

N.S. SVISHNIKOVA¹, S. MNAIDAROVA^{2*},

A.I. SHUZHEBAEVA³, P.N. DMITRIEVA³³

¹Almaty Branch of St. Petersburg Humanitarian University of Trade Unions
(Almaty, Kazakhstan)

²Center of Excellence NIS (Astana, Kazakhstan)

³Almaty Branch of St. Petersburg Humanitarian University of Trade Unions
(Almaty, Kazakhstan)

email: mnaidarova_s@cpm.kz

PEDAGOGICAL STRATEGIES TO MITIGATE SUICIDAL BEHAVIOR AMONG CHILDREN WITHIN THE CONTEXT OF FAMILY EDUCATION

Abstract

At the moment, many approaches try to explain the true causes of suicide in children and adolescents. Particular attention is paid to the consideration of the family as a factor in the consolidation of auto-aggressive patterns in children and adolescents. The deformation of parent-child relationships and the disorganization of the family as a whole can be considered one of the main socio-psychological causes of suicide. Often the reason for the suicidal risk of a teenager can be an early loss of parents or a violation of constructive relationships with them, an incomplete family, or economic problems in the family.

The article aims to describe the factors of suicidal risk, in particular, significant experiences associated with close relationships in the family throughout the life of the individual.

To gauge the propensity for suicidal ideation, a suicidal risk questionnaire was employed. Additionally, the Eysenck test, encompassing 70 inquiries, was harnessed to ascertain the proclivity towards extraversion or introversion.

The results show that conflicting parenting style is closely associated with self-destructive personality behavior.

Keywords: adolescence; suicidal risk; family disorganization; conflict situations; emotional and behavioral disorders; family psychological support.

Introduction. Contemporary society is witnessing a surge in technological advancements and industrial innovations, yet this progress is accompanied by intricate challenges in understanding the dynamics between modern parents and their offspring. This is manifested in the deficiency of trust and emotional intimacy between parents and children, heightened and rigid parental demands and expectations, as well as the pervasive prevalence of parental indifference and disregard towards adolescents' lives.

One of the prominent socio-psychological factors contributing to suicidal risk in adolescents is familial disorganization. Family disarray encompasses circumstances such as the absence of a paternal figure during early childhood, a deficiency in maternal nurturing, the absence or, conversely, the overwhelming exercise of parental authority, and the imposition of corporeal

punishment (Ibrahim et al., 2022). Frequently, issues of domestic violence arise, leading to severe psychological trauma in children, a phenomenon elucidated by Sigmund Freud. Freud (1989) & Guillen-Burgos et al., (2023) highlighted that childhood trauma represents a prototypical psycho-traumatic event that triggers diverse alterations in a child's psyche, which can persist into adulthood. This encompasses negative emotional responses, various mental states, and inner conflicts, ultimately resulting in a fundamental reconfiguration of the individual's internal state (Merkulova et al., 2020; Yousef et al., 2022; Soliman et al., 2020).

Under such circumstances, the child remains in a state of trauma, carrying it throughout their life. The following occurrences can exert influence on adolescent suicidal behavior: parental divorce, parental remarriage, parental conflicts, family members' illnesses or deaths,

as well as instances of physical or sexual abuse. Specific psychological challenges in teenagers can exacerbate family disputes, leaving parents ill-equipped to manage their children's behaviors.

The practical significance of this study lies in its potential applications for averting inclinations towards suicidality in adolescents within the framework of family-based education, as well as within the educational milieu of schools, realized through:

1. Integration of corrective and developmental programs into the educational schema, fostering psychological and pedagogical conditions conducive to adolescents' holistic growth;

2. Elaboration and integration of an all-encompassing program within the educational curriculum, comprising informational, educational, communicative, and activity-oriented components;

3. Identification of students' susceptibility to depression;

4. Creation and execution of a corrective developmental program titled "Methodological Guidelines for Diagnosing and Preventing Suicidal Behavior in Students," targeting adolescents deemed to be within the "at-risk" category.

This program endeavors to enhance conflict resolution capabilities, imbue analytical aptitude regarding incoming information, ascertain value hierarchies, and integrate these considerations into decision-making amidst conflicts as Çekiç (2022) studied conflict resolution and its long-term psychological effects on children. The recommendations emphasize the necessity for communication processes to be rooted in positive relationships, fostering adolescents' recognition of their capacity to contribute to their betterment, familial harmony, and broader societal welfare. The program also strives to nurture the inclination for self-actualization and the aspiration to foster improved familial ties.

Consequently, the program and methodological materials devised and executed by our team can be harnessed by educational administrators, instructors within the general education system, as well as social pedagogues and psychologists associated with educational institutions.

Main part. In the year 2019, suicide emerged as the fourth principal cause of mortality

among individuals aged 15 to 19 globally, following vehicular accidents, tuberculosis, and interpersonal violence. The concept of suicide is effectively depicted through Van Heringen's suicide pyramid, wherein, akin to adults, the progression of suicidal symptoms in young individuals spans a spectrum from initial suicidal thoughts at the pyramid's base to actual suicidal behavior and eventual suicide at its apex. Suicidal ideation marks the foundational phase of this continuum; however, not all individuals reporting such ideation proceed to develop suicidal behavior. Houghton and colleagues have indicated that only a minority of adolescents with suicidal tendencies seek assistance services, leading to the issue largely remaining concealed from society, akin to an iceberg's submerged portion. Additionally, even within emergency departments, there is a tendency to under-document suicidal ideation, resulting in the incomplete recognition of suicidal symptoms and subsequent lack of engagement with psychiatric services (Lawrence et al., 2021). The prevalence of psychological symptoms and suicidal behavior among young individuals has notably escalated over the preceding decade, thereby assuming significance as a critical public health concern (McRae et al., 2022). During the initial months of the COVID-19 pandemic, there was a reported upswing in the occurrence of specific mental health conditions (depressive and anxiety symptoms, eating disorders, behavioral issues) compared to pre-pandemic levels on a global scale. While these conditions showed close associations with suicidal attempts, actual suicide rates exhibited limited changes. However, a more recent study has indicated potential variations in this phenomenon across different countries. Moreover, the prolonged pandemic has prompted various scholars to underscore the necessity of reevaluating youth suicide dynamics post the initial COVID-19 wave. (Bersia, 2022)

The equilibrium between spiritual and material values has shifted towards a focus on material security. Nonetheless, the bedrock of family life persists in the form of interpersonal relationships within families, external interactions, and integration with immediate society. Of special note is the interaction between family members in activities such as information exchange,

recreation, and collaborative endeavors, all of which must consider the unique attributes of each family member (Khamitova & Atemkulova, 2021; Nurmukhambetova et al., 2021; Kuvatova, 2020). Any action, occurrence, or characteristic displayed by an individual is intricately linked to their development within a particular society, and frequently, the family serves as a microcosm embodying the broader social developmental context.

In the study by Shereshkova. & Prokofieva (2022), the construction of adolescents' conscious attitudes towards their parents was examined. Components characterizing adolescents' attitudes towards their parents encompass cognitive aspects (perceptions of parents and evaluations of their educational strategies), emotional dimensions (closeness vs. distance, sympathy vs. antipathy, respect vs. disdain), and behavioral elements (autonomy, separation). Broadly, a substantial proportion of adolescents demonstrated low levels of the behavioral component (42%), cognitive component (30%), and emotional component (28%). This research underscores the substantial potential for nurturing the constituent elements of adolescents' conscious attitudes toward their parents. Adolescents encountered several challenges including a dearth of self-awareness, apprehension surrounding self-disclosure, social insecurity, inadequate communication skills, and limited interest in engaging in such activities.

In light of the above analysis, it becomes evident that adolescents' perception of insufficient parental care, difficulties in confiding in parents regarding problems, and reliance on friends' opinions for significant decisions are closely linked to compromised behavioral and emotional well-being. Interventions targeted at enhancing parent-child relationships can catalyze averting health risk behaviors among young individuals.

While exploring the parent-child dynamic, it is crucial to recognize that adolescence represents a particularly sensitive phase. Growing children are especially responsive to macro and micro-social influences impacting family dynamics and shifting everyday life norms. It is established that family conflicts are a prominent trigger for suicidal tendencies in adolescents (Ackerman & Horowitz 2022).

The absence of mutual comprehension within families and the dearth of psychological support from parents contribute to the escalation of suicidal manifestations, which have become increasingly prevalent among children in the past decade (Ong 2021). Often, parents lack insight into the reasons behind their children's inappropriate behavior, leading to difficulties in selecting appropriate parenting styles and strategies.

According to the findings by Sabol et al., (2021), the parent-child relationship is characterized by interdependence, synergy, and dynamic interplay. Progress made in one generation exerts an impact on advancements in subsequent generations. While extensively applied to comprehend parental dynamics and parent-child relationships, this theory is substantiated by scientific literature, indicating a correlation between parental and child education. This underscores the significance of evaluating both generations simultaneously to optimize the development of human potential. The investigation conducted by Karabanova (2019) reveals the existence of a "universal" parenting style. This style encompasses facets of emotional rapport, communication, interaction, directives, and restrictions, and the severity of each parameter of child-parent interactions adjusting in response to socio-cultural nuances. The resultant equilibrium of autonomy and interdependence harmonizes with cultural educational values. The model of an ideal upbringing and parent-child relationship manifests as a multi-component framework integrating emotional rapport, communication, control, and directives. This configuration fosters a zone of proximal development, nurturing the child's autonomy while maintaining emotional intimacy and mutual reliance.

The deleterious form of family upbringing that contributes to aggressive adolescent behavior is typified by tactlessness, irritability, and inconsistency. In such families, parents openly express anger, rage, and discontent in the presence of their children. This family dynamic is prevalent when children exhibit emotional inadequacy, indecisiveness, conflicts, and relationship difficulties (Arinin, 2019).

Various studies highlight emotional intelligence as a repertoire of competencies that

effectively manage emotional processes. Self-assessment of emotional intelligence largely reflects an individual's aspiration rather than intrinsic abilities, gaining interest primarily due to individual belief. Emotional states wield substantial influence over attitudes, cognition, and behavior. Positive emotions generally hold an adaptive function, augmenting resources for creativity, engagement, health, and collaborative efforts. According to the SFT (Situating Function Theory), negative emotions also serve functional roles. The limitation of most organizational endeavors stems from the decontextualized nature of indicators: the emotional experiences of employees are contingent upon particular circumstances and often specific individuals (Hillary, 2023).

A team of researchers including Zhang et al., (2021), discerned a positive association between parental control and emotional intelligence. They posit three emotional constructs within the parenting context, deemed pivotal constituents of emotional intelligence: parents' awareness of children's emotions pertains to the capacity to accurately perceive and discern emotional expressions, contextual cues, and behavioral signals of emotions. Children's grasp of emotions relates to their comprehension of their own and others' emotional states. Mitigating children's agitation and adverse emotional impacts is a principal parental responsibility. Zhang et al., (2021) also ascertained the salutary effects of positive social support on mitigating symptoms of anxiety and depression.

Purpose of study. In light of these findings, measures to bolster social support warrant consideration. Diverse forms of support (instrumental assistance, emotional care, provision of information) can emanate from various sources such as supervisors, colleagues, family members, and friends. It is recommended to establish a comprehensive informational social network, as distinct relationships for varying support types can aid adolescents in coping with diverse challenges. Additionally, active participation in numerous educational and recreational activities is advised. Crucially, adolescents are encouraged to proactively seek assistance when required. The article describes the factors of suicidal risk, in particular,

significant experiences associated with close relationships in the family throughout the life of the individual.

Materials and methods. The present investigation was structured into a triadic sequence of phases. Initially, the scope, object, subject, aims, and objectives of the study were meticulously defined. Subsequently, the second phase encompassed a comprehensive analytical review of pertinent research, culminating in the judicious selection of methodologies germane to the research domain. Lastly, a robust empirical investigation was undertaken, involving stages encompassing statistical manipulation, result analysis, discourse of findings, formulation of conclusions, and the articulation of recommendations.

Participants. The participants of the sociological survey comprised respondents aged between 15 and 19 years. A parent survey was also conducted involving 48 participants.

Data collection tool. Within the ambit of the empirical study, an array of meticulously selected methods was employed. To gauge the propensity for suicidal ideation, a modified version of T.N. Razuvaeva's suicidal risk questionnaire was employed. To identify psychological deviations, the Szondi test, comprising several phases, was administered. The assessment of depressive tendencies was facilitated by employing two Beck depression scales: the former focusing on proclivity to depression and general symptoms, and the latter concentrating on the appraisal of anxiety and its related disorders. The Zang (Tsung) scale was deployed to ascertain levels of self-esteem and depression. Furthermore, subjective color perception was gauged using the Luscher test, involving the preference-based selection of colors. The evaluation of respondents' temperamental attributes was accomplished through the Strelau temperament diagnostic test. Additionally, the Eysenck test, encompassing 70 inquiries, was harnessed to ascertain the proclivity towards extraversion or introversion. Rapid diagnosis of neurosis, employing the Heck-Hess methodology, was instrumental in revealing degrees of neurotic probability. Hall's emotional intelligence test was exploited to glean insights into mood dynamics and emotional orientations toward others.

To elicit insights into high school students' tendencies towards self-harm, a parent survey was conducted involving 48 participants. The survey comprised the following inquiries:

Do your offspring participate in regular domestic tasks?

Do your offspring exhibit accountability towards their duties?

Is there parental oversight of your offspring's academic responsibilities?

With whom does your child share the most intimate interactions?

Is your child engaged in family discussions regarding household matters?

Is your child's viewpoint taken into consideration in significant decision-making processes?

Are familial conflicts a recurrent occurrence for your child?

Is your child prone to frequent mood fluctuations?

Is your child often afflicted by feelings of despondency and melancholy?

Is your child susceptible to fits of aggression?

Does your child grapple with any phobias?

Are issues concerning interpersonal relations and communication problematic for your child?

Does your child tend to choose solitude over social gatherings?

Does your child engage in gaming activities?

Does your child prefer virtual communication via social networks?

Data analysis. The statistical manipulation of the study's outcomes was effectuated through the utilization of online testing and subsequent digital computations.

Results. Examination of the survey data unveiled the following insights:

A significant proportion of parent-surveyed high school students do not participate in regular household chores (71%).

Merely 21% of students demonstrate responsibility towards their domestic duties.

An overwhelming majority of parents (83%) do not oversee their children's academic obligations.

Notably, 35% of respondents reported that their children share their most intimate interactions with their mothers.

An overwhelming 90% of parents do not engage their children in discussions about family issues.

A substantial 71% of parents consider their child's perspective in matters of substantial decision-making.

Nearly half (45%) of the surveyed children experience familial conflicts.

Approximately 47% of children exhibit frequent mood oscillations.

Instances of melancholic and depressive emotions appear to be circumstantial.

Episodes of aggression are observed in 23% of children.

A mere 10% of children exhibit manifestations of phobias.

The majority (95%) of children do not encounter difficulties in their interpersonal relations and communication.

About one-third (31%) of children prefer solitude over social gatherings.

Gaming interests are prevalent, with 67% of children being gamers.

A substantial 72% of children exhibit a preference for virtual communication through social networks.

Henceforth, the parental survey engendered the following deductions: an elevated degree of "gaming," virtual communication, interpersonal conflicts, and displays of aggressive conduct, alongside manifestations of despondency and depression, are, in our assessment, intertwined with the repercussions of the pandemic and the swift advancement of digitalization in contemporary society.

Discussion. In cases where a heightened propensity for suicidal inclinations is ascertained, it is advisable to administer psychological counseling or psychotherapeutic intervention. Ensuring the comprehension that high school students are not alone and that their voices are heard emerges as crucial.

Scrutinizing the study's outcomes, the examination of the familial influence on suicidal tendencies has been unveiled. The findings underscore the family's role as either a counterforce against the actualization of suicidal proclivities or as a potential source of factors contributing to suicidal conflicts.

In the context of adolescent suicide, researchers Mohd Fadhli et al., (2022) contend that the inclinations toward suicidal behavior in adolescents can be impacted by both cultural

determinants and sociocultural alterations in the youth milieu, notably stemming from the ubiquity of the internet and communication platforms. Additional risk factors encompass maltreatment, inhabiting an unstable familial setting, depression, and a sense of deficient social support from both family and peers.

The scholarly contribution “features of family-teacher interaction in the formations of students’ socioeconomic value orientations” corroborates the pragmatic significance of corrective developmental programs and substantiates the rationale behind their integration into educational praxis to optimize family-teacher interactions (Mnaidarova et al., 2017).

A paramount avenue for elevating the motivational realm centers on devising strategies to circumvent prospective setbacks, as these bear implications on the cultivation of diminished self-esteem and frequently foment situational anxiety, which becomes evident in the avoidance of responsibilities and participation in extracurricular pursuits.

Conclusion. In the culmination of the aforementioned, it becomes evident that the educational impact wielded by parents bears substantial significance in shaping behavioral inclinations and fostering the development of individual-personal attributes in offspring. These attributes encompass personality activity, adaptability, and communicative proficiencies. The family persists as an enduring cornerstone in individual development, serving as the quintessential nucleus within the broader societal framework. Thus, an imperative arises for the formulation and execution of a program tailored to enhance the emotional intelligence of parents, with a pronounced favorable influence on the holistic growth of their progeny.

Within the framework of digitalization, wherein the preponderance of families grapple with economic challenges, there has been an exacerbation of a tendency for many parents to disengage from addressing the developmental and educational facets concerning adolescents. In such family constellations, the absence of a bedrock of trust between family members and adolescents ensues, thereby inherently impeding harmonious and comprehensive childhood development.

Principal dimensions of family-based education encompass the orchestration of collective, socially significant events for parents and students, as well as the provision of parental support in nurturing their children. Additionally, the utilization of personalized and collective mechanisms of collaboration with parents, their active engagement in communal undertakings, and the facilitation of auxiliary initiatives to organize the activities of parent-oriented communal entities (such as boards of trustees and parent committees) hold pivotal roles.

From our vantage point, the discerned psychological and pedagogical prerequisites afford the prospect of enhancing the educational milieu and establishing an ecosystem conducive to individual advancement, social interconnectivity, preservation of personal identity, and ethical fulfilment resulting from accomplishments.

In sum, the manifestation of suicides and propensities toward self-harm can be attributed to disruptions within the life system and the fabric of personal relationships, particularly within the familial educational context. These disruptions are characterized by the marginalization of individuals from societal life, a deficiency in accrued experiential insights towards structuring one’s engagements, and the inability to ascribe personal roles within the social continuum. Put succinctly, this translates to sentiments of futility, a loss of existential purpose, and a dearth of confidence in the human experience.

The influence of the family upon suicidal phenomena is multifaceted: in specific instances, it serves as a crucible for suicidal conflicts, while in others, it functions as a counteractive force against the realization of suicidal propensities incubated within adolescents. A constructive rapport with an adolescent could equip them with psychological defense mechanisms and coping strategies, fostering a more measured response to emerging stressors and mitigating negative emotional strains. Conversely, negligence, a lack of earnest attention towards a child’s experiences and tribulations, may evolve into factors that escalate the vulnerability to suicidal tendencies during adolescence.

Recommendations. Drawing from the study’s findings, we have formulated recommendations for the pre-emptive mitigation of suicidal tendencies:

1) Timely identification of students exhibiting depressive comportment via diagnostic endeavours.

2) Provision of psychological and pedagogical support for students manifesting behavioral aberrations.

3) Consistent implementation of psychological, preventive, and educative initiatives targeting the parents of students.

4) Cultivation of amicable relationships amongst participants within the educational milieu, encompassing all structural components of the educational establishment, school administration, students, and their guardians.

5) Formulation and implementation of a program encompassing remedial and develop-

mental sessions designed to facilitate collaborative exploration of constructive approaches, alternative solutions, and positively impactful experiences for high school students.

6) The integration of public representatives (social and psychological services, law enforcement agencies, etc.) to execute psychological and preventative efforts.

The outcomes stemming from the diagnostic phase of the study facilitated the identification of anxiety in adolescents and facilitated the evaluation of the intensity of diverse phobias, depressive symptoms, and other anxiety-related indications, thereby affirming the validity of our methodological selection in empirical research.

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D.N. BILYALOV¹, Z.A. MOVKEBAYEVA^{1},*

A.B. DUZELBAYEVA²², D.S. KHAMITOVA²

¹ Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)

*² Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar, Kazakhstan)
email: z.movkebaeva@abaiuniversity.edu.kz*

ASSESSMENT BY THE PEDAGOGICAL COMMUNITY OF INCLUSIVE COMPETENCIES OF SPECIAL TEACHERS

Abstract

The article is devoted to the issues of the readiness of special teachers to work in the conditions of inclusive education. The current state and problems of the formation of inclusively oriented professional competencies of special teachers are analyzed. The importance of inclusive competencies for special teachers for successful work in the general education process is proved, and the necessity of systematic and comprehensive pedagogical activities for the formation of these competencies is substantiated.

The article presents brief results of a specially organized interview of the administration and teachers of secondary schools, the purpose of which was to identify their opinions on the level of readiness and formation of inclusively oriented professional competencies of special teachers.

It was determined that teachers and the administration of general education organizations attributed to the professional qualities of a special teacher who effectively implements his activities in inclusive education: competence, pedagogical ethics, practical skills, understanding and acceptance of a child with disabilities, flexibility and adaptability, the ability to adapt by the characteristics of the child or the educational situation, sociability and willingness to cooperate, emotional stability and stress resistance, skills of working in an interdisciplinary team, responsibility, diligence, availability of certain organizational skills, etc.

Keywords: special teacher, readiness, university training, inclusive education, limited opportunities, professional competencies.