

IRSTI 14.35.07

<https://doi.org/10.51889/2960-1649.2026.67.2.005>

NIGMATULLINA IRINA¹, ISHANKHANKYZY AKERKE^{*2}, MAKHAMBETOVA ALIYA³,
USSENBAYEVA SHYNAR⁴

¹Kazan (Volga region) Federal University (Kazan, Russia)

²Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)

³Egyptian University of Islamic Culture Nur Mubarak (Almaty, Kazakhstan)

⁴Kazakh National Women's Teacher Training University (Almaty, Kazakhstan)

*Address of correspondence: Ishankhankyzy Akerke, PhD student, Abai Kazakh National Pedagogical University, Almaty city, Kazakhstan, 050010, Almaty, Dostyk Avenue 13, <https://orcid.org/0009-0000-8181-9955>, Email: 47584@abaiuniversity.edu.kz, Tel.: +77789432528

Pedagogical Architecture of Dialogic Communication of Primary School Children with Emotional-Volitional Regulation: Experimental Verification

Abstract

Introduction. The article examines the formation of dialogic communication in primary school children with emotional-volitional dysregulation as an important condition for their socialization, learning activity, and overall development. The relevance of the study is determined by the close relationship between dialogic speech, emotional stability, self-regulation, and the child's ability to interact effectively with peers and adults. *Methodology and Methods.* The empirical study was conducted using the following diagnostic tools: "Diagnostics of Dialogic Speech in Primary School Children", "Communicative Activity of Primary School Children", and the "Protocol for Pedagogical Assessment of Children with ASD". To analyze the distribution of communicative activity levels across Grades 1–3, Pearson's χ^2 test was applied. *Results.* The results showed statistically significant differences in communicative activity levels among primary school children of different age groups. It was found that emotional-volitional dysregulation negatively affects the development of dialogic communication, behavioral regulation, and the child's ability to maintain productive interaction. *Scientific novelty.* The study substantiates the relationship between emotional-volitional difficulties and the level of dialogic communication development in primary school children. *Practical significance.* The obtained results can be used in the development of corrective, pedagogical, and psychological support programs aimed at improving communicative competence in children with emotional-volitional dysregulation.

Keywords: dialogic communication; primary school children; emotional-volitional dysregulation; communicative activity.

Introduction. One of the priority areas in the modernization of contemporary school education is the creation of conditions for the full inclusion of children with special educational needs in the educational environment and their successful socialization. The Law of the Republic of Kazakhstan dated July 11, 2002, №343 "On the Support of Children with Disabilities in Social and Medical-Pedagogical Correction" (as amended and supplemented as of June 26, 2021) establishes the legislative foundations for inclusive education (Law of the Republic of Kazakhstan №343, 2002).

In accordance with the State Compulsory Standard for Primary Education of the Republic of Kazakhstan, inclusive education is aimed at creating conditions to ensure equal access to learning for all students, considering their individual educational capabilities (State Compulsory Standard for Primary Education of the Republic of Kazakhstan, 2022). In particular, the emotional volitional characteristics of primary school children are a significant factor determining their psychological well-being. These characteristics have a direct impact on the development of dialogic communication

and the adequacy of communicative responses, making them critically important in assessing the development of speech competencies. Therefore, identifying the level of development of dialogic speech in the context of emotional-volitional manifestations is a necessary step before implementing corrective and developmental programs aimed at supporting effective dialogic communication in primary school children.

It is well established that innovative education for schoolchildren with emotional-volitional disorders (EVD) shifts the focus of the educational process from the mechanical acquisition of knowledge to the development of the internal “personal compass”. In this context, the development of abilities for “social navigation” and harmonious interaction with others becomes particularly important. The issue of including primary school children with autism spectrum disorders (ASD), characterized by specific features of the emotional-volitional sphere, in the educational environment of mainstream schools remains of significant scientific and practical relevance. This problem consistently attracts the attention of researchers focused on identifying the conditions, mechanisms, and strategies for educating this category of children.

It is known that the emotional volitional characteristics of children with ASD serve as a system-forming factor that determines the specifics of communicative activity development, primarily dialogic communication. These considerations acquire particular significance in the context of special pedagogy, as the development of dialogic speech in children with emotional-volitional peculiarities is slow and requires targeted pedagogical support. Under these conditions, the formation of dialogic skills within a corrective and developmental environment becomes a “growth point”, facilitating the development of communicative competence, self-regulation mechanisms, and successful social adaptation in primary school children. At the same time, contemporary psychological and pedagogical thought shifts the focus toward the socio-psychological determinants of the

development of a child’s emotional sphere. Studies by foreign authors (Egeland et al., 1993) demonstrate that a deficit of emotional contact creates a state of “emotional deprivation”, distorting the attachment system and disrupting basic mechanisms of social interaction, which subsequently affects students’ ability to engage dialogically within the communicative space of the educational environment (Egeland et al., 1993). From a corrective-pedagogical perspective, dialogic speech acquires the status of not only a means of communication but also a tool for personal development and socialization. Research demonstrates that the development of dialogic speech in primary school children is closely linked to their ability to establish contact, recognize the emotional states of others, and adequately express their own experiences (Belyaeva, 2009; Vaskivska et al., 2019). According to Aseeva (2016), these skills acquire the status of significant personal development, influencing the success of students’ participation in verbal exchange processes. Studies emphasize the need to consider the characteristics of children with ASD when designing an inclusive environment (Lebedenko, 2018), whereas the pedagogical conditions for their emotional adaptation are also identified as a significant factor (Kedrovskaya, 2020).

Malyarchuk and Karasyov (2018) empirically confirm that the contextualization of emotional-volitional manifestations serves as a kind of “regulatory tuning”, ensuring the full development of universal learning activities. Otherwise, as shown by Semago et al. (2020), the absence of systematic diagnostics and the neglect of emotional-volitional specifics lead to the development of communicative skills in a fragmented, «mosaic» manner, lacking internal coherence. In this context, the findings of Operto et al. (2021) complement the picture: a deficit in the regulatory alignment of these factors triggers a “chain reaction” of intensified emotional responses, which, in turn, destabilizes communicative processes and reduces their effectiveness.

Dialogic interaction, as a universal mechanism of development, provides the “framework” for the existence and structural organization

of any social system (Woodgate et al., 2020). In the educational environment, it functions as a “mediator of development”, through which a student’s cognitive, linguistic, and personal transformations are facilitated. At the same time, empathy - the ability to understand and share the feelings of others - is an integral part of meaningful dialogue (Merrells et al., 2018). Thus, despite the accumulated theoretical and empirical material, the issue of developing dialogic communication in primary school children with ASD, in the context of their emotional-volitional characteristics, remains insufficiently explored and requires experimental verification, which defines the focus of the present study.

Materials and Methods. In the framework of the present study, the researchers aimed to experimentally determine the developmental dynamics of dialogic communication in primary school children. The core diagnostic procedure was the method “Diagnostics of Dialogic Speech in Primary School Children” by Ignatyeva (2023), designed to assess the formation of key components of dialogic speech, including the understanding of utterances, the adequacy of responses, and the ability to maintain dialogic interaction. To obtain a comprehensive picture of communicative development, the following methods were used: The method “Communicative Activity of Primary School Children” by Venger and Solomatina (2014), which allows for the assessment of the interaction patterns of primary school children. The “Protocol for Pedagogical Assessment of Children with Autism Spectrum Disorders” by Khaustov et al. (2018), which enables the identification of specific features of communicative behavior and emotional-volitional regulation.

The combined use of the methods made it possible not only to determine the level of development of dialogic communication but also to experimentally substantiate the nature of the influence of emotional-volitional dysregulation on the development of dialogic communication in primary school children. The methodological foundation of the study is based on the communicative paradigm considered as a psychological mechanism for the socialization of primary school children (Ishankhankyzy et al., 2026). Research base: three (3) general education schools in Almaty (Nos. 85, 74, 172). The study involved 86 primary school children in Grades 1–3 with diagnosed emotional-volitional disorders.

Results. The initial (descriptive) experiment aimed to identify the level of development of dialogic communication in primary school children with emotional-volitional dysregulation. The method “Diagnostics of Dialogic Speech in Primary School Children” by Ignatyev (2023) is designed for a comprehensive assessment of the development of key components of dialogic speech in primary school children. It allows for the identification of the ability to engage in dialogue; initiative in verbal contact; the ability to ask questions; coherence and logical sequence of utterances; adequacy of emotional-verbal expressiveness; and the ability to maintain the proposed topic of conversation. Primary school children were given tasks such as initiating a dialogue with the experimenter, asking clarifying questions, composing a response to an address, completing or continuing an unfinished dialogue, and constructing a short dialogue based on a story picture. Assessment was conducted across three levels: high, medium, and low (Table 1, Figure 1).

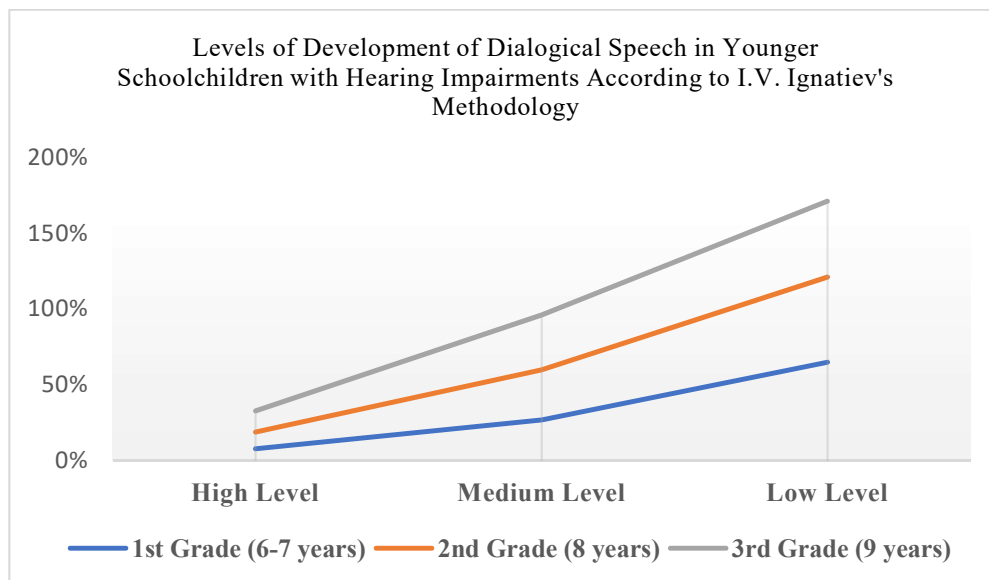
Table 1

Levels of development of dialogic speech according to Ignatyev’s (2023) method

Age / Grade	Number of Children	High Level	Medium Level	Low Level	M	SD
1st Grade (6-7 years)	26	8 %	27 %	65 %	1,43	0,62
2nd Grade (8 years)	28	11 %	33 %	56 %	1,55	0,59
3rd Grade (9 years)	32	14 %	36 %	50 %	1,64	0,57
Total	86	11 %	32 %	57 %	1,54	0,59

Figure 1

Initial levels of dialogic speech development in primary school children with emotional-volitional disorders (descriptive stage)



As can be seen from Table 1 and Figure 1, the low level is predominant (50-65%), at which primary school children demonstrate one-word responses, difficulties in initiating dialogue, agrammatism, underdeveloped question constructions, and frequent lapses in logical coherence. Primary school children with emotional-volitional disorders at the medium level (27-36%) were characterized by situational activity, occasional coherent statements, difficulties in maintaining the topic, and weak emotional expressiveness. At the high level (8-14%), primary school children with emotional-volitional disorders can initiate dialogue, use logically organized sentences, ask appropriate questions, and demonstrate emotional-verbal expressiveness.

It should be noted that improvements are observed with age: an increase in the medium level by 9%, a decrease in the low level by 15%, and a growth in the high level by 6%. However, the overall dynamics remain weak, indicating the need for pedagogical intervention. The majority of primary school children with emotional volitional disorders demonstrate a low level of dialogic speech. The most pronounced difficulties are related to initiative, coherence, and maintaining the topic. In children with primary-type ASD, these

impairments are more pronounced. The age-related dynamics are positive but insufficient for independent compensation. These results confirm the need to develop and implement a pedagogical approach. After analyzing the structural components of dialogic speech using Ignatyev's (2023) method, it became necessary to clarify the extent to which primary school children with emotional volitional disorders can perform communicative functions in conditions of joint activity. For this purpose, the method "Communicative Activity of Primary School Children" (Venger & Solomatina, 2014) was used at the next stage. This method allows for the assessment of initiative, the ability to interact within a group, communicative strategies, social flexibility, and emotional responsiveness. It enables evaluation of a child's real capacity to engage in interaction, assume social roles, demonstrate initiative, and construct cooperative forms of communication, which are essential for the development of full-fledged dialogue. The method focuses on studying the structure of a child's communicative activity in both organized and spontaneous interactions. The criteria for assessing the development of communicative behavior in primary school children were defined by the following indicators and levels (Table 2).

Table 2

Criteria and levels of development of communicative behavior in primary school children with emotional-volitional disorders

Indicator	High Level (Initiative–Adaptive)	Medium Level (Situational–Reactive)	Low Level (Fragmented–Restricted)
Communicative Initiative	Independently initiates contact, proposes topics, asks questions, and actively maintains the dialogue	Shows initiative episodically, more often responds to prompts, and struggles to develop the topic.	Avoids initiating contact, engages in interaction only when prompted, or does not engage at all
Social Selectivity in Communication	Demonstrates flexibility in interactions with classmates and teachers	Prefers communication with teachers and selectively with classmates	Avoids contact or shows pronounced selectivity, social isolation
Ability for Collaborative Activity	Actively engages in group activities, distributes roles, cooperates, and contributes to the overall outcome.	Participates in the group with support, performs individual functions, and interaction is unstable	Does not engage in collaborative activity, cannot maintain a role, avoids or disrupts interaction.
Social Flexibility	Easily adapts behavior to the situation, considers others' interests, and modifies communication strategy.	Shows partial flexibility, adaptation is slow or incomplete	Rigid behavior does not consider the context of communication, and difficulty switching
Emotional Responsiveness	Recognizes and considers others' emotions, demonstrates empathy, and adequately expresses own feelings	Partially recognizes emotions, responds selectively, and shows limited emotional expressiveness.	Does not consider others' emotional states; empathy is reduced or absent.
Communicative Strategies	Uses appropriate communicative strategies (requesting, explaining, reasoning)	Has a limited repertoire of strategies; use is not always appropriate to the situation	Uses inappropriate forms (ignoring, protesting, stereotypical responses)

Based on the previously identified difficulties (low initiative, weak regulation, limited cooperation), the data are as follows (Table 3, Figure 2).

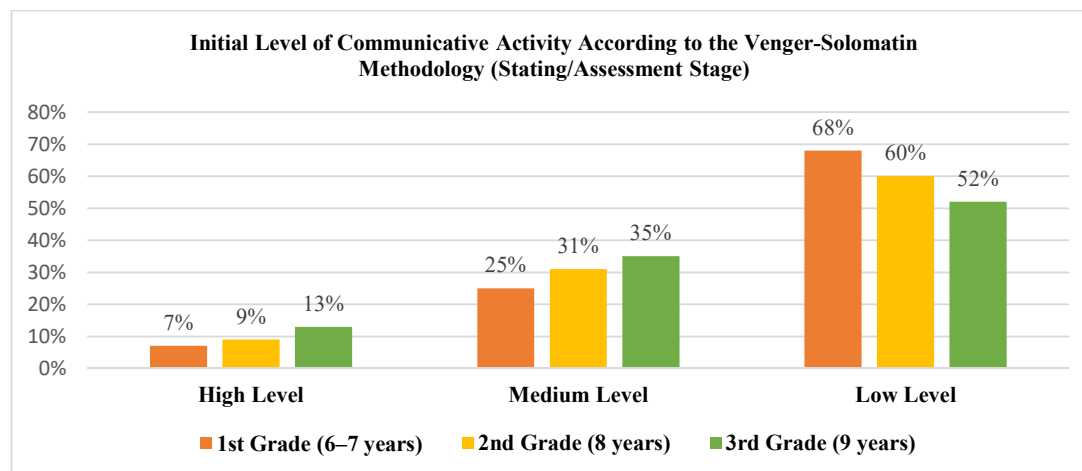
Table 3

Initial Level of Communicative Activity in Primary School Children with Emotional-Volitional Disorders (Venger–Solomatina Method)

Age / Grade	Number of Children	High Level	Medium Level	Low Level	M	SD
1st Grade (6–7 years)	26	7 %	25 %	68 %	1.39	0.61
2nd Grade (8 years)	28	9 %	31 %	60 %	1.49	0.58
3rd Grade (9 years)	32	13 %	35 %	52 %	1.61	0.56
Total	86	10 %	30 %	60 %	1.50	0.58

Figure 2

Initial Level of Communicative Activity According to the Venger–Solomatina Method (Descriptive Experiment)



To analyze the distribution of communicative activity levels across the three age groups, Pearson's χ^2 test was used, $\chi^2 = 10.72$, $p < 0.01$, indicating statistically significant differences between Grades 1–3. Additionally, an analysis of mean values showed an increase in M from 1.39 to 1.61 points and a decrease in SD from 0.61 to 0.56, confirming a gradual leveling of communicative skills with age, although functioning remained at a low level. The results indicate that the low level (fragmented–restricted) predominates across all grades (52–68%). This is manifested in difficulties establishing contact, avoidance of interaction, weak engagement in collaborative activities, frequent use of gestures and one-word responses, and low emotional responsiveness. The medium level (situational–reactive) increases with age (25 → 31 → 35%), reflecting partial development of certain communication components. The high level (initiative–adaptive) occurs rarely (7–13%). Children at this level are capable of taking initiative, working in a group, flexibly adjusting their behavioral strategies, and expressing emotional involvement.

Children with primary-type ASD consistently fall within the low level, which aligns with the observations and data of Ignatyev (2023). Overall, the findings show that the communicative activity of primary school children with emotional volitional disorders at the descriptive stage is characterized by a

predominance of low-level development (60%). Statistically significant differences between grades ($\chi^2 = 10.72$; $p < 0.01$) confirm age-related dynamics; however, the intensity of this progression is insufficient for the spontaneous compensation of communicative deficits. These data highlight the need for targeted pedagogical interventions aimed at developing initiative, social interaction, and emotional responsiveness.

The data obtained using the method of Venger and Solomatina (2014) allowed us to identify general features of communicative activity in primary school children with emotional-volitional disorders, including pronounced difficulties in initiating interaction, social rigidity, and low engagement in collaborative activities. However, for a comprehensive understanding of the structure of these impairments and to determine the specifics of communicative behavior in children with emotional-volitional disorders, particularly in the subgroup of students with primary-type autism spectrum disorders, more detailed diagnostics were required. Accordingly, the next stage of the descriptive experiment involved the use of the “Protocol for Pedagogical Assessment of Children with ASD” (Khaustov et al., 2018), adapted for primary school children with emotional-volitional disorders. This method allows for the assessment of behavioral, communicative, and emotional-regulatory characteristics

that are not captured by traditional speech diagnostic tools, serving as a crucial instrument for refining the child's profile and planning subsequent formative interventions. To clarify the structure of impairments in dialogic speech and communicative activity in children with emotional-volitional disorders, including the subgroup of students with primary-type ASD, the "Protocol for Pedagogical Assessment of Children with ASD" (Khaustov et al., 2018) was employed. The protocol was adapted for school-age children and supplemented with items to evaluate features such as behavioral regulation, emotional responsiveness, communicative initiative, social interaction, use of alternative means of communication, and the ability to engage in collaborative activities. This method enables the documentation of the behavioral and speech profile of primary school children, representing a critical step in developing an individualized corrective intervention plan.

Assessed Parameters of the Adapted Protocol: Contact and Ways of Establishing Contact; the child's ability to initiate and maintain interaction; Response to Address

and Instructions; how the child reacts to verbal prompts and guidance; Communicative Initiative; the child's tendency to take the lead in interactions. Use of Alternative Means of Communication gestures, facial expressions, pointing, or other nonverbal methods; Emotional Expressiveness and Responsiveness of the child's ability to recognize, express, and respond to emotions; Attention Shifting and Behavioral Regulation flexibility in focus and self-regulation of actions; Degree of Engagement in Group Activities participation in collaborative tasks; Maintenance of the Topic in Joint Activities ability to stay on topic during shared tasks; Features of Motor and Sensory Behavior assessed using Khaustov et al. (2018) scale; Manifestations of Stereotypies/Ritualized Actions repetitive or ritualized behaviors. All parameters were assessed by teachers and psychologists using a three-point scale: 0 (absent), 1 (moderately expressed), 2 (strongly expressed). At the descriptive stage, the data were converted into a level-based system: high/medium/low level of communicative behavior development (Table 4 and Figure 3).

Table 4

Initial level of communicative-behavioral characteristics according to Khaustov et al. (2018) protocol

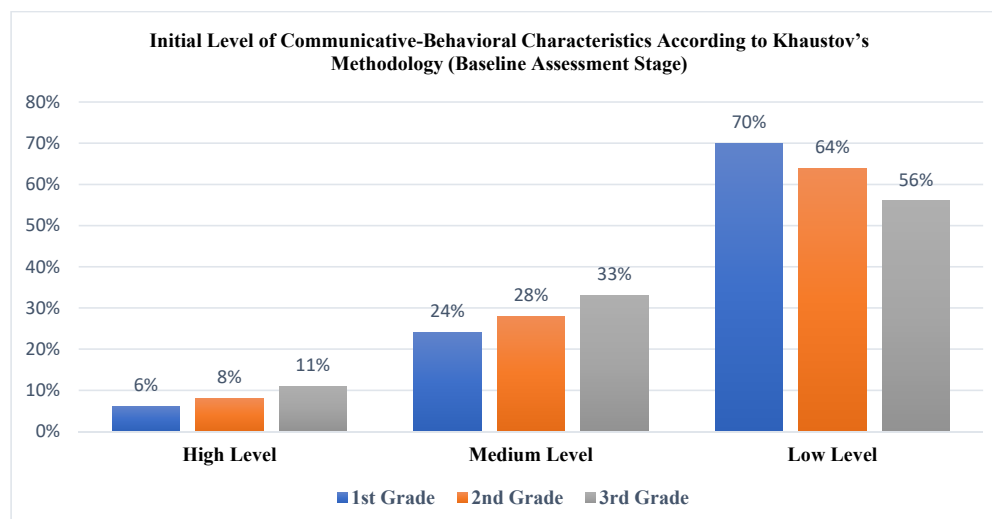
Age / Grade	Number of Children	High Level	Medium Level	Low Level	M	SD
1st Grade	26	6 %	24 %	70 %	1.36	0.64
2nd Grade	28	8 %	28 %	64 %	1.44	0.61
3rd Grade	32	11 %	33 %	56 %	1.55	0.58
Total	86	8 %	28 %	64 %	1.45	0.61

To compare the distribution of levels across Grades 1-3, Pearson's χ^2 test was applied: $\chi^2 = 11.53$; $p < 0.01$. This indicates statistically significant age-related differences in the communicative-behavioral profiles of the students. The mean values also demonstrate

dynamics: an increase in M from 1.36 to 1.55 and a decrease in SD from 0.64 to 0.58, indicating a gradual leveling of differences among the children and a slight improvement in communicative behavior.

Figure 3

Initial level of communicative-behavioral characteristics according to Khaustov et al. (2018) protocol (descriptive experiment)



The results in Figure 3 indicate a predominance of the low level (64%). This level is characterized by a lack of initiative in contact, weak responsiveness to prompts, reliance on gestures instead of speech, difficulties in maintaining joint activities, frequent shifts in attention, and emotional instability. These features are especially pronounced in children with primary-type ASD. As observed, the medium level increases with age (24 → 33%), reflecting partial stabilization in abilities such as maintaining contact, regulating behavior, and responding emotionally. The high level is rare (6-11%), with children at this level able to initiate contact, use spoken language appropriately, demonstrate social flexibility, and maintain engagement in joint tasks. Thus, the communicative-behavioral profile of children with emotional volitional disorders at the descriptive stage is characterized by pronounced deficits in initiative, behavioral regulation, emotional responsiveness, and maintenance of joint activities. Statistically significant differences between age groups confirm the presence of natural developmental dynamics; however, the insufficiency of this progression highlights the need for targeted formative intervention.

Discussion. The data obtained in this study allow social adaptation to be considered as a multilayered dynamic system, in which

emotional, behavioral, and communicative components function interdependently (Koller & Stoddart, 2021). Within this “integrative circuit”, children with emotional-volitional characteristics demonstrate a reduced level of engagement in the social environment, lagging typically developing peers in measures of social integration. These observed patterns align with the findings of those who conceptualize dialogic interaction as a meaning-making mechanism that initiates the development of cognitive processes, reflection, and communicative initiative. In this context, dialogue serves as a developmental environment in which the learner’s verbal autonomy is formed (Peters & Besley, 2019). This “mosaic” pattern is manifested in a mismatch between children’s intellectual abilities and their actualization in social interactions. Age-related dynamics indicate partial smoothing of certain behavioral manifestations; however, deficits in emotional regulation and voluntary control remain persistent, limiting the potential for fully functional dialogic interaction. In this context, emotional-volitional dysregulation emerges as a key factor shaping the specifics of communicative development in primary school children. Contemporary international classification systems, such as the World Health Organization’s ICD-11 and the American Psychiatric Association’s DSM-5, conceptualize

these disturbances within a neurodevelopmental spectrum framework, emphasizing their variability and the corresponding need for support. From a pedagogical perspective, this underscores the necessity of systematically organized interventions aimed at developing mechanisms of emotional responsiveness and communicative initiative.

Conclusion. The results of the descriptive experiment allowed for the reconstruction of the initial profile of dialogic communication in primary school children with emotional–volitional dysregulation as a complex, heterogeneous system, in which communicative activity, regulatory mechanisms, and speech manifestations form an interconnected yet disharmonious interaction circuit. It was established that, in this case, dialogic speech does not function as a stable communicative competence but as a situationally supported process, dependent on the level of self-regulation and emotional engagement. The use of a comprehensive set of methods and the Protocol for Pedagogical Assessment of Children with ASD provided an objective, multifaceted, and scientifically grounded characterization of the communicative profile of this category of students.

The data analysis revealed that the dominant level of dialogic communication development is low. It was found that initiative in verbal activity is minimal, with a significant portion of interactions limited to reactive, one-word, or stereotyped responses. Concurrently, there was insufficient variability in the thematic content of dialogue and a low ability to maintain the proposed topic. These characteristics indicate that emotional–volitional dysregulation acts as a system-forming factor, shaping the nature and quality of dialogic interaction by constraining initiative, flexibility, and the substantive elaboration of communication. At the same time, the participation of children with diverse developmental profiles, including those with ASD, demonstrates variable trajectories of communicative development, united by common difficulties in regulation and social coordination. Thus, dialogic communication under conditions of emotional–volitional dysregulation appears as a vulnerable yet potentially developable system, requiring targeted pedagogical intervention focused on the integration of regulatory, emotional, and communicative components of development.

References

- Aseeva, I. Yu. (2016). Psychological and pedagogical conditions for teaching children with autism spectrum disorders in primary school. *Problems of Pedagogy*, 12(23). <https://interactive-plus.ru/e-articles/583/Action583-473740>
- Belyaeva, O. (2009). Development of dialogic speech in primary school students: Educational and methodological manual. Nikolaev: OIPPO. <https://childshealth-journal.com/index.php>
- Egeland, B., Pianta, R., & O'Brien, M. A. (1993). Maternal intrusiveness in infancy and child maladaptation in early school years. *Development and Psychopathology*, 5(3), 359-370. <https://doi.org/10.1017/S0954579400004466>
- Ignatiev, I. V. (2023). Development of communicative universal learning activities in primary school children with speech disorders through visual arts. *Modern Primary School*, 12(55). <https://files.s-ba.ru/publ/primary-school/2023/55-2.pdf>
- Ishankhankyzy, A., Umirbekova, A., Butabayeva, L., & Zhiyenbayeva, N. (2026). Development of dialogical communication in young schoolchildren with emotional and volitional disorders. *Current Psychology*, 45(6), 629. <https://link.springer.com/article/10.1007/s12144-026-09208-0>
- Kedrovskaya, V. A. (2020). Problems of teaching children with autism spectrum disorders in the modern general education school. *Young Scientist*, 52(342), 407–409. <https://cyberleninka.ru/article/n/problemy-obucheniya-detey-s-rasstroystvom-autisticheskogo>
- Khaustov, A. V., Krasnoselskaya, E. L., & Khaustova, I. M. (2018). Protocol for pedagogical assessment of children with autism spectrum disorders. Moscow: Natsionalnyi knizhnyi tsentr.
- Koller, D., & Stoddart, K. (2021). Approaches that address social inclusion for children with disabilities: A critical review. In *Child & Youth Care Forum* (Vol. 50, No. 4, pp. 679-699). New York: Springer US. <https://link.springer.com/article/10.1007/s10566-020-09589-8>

Lebedenko, I. I. (2018). Scientific and methodological foundations of inclusive education for children with autism spectrum disorders. *Problems of Modern Pedagogical Education*, 71-4. <https://science.cfuv.ru/wp-content/uploads/2017/03/>

Malyarchuk, N. N., & Karasyov, V. A. (2018). Level of formation of universal learning activities in children with autism spectrum disorder. *Pedagogy. Psychology. Education*, 3(33). <https://cyberleninka.ru/article/n/uroven-sformirovannosti-universalnyh-uchebnyh-deystviy-u-detey-s-rasstroystvom-autisticheskogo-spektra>

Merrells, J., Buchanan, A., & Waters, R. (2018). The experience of social inclusion for people with intellectual disability within community recreational programs: A systematic review. *Journal of Intellectual & Developmental Disability*, 43(4), 381-391. <https://www.tandfonline.com/doi/abs/10.3109/13668250.2017.1283684>

Operto, F. F., Pastorino, G. M. G., Scuoppo, C., Padovano, C., Vivenzio, V., Pistola, I., ... & Coppola, G. (2021). Adaptive behavior, emotional/behavioral problems, and parental stress in children with autism spectrum disorder. *Frontiers in Neuroscience*, 15, 751465. <https://www.frontiersin.org/journals/neuroscience/articles/10.3389/fnins.2021.751465/full>

Peters, M. A., & Besley, T. (2019). Dialogues on the philosophy of education: Conversations between contemporary thinkers. New York, NY: Routledge. DOI: <https://doi.org/10.4324/9780429491463>

Semago, N. Ya., Khotyleva, T. Yu., Goncharenko, M. S., & Mikhalkenkova, T. A. (2020). Teaching children with autism spectrum disorders: Methodological recommendations for teachers and support specialists. Moscow: MGPPU. 80.

State compulsory standard of preschool education and training, primary, basic secondary and general secondary, technical and vocational, post-secondary education. (2022). <https://adilet.zan.kz/rus/docs/V2400034432>

Vaskivska, H. O., Palamar, S. P., & Poriadchenko, L. A. (2019). Psycholinguistic aspects of formation of culture of dialogical communication. *Psycholinguistics*, 2(26), 11-26. <https://lib.iitta.gov.ua/id/eprint/718263/>

Venger, L. A., & Solomatina, I. L. (2014). Psychology of the primary school child. Moscow: Prosveshcheniye.

Woodgate, R. L., Gonzalez, M., Demczuk, L., Snow, W. M., Barriage, S., & Kirk, S. (2020). How do peers promote social inclusion of children with disabilities? A mixed-methods systematic review. *Disability and rehabilitation*, 42(18), 2553-2579. <https://www.tandfonline.com/doi/abs/10.1080/09638288.2018.1561955>

Information about the authors

Nigmatullina Irina, candidate of Pedagogical Sciences, Institute of Psychology and Education, Kazan (Volga Region) Federal University, Kazan, Russia, ORCID ID: <https://orcid.org/0000-0001-6151-6164>, email: irinigma@kpfu.ru

Ishankhankyzy Akerke, PhD student, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID ID: <https://orcid.org/0009-0000-8181-9955>, email: 47584@abaiuniversity.edu.kz

Makhambetova Aliya, PhD doctor Egyptian University of Islamic Culture, Nur Mubarak, Almaty, Kazakhstan, ORCID ID: <https://orcid.org/0009-0001-1236-7163>, Scopus ID: 57247132000, email: a.makhambetova@nmu.edu.kz

Ussenbayeva Shynar PhD, Senior Lecturer, Kazakh National Women's Teacher Training University, Almaty, Kazakhstan, ORCID ID: <https://orcid.org/0000-0003-4219-9639>, Scopus ID: 60212581700, email: Usenbaeva.Sh@qyzpu.edu.kz