and roles.

Collaborative learning is a situation in which two or more people are learning or trying to learn something together. In contrast to individual learning, people participating in collaborative learning use each other's resources and skills (asking each other for information, evaluating each other's ideas, tracking each other's work, etc.). Mutual learning refers to methodologies and environments in which students perform a common task in which each person is dependent and accountable to each other. These include both personal conversations and computer discussions, online forums, chats, etc.

Collaborative learning is a collaborative approach that promotes collaboration in teams and is designed to improve both academic and social outcomes. The introduction of this new approach and the transition from a more traditional approach to joint and mutual learning took place at various stages. Methods for studying mutual learning processes include conversation analysis and statistical discourse analysis.

Questions for discussion:

1. What is the essence of “the cooperative learning” strategy?
2. What are the key points that are present in small groups while cooperative learning?
3. What is the procedure for organizing “a cooperative learning strategy”?
4. What is the need for multimodal training? What is multimodality?
5. Discover for improving of what abilities and outcomes collaborative learning is designed?

Task for independent work:

1. Prepare a synopsis "The role and features of using the "Collaborative learning" strategy in inclusive education"
2. Write an essay on the theme " The benefits of a Collaborative Learning Strategy in Inclusive Education"

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2.3. “Direct Instruction” strategy in inclusive education

DISTAR was a specific direct learning model developed by S. Engelmann and W. K. Becker. Engelmann and Becker sought to identify teaching methods that would accelerate the success of disadvantaged elementary school students. [1;2].

DISTAR is an abbreviation of Direct Instruction System for Teaching Arithmetic and Reading.

This strategy became known during the largest educational study "*Project Follow Through*" ever conducted in America.

Features of *Direct Instruction* include:

- direct instructions based on lesson plans, often with specific teacher "scenarios" ;
- group training;
- focus on the pace and effectiveness of training;
- frequent assessment;
- professional development of teachers/ coaching.

The term "direct instruction" (DI) has been used for more than 100 years to refer to any academic learning under the guidance of a teacher. However, Engelman and Becker (1978) [3] developed a specific learning model that has been found to be effective in empirical research. The developed model of direct instruction is based on the principles of explicit learning, behavioral psychology, and the constant search for class management.

Initially, Direct Instruction focused on improving the academic performance of disadvantaged youth in the United States. However, over the years, a significant body of research has been developed showing that this approach can be effective for students with various disabilities and those who have a high probability of falling behind in their studies.

Direct Instruction is a highly structured approach to learning based on behavioral

principles, with an emphasis on high levels of academically engaged time, corrective feedback, and learning with the application of small group learning. Although the DI is most commonly used in kindergarten till the 6th grade of high school to teach basic reading, writing, and math skills, the approach has also been found to be effective in providing instruction in academic subjects such as physics and philosophy [4].

Over the years, the DI approach in pedagogy has evolved and led to the development of accessible curricula in reading, mathematics, and other academic subjects, developed from extensive research on the learning process. However, approaches to direct teaching in pedagogy in the classroom are often developed and implemented by teachers themselves, based on the specific needs of students.

The principles underlying direct instruction.

There are a number of basic principles underlying the model by Engelman and Becker (1978). The two most important ones are:

1. all children can learn if they are taught with the right approaches;
2. all teachers can be successful if they are provided with proper training and materials.

One of the key points that foreign researchers suggest: "if students do not learn as we teach... we must teach as they learn." Therefore, DI model places the responsibility for student learning directly on the teacher's shoulders, eliminating the failure that the student is blamed for.



Whereas DI is designed to be applied to students who find learning difficult, Engelman and Becker noted that individuals with special needs need to develop faster if they want to catch up with their more successful peers.

Thus, the DI classes are intensive, designed to support the understanding of key concepts for a relatively short period of time. To achieve this goal, all the features of the curriculum development and its implementation are controlled by the teacher (more precisely, the curriculum). It is believed that strengthening the teacher's control minimizes the likelihood that students misinterpret the information taught.

Direct instruction shares many features with analytical tasks, behavioral approaches used by individual pedagogues. These include the use of structured learning materials, immediate correction of a wrong answer, the importance of re-reinforcing the appropriate answer, modeling and shaping correct answers, the use of task analysis, and continuous assessment of student performance.

Direct instruction has everything you need to master the program. The development of the program involves a thorough analysis of the content of what is taught. Skills are introduced in the order that is most easily learned and the probability of learning is increased. Closely related to this aspect of the program is the careful ordering of what is taught, taking into account what students are likely to have already understood, and building on it, teaching simple skills before more complex ones, providing instructions on the skill or strategy before attempting to teach the skill or strategy itself, and focusing first on the cases with the rules they are teaching, holding off learning until the material being studied is better understood.

When implementing Direct instruction program, students are taught in small groups of about 6-8 people to ensure relative uniformity with respect to the current level of proficiency and functioning in the specific subject area to be taught. Students can move from group to group as they learn the skills and content of the training. Involvement in the learning process is enhanced through the use of learning approaches that allow students to actively engage and make classes relatively short (15-20 minutes).

Direct instruction also involves a continuous assessment approach (formative assessment), so that student progress and learning effectiveness can be closely monitored, and this data can be used to maintain the quality of the learning process. Usually, a measurement method based on the curriculum is used, in the form of monitoring the learning process.

The next set of characteristics that distinguish the DI from other forms of study is its focus on well-designed and carefully planned classes. Information is presented to students based on available research in the relevant area of interest in a carefully designed, structured form. The program provides teachers with clear information, where there are detailed instructions on what to say to students, how to say it, when to ask questions, and how to correct incorrect answers with targeted feedback. The goal of this approach, which is based on the idea that all the details of the training should be controlled, is to provide students with a clear assimilation of the material, regardless of who is teaching, in order to minimize misinterpretation by students.

Students who are recipients of DI-based learning experience have different attitudes to the frequency of meetings and types of interactions with their teachers. During the

DI classes, teachers constantly engage students and carefully monitor their progress, asking questions to a small group, pairs of students and individual students, based on their assimilation of the material being studied.

The process of Direct Instruction. Classes on this strategy usually follow a specific pattern or process that teachers follow with "scenario" that ensure consistency and minimize off-topic discussion. All lectures begin with a summary of the objectives of the lesson and an overview of the previous training related to the topic of interest. The new material is then presented as a series of small subtasks or steps.

Each step is taught separately, the components are combined into a single process only after demonstrating the skill of each step. Detailed instructions and explanations are given, and teachers often model and give examples of the behavior they are trying to teach, often using "think out loud" strategies. Teachers use hints (for example, Key-cards) and ask a large number of questions to students who answer their questions (as a group through choral response, in pairs, and individually). This allows you to constantly check the understanding[5].

Students during the training have the opportunity to practice and correction after each step. In the initial stages of training, they focus on finding the right answers through systematic feedback, hints, and corrections. There is no independent practice, they are supervised by the teacher, and this happens until all the group members demonstrate an adequate level of understanding (80% of correct answers) to avoid the wrong answer of the students. Progress is monitored continuously, even during independent work, in an attempt to diagnose difficulties.

To be most effective, direct instruction (DI) needs to be customized, focusing on the prior knowledge of each individual student. Teachers should evaluate what each student brings to the learning situation, taking into account what he or she probably already understands, and build on that. This information is crucial, teachers must effectively break down the information they are trying to teach and present it at a level that all students in a small group will understand. This refers to one of the core concepts behind the software approach: *incontestable communication*.

This refers to the fact that what the learner learns is a function of the communication they receive (i.e., learning) and the characteristics the learner brings to the educational context. When training is conducted in this way, when it conveys to the learner a single intended interpretation (i.e., flawless learning), then the probability of successful learning increases dramatically.

Despite the many separate researches that have been conducted indicating the effectiveness of the DI, the most convincing evidence for the effectiveness of this approach comes from a series of researches that were developed within the framework of the project. This educational research attempted to determine the best

way to teach at-risk children from kindergarten till the 3rd class and compared 22 different learning models over a number of years.

Students who received direct instruction had significantly higher academic achievement in reading, arithmetic, spelling, and language than students in any of the other programs. Contrary to expectations, direct instruction significantly improved the cognitive skills of higher-order students compared to the control groups, and also showed the greatest improvement in student self-esteem [6].

Numerous studies have shown that DI approaches are useful for supporting *students with disabilities* to achieve high levels in reading, mathematics, and a number of other subjects. Over the past two decades, there has also been a growing awareness that the principles and concepts of DI can be useful for students with special educational needs (SEN) and, with the emergence of an intervention response, can be used for those studying in inclusive classrooms.

Questions for discussion:

1. Who and when did DISTAR learning model develop?
2. What are the features of the direct instruction strategy?
3. Describe the principles of the direct learning strategy.
4. How the process of organizing a class based on the DI model is carried out?
5. What are the features of using the "Direct instruction strategy" in inclusive education?

Task for independent work:

1. Develop recommendations for working on the Direct Instruction strategy in Inclusive education.
2. Review the articles on the "Direct Instruction" strategy in Inclusive education

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2.4. Game strategies in inclusive education

An important condition for game strategies is to create a positive emotional environment for students. Confucius said that the ideal condition for learning is “when the student and the teacher grow together.” To be effective, educational games must be interesting for the teacher, so that he can convey a positive attitude and atmosphere to the student. If the teacher is enthusiastic, it is likely that the student will also enjoy the learning process. It is important to encourage students by providing positive reinforcement to create opportunities for success and sustainable results [1].

The results obtained by the researchers in studying the gaming preferences of children with disabilities, identified through questionnaires and interviews, suggest that this category has a high level of development of the need for play. Children of primary school age prefer non-game communication to friends and parents, and teenagers to their peers and, last of all, to parents and teachers. The choice of preferred games is dominated by mobile, role-playing and computer games; the latter take up more of the children's free time with age. The goal of the game for children is primarily entertainment. Older children are more serious about following the rules, and the gender division in play groups is also less important for them [2].

The game can internally motivate children to learn through the exploration of play materials such as figures, sand, and stage property for dramatic play. The game can be used as a strategy to support the development of literacy. For children with and without special educational needs (primary and elementary school level), play is crucial, as it is a way for students to socialize and make sense of the world [1].

For successful learning to read and write, visual, auditory and tactile approaches are necessary; training in fine motor skills; visual spatial coordination and orientation; active attention; memory and other developing cognitive processes. It is important that pedagogues create opportunities for play situations by using as many of these approaches as possible.

Each student has their own specific needs for learning to read and write, so teachers should first assess and analyze the needs of students to create appropriate play situations using various games and play exercises. Numerous studies have shown that game strategies promote independent learning [3; 4].

Spoken language is learned spontaneously in childhood, mostly by imitation, but written language requires a more specific education. To train individuals who have difficulty with writing, game strategies can be effective. Game strategies combine analytical and emotional learning, helping students learn new skills while having fun in the classroom.

When students participate in the learning game process, they tend to be more active than when they use more didactic strategies in the classroom. This approach contributes to a better assimilation of the educational material and makes the process more interesting, accessible and effective. The game can help overcome the difficulties that children may have when they learn to read and write. The game approach is most applicable to younger students, but the game components can be used for students of all ages and needs.

Serious games are a category of computer games used as learning methods in a variety of environments. They use entertainment as a learning strategy. However, the vast majority do not focus on vulnerable groups, such as those with cognitive disabilities, because they do not take accessibility parameters into account in their designs. Some video game companies have proposed general guidelines for implementing accessible video games, but they have not been formalized as best practices or standards.

Currently, video games offer a wide range of entertainment through various platforms. In 2016, the video game industry brought in about \$ 91 billion worldwide, of which \$ 41 billion. they were from the mobile device market [5]. Serious games are a category of video games designed to support the educational process [6].

In addition, the development of serious games for mobile platforms has increased, giving positive results. This effect is due to the fact that mobile devices have advantages over static equipment and computers (Game Learn, 2015). Often, teachers need different mechanisms for conducting classes. So, serious games allow them to apply new learning methods [7]. This type of video game is designed to

understand students' learning needs (Ghannem, 2014) and achieve learning outcomes [8].

Accessibility (Accessible University, 2016) [9] is defined as the ability of an object to be used despite a person's condition or disability. For example, a device for helping blind people in the game “cuarenta” is presented (Holger, Tufiño, & Estévez, 2017). This is an in-game accessibility solution for people with blindness.

The availability of digital platforms has led to the creation of some standards. One of them, WCAG 2.0, defines some accessibility guidelines for web content. These recommendations allow you to evaluate the availability of web pages. In (Acosta & Luján-Mora, 2017) [11], for example, a review of the accessibility of the websites of Ecuadorian universities of excellence is conducted. However, accessibility in video games is beginning to be considered by software developers.

Here are examples of the use of gaming technologies for people with disabilities.

There is the case of Robert Kingett, a 24-year-old gamer from Chicago who has cerebral palsy. His favorite genres are role - playing and adventure games. He wouldn't be able to play if there weren't video games that were available for people with various disabilities.

The World Health Organization (2011) estimates that about 15% of the world's population lives with a disability. In the United States alone, this percentage increases to 19%, meaning that almost one in five people have a disability in the country (US Census Bureau Public Information Office). Many of them, with cognitive / mental disabilities, are forced to live with social, educational, and entertainment restrictions. People with cognitive impairments experience difficulties compared to others (WebAIM, 2013 [13]).

According to the International Classification of Functioning, Disability and Health (ICF), mental functions are distributed as shown in Table 1 (World Health Organization, 2001). These mental functions lead to some cognitive disorders, such as: autism, Down syndrome, traumatic brain injury, attention deficit disorder, memory loss, dyslexia, dyscalculia, and learning disabilities in general. Taking into account all these mental functions and the cognitive impairments that result from them, it is important to determine which accessibility parameters should be considered when developing serious games.

Table 1. Mental functions

Categories	Subcategories
General mental functions	<ul style="list-style-type: none"> - Functions of consciousness - Orientation functions - Intellectual functions - General psychosocial functions - Temperament and personality functions - Excitation functions - Sleep functions

	- General mental functions, other specific and non-specific
Specific mental functions	<ul style="list-style-type: none"> - Attention functions - Memory function - Psychomotor functions - Emotional functions - Perceptual functions - Mental functions - Higher-level cognitive functions - Mental functions of the language - Computational functions - Mental function of a sequence of complex movements - Experience the self-awareness functions and the time function - Other specific mental functions, established and unspecified

There are works that offer methods for designing serious games. In (Rello, Bayarri, Total, & Pilot, 2014) [14], for example, a method for improving the spelling of children with dyslexia is proposed. Also, in (Durango, Carrascosa, Gallud, & Penichet, 2015)[15] presents a serious game to support children with special needs in their therapeutic experience. The Google Play search result showed several entertainment apps, of which we present and describe the first three in Table 2.

Table 2. Search Result For Serious Games

Game	Category	Symbol
Serious games CEOE	Educational	
Serious game "Help!"	Simulation	
Multidisciplinary Surgical Hospital	Role play	

The first is a mobile CEOE video game. This mobile video game contains five serious games to promote a healthy lifestyle, especially in the workplace (Confederación Española de Organizaciones Empresariales (CEOE) [16].

Every serious game has its own goal:

- **Stress management:** This is a game of awareness of the importance of managing stress in the workplace.

- **Healthy lifestyle:** This game is about the player's knowledge of healthy eating.
- **Move It:** This is a game of awareness of healthy habits.
- **Office Room:** This game allows the player to solve tasks in order to properly spend their working day.
- **Business opportunity:** This is a real-time game that aims to develop health and safety actions at work.



Picture 1. Games “Help!” and a “Multidisciplinary surgical hospital”

The second game is the game "Help!" This mobile video game is a 3D game developed by the Human-Computer Interaction Laboratory at the University of Udine, Italy, in collaboration with the Regional Council of Associations of the Disabled. The game aims to improve the player's ability to help people with disabilities in emergency situations. There are scenarios, such as cases in an earthquake or fire, with the goal of helping a person with a disability to evacuate a building.

Multi Surgery Doctor Hospital is a mobile video game developed by *Woofie Games*. The goal of the game is to help, through operations, the victims of a sandstorm that has caused an emergency in the city. There are four patients with various injuries that need to be helped, for which the player can perform open heart surgery, stomach surgery and ear surgery, abdominal surgery, and even maternity surgery (Woofie Games, 2017) [17].

Given the growth of serious games and their contribution to the learning process, accessibility parameters should be taken into account when developing and implementing them. Inaccessible serious games are a restriction for people with disabilities and prevent fair access to education. This right is defined in article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UN 2017) [18]. Then, if education is a right for people with disabilities and the use of serious games in education is expanding, it is necessary to ensure the availability of serious games.

Questions for discussion:

1. Explain the role of game strategies in the learning process.
2. What is the special feature of using game strategies in inclusive education?

3. Describe the process of using a video game to improve the spelling of children with dyslexia.
4. Give examples of the use of the game in the development of people with disabilities.
5. What game strategies are used in the development of students with disabilities?

Task for independent work:

1. Develop recommendations for the use of game strategies in the learning process of students with special educational needs (SEN).
2. Prepare a presentation on the topic: "Game-based learning strategies in inclusive education".

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2.5. Tutoring strategies in inclusive education

Tutor support as an effective form of work with gifted students

Our society at this stage of its development needs gifted individuals in various fields. In such conditions, the educational system pays special attention to working with gifted students. There are more and more requirements for the quality of education, the main characteristic of which is the need to realize the potential capabilities of the student.

What is hidden behind such a concept as giftedness? The mystery of the origin of this phenomenon excites the minds of scientists and philosophers around the world for many centuries. So Plato, Seneca, Democritus, believed that giftedness is "God's gift" and it was impossible to develop it in the age of Enlightenment. Such scientists as John Locke, Claude Helvetius, Denis Diderot argued that life circumstances are the main factor in its development.

In our time, giftedness is considered to be a systematic, developing quality of the psyche during life, which determines the possibility of a person achieving higher, outstanding results in one or more types of activities compared to other people[1].

Monitoring of the tutor is a pedagogical activity for the individualization of education, aimed at identifying and developing the educational motives and interests of the student, searching for educational courses for creating an individual educational program, working with the educational order of the family, developing the student's educational reflection. Tutoring is a kind of historically established tradition of accompanying a pupil, a form of nurturing talent, abilities and constant close care about the growth of a human as a personality, finding himself, professional definition, definition as a part of society. In the modern conditions of the educational process, this approach to giftedness is a fairly successful and necessary form of work.

For the first time, tutoring originated in the era of medieval England. Here in the British Isles, at the University of Oxford, and later at the University of Cambridge, this particular form of teaching activity was born, which then developed into the profession of a tutor. This form of work is firmly embedded in the educational process and gradually took a central place in it.

Tutoring of gifted children is a necessary part of the educational process abroad. This successful form of work, proven for centuries, is necessary in modern education, in which an individual approach becomes a priority.

Today, tutor support for gifted students is one of the most relevant ways to achieve the state requirements for working with gifted children for the education system. A gifted child is like an empty vessel and can only be filled by a teacher who strives to understand each individual, a teacher full of desire to light a fire in the eyes of his wards, a teacher-mentor. It depends on professionalism, interest in success, and the ability to find an individual approach, how the talent will manifest itself in the future.

Tutor support in working with students with health limitations

The tutor is a specialist who will make it more effective not only the educational process, but also the actual educational process in an inclusive classroom.

Children with disabilities require increased attention from adults, and the class teacher is simply not able to pay much attention to that kind of child. Since the tutor contacts the child with disabilities directly for a long time, he has the opportunity to implement in his work both the principle of individualization and the principle of individual approach in teaching.

The work of a tutor in inclusive education involves the following areas:

- organization of conditions for the development of active socialization of a child with disabilities among peers;
- assistance in developing for the child (or together with the child!) its educational route and the adaptation of its individual educational program;
- organization of a “barrier-free” environment for a child with disabilities;
- regular contact with the parents of a child with disabilities.

The main function of the tutor is support.

The tutor can take on various roles:

1. methodologist: develops the concept, content, selects educational material, makes an individual educational program and route options;
2. administrator: as such he is responsible for creating a favorable psychological atmosphere, solves administrative and technical issues, plans and participates in conducting face-to-face and virtual educational events;
3. consultant: advises on a specific topic, assists in the systematization of knowledge;
4. analyst: observes and records personality traits, abilities, plans and intentions, interests, inclinations and motives.

The main functions of the tutor are: design, organizational and motivational, information and consulting, analytical and reflexive.

The success of the tutor's work depends on the following factors:

- the psychological readiness of the administration and the staff of the educational institution for inclusion, the adoption of the leading principles;
- availability of special conditions for the education and upbringing of children with health limitations;
- availability of the necessary specialists;

Not everyone can act as a tutor for a child with health limitations. The idea of accompanying children with health limitations imposes special requirements on the professional and personal training of specialists working in the system of inclusion, in particular:

- idea and understanding of what inclusive education is, what is its difference from traditional forms of education;
- knowledge of psychological patterns and features of the child's age and personal

development;

-skills of analyzing the features of interaction and mutual influence of a child with health limitations and the social environment;

-the ability to implement various ways of pedagogical interaction between all subjects of the educational environment (with students individually and in a group, with parents, teachers, specialists and authority).

Tutoring is an important resource for creating an effective, flexible, student-centered education system.

The basics of tutoring activity, its forms and methods are disclosed in the works of A. A. Barbariga, L. A. Bogdanovich, C. B. Dudchik, K. Maklaflin, T. M. Kovaleva, I. D. Proskurovskaya, N. V. Rybalkina, T. A. Strokova, I. V. Fedorov, P. G. Shchedrovitsky, B. D. Elkonin, etc.

The works of Russian scientists reflect the organizational, methodological, and consulting functions of the tutor, the main purpose of which, in their opinion, is to develop an individual educational trajectory of work that can develop the potential of the student and contribute to his self-development.

The features of pedagogical and psychological support for children and youth are revealed in the works of A. Maslow, K. Rogers, O. S. Gazman, T. V. Furyaeva, etc. The development of individual educational trajectories, the development, implementation and support of programs for the professional and personal development of students with disabilities in a pedagogical university are not fully covered. Tutoring activities covered all spheres of life of students at the university, from study to leisure.

The central place in the tutor's activity was given to education, in the process of which students learned the norms and rules of behavior, showed intellectual activity, and the tutor took a direct part in this. Tutoring was not accepted in the Soviet education system, but the concept of "mentoring" was adopted. In pedagogy and practice, mentoring received a mass movement in the late 50s and early 80s of the XX century. If we compare the functions of the tutor and the mentor, we will see that they coincide, the only difference is that the tutor helped the ward to adapt to new learning conditions, and the mentor to the profession and the conditions of life in the team[2].

Interesting is the point of view of B. D. Elkonin, who considers tutoring as a form of mediation and identifies personal and social components. In his opinion, mediation is the core, the unit, the "seed", the cell of any educational form, any form in which a person builds his own image and, accordingly, the image of everything where he is. B. D. Elkonin considers mediation activity and mediation in two contexts and two aspects: existential (mediation as a type of human existence) and social (the place of mediation activity and mediation in the emerging social fabric) [3, p. 38].



The tutor is an intermediary between the students and the environment, therefore, his task is to establish a connection between the individual needs of the personality and the activity.

Professional counseling for children and young people with special educational needs (SEN) in Lithuania

When creating and developing the general Lithuanian system of professional counseling (professional information, professional counseling, development of career planning abilities), special attention is paid to pre-professional education and the provision of professional counseling services for students of general education, vocational schools and universities.

The organization of professional counseling services requires the training of school employees and their professional development, the development of methodological materials and other tools necessary for professional counseling, the integration of career planning topics into the content of education, the development of the infrastructure for providing professional counseling services.

The provision of professional counseling services in general education, professional, and higher education institutions, along with socio-psychological support, can prevent dropout from educational institutions, enable students and students of high schools use successfully opportunities for further education and/or study, and prepare them to adapt to the changing labor market [4].

The laws of the Republic of Lithuania provide for conditions for persons with disabilities to receive vocational education.

Accessibility of a professional consulting system

Pre-professional training is one of the initial, but very important stages of the process of vocational rehabilitation, so it is necessary to introduce a flexible unified system of pre-professional education for students with special educational needs

(SEN), since different methods of vocational education have been used in schools so far. The diversity of professional education usually depends on the ingenuity of teachers and opportunities. In the course of natural observation, the main forms used in vocational schools were identified (Table 1).

Table 1. Forms of vocational education of students with SEN [Baranauskiene I., Kossewska J. (2012). Professional counseling of children and youth with special educational needs: parameters of the ideal model: a scientific study (6th ed.). Publisher: Pearson]

Levels	Forms of pre-school vocational education		Advanced abilities	Developers, implementers
	Forms of pre-professional education			
Informal	Advice on professional counseling	Professional information room at school, job centre	Self-esteem	Social pedagogue, psychologist, special pedagogue, teacher of professional counseling
	Educational excursions	Excursions to vocational schools, enterprises	Knowledge of the profession, career planning	Tutors of the class, teacher of professional counseling
	Project activities	Participation in professional counseling programs developed by the school and funded by the EU and other foundations	Self-expression	Deputy Director, pedagogue, social pedagogue, special pedagogue
	Extracurricular activities	Clubs, exhibitions, fairs, competitions are organized in schools and outside of them	Entrepreneurship, creativity, social skills, social activity, physical, conditional professional skills	Teacher, supervisors
	Practical testing of the profession	Radviliskis Vocational Rehabilitation Center	Critical attitude to your own desires and opportunities. Responsibility, social activity, career planning, critical attitude to the wishes and opportunities of the child	Tutors of the class
	Cooperation with students' parents	Individual conversations, meetings	Responsibility, social activity, career planning, critical attitude to the wishes	Tutors of the class, social pedagogue, special teacher pedagogue of

			and opportunities of the child	professional counseling teachers
Formal	Classes of various subjects taught	General education subjects, technological education, physical education, music lessons, the fine arts, - entrepreneurship and career as an optional subject.	Conditional professional abilities (responsibility, endurance, low motor skills, physical activity), critical attitude to their own desires and opportunities, general life skills	
	Events organized by the class teacher	Working in the classroom	Professional knowledge, career planning, self-assessment, social skills	Tutors of the class, teacher of professional counseling

As already noted, one of the essential features of progressive didactics is the "necessary decision of the student" and the desire to participate in learning and decision-making. In this way, responsibility for one's own actions and behavior is achieved (this is important in the effort to maintain motivation). In other words, the goal is to enable individuals, after acquiring and deepening their skills and knowledge, to develop their activities in the local or wider community and to address various emerging issues.

In this situation, I. Baranauskiene et al. (2012) emphasizes the focus on empowerment, the paradigm of social participation, and the concept of progressive education:

Contextual learning: Learning while living in isolation doesn't make much sense. Understanding is best when the rich context of the environment is involved.
 Direct and continuous feedback: Learning is improved when students direct and receive feedback through interaction with the environment.
 Applicability of knowledge: A student feels "knower" when they are able to creatively apply their skills in new situations.

Speaking about comprehensive education in general education classes, the authors note [5] that within the framework of inclusive education, school communities have to solve specific issues of raising children with special educational needs (SEN) and the best results in vocational education are observed in these schools, where the integrated education of students with SEN proceeds gradually, in a sequential order, with a small transition from one form of existence to another.

Within the framework of the program “Professional Career Planning”, developed by scientists within the framework of the project, teachers were trained. A program of 80 hours was developed, covering 5 topics:

- "Development of social skills”;
- "Communication with a disabled child ”;
- "Opportunities to cope with stress”;
- "Competence of a pedagogue to develop professional career planning skills”;
- "Preparing children with special educational needs (SEN) to adapt to society”.

In conclusion, it should be added that when organizing tutoring, it should be taken into account that all activities to support the learning process of a disabled person or a person with health limitations should not violate the educational and communicative space of the group of students in which this student is located.

Questions for discussion

1. What is the essence of the concept "tutor"?
2. What is the significance of tutoring as a form of pedagogical activity?
3. Justify the importance of tutor support for gifted students.
4. What are the functions of a tutor in the educational process?
5. Describe an example of professional counseling for children and young people with special educational needs (SEN) in Lithuania.

Task for independent work

1. Prepare an essay on the topic "Tutoring - as one of the forms of modern pedagogical technologies".
2. Write an essay "Activities of a social pedagogue to support the learning process of a disabled person or persons with health limitations".

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3. TECHNOLOGIES OF SOCIAL PEDAGOGUE'S WORK IN THE SYSTEM OF INCLUSIVE EDUCATION

3.1. Socio-pedagogical technologies in inclusive education

Currently, the education system is developing a situation that is characterized by the processes of modernization in all its structural components, including educational programs, the principles of interaction of participants in the educational process, the principles of the organization of the educational environment, etc. The basis of inclusive education is to take into account the individual characteristics of children, the diversity of their educational needs, opportunities, and interests of students.

The methodology of teaching people with health limitations involves the use of socially active and reflexive teaching methods, technologies of socio-cultural rehabilitation, and the creation of a comfortable psychological climate in the team. According to N. V. Babkina, a special material and technical base for children with various disabilities (special aids, equipment) and psychological and pedagogical support for children with disabilities should be provided, as well as an adapted correctional and developmental learning environment should be created, and technologies in the system of teaching people with disabilities in inclusive practice should be modernized [2. P.13].

In general, educational technology is defined as "an ordered system of actions, the implementation of which leads to the guaranteed achievement of pedagogical goals" [5.P. 79]. Despite the different understanding of the term "pedagogical technology", most specialists combine them with four important provisions:

1. Plan of training and upbringing based on a well-defined desired outcome.
2. Programming of the educational process in the form of a strict sequence of actions of the teacher and the student.
3. Comparison of the results of training and upbringing with the originally intended result both during the educational process (monitoring) and when summing up the results.
4. Correction of results at any stage of the educational process [1. P. 154].

Speaking about technologies of inclusive education, we understand those technologies that lead to the creation of conditions for high-quality accessible education for all children without exception, that is, barrier-free education.

"Barrier-free environment — a set of measures to ensure accessibility and create equal opportunities for persons with special needs in all spheres of society" [4. P. 34]. According to the Russian researcher N. N. Bukovtsova, a barrier-free educational environment is an accessible environment for children with disabilities, which provides access to educational resources and the joint process of their education in ordinary schools.

Barrier-free education is the basis for the development of inclusive practices in educational institutions, the main idea of which is to exclude any discrimination of students and create special conditions for children who have special educational needs (SEN). Every child deserves respect, so he can and should study in a general education class and work to create comfortable learning conditions is an important stage for barrier-free education [3. P. 124].

N. V. Borisova distinguishes [1] two large groups of inclusive technologies: *organizational and pedagogical*.

Organizational technologies are associated with the stages of organizing an inclusive process:

- design and programming technologies;
- technologies of team interaction between teachers and specialists;
- technologies for organizing a structured, adapted and accessible environment.

The main idea of inclusive education is to monitor educational conditions in their entirety in order to take into account the educational needs and opportunities of participants in the educational process. When identifying barriers that arise for children in the educational process, all participants are involved in designing changes that create a more effective educational environment. Design and programming are essential technologies for implementing the principles of inclusive education.

Among *the pedagogical technologies*, we can distinguish those that can be successfully used in inclusive practice by the teacher in the classroom. Their classification is carried out in accordance with the tasks and role in the organization of joint education of children with different educational needs:

Table1. Classification of pedagogical technologies used in inclusive education

Pedagogical technologies used in inclusive practice	Technologies aimed at mastering academic competences in the joint education of children with different educational needs: technologies of differentiated learning, technologies of individualization of the educational process
	Technologies for correcting learning and behavioral difficulties that arise in children in the educational process
	Technologies aimed at the development of social (vital) competences, including acceptance, tolerance
	Technologies for evaluating achievements in an inclusive approach
	Technologies that individualize the educational process

Following the general rules and methods of organizing educational work in the classroom, the teacher of an inclusive class should remember and take into account the subtleties of including a child with certain features of cognitive activity, behavior, and communication in the work. Most often, such a student can lag behind the pace of the entire class, perform tasks at the level available to him, but this level will not correspond to the level of mastering the content of the subject by his classmates.

Independent work provides the most extensive opportunities for individualization of training, as the tasks vary depending on individual

characteristics. The teacher creates conditions for the student to set goals, formulate tasks, determine ways to solve educational problems, and evaluate the results of their educational actions. This process of individualization is important both for a child with health limitations and for their normatively developing peers.

At the technological level, the principle of individualization is embodied in the personality-oriented pedagogy, the pedagogy of support, the reflexive-activity approach in teaching, in the technologies of project activity, and in the technologies of tutor support.

There are a number of factors for the implementation of a differentiated approach to the educational process:

- the contradiction between traditional collective forms of learning and the individual nature of the assimilation of educational material;
- differences in the readiness to assimilate the material;
- different levels of student interest;
- the need to overcome a negative attitude to learning, etc.

V. V. Khitryuk considers differentiated learning as a form of organization of the educational process, in which the teacher works with a group of students created taking into account the presence of any common qualities significant for the academic process [5. P. 76].

The technology of level differentiation of training is related to the level of development of the program material by children. In this technology, cognitive activity is managed to teach each student according to their individual capabilities and abilities through a system of small groups.

The technology of functional differentiation is the organization of work in groups with the distribution of functions, i.e. when each child contributes to the overall result by performing their task, while a child with special educational needs (SEN) can be offered auxiliary materials. The organization of work in a group involves the full involvement of the child based on an understanding of his capabilities. In such a group, someone takes on the functions of a leader, someone performs certain tasks, someone monitors the work time. The main criterion for the effectiveness of group work in the classroom in an inclusive class is not the focus on success, but the focus on consistency, mutual assistance.

"The technology of mixed differentiation (the model of consolidated groups) is a combined form of two types of differentiation of learning — by interests and by level of development. For the study of academic disciplines, the entire class parallel is regrouped. Three consolidated groups are formed. Children who are interested in this educational subject and have sufficiently high indicators in this direction are united in one consolidated group of advanced level. From the rest of the parallel students, two more consolidated groups are formed according to the principle of level differentiation" [2. P. 14].

Technologies for correcting educational and behavioral difficulties that arise in children in the educational process are special *speech therapy technologies and technologies of special pedagogy* aimed at correcting disorders, technologies of the neuropsychological approach in correcting educational difficulties, technologies of

the psychological and pedagogical system for the formation and development of speech hearing and speech communication in children with hearing disorders, technologies of applied behavior analysis of ABA (Applied behavior analysis), etc.

One of the main results of inclusive education is the development of social life skills, or social competences (skills of interaction, mutual assistance, productive activity, etc.). The following technologies can be distinguished, aimed at improving social competence:

1. direct social skills training;
2. development of social skills through imitation,
3. organization of group and game activities.

Through the rules, examples that the teacher shows, direct training in social skills is carried out. The adoption of the rules is very important for all children, but it must be conscious, connected with their personal experience. Be sure to praise the students for following the rules. The development of social skills through imitation involves mutual learning of children, i.e. a child who is more competent in some area becomes a role model for other children. Learning through imitation is important for any child, but it is especially important for teaching children with mental retardation, for children with autism spectrum disorders. Therefore, training in heterogeneous groups, rather than in homogeneous ones, is more effective.

When organizing group activities, such being on duty, preparing for a holiday, working in study groups, the teacher:

- plans group activities of children that promote their effective social interaction;
- selects participants for the group;
- bring in this activity;
- as the action progresses, offers ideas for interaction when needed.

Russian teachers distinguish *sociogame technologies*. This type is based on theatrical exercises, educational games that develop higher mental functions. Thanks to these technologies, children with health limitations are included in the conditions of general education schools. In the process of inclusive education, the subject of evaluation is both the educational results themselves and the process of achieving them. The choice of the form of the current assessment is determined by the general and special training goals, specific training tasks, and the purpose of obtaining information. "Together with the pedagogue-psychologist, the teacher thinks out such a strategy of working with the whole class, in which children learn to evaluate not only the result, the quality of the teaching product, but the process, i.e. the degree of effort, activity, and the measure of participation in group work" [5.P. 102].

Among the foreign technologies aimed at preparing a child with health limitations for inclusion in the educational process, such technology as ABA (Applied behavior analysis)—applied analysis, or behavior modification, is widely used. This technology involves teaching the child to express their needs more adequately, trains the skills of educational behavior, interaction skills, mainly in an individual format. When applying ABA individually and in a group, one of their main tasks is the development of behavioral and educational skills necessary for the inclusion of a child with health limitations in the general education space.

The TEACCH program for children with autism involves both the adaptation of the child to the environment, and the corresponding changes in it that make it easier for the child to adapt. (T)reatment and (E)ducation of (A)utistic and related (C)ommunication handicapped (CH)ildren .It is translated from English: Treatment and education of autistic children and children with impaired communication abilities.



AAC technology (alternative augmentative communication) develops new communication skills in children with speech disorders using gestures, pictures, communicators, etc. These skills are also mastered by the child's social environment — teachers, parents, and peers.

Such a direction as *occupational therapy* is aimed at teaching the child new manual and motor skills and activities, involves preparing the child for an independent life and at the same time provides for changes in the environment — the adaptation of game, household and educational materials for easier use[6].

Russian scientist Suntsova A. S. describes the following innovative technologies, which together implement a complex multi-level nature of support for participants in the pedagogical process:

* technology of adaptation of the child to a new educational stage

- technology of pedagogue support

* technology to help the child in the learning process

- family interaction technology

- technology of personal education

Types (directions) of comprehensive support: prevention; diagnostics (individual and group (screening)); counseling (individual and group); developmental work (individual and group); correctional work (individual and group); psychological enlightenment, and education (improving the psychological and pedagogical competence of students, administration, teachers, parents).

The support is based on the method of comprehensive support, which implements four functions:

diagnosis of the child's problems;

search for information about the essence of the problem and how to solve it;

consultation at the decision-making stage and development of a plan for solving the problem;

help at the stage of implementing a solution to the problem.

Technical support of the educational process as a parameter of a barrier-free environment. For various categories of children, special technical means are assumed (for example, for children with impaired hearing, the characteristics of a barrier-free environment are determined by the presence of individual hearing aids (or cochlear implants), FM systems, as well as the introduction of computer technologies in the educational process that facilitate the development of the training program; for children with impaired vision, increased illumination (at least 1000 lux) or local lighting of at least 400-500 lux, optical means – loops, special devices for using a computer, television enlarger, audio equipment for listening to "talking books", educational materials using Braille).

Among *the principles* of building an inclusive educational space, the main ones, in the author's opinion, are:

* *Early inclusion in an inclusive environment.*

This provides the opportunity for *habilitation*, that is, the initial formation of abilities for social interaction;

* *Correctional assistance.*

A child with developmental disabilities has compensatory capabilities, it is important to "include" them, to rely on them in the construction of the educational process. The child, as a rule, quickly adapts to the social environment, however, it requires the organization of a supportive space and special support (which also acts as conditions that take into account his special needs).

- *Individual orientation of education.*

A child with disabilities can master a common educational program for all, which is an important condition for his inclusion in the life of the children's collective. If necessary, an individual educational route is developed, depending on the characteristics, depth of the defect and the capabilities of the child. The route should be flexible, focus on the zone of immediate development, provide for the formation of speech skills, the main types of cognitive activity, according to age, the development of social skills.

- *Team-based way of working.*

Specialists, pedagogues, and parents need to work in close relationship (on a team basis), which involves the joint construction of goals and objectives of activities for

each child, joint discussion of the child's characteristics, his capabilities, the process of his movement in the development and development of the socio-pedagogical space.

- *The activity of parents, their responsibility for the results of the child's development.* Parents are full members of the team, so they should be given the opportunity to take an active part in the discussion of the pedagogical process, its dynamics and correction.

* *Priority of socialization as a process and result of inclusion.* The main target component in the work is the formation of the child's social skills, the development of the experience of social relations. The child should learn to take an active part in all types of children's activities, not to be afraid to express themselves, express their opinions, find friends; developing interpersonal relationships, teach other children to accept themselves as they are. And this, in turn, is possible with a sufficient level of personal and cognitive development of the child.

- *The development of positive interpersonal relationships* is not a spontaneous process, it is also the subject of special work of pedagogues.

One of the system-forming characteristics of an effective educational environment is its safety (physical and psychological). Psychologically safe environment is an environment in which the majority of participants have a positive attitude to it; high indicators of the index of satisfaction with interaction and protection from psychological violence (Baeva I. A., Laktionova E. B.).

Thus, the role of inclusive education is increasing, and currently the goal of educational organizations is to create a "barrier-free" educational environment, modernize an orderly system of actions, and introduce socio-pedagogical technologies that ensure the achievement of pedagogical goals in the organization of education for people with health limitations.

Questions for discussion:

1. Reveal the essence of the term "pedagogical technology".
2. "Barrier-free education as a basis for the development of inclusive practice" - justify this provision.
3. Describe the organizational and pedagogical groups of inclusive technologies.
4. What technologies are aimed at improving the social competence of students?
5. Reveal the essence and meaning of TEACCH technology, AAC and occupational therapy.

Task for independent work:

1. Prepare a presentation on the topic: "Classification of socio-pedagogical technologies of inclusive education".

2. Write down the technologies used in inclusive education described in the textbook Khitryuk, V. V. (2014) *Fundamentals of inclusive Education* Baranovichi: RIO BarGU, 136 p.

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3.2. Technologies of socio-pedagogical work with gifted children with special educational needs

In the "State program of education development of the Republic of Kazakhstan for 2011 – 2020 years" emphasizes the importance of ensuring equal access for all participants of educational process to the best educational resources and technologies; the proportion of schools that have created the conditions for inclusive education of their total number is 70%. [1].

A. K. Kussainov, A. H. Argynov, R. A. Zhumakanova noted in their work [2] about the necessity of a systematic awareness-raising specialists of educational institutions in the field of inclusion, including the conceptual framework, the historical aspects, objectives, educational policy on inclusive education in Kazakhstan, socio-pedagogical work with students with special educational needs.

The outstanding psychologist, the founder of individual psychology, Alfred Adler, believed that *the driving force of personality development is the desire to overcome the feelings of inferiority and weakness that arise in a child immediately after birth due to their helplessness, weakness and dependence on an adult*. Overcoming one's inferiority becomes the main goal of human development. In the

case of successful development, this task can be solved in two ways-by compensating for their defect and by overcompensation, when a person achieves maximum success in exactly the area that, it would seem, should be closed to him due to the specifics of his defect.

Thus, a stuttering person becomes an orator, a person experiencing the anxiety of public speaking and social evaluation becomes a public figure, an actor, a singer or a musician, a totally blind person becomes a scientist. The talent of overcoming is determined by the willingness and ability of the individual to set a goal and work towards its achievement, to overcome obstacles, to be able to cooperate with people, to respect himself and others, to believe in himself and the future [3].

Gifted children, children with health limitations, abandoned children, orphans, and other categories of children are included in the "risk group". As a goal of socio-pedagogical support for gifted children, and especially for gifted children with health limitations, it is important to name the creation of the necessary conditions for personal development and the facilitation of the pedagogue of the process of overcoming obstacles, problems and difficulties that hinder successful socialization.

Gifted children with some health disorders, J. R. R. Tolkien Galeher called them "twice special". [4] According to him, about 2% of disabled children are gifted children. The most common talented children among the "twice special children" are:

1. children with Asperger's symptoms;
2. autistic children;
3. children with social, emotional, and behavioral problems;
4. children suffering from dyslexia;
5. children with signs of hyperlexia;
6. children with dyspraxia syndrome;
7. children with attention deficit hyperactivity disorder.

Often a child has aptitudes and abilities in one or more areas and they also need help in other areas.

J. Whitmore speaks about the factors that prevent the determination of giftedness in children with disabilities. They may have poor school performance, lack of communication skills, and unmanageable behavior [5].

C. Willord-Hold [6] represents the most common characteristic of talented children with health limitations:

- development of compensatory skills;
- impressive knowledge base;
- excellent memory;
- exceptional problem-solving skills;
- patience, perseverance;
- curiosity, self-absorption;
- possible difficulties with abstract thinking;
- limited achievements are possible due to the pace of work.

Under inclusive education, what happens is not what can be observed in ordinary schools. In ordinary schools, gifted children are offered a program that is several years behind their level of intellectual development. In inclusive education, it

is assumed that educational programs are planned taking into account the individual needs of the student. Gifted children learn from each other and from the adults around them. The principle of inclusive education in the United States is partly based on the theory of L. S. Vygotsky about the "zone of immediate development" [7].

It is necessary to note the conditions for the successful development of a child with health limitations in an inclusive environment.

As noted by Yakovleva G. V. and Kondakova O. N. [8] healthy schoolchildren learn to pay attention to their classmates, see and understand the needs of people with health limitations, gain experience in empathy, compassion, and the ability to do good.

It is very important to have an adequate attitude of *parents* of children with health limitations, their faith in the capabilities and abilities of the child to overcome their illness, to reveal their talents and abilities. But excessive guardianship leads to the formation of a child's "learned helplessness", which was described by M. Seligman. Therefore, the strategy of parenting in a family with a child with special needs should encourage the independence of the child with a reasonable system of requirements and undoubtedly communication and enrichment of activities [9; 10].

Inclusive education is a complex process that requires a certain transformation of the usual way of the educational environment, certain socio-educational conditions that allow essentially implementing a systematic approach to the inclusion of people with health limitations in the general education space. In solving this social problem, it is important to improve the quality of professional training of specialists, in particular social pedagogues [11].

Shcherbinina O. S. notes that for pedagogical support it is important that in solving their own problems, the child was able to express themselves as independently as possible. The pedagogue does not act for the child, does not replace his actions in finding and choosing an acceptable solution, directing his efforts to create conditions under which the child would like to try solving the problem [12].

The organization of socio- pedagogical support of persons with disabilities is to build the educational space outside the educational institution, which provides for "workarounds" (L. S. Vygotsky) to achieve various social goals, which in terms of "normative development" achieved by the conventional methods [13].

L. V. Mardahaev defines "socio-pedagogical support" as an activity of social pedagogue in providing preventive and operational support to children (adolescents, families) in addressing their socio-pedagogical problems in the environment [14].

Smolonskaya A. N. describes socio-pedagogical support as support, understood as a process carried out by an adult, aimed at meeting the basic needs of a child in safety, self-esteem, and love [15].

Shcherbinina O. S. says that pedagogues note the presence of high creative potential does not exclude the possibility of weak development of fine motor skills of the hands, insufficient development of motor coordination, low motivation for activity, and also that one should not expect the child to succeed in all classes. According to pedagogues, a gifted child requires more attention to himself than other

children, and the pedagogue, in order to unlock the potential, has to "pick up the key", to interest the child in what is happening, believing in his future success[12].

Socio-pedagogical support is a process of support and mediation. The social pedagogue is an intermediary between the child and various structures that provide assistance and support [15].

The purpose of socio-pedagogical support for a gifted child with health limitations: to help as much as possible in the manifestation of his need for self-realization, to help him in working on himself, in self-rehabilitation through activities "in spite of problems".

One of the leading areas of creative rehabilitation of disabled people and the realization of the potential of a gifted person is their participation in exhibitions, competitions and festivals of various levels.

Today, a real opportunity to improve the quality of work with gifted children with disabilities is distance learning, which allows them to study individually, regardless of time and place, to study on an individual trajectory, in accordance with the principles of open education, and to realize human rights to continuing education.

Information and communication technologies (ICTs) allow us to expand the opportunities for working with gifted children with disabilities:

- provide a new environment for children with disabilities to communicate with students from other schools;
- they are an auxiliary tool for conducting correctional work with students;
- expand the ability of pedagogues to provide students with differentiated tasks;
- provide access to information;
- involve students in design and research activities;
- there is an opportunity to take part in remote competitions, subject Olympiads;
- provide an opportunity to participate in competitions held by universities

Secondly, a gifted child with disabilities has a willingness to accept help from a specialist, an attitude to voluntary contact with him about his problems, a desire to find understanding from him, to get information, instruction, advice.

Thirdly, to form in the social worker the qualities necessary for the provision of individual assistance: a healthy self-perception, consistency in attitudes towards pupils, justice, understanding of their needs and problems, sympathy, respect for them; the desire and ability to cultivate warm, emotionally colored relationships with pupils; the ability to defuse the situation during a conversation, a sense of humor.

Fourthly, the ability of a specialist to conduct individual conversations with students as an "adviser", "expert", "guardian": to use his influence to clarify the situation that has developed in him, to comprehend it; to reorient his flawed attitudes and points of view; to help him determine his positions and views. To do this, he must be able to put forward a number of alternatives to the pupil, conduct a dialogue with him about the advantages and disadvantages of each, help him realize the possibilities for achieving a particular alternative, and choose the most suitable option for solving the problem [16].

Thus, at present, training of specialists in the field of inclusive education is relevant and necessary, in particular, to work with gifted, talented children with disabilities.

Questions for discussion:

1. Reveal the essence of technologies for working with gifted children with special educational needs
2. What did the outstanding psychologist, the founder of individual psychology, Alfred Adler, see as the main goal of human development?
3. What diseases and signs are most common among "twice special children".
4. Give a general description of talented children with disabilities presented by C. Willard-Holt.

Task for independent work:

1. Create a questionnaire for parents of children with SEN.
2. Write an essay on the topic: "Technologies of socio-pedagogical work with gifted children with special educational needs".

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3.3. Technologies of consulting activity of a social pedagogue in the system of inclusive education

The professional and pedagogical activity of a social pedagogue is aimed at promoting the development of children and adolescents through educational and correctional work with them in various spheres of society. Let's consider the professional problem field of a social pedagogue.

The spheres of activity of a social pedagogue are:

- socio-pedagogical,
- human rights,
- research,
- methodological,
- cultural and educational,
- socio-educational,
- organizational and managerial.

A social pedagogue works with people of different ages and social status. On this basis, the following specializations of a social pedagogue are distinguished:

- socio-pedagogical work with young people;
- social and pedagogical work with adults;
- socio-pedagogical work with the elderly (social pedagogue-gerontologist);
- socio-pedagogical work with people with disabilities, with disabled people (social pedagogue-defectologist)
- socio-pedagogical work with people of deviant behavior;
- socio-pedagogical work with orphans and children left without parental care;
- socio-pedagogical work with the family.

Place of work of the social pedagogue can be:

—socio-pedagogical and socio-psychological service of educational institutions (primary, secondary schools, colleges, high schools, boarding schools, extracurricular, orphanages, vocational schools, specialized secondary schools, vocational educational institutions, etc.);

—social services specialized institutions (nursing homes, foster homes, rehabilitation centers, social shelters, crisis centers, social hotels, labor exchanges, etc.);

— institutions related to the system of internal affairs bodies (reception and distribution centers for children and adolescents, specialized boarding schools and special vocational schools for children who have committed offenses, educational colonies, etc.) — health care institutions (children's hospitals, special hospitals for the mentally ill, drug addicts, dispensaries, sanatoriums, etc.);

- social services of enterprises, organizations, institutions and their dormitories: commercial structures, creative, public organizations, various foundations, banks, charitable organizations;

- social services of municipal bodies and their institutions (socio-pedagogical, cultural and sports complexes, centers of social pedagogy and social work; departments for social protection of the population, departments of social assistance at home and other guardianship bodies);

—cultural leisure services (youth clubs, cultural centers, rural clubs, family living rooms, schools of folk crafts, family clubs, parks, playgrounds, etc.) —

- valeological and physical culture and health services (dispensaries, rehabilitation complexes, centers of folk remedies for health improvement and treatment at hospitals, medical centers, at home);

- private practice.

There are also the following *specializations of a social pedagogue*:

- ecologist, valeologist, ethnologist;

- pedagogue-psychologist, sociologist, social worker, methodologist;

- educator in educational institutions, institutions of correctional (rehabilitation) type, social sphere;

- organizer of technical creativity of children:

- organizer of sports and recreation work;

- organizer of cultural and leisure activities.

Specialization refers to the acquisition of special knowledge, ideas, skills and abilities within the framework of the main professional educational program in this specialty, taking into account the specifics of the future professional activity of a specialist of this qualification.

In recent years, in the professional (as well as in the personal) sphere, the technologization of human life activity (the use and development of various computer technologies) has been taking place at a dynamic pace, which is a surrogate for the main human need for communication: people replace the real with virtual communication, characterized by the lack of exchange of energies, emotions, opinions, etc.

At the same time, the stressful situation persists, and at times increases (various socio-political, socio-economic and similar conflicts), which leads to an increase in

not only situational, but also personal anxiety. Therefore, the role of professions of the "helping" type (social pedagogues, social workers, psychologists,) becomes significant.

A social pedagogue specializes in providing comprehensive assistance to the family. As an intermediary in the system of interaction between the individual, the family, and society, it influences the formation of nurturing, humane relations in society, in the family sphere, in the family-neighborhood environment, among children and adults. In an ethically accessible form, it "contacts" the family, the individual; studies the psychological and age characteristics of children and parents, their abilities; delves into their micro-society, the world of interests, social circle, living conditions, moral atmosphere; identifies positive and negative influences, problems — psychological, medical, legal, environmental, and then connects other specialists to solve them.

The social pedagogue assists families in developing their educational opportunities and positive influence, carries out psychological and pedagogical work with children and young people at the place of residence; identifies personal, interpersonal and intra-family difficulties and conflicts, facts of deviant behavior, families of social risk; is engaged in the prevention of offenses.

It should be noted that a person's appeal to a social pedagogue does not cause alarm, unlike, for example, an appeal to a psychiatrist, a psychotherapist. The term "social pedagogue" does not deter a person who has applied for a consultation. In fact, he is the first specialist who contributes to the resolution of problems related to various spheres of human life (social and household, socio-economic, socio-psychological, socio-pedagogical, etc.).

Social pedagogue initially sets the social diagnosis and either assists in the framework of their competences, or providing assistance specialist (specialists) another profile (therapist, lawyer, employee of the Department of social security, psychiatrist, etc.).

Technology consulting of the population (parents, pedagogues) that allows the parents to better understand the age and individual psychological characteristics of children and adolescents subjected to critical self-analysis of its pedagogical actions, and applying minor children — to assist in the effort to cope with the problem.

The main task of consulting work is to help the person who has applied for help to look at their problems and life difficulties from the outside, to demonstrate and discuss those aspects of relationships and behavior that, as sources of difficulties, are usually not recognized and controlled. The technology of counseling can serve as an initial stage in self-development, self-change of a person, or as a reason for contacting specialists (again, through a social pedagogue).

Counseling, by definition, is intended mainly to help people who have difficulties in solving life problems, people with special educational needs, and people with health limitations.

The leading form of consulting activity of a social pedagogue is a consultation conversation.

A social pedagogue can use the most common methods of counseling:

emotional contagion, suggestion, persuasion, artistic analogies, mini-training, etc. At the same time, a consultation conversation can be filled with different content and perform different tasks — educational, psychological, psycho-pedagogical.

If the group (family, etc.) or the client is not the initiator of interaction with the social pedagogue, the consultation may be conducted in a veiled form. The main goal of the consultation work is to update the internal resources of the clients (client) by means of a specially organized communication process, to increase their rehabilitation culture and activity, to correct their attitude to the child.

Along with consulting conversations, there is also one form of counseling in the form of training (educational) trainings.

It should be noted that at present, the goals of the training programs have expanded, and training has ceased to be only a field of practical psychology, taking a worthy place in social pedagogy, in the education system as a whole. Training is a combination of many techniques of individual and group work and is one of the most promising methods of solving the problem of psychological and pedagogical education of parents. It is particularly acute in relation to the parents of those children who have problems of mental, physical, and social deviation from the norm.

Educational trainings, which have not yet received proper distribution in our country, should be aimed primarily at developing skills that help families learn to manage their microenvironment, lead to the choice of constructive life goals and constructive interaction. Among these skills should be highlighted:

- communication skills: the ability to "active listening", which is a judgmental reaction, which suggests that parents are interested to listen and understand your child; testing the reception, "I message" that express personal concern of the parent of the possible consequences of the actions of the child, etc.;

- psycho-hygienic means of overcoming stressful situations, everyday self-regulation, the provision of psychotherapy for the child, etc.;

- psycho-pedagogical techniques: techniques of early developmental learning, child behavior modification, game therapy, etc.

Group methods of work allow participants to exchange experiences with each other, ask questions and seek support and approval in the group; the opportunity to take on the role of a leader in the exchange of information, which contributes to the development of activity and confidence of parents [5].

These forms of social pedagogue advisory activities are used in both short-term and long-term work models.

To consult a specialist, you need to:

- know the trends in the development of the modern family, the ethics and psychology of family life, the difficulties and problems of family education:

- to know the main patterns of personal development of children, adolescents, and young people, the specifics of their needs, interests, attitudes, and motives, and the degree of their satisfaction;

- know the theory and methodology of personality diagnostics and its microenvironment;

- know the forms and methods of socio-pedagogical and socio-psychological work with the family, various groups and categories of the population:
- be able to identify the interests and needs of children and adolescents, create conditions for the development of their talents, mental and physical abilities;
- master the methods, techniques and techniques of counseling;
- have the skills of group and individual forms of counseling;
- to strengthen the efforts of their wards (children and adults) to solve their own problems:
- to know the main psychocorrection approaches and technologies;
- be aware of the importance of psychoprophylactic work, know the principles and directions of psychoprophylaxis;
- to be able to use the relationship of psychoprophylaxis, psychocorrection and psychocorrection, to choose the most optimal ways of interaction with the client, the group;
- be able to identify and use the opportunities of social institutions in strengthening the family, in providing correct social, pedagogical, psychological assistance, support, etc.

Questions for discussion:

1. Name the areas of activity of a social pedagogue.
2. What is the main task of the consulting work of a social pedagogue?
3. What methods of counseling are usually used by a social pedagogue in their work?
4. What knowledges does a social pedagogue need to conduct consultations?

Task for independent work:

1. Write an essay on the topic: "Technologies of consultative work with persons with health limitations".
2. Describe the main tasks of the consultative activity of a social pedagogue in the context of inclusive education

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3.4. Technologies of social support in inclusive education

Inclusive education is based on an ideology that justifies equal treatment of all students, but with the creation of special conditions for those who have special educational needs. Such conditions include the provision of individualized support for inclusive education of persons with disabilities (hereinafter referred to as persons with disabilities), which is formulated as one of the immutable conditions for inclusive education in the fundamental international, Russian and Kazakh regulatory documents.

Thus, the "Convention on the Rights of Persons with Disabilities", adopted by the General Assembly Resolution of 13 December 2006, stipulates the need for reasonable accommodation that takes into account the individual needs of persons with disabilities; obtaining the necessary support within the educational system to facilitate their effective learning; and taking effective measures to organize support in an environment that is as conducive to their learning and social development as possible. This principle applies to all levels of education, including professional education.

Currently, abroad and in our country, the general principles and methods of individualized support, called "*support*", are quite fully developed not only at the level of general education, but also at the level of professional education. In their general approaches, they have a unified character. This is a comprehensive, interdisciplinary approach to solving any problem of the student's development; the equivalence of programs to help in a problem situation and programs to prevent the occurrence of problem situations; the guarantee of continuous support for the student's development in the educational process. Specialists of the support system in all problem situations are on the side of the student, protecting his interests and rights.

The Russian scientist Kazakova defines accompaniment as a special way of helping the student to overcome the problems of development that are relevant to him, the peculiarity of which is to teach him to solve his problems independently, and notes that this is a complex process of interaction between the [accompanying](#) and the [attended](#), the result of which is progress in development [5].

E. V. Shilova understands the process of **support** to provide assistance to students in development by combining the disparate efforts of specialists (psychologists, valeologists, social pedagogues, pedagogue-defectologists) working in the education system. It is noteworthy that she draws attention to the fact that the association of this group of people in a single team and the development of support methods that have significant differences from correction, training, etc., will significantly change the content of psychological, pedagogical, medical and social support for the development of the student in the educational process [6].

A similar approach, claiming that support is a system of complex work of psychologists, pedagogues and other specialists, the purpose of which is to help the student make an informed life choice at all stages of his life path, we find in S. V. Alyokhina and I. V. Vachko [7], as well as in M. N. Sartan [8]. The authors argue about the need for coordination of interaction in an interdisciplinary team of support specialists, regulation of relations between all participants of the educational process, prevention and resolution of conflict situations, support of relations of cooperation and mutual assistance, organization of interaction with the parents of students, as well as coordination of interaction between the educational organization and social partners – institutions and organizations that are linked to a single system of inclusive educational institutions or are interested in developing ideas and supporting inclusive education for handicapped people and people with health limitations.

Today, based on the above positions, the system of professional education support for disabled people and people with health limitations is quite structured and regulated [9].

Organizational and pedagogical support may include monitoring of attendance; assistance in organizing independent work, including in cases of illness; organization of individual consultations for long-term absent students; control of certifications, passing tests, exams, elimination of academic debts; correction of interaction "teacher – student with disabilities" or "teacher – student with health limitations" in the educational process; advising teachers and staff on the psychophysical characteristics of students with disabilities and students with health limitations, correcting situations of difficulties; instructing and seminars for teachers, methodologists, etc.

Psycho-pedagogical support is provided for handicapped students and students with health limitations who have problems in learning, communication and social adaptation. It is aimed at the study, development and correction of the student's personality, his professional development.

Medical and health support includes the diagnosis of the physical condition of handicapped students and students with health limitations, the preservation of health, the development of their adaptive potential, adaptability to study.

Social support is a set of activities that accompany the educational process and are

aimed at social support for handicapped students and students with health limitations in their inclusive education, including assistance in solving problems of everyday life, living in a hostel, social payments, allocation of material assistance, scholarship support, etc.

The following specialists can be included in the interdisciplinary support team: a tutor, a pedagogue-psychologist (psychologist, special psychologist), a typhlopedagogue, [teacher of the deaf and hard of hearing](#), [sign language interpreter](#), a social pedagogue (social worker), a specialist in special technical and software tools. The activities of each of them have a common focus and are based on common principles, but differ in their goals, objectives, directions and methods of activity and interaction.

It is necessary to highlight the following general principles of the activity of such an interdisciplinary support team [10]:

- the principle of adequacy of the content and forms of support to the target settings and conditions of professional and educational activities of persons with disabilities and persons with disabilities;
- the principle of continuity and complexity of the process of supporting students with disabilities and students with disabilities in the inclusive educational process;
- the principle of relying on their own purposeful activity of disabled people and handicapped people in the professional and educational sphere; on teaching them to overcome difficulties independently, on increasing their responsibility for becoming full-fledged subjects of their own professional and social life;
- the principle of individualization and orientation of support to a differentiated approach to students with disabilities and students with health limitations in accordance with the type of violations of their health, taking into account the individual characteristics and characteristics of the rehabilitation potential of handicapped students and persons with health limitations;
- the principle of focusing on comprehensive social rehabilitation of disabled people and persons with health limitations, providing support to handicapped students and persons with health limitations in connection with their professional, psychological, social, medical and technical rehabilitation;
- the principle of coordination of the actions of support specialists, administrative and teaching staff of a professional educational organization and the implementation of interdepartmental interaction with other organizations involved in the support of students with disabilities and persons with health limitations;
- the principle of relying on an inclusive (mixed) team of students in a professional educational organization, including people with disabilities, people with health limitations, and other students, creating a single psychologically comfortable educational environment;

As a result of the complex process of interaction between accompanying specialists and the **attended** person, inclusive training is implemented and progress is made in the development of students with disabilities and persons with health limitations.

Support by a tutor. A tutor is a specialist who organizes conditions for the successful integration of disabled people and people with health limitations into the educational and social environment. A tutor in a professional educational organization is a mentor, an intermediary, a person who will teach you how to solve problems independently (translate them into tasks), accompanies and supports the educational process. The tutor works with students with disabilities and students with health limitations, providing support for the process of individualization of the tutor (s) in the development of the resources of the social environment for educational, professional, and personal development.

The tutor assists in solving life tasks that are relevant for the tutor, developing competencies for reflection of social and educational experience, self-determination, self-organization, self-education and self-realization in the socio-cultural environment. The activity of the tutor in the logic of the inclusive approach is aimed at achieving the level of training of students that meets the requirements of the federal state educational standard of secondary vocational education, is aimed at overcoming learning difficulties associated with the individual characteristics of the student, and at finding resources. It helps to acquire knowledge by accompanying this process.

If necessary, the tutor participates in the development of adapted educational programs and educational material based on the areas of the student's immediate development, his resources, taking into account individual physical and mental characteristics. The tutor interacts with teachers, masters of industrial training and other employees of a professional educational organization, parents (legal representatives) to identify, form and develop the cognitive interests of students with disabilities and students with health limitations, jointly draw up and adjust individual curricula of students, analyze and discuss with them the progress and results of the implementation of these plans, create a unified psychologically comfortable educational environment.

An important task of the tutor is to conduct a joint reflexive analysis of the student's activities and results with students with health limitations, aimed at analyzing the choice of his / her learning strategy, and adjusting individual curricula. One of the directions of work of a tutor accompanying a handicapped student or a

student with health limitations is to conduct preliminary work to inform the other students of the group about the features of such a student. It is also important that when building inclusive educational activities in professional educational organizations, the tutor helps the teacher to adapt to the needs of the student with health limitations, without reducing the quality of education of the entire study group.

Tutor support of handicapped person or a person with health limitations in a professional educational organization includes the main stages of individual support.

The preliminary stage or the stage of establishing contact includes receiving a request for support, which can be carried out at the request of the parents (legal representatives) of a person with health limitations and/or on the basis of the conclusion of the psychological, medical and pedagogical commission, information about the individual rehabilitation program or habilitation of the handicapped person, and acquaintance with the results of the diagnosis of the student and with the student and his family.

At the subsequent adaptation stage, the tutor and the student work daily and consistently to enter the educational process and the social life of the educational organization, gradually including it in various educational and extracurricular situations.

At the next stage of assistance and evaluation of results, it is important to support the motivation of the student, to give the opportunity to feel their own success, to analyze and evaluate the first results, to inform parents and all participants of the educational process about the learning process and socialization of the student. If necessary, a consultation with specialists is organized, and cooperation is established with specialists from other organizations dealing with this trainee.

When organizing tutoring, it should be taken into account that all activities to support the learning process of a handicapped person or a person with health limitations should not violate the educational and communicative space of the group of students in which this student is located.

Support by pedagogue-psychologist (a psychologist, a special psychologist)

The purpose of the work of a pedagogue-psychologist, psychologist, special psychologist (hereinafter referred to as a psychologist) with the handicapped and persons with health limitations in a professional educational organization is to create a favorable psychological climate, create conditions that stimulate personal and professional growth, provide psychological protection for this category of students, support and strengthen their mental health, in their psychological correction and psychological rehabilitation.

The tasks of a psychologist working in the system of secondary vocational education with the disabled and persons with health limitations include: conducting a

psychological examination to determine the course of mental development, its compliance with age standards, readiness to learn; diagnosing the nature of difficulties in the learning process caused by a particular type of disorders, formulating a psychological conclusion; development and implementation of correctional and educational programs for individual and group forms of work, methods of psychological correction, prevention of habits that harm health, ways to protect against the adverse influence of the social environment; professional orientation, assistance to the personal and professional development of handicapped people and persons with health limitations in the learning process; identification of the main psychological problems of participants in the educational process, the causes of their occurrence, ways and means of solving them, providing psychological assistance in extreme and critical situations; improving the level of psychological competence of teachers, masters of industrial training, other specialists, as well as parents and legal representatives of students, psychoprophylactic work aimed at creating a favorable psychological climate in a professional educational organization, family.

In his professional activity, the psychologist works in the following areas: psychological diagnostics, psychological counseling, psychological prevention, psychological education, correctional and developmental work, analytical work.

Since the main purpose of psychological support is the inclusion of handicapped people and people with health limitations in the educational environment of a professional educational organization, the most important area of activity of a psychologist is assistance in adapting first-year students to new educational conditions for obtaining professional education or vocational training. The psychologist conducts group classes with the aim of getting to know each other, developing friendly relations, which contributes to the adaptation of disabled people and people with health limitations to inclusive conditions of study and life.

A psychologist interacts with various departments of a professional educational organization, actively works with students, so he must have the qualities necessary for the effective performance of his professional activity, which include: purposefulness, social activity, desire to work with different categories of students, justice, tolerance, erudition, etc. The task of a psychologist is not only to provide timely psychological assistance and support to a disabled student or a student with health limitations, but also to teach him to overcome difficulties independently, increase responsibility, and help him become a full-fledged subject of professional life.

Psychological assistance to persons with disabilities and persons with health limitations in a professional educational organization should have a general characteristic-individualization of its focus. Individualization is based on a deep insight into the person who asked for help, into his feelings, experiences, attitudes, and the structure of relationships with others. Since students with different types of disorders can be trained in a professional educational organization, therefore, the forms and content of the work of a psychologist will be determined by the peculiarities of the development of categories of students: with hearing, vision,

speech, musculoskeletal disorders, with autism spectrum disorders, with neuropsychiatric, intellectual disabilities, with somatic diseases, etc. The psychologist in his work focuses on a differentiated approach in accordance with the type of health disorders in order to determine the conditions of their training, individual methods and methods of correctional work without compromising the educational process.

Support by visual impairment specialist (typhlopedagogue). Visual impairment specialist carries out activities for the training, development, and support of blind and visually impaired students, taking into account the peculiarities of their cognitive activity, correction and compensation of impaired (underdeveloped) functions. Typhlopedagogue is a specialist who coordinates and directs correctional and pedagogical work in a professional educational organization with people with disabilities and persons who have visual impairments.

The tasks of a *visual impairment specialist* working in a professional educational organization include psycho-pedagogical study of persons with various degrees of visual impairment, clarification of the typology of visual impairment and features of mental and physical development in these disorders, ways and conditions of compensation, correction and restoration of impaired and underdeveloped functions in blindness and low vision, study of the conditions for the formation and comprehensive development of personality in various forms of visual impairment.

An important place is occupied by the development of the content, methods and organization of processes for supporting the blind and visually impaired in the educational environment, participation in the development of adapted educational programs.

Much attention in the work of the typhlopedagogue should be paid to the use of special technical means that contribute to the expansion of the cognitive capabilities of students with impaired vision, increase the effectiveness of their training and preparation for work in modern society; the development of a system of sanitary and hygienic measures for the protection and development of defective vision (standards of illumination, visual load mode, etc.), compliance with the requirements for the distribution of physical load on the visual organs during study, to the organization of the educational process.

Directions of professional activity of a typhlopedagogue working in a professional educational organization: diagnostic, correctional and developmental, consultative and educational. The work of the typhlopedagogue also involves information consulting of teachers on methodological issues, the use of methods and techniques of correctional pedagogy to achieve the best educational result.

Support by a teacher of the deaf and hard of hearing

A teacher of the deaf and hard of hearing in a professional educational organization is a specialist in the training and development of persons with hearing impairments who carries out activities to support the process of their training in a professional educational organization. The tasks of a teacher of the deaf and hard of hearing working in a professional educational organization include the study of the psychological and pedagogical characteristics of students with hearing disorders and

the features of their cognitive activity, depending on the individual capabilities and specifics of hearing and speech disorders, participation in the development of adapted educational programs for students with hearing disorders, assistance in the use of technical means for correcting and compensating for hearing disorders.

Directions of activity of a *teacher of the deaf and hard of hearing*: diagnostic, correctional and developmental, compensatory and correctional. The peculiarities of the work of a teacher of the deaf and hard of hearing include the activation of compensatory auditory-speech capabilities of students with hearing impairments, the mobilization and development of preserved auditory-speech functions of the body in the course of classroom learning, independent work and practical activities. The *teacher of the deaf and hard of hearing* participates in the development of adequate educational technologies, including special methods and tools, the selection and provision of educational material to students with hearing impairments in accessible forms. At the same time, the principle of visibility is of particular importance when teaching people with hearing impairments.

The work of a *teacher of the deaf and hard of hearing* in a professional educational organization is also based on the use in the pedagogical process of various special multimedia technical means of teaching (projection, film, photographic equipment, tape recorders, video recorders; sound-amplifying equipment for collective and individual use, audiometric, audiovisual equipment, computers, etc.); special teaching methods, specific forms of organizing the educational process. The *teacher of the deaf and hard of hearing* should monitor the correct organization of the workplace of a student with a hearing impairment. The *teacher of the deaf and hard of hearing* provides, among other things, advice to teachers on methodological issues, the use of methods and techniques of correctional pedagogy to achieve the best educational result, as well as parents of students.

Support by a sign language interpreter

A sign language interpreter – a person who speaks a sign language and translates oral speech into sign language. The main task of a sign language interpreter is to promote the full participation of deaf and hard-of-hearing people in the educational and extracurricular life of a professional educational organization. Inclusive education of the deaf, in addition to technical aids, requires adequate sign language support. Qualified sign language translation of the studied academic disciplines requires the sign language interpreter to have sufficient knowledge of the educational material, the ability to give explanations without interrupting the teacher.

The sign language interpreter provides students with hearing impairments with equal access to information during classes. The tasks of a sign language interpreter in professional educational organizations include simultaneous translation of educational material presented orally by the teacher, through sign language and dactylology, reverse translation of sign language and dactylology into oral speech,

participation in extracurricular activities, if necessary, accompanying students with hearing impairments outside the educational organization, in cultural and leisure and social rehabilitation activities.

A sign language interpreter in the educational process is a teacher's assistant, actually a teacher, a consultant. In many ways, the performance of students with hearing impairments depends on the quality of sign language translation. The sign language interpreter is also responsible for the adaptation work of training in a professional educational organization: adaptation to a new unfamiliar environment, new norms and rules of training, self-control, etc.

Support by a social pedagogue (social worker). A social pedagogue (social worker) in a professional educational organization is a specialist who monitors the observance of the rights of students with disabilities and persons with health limitations studying in a professional educational organization, providing them with social services provided for by law. The duties of a social pedagogue (social worker), first of all, are to identify among the general flow of students of a professional educational organization disabled people and people with health limitations who need help and social support. A social pedagogue (social worker) must have knowledge in the field of civil, family, and labor legislation, including the rights of persons with disabilities, psychology, and physiology, provide education, social and psychological support, and provide students and their parents (legal representatives) with appropriate information. A social pedagogue in a professional educational organization, if necessary, is a social supervisor of the family raising a disabled person.

If necessary, the social pedagogue (social worker) engages relevant specialists from other departments of the professional educational organization and beyond to solve the problems that arise. A social pedagogue in a professional educational organization carries out activities in the following areas: identifying family needs and resources, informing families about available sources of support, participates in the allocation of additional scholarships, material assistance, providing places in the hostel equipped for the handicapped, in solving issues with transport delivery to the place of study, in involvement in student self-management, organizing leisure, summer recreation, volunteer movement, coordinates and monitors the social services provided.

Support by a specialist in special technical and software tools. A specialist in special technical and software tools is a specialist who implements a set of measures aimed at providing students with disabilities and students with health limitations with additional methods of transmitting, mastering and reproducing educational information based on modern technologies.

A specialist in special technical and software tools in a professional educational organization determines the workplace of a disabled person in the classroom, the need to use one or another special equipment in the classroom, depending on the specifics of the violation, etc. Technical means and information and telecommunications technologies for teaching disabled people include the use in the educational process of both universal training tools for all categories of disabled

people and persons with health limitations, and individually oriented training tools, depending on the type of health disorder.

The purpose of the activity of such a specialist is to support the technical side of the educational process of a professional educational organization, to carry out technical control over special technical and software tools for teaching disabled people: for all categories of students – multimedia, distance educational technologies, equipment for video conferences, webinars and other information resources; for people with visual impairments-typhlotechnics, special software, audio equipment (reading machine, braille computer and printer, speech synthesis programs, screen magnifiers, voice recorders), audio library, etc.; for people with hearing impairments-audio and video equipment (radio classes with wireless communication devices, programmable hearing aids), induction systems, free sound field systems, audio library, video library, the use of computers in the educational process, etc. Students with disabilities and students with health limitations can study individually or in groups in specialized classes, at a convenient time for them, in the presence of support specialists or teachers.

The importance of a specialist in special technical and software tools that accompanies the educational activities of a disabled person or a person with health limitations is significantly updated when performing independent work that is necessary for the development of an educational program. In addition, the use of special technical and software tools in the educational process is an indispensable means of socialization and development of students with disabilities and students with health limitations, since in many cases they become the only way to receive and transmit information necessary for learning and communication.

Thus, the effectiveness of working with people with disabilities depends on an integrated approach to ensuring interdisciplinary interaction in providing social support for inclusive education for people with disabilities and people with health limitations. This contributes to their successful studies, and then employment and integration into society as equal members of society, creates prerequisites for the success of personal and life prospects.

Questions for discussion:

1. Describe the term "support".
2. Discover the essence and content of social support for people with disabilities.
3. Highlight the general principles of the interdisciplinary support team.
4. What is the characteristic of support to persons with disabilities and persons with health limitations in an educational organization?

Task for independent work:

1. Prepare a presentation on the topic: "Technologies of social support in inclusive education".

2. Draw the diagram "Interaction of an interdisciplinary team in inclusive education".

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3.5. Technologies of "social partnership" with parents of children with health limitations

An important problem of inclusive education, in which a social pedagogue can play a crucial role, is social partnership as a full-fledged productive interaction between the school, the public and parents, adults and children.

Kirilenko N.P. points out that the provision of partnership is in itself an important and difficult condition for the development of a modern educational organization, the implementation of inclusive education significantly increases its complexity[1].

The essence of partnership is "a way of voluntary interaction in order to achieve common (or close) goals and jointly solve problems on the basis of mutual respect and recognition: equal rights of subjects (participants) of interaction and communication; personal interests of each of the participants, their sovereignty, autonomy and independence; the need to develop common methods of action and norms of behavior and follow them" [2].

The survey data shows that not all parents of ordinary children consider it necessary to teach children with health limitations in a regular educational organization. Thus, Yu. V. Naumenko and O. V. Naumenko present the data of a survey of Russians in 2012 by the Public Opinion Foundation, which was attended by 1,500 respondents from 43 regions of the Russian Federation. 35% of respondents oppose integrated (inclusive) education, while 26% of respondents believe that co-education of children with disabilities and ordinary children will lead to a deterioration in the quality of education; 39 % of respondents are convinced that ordinary children will feel bad when studying with disabled people [3].

The problem is aggravated due to the fact that through the traditional mechanism of socialization, children learn from their parents their views, beliefs and demonstrate a hostile attitude towards children with health limitations.

In solving the problem of social partnership in inclusive education, the main areas of professional activity of a social pedagogue, from the authors' point of view, are: the formation of public opinion; the establishment and maintenance of relations with social groups and organizations interested in the socio-pedagogical aspects of inclusive education; ensuring the legal space of social partnership [4].

Partnerships with parents were a key policy element in the early years, and are supported by scientific evidence that demonstrates the value of such partnerships for children, parents, and practitioners. However, there is also evidence that

partnerships with parents may remain unequal in terms of the distribution of power between parents and practitioners [4].

Many parents are involved in regulation, but participation may differ from partnership and may vary significantly depending on the environment and parents.

Partnership with parents with children with SEBD i.e. social, emotional, behavioral disorders can be the subject of problems and difficulties, in addition to the difficulties of interacting with other parents. Parents with children with social, emotional, and behavioral disabilities can struggle with social isolation and economic hardship. They may have parenting issues that negatively affect their ability to enjoy parenting. They may have difficulty dealing with their child's behavioral problems or may feel negatively about their child being identified as having SEN (Special Educational Needs). It is possible that some parents may feel alarmed or hostile towards educational or "authority " figures, or be perplexed about the jargon and systems associated with SEN.

Parents of children with health limitations may be exhausted and saddened by their child's diagnosis, concerned about the future, and unsure of what to expect. The result may be that parents do not always perform at their best and may be hostile, angry, upset, or detached from the processes surrounding their child.

Factors that influence parents to engage in meaningful productive interaction may include:

- negative views on education based on personal experience;
- the impact of social exclusion, poverty, and lack of resources on parents ' coping ability and self-esteem;
- fear of being blamed for his child's problems;
- lack of time, transportation, and care for other children;
- alienation in the professional group in terms of understanding the language, terminology, and issues
- lack of clear information about his child's problems, support mechanisms, and other services.

To develop effective partnerships with parents, you need to consider several factors:

- parents have the maximal information about all aspects of their child's development
- parents should be treated with respect and support to understand the issues affecting their child
- parents should be given maximum assistance in accessing meetings and other opportunities to discuss their child
- if parents seem reluctant to participate, then specialists should think of different approaches to attract them

- the concerns, feelings, desires, and anxieties of parents should be carefully listened to and responded to.

Specialists can support parents in:

- providing meetings where parents can attend
- regularly provide information to parents and check their understanding of this information
- developing relationships with parents, showing warmth and care and respecting their views
- recognizing parents' concerns
- recognizing the role of parents in supporting their children
- consultation of parents with other specialists
- ensuring that parents are aware of parental partnership services through local authorities and other support groups
- ensuring that parents have access to parental and family support as needed
- communication, in a way that supports the understanding of parents.
- Partnerships with parents should be supported through SEN policies and parent partnership policies that emphasize the positive aspects of relationship building and that have been developed with parents and are accessible to them.

Partnerships with parents of children with social, emotional, and behavioral disabilities should be based on partnerships with parents in the context of the broader development of partnerships within this framework. In order for the partnership to be successful, parents must be involved at all levels, and strategies for involving all parents must take into account that they are not a homogeneous group, but differ in their interests, abilities, views and opinions.

Thus, the most successful partnerships are built using flexible and variable ways to attract parents, including:

- home visit;
- introductory and interim meetings;
- regular exchange of information through newsletters, bulletin boards, informal discussions, formal meetings;
- warm welcome and good relationship;
- respect and confidentiality of the information received;
- a number of methods for providing parents with regular feedback about their child;
- sharing information about other sources of support;
- involve parents in the planning and implementation of the curriculum, including the respectful use of parental skills.

It is also important to be sure that if partnerships do not develop, there may be other, more effective approaches to their development.

Thus, partnerships with other professionals and parents are key in supporting and planning with children with social, emotional, and behavioral disabilities. However, partnerships involve effort and development, and there are obstacles to their successful development. There should be structures and policies in place to support partnerships in line with current national policies and legislation, and support should be provided to practitioners to develop relationship-building skills to facilitate partnerships.

Questions for discussion:

1. Show that partnering with parents is an important issue in inclusive education.
2. Reveal the essence of the concept of "social partnership with parents".
3. What problems do parents face with children with social, emotional, and behavioral disorders?
4. What factors should be considered to develop effective partnerships with parents?
5. What are the ways of the most successful partnering with parents?

Task for independent work:

1. Make a table: "Technologies of partnership with parents of children with health limitations".
2. Write recommendations for partnering with the parents of children with health limitations.

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INTERNATIONAL COOPERATION IN THE TRAINING OF DOCTORAL STUDENTS

Al-Farabi Kazakh National University became the first University in Kazakhstan to sign the Bologna Declaration (Italy) on September 16, 2003 and today holds the leadership in international rankings. According to the research of the international Agency QS in the ranking of the best universities of the world KazNU takes 220 place. In the global ranking "UI Green Metric Ranking of World Universities" University took 172 place and thus entered the top 200 most environmentally friendly universities in the world. In February 2014, al-Farabi Kazakh National University was entrusted to lead the Global hub of the United Nation Academic Impact (UN Academic influence) on sustainable development.



1 pict. Professor Akmaral Sabitollayevna Magauova with students of al-Farabi Kazakh National University

In the terms of integration into a single world educational space, the University moved to a modern three-stage system of training “bachelor's degree-master's degree-doctoral PhD”. The implementation of doctoral education programs is carried out in close cooperation with leading foreign organizations of education and science. Due to the extensive international relations of the University, doctoral students have the

opportunity to travel for training and internships in foreign universities and research centers.

Tripartite collaborative agreement for doctoral training between *Al-Farabi Kazakh National university* (the Republic of Kazakhstan), *professor Magauova Akmaral Sabitollayevna* (the Republic of Kazakhstan), and *professor Vincentas Lamanauskas* (Lithuania) was signed. The aim of this Agreement is to develop cooperation of scientists in the internationalization process of education and science.

PhD student of al-Farabi Kazakh National University of the specialty "Social pedagogy and self-cognition" *Makhambetova Zhamila Targynovna* took a scientific internship in the period 1-30 March, 2019 in Siauliai University (Siauliai, Lithuania). Scientific internship was organized by Professor, doctor of pedagogical Sciences, the head of scientific-methodical center "Scientia Educologica" Vincentas Lamanauskas (Šiauliai University, Šiauliai, Lithuania) and doctor of pedagogical Sciences, Professor of the Department of pedagogy and educational management, academician of International Academy of Sciences of Pedagogical Education Magauova Akmaral Sabitollayevna (KazNU. al-Farabi, Almaty, Kazakhstan).

It's our great honor meeting Vincentas Lamanauskas, professor, dr. of Institute of Education of Šiauliai University, head of the scientific and methodological center "Scientia Educologica", a scientist, who has got a great variety of research interest areas in education, such as Problems of Natural Science Education, Politics of Education, Philosophy of Education, Diagnostics of Education, Education Research



2 pict. Official meeting with head of Institute of Education prof. Daiva Malinauskienė and prof. Vincentas Lamanuskas

Šiauliai University is the largest institution of higher education in Northern Lithuania. At the university, training is conducted not only in bachelor degree, master courses and doctoral studies, but also in the field of advanced training, informal education of the public, further education, training college graduates for admission to the master courses. Scientific Institutes at the University, a Distance Learning, and a gymnasium of the Šiauliai University has been established.

PhD student Makhambetova Zh.T. attended consultations and classes of Prof. Vincentas Lamanuskas. The topic of the thesis, which is related to the problem of training specialists for professional activities in an inclusive education, research tools, prospective countries for comparing the training of social pedagogues, modern methods of analyzing and processing research results and research ethics were discussed at consultations. The professor acquainted the doctoral student with the form and structure of writing dissertations abroad. Issues and problems in writing articles in scientific journals were discussed.

PhD student attended lectures and practical classes of the Professor on the module *Educational research methods*.



3. pict. Lecture of professor Vincentas Lamanuskas



4. pict. At workshop

During the period of internship in the library of the University foreign literature on the topic of the thesis: articles, manuals, abstracts of dissertations of foreign researchers were studied.



5. pict. Prof. Vytautas Gudonis and students in the library of Šiauliai University



6. pict. Library of Šiauliai University

A visit to Šiauliai Didzdvaris Gymnasium and a Public institution Šiauliai Jesuit School was organized. The gymnasium has its own history. The gymnasium has an office of a social pedagogue, psychologist and career guidance. Classes are well equipped, there are places for students to relax, as well as a gym. A film was shown

about the gymnasium, the graduates of which are students of the best universities in the world and public figures of Lithuania.

Siauliai Jesuit School is designed to teach learners from 1st to 4th grades.



7. With prof. Dalia Augienė and Erasmus+ students

8. Visiting university Nature museum

Cultural activities were also carried out: excursion to the šiauliai Bicycle Museum, the Museum of photography, as well as the Museum of Nature. The Museum of Nature contains unique exhibits of Lithuanian fauna.

The Professor gave valuable recommendations and suggestions for writing a thesis.

We believe that the organization of such scientific internships make a great contribution to the international cooperation of scientists from different countries in the training of scientific -pedagogical personnel.

2019

Education policy, management and quality, Vol.11 (1),38-41

DIDACTIC MATERIAL



Picture -1. Purpose of social pedagogy- «Diamond model» Cameron C., MossP. (2011). *Social Pedagogy and Working with Children and Young People. Where care and education meet.* Edited by Gallaudet University Press:Jessica Kingsley Publishers.p.38

Table 1- The essence of the concept of "Competence»

N	Author of the definition of "competence"	Essence
1.	Abdalina.L. V. Development of a professional pedagogue: from theory to practice: monograph. Moscow, 2008.	a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), set in relation to a certain range of subjects and processes and necessary for high-quality productive activity to them...
2.	Explanatory dictionary of Ushakov	1. The range of issues, phenomena in which this person has authority, knowledge, experience. 2. The terms of reference, the area of issues and phenomena subject to someone's jurisdiction (legal).
3.	A.G. Sergeyev. Competency and competences in education: a monograph. Vladimir., 2010	In Latin, "competentia " means a range of issues where a person is well-informed, has knowledge and experience. In this area, a person has the appropriate abilities that allow him to reasonably judge this area, to act in it. Educational competences are determined by a personal approach to education, are manifested, and are also checked only in the process of performing certain actions.
4	http://www.niro.mnov.ru/?id=980	a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), set in relation to a certain range of subjects and processes and necessary for high-quality productive activity in relation to them.
5	Professional competences of social pedagogues. The conceptual framework. http://aieji.net/wp-content/uploads/2013/01/Professional-competences-RU.pdf	the potential of social pedagogues' actions related to a specific task, situation, or context, i.e., socio-pedagogical work that includes knowledge and experience, intellectual, physical, and social skills, as well as attitudes and motivation.
6	Issayeva T. E. Classification of professional and personal competences of a university lecturer. – 2006. – No9.	a complex phenomenon, a certain quality of a person's perception of reality, which suggests the most effective way to solve life situations. And the teacher's competence is a unique system of professional and personal qualities of a person, knowledge and skills, united by a humane and valuable attitude to others, a creative approach to work, a constant focus on personal and professional improvement, used for the development of pedagogical situations, in the process of which new meanings of activity, phenomena, cultural objects are created, contributing to the achievement of a new quality of social relations.
7	E. Short	mastery of the situation in a changing environment is the ability to react to the impact of the environment and change it»
8	Professional competences of social pedagogues. The conceptual framework. Montevideo. 18.12.2005	The potential of social pedagogues' actions related to a specific task, situation, or context, i.e., socio-pedagogical work that includes knowledge and experience, intellectual, physical, and social skills, as well as attitudes and motivation

In a narrow sense, the object of inclusive education is children with disabilities. In a broad sense, the object is all children, regardless of their physical characteristics. mental, intellectual, cultural, ethnic, linguistic, and other characteristics.

Table 2 - The essence of the concept of «Inclusive education»

N	Author of the definition “inclusive education”	Essence
	1	2
1.	Kurmysheva L. K. (2012) Siberian pedagogical journal No. 9. p. 221-222	Inclusive education eliminates any discrimination and makes the learning process accessible to all. This is achieved through the modernization of schools, primarily the redevelopment of classrooms, as well as the development of a new curriculum
2.	Inclusive education in Kazakhstan: state, prospects, Esirkepova V. Zh., Master of Pedagogical Sciences, Arkalyk State Pedagogical Institute named after Y. Altynsarina, Arkalyk	In French <i>Inclusive</i> -inclusive, Latin <i>include</i> -I conclude, I include) - the process of development of general education, which implies the availability of education for all, in terms of adapting to the different needs of all children, which provides access to education for children with special needs.
3.	Kazakova, L. A. The content of inclusive education: a variable approach.	harmonious interaction of healthy people and people with health limitations, the acquisition of experience in social relations, the formation of useful social skills for all, the inclusion of active processes of personal self-development
4.	Upbringing and training questions Inclusive education for persons with disabilities and development cooperation /Document drawn up by the Technical Group “Inclusive Education” of the Italian Cooperation Action Plan for Disability, adopted by the DGCS directional committee in 2013.	Process aimed at guaranteeing the right to education for all, independently from diversities, disabilities or psychophysical, socioeconomic and cultural disadvantages.
5.	Perfileva M. Yu., Simonova Yu. P., Prushinsky S. A.	The organization of the learning process, in which all children, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, are included in the general education system and are taught together with their peers in general education schools, where their special educational needs are taken into account and where they are provided with the necessary special support.
6	Loreman, T., Deppeler J., Harvey D.	Full inclusion of children with diverse abilities in all aspects of school life. This inclusion involves changing and adapting regular schools and classrooms to meet the needs of all children.

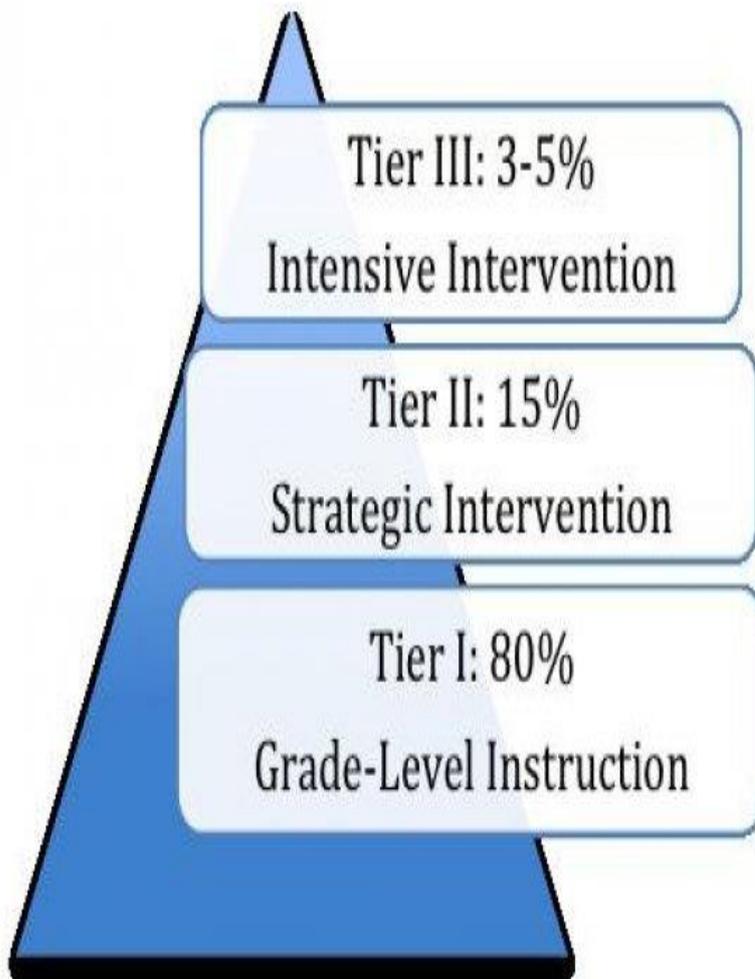
7.	Khusnutdinova M.R. (2017).Risks of inclusive education. Moscow State University of Psychology and Pedagogy, The Education and Science Journal. Moscow (Russia).Vol.19, №3.	Ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities
8.	Conceptual approaches to the development of inclusive education in Kazakhstan	State policy that ensures the continuous improvement of general education, which should be accessible to all children without exception (including those with special educational needs) and guarantees them special conditions and the necessary social, psychological and pedagogical support
9.	Suleimenova R.A.	the state policy aimed at removing barriers that separate children, at the full inclusion of all children in the general education process and their social adaptation, regardless of age, gender, ethnic, religious affiliation, lag in development or economic status, through the active participation of the family, correctional, pedagogical and social targeted support for the personal needs of the child and the adaptation of the environment to the individual educational needs of children, i.e. by creating adequate educational conditions

Table 3: -Social pedagogues in the European Union. Titles, professional training centers, duration of training and practical classes DAVIES JONES, H.The

Social Pedagogues in Western Europe - some implications for European interprofessional care.

http://www.davidlane.org/children/chaug/aug2000/social_pedagogues.htm

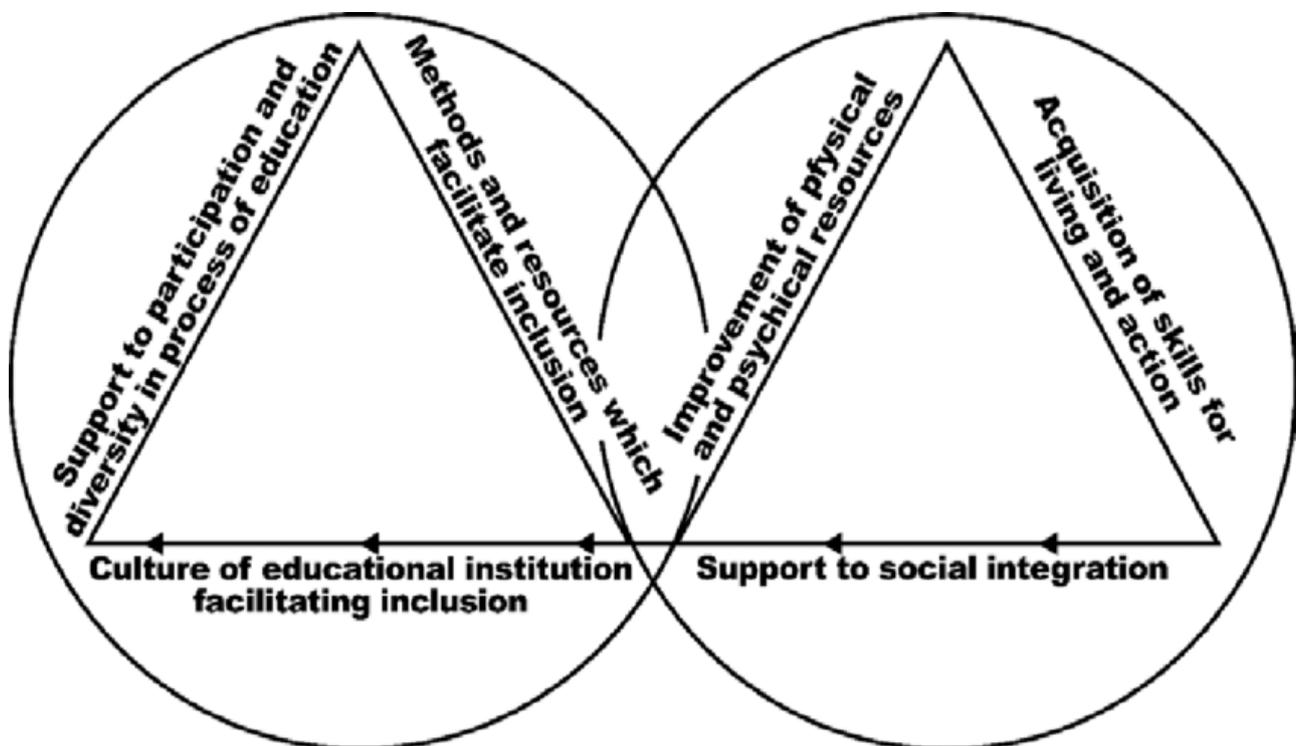
Social pedagogues in the European Union. Titles, vocational training centers, duration of training and practical classes								
	Belgium	Denmark	France	Germany	Italy	Luxembourg	Netherlands	Spain
Professional title	Educateur Social	Paedagog	Educateur Spécialisé	Sozialpädigoe(e/in)	Educatore Professionale	1) Educateur Gradue 2) Educateur	Social Pedigog	Educador Especializado
Main institution of vocational training	Vocational schools	Vocational schools	Vocational schools	Colleges and universities	Professional schools with links to the university	Vocational schools (1) and (2)	Politechnical institutions	Vocational schools at universities
Duration of training	3 years	3 years 5 months	3 years	4 years	3 years	3 years (1) and (2)	4 years	3 years
Duration of practical training	30 weeks	1 year 3 months	60weeks	Colleges 1 year + 20 weeks	30 weeks	(1) 22weeks (2) 34 weeks	1 year (min.)	27 weeks



Picture-2. Learning model based on the active use of feedback Three-level model of training support RTI. N. S. Groznaya 2013. Inclusive education abroad: the search for new solutions. "Down syndrome. XXI century", No. 2 (11)

Table 4. Mental functions. Angel Jaramillo Alcázar, Sergio Luján-Mora, Luis Salvador-Ullauri. Inclusive Education: Mobile Serious Games for People with Cognitive Disabilities. Enfoque UTE, V.9-N.1, Mar.2018, pp. 53 - 66 <http://ingenieria.ute.edu.ec/enfoqueute/> e-ISSN: 1390-6542 / p-ISSN: 1390-9363

Categories	Subcategories
General mental functions	<ul style="list-style-type: none"> - Functions of consciousness - Orientation functions - Intellectual functions - General psychosocial functions - Temperament and personality functions - Excitation functions - Sleep functions - General mental functions, other specific and non-specific
Specific mental functions	<ul style="list-style-type: none"> - Attention functions - Memory function - Psychomotor functions - Emotional functions - Perceptual functions - Mental functions - Higher-level cognitive functions - Mental functions of the language - Computational functions - Mental function of a sequence of complex movements - Experience the self-awareness functions and the time function - Other specific mental functions, established and unspecified



Picture 3.- Interaction between aspects of inclusive education and social rehabilitation. I.Prudnikova,I.Zogla. (2017). Adolescents' physical, emotional and social balance: a concept of pedagogical assistance and social rehabilitation. Social Welfare interdisciplinary Approach. 2017, 7 (1)

Table 5-Model of human involvement in inclusion. From a speech by Toshitsugu Otake, Ritsumeikan Asia Pacific University, Japan (Section1: Strategies for Higher Education Excellence: Research, Education, and Social Responsibility) at Al-Farabi Kazakh National University Conference "The Path to World Leadership: the harmony of human heritage and advanced technologies" (18-20. 09. 2019Almaty, Kazakhstan)

The value of uniqueness	Low level of involvement	High level of involvement
Low	Exclusion -a person is not considered a member of the organization, but there are other employees or groups that are members.	Assimilation -an individual is treated as a member when it conforms to organizational / dominant cultural norms.
High	Differentiation -a person is not considered a member of the organization, but their unique characteristics are considered valuable and necessary for the success of the group.	<i>Inclusion-a person is treated as a member of an organization and is allowed/encouraged to remain unique within the organization.</i>

GLOSSARY

- **Axiological approach**-describing the semantic content of the axiological approach, US researchers understand it as the core value mechanisms for regulating the relationships of all members of an inclusive class, which are aimed at maximizing the acceptance of the specifics of each student and testing emphatic contacts;
- **ASD**-Autism Spectrum Disorders
- **A barrier-free environment** is an environment in which all types of barriers to the productive life of handicapped people are eliminated as much as possible. This is an environment in which a person feels full, independent, comfortable in all senses: psychological, cultural, physical, and social. The main principle of the “barrier-free living environment” is the accessibility of residential and public buildings for handicapped people. A barrier-free environment can be formed by: using ramps and handrails in the entrance groups and inside buildings; equipping residential premises with adaptive office equipment (kitchens, living rooms, sanitary and hygienic places);
- **The "Cascade" model**- a system of social and pedagogical measures that allow a child with disabilities to interact as effectively as possible in the general flow;
- **Child (children) with disabilities** - a child (children) under eighteen years of age with physical and (or) mental disabilities, having a disability caused by congenital, hereditary, acquired diseases or the consequences of injuries, confirmed in accordance with the established procedure;
- **A child of the "risk" group** - a child (children) under three years of age who has a high probability of lagging in physical and (or) mental development in the absence of early intervention and the provision of social and medical-pedagogical correctional support;
- **Cooperative learning** - students actively working together in groups to understand a topic or concept;
- **Collaborative learning** - a learning strategy in which students work in small groups with a specific set of procedures;
- **The concept of "normalization"** (Nirje, 1994: 19). The fundamental principle of normalization is the provision on the right of people with disabilities to receive education, work, and living conditions close to normal (*Culham, 2003:65*) [32]. The fundamental core of the concept of normalization was that the child's upbringing should be carried out in the spirit of cultural norms accepted by the society in which he lives;
- **Dactylogy**- a peculiar form of speech (communication) that reproduces the spelling form of the word of speech through the fingers of the hands, since it uses the dactyl alphabet

- **Differentiated learning** - classroom learning that meets the learning needs of students, usually conducted in small groups;
- **Direct Instruction** - a learning method that uses behavioral psychology research and management strategies designed to meet the needs of students with disabilities and special educational needs;
- **Drama therapeutic class** is a group activity associated with close emotional interaction of people, their active actions and mutual reflection. This is an action aimed at bringing people together emotionally and transforming their actions into a meaningful event;
- In the **jigsaw** procedure, each member of the group learns an important part of the topic by working with a group of experts, and then returns to the home group, where the participants work together to combine knowledge to complete the task;
- **Habilitation** is medical and / or social measures in relation to disabled people or morally undermined people (convicts, etc.), aimed at adapting them to life.
- **Homogeneous and heterogeneous groups**- training groups that bring together students with the same or different learning needs for teaching and learning;
- **A healthy lifestyle** is an activity, the activity of people, aimed at preserving, strengthening and improving health.
- **HL**-health limitations. Persons with HL are people with disabilities in physical and (or) mental development, that is, deaf, hard of hearing, blind, visually impaired, with severe speech disorders, disorders of the musculoskeletal system, and others, including children with disabilities;
- **Inclusion** (from *inclusion* - inclusion) – the process of increasing the degree of participation of all citizens in society, and first of all, those who have difficulties in physical development. It involves the development and application of specific solutions that will enable everyone to participate equally in academic and public life. In the course of inclusion, all stakeholders must be actively involved in order to achieve the desired outcome;
- **Inclusive education**-creating and maintaining conditions for co-education in the classroom of ordinary children and children with SEN in different educational programs;
- **Inclusive education** (French *inclusif*- inclusive, lat. *include*-I conclude, I include)- the process of development of general education, which implies the accessibility of education for all, in terms of adapting to the different needs of all children, which provides access to education for children with special needs;
- **Integration**-translated from Latin (inteder-whole) – the process of reuniting, combining previously disparate parts and elements into a whole;
- **Integrative education** means ensuring the accessibility of the usual

educational program within the school walls for students with disabilities, especially those with limited mobility;

In pedagogy, the concept of "integration" is used when describing a complex integral object or the state of connectivity of individual differentiated functions of a system, as well as when creating a whole from different systems. **Integration** is not the sum of its constituent parts, but a qualitatively new formation that arises on the basis of:

- integrative goal,
- integrative activity: together, i.e. interdependently;
- interdependent relationships that generate a "collective spirit»;
- mutual consent and agreement of the fullest participation in the common cause.

According to the nature of the involvement, there are: dotted, partial and full. There is also a multi-level characteristic of the integration process;

- **Medical rehabilitation** - a set of medical measures aimed at the treatment, restoration of impaired or lost functions of the body;
- **Medical and psycho-pedagogical diagnostics** - a comprehensive interdisciplinary assessment of the psychophysical development of children to identify various shortcomings and determine adequate conditions for treatment, education and upbringing;
- **Mainstream**-a form of social contact, limited to holidays and joint leisure activities.
- **Peer-Assisted Learning Strategies (PALS)** - A research-based classroom learning strategy that involves all students working together in pairs (weak and strong reader) to improve their reading skills. This includes –
partner reading: students read together in pairs, based on their reading skills, for five minutes each. A student who does not read, follows him and gives feedback;
- **Psycho-pedagogical support and assistance** are understood as the process of establishing directions, forming integrative qualities in children; the enrichment of the emotional and sensory sphere is the formation of motivational elements that give subjective significance to the activity; The organization of psycho-pedagogical support is aimed at the interaction of psycho-pedagogical activities of adults and children. The word "process" indicates the length of time, and the word "psychological and pedagogical" indicates the focus on the transformation of the child's personality;

- A learning model based on the active use of feedback (**RTI**). **Response-to-Intervention**, literally “*response to intervention*”
-
- **Rehabilitation** is the restoration of the health, functional state and working capacity of the body, disturbed by diseases, injuries or physical, chemical and social factors;
- **SEN**-Special educational needs - the needs in the conditions necessary for the optimal realization of actual and potential opportunities (cognitive, energetic and emotional-volitional, including motivational) that a child with developmental disabilities can show in the learning process. Education means not only school, but also the preschool period and correctional and developmental work with the child in early childhood. It is empirically proved that the position of *L.S. Vygotsky* that "learning leads development" is of particular importance for children with developmental disabilities;
- **Systematic approach** - considering the problems of inclusion of atypical persons in society, the researchers define systematic approach as the central condition for achieving a normal standard of living for such persons. At the same time, various factors that affect the normative functioning of atypical people are put forward: cultural, social, psychological, and pedagogical;
- **Social and medical-pedagogical correctional support for children with disabilities** - the activities of educational organizations, social protection of the population, health care, providing special social, medical and educational services that provide children with disabilities with conditions for overcoming and compensating for disability and aimed at creating equal opportunities for them to participate in society with other citizens;
- **Social pedagogue** is a specialist who professionally provides socio-pedagogical support and assistance to the family in the development and upbringing, carries out a set of measures for social protection, education in the sphere of the immediate environment: at school, family, at home, he defends their rights and interests, promotes the acquisition of life skills;
- **Team approach** - support in an inclusive classroom as a complex merger of the efforts of various subjects of inclusive education, in which the development of productive solutions for the education and upbringing of atypical children is not confined to one teacher, in whose class there is an atypical child. Also, the essence of the team defines as the total interaction between all the subjects of the educational process;
- **Team Accelerated Instruction (TAI)** is used in mathematics, where students receive instructions on a topic from a teacher in small, homogeneous study groups. Students then practise the skills in small, heterogeneous learning teams at their own pace, using materials tailored to their specific needs;
- **Three-step interview strategy**-helps to develop students' note-taking skills and ability to share information with others;

retelling: students paraphrase what they read to each other for three minutes each;

paragraph shortening: students summarize what they read to each other for five minutes each;

predictions: based on what they read, students predict what will happen next, for five minutes each. In all actions, the student who does not read or retell, follows him and provides feedback to the other student.

- **Tutor**-(English *tutor* — mentor) — a historically established special pedagogical position. The tutor provides the development of individual educational programs for students and accompanies the process of individualization and individual education in schools, universities, and additional education systems.

REFERENCED CODES AND STANDARDS

- **The Universal Declaration of Human Rights** dated 10.12.1948 was adopted by UN General Assembly resolution 217 A(III)
- **the UNESCO Convention against Discrimination in Education** adopted at **Paris on 14 December 1960**, by the **General Conference of UNESCO**
- **UN Declaration on the Rights of Mentally Retarded Persons** (approved by UN General Assembly Resolution 2856 (XXVI) of 20 December 1971)
- **Declaration of the Rights of Disabled Persons** (UN General Assembly Resolution 3447 (XXX) of 9 December 1975).
- **The EAHCA-Education for All Handicapped Children Act of 1975**-The passage of the EAHCA-Education for All Handicapped Children Act of 1975 defined special education as mandatory in the United States. Education for All Children with Disabilities Act (EAHCA)
- **The Single European Act (SEA)** was the first major revision of the 1957 Treaty of Rome. The Act aims the European Community to create a "common market" by December 31, 1992, and formulates the principles of European Political Cooperation, the forerunner of the Common Foreign and Security Policy of the European Union. It was signed in Luxembourg on 17 February 1986, and in the Hague on 28 February 1986. It was entered into force on 1 July 1987, under the Delors Commission.
- **UN Convention on the Rights of the Child** (1989)
- **World Declaration on Education for All**. Jomtien, 1990
- **Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)**
- **Salamanca Declaration on Principles, Policies and Practices for the Education of Persons with Special Needs** (Salamanca, Spain, 7-10 June 1994):
- **The World Education Forum**, which adopted the Dakar Framework for Action, which outlined the main goals for the development of education in the new millennium (Millennium Development Goals on Education). Adopted by the World Education Forum. Dakar, Senegal, 26-28 April 2000
- **NCLB- No Child Left Behind** 2001 y
- Resolution of the Inter-Parliamentary Assembly of the Eurasian Economic Community of November 23, 2001 1-16. About the Model Law "On Education of Persons with Disabilities»
- **The Law on Education for Persons with Disabilities**
- **IDEA - Individuals with Disabilities Education Act of 2004**

- **"Proposals for reforming the education of children with disabilities"**. Article 24 of the *Convention on the Rights of Persons with Disabilities*, adopted by General Assembly resolution 61/106 of 13 December 2006
- **Convention on the Rights of Persons with Disabilities**-a convention adopted by the UN General Assembly on December 13, 2006 and entered into force on May 3, 2008
- **Convention against Discrimination in Education**. Adopted on December 14, 1960 by the UN General Conference on Education, Science and Culture at the XXI session

Documents regulating inclusive education in the territory of the Republic of Kazakhstan

- **The Constitution of the Republic of Kazakhstan** dated August 30, 1995 (as amended as of 02.02.2011)
- **The Law of the Republic of Kazakhstan "On the Rights of the Child in the Republic of Kazakhstan"** dated August 8, 2002 No. 345-II.
- **"On social and medical-pedagogical correctional support for children with disabilities"**. Law of the Republic of Kazakhstan dated July 11, 2002 N 343.

In relation to children with developmental disabilities, the following documents can be mentioned:

- **Methodological recommendations for the organization of integrated (inclusive) education of children with developmental disabilities**. Letter of the Ministry of Education and Science of the Republic of Kazakhstan dated 16.03.2009
- **Guidelines for identifying children with autism in the organization of education**. (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 4-02-4/1435 of 28.05.2010)
- **Instructional and methodological letter on the definition of children after cochlear implantation in educational organizations**. Letter of the Ministry of Education and Science of the Republic of Kazakhstan dated 02.07.2009, No. 4-02-4 / 1228.
- **Methodological recommendations for psychological and pedagogical support of children with disabilities**. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 524 dated 12.12.2011.
- **Methodological recommendations on the organization of the activities of the psychological, medical and pedagogical council in preschool, general education and special (correctional) educational organizations**. <https://vipedu.mcfk.kz/#/document/16/14761/bssPhr1/?of=copy-53fc20ced4>
- **"State Program of Education Development of the Republic of Kazakhstan for 2011-2020"**, Astana, 2010."Long-term program for the development of education until 2020»

- **Order of the Ministry of Education and Science of the Republic of Kazakhstan** dated 16.03.2009 "Methodological recommendations for the organization of integrated (inclusive) education of children with developmental disabilities", Astana, 2009.
- **Instructional and methodological letter "On the peculiarities of the organization of the educational process in general education schools of the Republic of Kazakhstan in 2018-2019: Support for inclusive education."**

ABBREVIATIONS

AAC technology - Augmentative and alternative communication - (alternative augmentative communication) forms new communication skills in children with speech disorders using gestures, pictures, communicators, etc.

DISTAR is an abbreviation of Direct Instruction System for Teaching Arithmetic and Reading

DI-Direct Instruction

EAHCA - Education for All Handicapped Children Act

HL-health limitations

ICF-International Classification of Functioning, Disability and Health

IDEA- Individuals with Disabilities Education Act

NCLB - No Child Left Behind 2001-No Child Left Behind Act

RK-Republic of Kazakhstan

RTI- Response-to-Intervention, literally " response to intervention"

SEBD- Social Emotional Behavioral Disorders

SEN-Special Educational Needs

The **TEACCH** program for children with autism involves both the adaptation of the child to the environment, and the corresponding changes in it, which make it easier for the child to adapt.-(T)reatment and (E)ducation of (A)utistic and related (C)ommunication handicapped (CH)ildren

UNESCO- UNESCO; United Nations Educational, Scientific and Cultural Organization

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