

Non-Profit Joint-Stock Company "Kazakh National Agrarian Research University"
Regulations of the International Cabinet of Inclusive Education
The Regulations of the Cabinet of Inclusive Education were reviewed and approved
at the meeting of the Department of Agricultural Machinery and Engineering.
Minutes No. 11, dated June 22, 2026.
General Provisions

The "Regulations on the Cabinet of Inclusive Education" (hereinafter referred to as the Regulations) are developed based on "On Approval of the Action Plan", and the "Instruction on the Organization of Integrated (Inclusive) Education for Children with Disabilities" dated March 16, 2009 (No. 4-02-4 / 450), approved by order of the Ministry of Education and Science on December 12, 2011. They are also based on the Development of Methodological Recommendations on the System of Inclusive Pedagogy and the implementation of Methodological Recommendations on Psycho-Pedagogical Support for Children with Disabilities into the practice of educational institutions (Methodological Recommendations. – Astana: Y. Altynsarin National Academy of Education, 2015. - 33 p.); the Development of Models for the Inclusion of Children with Special Needs into the General Educational Process (Methodological Recommendations - Astana: Y. Altynsarin NAS, 2015. - 48 p.); and "Psycho-Pedagogical Support for Children with Special Educational Needs in General Education Schools: Methodological Recommendations" / Eliseeva I.G., Ersarina A.K. - Almaty: NNPC KP, 2019. The document is furthermore developed on the basis of and pursuant to the amendments and additions to Order No. 115 of the Minister of Education and Science of the Republic of Kazakhstan dated April 3, 2013, "On Approval of Standard Curricula for General Education Subjects, Electives, and Optional Courses for General Education Organizations."

These Regulations define the operating procedure of the Cabinet of Inclusive Education based within the Department of Pedagogy and Psychology of the Non-Profit Joint-Stock Company "Kazakh National Agrarian Research University." In accordance with these Regulations, the Center performs the following functions:

- Psycho-pedagogical support for inclusive education;
 - Enhancing the psycho-pedagogical literacy of inclusive education teachers;
 - Psychodiagnostics, psychological counseling, psychological correction, and psychotherapy in inclusive education;
 - Organization of effective leisure time in inclusive education;
 - Organization of summer camps for students with special needs in Kyzylorda jointly with the Trade Union Committee of Education and Science of the Kyzylorda Region and the Student Trade Union Committee;
 - Assisting in internships and subsequent employment of students with special needs;
 - Organization of experience exchange with foreign and domestic specialists and organizations in the field of special and inclusive education.
- Goals and Objectives of the Cabinet of Inclusive Education

The primary goal of the Cabinet of Inclusive Education is to create a favorable educational environment for students with special needs, ensure their full integration into the educational process, and establish conditions for social adaptation, as well as to provide them with correctional-developmental and socio-psychological support.

The Center of Inclusive Education performs the following tasks to strengthen the psychological health of students with special needs:

- Diagnosis of mental processes (cognitive, emotional-volitional) and personal qualities of students with special needs;
- Individual and group counseling for students with special needs;
- Conducting psychocorrectional work and organizing training seminars with students with special needs;
- Improving the quality of communication with students with special needs;
- Implementing methods of trust, persuasion, and self-education for students with special needs;
- Organizing a hotline service for students with special needs;
- Psychological counseling for parents of students with special needs.

In accordance with the tasks of the Cabinet of Inclusive Education, the following activities are carried out:

- Organization of psychological support through socio-psychological training and psychotherapeutic methods;
- Organization of seminars, training workshops, and masterclasses to enhance individual psycho-pedagogical literacy;
- Meetings focused on professional identification and the formation of professional values;
- Dissemination of scientific results of graduation theses, candidate, and doctoral dissertations on the implementation of inclusive education.

3. Fields of Activity of the Cabinet of Inclusive Education:

Psychodiagnostics:

- Computer-based psychodiagnostics; projective techniques;
- Achievement tests; personality questionnaires;
- Tests for researching cognitive and volitional processes;
- Formation of a psychological profile based on the identification of personal resources, development directions, motivation, and core values.

Psychological Correction:

- Correctional-educational; correctional-developmental;
- Prevention of social maladaptation and psychological correction.

Psychological Counseling:

- Formation of the "Self"-concept of students with special needs: self-perception, formation of individual self-esteem, and personal image building;
- Personal growth of students with special needs, development of core psychological capacities and communication skills, and building motivation for change;

- Encouraging students with special needs to improve interpersonal relationships;
- Motivating students with special needs toward professional development.

Psycho-Prophylactic 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 for developing the spiritual values of students with special needs;
- Trainings and programs for developing the communicative competencies of students with special needs.

Psychotherapy Elements Used in Psycho-Pedagogical Support of Inclusive Education at the University:

- Art therapy techniques;
- Fairytale therapy, psychodrama, dance-movement psychotherapy;
- Phototherapy, sand therapy, self-education.

Main Pillars of Work of the Cabinet of Inclusive Education:

- Formation of personal life values;
- Development of the "Self"-concept;
- Development of human mental processes;
- Identifying ways to develop character and volitional qualities;
- Prevention of intrapersonal and interpersonal conflicts;
- Improving emotional regulation techniques;
- Determining directions for strengthening psychological health;
- Formation of psychological and communicative culture of future specialists and higher education institution staff;
- Improving socio-psychological education;
- Organization of socio-psychological trainings aimed at the development of students with special needs, faculty, etc.

Within its scope of activities, the Center of Inclusive Education uses psychodiagnostic work to create an individual's psychological profile and applies psychocorrection (correction) to aspects requiring attention. Relaxation work is organized here to relieve emotional stress and tension. In this regard, specialists in the field of psycho-pedagogical support of inclusive education participate in international, republican, and regional conferences and scientific seminars on topical issues of psycho-pedagogical sciences, engage in international experience exchange, and contribute to joint publications and articles in internationally recognized psycho-pedagogical journals.

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PROGRAM OF THE CABINET OF INCLUSIVE EDUCATION FOR THE 2026-2027 ACADEMIC YEAR

Almaty 2026

The Program of the Cabinet of Inclusive Education for 2022-2023, organized on the

basis of the Department of Pedagogical and Psychological Education and Teaching Methodology of the Korkyt Ata Kyzylorda State University, was developed on the basis of: the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan dated July 27, 2007 "On Education", "On Approval of the Action Plan for Social, Medical, and Pedagogical Correctional Support for Children with Disabilities", "Instructions on the Organization of Integrated (Inclusive) Education for Children with Disabilities" dated March 16, 2009 (No. 4-02-4 / 450) of the RK, and "Methodological Recommendations on Psycho-Pedagogical Support for Children with Disabilities," approved by Order of the Ministry of Education and Science No. 512 dated December 12, 2011. It incorporates principles of inclusive pedagogy and the system of implementation into the practice of educational institutions (Methodological Recommendations. – Astana: Y. Altynsarin National Academy of Education, 2015. - 33 p.); the Development of Models for the Inclusion of Children with Special Needs into the General Educational Process (Methodological Recommendations - Astana: Y. Altynsarin NAS, 2015. - 48 p.); and "Psycho-Pedagogical Support for Children with Special Educational Needs in General Education Schools: Methodological Recommendations" / Eliseeva I.G., Ersarina A.K. - Almaty: NNPC KP, 2019. It is further based on the amendments and additions to Order No. 115 of the Minister of Education and Science of the Republic of Kazakhstan dated April 3, 2013, "On Approval of Standard Curricula for General Education Subjects, Electives, and Optional Courses for General Education Organizations." The program was discussed and approved at the meeting of the Department of Agricultural Machinery and Engineering.