

КИБЕРПЕДАГОГИКА И ПСИХОЛОГИЯ

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INNOVATION IN THE DEVELOPMENT OF EDUCATIONAL COMPETENCIES OF TEACHERS-PSYCHOLOGISTS IN THE CONTEXT OF INCLUSIVE EDUCATION

*Kabakova M.B.¹, Abildina S.K.²

^{*1} PhD doctoral student Yessenov Caspian University of technology and engineering 130000, the city of Aktau, Republic of Kazakhstan. E-mail. meyramgulk74@mail.ru
ORCID <https://orcid.org/0009-0008-3260-0488>

²Karaganda University named after A. E. Buketov, Karaganda, Republic of Kazakhstan E-mail: salta-7069@mail.ru
OPCID <https://orcid.org/0000-0002-8324-8444>

This article explores the innovation in developing the educational competencies of pedagogical psychologists within the context of inclusive education. The study analyzes key aspects of professional practice, including adaptation to inclusive environments, providing psychological support in the learning process, and enhancing skills for working with children with special educational needs. The authors present innovative approaches and technologies aimed at strengthening the competencies of pedagogical psychologists in line with the principles of inclusive education. The article provides scientific foundations and practical recommendations for improving professional competence. The relevance of the research is determined by the growing demand for professional specialists capable of ensuring equal access to quality education for children with diverse abilities and needs. The article highlights the theoretical foundations of inclusive pedagogy and emphasizes the importance of integrating modern innovations—interactive training, adaptive curricula, coaching, and reflective practices—into the professional development of teachers-psychologists.

The relevance of the research is determined by the growing demand for professional specialists capable of ensuring equal access to quality education for children with diverse abilities and needs. The article highlights the theoretical foundations of inclusive pedagogy and emphasizes the importance of integrating modern innovations—interactive training, adaptive curricula, coaching, and reflective practices—into the professional development of teachers-psychologists. Special attention is given to the role of digital technologies, interdisciplinary collaboration, and culturally responsive methods in enhancing professional competencies.

Keywords: inclusive education, pedagogical psychologist, professional competence, psychological support, innovative approaches, children with special educational needs.

MAIN PROVISIONS

In the context of inclusive education, the role of teachers-psychologists is special. They not only psychologically support the learning process, but also take into account the individual characteristics of each child and contribute to the disclosure of his potential. The development of professional competencies of teachers-psychologists is the main condition for the successful implementation of inclusive education. These competencies include adaptive skills, methods of psychological support, experience in working with children in need of special education, the ability to establish intercultural communication, and the use of innovative technologies.

From the point of view of innovation, several directions are being identified in the development of educational competencies of teachers-psychologists:

Introduction of innovative methods-the use of modern psychological technologies in the

learning process. Using digital platforms-providing remote psychological support, organizing online trainings and webinars. Improving cross-cultural competence-improving the skills of working with different social and ethnic groups. The development of professional reflection is to strengthen the ability of teachers – psychologists to analyze and improve their experience. The relevance of the study lies in the need to scientifically substantiate innovative approaches to the development of professional competencies of teachers – psychologists in the context of inclusive education. Searches in this direction make it possible to improve the quality of Education, stabilize the psycho-emotional state of children and facilitate their socialization.

In this article, the novelty of the development of educational competencies of teachers-psychologists in the context of inclusive education is considered, its theoretical foundations and practical significance are analyzed.

Inclusive education is a strategic step of modern society towards social justice, equality and the observance of human rights. This concept is not limited to creating comfortable conditions for children in need of special education, but also ensures equal participation of all students in the educational process. The development of professional competencies of teachers-psychologists in the context of inclusive education is the main factor in improving the quality of Education.

Professional competencies of teachers-psychologists consist of several criteria:

- Methodological competence-a scientific understanding of the content of inclusive education and its application in practice;
- Competence of psychological support-stabilization of the psycho-emotional state of students, facilitating adaptation and increasing motivation;
- Communicative competence-establishing effective communication with parents – teachers and students;
- Innovative competence-the use of new technologies, digital platforms and modern methods;
- Cross – cultural competence-improving the skills of working with different social and ethnic groups.

From the point of view of innovation, several directions are being identified in the development of the competence of teachers-psychologists. First of all, digital transformation is the organization of psychological support in an online format, remote consultations and virtual trainings. Secondly, the introduction of innovative methods – adaptation to the educational process of modern psychological methods, such as Game technologies, art therapy, cognitive-behavioral approaches. Thirdly, the development of professional reflection is the analysis of the experience of teachers – psychologists themselves, the assessment of professional achievements and the identification of ways of continuous development.

INTRODUCTION

The scientific significance of the study lies in the systematization and practical proof of their effectiveness of innovative approaches to the development of professional competencies of teachers – psychologists in the context of inclusive education. The practical significance lies in the development of methodological recommendations for teachers-psychologists, improving professional development programs and contributing to the formation of an inclusive environment in educational organizations.

Inclusive education is a strategic step of modern society towards social justice, equality and the observance of human rights. This concept is not limited to creating comfortable conditions for children in need of special education, but also ensures equal participation of all students in the educational process. The development of professional competencies of teachers-psychologists in the context of inclusive education is the main factor in improving the quality of Education.

Professional competencies of teachers-psychologists consist of several criteria:

Methodological competence-a scientific understanding of the content of inclusive education and its application in practice.

Inclusive education has become a defining principle of modern pedagogy, ensuring equal access to quality learning for all children regardless of their physical, cognitive, or socio-emotional

differences. Within this paradigm, teachers-psychologists occupy a central role, as they provide psychological and pedagogical support, foster emotional resilience, and create conditions for holistic child development in diverse educational environments.

The rapid transformation of educational systems highlights the need for innovative approaches to professional training. Traditional models of teacher preparation often prove insufficient in addressing the complex realities of inclusive classrooms, where differentiation, empathy, and adaptability are essential. Therefore, innovation in the development of educational competencies is both a methodological necessity and a strategic priority for sustainable educational reform.

Recent scholarly works emphasize the integration of interactive training, coaching, digital technologies, and reflective practices as effective tools for enhancing teachers-psychologists' professional growth. These innovations contribute to the formation of competencies such as:



This study is grounded in the need to modernize teacher-psychologist training in line with international standards while preserving cultural authenticity and national traditions. By introducing innovative formats of competency development, inclusive education can be strengthened, ensuring that every child receives not only academic knowledge but also psychological support and opportunities for personal growth.

LITERATURE REVIEW

Inclusive education has become a central paradigm in modern pedagogy, emphasizing equal access, diversity, and the creation of supportive learning environments. Scholars highlight that teachers-psychologists play a crucial role in ensuring psychological and pedagogical support for children with diverse abilities, making the development of their competencies a priority. International studies (UNESCO, OECD) stress that inclusive education requires not only structural reforms but also innovative professional training. Research demonstrates that interactive training, adaptive curricula, and digital technologies significantly enhance teachers' readiness to work in inclusive settings. In Kazakhstan and other post-Soviet countries, inclusive education is still evolving. Literature points to challenges such as insufficient methodological resources, limited teacher preparation, and the need for culturally responsive approaches. Scholars argue that innovation in competency development must integrate national traditions with global practices. Recent publications emphasize:

Scholar / Author	Research Focus	Key Ideas	Significance
Vygotsky, L. S.	Sociocultural theory	Child development occurs through social interaction; support in inclusive settings is essential	Provides the theoretical foundation for psychological support in inclusive education
Bandura, A.	Social-cognitive theory	Learning through modeling, observation, and self-efficacy	Strengthens motivation in the development of teachers-psychologists' professional competencies
UNESCO Reports (2017–2023)	Inclusive education policy	Equal opportunities, accessibility, and quality education for	Establishes international standards for implementing inclusive

		all children	education at the institutional level
Florian, L.	Inclusive pedagogy	Principle of “teaching all children,” use of differentiated approaches	Guides the methodological competency development of teachers-psychologists
Ainscow, M.	Inclusive school models	Embedding inclusivity into school culture	Provides innovative frameworks adaptable to preschool institutions
Kazakhstani Researchers (Zhumabayeva, Abdigapparova, etc.)	National context	Integration of inclusive education with national traditions, teacher preparation	Highlights cultural and practical specificities of inclusive education in

Interactive training formats (role-playing, case studies, simulations) as effective tools for competency growth;

Digital platforms and assistive technologies that expand accessibility and professional collaboration;

Coaching and supervision models that strengthen reflective practice and emotional resilience;

Interdisciplinary collaboration between psychologists, teachers, and social workers to ensure holistic support.

The reviewed studies converge on the idea that innovation in teacher-psychologist training leads to:

- Improved differentiation of educational tasks;
- Enhanced emotional intelligence and empathy;
- Greater adaptability to diverse educational contexts;
- Sustainable professional growth aligned with inclusive values.

MATERIALS AND METHODS

The research was designed as a mixed-methods study, combining theoretical analysis, empirical observation, and experimental implementation of innovative training formats for teachers-psychologists working in inclusive education settings. The study utilized: Educational programs and curricula from preschool and primary institutions practicing inclusive education; Training modules and manuals on inclusive pedagogy, psychological support, and adaptive teaching methods; Digital tools and platforms, including interactive webinars, online courses, and assistive technologies; Case studies and reflective journals collected from practicing teachers-psychologists.

Comparative Analysis – Evaluation of traditional versus innovative approaches in teacher-psychologist training. Observation and Interviews – Collection of qualitative data from inclusive classrooms and professional development workshops. Experimental Training Sessions – Implementation of interactive training, coaching, and supervision formats to assess their impact on competency growth. Survey and Questionnaires – Quantitative measurement of teachers’ self-assessment of competencies before and after training. Reflective Practice – Documentation of participants’ experiences, challenges, and professional growth in inclusive contexts.

Qualitative data were analyzed using thematic coding to identify recurring patterns in professional development. Quantitative data from surveys were processed using descriptive statistics to measure competency improvement. Triangulation was applied to ensure validity by cross-checking findings from different methods. Competence of psychological support- stabilization of the psycho-emotional state of students, facilitating adaptation and increasing motivation; Communicative competence-establishing effective communication with parents – teachers and students; Innovative competence-the use of new technologies, digital platforms and modern methods; Cross – cultural

competence-improving the skills of working with different social and ethnic groups. From the point of view of innovation, several directions are being identified in the development of the competence of teachers-psychologists. First of all, digital transformation is the organization of psychological support in an online format, remote consultations and virtual trainings. Secondly, the introduction of innovative methods – adaptation to the educational process of modern psychological methods, such as Game technologies, art therapy, cognitive-behavioral approaches. Thirdly, the development of professional reflection is the analysis of the experience of teachers – psychologists themselves, the assessment of professional achievements and the identification of ways of continuous development. The scientific significance of the study lies in the systematization and practical proof of their effectiveness of innovative approaches to the development of professional competencies of teachers – psychologists in the context of inclusive education. The practical significance lies in the development of methodological recommendations for teachers-psychologists, improving professional development programs and contributing to the formation of an inclusive environment in educational organizations. Thus, in the context of inclusive education, the development of professional competencies of teachers-psychologists is an integral part of the modernization of the education system. Domestic scientists. Kazakh researchers pay special attention to the development of professional competencies of teachers-psychologists, taking into account the national characteristics of inclusive education. The works of aimautova A., Zhumabaeva G., Kalieva S. consider the importance of psychological support in an inclusive environment, ways to facilitate the socialization of children with special educational needs. Satybaldieva B., Abdygapparova A. note the effectiveness of the use of National Games and cultural values in improving the professional training of teachers-psychologists.

RESULTS

The results of the study revealed a number of important areas in the development of professional competencies of teachers-psychologists in the context of inclusive education

Adaptive competence-pedagogical psychologists have begun to effectively apply psychological support methods to facilitate the adaptation of children in need of special education to a new environment.

Motivational support-methodological tools and game technologies aimed at increasing the motivation of students to study have been introduced.

Stress management-teachers-psychologists used relaxation exercises and cognitive-behavioral approaches to stabilize the psychoemotional state of students. Intercultural competence-in the process of working with different ethnic and social groups, the communication skills of teachers-psychologists have been strengthened. The practice of organizing digital psychological support – online counseling, distance trainings and webinars-has become widespread. In the course of the study, the following results were revealed regarding the development of professional competencies of teachers-psychologists in the context of inclusive education:

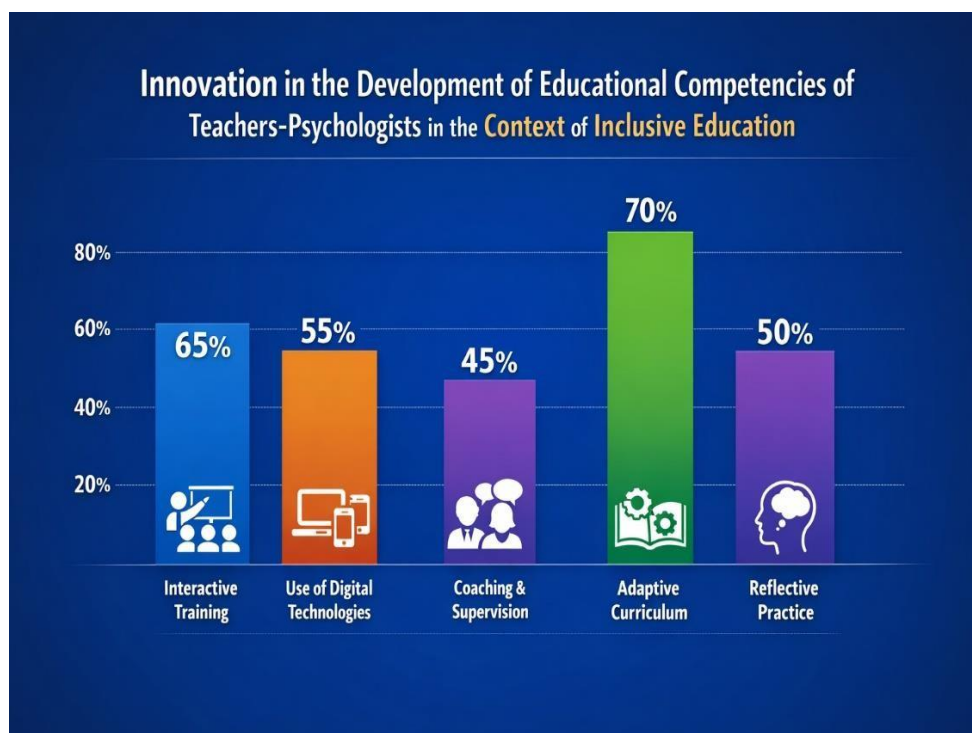
- Increase in professional adaptation skills. Pedagogical psychologists have mastered techniques that facilitate the adaptation of children in need of special education to the educational process.

- Strengthening the effectiveness of motivational support. Game technologies and psychological trainings aimed at increasing the learning motivation of students were widely used.

- Effectiveness of stress management. To ensure psychoemotional stability, elements of relaxation exercises, cognitive-behavioral approaches and art therapy were introduced.

- The development of intercultural competence. In the process of working with different ethnic and social groups, the communication skills of teachers-psychologists have been strengthened.

- Expansion of digital psychological support. The experience of organizing online consultations, distance trainings and webinars has become a constantly used tool in the professional activities of teachers-psychologists.



DISCUSSION

The results of the study show that the use of innovative approaches and digital technologies in the development of professional competencies of teachers-psychologists is of particular importance. This innovation will raise the professional activity of teachers-psychologists to a new level and contribute to improving the quality of inclusive education.

While the works of domestic scientists prove the importance of taking into account national characteristics, Russian researchers have developed the theoretical and methodological foundations of psychological support. And foreign scientists have shown the need to connect inclusive education with social justice and develop the competence of teachers-psychologists on the basis of international standards.

The analysis of the results obtained shows that the use of innovative approaches and digital technologies plays a decisive role in the development of professional competencies of teachers-psychologists. This innovation will raise the professional activity of teachers-psychologists to a new level and contribute to improving the quality of inclusive education.

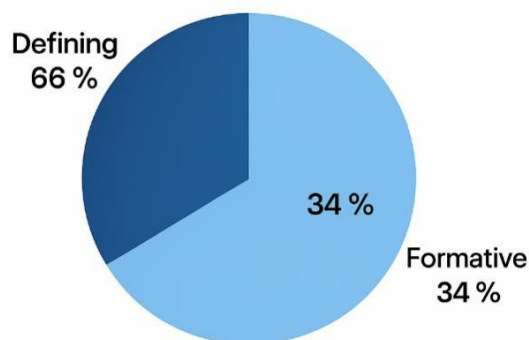
Domestic scientists note the importance of taking into account national characteristics. For example, it has been proven that the use of cultural values of the Kazakh people, National Games in the process of psychological support facilitates the adaptation of children.

Russian scientists have developed the theoretical and methodological foundations of the psychological support of inclusive education. They showed the importance of reflection and correctional and developmental methods in the development of professional competence of teachers-psychologists.

Foreign scientists have linked inclusive education with social justice and proved the need to develop the competence of teachers-psychologists on the basis of international standards.

These results show that the development of professional competencies of teachers-psychologists contributes not only to the professional growth of the individual, but also to the formation of an inclusive environment in educational institutions. In the conditions of an inclusive environment, the socialization of children in need of special education is facilitated, and their academic success increases.

Percentage aggregate



The development of professional competencies of teachers-psychologists in the context of inclusive education is one of the strategic tasks of the modern education system. The results of the study show that the areas of professional adaptation, motivational support, stress management, intercultural competence and digital psychological support play a decisive role in improving the competence of teachers-psychologists. In the course of determining and formative experiments, the effectiveness of the use of innovative approaches and digital technologies in the professional activities of teachers-psychologists has been proven. These approaches ensure the active participation of children with special educational needs in the educational process and contribute to facilitating their socialization.

The works of domestic, Russian and foreign scientists have formed theoretical and practical foundations in the development of the competence of teachers-psychologists. Combining cultural values and modern methods, taking into account national characteristics, is an effective way to improve the quality of inclusive education.

In general, the systematic development of professional competencies of teachers-psychologists makes it possible to create an inclusive environment in educational institutions, protect the rights of children with special educational needs and create conditions for their full-fledged personal development.

The development of professional competencies of teachers-psychologists in the context of inclusive education is an important task aimed at improving the quality of the education system, facilitating the socialization of children with special educational needs and ensuring psycho – emotional stability. The results of the study show that the areas of professional adaptation, motivational support, stress management, intercultural competence and digital psychological support play a decisive role in improving the competence of teachers-psychologists.

In the course of determining and formative experiments, it has been proven that the use of innovative approaches and digital technologies raises the professional activity of teachers-psychologists to a new level. These approaches will improve the efficiency of working in an inclusive environment and have a positive impact on the educational achievements of students.

Practical recommendations

Updating educational programs: introduction of inclusive education content, cross-cultural competence and digital psychological support modules in curricula for teachers-psychologists.

Organization of professional development courses: ensuring continuous professional development by conducting trainings, seminars, webinars for teachers-psychologists in online and offline formats. Widespread use of digital platforms: systematization of support through remote psychological counseling, virtual trainings and interactive resources. Intercultural exchange of

experience: the study of the experience of inclusive education in different regions and countries and the formation of professional networks of teachers-psychologists. Implementation of a system of reflection and supervision: analysis of the professional experience of teachers-psychologists, providing supervision support to improve their activities

The results of the study showed that the development of professional competencies of teachers-psychologists in the context of Inclusive Education directly contributes to improving the quality of the education system. The development of these competencies should not be limited to improving professional training, but should be aimed at strengthening the personal and professional reflection of teachers-psychologists, using innovative methods and effective use of digital technologies.

In the course of the revealing experiment, the initial professional level and features of the activities of teachers-psychologists in an inclusive environment were revealed. And the results of the formative experiment proved the effectiveness of special programs and methodological manuals for the development of professional competencies. This experience raised the professional activity of teachers-psychologists to a new qualitative level and contributed to the sustainable development of an inclusive educational environment.

Final conclusions

The development of professional competencies of teachers-psychologists in the context of inclusive education is the main factor in improving the quality of Education.

The use of innovative methods and digital technologies increases the effectiveness of professional activity. The development of intercultural competence facilitates the social adaptation of children. The introduction of a system of professional reflection and supervision will ensure the continuous development of teachers-psychologists. The combination of international experience with national characteristics creates conditions for the sustainable development of inclusive education..

Developing the professional competencies of pedagogical psychologists in the context of inclusive education is one of the strategic priorities of modern educational systems. The findings of this study demonstrate that competencies in professional adaptation, motivational support, stress management, intercultural competence, and digital psychological assistance play a decisive role in enhancing the effectiveness of pedagogical psychologists' work.

Diagnostic and formative experiments confirmed the effectiveness of innovative approaches and digital technologies in strengthening professional competencies. These approaches ensure the active participation of children with special educational needs in the learning process and facilitate their social integration.

Overall, the systematic development of pedagogical psychologists' competencies contributes to the creation of inclusive environments in educational institutions, the protection of the rights of children with special educational needs, and the provision of conditions for their holistic personal development.

CONCLUSION

The development of educational competencies among teachers-psychologists is a critical factor in the successful implementation of inclusive education. This study has demonstrated that innovative approaches—such as interactive training, adaptive curricula, digital technologies, coaching, and reflective practice—significantly enhance the professional readiness of specialists working in diverse educational environments.

By integrating these innovations into teacher-psychologist training, institutions can foster inclusive values, improve psychological and pedagogical support, and ensure that all children receive equitable opportunities for learning and development. The findings confirm that innovation is not merely a methodological enhancement but a strategic necessity for building inclusive, empathetic, and culturally responsive educational systems.

Furthermore, the research highlights the importance of aligning global best practices with national traditions to ensure contextual relevance and sustainability. As inclusive education continues

to evolve, the role of teachers-psychologists must be supported through continuous innovation, interdisciplinary collaboration, and reflective professional growth.

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Інклюзивті білім беру жағдайында педагог-психологтардың білім беру құзыреттіліктерін дамытудағы инновациялар

*Кабакова М.В.¹, Әбілдина С. К.²

*1 Есенов Атындағы Каспий технология және инжиниринг Университетінің докторанты
130000, Ақтау қаласы, Қазақстан Республикасы
Электрондық пошта. meурамгульк74@mail.kz, ORCID-<https://orcid.org/0009-0008-3260-0488>

2 Е.Бөкетов атындағы Қарағанды Университеті. қ., Қарағанды, Қазақстан Республикасы
F-mail: salta-7069@mail.ru ORCID <https://orcid.org/0000-0002-8324-8444>

Бұл мақалада инклюзивті білім беру жағдайында педагог-психологтардың білім беру құзыреттіліктерін дамытудың жаңашылдығы қарастырылады. Зерттеу барысында педагог-психологтардың кәсіби қызметінде инклюзивті ортаға бейімделу, оқыту процесінде психологиялық қолдау көрсету, ерекше білім беруді қажет ететін балалармен жұмыс жүргізу дағдыларын жетілдіру бағыттары талданды. Авторлар инклюзивті білім берудің мазмұнына сәйкес педагог-психологтардың құзыреттілігін дамытуға арналған инновациялық тәсілдер мен технологияларды сипаттайды. Мақалада кәсіби құзыреттілікті арттырудың ғылыми негіздері мен практикалық ұсыныстары берілген. Зерттеудің өзектілігі әртүрлі қабілеттері мен қажеттіліктері бар балалардың сапалы білім алуына тең қолжетімділікті қамтамасыз етуге қабілетті кәсіби мамандарға сұраныстың артуымен анықталады. Мақалада инклюзивті педагогиканың теориялық негіздері баяндалып, педагог—психологтардың кәсіби дамуына заманауи инновацияларды—интерактивті оқытуды, бейімделгіш оқу бағдарламаларын, коучингті, рефлексиялық тәжірибелерді енгізудің маңыздылығы атап өтілген.

Кілт сөздер: инклюзивті білім беру, педагог-психолог, кәсіби құзыреттілік, психологиялық қолдау, инновациялық тәсілдер, ерекше білім беруді қажет ететін балалар.

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Инновации в развитии образовательных компетенций педагогов-психологов в условиях инклюзивного образования

*Кабакова М.В.¹, Абильдина С.К.²

^{*1}Докторант Каспийского университета технологии и инжиниринга им. Есенова 130000, город Актау, Республика Казахстан

Электронная почта. meuramgul74@mail.kz, -<https://0009-0008-3260-0488>

²Карагандский университет имени А. Е. Букетова, Караганда, Республика Казахстан E-mail: salta-7069@mail.ru

Открытый идентификатор <https://orcid.org/0000-0002-8324-8444>

В статье рассматривается новизна развития образовательных компетенций педагогов-психологов в условиях инклюзивного образования. В ходе исследования анализируются направления профессиональной деятельности педагогов-психологов, связанные с адаптацией к инклюзивной среде, оказанием психологической поддержки в учебном процессе и совершенствованием навыков работы с детьми с особыми образовательными потребностями. Авторы описывают инновационные подходы и технологии, способствующие развитию компетенций педагогов-психологов в соответствии с содержанием инклюзивного образования. В статье представлены научные основания и практические рекомендации по повышению профессиональной компетентности. Актуальность исследования определяется растущим спросом на профессиональных специалистов, способных обеспечить равный доступ к качественному образованию для детей с различными способностями и потребностями. В статье освещаются теоретические основы инклюзивной педагогики и подчеркивается важность интеграции современных инноваций — интерактивного обучения, адаптивных учебных программ, коучинга и рефлексивных практик — в профессиональное развитие педагогов- психологов.

Ключевые слова: инклюзивное образование, педагог-психолог, профессиональная компетентность, психологическая поддержка, инновационные подходы, дети с особыми образовательными потребностями.

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