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SOCIAL AND PEDAGOGICAL COMPETENCE OF SPECIAL EDUCATION TEACHERS: VIEWS OF EMPLOYERS

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Currently, the education system is expected to meet the diverse needs of all learners and ensure equal opportunities. The effective implementation of special and inclusive education largely depends on the socio-pedagogical competence of special education teachers. Employers' expectations are becoming increasingly complex, requiring future specialists not only to possess academic knowledge and methodological proficiency but also to demonstrate digital competencies, adaptability, and innovative approaches. Therefore, assessing the professional preparation and social-pedagogical competence of special education teachers is a pressing issue in training specialists who meet the demands of the labor market. This study aims to analyze the social and pedagogical competencies of special education teachers from the perspective of employers and to determine their level of satisfaction with the quality of graduates' professional preparation. The research is based on survey data collected from employers, a review of the literature, and comparative analysis. To evaluate the professional readiness of future special education teachers, the research examined the levels of practical and theoretical training, personal qualities, and the development of social-pedagogical skills. The findings reveal insufficient practical training within the system of preparing special education teachers, a shortage of learning materials in the Kazakh language, and challenges in mastering contemporary methods. Furthermore, the study highlights the importance of communication, psychological support, legal and regulatory knowledge, and the application of innovative methods in graduates' professional competencies. Based on the obtained data, recommendations were made to increase the proportion of practical training sessions, implement dual education systems, introduce new technologies, and enhance the development of social-pedagogical competencies in training future special education teachers.

Key words: special education, special education teacher, competence, social-pedagogical competence, practical readiness.

АРНАЙЫ ПЕДАГОГТАРДЫҢ ӘЛЕУМЕТТІК-ПЕДАГОГИКАЛЫҚ ҚҰЗІРЕТТІЛІГІ: ЖҰМЫС БЕРУШІЛЕРДІҢ КӨЗҚАРАСТАРЫ

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Қазіргі уақытта білім беру жүйесі барлық білім алушылардың қажеттіліктерін қанағаттандырып, тең мүмкіндік беруді талап етеді. Арнайы және инклюзивті білім берудің тиімді жүзеге асуы көбінесе арнайы педагогтардың әлеуметтік-педагогикалық құзыреттілігіне байланысты. Жұмыс берушілердің талаптары жыл сайын күрделеніп, болашақ мамандардан тек академиялық білім мен әдістемелік шеберлікті ғана емес, сонымен қатар цифрлық құзыреттерді, икемділік пен инновациялық тәсілдерді меңгеруді талап етеді. Сондықтан арнайы педагогтардың кәсіби даярлығы мен әлеуметтік-педагогикалық құзыреттілігін бағалау – еңбек нарығының сұранысына сәйкес келетін мамандар даярлаудың өзекті мәселесі. Бұл зерттеу арнайы педагогтардың әлеуметтік-педагогикалық құзыреттерін жұмыс берушілердің көзқарасы тұрғысынан талдау, түлектердің кәсіби даярлығының сапасына қанағаттану деңгейін анықтау болып табылады. Зерттеу жұмыс берушілерге жүргізілген сауалнама деректеріне, әдебиеттерге шолу мен салыстырмалы талдауға негізделді. Болашақ арнайы педагогтардың кәсіби даярлығын бағалау үшін практикалық және теориялық дайындық, жеке қасиеттер мен әлеуметтік-педагогикалық дағдылардың даму деңгейі қарастырылды. Зерттеу нәтижелері арнайы педагогтарды даярлау жүйесінде тәжірибелік дайындықтың жеткіліксіздігі, қазақ тіліндегі оқу материалдарының тапшылығы және заманауи әдістерді меңгерудегі қиындықтар бар екенін көрсетті. Сонымен қатар түлектердің коммуникативтік, психологиялық қолдау көрсету, құқықтық-нормативтік білім және инновациялық әдістерді қолдану дағдыларының маңыздылығы айқындалды. Алынған деректер негізінде болашақ арнайы педагогтарды даярлауда практикалық сабақтардың үлесін арттыру, дуалды білім беру жүйесін қолдану, жаңа технологияларды енгізу және әлеуметтік-педагогикалық құзыреттерді дамыту жөнінде ұсыныстар жасалды.

Түйінді сөздер: арнайы білім беру, арнайы педагог, құзыреттілік, әлеуметтік-педагогикалық құзыреттілік, практикалық дайындық.

СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ КОМПЕТЕНЦИЯ СПЕЦИАЛЬНЫХ ПЕДАГОГОВ: ВЗГЛЯДЫ РАБОТОДАТЕЛЕЙ

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В настоящее время система образования должна удовлетворять разнообразные потребности всех обучающихся и обеспечивать равные возможности. Эффективная реализация специального и инклюзивного образования во многом зависит от социально-педагогической компетентности специалистов в области специального образования. Требования работодателей с каждым годом усложняются: от будущих специалистов ожидается не только наличие академических знаний и методического мастерства, но и владение цифровыми компетенциями, гибкостью и инновационными подходами. Поэтому оценка профессиональной подготовки и социально-педагогической компетентности специалистов в области специального образования является актуальной задачей подготовки кадров, соответствующих запросам рынка труда. Целью данного исследования является анализ социально-педагогической компетентности специалистов в области специального образования с точки зрения работодателей и определение уровня их удовлетворенности качеством профессиональной подготовки выпускников. Исследование основано на данных опроса работодателей, обзоре литературы и сравнительном анализе. Для оценки профессиональной готовности будущих специалистов рассматривались уровни практической и теоретической подготовки, личные качества и развитие социально-педагогических навыков. Результаты исследования выявили недостаточную практическую подготовку в системе подготовки специалистов в области специального образования, нехватку учебных материалов на казахском языке, а также трудности в освоении современных методов. Кроме того, было подчеркнуто значение коммуникативных навыков, психологической поддержки, правовых и нормативных знаний, а также применения инновационных методов в профессиональной деятельности выпускников. На основе полученных данных были разработаны рекомендации по увеличению доли практических занятий, внедрению дуальной системы обучения, использованию новых технологий и развитию социально-педаго-

гической компетентности при подготовке будущих специалистов в области специального образования.

Ключевые слова: специальное образование, специальный педагог, компетентность, социально-педагогическая компетентность, практическая готовность.

Introduction. The modern education system is oriented toward meeting the diverse needs of learners and ensuring equal educational opportunities for all. Within this framework, special and inclusive education plays a pivotal role by creating equitable conditions for children with special educational needs to access high-quality education. The effectiveness of inclusive education largely depends on the level of social and pedagogical competencies demonstrated by special education teachers [1, pp. 2–4], [2, pp. 73–75].

Despite the growing recognition of inclusive education worldwide, a persistent gap remains between the competencies required by educational institutions and employers and the actual level of professional preparation of special education graduates [9 p. 85]. Employers increasingly expect special education teachers not only to possess strong subject knowledge but also to demonstrate advanced social, emotional, digital, and collaborative skills that enable effective work in complex inclusive environments [4, pp. 180–183], [5, pp. 90–93], [8, pp. 3–5].

Special education teachers perform multiple professional roles: they act as instructors, providers of psychological and pedagogical support, facilitators of social adaptation, and mediators between schools, families, and multidisciplinary teams [3, pp. 138–140], [6, pp. 401–404]. These expanded responsibilities require a high level of social-pedagogical competence, including emotional regulation, conflict resolution, intercultural communication, teamwork, and the ability to design and monitor individualized and inclusive learning programs [1, pp. 5–7], [10, pp. 360–363].

From an employers' perspective, the demands placed on special education teachers are becoming increasingly complex due to rapid educational reforms, digital transformation, and demographic changes [8, pp. 4–6]. The modern labor market prioritizes adaptability, digital competence, and innovative pedagogical approaches alongside traditional teaching skills [4, pp. 184–186], [9, p. 85]. Consequently, evaluating the professional readiness of special education teachers through employers' assessments becomes a crucial mechanism for identifying systemic shortcomings in teacher preparation programs [9, p. 85].

International evidence suggests that inclusive education achieves sustainable outcomes only when special education teachers possess well-developed competencies in evidence-based practices, digital technologies, and the implementation of Individualized Education Programs (IEPs) [10, pp. 361–365], [11, pp. 27–31]. At the same time, many countries are experiencing a shortage of qualified special education teachers, which further exacerbates challenges in inclusive education implementation [8, pp. 1–3].

Research problem. Although numerous studies emphasize the importance of social and pedagogical competencies in inclusive education [1, pp. 6–8], [10, pp. 362–366], there is insufficient empirical evidence analyzing these competencies from the perspective of employers, particularly in the context of aligning teacher preparation programs with labor market needs [9, p. 85].

Research hypothesis. It is assumed that employers identify significant gaps in the social-pedagogical, practical, and digital competencies of special education graduates, indicating the need for systematic modernization of teacher preparation programs.

Research consistently highlights that the success of inclusive education is closely linked to teachers' professional, social, and emotional competencies. Emotional competence enables teachers to respond effectively to learners' diverse needs and to maintain positive classroom climates in inclusive settings [10, pp. 363–368].

Beyond emotional competence, scholars emphasize the importance of continuous professional development in inclusive education. Cooc's international analysis of school capacity reveals that many education systems lack adequately trained personnel to support students with special educational needs, underscoring the need for targeted professional development initiatives for special education teachers [11, pp. 29–33].

Studies focusing on pre-service teacher preparation reveal structural challenges in training future special education teachers. Eron's research on tutor capacity building highlights that mentoring and practice-oriented training significantly enhance teachers' adaptability and professional confidence [6, pp. 402–405]. Similarly, Kamran et al., through a SWOT analysis of inclusive schools in Pakistan, identify insufficient pedagogical innovation and limited teacher preparedness as key weaknesses in inclusive practice [12, pp. 5–8].

Professional development models have also been examined extensively. Memišević and Bišćević's scoping review identifies formal training, mentoring, and practice-based learning as the most effective approaches for strengthening special education teachers' competencies [13, pp. 200–206]. However, the authors note that professional development initiatives often lack contextual adaptation and long-term sustainability.

Context-sensitive training is particularly critical in developing countries. Kebede and Phasha demonstrate that strengthening teachers' social-pedagogical competencies must be aligned with national educational contexts [14, pp. 6–9]. Likewise, Parsons et al. show that targeted training in classroom management and inclusive strategies positively impacts teachers' self-efficacy [15, pp. 10–14].

Despite these valuable contributions, existing research is predominantly teacher-centered [1, pp. 7–9], [5, pp. 92–95]. Comparatively fewer studies examine employers' perspectives [9, p. 85], limiting alignment between higher education curricula and labor market expectations.

Thus, the present study addresses this gap through an employer-centered evaluation of social and pedagogical competencies

Purpose and Objectives.

Purpose:

To evaluate the social and pedagogical competencies of special education teachers from the perspective of employers and to identify directions for improving teacher preparation programs.

Objectives:

- To assess employers' views on the professional readiness of special education graduates;
- To identify gaps in practical training, modern pedagogical methods, and digital competencies;
- To develop recommendations for aligning teacher preparation programs with labor market requirements and inclusive education needs.

Materials and Methods

This study aimed to assess the social and pedagogical competencies of special education teachers from the perspective of employers. A mixed-methods research design was employed, combining qualitative and quantitative approaches to ensure a comprehensive and reliable analysis.

Literature Review

A systematic review of domestic and international scholarly sources was conducted to examine theoretical approaches to the formation and development of social and pedagogical competencies of special education teachers. The review focused on identifying key structural components of these competencies, their role in inclusive education, and their impact on the quality of professional preparation. In addition, international practices and employer-oriented competency frameworks were analyzed to establish a conceptual basis for the empirical stage of the study.

Survey Instrument

Data were collected through a structured questionnaire developed based on the literature review and employers' competency requirements. The survey included both closed-ended and open-ended questions and covered the following dimensions:

- level of graduates' theoretical knowledge;
- practical and methodological skills;
- social and pedagogical competencies (communication, collaboration, emotional regulation, conflict resolution);
- digital competencies and use of modern educational technologies;
- overall satisfaction with graduates' professional preparation.

Qualitative Analysis

Qualitative analysis was applied to open-ended responses to identify recurring themes and patterns in employers' evaluations. Special attention was given to issues related to:

- the adequacy of practical training;
- the application of modern and inclusive teaching methods;
- the availability of learning and methodological materials in the Kazakh language;
- readiness to use digital tools and innovative technologies.

Thematic coding was used to systematize employers' comments and to highlight key areas requiring improvement in teacher preparation programs.

Quantitative Analysis

Quantitative data were processed using descriptive statistical methods. The results were calculated in percentages and frequencies to summarize employers' assessments across competency domains. Visual representations in the form of tables, graphs, and charts were used to illustrate trends, strengths, and weaknesses in the professional preparation of special education teachers.

This statistical processing enabled a clear comparison of competency levels and the identification of priority areas for curriculum enhancement.

Overall, the integrated use of these methods provided a comprehensive assessment of the current state of special education teacher preparation and allowed for the development of specific recommendations aimed at enhancing their social and pedagogical competencies.

Results. Currently, due to the development of inclusive education, the requirements placed on special education teachers are increasing. A special education teacher not only performs the role of an educator but also is responsible for the social adaptation of students, psychological support, and coordinating the connection between family and society. To successfully fulfill these duties, a special education teacher must have social and pedagogical competence.

Social and pedagogical competence is a set of knowledge, skills, abilities and value orientations that allows performing professional tasks harmoniously from social, psychological and pedagogical perspectives (Figure 1).

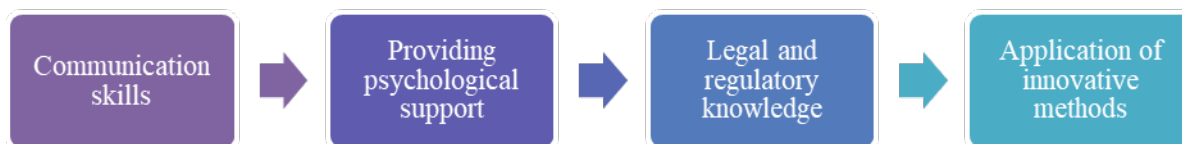


Figure 1. – Main components of the social and pedagogical competence of a special education teacher

The social and pedagogical competence of special education teachers consists of several interrelated components.

Communication skills – this is the ability to establish effective communication with parents, colleagues, as well as social partners. A special education teacher creates a favorable psycho-pedagogical environment for the child and his family, building a connection based on mutual understanding and trust.

Providing psychological support – monitoring the emotional state of children with special educational needs and using effective mechanisms of psychological support. In this direction, the teacher helps the child’s self-esteem, motivation and adaptation, taking into account individual characteristics.

Legal and regulatory knowledge – knowing the legislation in the field of inclusive education and applying it in practice. A special education teacher must have skills to protect the rights of learners, comply with legal norms and provide parents with legal advice.

Application of innovative methods – improving the quality of teaching using STEM, digital technologies, VR/AR tools. The use of modern technologies not only increases children’s interest but also facilitates the process of mastering knowledge and strengthens the effectiveness of the inclusive environment.

All of these components together raise the professional level of a special education teacher and make it possible to implement inclusive education with high quality. The social and pedagogical competence of special education teachers is one of the main directions in the professional activity of specialists working with children with special educational needs. This competence includes not only subject knowledge and methodological skills but also effective communication with parents, colleagues, social partners, providing psychological support, complying with legal and regulatory requirements and using innovative methods.

Competence ensures that the teacher, along with providing education to children, also influences their personal development, socialization and adaptation to society. Developing the social and pedagogical competence of special education teachers is an important condition for the successful implementation of inclusive education and for ensuring high-quality education for children with special educational needs.

Assessment of the quality of training of graduates of the “Special Pedagogy” educational program

The model of the master’s program shows the results of mastering bachelor’s programs and it is defined that special teachers must master a number of general cultural, general professional and professional competencies. From all the competencies offered in the educational program for the “Special Teacher” direction, we selected those aimed at the formation of social and pedagogical competence. These include:

- the ability of social influence and cooperation in social and professional spheres, observing ethical and social norms;
- readiness to understand the social significance of one’s profession and to carry out professional activity;
- readiness to provide psychological and pedagogical support in the educational process, socialization and professional self-determination of students, including persons with health limitations;
- readiness to provide psychological and pedagogical support to families with members who have health limitations and to interact with interested parties;
- the ability to interact with public and social organizations, educational, healthcare and cultural institutions in order to form and strengthen tolerant consciousness and behavior towards persons with special educational needs.

In this regard, we decided to start with the analysis of questionnaires coming annually from employers for future special education teachers. This step makes it possible to obtain comprehensive information about professional competencies. The main goal of the study is to determine the level of employer satisfaction with the quality of training of graduates of the “Special Pedagogy” educational program. This research is aimed at identifying important aspects of training future special teachers and conducting a comprehensive analysis of educational programs taking into account the recommendations.

The employer survey provides valuable information in several important areas:

1. Understanding the needs of the labor market.

The employer survey identifies which competencies and skills are most in demand in the field of special education. By showing which qualities and skills are important for the successful work of special education teachers in schools, rehabilitation centers and other educational institutions, employers help adapt educational programs to labor market requirements.

2. Assessing the effectiveness of training.

Collecting data on the competencies of special teachers allows assessing the effectiveness of current training programs. If employers indicate the insufficiency of certain skills among graduates, this means the

curricula and teaching methods need to be revised. Thus, the employer survey is an important indicator of the quality of professional training and helps continuously improve educational standards.

3. Forming professional standards.

Employer surveys contribute to the development of professional standards for special teachers. Based on the collected information, criteria can be set to define the specific competencies needed for specialists in this field. This helps not only in the preparation of future teachers but also supports their further certification and professional development.

4. Strengthening the link between knowledge and practice.

The employer survey strengthens the connection between educational institutions and practical organizations. When employers actively participate in the process of evaluating competencies, a platform for exchanging experience and sharing best practices is formed. This approach not only improves the quality of training but also ensures the successful adaptation of graduates to the professional environment.

5. Supporting inclusive education.

In the context of the growing importance of inclusive education, the employer survey about the competencies of special teachers has special relevance. Employers can show the importance of skills such as adapting educational materials, working with parents and interacting with other professionals needed to work in an inclusive environment. This knowledge makes it possible to prepare teachers who can ensure equal opportunities for all students and work effectively in inclusion conditions.

All these areas help improve the system of preparing special education teachers, adapt educational programs to labor market requirements and increase the quality of inclusive education.

The analysis results showed that the main strengths of the special education teacher preparation program are teachers' professionalism, graduates' professionalism, and the general conditions of preparation (Figure 2).

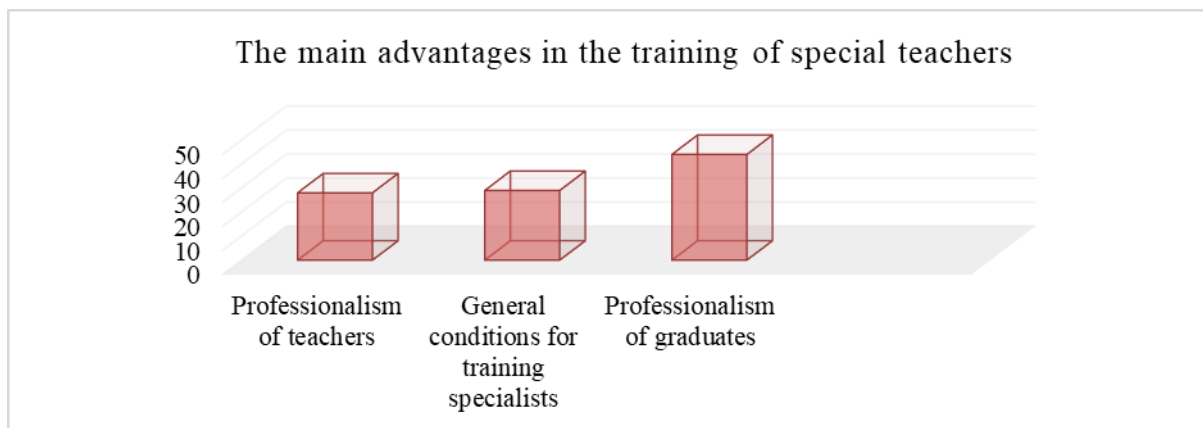


Figure 2. – Main advantages in the training of special teachers

Teachers' professionalism (28%)

Teachers' professionalism is characterized by aspects such as accuracy, high standards, the structure and accessibility of learning materials, and the focus on skill development. In addition, general characteristics such as the relevance of the profession, opportunities for professional growth, and orientation toward collaboration with educational organizations also play an important role. This indicator reflects the quality of the teaching process and its effectiveness in preparing students professionally.

General objective conditions of preparation (23%)

This area includes factors such as the high demand for professional specialists, the convenient location of educational institutions, and advantages for professional growth. These conditions strengthen students' motivation to study and facilitate their adaptation to the labor market.

Graduates' professionalism (49%)

Employers assess graduates' professionalism in three main dimensions:

- Level of knowledge (16%) – methodological preparation, sufficiency of theoretical knowledge;
- Practical training (16%) – mastery of methods, ability to understand the speech and psychological characteristics of children with special educational needs;
- Personal qualities (17%) – responsibility, initiative, goal orientation, motivation, self-development, and readiness to work with children with special educational needs.

The data presented in the diagram clearly demonstrate the quality of the training program for graduates of the special education specialty. This analysis confirms the university's high level in preparing special education teachers and proves that the educational process meets the requirements of the labor market.

Main Disadvantages in Training Special Education Teachers

As shown in the Figure 3, 57% of respondents identified disadvantages in the preparation system, 22% reported no disadvantages, and 21% mentioned disadvantages in graduate training.

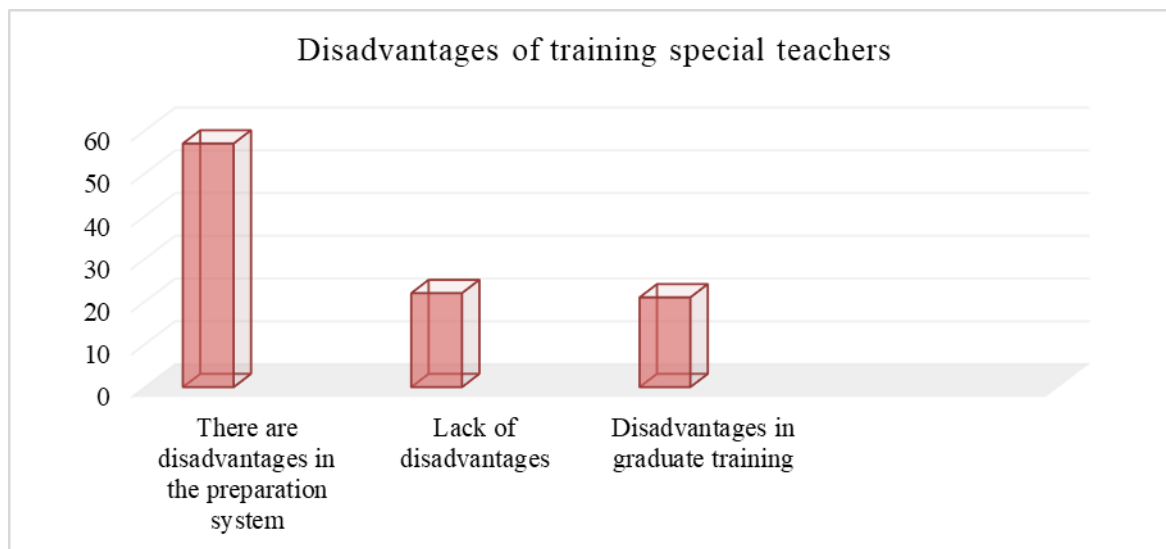


Figure 3. – Disadvantages of training special teachers

These data allow for a comprehensive assessment of the quality of training special education teachers (Figure 4).

1. Disadvantages in the preparation system (57%)

- Insufficient practical training (25%) – students’ practical preparation is inadequate, which leads to a lack of specific skills needed to work with children with special educational needs.
- Limited opportunities for distance learning (13%) – distance learning does not fully meet students’ needs for educational resources and methodological support.
- Shortage of learning materials and programs in the Kazakh language, lack of sign language teachers, and limited attention to speech therapy (19%) – the insufficient availability of Kazakh-language learning materials complicates the educational process and reduces accessibility.

2. Lack of disadvantages (22%)

The proportion of respondents who reported no disadvantages was 22%. This indicates that some participants positively assess the quality of training and that the educational programs align with labor market requirements.

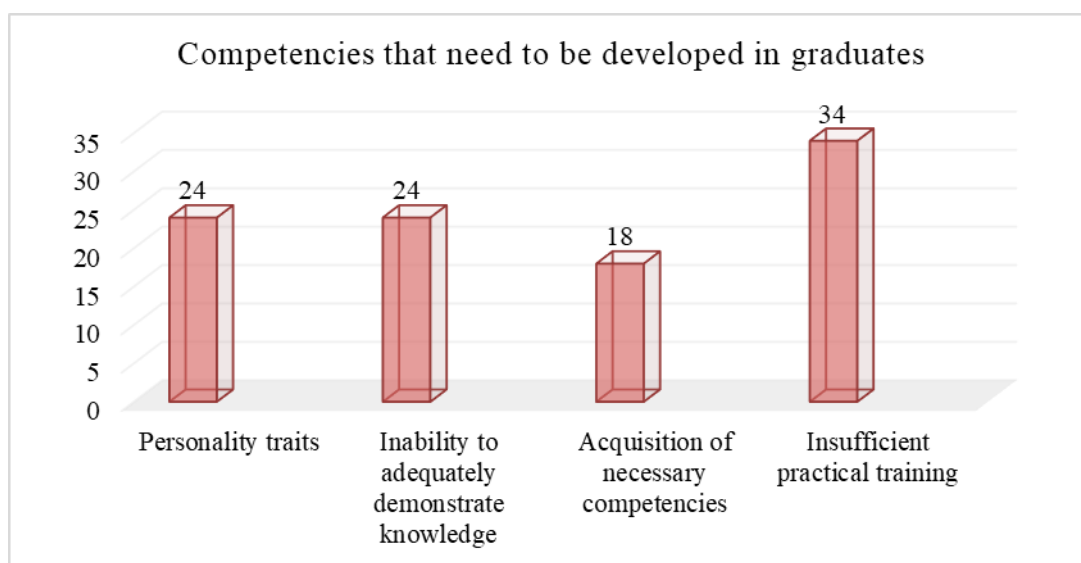


Figure 4. – Competencies that need to be developed in graduates

3. Disadvantages in graduate training (21%)

- Issues with documentation management – graduates lack sufficient knowledge in maintaining and preparing various types of documentation and in developing adapted programs.

– Insufficient knowledge of methods and their authors – graduates know little about modern methods and their authors, which reduces their professional competence.

– Low interest in new methods – some graduates show little interest in new methods and cannot effectively identify categories of children with special educational needs.

The analysis results show that the main disadvantages in the preparation of special education graduates are associated with insufficient practical training, limited opportunities for distance learning, and the shortage of learning materials in the Kazakh language. Addressing these issues would significantly improve the quality of training future special teachers and increase their professionalism.

Current Trends in Vocational Education

Modern vocational education requires constant updating of curricula to meet new challenges and requirements. Higher education institutions pay special attention to this issue, seeking to adapt the content of educational programs to the demands of the labor market and society. This analytical review is aimed at identifying the main directions that should be integrated into the educational process of the “Special Pedagogy” program to align it with contemporary professional trends.

Key Trends and Recommendations

1. Enhancing Practical Training

Research results indicate that graduates’ practical training remains insufficient. To address this issue:

– Increase practical courses and master classes – expand the number of sessions aimed at developing students’ practical skills;

– Introduce labor therapy and social support courses – help students adapt to real working conditions and improve their social skills;

– Use a dual education system – strengthen practical experience from the first year by holding up to 50% of practical classes in specialized institutions.

2. Inclusive Education and Support for Children with Special Educational Needs (SEN)

Modern vocational education requires the broad application of inclusive approaches. In this regard:

– Study methods for working with children with SEN – including working with children with autism spectrum disorders and learning techniques to manage aggressive behavior;

– Introduce modern corrective technologies – use contemporary technologies, alternative communication tools, and IT solutions in the process of correction and development.

3. International Standards and Research

In the context of globalization, teacher education must comply with international standards. For this purpose:

– Study international methodologies – learn internationally recognized methods and participate in international conferences and seminars;

– Develop research skills – strengthen students’ research experience through active involvement in projects.

4. Psychological and Pedagogical Training

Psychological and pedagogical training is a critical element of the educational process. In this area:

– Deepen the study of psychology, pedagogy, speech therapy, and defectology – enable students to establish effective interaction with children, diagnose their development, and implement corrective interventions;

– Systematically integrate the basics of inclusive education – improve the professional readiness of future specialists working with children with special educational needs.

Data analysis shows that, for the “Special Pedagogy” educational program to align with modern professional trends, it is necessary first of all to strengthen practical training, introduce methods for working with children with special educational needs, utilize modern technologies, and focus on international standards. In addition, improving psychological and pedagogical training is a key mechanism for enhancing the quality of vocational education.

Implementing these recommendations would significantly improve the quality of training special education teachers and ensure their adaptation to contemporary professional requirements. Developing students’ practical skills from the first year, introducing new types of practice, organizing seminars with leading specialists, and applying the dual education system would raise graduates’ level of professional readiness to a new qualitative stage.

Discussion. The conducted research and literature review confirm that the development of social and pedagogical competencies of special education teachers should be based on a comprehensive and practice-oriented approach. At the national level, this position is reinforced by the regulatory framework of the Republic of Kazakhstan. In particular, the Psychological and Pedagogical Support Rules approved by the Ministry of Education and Science of the Republic of Kazakhstan (2022) establish institutional mechanisms for supporting children with special educational needs and emphasize the professional responsibility of specialists involved in inclusive education [16, pp. 3–6]. This regulatory document highlights the importance of aligning teacher preparation with the practical demands of educational organizations.

The relevance of a competence-based and innovation-oriented approach to teacher education is substantiated in the works of Askarova [17, pp. 123–126], Yakubova [18, pp. 46–49], and Elagina and

Pokhlebaev [19, pp. 571–575]. Yakubova [18, pp. 48–50] emphasizes that the development of social-pedagogical competence in future teachers directly influences educational quality and pedagogical effectiveness in inclusive settings.

The empirical results of the present study reveal systemic shortcomings in the “Special Pedagogy” educational program. Employers identified insufficient practical training (34%), incomplete mastery of competencies (18%), limited ability to demonstrate professional knowledge (24%), and insufficient development of personal qualities (24%). These findings are consistent with the conclusions of Butovo [20, pp. 24–27], who notes that social competence must be formed in close connection with professional training and practice. Similarly, Kamysheva [21, pp. 118–120] emphasizes the role of personal qualities and professional values in teachers’ social-pedagogical competence.

In addition, shortcomings such as insufficient practical training, lack of Kazakh-language methodological materials, and difficulties in mastering modern teaching methods correspond to the conclusions of Elagina and Pokhlebaev [19, pp. 573–575], who argue that theoretical training alone is insufficient and should be complemented by practice-oriented and dual education mechanisms.

Thus, comparative analysis demonstrates that employers’ assessments reflect broader trends in teacher education, indicating the need to modernize educational programs by strengthening practical components and systematically developing social and pedagogical competencies.

Conclusion. The results of the conducted study showed that the social and pedagogical competence of special education teachers is a decisive factor in improving the quality of inclusive education. Analysis of employers’ perspectives identified several important aspects in evaluating graduates’ professional preparation: insufficient practical training, gaps in mastering modern methods, shortage of learning materials in the Kazakh language, and limited skills in using new technologies. These findings demonstrate the need to improve the system of preparing special education teachers.

The study revealed that the modern requirements placed on special education teachers include not only academic knowledge and methodological mastery but also social and pedagogical competencies such as communication, psychological support, legal and regulatory knowledge, and the use of innovative methods. Developing these competencies is a key mechanism for ensuring future professionals’ adaptation to the labor market and enhancing their professional confidence.

The results of this research clearly indicate the necessity of increasing special education teachers’ competencies by orienting educational programs toward practice, implementing a dual education system, introducing new technologies, and strengthening professional development courses. Furthermore, systematically collecting employers’ feedback and using it to improve educational programs would significantly enhance the quality of teacher professional training.

Overall, the development of special education teachers’ social and pedagogical competencies is a key prerequisite for ensuring the quality of inclusive education. Systematic measures and evidence-based recommendations in this direction will help improve the quality of education for children with special educational needs in Kazakhstan and at the international level, as well as strengthen teachers’ professional status and their competitiveness in the labor market.

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АБАЙ ПОЭЗИЯСЫ АРҚЫЛЫ ҚҰҚЫҚТЫҚ МӘДЕНИЕТ ПЕН МОРАЛЬДЫҚ САНАНЫ МЕНГЕРТУДІҢ ПЕДАГОГИКАЛЫҚ НЕГІЗДЕРІ

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Мақалада Абай Құнанбайұлы поэзиясындағы адамгершілік қағидалар негізінде студенттердің құқықтық мәдениеті мен моральдық санасын қалыптастырудың педагогикалық моделі ұсынылады. Зерттеудің мақсаты – көркем мәтінді оқу үдерісіне кіріктіру арқылы тұлғаның құқыққа құрметін, заң алдындағы жауапкершілігін, ар-ұждандық сана-сезімін, моральдық рефлексиясын және этикалық ойлау қабілетін дамыту тетіктерін ғылыми тұрғыда негіздеу. Зерттеу барысында салыстырмалы әдеби талдау, терминологиялық диктант, кейстік және рефлексиялық тапсырмалар қолданылды, сондай-ақ құқықтық-психологиялық аспектілерді ықпалдастыратын STEAM және CLIL технологиялары тиімді пайдаланылды. Эксперимент «Қазақ тілі мен әдебиеті» білім беру бағдарламасының 3-курс студенттері арасында өткізілді. Нәтижелер құқықтық мәдениеттің когнитивтік, аффективтік және мінез-құлықтық компоненттерінің даму динамикасын көрсетті. 32% студент – өте жоғары деңгейде, 46% – жақсы деңгейде. Абай шығармаларындағы «Ар», «Әділет», «Ұят», «Ынсап», «Рақым» ұғымдары кәсіби құқықтық терминологиямен сабақтасып, құқықтық сана мен тұлғалық жауапкершілікті қалыптастырудың тиімді құралы ретінде дәлелденді. Зерттеу Абай поэзиясын құқықтық тәрбие беру үдерісінде пәнаралық, гуманистік және тұлғалық-бағдарлы оқыту аясында қолданудың тиімділігін, әдеби мәтінді заманауи педагогикалық технологиялармен біріктірудің практикалық үлгісін көрсетеді. Сонымен қатар, зерттеу нәтижелері жоғары оқу орындарында әдебиет пен құқықтық тәрбие арасындағы пәнаралық байланысты нығайтуға, студенттердің кәсіби құзыреттілігі мен құндылықтық бағдарын қалыптастыруға маңызды педагогикалық негіз бола алады.

Түйінді сөздер: гуманизм, кәсіби лексика, құқықтық мәдениет, моральдық девиация, терминология.

ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ОСВОЕНИЯ ПРАВОВОЙ КУЛЬТУРЫ И МОРАЛЬНОГО СОЗНАНИЯ ЧЕРЕЗ ПОЭЗИЮ АБАЯ

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