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### **Children with special educational needs in education field of Kazakhstan: problems and needs.**

The given article reviews researches surrounding education of children with special educational needs. It is noted that there is a lack of teachers who can work with inclusive children. The authors concluded that future foreign language teachers should be able to deal with children of different categories. The article analyzes the statistic data along Kazakhstan on inclusion. It is assumed that children with special educational needs do not need to be educated in special institutions: in a regular public school they can not only get a better education, but also successfully adapt to life, to realize the need for emotional and physical development. Inclusion is one of the goals of modern society, the transition from the standard system to the inclusive one in some countries is moving very slowly. There are many gaps in the modern school system, lack of staff, problems with the transition to equal education. All this gives reason to think about the preparation of future specialists to work with children with special needs in education. This study examines the situation in the country, which allows you to see the picture of modern inclusive education.

*Keywords.* Education, inclusion, children with special educational needs, future teachers, school, foreign language teaching, modern society, support, socialization.

#### *Introduction*

Today pedagogical science and practice are developing and implementing innovative approaches to the education and upbringing of children with special educational needs. Thus, inclusive education gives every child regardless of social status, race, physical and mental abilities equal rights to receive an education adequate to their development level. It is assumed that children with special educational needs today have no necessity to be educated in single purpose institutions: in a general education establishment they can not only get a better education, but also successfully adapt to life, realize their need for emotional and physical development. Unfortunately, world experience shows that the question of the system for organizing the process of formation and education of out of ordinary children in the world school is not solved yet. The reason is not only in the specifics of teaching methods, but also in the unpreparedness of the staff forming and regulating an inclusive educational environment and providing correctional and psychological support to learners who have some not standard needs.

In the international UNESCO program “Education for All” [1] inclusive education is understood as an equal opportunity for all learners to receive a quality education and grow up their potential, regardless of gender, socio-economic status, ethnicity, geographic location, the need for special education, age, religion, etc.

### *Literature review*

The methodological basis of the study was built at the works of foreign and domestic scientists: S.V. Al-ekhina [2], A.A. Dmitriev [3], B. Cagran, M. Schmidt [4], K.A. S.J. Pijl [5], I.G. Eliseeva [6], etc. The research is also based on ideas in the field of inclusive education in Kazakhstan, development of inclusive educational content.

### *Methods*

The methodology of this research is based on the following research methods: generalization method, the method of abstraction, the method of analogy, the method of ascent from the abstract to the concrete, the system method.

*Results.* Special Educational Needs (SEN) is a concept that has become widespread in most countries of the world community, since, corresponding to the principles of inclusive education; it allows focusing school attention on creating conditions for successful education of each student. In Kazakhstan, children with special educational needs include those who “experience permanent or temporary difficulties in obtaining education due to their health and who need special, general educational training programs and educational programs of additional education” [7].

In accordance with the State Program of Education Development in Kazakhstan since 2011 [8] inclusive education is gradually introduced to the society. Throughout the civilized world, society has come to understand that in accordance with universal human morality and requirement of social justice — discrimination against children in education is unacceptable. Thus, the strategic development plan of the Republic of Kazakhstan till 2025 was developed and according to the point 1.1 “Provision of accessibility and inclusiveness of education”, assumes achievement of the following objectives [9].

1. As long as psychological and pedagogical support for inclusive education, creating special rooms for psychological and pedagogical support, development of curricula for secondary, technical and vocational, post-secondary education on in-demand job qualifications, professional development of teaching staff.

2. For compensatory education people work to provide the access to all education levels, within the framework of per capita funding increased funding standards, expanded state order for their improvement [9].

The world is to understand that special educational needs are those learners who face long-lasting or short-lived difficulties in obtaining an appropriate level of education by reason of: developmental disabilities; behavioral and emotional problems; environmental factors (social, psychological, economic, linguistic, cultural).

Kazakhstan gives special heed to children with special educational needs, particular organizations keep statistical data, thus, there was formed a solid statistical report of regional and city psychological-medical-pedagogical commission (PMPC) on children out of the ordinary. There was analyzed statistical information from the regional PMPC statistical reports. An analytical report on the statistical record of children with special educational needs was prepared for the Ministry of Education and Science of the Republic of Kazakhstan [10].

According to the regional and city PMPC of 01.01.2021 there were 161826 children and teenagers with SEN, as of 01.01.2020 there were 161156 children and teenagers with SEN. The specific weight in the child population (from 0 to 18 years) as of 01.01.2020 is 2.6 %. The age structure of children with special educational needs identified by PMPC in the Republic of Kazakhstan in 2020 is shown in Figure 1.

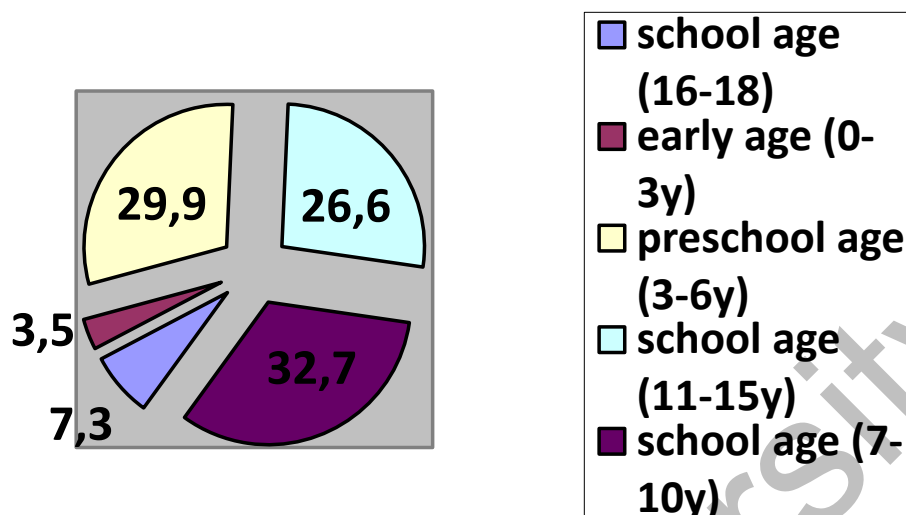


Figure 1. Age structure of children with special educational needs

Age composition of children with special educational needs: early age (0-3 years old) — 5641 children or 3.5 % of the total number of children with special educational needs; preschool age (3-6 years old) — 48443 or 29.9 %; school age (7-18 years old) — 107742 or 66.6 %.

Among school age children: 16-18 years old — 11844, 7.3 % of the total number of children; 11-15 years old — 42988, 26.6 % of the total number of children; 7-10 years old — 52910, 32.7 % of the total number of children [11].

In OECD countries (Organization for Economic Cooperation and Development) the term “special educational needs” is used to children with physical, mental, perceptual and behavioral disorders, children with chronic illnesses, children undergoing long-term treatment in hospital or at home, children with emotional problems, children from disadvantaged families, orphans or without parental care, children who have experienced violence, children from war zones, refugees and displaced persons. These terms can just as well be applied to gifted children, because these children also have a special need — to develop their talents and discover their personal qualities [12].

*Discussion.* At the current stage of inclusive education development it is recommended to use the following definition of special educational needs — these are the needs of students in psychological, pedagogical, social and other assistance, without which it is impossible to receive a quality education. The following groups of children with special educational needs are distinguished:

Group 1. Children with disorders of psycho-physical development: hearing, vision, intellectual, speech, locomotor system, mental retardation and emotional-volitional disorders.

Group 2. Children with specific learning difficulties, behavioral and emotional problems. Specific difficulties are noted in students with intact intellect and manifest themselves in mastering certain educational skills: writing, reading or counting (dysgraphia, dyslexia, dyscalculia, etc.). These difficulties, as a rule, have a temporary character and are overcome with the help of specialists. Behavioral and emotional problems may be due to special developmental problems (hyperactivity and attention deficit syndrome, mild autism spectrum disorders, etc.), as well as to adverse psychological factors (breaches of parenting in the family, child-parent and interfamily relationships) which lead to various difficulties in socialization with peers and teachers (timidity, passivity, withdrawal or conflictedness, disobedience, aggressiveness).

Group 3. Students who have special educational needs due to socio-psychological, economic, linguistic, cultural reasons. This may include microsocio and pedagogical neglect of children from low-income families or not paying proper attention to the education and development of children, social risk families (parents with alcoholism, drug addiction, etc.), as well as children who have difficulties adapting to the local society

(refugees, migrants, oralmans) or poor understanding and not speaking the language of instruction in school, etc. The allocation of these groups of students with special educational needs allows the school not to lose sight of any student who has difficulties in learning, whatever they are caused by. It is important for teachers of general education in Kazakhstan, who are currently implementing the principles of inclusive education, to understand that a student with special educational needs is not only and not so much a student with mental and physical development disorders, but any student who has difficulties in learning.

Pupils of the second and third groups, who do not have disorders of psychophysical development, most often are not addressed and are not identified by psychological, medical and pedagogical consultations. Accordingly, a general education school must keep these groups of students in the focus of its attention, and identify and assist them in a timely manner.

According to statistical data of PMPC as of 01.01.2021 we see forms of rendering corrective and developing help to children with SEN [10] (Fig. 2).

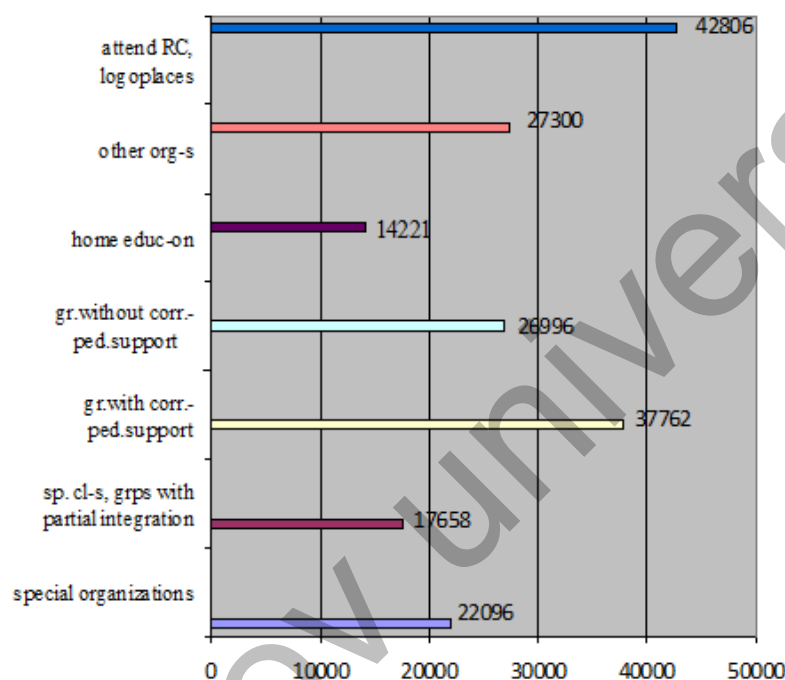


Figure 2. Forms of correctional and developmental assistance for children with special educational needs (PMPC data as of 01.01.2021)

According to PMPC, the staff potential of teachers working with children with SEN is not great, which represents a personnel “hunger” that needs to be satisfied in the near future. In the Republic of Kazakhstan there is a shortage of staff able to work with children with SEN [10].

As of January 01, 2021, all 75 psychological, medical and pedagogical consultations in the country were staffed 100 % by psychologists (Fig. 3).

Pedagogical personnel	% availability of pedagogical staff
Psychologist	100
Speech Therapist	98,7
Oligophrenopedagogue	94,7
Deaf educator	78,7
Typhlo- pedagogue	56
Social pedagogue	90,7

Figure 3. Information about the teaching staff of the PMPC in RK

The country has insufficient provision of psychological, medical and pedagogical consultations with speech therapists, oligophrenopedagogues, teachers of the deaf, visually impaired, and social pedagogues. Problems of staffing of PMPC in the transition to the social model of activity, insufficient training of such specialists as teachers of the deaf and the visually impaired in higher education institutions of the country.

In accordance with the State compulsory standard of education (primary, basic secondary and secondary) special conditions are created for students who have difficulties in learning [12]. At present in Kazakhstan's education system the following list of special educational needs is recommended for creating special learning conditions:

1. Changes in the curriculum and curricula.
2. Innovations in the assessing learning outcomes ways (student success).
3. Use of variable, peculiar and alternative teaching methods.
4. The choice of textbooks, teaching aids, preparation of individual learning materials.
5. Choice of learning forms.
6. Setting up of a barrier-free environment and adaptation of a study place.
7. The need for redeeming and technical means.
8. Extraordinary psychological and pedagogical assistance (psychologist, speech therapist, special educator (oligophrenopedagogue, speech therapist, visually impaired educator).

In Kazakhstan, as in the rest of the world, there is a small number of children with impaired psychophysical development. According to PMPC data for 2018, their number is only 2.7 % of the entire child population. Most children with learning difficulties have no impairments of psychophysical development.

9. Assistance and cooperation with a teacher-assistant.
10. Social and pedagogical assistance.

The third group of children with SEN has all chances to leave this group. It is necessary to hold painstaking work of teachers of different levels to solve this “temporary” situation. The help should come from the educational organization. Children spend most of their time in schools. Contact with children, with society allows them to adapt to modern conditions.

The study of foreign languages in educational institutions is a mandatory component in multicultural education. The development of competencies is necessary for the future formation of personality. Foreign language teachers have insufficient experience working with children with SEN which affects the quality of students' knowledge and the atmosphere in the classroom. Children with SEN have equal rights and on an equal basis with other participants in the educational process can get knowledge without prejudice to themselves or other students [13].

There is a need for professional training of foreign language teachers in the walls of higher educational institutions. The development and introduction of special courses in the educational program at universities will provide an opportunity to prepare foreign language teachers adapted to the difficult situation associated with children with special educational needs, taking into account all the specifics of their behavior, perception of information, while maintaining a balanced atmosphere in the classroom and delivering material equally to all participants in the educational process.

### *Conclusions*

The teacher of a foreign language has problems of environmental barriers, the choice of teaching material corresponding to the interests and abilities of all students in the class; increased psychological stress on the teacher, the complexity of communication students with special educational needs, as with healthy peers, and with the teacher all this puts a burden on the pedagogical work.

At the moment, a large number of children with attention deficit hyperactivity disorder are recorded in schools of the country. This category of children belongs to the SEN, the phenomenon is temporary, usually passes in the period of growing up with the proper psychological and pedagogical approach. Children of this category require special attention in the classroom. At the lessons of the foreign language this syndrome can be turned around in favor of the teacher, where the hyperactivity of the student possible to direct in a positive direction and using various methods of games, activity in the classroom to make the process of learning another culture more easily. The student will be involved in the learning process without detriment to other participants in the process. In this case, it is required special training of teachers. The teacher, as a mediator between the two cultures, can make the learning process equally successful for the whole class.

Thus, all students of a pedagogical university should study the features of children with various disabilities, because if they have to work in the conditions of inclusive education, future teachers will be able to help

students with SEN to social adaptation. It can be noted that during higher education the issue of children with special educational needs is considered in the narrow aspect of inclusive education, vain work is needed to ensure equal educational conditions for all participants of the educational process.

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## Қазақстандағы білім беру саласындағы ерекше білім беруді қажет ететін балалар: мәселелері мен қажеттіліктері

Мақалада ерекше білім беруді қажет ететін балалардың білім алуына байланысты зерттеулер қарастырылған. Елімізде инклюзивті балалармен жұмыс істей алатын мұғалімдердің жетіспеушілігі байқалады. Авторлар болашақ шет тілі мұғалімдері әртүрлі санаттағы балалармен жұмыс істей алуы керек деген қорытынды жасайды. Сонымен қатар Қазақстан бойынша инклюзивті білім берудің статистикалық деректері талданған. Ерекше білім беруді қажет ететін балаларға арнайы мекемелерде оқудың қажеті жоқ деп болжанады, яғни кәдімгі мемлекеттік мектепте олар жақсы білім алып қана қоймай, өмірге сәтті бейімделе алады, эмоционалды және физикалық даму қажеттілігін жүзеге асыра алады. Инклюзия қазіргі қоғамның мақсаттарының бірі, кейбір елдерде стандартты жүйеден инклюзивті жүйеге көшу өте баяу жүруде. Қазіргі мектеп жүйесінде көптеген олқылықтар, кадрлардың жетіспеушілігі, тең оқуға көшу проблемалары бар. Осының барлығы болашақ мамандарды білім беруде ерекше қажеттіліктері бар балалармен жұмыс істеуге дайындау туралы ойлануға негіз береді. Бұл зерттеу қазіргі заманғы инклюзивті білім берудің көрінісін көруге және осы мәселені шешудің жолдарын іздеуге мүмкіндік беретін елдегі жағдайды қарастырады. Балаларға білім беру бүгінгі таңда еліміздің басты басымдығы болып табылады.

*Кілт сөздер:* білім беру, инклюзия, ерекше білім беруді қажет ететін балалар, болашақ мұғалімдер, мектеп, шет тілдерін оқыту, қазіргі қоғам, қолдау, әлеуметтену.

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## Дети с особыми образовательными потребностями в сфере образования Казахстана: проблемы и потребности

В статье рассмотрены исследования, связанные с образованием детей с особыми образовательными потребностями. Отмечена нехватка учителей, умеющих работать с инклюзивными детьми. Авторы пришли к выводу, что будущие учителя иностранного языка должны уметь работать с детьми разных категорий. В работе проанализированы статистические данные по Казахстану по инклюзии. Предположено, что детям с особыми образовательными потребностями нет необходимости обучаться в специальных учреждениях: в обычной государственной школе они могут не только получить лучшее образование, но и успешно адаптироваться к жизни, реализовать потребность в эмоциональном и физическом развитии. Инклюзия является одной из целей современного общества, переход от стандартной системы к инклюзивному в отдельных странах продвигается очень медленно. В современной школьной системе существует много пробелов, ощущается нехватка кадров, имеют место проблемы, связанные с переходом на равное обучение. Все это дает повод задуматься о подготовке будущих специалистов к работе с детьми с особыми потребностями в образовании. В настоящем исследовании изучена ситуация в стране, что позволяет увидеть картину современного инклюзивного образования и начать искать пути решения данной проблемы. Образование детей сейчас является основным приоритетом для страны.

*Ключевые слова:* образование, инклюзия, дети с особыми образовательными потребностями, будущие учителя, школа, обучение иностранным языкам, современное общество, поддержка, социализация.

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