

Қазақстан Республикасы
Мәдениет және ақпарат министрлігі
«Құрманғазы атындағы Қазақ
ұлттық консерваториясы»
Республикалық мемлекеттік
мекемесі



RSI «Kurmangazy Kazakh National
Conservatory»
Ministry of Culture and Information of
the Republic of Kazakhstan

ЕРЕЖЕ

PROGRAM

24.04.2024

дата

No. D-01-24

Алматы қ.

Almaty

Approved
By the decision of the Academic Council
RSI «Kurmangazy Kazakh
National Conservatory»
Ministry of Culture and Information
of the Republic of Kazakhstan
Chairman AC N. Ashirov
Minutes № March 2024 of the year

**PROGRAM OF SOCIO-PSYCHOLOGICAL SUPPORT FOR STUDENTS
WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS AT
KURMANGAZY KAZAKH NATIONAL CONSERVATORY**

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1. GENERAL PROVISIONS

The present program defines and regulates organizational and social-psychological support of education of persons with disabilities and special educational needs (SEN) of the Republican State Institution “Kurmangazy Kazakh National Conservatory” of the Committee of Culture of the Ministry of Culture and Information of the Republic of Kazakhstan (hereinafter - Conservatory), as well as determines the activities and measures that ensure barrier-free higher professional education of the specified category of students, reflects the basis of socio-psychological support for inclusive professional education of persons with disabilities and special educational needs.

In modern conditions of higher professional education (HPE) in the transition to new state standards of education, the need for inclusive inclusion, integration into the educational process of young people with disabilities (disabled people) has become especially relevant. Social-psychological support of the Conservatory can make a significant contribution to the support of inclusive education, primarily in the provision of social-psychological and rehabilitative assistance and support to students with disabilities and students with special educational needs throughout the period of study at the university. Social-psychological support for all categories of students in the Conservatory provides the creation of conditions for increasing adaptive capabilities, autonomy and social activity, promoting the development of intellectual processes, revealing creative potential, formation of students' values. Students with SEN in development more difficult than healthy students pass the period of adaptation to the educational process.

In this regard, there is a need to familiarize with the available methodological materials, as well as to analyze specific social and pedagogical information about the composition of students with disabilities of the Conservatory, some data of medical and psychological diagnostics. The Conservatory's educational programs in general take into account the peculiarities of education of persons with disabilities and SEN. The Conservatory administration, teachers and supervisors have now attended professional development courses and are familiarized with the medical and psychological peculiarities of development and education of students with disabilities, which in turn is aimed at solving the problems of maladaptation of education of persons with disabilities at the Conservatory.

Thus, the next stage after monitoring will be educational work with supervisors (edvisors) and representatives of faculties involved in work with disabled people in order to actively include them in rehabilitation activities. The educational readiness of an individual for professional activity is the result of a series of stages the student goes through during their studies at the Conservatory. In the early years, young people are introduced to the new environment of conservatory education. The skills they develop in adapting to this environment will not only contribute to their successful academic activities but also lay the foundation for adapting to future professional work.

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Support for students with disabilities and students with special educational needs is understood as a multifaceted approach achieved through the combined efforts of all university specialists.

The main areas of work in the program for students with disabilities and students with special educational needs are schematically presented in Figure 1 [page 8] of this program.

2. NORMATIVE REFERENCES

2.1 Main legal and regulatory documents governing the socio-psychological support of inclusive education and the provision of psychological assistance and support to students with disabilities and special educational needs (SEN):

2.2 International Legislation:

- Universal Declaration of Human Rights (1948)
- World Declaration on Education for All (1990)
- Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)
- Salamanca Statement: Principles, Policy, and Practice in the Education of Children with Special Educational Needs (1994)
- Dakar Framework for Action: Education for All (2000)
- UN Convention on the Rights of Persons with Disabilities (2006)

2.3 Legislative Framework of the Republic of Kazakhstan:

- Law "On Education" of the Republic of Kazakhstan, dated July 27, 2007 (with amendments and additions)
- Law of the Republic of Kazakhstan "On Social Protection of Persons with Disabilities in the Republic of Kazakhstan," dated April 13, 2005, No. 39
- Law of the Republic of Kazakhstan "On Education," dated July 27, 2007, No. 319-III
- Law "On Special Social Services"
- Law "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Inclusive Education," President of the Republic of Kazakhstan Kassym-Jomart Tokayev, June 26, 2021

2.4 Subordinate Legislation:

- Law of the Republic of Kazakhstan dated November 13, 2015, No. 398-V "On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan Regarding Education"
- Rules for Organizing the Educational Process Based on the Credit System. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 152, dated April 20, 2011 (with amendments and additions)
- Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 595, dated October 30, 2018 (with amendments and additions)
- Roadmap for the Development of Inclusive Education, Ministry of Education and Science

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- National Plan for Ensuring the Rights and Improving the Quality of Life of Persons with Disabilities in the Republic of Kazakhstan until 2025. Resolution of the Government of the Republic of Kazakhstan No. 326, dated May 28, 2019
- Orders and directives from the Conservatory management.

2.5 Structural Units of the University Providing Assistance in Socio-Psychological Support for Participants in the Educational Process:

- Student Club "Kamkor"
- Medical Staff of the Conservatory Health Center
- Departments (Academic Group Curators)
- Faculties (Deans)
- Department for Work with Students and Graduates
- Career Center
- Admissions Office of the Conservatory
- Information Department of the Conservatory
- Research and Innovation Support Center of the Conservatory

3. KEY TERMS AND DEFINITIONS

3.1 This Program uses terms and definitions derived from the regulatory documents upon which it is based. The most significant concepts include:

3.2 Persons (students) with limited health capabilities – individuals who experience permanent or temporary difficulties in accessing education due to health conditions, and who require special general education programs and additional educational programs (Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, No. 319-III);

3.3 Inclusive education – a process that ensures equal access to education for all students, taking into account special educational needs and individual capabilities (Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, No. 319-III);

3.4 Disability – a person who has a health condition resulting in a persistent disorder of bodily functions due to diseases, injuries (wounds, trauma, concussions), their consequences, or defects, which leads to limitations in daily activities and the need for social protection (Law of the Republic of Kazakhstan "On Social Protection of Persons with Disabilities in the Republic of Kazakhstan" dated April 13, 2005, No. 39);

3.5 Disability – the degree of limitation of a person's daily activities as a result of a health condition causing a persistent disorder of bodily functions (Law of the Republic of Kazakhstan "On Social Protection of Persons with Disabilities in the Republic of Kazakhstan" dated April 13, 2005, No. 39).

The terms "person with a disability" and "person with special educational needs" (hereafter referred to as a student with a disability) in this document refer to individuals who possess official documents confirming their disability in accordance with the legislation of the Republic of Kazakhstan or a certificate from the State Medical and Social Expertise Service confirming special educational

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needs. It also includes the possibility of education for students with disabilities at the Conservatory, as indicated in the educational program.

4. PROGRAM GOAL AND OBJECTIVES

The Conservatory's activities in educating persons with disabilities and special educational needs (SEN) are regulated by local documents: this Program, the Regulations, as well as specific provisions in the normative local acts of the Conservatory, among others.

4.1 The goal of the program is to create an optimal educational environment at the Conservatory that supports the development of the personality of students with disabilities and students with special educational needs (SEN), enhancing their general cultural competencies as future specialists, and assisting in the adaptation of this group of students to the educational and developmental process during their studies at the Conservatory, taking into account their medical, psychological, and pedagogical features. The preparation of students for future professional activity in their chosen field of study.

The Conservatory has adopted and is implementing the regulations on socio-psychological support for participants in the educational process for 2023-2024. Most of the tasks of these regulations are also relevant for working with students with disabilities, so the current program includes more specific tasks.

4.2 To achieve the stated goal, the following tasks must be addressed:

- Creating conditions for effective interaction among all participants in the support process for students with disabilities.
- Monitoring the current medical, psychological, and social condition of students with disabilities in the Conservatory's academic groups. Studying issues related to adaptation and socialization of this group.
- Creating conditions for the maximum integration of students with disabilities into the academic environment, fostering a positive attitude toward themselves, their studies, and others.
- Forming a positive attitude toward students with disabilities among students without disabilities.
- Taking into account the limitations of students with disabilities by faculty in the organization of the educational process.
- Ensuring an accessible environment for students with disabilities.
- Conducting training sessions and workshops to reduce neuroticism and anxiety, and to assist in boosting self-esteem, self-confidence, and professional development of students.
- Regular interaction with the Admissions Office to identify and support students with disabilities, ensuring ongoing monitoring of the number and composition of students with disabilities admitted to the Conservatory.
- Assisting in the adaptation of students with disabilities, particularly first-year students, to the educational process.

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- Providing methodological assistance to academic group curators for identifying and updating work with students with disabilities. Introducing the basics of adaptive pedagogy.
- Supporting the intellectual initiative and development of creativity among students with disabilities.
- Interacting with the administration of the Conservatory's dormitory to ensure successful adaptation of students.
- Involving qualified specialists in the field of rehabilitation services to inform students with disabilities about their benefits, the services available to them, and motivating them to access the services they are entitled to by law.
- Engaging students with disabilities in active participation in the student council of the Conservatory or faculty.

5. MAIN DIRECTIONS OF SOCIO-PSYCHOLOGICAL SUPPORT OF STUDENTS WITH DISABILITIES AND SEN

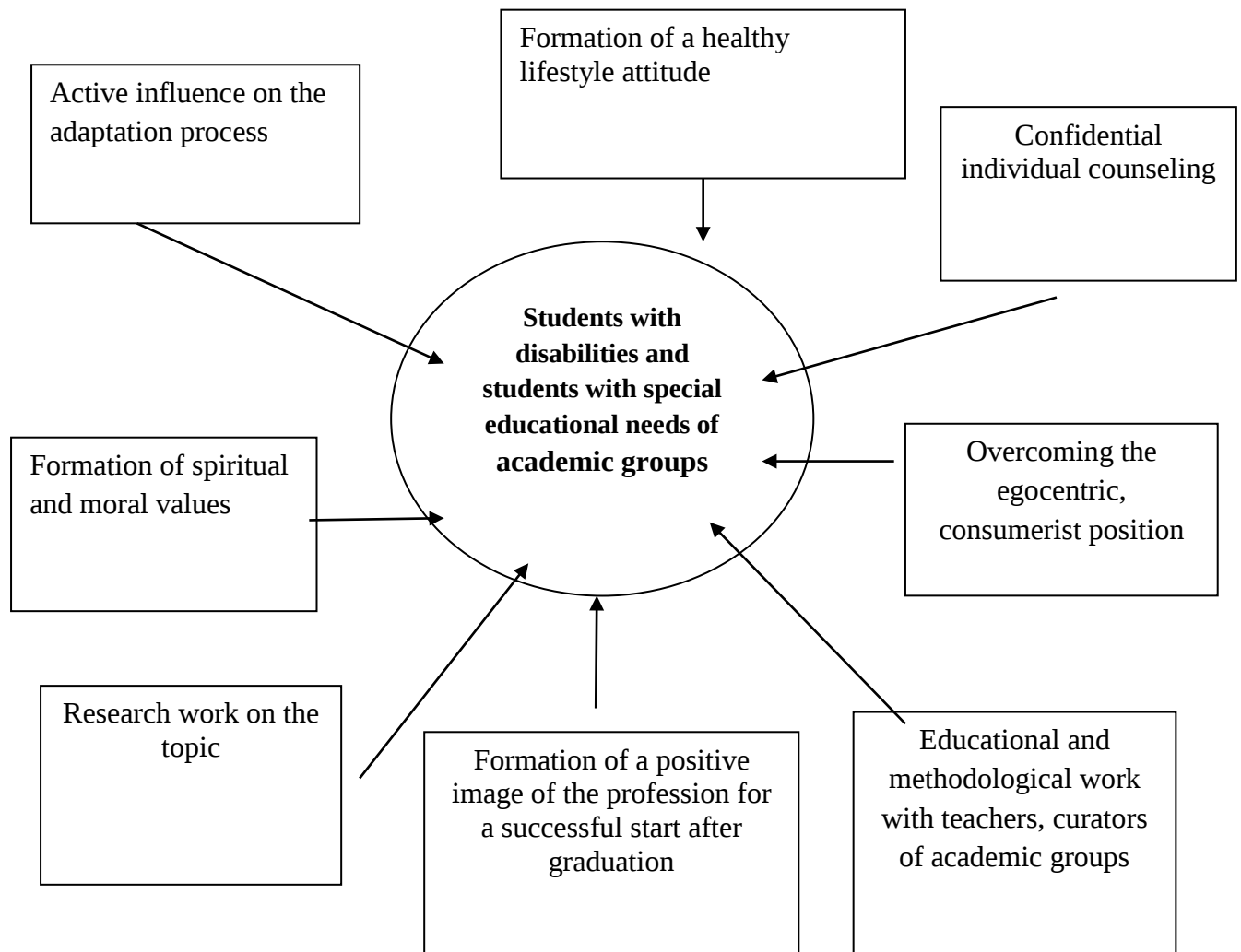
For students with disabilities and special educational needs (SEN), it is crucial from the very beginning to immerse themselves in an environment that promotes a healthy lifestyle and encourages active participation in the following:

- Shaping a clear understanding of their professional prospects and ways to achieve them;
- Fostering a positive attitude toward themselves, their activities, and the people around them;
- Stimulating processes of self-development and personal growth.

Main Areas of Work with Students with Disabilities and Special Educational Needs at the Conservatory

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Figure 1



6. PROGRAM ACTIVITIES

6.1 The program activities should make maximum use of the opportunities of the social macro- and microenvironment in achieving the potential of the student with disabilities and special educational needs for their own development. It is a well-known fact that people with special educational needs have unusually highly developed other, preserved functions as compensation. To achieve the goal and solve the tasks of psychological and pedagogical support for all participants in the educational process during the 2023-2024 academic year, it is necessary to implement the following activities:

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**7. PLAN OF WORK OF THE CABINET OF SOCIAL-PSYCHOLOGICAL
SUPPORT AND INCLUSIVE EDUCATION WITH STUDENTS WITH
DISABILITIES AND OOP for the academic year 2023-2024**

Table 1

№	Planned activities	Expected results	Responsible
I. Psychodiagnostic work			
1	Study of personal files of students with special educational needs	Creation of a database of students in need of individual social and psychological support	Psychologist
2	Diagnostics of professional interests and inclinations of students in years 1-4.	Supporting SEN students in preparation for exams	Psychologist, curators, teachers
3	Testing students' psychological readiness to take exams	Supporting SEN students in preparation for exams	Psychologist, curators
4	Preparation for diagnostic, corrective and developmental, educational activities, individual and group consultations, processing of diagnostic and monitoring results.	Implementation of psychological support for students with special educational needs	Psychologist
5	Compilation of a new list of students with disabilities for the 2023-24 academic year	Filling the database of students with SEN	Psychologist
II. Correctional and developmental work			
1	Group and individual correctional and developmental classes for students with low levels of adaptation	Increasing motivation. Relieving anxiety in first-year students of the SEN. Increasing stress resistance and self-confidence.	Psychologist
2	Group discussions with students in preparation for final exams	Formation of communication skills and development of mental cognitive processes	Psychologist, curators, teachers
3	Creation and revision of developmental and correctional programs for	Optimization of activities in social and psychological support	Psychologist, curators, teachers

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	students with special educational needs.		
4	Studying new special literature, replenishing the database of normative documentation, psychodiagnostic, preventive and developmental methods for working with students with special educational needs	Improving the professional competence of the psychologist, curators, and the material and technical equipment of the office	Psychologist
III. Educational and preventive work			
1	Prevention of associative behavior with the basics of legal knowledge "Don't take away tomorrow from yourself or I am the strategist of my life."	Participation of students with special educational needs (inclusive). Prevention of offenses among students with special educational needs.	Psychologist, law teachers
2	Preventive work to reduce aggression and develop a tolerant attitude "We know how to communicate without aggression"	Participation of students with special educational needs (inclusive). Reducing the level of aggression in students through teaching constructive communication skills	Psychologist, curators
3	Meeting with curators	Awareness of curators and teachers about methods and ways of supporting OOP students during the adaptation period	Psychologist, curators, teachers
4	Development of recommendations for the Conservatory (based on current support issues and the results of diagnostics of students with special educational needs)	Improving the psychological competence of curators	Psychologist
5	Participation in seminars, conferences	Improving professional competence when working with OOP	Psychologist, curators, teachers

		students	
IV. Advisory work			
1	Individual consultations with students with special educational needs	Individual consultations with students with special educational needs	Psychologist
2	Filling in logs of events carried out, preparing reports on work	Accounting and analysis of the activities of social and psychological support	Psychologist
V. Social and informational work			
3	Recommendations for curators and teachers working with OOP	Psychological support and education.	Psychologist, curators, teachers

8. EXPECTED RESULTS OF THE PROGRAM IMPLEMENTATION

- Improving the comfort of studying for students with disabilities and special educational needs throughout their entire period of study at the Conservatory.
- Developing in students with disabilities and special educational needs a sufficient sense of self-confidence at the professional start (increasing self-esteem with each subsequent year of the program implementation);
- Fostering high social activity, aspiration for personal development, creative activity, bringing these indicators to the level of average values for the sample of activists of the Conservatory student council and faculty;
 - a. Improving the quality of mastery of leading professional and general cultural competencies to the average level of the academic group in which the training takes place;
 - b. Improving the level of socio-psychological adaptation in society and the university of students with disabilities and special educational needs by 50% compared to the initial level (beginning of the program implementation).

9. APPROVAL AND AMENDMENT PROCEDURE

This program shall be put into effect after approval by the management of the Conservatory, from the date of approval.

9.1 Order No. __ dated _____202__

9.2 This program is an internal regulatory document of the Conservatory. Copying, duplicating and transferring this document in whole or in part without written permission from the management of the Conservatory is prohibited.

9.3 An electronic version of this document may be provided to external parties or regulatory authorities only in a copy-protected format.

10. CONCLUSION

10.1 All changes and additions that arise in the course of work may be made to this Program by the management of the Conservatory based on the decision of the Academic Council of the Conservatory and approved by the Rector of the Conservatory.

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CHANGE SHEET

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FAMILIARIZATION SHEET

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