



# Modern approaches and prospects for inclusive education development



**Жумабеков Асхат Советханович**

Doctoral PhD student (Education) at the Faculty of Education and Psychology in Finland,  
Head of Physics Department, Physics teacher,  
“Nazarbayev Intellectual School in Semey” Branch of AEO “Nazarbayev Intellectual Schools”  
Graduate of the International “Bolashak” Scholarship of the President of the Republic of Kazakhstan



Child's self-confidence

Communication with peers

Up-bringing to the responsiveness of the ordinary people, humanization of society

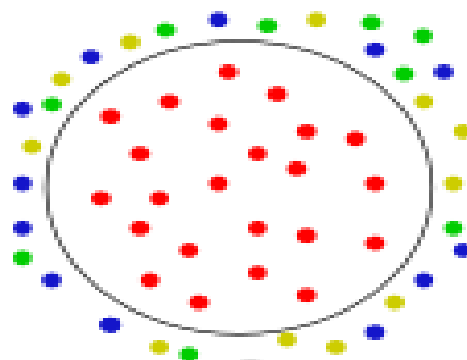
Adaptation and integration into the society

full education

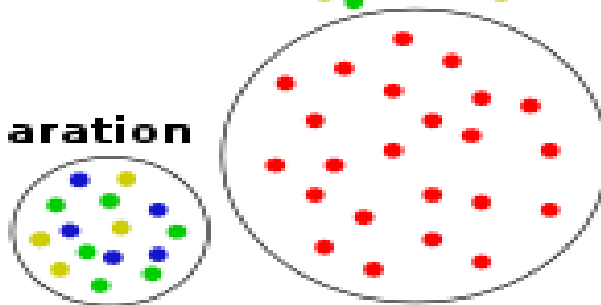
Understanding of the problems of people with disabilities, improving the social system

Inclusive teaching

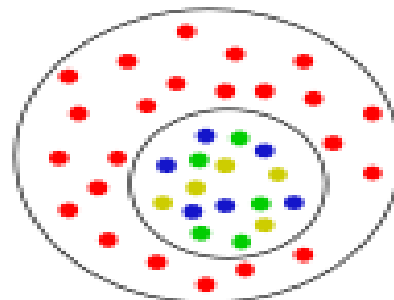
**Exklusion**



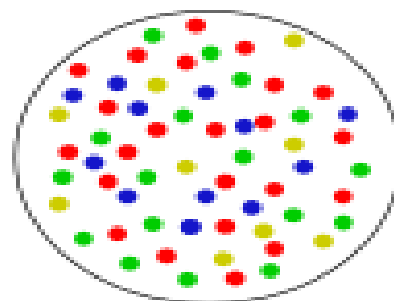
**Separation**



**Integration**



**Inklusion**





# Huhtasuon Yhtenäiskoulu



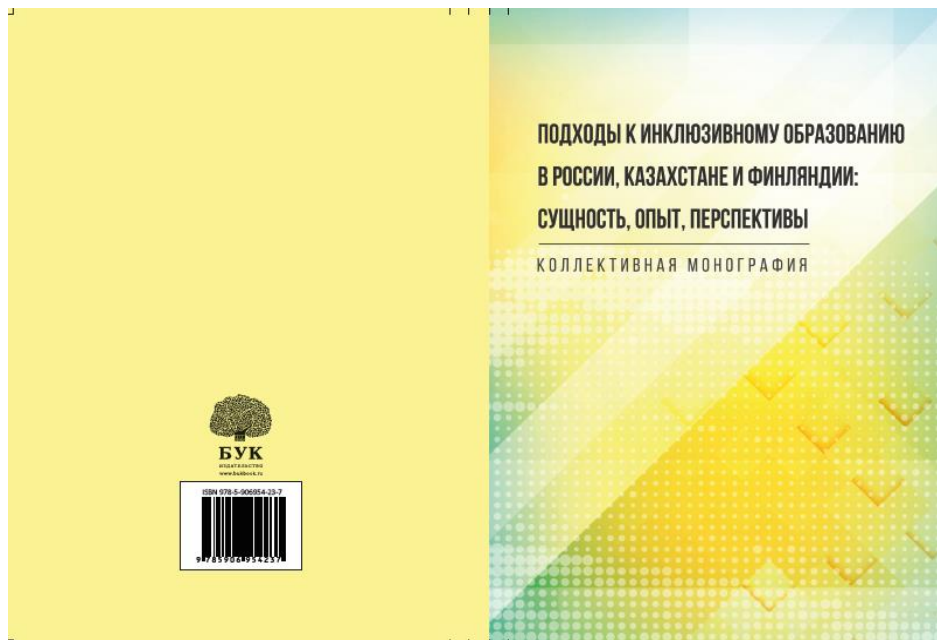
I have been working in this direction since 2016, since I started my study in Finland as part of the International “Bolashak” Scholarship of the President of the Republic of Kazakhstan.

# Valteri Onerva Mäki school



PROJEKTUUTISET

We have prepared and published a monograph with colleagues and scientists from Finland and Russia (“Inclusive education approaches in Russia, Kazakhstan and Finland: the essence, experience, and prospects” published in the Russian Book Chamber, in the Book Chamber of the National Library of Germany).



**Collective monograph: «Inclusive education approaches in Russia, Kazakhstan and Finland: the essence, experience, and prospects», 2017.**

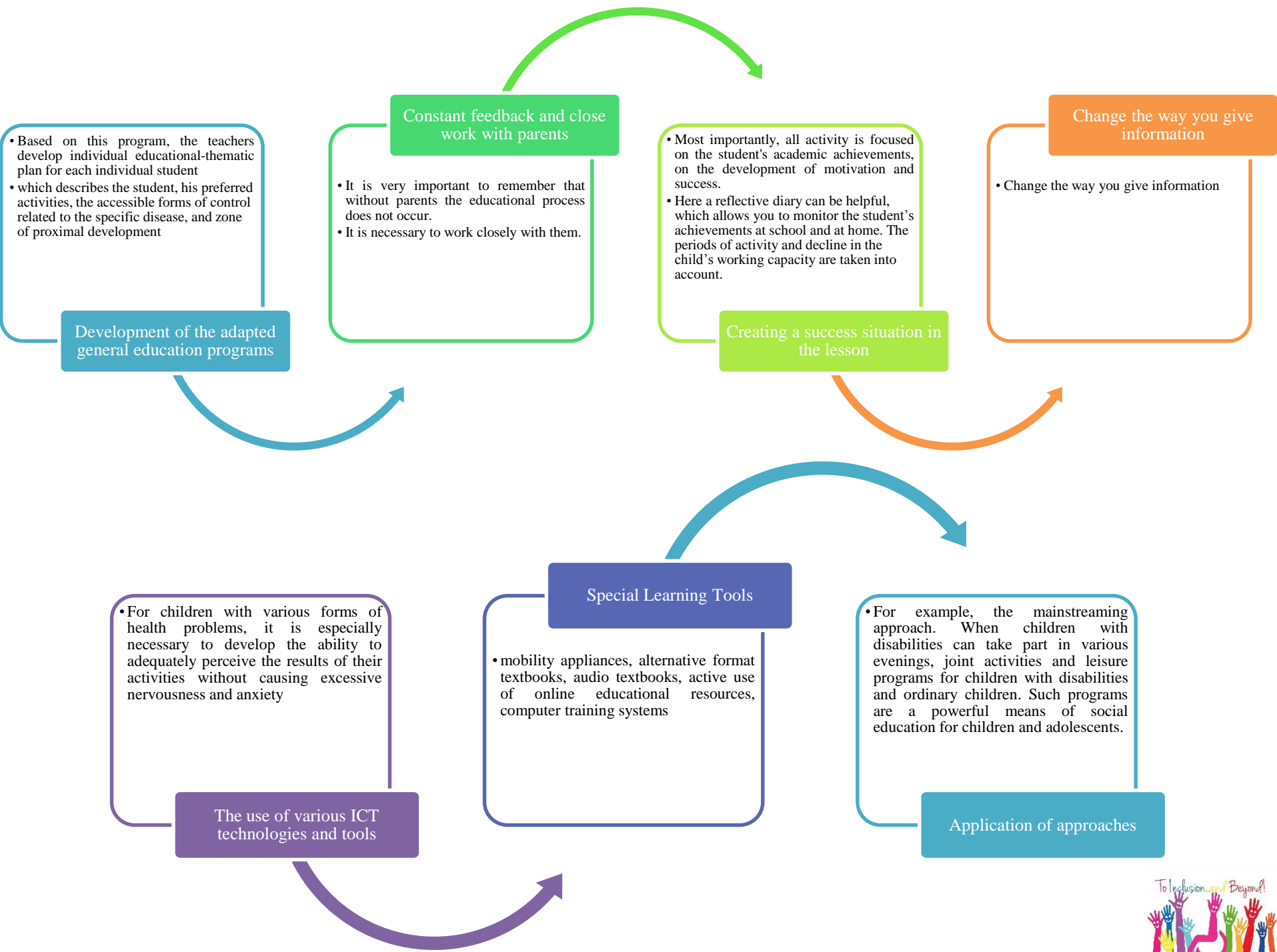
This is a collection of work experience devoted to the approaches in inclusive education, the basic methods of working with disabled children and monitoring their development and performance.



# 3D modeling of a unique school for the integration of children with special needs in society

*How to educate children with special education needs?*







Disadvantages	Advantages
<p><b>The development of important personal competencies:</b></p> <ul style="list-style-type: none"> <li>• <b>social (communicative, caring, flexible);</b></li> <li>• <b>problem solving skills;</b></li> <li>• <b>goal-setting skill;</b></li> <li>• <b>independence;</b></li> <li>• <b>confidence;</b></li> <li>• <b>self esteem</b></li> </ul>	<p>Limited time frame</p>
<p><b>The development of empathy - the ability to put oneself in one's shoes, to understand the feelings, desires, ideas and actions of another unintentionally.</b></p>	<p>Formality</p>
	<p>Dissatisfaction with peer relationships</p>



Unfortunately, the methodology for teaching children with special needs in Kazakhstan does not always meet the spirit of the times. The state education standards do not provide for an adequate assessment of the success of disabled children. They need to be reviewed and a more flexible system need to be created that takes into account the individual characteristics of children.

**The society is not ready to implement such a learning strategy.**

**Teacher training**

**Changing the teaching methods, re-equipping the technical base**



**The goal is the creation and development of a unique school that allows educating and integrating “special children” into society. The developed school is also aimed at developing the students' everyday skills. As I have stated above, these detailed aspects will be given in an individual educational and thematic plan for each individual student.**





## 3D MODEL OF OUR SCHOOL

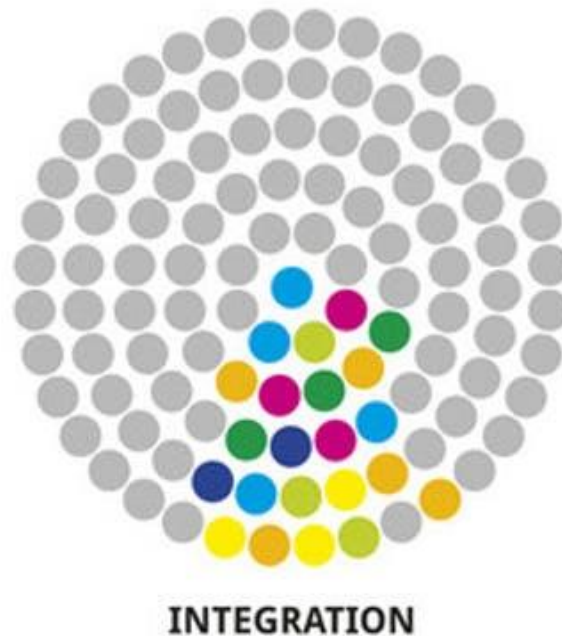
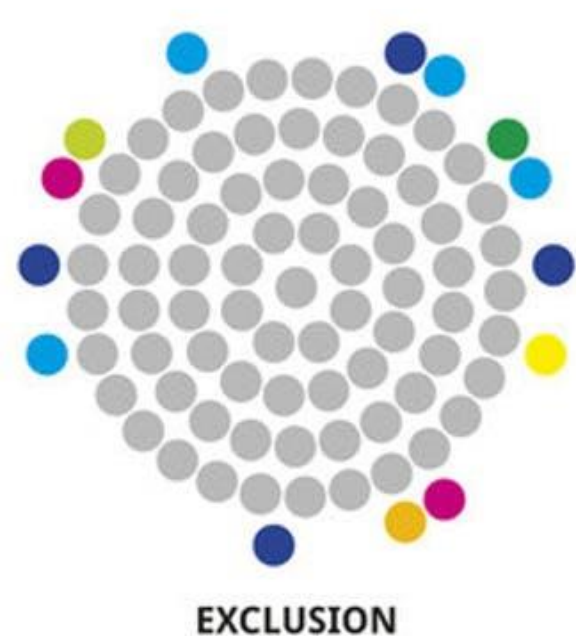


## **Tasks of modeling:**

- 1. Conduct a survey on the integration of "special children" in the educational environment.**
- 2. To develop a 3D model of the school for the integrated education of children with special educational needs.**
- 3. Provide special opportunities for disabled children for comfortable learning.**



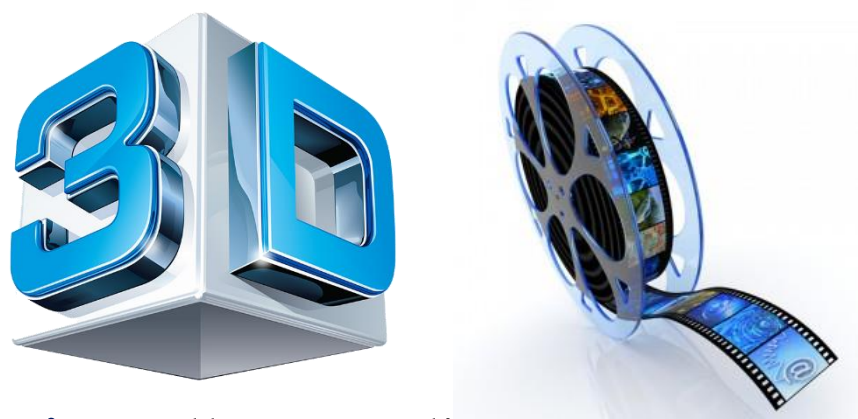
It is no secret that according to the UN and PISA studies, the education index in Finland is one of the highest in the world. This country is unique in that everyone has the right to study and work. In all educational institutions of the country, all conditions are created for disabled people to study with ordinary people. Thus, from school, the society is instilled with an equal treatment of people with disabilities.





Projektoutis



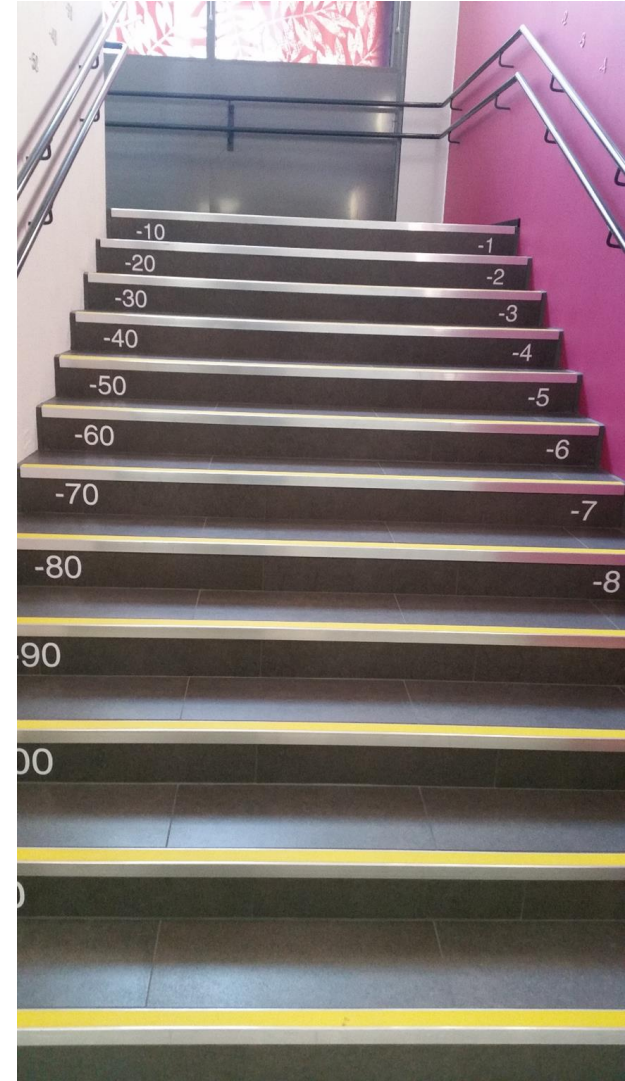


**Inclusive education** allows a disabled person to feel like a full member of society, find their path and become useful to others.

Those who do not belong to the category of disabled people together with these children receive education, and learn mercy, tolerance, diversity, understand the needs and opportunities, learn to overcome selfishness, and form a positive attitude towards the world.








→ Hallinto

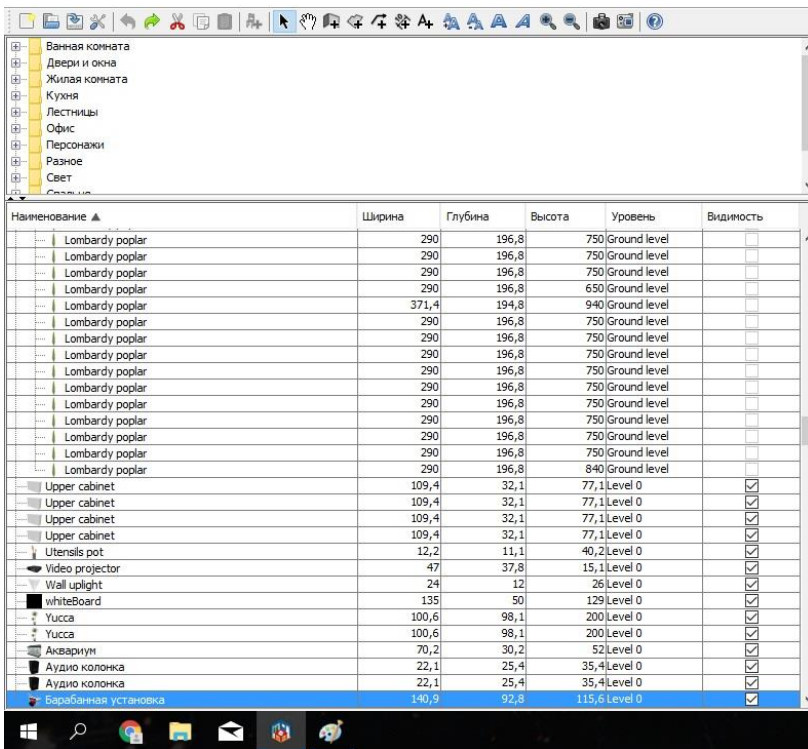
→ Liikuntasali 

→ Uimahalli 

→ Käsiyötilat 



# 3D school modeling taking into account the mathematical calculations and materials in the program

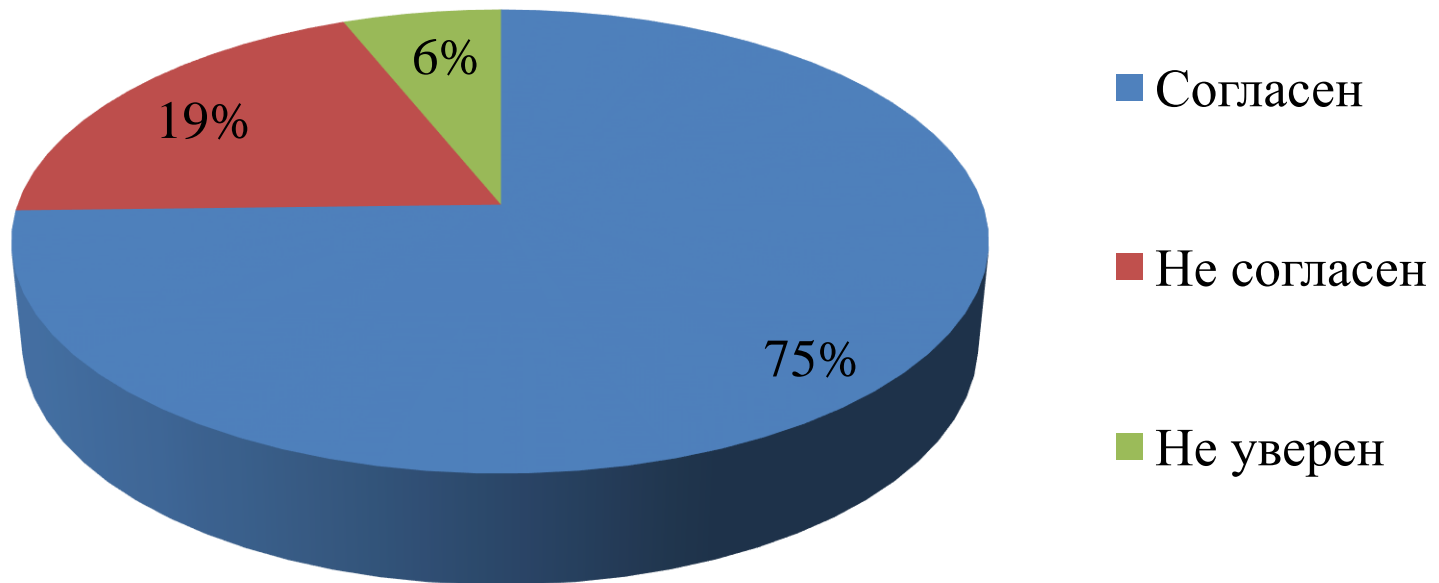


The scientific internship in Finland served as the basis for creating a 3D model of a unique school for all, which has no analogues in the Republic of Kazakhstan.

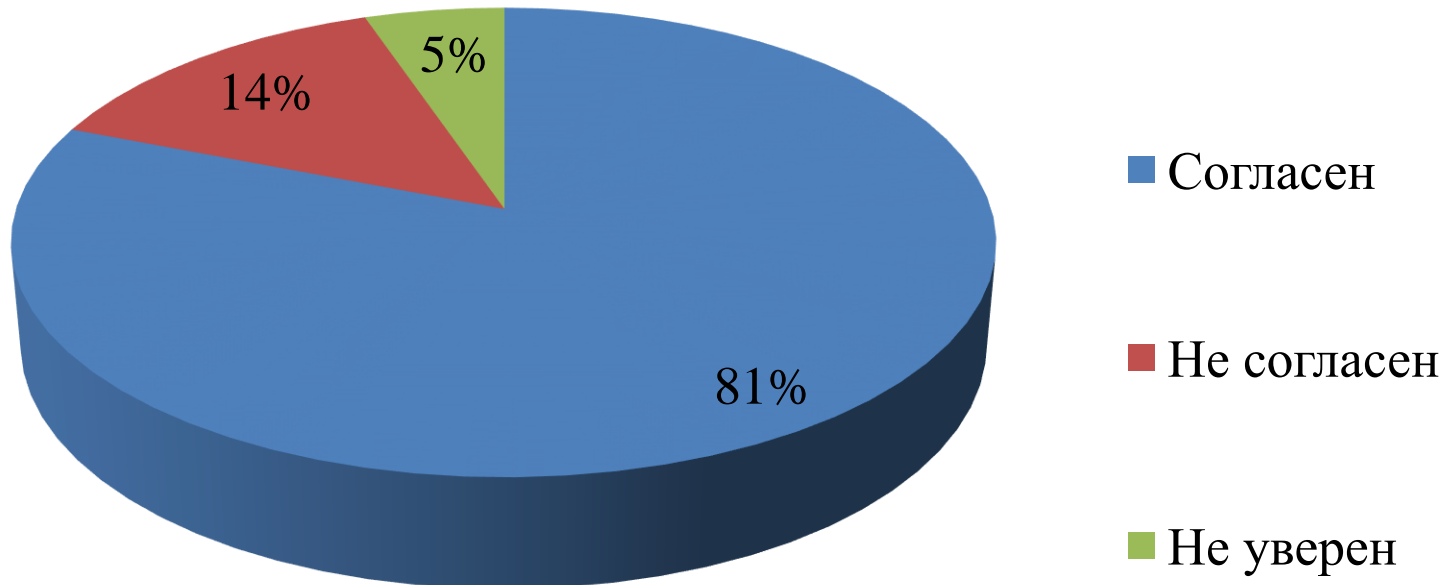
**It is aimed at children from the age of 6-7 to 13-15 years.**

The parameters and characteristics of this 3D model can be implemented and used in practice.

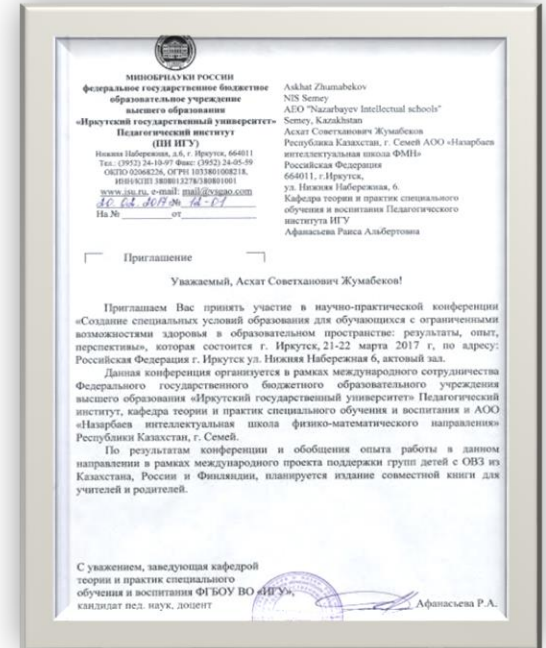
## Do you agree with the integration of disabled children in regular schools?



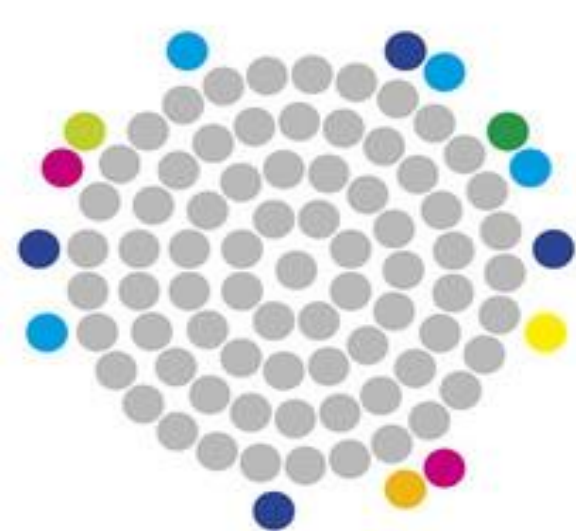
## Are you ready to sit in the same class with a disabled child?



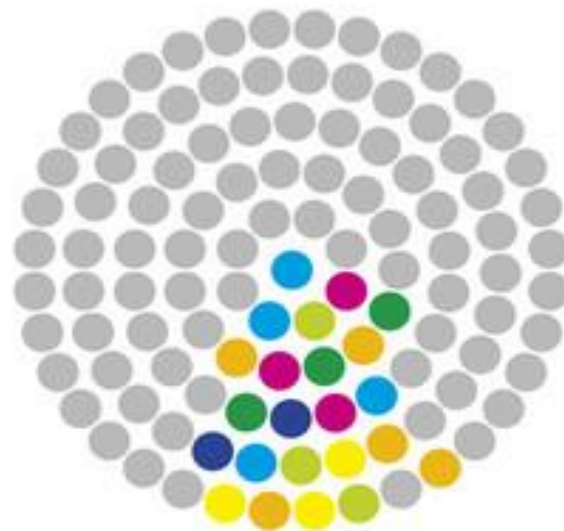
# International cooperation



# The path to inclusive education



**EXCLUSION**



**INTEGRATION**



**INCLUSION**

**Thanks for your attention!**

