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## **SYSTEM OF INCLUSIVE EDUCATION IN REPUBLIC OF KAZAKHSTAN**

### **Abstract**

In this article the relevance of realization of inclusive education in the modern education system is discussed. In a modern comprehension an inclusive education is a special system of preschool and school upbringing and teaching, which suppose involvement in the process of children with equal rights, who do not require psycho-physiological assistance, and those who need it. Inclusive education aims to involve children with disabilities in the educational process; to socialize disabled children in the modern society; to create an active behavioral setting for disabled children for their confidently position in modern society; to develop an

educational environment based on the needs of children; to change the attitude of modern society towards people with disabilities. Consequently, the system of training and education should be built in such way that every citizen has the right to receive an adequate education, which will further help to adapt to society, to realize its potential. The basic principles of inclusive education: the value of a person does not depend on his 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 be carried out only in the context of real relationships; all people need the support and friendship of their peers; progress of all students is achieved in what they can do rather than in what they cannot; diversity enhances all aspects of human life.

It should be emphasized that inclusive education in Kazakhstan is a new direction in school reform, which implies equal opportunities to satisfy all educational needs and needs of children, regardless of their health status. Unfortunately, some people still doubt the perspective of inclusive education. First of all, this concerns parents of schoolchildren, whose development is described as “normal”: not everyone wants his child to study in a class where there is a boy or a girl with a disability, especially if the

deviations relate not only to the physiological side of their personality.

The principles of special education are the system of the most common, essential and sustainable requirements that determine the nature and characteristics of the organization of the correctional educational process and of the management of the cognitive activity of people with special educational needs.

General principles and rules of correctional work:

The main support in the assimilation of any educational material for students of auxiliary schools is visual facilities of learning. You can use a different kind of clarity: natural objects, dummies, toys, models, sets for modeling, images, photographs, cards, charts, tables.

The main problems of social inclusion of children with disabilities.

The problem of creating educational and methodological complexes for the successful inclusive education of all categories of children in the conditions of general preschool and school institutions is one of the most significant and still unsolved problems. There is not enough quality of teaching materials that systematizes the experience of inclusive education.

**Keywords:** : inclusive education, children with disabilities, pedagogical optimism, gaming methods and techniques, correctional and educational process, systemacy, complexity, accessibility, variation, tolerance.

## **Introduction**

The purpose of the article is the optimization of the educational process by systematizing relevant scientific psychological and pedagogical information on the problems of teaching and raising children with disabilities. The introduction of leadership in the educational process will allow stimulation and organization of independent work of students of pedagogical and psychological specialties. The relevance of the implementation of inclusive education in the modern educational system is beyond doubt. It is well known that the modern system of special education is undergoing changes. These changes are oriented to work with children with special educational needs in different directions.

Today, the question of alternative options for closed special education of teaching and raising children with special educational needs has become acute. The need to create these alternative directions implies the provision of children with disabilities to develop more opportunities for socialization, to acquire a sense of their own value and significance in a modern

complex society. One of the alternative directions of development of the system of special education and upbringing is the introduction of a child with disabilities (hereinafter referred to as HVD) to the mass groups and classes of educational institutions. This process can occur within the framework of integration, as well as within a slightly different and more promising direction - inclusion.

An inclusive environment is, first of all, a democratic environment, which is based on respect for each other. The subject of inclusion is a child with disabilities and special educational needs. Adults bear exclusive responsibility for all subjects of the educational environment to take an active part in the provision of all equal training opportunities. Improvement of control and self-control, individualizing of training, in general, will improve the effectiveness of the educational process.

## **1. System of inclusive education in Republic of Kazakhstan**

Inclusion is an including of children with disabilities in the general education system by changing the methods, material and technical bases for full-fledged education. The last direction in practice turned out to be the most humane and effective.

Inclusive education (fr .inclusif-including Latin. Include-conclude, include) is the organization of the learning process in which all children, regardless of their physical, mental, intellectual, cultural-ethnic, linguistic and other features, are included in general education system, are trained at the place of residence together with their peers without disabilities, in the same general educational institutions, which take into account their special educational needs and provide their pupils with the necessary special support.

The entry of the Republic of Kazakhstan (hereinafter - the ROK) into the world educational space requires from the pedagogical community a new approach to professional tasks and ways to solve them. According to the statistics of the National Scientific and Practical Center for Correctional Pedagogy, “January 1, 2018, 147396 children and adolescents with special educational needs (SEN) were registered in Kazakhstan, which is for three thousand more than in the same period of 2017. The proportion of the population of the children is less than 3% (on appeal ability). The age structure of children with SEN is as follows: an early age is less than 5% of the total number, it is about seven thousand children, the preschool age is 29%, about 43 thousand children, and the school age is almost 98 thousand, it is an absolute majority. If we take information on the types of violations, the absolute

majority are children with mental retardation, almost 32% of the total number of children. All these children, overwhelmingly, are integrated into the general educational environment. Children with speech disorders - 26%, the third place is occupied by children with mental disabilities and disorders of the musculoskeletal system, approximately 13% of the total number of identified children. It should be understood that these figures are relative, because many parents, in order to avoid such a social definition of children's opportunities, do not put them on record.

In addition, there are children - representatives of other linguistic and cultural groups, religions, those who live in rural areas, those who belong to marginal groups. They also belong to the category of people with special needs, because the sociocultural format of their upbringing, training and life differs from the standards set in the state. These children also need a special approach when it comes to education and socialization.

The State Program for the Development of Education of the Republic of Kazakhstan for 2011–2020 defines new conceptual approaches development to the education of children with disabilities, the introduction into practice of the ideas of integrated education and education of children with developmental disabilities in conjunction with normally

developing peers. Ensuring equal access of children to various programs of upbringing and education, equal access of children with disabilities to education is one of the priority tasks. In this regard, ensuring the realization of the right of children with disabilities to education is considered as one of the most important tasks of state policy, not only in the field of education, but also in the field of demographic and socio-economic development of the Republic of Kazakhstan. In the modern world, the integration of children with special educational needs into mass educational institutions is a global social process affecting all highly developed countries. Its basics are the willingness of society and the state to rethink the whole system of attitudes towards people with disabilities. Education is the right of every person.

A special place in the system of national education is occupied by children with disabilities. Currently, the legislative base of the Republic of Kazakhstan has been brought into compliance with international regulatory acts, which is reflected in the Laws «On Education», «On Social Protection of Disabled Persons», «On Social Medical-Pedagogical and Corrective Support for Children with Disabilities»

The experience of foreign countries shows that the creation of affordable schools and joint training contributes to



the social adaptation of person with disabilities, their independence, and most importantly - changes public opinion towards people with disabilities and forms the attitude towards them as full-fledged people. Today, over 16,000 children with disabilities in the republic are integrated into the environment of their normally developing peers, of which over 3,000 pre-school children attend 395 kindergartens, more than 12,000 school-age children are enrolled in 769 secondary schools.

The term «inclusive education» brought to Kazakhstan the National Scientific and Practical Center of Correctional Pedagogy. In 1999, the Center, together with UNESCO, implemented a project on inclusive education and in 2002 with the support of the Soros Foundation-Kazakhstan held a research and practice conference on inclusive education.

The basic principles of inclusive education: the value of a person does not depend on his 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 be carried out only in the context of real relationships; all people need the support and friendship of their peers; for all students progress is achieved in what they can do rather than in what they cannot; diversity enhances all aspects of human life.

At the present stage of development of society, it should be understood that the widespread introduction of an inclusive education system in Kazakhstan will allow the following postulates to be implemented: all children are equal participants in the educational process; the school adapts children to life; in the mind of children with disabilities will be formed understanding of their relevance in society, the significance and prospects of social realization; a humanistic position of society will be created, an educational emphasis will be placed on mercy, kindness and equality of all people.

### **Organizations of training children with special educational needs.**

The development of inclusive education is a complex process involving scientific, methodological and administrative resources. Taking into account the peculiarities of the development of children with disabilities, knowledge of special psychology and correctional pedagogy has particularly importance for teachers of educational institutions.

Teachers who work with children with special educational needs should systematically analyze students in order to identify their individual characteristics and determine the directions of educational work. To fix the dynamics of the development of students, keep records of their mastering of general educational programs, together with the educational

psychologist, fill in accompanying maps on them. Defectologists should be specially prepared to provide remedial assistance in the context of inclusive education.

Inclusive education is based on the following principles:

- **systemacy** – inclusive education is a systemic phenomenon in education, covers the entire education system, applicable at all levels and in all types of education;
- **complexity** – inclusive education causes changes in the complex of relationships in the educational institution, implies coordinated activities of specialists;
- **availability** – inclusive education requires adaptation of the educational environment for any category of students, including students with peculiar psychophysical development, educational institutions of all levels of basic education, as well as additional education;
- **variability** and accounting the special educational needs of each student, including those with features of psychophysical development, individualization of the educational process;
- **tolerance** – inclusive education involves the formation of relationships based on understanding, accepting and respecting existing differences, recognizing equal rights.

In inclusive education for children with disabilities, individual curricula are developed based on the basic

curriculum of a special (correctional) educational institution of the corresponding type and individual work programs for each curriculum subject of the curriculum based on exemplary programs recommended for the child's education and on the basis of state educational standards.

**The principles of special education** are the system of the most common, essential and sustainable requirements that determine the nature and characteristics of the organization of the correctional educational process and the management of the cognitive activity of persons with special educational needs.

N.M. Nazarova identified the following basic principles of the special education:

- the principle of pedagogical optimism - the disclosure of the potential of people with the special educational needs, based on the idea of L.S. Vygotsky about the «zone of proximal development»;

- the principle of early pedagogical help - ensuring of the early detection and early diagnosis of the deviation of the child to determine his/her educational needs;

- the principle of correction and compensating orientation of education - requires a flexible correspondence of the correctional-pedagogical technologies and an individually-

differentiated approach to the nature of violations in a child, its structure and severity;

- the principle of socially-adaptive orientation of education - the subordination of the special education to the social development;

- the principle of development of thinking, language and communication as the agents of the special education - meeting the needs of correctional and educational help for the development of speech, thinking and communication;

- the principle of the actively approach in the training and education - identifying of the approaches to the content and construction of training, taking into account the leading activity of each age, in the process of which psychological tumors, which determine the personal development of the child, appear;

- the principle of differentiated and individual approach - the organization of a special educational process on the basis of taking into account the individual and specific characteristics of the child;

- the principle of the need of the special pedagogical leadership

- the implementation of organizational and managerial functions by highly professional specialized teachers in a special educational process [Nazarova 2012, p.10-14].

Important points in the implementation of inclusive education are:

- special training of teachers to work with children with disabilities, regular improvement of the professional qualifications of teachers;
- psychological readiness of the whole teaching staff for the presence of a child with a disability at school: educational work with the goal of accepting the child by parents of other children and the students themselves; creating psychological comfort at school, maintaining a child's positive emotional attitude to the learning process; the close relationship and continuity of the work of the teacher, educator, specialists and parents;
- the presence of regulatory and organizational documentation and teaching materials;
- financial interest of the teacher (teacher, specialist) in work in inclusive classes;
- mandatory comprehensive medical, psychological and pedagogical examination of a student in order to draw up an expert opinion from all specialists involved in the educational process and to determine the priority tasks for teaching a child and developing an individual educational route;
- strict consideration of the individual characteristics of the mental and physical development of the student;
- material and technical equipment of educational institutions for the organization of a special educational space.

The main emphasis in working with children with special educational needs should be given to identifying and accounting of unrealized cognitive abilities of students. Because of the uneven activity of students in the classroom, knowledge of the phases of student performance has the great importance to the teacher.

**The phases of performance of a retarded child:**

- a mentally retarded student has a prolonged phase of reduced performance;
- the phase of increased performance is greatly reduced;
- the phase of secondary impairment occurs prematurely.

The activities of children with intellectual deficiencies in the classroom are very changeable, their motivation and performance do not always correspond to the specific learning conditions, and therefore the role of matching the methods of organizing the lesson increases.

Organizing time. Set on a lesson.

Creating a pre-working environment is difficult because of the difficulty in switching and inertia of the nervous processes. The word of the teacher may not influence the setting for work, therefore verbal circulation should be supplemented with motor and sensory exercises aimed at enhancing attention and perception of thinking. These

exercises last up to seven minutes, primarily in primary school, and should be related to the work ahead.

The second point in organizing a lesson is a development of the skills of properly organizing actions in the lesson. This stage not only ensures the productivity of learning, but also teaches children to be organized in any activity. The main principle of the pedagogical organization of the work is the constant management of the actions of mentally retarded children, up to their full independence. It is learning to enter the class in a timely manner, sit quietly at the desk, prepare notebooks, books, pens for academic work, etc. The teacher should teach everything: how to sit down, how to work with a textbook, how to place a textbook and a notebook on the desk. Firstly, the actions are needed to be shown, after the formation of these skills, teacher can go to the verbal instructions.

It is recommended to correlate the preparatory part of the lesson with the phase of workability and increase in the productivity of knowledge (up to the tenth minute of the lesson).

The main stage of the lesson. The main stage must be carried out to the twenty-fifth minute. In the organization of training, it is necessary to adapt the content of the educational material, distinguishing in each topic base material to be



repeatedly fixed, differentiate the tasks depending on the corrective tasks.

For a student with mental deviations a well-structured material is necessary. It is important to carefully select and combine methods and techniques for the purpose of changing the activities of children, changing the dominant analyzer, including most analyzers; to use the estimated basis of the actions (reference signals, algorithms, samples of the task).

For children, learning based on interest, success, trust, reflections of studied material are important. It is important that schoolchildren, through the performance of available in the matter and nature personally oriented tasks; believe in their capabilities, experienced a sense of success that should become a strongest motif that causes a desire to learn.

While organizing the educational process should be made from the capabilities of the child - the task should lie in the zone of moderate difficulty, but to be affordable, because in the first stages of corrective work, it is necessary to provide a disciple of subjective experience of success against the background of the total efforts. In the future, the difficulty of tasks should be increased in proportion with the growing opportunities of the child.

The lesson should be equipped with technical instruments of training, didactic material (tables, maps, schemes, argument of arguments, perforate, etc.).

In the lesson, the regular regime should be strictly observed. In periods of decline in the performance (twenty-fifth minute), it is desirable to arrange the physical courses, the minutes of psychological unloading (in elementary school - 2 exercises, in the senior school - 1 exercise). During a self-study, the most productive time are the first fifteen-twenty minutes.

**The final stage.** The final stage of the lesson is carried out from the thirtieth minute of the lesson. Here it is necessary to explain to the student the phased implementation of homework, also to evaluate the work every day, to encourage for the slightest success.

At each lesson should be carried out correctional-developmental work.

**General principles and rules of corrective work:**

- the beginning of special training of the child immediately after the identification of the primary developmental development;
- the implementation of an individually differentiated approach to the students (requires the teacher's knowledge about the features of each student);

- preventing the onset of the failure by the alternation of mental and practical activities, the subsidence of material with small doses, the use of interesting and colorful doctic material, civil conditions;
- the use of methods that intensify the cognitive activity of students developing their oral and written speech and forming the necessary training skills;
- manifestation of a pedagogical tactical, encouraging for each small child, the timely and tactful help for each child, development in their the faith in their own forces and the opportunities;
- including the special sections in the children's training, which are not present in the programs of education of "normally" developing peers;
- the provision of a special spatial and temporary organization of the educational environment;
- the maximum expansion of the educational space outside the educational institution.

The main support in the assimilation of any educational material for the students of the auxiliary school is clear visa tools. You can use different types of clarity: natural items, rudeneries, toys, models, sets for modeling, images, photographs, postcards, schemes, tables.

It can be effective to use the following doctic methods and techniques:

- reception of comparison of natural objects (for example, clean and dirty clothes, dishes);
- considering drawings;
- assessment of various types of behavior on images and in real situations;
- method of analogies;
- the method of modeling real situations (for example, models of behavior, communication between people, formulas of speech etiquette are worked out).

In teaching young school children', playing methods and techniques are widely used. The doctic games have the most opportunities. The game can be used at any stage of work: you can start the topic on the same way to reveal the available knowledge, then the game can perform the functions of the current diagnostics, in the end - can check and secure the knowledge of students. The most commonly used games: «4th-extra», «Put in order», «Look and remember» «Invisible Hat», «Miraculous Bag», «Loto». Also the methods of game situations can be used. For example, the game character does not know anything, asks the help, says false statements and etc. The competitions can be arranged: «who is better...», «who is accurate...».

The game can be used at any stage of the lesson (a riddle, rebuff, charada can be given on the lesson). For example: «Extinguishing the puzzle, you will learn that we are going to study at the lesson».

The use of the game is appropriate in the process of explaining the new material. So, when holding a lesson on the topic "Natural zones" can be offered a game «Where the artist has been mistaken?» The disciples should fix errors on a magnetic board, having replaced individual cards in such way that every belt corresponds to its natural zone, each zone - to their plants and animals.

Didactic games help to check the knowledge of the students in a variety of forms. For example, one student with disabilities fills the crossword, the other - closes the map of the geographical loto, the third - folds from the cutting parts the image of the geographical object and prepares a story about it. And at this time the teacher spends the front survey of the remaining schoolchildren.

The most wide distribution of the doctic games received at the stage of repetition and fixing. The doctic games allow to specify, clarify, systematize and summarize the knowledge. Sometimes mysteries, rebuses, charad are used as an organizational moment. They help to remove fatigue, lift

emotional tone, mobilize attention, switch from the conflict situation, arised on the break-time, etc.

All the doctic games used in the lessons can be divided into three main groups: games with objects; table (table-printed) games; verbal games.

Games with objects suggest using the various natural objects, natural material (colors, fruits, minerals). Such games can be carried out directly on excursions to the forest, park, garden, field. At the same time, not only the knowledge about the world around consolidates thinking and sensory abilities, small motor skills develop, but also love and careful attitude to nature brought up. Games with natural material, waxworks («Magic Bag», «vegetables – fruits», etc.), conducted in the classroom, help to clarify the form, color, smell, purpose, the size of the object.

Table (table-printed) games are designed for individual and group or collective work. In these games, there is often a competition element. They give the chance to make a difference on the assessment of the knowledge and abilities of students. The board games are more often used in the stage of fixing and repetition of the studied, to remove the voltage after a difficult school work, at the end of the school year, when the interest in studying, as a result of fatigue, falls, on the extreme time. Here are examples of some desktop games:

«What is it? Who is it?», «Fifth is unnecessary», «The Same Pictures», «Geographical Loto», «Learn the Shape», «Collect the picture».

Vibration games are built on words and actions of players. In the inclusive classes, it is recommended to use these games. Verbal games develop the attention, quickness, speed of reaction, endurance and sense of humor. It is directed to the evaluation of the speech, education of the right pronunciation and writing the new words, consolidation and activation of a vocabulary. Various types of the verbal games are riddles, crafts, anemograms, rebuses, crosswords, puzzle, etc.

Didactic games are not the same in the complexity. They must be used taking into account the individual and typical features of individual students. In collective work, the choosing of games depends on the preparedness of the class.

According to Dr. of Pedagogical Sciences, Professor of KazNPU named after Abay in Almaty, Zulfiya Ahmetvaliyevna Movkebayeva, there are several variants of placing the students in conditions of inclusive education:

- depending on the level of students' abilities; in the form of mixed groups of students;
- for individual training;
- with the presence of the «assistant» of the teacher (tutor).

The placing for individual learning is provided by the separation of small educational areas, in one of which there are a convenient sofa or other soft furniture for relaxation and informal conversations and discussions. There are several types of the placing with the presence of «assistant»: «Station», «Parallel Training», «Team», «Strategy Echo». In an inclusive school, all rooms should be available for the «special children».

In inclusive classes, students with disabilities are quickly tired and need for frequent change of activity, in the physical exercises and minutes of psychological unloading, conducted on each lesson, so special attention is given to the corners for relaxation, where students will be able to relax.

For the development of small motor skills, before the writing exercises for fingers must be carried out. Depending on the child's disease, the teacher needs to be ready for the situations that children, for example, with cerebral paralysis and other heavy diseases, are not capable for self-service and need help, so the help of a tutor with special psychological education is considered as a necessary condition for successful inclusive education [Movkevayeva 2014, p.53-57].

**The main problems of social inclusion of children with disabilities.** In spite of the sufficiently serious positive shifts in promoting the system of inclusive education, in the process



of including the children with problems in development in mass educational institutions, there are still many obstacles, which are difficult enough for us at the moment. Consider the most common of them.

One of the most significant and yet unsolved problems is the problem of creating educational and methodological complexes for the successful inclusive education of all categories of children in conditions of general education in preschool and school institutions. Lack of well-qualitative educational and methodological literature, systemizing an experience of inclusive education.

Another difficult problem is the lack of necessary social skills in teachers and students to fully include a child with disabilities in the learning and education process. Teachers should communicate with children, students with a teacher and with each other. At all times, in all economic formations, the concern of the teacher is not only knowledge of students, but also - their moral appearance, culture of behavior. Teachers should be for the widespread introduction of inclusive education, so experience shows that children with special needs often are isolated from a school life. The teachers should explain other disciplines the reason why some students do not know how to speak or can not speak, differently behave, etc. The difference should be established and they need to show

respectful attitude towards it. The advantage of inclusive education is concluded in the mixing of the students. Communication is the starting point of teaching.

The most significant, in our vision, obstacle is the negative attitude of children, parents and teachers. Society is not ready to implement such a strategy of training. Children have not used to see other children, who look and behave differently. Parents can also needless worry about «decline of standards», if children with deviations or other special needs will be included in ordinary classes. Many parents of children without features in developing afraid of that, as a result of this education, the keeping up by their children in the learning of material will be found. The parents of disabled children are afraid of psychological discomfort, social abstinery (mockery), which will be worried by their children. In addition, these children require a special approach, often - correction, which the general education system does not suggest. Therefore the parents of both categories of schoolchildren require additional work of social psychologists, which will support and form an adequate attitude towards joint education of children. That is there is a need for motivation of parents to realize a similar humanistic strategy for the development of society.

Teachers must play the role of conductors in changing the relationship to the best among students, their parents and, of

course, other teachers. Similar work should be held in the parents' meetings. During the work with such children a regular teacher can be successful, too, if he/she is quite flexible, he/she is interested in difficulties and he/she is ready to try different approaches. The teacher must observe individual differences, should be able to listen and apply the recommendations of the collective members and agree to work together with other teachers in one team. When teachers make their class or their school more inclusive, they become more qualified and better practitioners. This means that all of the students win from this, not only children with "special needs".

It should be emphasized the insufficient material and technical equipment of the educational institutions. Special equipment required for the training of children with disabilities is absent in general schools. Educational institutions are not equipped with everything necessary to ensure training: sound-filing equipment for poorly, thychlotechnics for ill-seeking, orthopedic equipment for children-supports, etc.

The significance of the barriers of the "architectural" environment of the student is clear - the physical inaccessibility of the environment (for example, the absence of ramps, elevators at school, inaccessibility of transport between school and house, the absence of sound traffic lights on the way to school, etc.).

Personnel provision of an inclusive education system. For the development of inclusive education, the psychological, methodological and methodological training of teachers are needed, because not all of the teachers think positively about these reforms. Many of them do not own the necessary skills for teaching lessons in an "inclusive" class, in which there is the great difference in the original capabilities of children. As a result, programs for retraining and improving the skills of the teachers should be created, and the higher schools should pay much more attention to the training of their students to work in an inclusive education system. An important role in the implementation of inclusive education plays personal provision. The inclusive educational environment is formed not only by the teachers, including teachers of primary classes, but also by special psychologists, instructors, medical workers, educators, social educators, tutors. For the training of the staff for its further work in the system of inclusive education should be given much more attention.

## **Conclusion**

Thus, inclusive education is a process of learning and upbringing, in which all children, independently of their physical, mental, intellectual and other features, are included in the common education system. They attend the general education preschool and school institutions for the premise

of residence along with their peers without disability, while their special educational needs are taken into account. In addition, they are specially supported.

The basis of inclusive education is assessed by the ideology that excludes any discrimination of children - provides the equal attitude to all people, but special conditions for children with special educational needs are created. It gives the right of education to everyone, regardless of the degree of its compliance to the criteria of the school system. Through respect and acceptance of the individuality of each of them, makes the formation of personality. At the same time, children are in the team, they learn to interact with each other, build up relationships, creatively solve educational problems together with the teacher.

The model of inclusive education is based on the following social approach - it is necessary to change not by people with disabilities, but by the society and its attitude towards the disabled people. Inclusion is recognized as a more developed, humane and effective system of training and education not only for children with disabilities, but also for healthy students.

It should be recognized that our education is not yet fully ready for the admission of children with disabilities. It is necessary to modernize the environment with the purpose

of its maximum availability for a special child. So, if the child has violations of the musculoskeletal - special technical equipment, lifts, handrails are needed. For children with hearing and vision violations, equipment must be specialized.

There are still a number of unsolved problems and barriers on the way to introduce inclusive education: an incorrect attitude towards children with disabilities; absence of specially prepared pedagogical staff; insufficient material and technical equipment of educational institutions, lack of special devices and training materials for children, as well as methodological benefits for teachers; physical access barrier; strong requirements of the state standard, the introduction of a wide ranged assessment system for the achievement of students will allow to include the children with various lags in the normal development rate in intelligence in the total flow.

At this stage, the main task of the state is to conduct information and educational work among the scientific and pedagogical community and whole society. Creating a regulatory framework, training materials, training of teaching staff, the study of domestic and foreign experience of the introduction of inclusive education will gradually build a competent system of training and education of children with special needs.

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