

## ANNOTATION

**on the dissertation work of Almukhambetova Bibigul Zhexembayevna  
on the topic “Study the emotional state of students with special educational  
needs (on the example of hearing -impaired students of universities and  
colleges )”, presented for the degree of Doctor of Philosophy (PhD)  
in the specialty 6D010300 - Pedagogy and Psychology**

**Topicality of the research.** The current stage of education in the Republic of Kazakhstan is in the way of active introduction of the inclusive form of education that provides educational needs of all students, integrating them into the society. Such innovation requires clarification of the etymology of such concepts as “people with special educational needs”, “inclusion”, which provide for equal education in general educational space.

The term “persons with special educational needs” was first introduced in 1994 in the World Salaman Declaration, which provides for adaptation of persons with lack of development, learning difficulties to usual general educational environment through the wider use of individual approach in education [1]. The legal framework governing the rights of persons with special educational needs to receive educational services is made up of international and state documents: World Declaration on Education for All [2], Standard Rules for Equalization of Opportunities for Persons with Disabilities [3], Dakar Framework for Action [4], the Constitution of the Republic of Kazakhstan [5], the Law of the Republic of Kazakhstan “On Social Protection of Disabled Persons in the Republic of Kazakhstan” [6] and others . The Order of the Government of the Republic of Kazakhstan No. 330 of June 1, 2017 on approval the initial report on measures taken by the Republic of Kazakhstan to implement the Convention on the Rights of Persons with Disabilities states that “one of the important principles of state policy is to ensure equal rights for people with disabilities, along with other citizens, health care and education” [7]. The State Programme for Development of Education and Science of the Republic of Kazakhstan for 2011-2020 for the first time defines mechanisms for providing accessible environment for people with disabilities and people with special educational needs [8].

In accordance with the Law of the Republic of Kazakhstan “On Education”, “persons with special educational needs (children) are thought to be persons (children) who constantly or temporarily experience difficulties in obtaining education due to their health reasons, and who are in need of special, general education curricula and additional educational programs” [ibid]. According to the above law, “special educational needs (SVE) are the needs for assistance and services in the educational and developmental process, without which quality education is impossible” [9.].

The above changes have been legally continued and developed into positive actions. In the National Plan for Ensuring the Rights and Improving the Quality of Life of Persons with Disabilities in the Republic of Kazakhstan, one of the most

urgent issues is transition from “special” education to inclusive education until 2025, the need to provide students with special educational needs with the opportunity to live the same as ordinary schoolchildren or students [10].

In modern Kazakhstan, one of the main goals of social and economic development of the country is the availability of the living environment and the possibility of obtaining vocational education for people with special educational needs. Our country has entered the structure of the global process of education integration, which is typical for highly developed countries. Currently, all universities and colleges of the country not only accept people with special educational needs for training, but also create maximum favorable conditions for them to obtain quality education.

Nevertheless, getting secondary vocational education by disabled people and not continuing it at universities is the most frequent case among the majority of young people of this category, which provides them with low-skilled and low-paid professions. If for a person with a status with a special educational needs this is a narrowing of the horizons of his/her self-realization, then for the state it is unproductive use of labor resources of the population. At the same time, current statistics undeniably shows us very sad data, reporting annual increase in the number of children and young people with special educational needs [11]. Out of more than 400 thousand citizens of working age with special needs in the country, only 20% work and pay taxes to the budget, only 10% of them have higher education.

It is a well-known fact that one of the fundamental human needs is the need for education. It arises and develops in a certain social context, manifesting itself in various activities.

Such reform is currently taking place in our country, and it is called “inclusive education”. Inclusion has become a new educational paradigm in the modern educational environment, which in the last decade has actively integrated into our lives and has become a significant step in transforming the entire education system. The scientific community is concerned regarding the questions : how, what is included into the “area of inclusive education”, is it an accessible or new model of education, an individual methodology or a set of teaching methods, etc. The National report on the state and development of the educational system of the Republic of Kazakhstan highlights the analysis of the achievements of Kazakhstani inclusive education. In the report, the key points of the modern inclusive system are considered in accordance with global approaches to the boundaries of inclusion. “Inclusion is a kind of student-centered learning. The authors of the program point out that “this approach implies accessible education for all..., early social inclusion is the key to confidence that in the future they will be able to adapt to modern life,” [12].

In our work, we refer to the past historical works of L.S. Vygotsky, where he describes the idea of inclusive education as an urgent need to provide an opportunity for children with developmental problems to integrate into society. In his works, the scientist emphasizes that “teaching children with psychophysical characteristics in special environment means isolation, limited world,

disadaptation". According to the scientist, such artificial environment will differ significantly from the real world, where a special child will have to live." The only way out of this is a radical reform of the whole academic and educational system, which opens the way to development and, as a result, leads the student to intervention in life [13]. Thus, even more than a hundred years ago, he pointed out the need to create such system of education in which a person with a complex type of mental activity would not be excluded from the society of healthy people. Subsequently, his idea was implemented in the practice of schools in Western Europe and the USA, and only in recent years it has begun to be more actively implemented in Kazakhstan.

During analysis of scientific papers that considered the problem of inclusion, in the studies of domestic and foreign scientists from Near and Far foreign countries, it was revealed that comprehensiveness of this problem was considered in various directions. For persons with special educational needs, the issues of determining the effectiveness of education were considered by such advanced scientists as L. Ferguson [14], G. Meyer, L. Jeanchild, L. Juniper [15], A.Galkiene [16] and others. Also, the issues of inclusive education and preparation of teachers for inclusive education introduction was carried out by such Russian scientists as E.P. Yarskaya-Smirnova [17], S. V. Alehina [18], V. V. Hitryuk [19], G. S. Ptushkin [20], M. Malofeev [21] and others. Foreign researchers defined the position of inclusive education in the system of general education as follows: "Inclusive education is a construction of the educational system that recognizes the diversity of students in general groups and takes responsibility for them." In their works, they unanimously emphasized the need for a scientific and methodological approach to study the availability of quality education for all and due attention to students whose need for education does not fit into the framework of a certain standard and therefore requires additional resources.

Famous figures in the field of inclusive education, such as (S.V. Alyohina, D.D. Elina, T.M. Paholkina, E.A. Zadumkina, T.L. Chapel , R.A. Suleimenova, A.A. Baitursynova and other) ones see an ideology at the basis of inclusive education that ensures equal treatment of all people, regardless of their physical, psychological, mental, cultural, ethnic, linguistic and other identities.

Leading scientists who have studied the issues of inclusive education claim that inclusive education is based on the idea of an "inclusive society", where "everything promotes active and equal participation of another person (other race, religion, culture, a person with disabilities) in social life, supports the interests of everyone, the growth of the ability to independent life, ensuring equality of their rights", D. E. Sheveleva [22, p. 13].

The works of researchers in our country who have made a significant contribution to formation and development of inclusive education have special scientific and theoretical importance in the analysis of the concept of "inclusive education" and consider this phenomenon in accordance with the objectives of the domestic educational system.

The theoretical basis of inclusive education in the Republic of Kazakhstan is the works of R.A. Suleimenova, Z.A. Movkebayeva, G.D. Khakimzhanova, A.M.

Ersarina, A.A. Baitursynova, I.G. Eliseeva, I.A. Oralkanova, G.Z. Zakayeva, G.A. Abayeva, A.T. Iskakova, S.S. Zhakypbekova, etc.

The researches of Professor R.A. Suleimenova became the initiators of introduction the inclusive education practice in the Republic of Kazakhstan, development of its legal and regulatory framework. R.A. Suleimenova being the founder of Kazakhstani special educational system, gives the definition of inclusive education as a state policy aimed at removing barriers obstructing full-fledged entry the general education process, ensuring proper socialization of children with special educational needs regardless of their age and gender, social and economic, ethnic and religious status. [23, pp. 9-17].

The scientific works of Professor Z.A. Movkebayeva contributed to development of the inclusive education initiative and study the issues of training specialists working in inclusive educational organizations. In her works, the scientist believes that “ simple, physical inclusion of children with special educational needs into the general educational space may not be called inclusive education.” In addition, the scientist notes that “in such cases where teachers cannot organize the educational process taking into account the individual needs of each child, the possibility of these children’s full inclusion into education is significantly reduced. As a result, both their motivation to study and learning outcomes are reduced, life prospects are limited” [24].

The author of the first dissertation research on the problems of inclusive education in our country is A. A. Baitursynova. The scientist considers inclusive education from the point of view of state educational policy and studies the quality assurance of educational, social, correctional and developmental services provided to a child with special educational needs. [25 p. 20-21]. And also A. A. Baitursynova for the first time revealed the scientific and methodological aspects of organizational and pedagogical conditions for accompanying children with disabilities in the educational process of general education schools.

I.A. Oralkanova in her researches considers the phenomenon of inclusive education as “a new look at the educational system, characterizing the humanity of society in relation to members of society, regardless of physical, intellectual, national racial and other features” [26 P. 20-21].

In 2006-2008, a team of scientists led by A.K. Kussainova ( Argynov A.Kh., Makhanova P.Sh., Orazakynova S.S.), within the framework of scientific projects of the Ministry of Education and Science of the Republic of Kazakhstan, did research work on the topic “Development of scientific and methodological foundations for organization of vocational training for adults in the field of inclusive education” [27] . In 2013, within the framework of SOROS Kazakhstan project, a group of authors ( Iskakova A.T. , Movkebayeva Z., Zakayeva G.Z., Aitbayeva A.B., Baitursynova A.A.) developed and published the teaching aid called “Fundamentals of inclusive education”[28]. The works of domestic scientists emphasize that “integrated (integration: Latin integratio - restoration, compensation - combination of some elements, connection of parts) and inclusive (inclusion: French inclusif - component, Latin include - approve, add, Latin inclusion-inclusion, accession) is a distinctive property of the inclusive policy in

the Republic of Kazakhstan in terms of changing and supplementing the elements of education " [29].

Yermentayeva A.R. in her works studies the problems of psychological development of teenagers with disabilities, talk about the influence of the psychophysical state on personal development of a teenager, as well as about the behavioral deviations that arise in this regard. [30].

Inclusive education is based on the ideology of denying any discrimination against children, supposes the idea of ensuring equal attitude to all people, as well as creating special conditions for children with special learning needs.

Unfortunately, there are not enough works devoted to certain aspects of inclusive education, for example, at present time there is very little scientific justification for classification of emotions of psychological orientation of students with special educational needs both in the system of higher education and in the system of secondary vocational education, as well as in-depth studies of the nature of emotions as a core human value.

In our opinion, the focus of issues of development of a personality with special educational needs of a university and college student, puts forward a number of problems, among which one of the core places is the problem of emotions study. The relevance of studying the emotions of people with special educational needs stems from social requirements of the society, democratization of all spheres of activity, changes in values, increase in independence and activity of the individual on the one hand, and on the other hand, the complexity and versatility of teaching practice in general groups of people with special educational needs. The need to create a comprehensive activity aimed at developing and establishing the worldview of a person with psychophysiological characteristics that contribute to the growth of positive emotions which affect the activity and educational activities of students with special educational needs.

Numerous works on the emotional sphere of personality have been published in the world scientific literature. In this term, the works of V.K. Vilunas most fully reveal the problem of emotional phenomena in psychology, highlight the main problems of the psychological theory of emotions, the functions of emotions [31]. A deep and comprehensive consideration of various aspects of the theory and practice of emotions is contained in the works of B.I. Dodonov, where scientific substantiation is given to classifications of emotions in the study the emotional orientation of a personality, explores the relationship between emotions and personality, putting forward the concept of the dual nature of emotions, defining it as a basic human value [32]. The problems of the development of emotions world, the problems of creating an atmosphere of emotional comfort are covered in the works of I. I. Petrichuk [33]. The issues of need, motives and emotions are reflected in the works of A.N. Leontiev [34], the continuity of emotions and behavior was considered by G.A. Vartanyan [35]. S.L. Rubinstein in his works considers the relationship between dynamic and meaningful, semantic components of emotional processes [36]. The inextricable connection between the components of the emotional sphere and cognitive processes was studied in the

works of L.S. Vygotsky [13], I.A. Vasilieva, V.L. Popluzhny, O.K. Tihomirov [37] and others.

Many psychological theories have been created to explain the nature of emotions. The works of C. Darwin [38], W. James [39], K. Izard [40], etc. are of particular importance in this issue.

Today, the history of the study of emotions has been deeply, comprehensively studied and covered in the works of domestic scientists. Domestic psychology has classic works on emotions. The problem of personal and emotional development is currently considered in the works of Kazakh psychologists S. M. Zhakupov [41], Zh. Y. Namazbayeva [42], Kh. T. Sheriyazdanova [43] and others.

The analysis of domestic and foreign literary sources allows us to regard the degree of study of the problem under consideration as not corresponding to its significance and relevance. In the course of the analysis of the current state of theoretical and practical experience in the direction indicated by us, a number of **contradictions** were identified :

- the contradiction between providing the opportunity to receive higher and secondary vocational education to persons with special educational needs and insufficient attention and coverage of the problem of emotions in the considered age group, as one of the most important features of a person's mental organization, in the psychological and pedagogical literature.

- the contradiction between the requirements of the state educational policy for protection of the mental health of young people and the study of real emotional states of students with special educational needs of a modern university, college.

- the contradiction between the social order of the society in the context of general education and insufficient theoretical, practical development of educational activities aimed at preparing hearing-impaired students for self-development in the system of higher and secondary vocational education, the lack of methodological developments, programs orienting teachers and students to optimize emotions in conditions of general education .

Analysis of scientific research and practice have shown that one of the important prerequisites for research search in this aspect is to resolve the identified contradictions, taking into account which the **research problem is set**, which consists in the need for scientific substantiation of the main directions for implementation of the study of the emotional state of students with special educational needs (on the example of hearing impaired university and college students).

The relevance and insufficient development of this problem in psychological and pedagogical science and practice grounded the choice of the topic of the dissertation research: "**Study the emotional state of students with special educational needs (on the example of hearing-impaired students of universities and colleges)**".

**Purpose of the study:** Justification of the theoretical and methodological development (on the example of hearing-impaired students of universities and

colleges) of the study of the emotional state of students with special educational needs.

**Object of the study:** pedagogical process in higher and secondary vocational schools.

**Subject of the study:** the process of studying the emotional state of students with special educational needs (on the example of hearing-impaired students of universities and colleges).

**Research hypothesis:**

if in the educational process of a university or college a programme for development of the emotional state of hearing-impaired students is developed and a structural-content model for studying the emotional state is developed, *then* in the conditions of general education it is possible to increase the optimal level of the emotional state of students, *since* : cognitive, behavioral and psychophysiological components act in as the main directions for development of the emotional state of students with special educational needs in universities and colleges, in the general education system, it ensures inclusion of hearing-impaired students in various social services, formation of a positive emotional state, optimistic mood, the ability to emotional empathy, a friendly attitude towards other people, uniform and timely development of mental processes.

**Working hypothesis of the study:**

1. emotional state of students with special educational needs of universities and colleges, depends on assessment, the level of the scale of differential emotions and the conditions for its formation.

2. when students of universities and colleges with special educational needs can control motivation for learning, the direction of interpersonal communication, then the systematic and timely development of various mental processes is possible.

3. if the main directions for development of the emotional state of students with special educational needs are determined, then in the general education system, an effective factor can be inclusion of hearing-impaired students in various social spheres, formation of a positive emotional state, an optimistic mood, the ability to emotional empathy , a friendly attitude towards other people .

The research objectives were defined in accordance with the purpose, object, topic and hypothesis,.

**Research objectives:**

- To determine the scientific and theoretical foundations for studying the emotional state of students with special educational needs.
- To develop a structural and content research model and the main directions for development of the emotional state of hearing-impaired students in universities and college.
- To study the features of the emotional state of hearing-impaired students in universities and colleges (sociability, empathy , aggression, etc.) and show the importance of its application in life.
- Conducting empirical researches on characteristics of the emotional state of hearing-impaired students of universities and colleges.

- Development of the programme on ensure the optimal level of emotional state of hearing-impaired students of universities and colleges.

**Leading idea of the research** is that the study of the emotional state of students with special educational needs (on the example of hearing-impaired students of universities and colleges) should be built through the prism of the programme organization in order to form positively evaluative attitude of a person with special educational needs to external circumstances, internal incentives and subjective experiences, which will lead to a favorable background of life, regardless of the student's psycho-functional state and effectiveness in training, to competitiveness on equal positions.

### **Theoretical relevance of the research.**

Experimental and empirical analysis was created in connection with three main factors of theoretical research systematization (students with special educational needs, personal qualities, emotional state).

Firstly, there is the analysis to several works directly connected to the problem of inclusion in the system of education (N.P. Artyushenko, E.V. Burmistrov, L.I. Fedorova), inclusive society formation (M.M. Semago, D.E. Sheveleva E.V. Danilova), consideration of inclusive education as a socio-psychological phenomenon (N.N. Malofeev, N.D. Shmatko, N.P.), teaching teenagers and adults with special educational needs (hearing-impaired) (O.M. Rozhko, A. P. Gozova , E. G. Rechitskaya, et al).

The works of the following scientists that studied personality properties were used as a factor in the second systematization: K.A. Abulkhanova-Slavskaya, E.V. Gordienko in terms of will, behavior, and professional qualities; V.N. Myasishchev believed that mental processes and states of personality communication, being in activity, serve as a personality trait. S.M. Zhakupov analyzed development of emotional abilities as a result of interaction between individuals, and studied the relationship and development of joint activity types. N.K. Toksanbayeva conducted an experimental study, identifying personality traits through systematizing factors of communication in joint activity. The theory of complex relations systems in personality development (J.I. Namazbayeva, N.K. Toksanbayeva, B.A. Turgunbayeva, S.K. Berdibayeva) was studied.

Thirdly, revealing the emotional phenomena in psychology, widely covering the main problems and functions of psychological theory (V.K. Vilunas, B.I. Dodonov), studying emotional factors (S.L. Rubinstein, M.I. Timofeev, A.A. Bodalev, Y.K. Kornilov, L.V. Zaparozhets, G.A. Rudnik, T.G. Egorov), studying theories of emotions (Z.B. Madalieva) in psychological science, where emotions, feelings, and attitudes were covered by scientists studying the totality of reactions. These directions developed theoretical foundations of the research.

**Sources of the research:** normative legal documents regulating the rights of children with special educational needs; works of philosophers, sociologists, psychological and pedagogical works on the study of the emotions of students with special educational needs, studies of domestic and foreign scholars in the field of inclusive education, materials of international and national conferences on the topic of the research.

## **Research methods:**

To achieve the goal of the research, solve the tasks and verify the initial theoretical provisions, the following research methods were used:

- theoretical: theoretical analysis of philosophical, psychological and pedagogical literature on the research problem, as well as dissertation research on the problem;

- empirical methods: questionnaires, observation, psychological techniques: "Self-assessment of emotional states, A. Wessman and D. Ricks"; "Methodology of studying motivation for learning in a university, T.I. Ilyina"; "Izard's Differential Emotion Scale (DES)"; "Diagnostic technique for interpersonal relationships, T. Leary", Multilevel Personality Questionnaire "Adaptability", "Luscher Color Test", "SAN Questionnaire: Feeling, Activity, Mood, V.A. Doskin, N.A. Lavrentieva, V.B. Sharai, M.P. Miroshnikov".

- formative: development and implementation of a program to ensure the optimal level of emotional state for hearing-impaired students of universities and colleges, use of trainings, role-playing games, problem-solving task.

- statistical: methods of qualitative and quantitative analysis of the experimental results.

**Research base:** The research involved 412 students, and was conducted at the premises of Zhetysu University named after I. Zhansugurov (ZhU), Taldykorgan Higher Medical College, Taldykorgan Higher Polytechnic College; Karatau Mining and Technological College of M.Kh. Dulaty Taraz Regional University (Karatau); M.Kh. Dulaty Taraz Regional University (Taraz, TU).

**Stages of the research:** The research was conducted between 2018 and 2021 and included the following stages:

The first stage (2018-2019) was aimed at determining the conceptual framework of the research and was associated with identification of the state of the problem development. Scientific, philosophical, psychological and pedagogical literature on the chosen problem was studied; analysis and generalization of historical and practical, domestic and foreign experience of higher and secondary vocational schools in researching the emotional state of students with special educational needs was carried out. The practice of teaching hearing-impaired students in national higher education institutions and colleges was studied. The scientific apparatus of the research was determined, and the programme of experimental work was developed. Working tasks were developed, and research methods were defined.

The second stage (2019-2020) included programme preparation and carrying out experimental work. A model of research on the emotional state of hearing-impaired students in higher education institutions and colleges was developed and tested. The course "Methodology of study the emotional state of students with special educational needs in higher educational institutions and colleges" was developed. The programme was developed to ensure the optimal level of emotional well-being of hearing-impaired students in higher education institutions and colleges.

The third stage (2021) was devoted to the analysis, generalization and estimation of the efficiency of scientific and pedagogical examination of the experimental work results; determination of the basic ways of improving the practice of studying emotional state of students with special educational needs in higher education institutions and colleges; qualitative and quantitative analysis, and final processing of the received data were conducted; conclusions and recommendations were approved.

**Scientific novelty and theoretical significance of the research:**

Scientific and theoretical foundations of the research on emotional state of students with special educational needs have been determined.

In the framework of Kazakhstani psychological science, the issue of teaching hearing-impaired students in universities and colleges has been considered for the first time, the possibility of developing fundamental and applied knowledge has been created.

Structural and content model of the research and the main directions of the emotional state development of hearing-impaired students in higher education institutions and colleges has been developed.

Methods have been determined, and the research on emotional state of hearing-impaired students in higher education institutions and colleges has been conducted.

The programme has been developed to ensure optimal level of emotional state for hearing-impaired students in higher education institutions and colleges, and recommendations have been formulated to ensure and maintain effective communication for students with special educational needs in higher education institutions and colleges.

**Practical significance of the research lies in the fact that:**

- the developed and tested psychodiagnostic techniques can be used in psychological and pedagogical monitoring of the learning process of students with special educational needs, including hearing-impaired students, in higher education institutions and colleges.

- materials of the research allow to define actual directions of psychological help to hearing-impaired students, and to reveal their inner resources of optimization in the process of study in higher education institutions and colleges.

- materials of the research can be used in activity of teachers of special education for their work optimization, and for improvement relationships with students, as well as teachers of mass education for finding and developing students' internal potential; it also can be used in psychodiagnostic, consulting and corrective work of psychological services of higher educational institutions and colleges when organizing teaching and educational process.

- a special course "Methodology of studying emotional state of students with special educational needs in higher educational institutions" was developed.

- the training manual and computer program "Methodology of studying emotional state of students with special educational needs in higher educational institutions" was developed.

- a programme for ensuring the optimal level of emotional state for hearing-impaired students in higher education institutions and colleges was developed.

**Main provisions for defense:**

1. The concept of emotional state of persons with special educational needs as a system of relationships, a determinant of deep personal changes, which are expressed in psychological and pedagogical features of students. The process of study the emotional state of people with special educational needs defines potential real possibilities of participating in all kinds of social life on an equal basis with other members of society, success of professional development, building a new quality of interaction through overcoming barriers. Mutual living of the personality in the environment of healthy peers improves his/her health and develops skills of emotion management crucial for well-being of a person with psycho-physiological disorders in the society.

2. The structural and content model of the research on emotional state of hearing-impaired students of higher education institutions and colleges includes interrelation of diagnostic and correctional blocks. Each of them is considered as an independent psychological unit with its components: cognitive, behavioral, psychophysiological.

3. Study the emotional state of students with special educational needs (based on the example of hearing-impaired students of higher education institutions and colleges) is based on integration of main directions of research into pedagogical process of higher educational institutions, including: elective course "Methodology of study the emotional state of students with special educational needs in higher educational institutions"; teaching manual and computer program "Methodology of study the emotional state of students with special educational needs in higher educational institutions"; the "Programme for ensuring the optimal level of emotional state for hearing-impaired students in higher education institutions and colleges".

4. Despite the psycho-physiological disorders there is a tendency of emotions development, on which the nature of interaction of the youth with special educational needs and the level of their social adaptation in higher education institutions and colleges depend. The program will promote relief of psycho-emotional tension, stabilization of emotional state, increase of understanding of emotions, quantitative and qualitative verbal definition of emotions of hearing-impaired students of higher education institutions and colleges.

**The research results have been tested and implemented:**

The research results were discussed in 19 scientific articles: 2 journals included in the Scopus base; 7 journals of the Education and Science Control Committee of the MES RK; 3 collections of materials of international conferences; 3 collections of materials of domestic international conferences; 1 article is published in the national collection of scientific journals, 1 copyright certificate, 1 educational and methodical manual and electronic teaching aid, namely:

1. "Psycho-emotional state of students with special educational learning needs" Journal of intellectual disability diagnosis and treatment. - V.6.-Iss. 4. - P. 143-148. 2018. (CiteScore for 2017 0.18 percentile).

2. "Some Aspects of Emotional Functioning in Hard-of-Hearing Students" Journal of Intellectual Disability-Diagnosis and Treatment, 2021, 9, 274-279. (CiteScore for 2021 is 1.0 percentile for education - 25)
3. Manifestation of anxiety in students with special educational needs during the learning process. Al-Farabi Kazakh National University Bulletin: Psychology and Sociology Series. Section 1 "Psychology", Almaty. No.4(67). - 2018. - p. 11-21.
4. The role of emotions of students with special educational needs in the learning process "International Scientific Journal" Science and Life of Kazakhstan, Astana. - No. 1 (74). – 2019 (1). - p. 148-150.
5. Problems of modern organization of vocational guidance work for persons with special educational needs in higher education institutions "KazNPU series Pedagogy", Almaty. –No.2 (62). - 2019. - P. 275-280.
6. Factors of social environment affecting emotional state of students with special educational needs. "KazNPU series" Bulletin Psychology. Almaty. – No.3 (60), - 2019. - P. 51-54.
7. Readiness of university teachers to teach students with special educational needs. KazNU Bulletin: series "Psychology and Sociology". Almaty. No.4 (71). - 2019. P. 46-55.
8. Mechanisms of psychological adaptation of hearing-impaired students of higher education institutions and colleges "KazNPU Bulletin series" Psychology. Almaty. – No.4(65). - 2020. P. 229-231.
9. Psychosocial adaptation of hearing-impaired students of higher education institutions and colleges as a psycho-pedagogical problem Toraighyrov University Bulletin Pedagogical Series. Pavlodar. No. 1. - 2021. - P. 142-152.
10. Professional guidance for persons with special educational needs in higher education Institutions. "Science and education save the past, create the future" collection of articles of the XX International Scientific-Practical Conference. Penza. - March 15, 2019 - P. 246-249.
11. Choosing a profession in an inclusive space». Collection of articles of the 16<sup>th</sup> International scientific and practical conference "Urgent issues of the modern science and education". Penza. - February 5, 2022 – P. 220-223.
12. Emotions of students with special educational needs during the learning process "Regional scientific and methodological conference" Implementation of innovative technologies in the educational process is the basis for quality education" ZhSU named after I. Zhansugurov, 15 February 2019 P. 21-24, Taldykorgan.
12. «Current problems of emotional health of students with special educational needs". Materials of the international scientific and practical conference "The youth is the driving force of education, science and society". October 25-26, ZhSU named after I. Zhansugurov. Taldykorgan. – 2019. - pp. 45-48.
13. Psychological diagnostics of emotions of hearing-impaired students. "Topical issues of modern science and education" collection of articles of the XVI

International Scientific and Practical Conference. Penza. - February 5, 2022 - pp. 235-238.

14 "Emotions of students with special educational needs in training" Regional scientific and methodological conference "Introduction of innovative technologies in the educational process - the basis of quality education" ZhSU named after I. Zhansugurov February 15 Taldykorgan. - 2019 - pp. 21-24.

15. Psychological features of hearing-impaired students of higher education institutions and colleges. Materials of scientific and methodological conference "State and prospects for the domestic and world psychology development". "Kazakh University", Almaty. - 2020. - P. 111-114.

16. Materials of scientific - practical conference "Issue of emotions when teaching hearing-impaired students of higher education institutions and colleges "Problems of modern education quality and spiritual restoration as focus to the future. Almaty. Kainar University Bulletin edition 4/2. – 18. December 2020. - P. 30-33

17. Vocational guidance for young people with special educational needs. Scientific journal: pedagogical series. S. Toraigyrova PSU. Pavlodar. – No.1. -2020. - P. 90-98

18. "Methodology of study the emotional state of students with special educational needs in higher educational institutions" Recommended for publication by the Educational and Methodological Board of ZhSU named after I. Zhansugurov. (Minutes No. 9 of 29.05.2020) ISBN 978-601-216-680-4, Taldykorgan, 2020 - 123 P.

19. Copyright certificate "Methodology of study the emotional state of students with special educational needs in higher educational institutions". Certificate of Record in the State Register of Rights to Copyright Protected Objects RK 13 October 2020 No. 12540.

**Scope and structure:** the dissertation consists of an introduction, three chapters, a conclusion, a list of references and an appendix. The volume of the dissertation is 175 pages.

**The introduction** substantiates the relevance of the research, develops the scientific apparatus of the research, including the purpose, objectives, object of the research, subject of the research, research hypothesis, leading idea, scientific novelty, theoretical and practical significance of the research, and mentions the main provisions for defense.

**The first chapter "Theoretical foundations of the research on emotional state of students with special educational needs in higher educational institutions and colleges"** considers problems of emotional state of students and its characterization in the scientific literature. Analysis of the scientific research to clarify the etymology of the concepts "persons with special educational needs", "inclusion", and discussion of the nature and importance of "emotions" for a person with special educational needs were carried out. In the section psychopedagogical peculiarities of hearing-impaired students of higher education institutions and colleges the analysis of adolescent age category in psychopedagogical literature is given. The problems of students during their student days,

as a period of the most intensive psychological and social formation of personality, are highlighted. The section on education of hearing-impaired students in higher educational institutions and colleges considers conditions of successful education and professional formation of hearing-impaired students in general education conditions.

**The second chapter “Experimental work on study emotional state of students with special educational needs in higher education institutions and colleges”** in the section of characteristics of the research methods of emotional state of learners with special educational needs in higher education institutions and colleges compiled the programme and the research procedure. A brief description of the methods, content of the course, and the experimental work results is given. The section of organization of empirical study the emotional state of hearing-impaired students in higher education institutions and colleges reflects the results of ascertaining diagnostic survey. The results of the forming experiment, analysis of the obtained materials, systematization and generalization of the results are given in the section of mathematical processing and statistical analysis of the experimental work results.

**The third chapter “Main directions of implementing the study of emotional state of students with special educational needs (based on the example of hearing-impaired students of higher education institutions and colleges)”** presents a structural and content model of the research on emotional state of hearing-impaired students of higher education institutions and colleges. The model substantiates the ways of study the emotional state of hearing-impaired students in the process of learning in higher education institutions and colleges. The research focuses on emotional and personal development of hearing-impaired students. Thus, the categories of “emotion” and “personality” in a dialogic relationship, conditioned by the mutual influence. The section main directions of development of emotional state of hearing-impaired students in higher education institutions and colleges grounds development of students’ emotions through implementation of the elective course, educational and methodological manual for teachers and implementation of the programme to ensure the optimal level of emotional state of hearing-impaired students in higher education institutions and colleges. The main objectives of the programme are aimed at forming students’ skills of understanding their emotional states and states of other people, adequate manifestation of emotions based on social events or situations, management of their emotions, and integration into the student community.

The **conclusion** of the dissertation provides the results of the thesis which confirm the practical and theoretical importance of the work.