

**PROVIDING PSYCHOLOGICAL-PEDAGOGICAL ASSISTANCE TO FAMILIES OF
CHILDREN IN NEED OF SPECIAL SUPPORT**

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Annotatsiya: Ushbu maqolada alohida ta'limga muhtoj bolalarni oilada pedagogik-psixologik qo'llab-quvvatlash borasidagi ma'lumotlar, inklyuziv ta'lim borasidagi mamlakatimizda olib borilayotgan qator ishlar yoritib berilgan.

Kalit so'zlar: Inklyuziv ta'lim, alohida ta'limga muhtoj, pedagogik-psixologik, qo'llab-quvvatlash, inklyuzivlik, nuqsoni bor bola, o'smir, nogiron.

Abstract: This article provides information on pedagogical and psychological support for children with special educational needs in the family, as well as a number of works being carried out in our country on inclusive education.

Keywords: Inclusive education, special educational needs, pedagogical and psychological, support, inclusion, child with disabilities, teenager, disabled.

Аннотация: В статье представлена информация о педагогической и психологической поддержке детей с особыми образовательными потребностями в семье, а также о ряде работ, проводимых в нашей стране в области инклюзивного образования.

Ключевые слова: инклюзивное образование, особые образовательные потребности, педагогическая и психологическая поддержка, инклюзия, ребенок с ограниченными возможностями здоровья, подросток, инвалид.

This study primarily aimed to develop a program that aids parents of children with Special Educational Needs, placing emphasis on the challenges encountered in communication and understanding. This research spotlights the triad of teachers, psychologists, and parents. A cornerstone of this research is the emphasis on nurturing a unique bond between school psychologists or teachers and parents. This bond should be anchored in mutual trust, motivation, and a conducive psychological environment. The overarching goal is to boost parental motivation, alleviate concerns linked to the child's condition, reinforce family relationships, and cultivate a positive enabling environment for the child. The study culminated in the rollout of a tailored program connecting parents with educational professionals. This program encompassed lectures and exercises delving into understanding challenges, coupled with innovative methods like fairy tale activities and initiatives to foster tolerance. Feedback indicated a notable positive impact on parents. The research underscores the necessity of fostering parental confidence and assuaging fears regarding their child's condition. In this context, the influence of peers and friends on the development of inclusive education should be considered in future studies.

The implementation of inclusive education is one of the main approaches to solve problems in the education system, providing those future teachers as well as psychologists, working with SEN children, are trained in a new way, and separate educational programs are created SEN children require additional support due to physical, cognitive, emotional, or behavioural challenges in attaining their learning potential

Therefore, it is necessary to equip parents with pedagogical and psychological skills as the parents' participation in educational work and in communication with the school proves a major problem.

According to the Republic of Kazakhstan's Ministry of Education (2021), the number of SEN children rose by at least 55 thousand. The increase in the number of SEN children could be attributed to several factors. Firstly, the adoption of a new normative act according to which all conditions are created (including new curricula and manuals) so that SEN children have the opportunity to study on an equal footing with other children. Secondly, enhanced diagnostic capabilities and greater awareness of developmental and learning disabilities might have led to better identification. Thirdly, social acceptance has also made parents more proactive in seeking evaluations for their children. Fourthly, several factors could have contributed, including changes in environmental exposures, broader definitions of certain conditions, better access to educational and health services, and socio-economic challenges. Lastly, population dynamics, such as migration, could have introduced new patterns in the demographics

Consequently, it is very important that teachers and psychologists accompany parents to help them work with their children. It should be noted that the SEN category, according to the regulations, includes not only children with special education needs, but also with difficult economic or social status

In the Republic of Kazakhstan, the approach to teaching SEN children has evolved over the years reflecting the global shift towards inclusive education. Traditionally, SEN children were primarily taught in specialized institutions, isolated from their peers. However, with the realization of the numerous benefits of inclusive education, there has been a concerted effort to integrate SEN children into mainstream classrooms. As of the current educational framework in Kazakhstan, wherever feasible, SEN children are predominately included in regular classes. This integration operates on the belief that all children, regardless of their physical, emotional, or cognitive challenges, have the right to be educated alongside their peers in a nurturing, inclusive environment. Such an approach not only benefits SEN children through enhanced social interactions and peer learning, but also fosters empathy and understanding among typical developing children

To support this inclusion the Kazakhstani educational system has taken several measures. Firstly, schools have been equipped with resources and infrastructure changes, such as ramps for wheelchair users, tactile pathways for visually impaired children, and soundproof rooms for those with auditory sensitivities. These infrastructural developments ensure physical inclusivity. Secondly, training programs for teachers have been implemented to equip them with the necessary skills to address the diverse needs of all children. These programs focus on differentiated instruction, adaptive teaching methodologies, and the use of assistive technologies. Thirdly, in schools with a higher concentration of SEN children, special education professionals are present to provide additional support.

Furthermore, though the philosophy of inclusion is gaining momentum there are pockets of resistance among educators and parents alike stemming from a lack of understanding or preconceived notions about disabilities. Based on the analysis provided it can be concluded that for children with SEN the roles of both teachers and psychologists are crucial. Nevertheless, the primary guidance from parents is equally important for their development

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