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ТҮЙІН

Қазіргі уақытта Қазақстан Республикасында балық шаруашылығын дамыту өзекті мемлекеттік міндеттердің бірі болып табылады. Бүгінгі таңда, бірінші кезекте, осы сектордың экономикасын дамыту, балық өнімдерінің бәсекеге қабілеттілігін арттыру, импортты алмастыру және оның экспорттық әлеуетін арттыру, сондай-ақ халықтың балықты тұтыну көлемін ұсынылған медициналық нормаларға дейін ұлғайту қажет. Осыған сүйене отырып, балық өсірудің ресурстарды үнемдейтін әдістерін, сондай-ақ оны өндеудің инновациялық технологияларын енгізген жөн.

Мақалада балық өнімдерінің әлеуетті нарығының мониторингі, балық өнімдерін өндіру мен өндеудің негіздемесі және ұсынылатын өнімдерге бәсекелестік талдау берілген.

Ел экономикасына елеулі үлес қосу перспективасымен саланың әлеуеті қосымша жұмыс орындарымен қамтамасыз етуге және балықты терең өндеу кәсіпорындарында қосымша құн жасау есебінен ұқсас өнімнің импортын төмендетуге, сондай-ақ өнім экспортын арттыруға қабілетті. Осылайша, балық өнімдерін тиімді өндеу саланың және жалпы экономиканың дамуына серпін береді.

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Jakupova A.G., senior lecturer, master, <https://orcid.org/0009-0008-7413-8201>

Zhangir Khan West Kazakhstan Agrarian and Technical University, 51, 090009, Zhangir Khan Avenue, Uralsk, Republic of Kazakhstan, aigul_guigaz@mail.ru

FOREIGN PRACTICE OF ORGANIZING INCLUSIVE EDUCATION

Annotation

The issues of inclusive education are relevant for many countries, and the qualitative implementation of inclusion principles requires a combination of many fundamental elements, such as conceptualization of approaches to the implementation of inclusion principles in a particular country, taking into account the specifics of its development and local characteristics, as well as ensuring the

interaction of state bodies to implement a unified state policy for the successful development of inclusion in education.

Every year the number of students in need of special learning conditions is constantly growing. To solve this problem, inclusive groups are created. The main purpose of such a group is socialization and integration in the broad aspect of understanding of students with disabilities in society.

Inclusive education, apart from solving educational problems, contributes more to the quality of life in the society.

Supporting the idea of inclusive education, realizing the implementation of inclusive practices, educational institutions work in an innovative mode.

At the same time, one of the important tasks is to create a sustainable, developing, effectively functioning system of psychological and pedagogical support of inclusive education in educational institutions of various types and kinds. And this can be achieved by analyzing the rich experience of organizing inclusive education in foreign countries

Key words: *inclusive education, higher education, special needs, disability, higher education institution, professional competencies*

Introduction. Inclusive or inclusive education is a term that is used to describe the learning process of individuals with special needs. Inclusive education is based on a worldview that excludes any discrimination of learners, ensures that all people are treated equally and at the same time creates special conditions for students who have special educational needs.

Inclusive education is a process of development of modern education, which implies accessibility of education for all, in terms of adaptation to the different needs of all groups of consumers of educational services.

Materials and methods of research. Analysis of domestic and foreign scientific literature, foreign experience in the organization of inclusive education in the system of higher education.

Theoretical basis of the study are the works and results of fundamental and applied research of domestic and foreign scientists in this direction.

Results and discussion. One of the important components of the effectiveness of the implementation of inclusive education in the system of higher education is the staffing of the educational process with professional trained teachers. They should possess the necessary professional competencies and skills to organize training of students with disabilities. They should also have the ability to build an individual and differentiated approach to them in accordance with the peculiarities of their psychophysical development.

Involvement of students with disabilities in the educational process of higher education inevitably leads to increased demands on the activities of teachers, the expansion of their functional responsibilities, changes in professionally significant and personal characteristics. This is highlighted in the World Report on Disability: "...the training of special educators is crucial to the development of inclusive education" [1].

In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, special emphasis is placed on improving the qualifications of teachers (hereinafter - teaching staff) of universities to work with students with disabilities [2].

Foreign experience in the organization of inclusive education has been declared since the seventies of the twentieth century, carrying out the development and implementation of normative-legal acts that allow the most use the possibility of higher education for persons with disabilities.

In the 1990s, in the U.S. and European countries there were a number of publications devoted to the problem of social activism of adults with disabilities and advocates of their rights, which contributed to the popularization of the ideas of inclusive education) [3]. It is logical that today in most foreign countries there is a consensus on the importance of integrating people with disabilities. For them, institutions of the educational system are allocated funds from the state budget and, undoubtedly, the number of such students should have an upward trend.

As noted in the report of the Organization for Economic Cooperation and Development (OECD) "Disability and Higher Education" that "... access to higher education for people with disabilities is no longer a utopia", the results of studies in such developed countries as France, Canada, Switzerland, Germany, Great Britain, etc. are cited. For example, in Sweden, the number of students with

disabilities in universities from 2009 to 2017 increased by 125%, in France this indicator almost doubled in 7 years (from 2009 to 2017) and amounted to 7029 in 2017 (against 3601 in 2009)" [4].

The topic of higher education and the situation of people with disabilities is an object of special attention in South Korea, which is considered in various aspects - historical, sociological, pedagogical, cultural and others. For an absolute understanding of the situation in South Korea in the field of education for people with disabilities, the research of Choi Kook Hwang plays an important role, as this author in his works conducts a comprehensive analysis of the nature of attitudes towards people with disabilities in society and specifically in the student environment [5].

In 1997, the South Korean government enacted the Special Education Promotion Act. In 2007, the Act on Special Education for Disabled Persons (Act on Special Education for Disabled Persons) was enacted in addition to the Act. This law provided the legal basis for major modifications in higher education. The Act prohibits colleges and universities from discriminating against persons with disabilities and denying them admission. It further declares the obligation of university presidents to organize and operate "Special support committees to assist students with disabilities (Special support committee) at universities" in higher education institutions with a large number of students with disabilities. The purpose of these committees and centers is to guarantee access to education, basic technology and study assistance. However, if the university does not have the necessary number of students with disabilities to organize a committee or center, the university can organize a team or appoint those responsible for working with this contingent of students [6].

Within the framework of the law, since 2005 the government has been opening Special Education Support Centers. Consequently, education can be provided regardless of whether students are educated in an institution or at home.

The current objectives of the state policy in the field of education are reflected in the 5-year Plan for the Development of Special Education, and they are both to support special and integrated education and to respond quickly to the changing needs of society. The main merit of the South Korean government, in our opinion, is not only the establishment of a legal framework, but also the adoption of adequate and timely measures for the successful implementation of laws in practice. Since 1994, South Korea has had a State Institute for Special Education, which directs research on special education and works to raise public awareness of the needs of people with disabilities.

There are cases where people with disabilities are perceived through the lens of disability. For example, a survey of experts in Taiwan showed three perspectives on inclusive education: 10 out of 25 experts support the view that education is a miniature society, and since students with disabilities will have to live in this society, inclusive education is essential and necessary. The second most popular administrative view, held by eight experts, is that inclusive education should be available only to students with high intelligence and advanced abilities. This view is expressed by local and national government officials and they use the terms inclusive and integrated education interchangeably. Critical disability advocates who support the principles of equality and accessibility are in the minority [7].

German law ensures that all applicants have an equal chance of obtaining a higher education, regardless of their physical condition. For example, German students with disabilities can expect to receive special assistance, and the costs of such assistance are borne by the state social services. A disabled student in need of assistance is provided with a personal assistant for a certain number of hours per month, who performs various types of work: helping with literature searches or writing semester papers. Often the role of an assistant is performed by students of the same university or young people who perform alternative service at the university. For blind students, assistants read aloud educational literature, for the hearing impaired they take notes from lectures, and for students with mobility problems they help them to move around the university. In addition, students with physical and other disabilities often have the right to extend the deadline for semester papers, to substitute written exams for oral exams or vice versa, and to take exams on an individual basis [8].

Studying the Russian experience, it is worth noting that there is quite a successful experience of training students with disabilities. According to the authors V.D. Bayramov, A.V. Gerasimov, A.V. Tyurin, for several decades the education of persons with hearing, vision and locomotor disorders has been carried out. Among them are Bauman Moscow State Technical University, Moscow Pedagogical State University, Herzen Russian State Pedagogical University, and others. A.I. Herzen Russian State Pedagogical University, etc. The Novosibirsk State National Research University, which has been

working on the system of inclusive education since 2000, has a successful experience of teaching students with disabilities. In the Russian Federation, 18 universities teach students with disabilities in special groups.

At present, four main directions of higher education institutions' activity in this sector have been established: special departments in universities, specialized universities for disabled people, centers for admission of disabled people to higher education institutions, and centers for psychological and pedagogical assistance to disabled students as they study at universities. This circumstance requires the creation of conditions in each higher education institution to create unimpeded access and training for persons with disabilities. At the same time, most vocational education institutions today are not ready to accept and train people with disabilities, both in terms of the availability of material and technical conditions for training, and psychological, medical and pedagogical support for these students, and in terms of staffing for this activity. Few institutions have created conditions for unhindered access for people with disabilities in accordance with the requirements of federal legislation. Only a few institutions have created conditions for unimpeded access for people with disabilities in accordance with the requirements of federal legislation.

The authors also note the insufficiency of personnel activities, i.e., untrained teachers, lack of special staff-coordinators [9].

Developing the idea of the need for a variety of ways of support and different strategies for organizing inclusive education, American researchers V. Volonino, N. Volonino, N. Zigmond offer several options for joint education. These authors believe that the success of inclusion is ensured by:

- providing students with disabilities with a specially trained teacher and, if necessary, an assistant accompanying these students;
- "separate learning spaces" in which students with disabilities can move from one instructor to another in order to master different educational areas;
- "parallel instruction," which requires faculty members to collaboratively plan educational activities. However, teachers determine their own strategy for working with each group of students, depending on the presence or absence of developmental disabilities;
- "alternative teaching," which allows for intensive instruction of students with disabilities with fewer students per instructor while another instructor works with a larger group;
- "team teaching," in which teachers who teach individual classes alternate [10].

The experience of training teachers to teach students with disabilities in Luleå (Sweden) shows that the main values for teachers are integration, participation, potential and ability to support self-esteem, and these components are identified as interdependent elements and core values of the learning process, which, in our opinion, deserves special attention. The previously practiced societal culture of subordination towards people with disabilities in Sweden has been critically analyzed, resulting in the identification of integration, participation, capacity and the ability to support self-esteem as core values for the development of course content.

Of particular value for solving the problem of our study is the experience of conducting professional development courses on inclusive education at the University of Vienna (Republic of Austria). For example, on July 1-9, 2015 on the basis of this university were held courses on the theme: "Inclusive education in international comparison". The main reports, the content of which revealed various aspects of the problem of inclusive education, were: "Teaching from within and inclusion", "Diversity and inclusion", "New program for inclusion in Austria, teacher training", "Taking into account deaf learners at the university" and others. In the process of training teachers.

English teachers R. Bond and E. Castagnera note that the success of inclusive education is achieved through the use of a variety of ways of pedagogical support and accompaniment of students with disabilities. According to the authors, not only teachers, but also students with normal psychophysical development should participate in providing such support, which is commonly referred to as Class-Wide Peer Tutoring (CWPT) and cross-age tutoring [11]. "Tutoring over a group" assumes that any student can become a tutor for a while. Educators describe four types of attitudes that contribute to effective support and interaction in the group: demanding, accepting, refusing, and helping. In turn, "cross-age tutoring" consists in the fact that the role of a chaperone is given to an older student [11].

Conclusion. Kazakhstan, having ratified a number of international documents that ensure the rights of citizens to access to quality education, is obliged to take measures to fulfill the principles of

inclusive education. The legislation of the Republic of Kazakhstan in accordance with the fundamental international documents in the field of education provides for the principle of equal rights to education for members of our society, including the child population. At present, inclusive education is part of the state policy that ensures the guarantee of children's rights to learn according to their wishes and abilities, including children with special educational needs. In general, education should ensure "painless" inclusion of children with special educational needs in the educational process. There should be no infringement of rights on the basis of their physical or other developmental disabilities, family status, ethnicity and other differences. The system should provide a comfortable environment for learning, development and integration into social life. However, the absence in the country of a single document of realization of inclusive education has led to the formation of a wrong understanding of the essence of inclusive education. In Kazakhstan there is still unpreparedness of teachers and society as a whole to accept the principles of inclusive education, especially in relation to children who have different psychophysical disorders, including persons with disabilities.

At the same time, when implementing inclusive education in Kazakhstan, it is necessary to take into account the effective experience of foreign countries, the use by foreign teachers of different forms of joint teaching and pedagogical support for children with disabilities

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ТҮЙІН

Инклюзивті білім беру мәселелері көптеген елдер үшін өзекті болып табылады және инклюзивтік қағидаттарды сапалы жүзеге асыру үшін белгілі бір елде инклюзивтік принциптерді жүзеге асыру тәсілдерін концептуалдау сияқты көптеген іргелі элементтердің үйлесімі қажет. , оның даму ерекшеліктерін және жергілікті ерекшеліктерін ескере отырып, сондай-ақ білім берудегі инклюзияны табысты дамыту үшін бірыңғай мемлекеттік саясатты іске асыруда мемлекеттік органдардың өзара іс-қимылын қамтамасыз ету. Жыл сайын ерекше оқу жағдайларын қажет ететін студенттердің саны үнемі өсіп келеді. Бұл мәселені шешу үшін инклюзивті топтар құрылуда. Мұндай топтың негізгі мақсаты – мүмкіндігі шектеулі студенттерді қоғамда түсінудің кең аспектісінде әлеуметтену және интеграция.

Инклюзивті білім беру білім беру саласындағы мәселелерді шешумен қатар, қоғам өмірінің сапасын арттыруға көп ықпал етеді.

Инклюзивті білім беру идеясын қолдап, инклюзивті тәжірибені енгізе отырып, білім беру мекемелері инновациялық режимде жұмыс істейді.

Бұл ретте әр түрдегі және типтегі білім беру ұйымдарында инклюзивті білім беруді психологиялық-педагогикалық қолдаудың тұрақты, дамып келе жатқан, тиімді жұмыс істейтін жүйесін құру міндеті маңызды міндеттердің бірі болып табылады. Ал бұған шет елдердегі инклюзивті білім беруді ұйымдастырудың бай тәжірибесін талдау арқылы қол жеткізуге болады.

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Мизамова Г.Н., аға оқытушы, <https://orcid.org/0000-0002-1012-9700>

«Жәңгір хан атындағы Батыс Қазақстан аграрлық-техникалық университеті» КеАҚ, Орал қаласы, Жәңгір хан көшесі 51, 090009, Қазақстан mizamgul@mail.ru

Mizamova G.N., senior lecturer, <https://orcid.org/0000-0002-1012-9700>

NJSC «West Kazakhstan Agrarian and Technical University named after Zhangir khan», Uralsk, st. Zhangir khan 51, 090009, Kazakhstan, mizamgul@mail.ru

АҚПАРАТТЫҚ - КОММУНИКАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ОҚЫТУШЫЛЫҚ ҚЫЗМЕТ ПЕН БІЛІМ БЕРУ ПРОЦЕСІНЕ ИНТЕГРАЦИЯЛАУ INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO TEACHING ACTIVITIES AND THE EDUCATIONAL PROCESS

Түйін

Мақала ақпараттық-коммуникациялық технологиялардың (АКТ) білім беру процесіне әсерін талдауға арналған. Технология үнемі дамып, өмірдің барлық салаларына еніп отырған қазіргі әлемде АКТ оқыту процесі мен әдістеріне айтарлықтай өзгерістер енгізе алатын білім берудің маңызды элементіне айналууда. Мақалада АКТ-ны оқу бағдарламаларына, әсіресе білім беру процестерін жаһандық цифрландыру контекстінде біріктіруге байланысты артықшылықтар мен сын-қатерлер қарастырылған. Талдау ғылыми зерттеулердің кең шолуына және әртүрлі елдердің білім беру мекемелерінде АКТ-ны қолданудың практикалық тәжірибесіне негізделген. Оқу процесіне неғұрлым белсенді тарту және оқытуды жекелеңдіру есебінен білім алушылардың мотивациясын арттыру және білім беру нәтижелерін жақсарту мәселелеріне басты назар аударып, АКТ-ны тиімді қолдану білім беру ресурстарына қолжетімділікті едәуір жақсарту алатынын, білім алушылардың сыни ойлауы мен аналитикалық дағдыларын дамытуға ықпал ететінін атап кетуге болады. Дегенмен, АКТ-ны білім беру жүйесіне сәтті интеграциялау үшін еңсеру қажет техникалық және педагогикалық қиындықтарға, соның ішінде оқытушылардың жеткіліксіз дайындығы мен инфрақұрылымдық шектеулерге қатысты мәселелерге назар аударылуы керек деген тұжырым жасалынды.

ANNOTATION

The article is devoted to analyzing the impact of information and communication technologies (ICT) on the educational process. In today's world, where technology is constantly evolving and penetrating all aspects of life, ICT is becoming an important element of education, promising significant changes in teaching and learning methods. The benefits and challenges of integrating ICT into the curriculum are examined, especially in the context of the global digitalization of educational processes. The analysis is based on an extensive review of research and practical experience of ICT use in educational institutions in different countries. The main focus is on enhancing student motivation and learning outcomes through increased engagement and personalization of learning. Research findings show that effective use of ICT can significantly improve access to educational resources, critical thinking and analytical skills of students. However, the article also draws attention to the technical and pedagogical challenges that need to be overcome to successfully integrate ICT