
ЗАГАЛЬНІ ПИТАННЯ КОРЕКЦІЙНОЇ ПЕДАГОГІКИ І СПЕЦІАЛЬНОЇ ПСИХОЛОГІЇ

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Г. Абдулаєва
Г. Толебєєва

ІСТОРІЯ ТА ТЕНДЕНЦІЇ РОЗВИТКУ СПЕЦІАЛЬНОЇ ОСВІТИ РЕСПУБЛІКИ КАЗАХСТАН

Стаття присвячена історії і тенденціям розвитку спеціальної освіти в Республіці Казахстан. Описаний підхід до навчання і виховання дітей з особливими потребами, представлений процес формування і розширення мережа спеціально-корекційних закладів для дітей з особливими освітніми потребами.

Ключові слова: спеціальна освіта, особи з обмеженими можливостями, діти з порушеним розвитком, проблеми психічного розвитку та інші.

Статья посвящена истории и тенденциям развития специального образования в Республике Казахстан, описан подход к обучению и воспитанию детей с особыми образовательными возможностями, представлен процесс формирования и расширения сети специальных коррекционных учреждений для детей с особыми образовательными возможностями.

Ключевые слова: специальное образование, лица с ограниченными возможностями, детей с отклонениями в развитии, с особыми образовательными возможностями, проблемами психического развития и другие.

Preconditions for occurrence of the system of rendering assistance to children with the limited possibilities in **Kazakhstan** have been put in pawn in 20th years of last century. 1918 year is a starting point in development special education in Republic. The questions, concerning the abnormal childhood, began to dare at the state level.

The network of special correctional establishments for children with special educational requirements has gradually started to be formed.

In 1921 were opening the first special children's homes for mentally retarded and deaf-and-dumb children in Orenburg. They were unable capture

all requirements, nevertheless, their appearance - an important landmark in vocational education development of the republic.

In 1922 has been opened the children's home for defective children in province of Akmola. Totally by the 1st June of 1922 in KSSR it has been created and worked 5 children's homes for defective children with the general contingent of 169 people. It is necessary to notice; that in an initial stage of formation of special training of children with the limited possibilities in Kazakhstan it was better to put work with deaf people. In republic since 1920 there was a special representative from RSFSR, promoting the solution of the questions connected with training and employment of deaf children and adults. The account of deaf persons is carried out. In a number of cities (Alma-Ata, Semipalatinsk, Kustanai) have been created the small enterprises on which adult deaf people worked. Search of profiles of labor preparation of deaf persons according to their potential possibilities was conducted.

As to blind children, they were taken out to child care centers of RSFSR where were allocated 35 places for Kazakhstan.

In 1925 according to new administrative division capital of Kazakhstan has been transferred from Orenburg to Kyzyl-orda owing to what special children's homes for children with infringements in the development, were in Orenburg, have passed to RSFSR. From now, in the absence of special establishments for children with lacks of development in territory of Kazakhstan the help to them appears outside of republic: in cities of RSFSR and Tashkent [1].

Thus, preconditions for occurrence of system of special training and education of abnormal children in Kazakhstan have been put in pawn in 20th years of the last century.

The big role in development of business formation and education activity of the advanced people of that time as a whole has played. The first step on rendering assistance to children with the limited possibilities was carried out by an example of the organizations work in RSFSR.

To the first organizational actions having historical value, necessary to carry: the begun work on revealing of persons with lacks of development; placing of children with special educational requirements for establishments of the general type; opening of two special children's homes for mentally retarded and deaf-and-dumb children.

For the first time in the history of Kazakhstan children with lacks of intellectual and physical development have been captured by the special teaching and educational establishments, which steels a place of their preparation for an independent life. A policy of the state in relation to children with the expressed deviation in intellectual physical development becomes a state policy part in relation to children with the expressed deviations in intellectual and physical development.

The system of the vocational education providing creation of a network of educational institutions, in which, children with the limited possibilities being trained were isolated from a society. As a result the boarding school becomes leading type of special educational institution. Getting to a special boarding school, the child isolated from a family, from normally developing contemporaries and generally from a society. Children with the limited possibilities were closed in the special environment in which the vocational education was carried out. The primary goal under the relation to all categories of children with special educational requirements organizers of national education put educational citizens of society. Offering assistance to children with infringement in development began to be considered as a nation-wide problem.

In Kazakhstan the decision on introduction of general compulsory education of children with special requirements is accepted in 1931.

Improvement of training people with a hearing disorder appreciably was promoted by formation of the Kazakh regional department of the All-Russia society of deaf-mutes in 1932. Also, this period concerns the creation of the Kazakh society of the blind. From first days of existence, the big attention was given by the organizations of the account of deaf and blind people PLAITS.

Since 1931-1932 two special schools for deaf and blind children have begun work in republic.

In 1937 school children's homes for deaf children have started to operate in Semipalatinsk, Aktyubinsk, Uralsk, Karaganda, and special school for deaf children in Kustanai. In 1938 the material resources of the first schools have a little improved, the elementary school of the blind has been transformed to incomplete high school. Schools of the reading and writing for adult deaf and blind are created. Despite appreciable expansion of a network special establishment, the considerable quantity of abnormal children in a number of areas continued to remain out of school, in child care centers of the general type, social security houses.

According to statistical data, by the beginning of 1940-1941, 33 special establishments for abnormal persons with coverage of 3,4 thousand pupils were in Kazakhstan. About 50 % of all budget of republic made annual expenses for education [2].

With the Great Patriotic War beginning (1941-1945.) work on development and perfection of school business in Kazakhstan has been broken; all work of schools has been reconstructed on a military harmony. Children with deviations in development, as well as their normal contemporaries, continued to study, they not only used the right to free training, but also were on full state maintenance.

Under the decision of the Soviet government evacuation in deep back of all types of schools and children's homes from the occupied and front

areas has begun summer of 1941. To Kazakhstan 174 children's homes with the general with the general contingent 3740 have been evacuated. So, in connection with arrival of schools for blind children, in the Karaganda area the boarding school for blind pupils has been opened; to Kyzyl-Ordinskoj areas the children's home of name Molotova for the mentally retarded children who have arrived from Odessa will be organized; in Dzhabul'sky area there has begun work Gridovsky school of the blind children evacuated also from Odessa; the mentally retarded children who have arrived from the Voronezh area have taken places in Turkestani area, the South Kazakhstan area. Deaf-and-dumb children have been directed to the South Kazakhstan area arrived of the Rostov area also. Kazakhstan has accepted 848 abnormal children from Kharkov, Kiev, Moscow, Kursk and other areas of RSFSR. The question on a condition and activity of the evacuated child care centers repeatedly was discussed at session SNK of the Kazakh Soviet Socialist Republic. SNK KazSSR has accepted a number of the decisions directed on improvement of position of children's homes and special schools: "About a condition of children's homes and republic boarding schools" (from December, 31st, 1941), "About a condition of the evacuated children's homes and boarding schools in republic and struggle against homelessness among children" (from March, 3rd, 1942), "About improvement of work of children's homes" (on April, 1st 1943).

Despite all complexities of the wartime, the struggle begun per 30-years for realization of general education of children with infringements in development, in Kazakhstan did not stop. Pedagogical collectives of the evacuated schools in the work organization were guided "by Position about boarding schools for children of the school age who has arrived from other areas", published NKP RSFSR. To the evacuated children's homes part-time farms for the account of redistribution of part-time farms of local child care centers have been allocated. 1 2 state farms have been attached to each child care centre as patronage for material aid rendering.

The great value was given to expansion of a network of industrial practice workshops at schools, children's homes, to development of part-time farms, the organization of participation of children in agricultural work. At special schools of republic work of workshops has been organized: sewing, knitted, shoe, metalwork, joiner's and others. For example, in Chielinsky children's home of deaf-mutes 4 workshops worked: sewing, knitted, shoe, metalwork [3].

The Council of National Commissioners, understanding importance of labour preparation of children with infringement in development in the conditions of a wartime, has obliged Executive committee a regional council of deputies of workers to provide selection and a direction of qualified workers of corresponding trades for work in workshops of children's homes as instructors and masters on labour training. At the initiative of department

of children's homes Narkomprosa at special schools of republic for the purpose of improvement of quality of labour training and education of children with infringements in development, improvement of quality of labour training and education of children with intelligence infringement, increase of professional level were organized seminars - practical works for tutors and instructors of labour training.

1946-1970 were for republic years of qualitative transformation of special school for children with special requirements as simultaneously with expansion of a network of special establishments, for children questions of deepening and differentiation of schools were solved with various infringements in development, searches of ways of perfection of the maintenance of training of children with special educational requirements, their preparation for work and a life in a society were conducted. The network of special schools in 1945-1946 educational year has made: auxiliary boarding schools-1, boarding schools for blind children-1, the network of boarding schools for deaf-and-dumb children began to extend. In republic in 1949-1950 educational year was available over 900 children with infringements of development of school age. From this quantity of children with infringements in development at special schools boarding schools 600 children have been captured by special training only. For the decision of a problem of full coverage of all children requiring special training Ministerial council KazSSR petitioned before Ministerial council of the USSR for additional opening of 1 boarding school for blind children on 100 persons in Uralsk and 2 boarding school on 100 persons for deaf-mutes in Kustanai and Karaganda. According to the order of the Ministry of Public Education of republic "About differentiation of a network of special schools for deaf-and-dumb children" (1949) special groups for hard of hearing and late become deaf children began to be created [2].

Long time without the specialized help in republic there were children with speech infringement. On August, 15th, 1949 the decision of Ministerial council of the USSR, concerning the named category of children and served by the beginning for creation of the help deaf-and-dumb children were accepted.

In reply to the given decision in Kazakhstan, in particular, in to Alma-Ata the account of children with speech infringements has been organized, as a result in elementary schools 407 pupils with speech infringements have been revealed. Letters are sent to all areas of republic with the requirement to inform on presence of children with infringements of speech and possibilities of opening of logaoedic points. However, only from Pavlodar the message that together with the question on opening in the regional centre of logaoedic point is studied has arrived. In other areas the question on the account of children with a speech pathology long remained opened.

The decision "About a condition and measures to improvement of training of deaf-and-dumb, blind and mentally retarded children" (1955) promoted opening of the first preschool groups at boarding schools preschool groups, for example, have been opened at the Chimkent school of deaf-mutes, Turkestani auxiliary school, Semipalatinsk school of deaf-and-dumb children. The first specialized kindergartens have been opened only in the sixties in Alma-Ata. It is 1 kindergarten for deaf-and-dumb and stammering children and 1 kindergarten for mentally retarded children.

In 1961 the republic Ministerial council has accepted the decision by which the organization of logaoedic points was provided. According to the order of Ministerial council of republic from June, 16th, 1967 logaoedic points began to open at comprehensive schools. Coverage of requiring children has increased. In 1967 35 logaoedic points with coverage of 2 639 persons operated. In 1968 it was planned to open 15 logaoedic points in addition. In Alma-Ata during this period 19 logaoedic points functioned at comprehensive schools. The beginning of 1969-70 1 school for children with heavy infringements of speech operated, in it 216 persons were trained [1].

Long time special schools of republic worked under out-of-date curricula and programs. At many schools there were no programs of labour training. In 50th years Ministry of Public Education KazSSR has received and began to introduce the new curriculum for auxiliary schools. At schools of RSFSR this plan has been entered in 1945-46 educational year. In 1963-64 educational year special schools of republic have finished transition to new curricula and programs. For the further development of the theory and practice of special pedagogic the important role scientific conference on questions of reorganization of the special school, taken place in 1959 in to Moscow has played. Before special schools problems of maintenance of an all-around development physical and mental faculties of abnormal children were put; workings out of wider list of specialties and definition of most effective of them for various categories of abnormal children; establishments of organic interrelation between labour, technical and vocational training; communication and theory strengthening's and practice.

In Kazakhstan of 1960-1970th years were characterized by appreciable growth of a network of special schools, educational institutions for various categories of children with the limited possibilities. Thus, during the period with 1946 for 1970th years there is a restoration and constant expansion of a network of special schools, their qualitative transformation expressed in differentiation of schools, change of their structure and increase in terms of training. Increases children with various kinds of infringements of development by special training. Increases children with various kinds of infringements of development by special training. During the considered period following types of establishments function: Schools for deaf and children hard of hearing, schools for blind children, auxiliary schools,

logaedic offices and points for children with infringements of speech, school for children with heavy infringements of speech, school for children with infringements of the impellent device. For a complete set of classes at special schools essentially-great value rendered the medico-pedagogical commissions (1969). Activization of activity regional MPC has allowed to reveal a significant amount of children with the limited possibilities of the school and preschool age, not captured by special training and education. During the period since 1960 on 1970 in Republic special schools active work on perfection of educational process as there was a question with shots was conducted. In 1970 in to Alma-Ata at Institute of perfection of teachers the defect logy office is created. Till 1975-76 shots of experts dialectologists prepared for Republic behind its limits. Necessity of opening of own faculty has been dictated by growth of the differentiated network of special correctional establishments for children with the limited possibilities of development. Since 1975-76 at the Kazakh pedagogical institute of name Abai preparation dialectologists with qualification assignment "the Teacher and the logaedics of auxiliary school" has begun.

Since 1984 defect logical shots the Karaganda pedagogical institute has started to carry out preparation. In connection with increase in number of children with deviations in development, and also for perfection of diagnostic work of educational bodies by the Decision of the Cabinet of the USSR from 08.12. 1991г. And by the joint order of Ministry of Health RK and Ministry of Education RK from July, 6th, 1993 in Kazakhstan there is begun creation of operating psychology-pedagogical consultations.

By 1992 in Kazakhstan 126 special schools of eight types functioned. To 2010 in republic 37 special kindergartens and 240 special groups in the preschool education organizations where receive educational services about 10 thousand children with the limited possibilities of preschool age operate.

For satisfaction of special educational requirements of children of school age the differentiated network consisting from 101 special (correctional) school/boarding school where 16143 pupils are trained operates. Besides, in 1098 comprehensive schools special classes 8506 pupils are trained.

Training of children in the correctional special organizations of formation is conducted in the Kazakh and Russian languages. From 16143 children with the limited possibilities in development 4673 that makes 26 %, study in the Kazakh language [2].

According to the Republic Law "About social and medico-pedagogical correctional support of children with the limited possibilities" (2002) gets development the differentiated network of the special organizations of education: 56 psychology-medico-pedagogical consultations, 123 offices of psychology-pedagogical correction, 15 rehabilitation centers and 345 logaedic points operate.

Acceptance in 1992 at support of the Ministry of Education of the decision of Cabinet RK from 31.03.1992 "About the organization of the Republican scientifically-practical centre of social adaptation and is professional-labour rehabilitation of children and teenagers with defects of intellectual or physical development" was one of ways of the decision of serious problems in vocational education system. With activity of the given centre possibilities for studying of foreign experience of training of children with various infringements in development that has allowed domestic experts to reconsider the organization of system and the maintenance of the vocational education of sovereign Kazakhstan have opened [1].

In 2007 experts of scientific research institute of the National scientifically-practical centre of correctional pedagogic had been developed 16 programs of training of children with the limited possibilities of school age, 6 programs of preschool correctional training and 5 academic-methodical grants. The developed programming-methodical materials correspond to requirements activity the approach, differentiation and an individualization of the maintenance of formation according to informative possibilities of children.

Education and training of children with the limited possibilities – a difficult social and pedagogical problem. Its decision serves the purposes of preparation of these children according to their possibilities by an independent, active, socially useful life. Children with deviations in development – difficult and various group. Various anomalies of development on – to a miscellaneous are reflected in formation of social communications of children, on their informative possibility and labour activity[4].

Researchers *M.A.Vlasova and M.S.Pevzner*, ("to the Teacher about children with deviations in development" - M, 1967) allocate six groups of children with deviations in development [3].

O.N. Usanova ("children with problems of mental development" - M, 1995) allocates three groups [5]:

Most often in practical activities of experts *B.P. Puzanova, V.A. Lapshina's* classification is applied. In *V.A.Lapshina, B.P.Puzanova's* monography of "a defect logy Basis" (M, 1990) the following classification of children with development infringements is resulted:

1 group – children with touch infringements (a hearing disorder and sight).

2 group – mentally retarded and children with a delay of mental development.

3 group – children with heavy infringements of speech.

4 group – children with infringements impellent system.

5 group – children with the complex (combined) defects of development.

6 group - children with deformed (or disharmonious) development.

Considering a question on a condition of quantity of children with the limited possibilities in Republic for October, 2009 from 4. 657.000 children since a birth till 18 years of 147. 679 persons have those or other deviations in psychophysical development: they are children with the limited possibilities in development. They make 3,2 % from an aggregate number of children's population. According to republican psychology-medico-pedagogical consultation, from total of children consisting on the account:

- 25,7 % - children with a delay of mental development; ,
- 16,4 % - children with intellectual backwardness;
- 21,3 % - with speech infringements;
- 10,1 % - children with sight infringement;
- 12,9 % - with infringements of the impellent device;
- 6,3 % - children with a hearing disorder;
- 1,2 % - with behavioural frustration;
- 0,003 % suffering deaf and dumb [4].

Kazakhstan is included into number 45 of the countries of the world which have the special legislations protecting the rights of persons with limited possibilities of health. Ratification by Republic Kazakhstan "Conventions on the rights of the child" (1994) accurately has designated the rights "defective in the intellectual or physical relation of children" for a high-grade and worthy life.

Socially – the economic transformations which have begun in Kazakhstan in 90 th of XX century, were an incitement to qualitative updating of an education system on the basis of democratization and humanization principles. The Republic Kazakhstan law "About social and medico – pedagogical correctional support of children with the limited possibilities" (2002) became a starting point in the decision of problems of the vocational education at qualitatively new level [6].

The state guarantees in a sphere of education of persons with the limited possibilities are fixed by Laws PK "About formation", "About social and medico-pedagogical correctional support of children with the limited possibilities". In law PK "About formation" it is said, that the state provides to citizens with the limited possibilities in development of a condition for reception of formation by them, infringement corrections in development and social adaptation, and also the right of parents of a choice of the organization of formation taking into account desire, individual propensities and features of the child is fixed. As a whole the purpose and problems of development of the Kazakhstan formation are accurately designated in the Government program "the Development of education in Republic Kazakhstan for 2005-2010" [7].

In Kazakhstan the approach to a problem of studying, training and education of children carries complex– pedagogical character. Forms, methods social, pedagogical, correctional support of children with deviating

development are defined by Law PK "About social and pedagogical correctional support of children with the limited possibilities" (2002г). According to the Republic Kazakhstan Law "About social and medico-pedagogical correctional support of children with the limited possibilities"(2002)"complex support of this category of children is carried out in following directions: the treatment-and-prophylactic help; revealing of children with the limited possibilities and diagnostics of psychophysical infringements; early development of children, preschool education and training; school education; is professional-labour training, social support; personnel maintenance.

Complex character of support defines types of the special organisations of the formation operating in territory of republic:

- 1) the correctional organisations of a preschool education and education;
- 2) the correctional educational organisations;
- 3) the correctional organisations of initial professional and average vocational training;
- 4) the special organisations of formation;
- 5) the special organisations of formation for children-orphans and children who have remained without care of parents, with the limited possibilities [8].

The modern condition of training of children with the limited possibilities in comprehensive schools demands system engineering of organizational-pedagogical conditions of inclusion of children with the limited possibilities in general educational process. For today, at a sight of scientists of Kazakhstan following organizational-pedagogical conditions of inclusion of children with the limited possibilities in general educational process are necessary:

1. Maintenance of the state support of inclusion of children with the limited possibilities in general educational process.
2. Maintenance of early pedagogical support of children with the limited possibilities.
3. Resource maintenance of inclusion of children with the limited possibilities.
4. Maintenance of receipt (transition) of children with the limited possibilities in comprehensive schools.
5. Definition of forms of the organisation of training of children with the limited possibilities in a comprehensive school.
6. Maintenance of special psihologo-pedagogical support of inclusion of children with the limited possibilities in general educational process.
7. Monitoring of educational achievements of results of inclusion of children with the limited possibilities in general educational process [9].

According to the republic current legislation the concept of supporting training, creation of a situation of success is realised, functionality of formed knowledge amplifies, use of the focused technologies is provided. In republic for reception of a quality education of children with the limited possibilities a priority direction is early revealing of infringements of psychophysical development of children and the organisation of pedagogical work at as much as possible early stage. For early involving of children with the limited possibilities in system of early intervention and a preschool education within the limits of realisation of the Government program of a development of education for 2005-2010 opening of 380 offices of correction and of inclusive formations is provided. The network of new kinds of the special organisations of the formation, called to give complex pedagogical support to children and their parents from year to year increases. Typical special general educational curriculums which consider features of infringements of psychophysical development are developed and create conditions for training

Today dictates necessity of development inclusion formations. For formation of children with the limited possibilities the optimal variant is preservation and perfection of an existing network of the special correctional organisations of formation with parallel development inclusion formations.

According to organisation rules formations various categories of children with the limited possibilities can be included in general educational process at creation for them certain conditions.

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The Article is sanctified to history and progress of the special education trends in Republic of Kazakhstan, going is described near educating and education of children with the special educational possibilities, the process of forming and expansion of network of the special correction establishments is presented for children with the special educational possibilities.

Keywords: the special education, persons with limit possibilities, children with rejections in development, with the special educational possibilities, by the problems of psychical development et al.

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Т.О. Богуцька

РУХЛИВІСТЬ НЕРВОВИХ ПРОЦЕСІВ В КОНТЕКСТІ ПРИРОДИ ІНДИВІДУАЛЬНИХ ОСОБЛИВОСТЕЙ

Представлено огляд досліджень властивостей нервових процесів вітчизняними науковцями. Розглянуто основні етапи вивчення рухливості нервових процесів, дослідження динаміки формування функціональної рухливості нервових процесів в онтогенезі та її зв'язку з успішністю учбової, професійної діяльності, а також увагою та пам'яттю.

Ключові слова: властивості нервових процесів, функціональна рухливість, індивідуальні особливості.

Представлен обзор исследований свойств нервных процессов отечественными учеными. Рассмотрены основные этапы изучения подвижности нервных процессов, исследования динамики формирования функциональной подвижности нервных процессов в