

**Non-profit Joint Stock Company "Kyzylorda University named after Korkyt
Ata"**

**Department of Psychological and Pedagogical Education and Teaching
Methods**



**KORKYT ATA
UNIVERSITY**

Center for Inclusive Education

The rules of the Centre for Inclusive Education were reviewed and approved at a meeting of the Department of Psychological-Pedagogical Education and Teaching Methods.

Minutes No.1. 31.08.2022.

Basic Provisions

1. "Regulations on the Center for Inclusive Education" (hereinafter - the Regulations) "On the approval of the action plan", "Instructions for the organization of integrated (inclusive) education with children with disabilities" dated March 16, 2009 (No. 4-02-4 / 450), approved by the order of the Ministry of Education and Science of December 12, 2011. Development of Methodological Recommendations on the system of inclusive pedagogy and the introduction into the practice of educational institutions of Methodological Recommendations on psychological and pedagogical support of children with restricted abilities. Guidelines. - Astana: Y. Altynsarin National Academy of Education, 2015. - 33r, Development of models for the inclusion of children with special needs in the general educational process. Methodical recommendations - Astana: Yu. Altynsarina NAS, 2015. - 48 pages. Psychological and pedagogical support of children with special educational needs in a secondary school: method. recommendations / Eliseeva I.G., Ersarina A.K. - Almaty: SPC KP, 2019. Minister of Education and Science of the Republic of Kazakhstan "On the approval of standard curricula of general education subjects, electives and electives for general educational organizations"

Developed on the basis of and on the basis of amendments and additions to Order No. 115 dated April 3, 2013.

2. The rules determine the order of work of the Center for Inclusive Education on the basis of the Department of Pedagogy and Psychology of the non-profit joint-stock company "Kyzylorda University named after Korkyt Ata".

3. The Center performs the following functions in accordance with the Rules:

- psychological and pedagogical support of inclusive education;
- Improving the psychological and pedagogical literacy of teachers of inclusive education;
- psychodiagnostics, psychological counseling, psychological correction, psychotherapy in inclusive education;
- implementation of effective leisure time in inclusive education;
- Organization of summer camps for students with special needs in Kyzylorda together with the Trade Union Committee of Education and Science of the Kyzylorda region and the Student Trade Union Committee;
- To promote internship and further employment of students with special needs.
- Organization of exchange of experience with foreign and domestic specialists and organizations in the field of special and inclusive education.

2. Goals and objectives of the Center for Inclusive Education

6. The main goal of the Center for Inclusive Education is to create a favorable educational environment for students with special needs, full integration into the educational process and creation of conditions for social adaptation; conducting with them correctional, developmental and socio-psychological support.

7. The Center for Inclusive Education performs the following tasks to improve the psychological health of students with special needs:

- Diagnostics of mental processes (cognitive, emotionally arbitrary), personal qualities of students with special needs;
- individual and group counseling for students with special needs;
- Conducting psychocorrectional work and organizing training seminars for students with special needs;
- Improving the quality of communication with students with special needs;
- introduction of methods of trust, persuasion and self-study for students with special needs;
- organization of a hotline service for students with special needs;
- Psychological counseling for parents of students with special needs.

7. In accordance with the objectives of the Center for Inclusive Education, the following activities are carried out:

- organization of psychological support through social and psychological trainings, psychotherapeutic methods;
- organization of seminars, training seminars, master classes in order to increase the psychological and pedagogical literacy of a person;
- monitoring of children with special needs in preschool and secondary schools of the region;
- Dissemination of scientific results of graduate, master's and doctoral dissertations on the implementation of inclusive education.

3. Areas of activity of the Center for Inclusive Education:

Psychodiagnostics:

- computer psychodiagnostics;
- projective techniques;
- success tests;
- personal profiles;
- tests for the study of cognitive and voluntary processes;
- the formation of a psychological image based on the identification of personal resources, direction of development, motivation and basic values.

Psychological correction:

- correctional and educational;
- correctional and developmental;
- correctional and educational;
- prevention of social maladjustment and psychological correction.

Psychological counseling:

- Formation of the "I" image of students with special needs: self-perception.
- the formation of a person's self-esteem, the formation of a person's image;
- personal growth of students with special needs, the development of basic psychological abilities and communication skills, the formation of motivation for change.

- encourage students with special needs to improve interpersonal relationships;
- motivation of students with special needs for professional development.

Psychological and preventive work:

- prevention of emotional disorders in students with special needs;
- prevention of family crises for students with special needs.

Developmental trainings and programs:

trainings and programs to develop the spiritual values of students with special needs;

trainings and programs for the development of the communicative competencies of students with special needs.

8. Elements of psychotherapy used in the psychological and pedagogical support of inclusive education at the university:

art therapy techniques;

body-oriented psychotherapy methods;

fairy-tale therapy, psychodrama, dance-movement psychotherapy; phototherapy, sand therapy, self-study.

9. The main areas of work of the Center for Inclusive Education:

- the formation of human values in life;

- development of the "I" image;

- development of human mental processes;

- to determine the ways of developing the qualities of character and will;

- prevention of interpersonal, interpersonal conflicts;

- Improving the technology of emotional regulation;

- to determine the direction of strengthening psychological health;

- formation of psychological and communicative culture of future specialists and employees of higher educational institutions;

- Improving social and psychological education;

- organization of social and psychological trainings aimed at the development of students and teachers with special needs, etc.

10. As part of its activities, the Center for Inclusive Education, through psychodiagnostic work, creates a psychological image of a person, psychocorrection (correction) of aspects that require attention. Relaxation work is organized here to relieve emotional stress and tension. In this regard, specialists in the field of psychological and pedagogical support of inclusive education participate in international, republican and regional conferences and scientific seminars on topical issues of psychological and pedagogical sciences, exchange of international experience, as well as in joint publications and articles in international publications. recognized psychological and pedagogical publications.

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NON-PROFIT JOINT STOCK COMPANY "KYZYLORDA UNIVERSITY
NAMED AFTER KORKYT ATA"
DEPARTMENT OF PSYCHOLOGICAL AND PEDAGOGICAL
EDUCATION AND TEACHING METHODS
INCLUSIVE EDUCATION CENTER PROGRAM
FOR THE 2022-2023 ACADEMIC YEAR

Kyzylorda, 2022

The program of the Center for Inclusive Education for 2022-2023, organized on the basis of the Department of Pedagogical and Psychological Education and Teaching Methods of Kyzylorda State University named after I. Korkyt Ata (Constitution of the Republic of Kazakhstan dated July 27, 2007 of the Republic of Kazakhstan "On Education") On approval of the Action Plan for social, medical and pedagogical correctional support for children with disabilities ", "Instructions for the organization of integrated (inclusive) education with children with disabilities health opportunities "dated March 16, 2009 (No. 4-02-4 / 450) of the Republic of Kazakhstan Development of" Methodological recommendations on psychological and pedagogical support of children with disabilities ", approved by order of the Ministry of Education and Science of December 12, 2011 No. 512, principles of inclusive pedagogy and the system of implementation in the practice of educational institutions. Guidelines. - Astana: Y. Altynsarin National Academy of Education, 2015. - 33r, Development of models for the inclusion of children with special needs in the general educational process. Methodical recommendations - Astana: Yu. Altynsarina NAS, 2015. - 48 pages. Psychological and pedagogical support of children with special educational needs in a secondary school: method. recommendations / Eliseeva I.G., Ersarina A.K. - Almaty: SPC KP, 2019.

Minister of Education and Science of the Republic of Kazakhstan "On the approval of standard curricula of general education subjects, electives and electives for general educational organizations"

Developed on the basis of and on the basis of amendments and additions to Order No. 115 dated April 3, 2013. designed based on.

The program was discussed and approved at a meeting of the Department of Psychological and Pedagogical Education, Teaching Methods.

PASSPORT

The name of the program	Inclusive Education Center Program for the 2022-2023 academic year
Justification	<p>February 5, 2007 No. 81 "On approval of the Action Plan for social, medical and pedagogical correctional support of children with disabilities", March 16, 2009 (No. 4-02-4 / 450) "Comprehensive (inclusive) with children with disabilities" ... "Guidelines for the organization of education", "Guidelines for psychological and pedagogical support of children with disabilities", approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 12, 2011 No. 512, preparation of the Rules for inclusive pedagogy and implementation in educational institutions. Guidelines. - Astana: Y. Altynsarin National Academy of Education, 2015. - 33r, Development of models for the inclusion of children with special needs in the general educational process. Methodical recommendations - Astana: Yu. National Academy of Sciences named after Altynsarin, 2015. -- 48 p.</p> <p>Psychological and pedagogical support of children with special educational needs in a comprehensive school: method. recommendations / Eliseeva I.G., Ersarina A.K. - Almaty: NNPK KP, 2019, "On approval of standard curricula of general education subjects, electives and electives for general educational organizations" of the Minister of Education and Science of the Republic of Kazakhstan.</p> <p>Developed on the basis of and on the basis of amendments and additions to Order No. 115 dated April 3, 2013.</p>
The structure responsible for the development and implementation of the program	"Kyzylorda University named after Korkyt Ata":
Purpose of the program	Creating a suitable educational environment for students with special needs, fully including them in the educational process and creating conditions for their social adaptation; providing them with pedagogical and socio-psychological support.
Tasks	<ul style="list-style-type: none"> - diagnostics of mental processes (cognitive, emotional and arbitrary), personal qualities of students with special needs; - individual and group counseling for students with special needs; - Carrying out psychocorrectional work with students with special educational needs; - Improving the quality of communication with students with special needs; - introduction of methods of trust, persuasion and self-

	study for students with special needs; - organization of a hotline service for students with special needs; - Psychological counseling for parents of students with special needs.
Target indicators	2021-2022 . monitoring contingents with special educational needs; analysis of the readiness of an educational organization for inclusive education; preparation of future specialists for inclusive education. providing psychological and pedagogical advice to applicants with special educational needs; determination of the direction of employment of students with special educational needs; systematization of social support for students with special educational needs; liaising with inclusive preschool institutions and institutions of general and secondary vocational education.
Terms of implementation	2022-2023

Analysis of the current situation

The real transformation of pedagogical education largely depends on humanitarian processes and social and humanitarian stages in the development of Kazakhstani society. The affirmation of universal values in society is based primarily on the attitude towards young people with developmental problems, their socialization, integration or inclusion in inclusive education.

Inclusive education - full inclusion of all children in the general educational process and social adaptation, elimination of barriers separating children, regardless of age, gender, origin, religion, economic status; active participation of the family, special support for the correctional, pedagogical and social needs of the child, adaptation of the environment to the individual and educational needs of students, that is, state policy aimed at effective teaching while maintaining the quality of general education. All children are subject to education and accept the social model of disability. This type of learning means the flexibility of the curriculum and methodology of the educational system, taking into account the needs of each child.

The main legal document of inclusive education provides for effective assistance to students with special needs, their education, training, labor and vocational training "On approval of an action plan for social, medical and pedagogical correctional support for children with disabilities", "Integrated with children. with disabilities "Guidelines for the organization of (inclusive)

education", "Guidelines for psychological and pedagogical support of children with disabilities."

In modern scientific and theoretical studies, eight principles of inclusive education are proposed:

The value of a person does not depend on his abilities and income;

Everyone is able to feel and think;

Everyone has the right to be heard;

Everyone needs each other;

.Original education is carried out within the framework of real interaction;

All people need support and friendship with their peers;

For all learners, progress may be an opportunity to succeed, not a failure;

Versatility expands the scope of human life.

One of the main tasks facing the state is, first of all, carrying out information and educational work among the scientific and pedagogical community. This process has been going on for several years. In particular, the issue of the systemic organization of inclusive education in the Republic of Kazakhstan is being addressed by creating a regulatory framework, preparing materials and teaching staff, analyzing the experience of the CIS countries in the implementation of inclusive education.

Currently, the development of inclusive education has not lost the relevance of scientific, methodological and staffing. The social need for inclusion is very high. Today, the demand for experience sounds like this: "who, how, where and why to teach?" raises questions

.Purpose, objectives, targets of the program

The goal of the program: to create a favorable educational environment for students with special needs, fully integrate them into the educational process and create conditions for social adaptation; special support for their pedagogical, psychological and social needs

Responsibilities:

- Diagnostics of mental processes (cognitive, emotionally arbitrary), personal qualities of students with special needs;

- individual and group counseling for students with special needs;

- Carrying out psychocorrective work with students with special educational needs;

- Improving the quality of communication with students with special needs;

- introduction of methods of trust, persuasion and self-study for students with special needs;

- organization of a hotline service for students with special needs;

- Psychological counseling for parents of students with special needs.

Target indicators

monitoring the number of students with special needs;

analysis of the readiness of institutions for inclusive education;

preparation of future specialists for inclusive education.

psychological and pedagogical counseling for applicants with special needs;

determination of the direction of employment of students with special needs;

systematization of social support for students with special needs;

liaising with inclusive preschool institutions and institutions of general and secondary vocational education

The main directions of the program, ways to achieve the goals and the corresponding measures

Directions of the program of psychological and pedagogical support of the Center for Inclusive Education, created on the basis of the department of pedagogical and psychological education and teaching methods of the non-profit joint-stock company "Kyzylorda University named after Korkyt Ata":

Psychodiagnostics:

computer psychodiagnostics;

projective techniques;

success tests;

personal profiles;

tests for the study of cognitive and voluntary processes;

the formation of a psychological image based on the identification of personal resources, direction of development, motivation and basic values.

Psychological correction:

correctional education;

correctional and developmental;

correctional and educational;

prevention of social maladjustment and psychological correction.

Psychological counseling:

Formation of the "I" image of students with special needs: self-perception. Self-esteem formation, personality image formation;

personal growth of students with special needs, the development of basic psychological abilities and communication skills, the formation of motivation for change.

helping students with special needs in making decisions;

creating interpersonal relationships for students with special needs;

Stimulating the professional development of students with special needs

Psychological and preventive work:

prevention of emotional disorders in students with special needs;

prevention of family crises for students with special needs.

Developmental trainings and programs:

trainings and programs to develop the spiritual values of students with special needs;

trainings and programs to develop the communicative competencies of students with special needs;

Stages of program implementation

Program of the Center for Inclusive Education of the Department of Psychological and Pedagogical Education and Teaching Methods of Kyzylorda University named after Korkyt Ata for the 2022-2023 academic year