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## FORMATION OF AN INCLUSIVE PRESCHOOL ENVIRONMENT BASED ON A PERSON-CENTERED APPROACH

**Abstract.** *This paper explores the development of an inclusive society in Kazakhstan, emphasizing the role of preschool education as a key mechanism for implementing inclusive policy in practice. Drawing on national policy reforms and humanistic psychological theories, particularly the works of L.S. Vygotsky, K. Rogers, and A. Maslow, the study proposes a model for creating an inclusive preschool environment based on a person-centered approach (TBT). The model prioritizes emotional safety, respect for individual differences, flexibility in learning pathways, and active participation of each child in group life. The research highlights the importance of teacher competence, structured environmental design, and family partnership as mediating factors that strengthen inclusive practice. Diagnostic indicators and assessment tools are suggested to measure inclusivity, psychological well-being, and social competence among preschool children. Overall, the study offers a systematic framework for enhancing inclusive practices in early childhood education within the Kazakhstani context.*

**Keywords:** *Inclusive education; preschool environment; person-centered approach; psychological safety; social adaptation; family partnership*

**Introduction.** The potential for the development of society is measured by its inclusive nature. The concept of inclusion in a broad sense goes beyond the framework of limited opportunities and implies a neutral perception of diversity in the social environment. As a proof of this idea, along with the conditions of inclusive society, such as a safe environment, a free space, and tolerant relations, which have been established in advanced developed countries, significant progress in the legislative system of the Republic of Kazakhstan over the past five years is proposed. One of them is the President of the Republic of Kazakhstan. If there is a concept "We are building an inclusive

society", which K. Tokayev emphasized in his Address to the Nation on the topic "Unity of the people and systemic reforms - a solid basis for the prosperity of the country" [1], the second is the "... The transition to a socio-pedagogical model based on the experience of the formation of an inclusive culture in the country, based on the diversity of subjects' needs and individual capabilities" [2], and the third is "Quality, transparency and accessibility of social services in accordance with modern standards in the period of transition from inclusive policy to inclusive practice" [3]. The future trends in the Kazakhstani model of the formation of an inclusive society belong

to the education system of the state. Being the only mechanism of inclusive policy in the life of the country, educational organizations are oriented to the effective organization of the educational and developmental process, which consists of coordinating the interests of themselves and others, taking into account such factors as national and racial differences, religious beliefs, sexual characteristics, social and living conditions, health conditions and individual characteristics.

Considering within the framework of international practices how the policy of inclusion is implemented in preschool educational organizations, which are the first stage of the education system, the situation of Kazakhstani kindergartens, the peculiarities of the pedagogical process formed in them, the management of joint actions and relationships of children, the stimulation of constructive interaction with peers, the coordination of individual capabilities and collective potential, common relations, mass respect, The best efforts have been made. The task of creating an inclusive environment in preschool institutions is to take into account the diversity of cognitive needs and abilities of each child in the children's collective and to ensure the design of a material-developmental environment and the creation of a comfortable atmosphere accordingly.

According to the concept of L.S. Vygotsky, "teaching methods for children with special educational needs should be the same as teaching children in conditions of normal development", the main goal of the legislative policy on the education of children with disabilities is to create an inclusive educational environment for them (De Monte, 2010) [5]. L.S. Vygotsky's concept of making changes in the learning process based on the "general-individual" approach led to the theory of

constructive learning by J. Piaget about the need for meaningful and conscious education, which is aimed at the child, not the teacher. This is based on such principles as the acquisition, adaptation and balancing of information in accordance with the conditions of development of children (B. Kim, 2015) [6]. Therefore, the main condition for an inclusive environment should be the revision of teacher-oriented, standardized approaches in preschool education organizations, the use of psychological and pedagogical strategies based on the pace of development and the peculiarities of formation of children.

**Materials and Methods.** Adaptation of preschool children to an inclusive educational environment requires a comprehensive approach that takes into account the peculiarities of each child's development. Psychological work in this direction is aimed at minimizing the level of anxiety and anxiety of children, continuous development of their social skills, creating conditions for successful interaction of children in a group and forming a normal attitude of educators to diversity. Design of an inclusive environment One of the main approaches in the process is a person-centered approach (TBT), which provides for respect for the child's talents, individual needs and pace of development. Pedagogical educators and psychological support services create an emotionally safe atmosphere in order to accompany the child with dignity, to pay sufficient attention to each child, to each of them to feel specialized support and direct acceptance. It provides for such methods as instructions, visual aids, individual forms of participation in situations within the framework of activities and their flexible organization that are adapted to the peculiarities of development and cognitive interests of children. An important place in the

process of designing an inclusive preschool environment is given to the formation of positive interpersonal interaction in the group of children. Its purpose is to develop the skills of interaction and cooperation in children, to express their own relationships openly, honestly and culturally based on their moods, and to recognize the feelings of adults and peers around them, to find out the thoughts of others and establish their ability to feel accurately. At the same time, the development of children's easy interaction with each other, normal perception and empathy of their own and other differences is carried out with the help of content-role games, psychological trainings, group and pair tasks, business communication performances, etc., exercises aimed at stimulating social adaptation [7].

The use of TBT in preschool educational organizations in the study of Kh.Ch. Soatova (2021) is based on taking into account the pace of development of children and providing them with maximum emotional support. Proposing the creation of a common and common environment, taking into account the characteristics of all children, the author emphasizes the importance of a developmental and accessible environment approach and justifies its implementation in a group of children with special educational needs through visual tables, quiet zones, sensory angles, adapted play materials. Organizing an inclusive space in this way reduces stress, facilitates orientation, and promotes freedom and independence [8].

In the course of analyzing the principles and approaches to the implementation of TBT in inclusive groups, A.V. Zharinov, E. Kinash (2024) describe programs and materials for the development of children with special educational needs, and analyze their aspects of diagnostics, support and stimulation of gifted characteristics.

Consideration of TBT as an important factor influencing the formation of an inclusive environment in preschool educational institutions increases its effectiveness of analysis, support, and taking into account the interests of the child. And its analysis within the framework of the process strengthens the interaction between the child and the teacher, as well as the group of pupils, and contributes to the establishment of a comfortable atmosphere; It promotes a safe environment and promotes a sense of well-being [9].

In the research of E. Gray, K. Woods (2022), the conclusions drawn from the experience of K. Rogers are presented as examples to justify TBT: "when a person is sick, he becomes confused, anxious, afraid, feels unpleasant; Or when a person doubts his worth, his faith in himself decreases; Therefore, it is important to feel a person; A sincere support and sensitivity of a person gives relief and healing to a person; A deep understanding of such situations is the most valuable blessing given to another person" (1951). It was concluded that combining the values of TBT with aspects of positive psychology and approaches aimed at finding solutions will allow to identify potential, not limitations. Since the professional competence of the teacher-pedagogue, the organization of the environment and the participation of the family in the process are intermediate variables that enhance the effect of TBT, it is appropriate to define these important conditions as mediators. A professionally competent teacher-pedagogue with the effective use of TBT technologies deepens and enriches the process of creating an accessible environment with the participation and support of parents in creating real conditions for the full participation of children in group life. The establishment of an inclusive environment in the children's collective depends on psycho-

emotional safety, the level of participation of children in the process, the level of interaction and the degree of socio-cultural competencies. Each of these factors contributes to the increase in the number of participants in each group, allowing each participant to participate in the process to an equal degree [10].

The process of creating an inclusive environment in preschool educational institutions will not be sufficiently effective if it is based on an individual development trajectory, such as adaptation programs for children with special educational needs or individual curricula. Over the years, a number of researchers (D. Akhmetova, I. Morozova, A. Zharinov, E. Kinash, J. Adamson) have noted that the creation of a material-developmental environment through TBT is carried out with the introduction of such values as human orientation, mutual respect, harmony and cooperation, which are based on humanistic psychology [11-13].

An important direction in the formation of an inclusive environment in the preschool period is modeling and design conditions, which are used to form positive behavioral patterns, such as observance of rules, waiting in line, managing emotions, art, aroma, play, fairy tale therapies of psychology establish the experiences of constructive interaction of children. Psychological support and thus stimulation of the adaptation of preschool children to an inclusive environment creates conditions for the comfortable integration of each child into the kindergarten process and contributes to the development of self-confidence, self-confidence and a positive attitude towards others.

#### **Results and Discussion of Them.**

The author's model of the study is based on the principles of humanistic psychology, starting from K. Rogers, A. Maslow, the position of "the state of

social development of the child" in the historical and cultural theory of L.S. Vygotsky, and TBT, which considers the child as an active subject of the educational and development process [14-16]. The main methodological concept of the proposed model is the administration and management of the inclusive environment in preschool educational organizations. The principle that it is not created on the basis of principles, but is formed by the design of development-oriented pedagogical and psychological interaction, preserving the uniqueness of each child based on their own needs and cognitive interests. On the basis of this concept, the necessary conditions for consideration in the psychological and pedagogical practice of preschool educational organizations aimed at the personality of the child were proposed:

- Implementation of the mechanism of acceptance of the child's talented characteristics on the basis of the principles of "freedom of choice" and "participation";
- establishment of the process of ensuring psychological safety and comfort through communication oriented to emotional support;
- Formation of the flexibility of the developing environment as a result of increasing the variability of educational routes and the alternativeness of teaching methods.

The author's model justifies that an inclusive environment is defined as a complex of psychological and pedagogical conditions that ensure the activity of participation in group life beyond the capabilities of the child, access to education and the success of continuous development.

Formation of an inclusive environment in preschool educational organizations on the basis of TBT requires an analysis of the peculiarities of interaction between teachers-teachers

and children. As intermediate variables that contribute to the connection between them, the training of the teacher-pedagogue, the degree of organization of the environment and the degree of partnership with the family are considered. The author's model of the study consists of an organizational and pedagogical section, which determines the conditions necessary for the formation of an inclusive environment, and a content section, which includes a system of psychological and pedagogical

practices focused on the child's personality.

TBT becomes the guiding principle in the psychological and pedagogical system of kindergartens, and an inclusive environment is formed in preschool educational organizations in the context of the style of interactions, forms of organization, methods of support and support and partnership with parents. The operational content of these conditions is presented in Table 1.

Table 1.

Psychological and pedagogical conditions for the creation of an inclusive preschool environment on the basis of a person-centered approach (TBT)

<b>Object of research</b>	<b>Actions</b>	<b>Indicators</b>	<b>Methodologies</b>
Analysis of the learning process in the material-developmental environment	Grading Levels	Availability of analytical teaching methodology; Adaptation of tasks; Confirmation of achievements	Analysis of documents; Sorting sheet; Expert Assessment
Respecting the Needs of the Child	Taking into account the interests and needs	Freedom of Choice; Supporting the start-up; Teacher-pedagogical flexibility	Control; The Pedagogical Survey; Interviews
Developing a child's uniqueness	Individual support	Personal feedback; Emotional support	CLASS; Emotional climate scale
Partner Interaction	Children's autonomy	A Choice of Choice; Participate in the planning; Self-regulation	Control on autonomy scales

The organizational and pedagogical department is responsible for such organizational conditions as documentation of inclusive practices, the work of a multidisciplinary group and management of the inclusion process; from such psychological and pedagogical conditions as qualifications of teachers-teachers in the field of inclusion, psycho-emotional competencies, value orientations, support activities, skills of creating a friendly atmosphere in a comfortable environment; It consists of such material and spatial conditions as the organization

of an accessible safe environment, the creation of choice zones in the material-developmental environment, the placement of toys and didactic materials in accordance with the level of development of children. The content section consists of a complex of inclusive practices and technologies aimed at the development of the child's personality, defining the specific content of psychological and pedagogical activities. The intermediate variables of creating an inclusive environment through TBT in preschool educational organizations are presented in Table 2.

Table 2.

The nature of intermediate variables that influence the relationship between the creation of an inclusive preschool environment and TBT

<b>Object of research</b>	<b>Actions</b>	<b>Indicators</b>	<b>Methodologies</b>
Pedagogical Teacher Training	Preparation for inclusion	Education; mastering strategies; Syllabus	Questionnaires, Self-Esteem Scales
Organization of the environment	Medium Inclusivity	Availability; We have been transformed; Children's Participation	ECERS-R; Inclusion Index
Partnership with the family	Family Involvement	Communication; Participate in the design of an inclusive environment; Satisfaction	Survey of parents; Interviews

The content of psychological and pedagogical activities shown in the table is designed to develop the pace of cognitive development and adapted to the style of learning, personalized educational routes, game and communication technologies aimed at increasing cooperation, psycho-emotional support techniques such as "I-message", reflection, supervised support, sensory areas, choice space, adaptive materials, a variable environment, compassion and communication skills, including adapted materials Based on positive socialization trainings, include methods of family partnerships aimed at the active involvement of parents in group life.

As a result of the introduction of the proposed research model into the practice of preschool educational organizations, indicators of the level of formation of an inclusive environment through TBT in kindergartens are determined. To diagnose psychological and pedagogical conditions, it is necessary to develop measurement methods based on the following principles, to introduce the practice of formation and development: the

principle of personalization, aimed at the recognition of the uniqueness of the child; A principle of subjectivity that allows for the initiation of a child; The principle of support and empathy aimed at building trusting relationships; The principle of developing strengths focused on potential, not scarcity; The principle of material and developmental environment accessibility, which aims at psychological accessibility; The principle of maintaining the variability of actions that ensure the child's choice, the principle of family-pedagogical partnership in the atmosphere of openness and interaction. The composition of psychological and pedagogical diagnostics, which is carried out in accordance with these principles, measures the degree of formation of the following conditions: the psychological state in the kindergarten group, the participation of pupils in the process, the parameters of interaction *Assessment of the level of inclusive environment*; Adaptation of children to the group, emotional states and results of individual monitoring *Control of psychological and pedagogical practices*; Interviews with parents and teachers *Qualitative Data*.

Table 3.

## Indicators of the formation of an inclusive preschool environment

Object of research	Actions	Indicators	Methodologies
Embracing diversity	The Importance of the Children's Group	Positive relationships with each other; Lack of isolation	Sociometry; Syllabus
Psychological state	Emotional Safety	Lack of anxiety; Faith; Convenience	Anxiety scale; Syllabus
Participation of each child	Relevance	To participate in the game; Peer reactions; Self-Adjustment	Leuven Scale
Social skills	Social competence	Empathy; To resolve conflicts; Cooperation	SDQ; Syllabus

In the course of the implementation of the model of designing an inclusive environment through TBT in preschool educational organizations, the participation of children with special educational needs in group life increases, and their communication skills are developed. The process of purposeful design of the material-developmental environment increases the level of psychological safety, increases the variability of didactic games and educational tasks. One of the most important results expected from the author's model is the strengthening of the family-kindergarten partnership, the professional competence of teachers. The results obtained on the basis of the implementation of the model are systematized in Table 3 (Table 3).

The approaches of educators to design the creation of an inclusive environment on the basis of TBT have a significant impact on such complex activities as improving preschool readiness and ensuring the continuity of preschool education with primary education. This situation led to the introduction of programs aimed at assessing the acquisition of skills over a long period of time, as part of the expansion of the network of preschool organizations, as a result of which the formation of a "one-size-fits-all"

approach to teaching. "This process, which contradicts the United Nations concept of "provision of inclusive and equitable quality education" [17], has now been radically revised, and the Kazakhstani model of inclusive education has begun to be actively and massively implemented in the country." This author's model, developed within the framework of this complex model, provides for the systematic introduction of psychological and pedagogical practices in children with special educational needs, related to the problems of delayed speech skills, peculiarities in cognitive development, difficulties in adaptation and socialization, as well as concentration of attention. The proposed model requires the heads of preschool educational organizations to identify what strategies they use to support educators in groups of children with special educational needs, and to conduct new research on what can be done to improve this issue. Prevention of the syndrome of "professional suspension" of teachers is one of the conditions for the successful creation of an inclusive environment based on TBT in preschool educational organizations.

**Conclusion.** The formation of an inclusive preschool environment in Kazakhstan requires a systematic

transformation of educational practice from standardized, teacher-centered models to flexible, person-centered interaction. The proposed model, based on the principles of humanistic psychology and the person-centered approach (TBT), demonstrates that inclusive practice is not limited to physical accessibility but is defined by psychological safety, emotional support, active participation, and respect for each child's individuality. The integration of teacher professional competence, structured environmental organization, and strong family partnership serves as key mediating factors in strengthening inclusive culture within preschool

institutions. The diagnostic indicators and methodological tools outlined in the study provide a practical framework for assessing the level of inclusivity and monitoring children's adaptation and social development. The implementation of this model contributes to increasing children's participation in group life, improving social competence, and ensuring continuity between preschool and primary education. Thus, the development of an inclusive environment through a person-centered approach represents a sustainable direction for advancing inclusive education in Kazakhstan.

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### **ҚАЗАҚСТАНДА ТҰЛҒАҒА БАҒДАРЛАНҒАН ТӘСІЛ НЕГІЗІНДЕ ИНКЛЮЗИВТІ МЕКТЕПКЕ ДЕЙІНГІ БІЛІМ БЕРУ ОРТАСЫН ҚАЛЫПТАСТЫРУ**

**Аңдатпа.** Бұл мақалада Қазақстанда инклюзивті қоғамды дамыту мәселесі қарастырылып, инклюзивті саясатты іс жүзінде жүзеге асырудың негізгі тетігі ретінде мектепке дейінгі білім беру жүйесінің рөлі айқындалады. Ұлттық деңгейдегі реформалар мен Л.С. Выготский, К. Роджерс, А. Маслоу еңбектерінде негізделген гуманистік психология қағидаттарына сүйене отырып, зерттеуде тұлғаға бағдарланған тәсіл (ТБТ) негізінде инклюзивті мектепке дейінгі білім беру ортасын құру моделі ұсынылады. Ұсынылған модель эмоционалдық қауіпсіздікті қамтамасыз етуге, жеке ерекшеліктерді құрметтеуге, білім беру бағыттарының икемділігін арттыруға және әр баланың топтық өмірге белсенді қатысуына басымдық береді. Зерттеуде мұғалімдердің кәсіби құзыреттілігі, білім беру ортасын құрылымдау және отбасы мен балабақша арасындағы серіктестік инклюзивті тәжірибені нығайтатын маңызды делдал факторлар ретінде қарастырылады. Инклюзивтілікті, психологиялық әл-ауқатты және мектепке дейінгі жастағы балалардың әлеуметтік құзыреттілігін бағалауға арналған диагностикалық көрсеткіштер мен құралдар ұсынылған. Жалпы алғанда, зерттеу Қазақстан жағдайында ерте жастағы балаларға білім берудегі инклюзивті тәжірибені жетілдіруге бағытталған жүйелі ғылыми негіз ұсынады.

**Тірек сөздер:** инклюзивті білім беру; мектепке дейінгі орта; тұлғаға бағдарланған тәсіл; психологиялық қауіпсіздік; әлеуметтік бейімделу; отбасы мен білім беру ұйымы серіктестігі.

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### **ФОРМИРОВАНИЕ ИНКЛЮЗИВНОЙ ДОШКОЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ В КАЗАХСТАНЕ НА ОСНОВЕ ЛИЧНОСТНО-ОРИЕНТИРОВАННОГО ПОДХОДА**

**Аннотация.** В статье рассматривается проблема развития инклюзивного общества в Казахстане, при этом система дошкольного образования определяется как ключевой механизм практической реализации инклюзивной политики. Опираясь на национальные образовательные реформы, а также на принципы гуманистической психологии, обоснованные в трудах Лев Выготский, Карл Роджерс и Абрахам Маслоу, в исследовании предлагается модель формирования инклюзивной дошкольной образовательной среды на основе личностно-ориентированного подхода. Предложенная модель направлена на обеспечение эмоциональной безопасности, уважение индивидуальных особенностей, повышение гибкости образовательных траекторий и активное участие каждого ребёнка в групповой жизни. В исследовании профессиональная компетентность педагогов, структурирование образовательной среды, а также партнёрство между семьёй и дошкольной организацией рассматриваются как значимые опосредующие факторы, способствующие укреплению инклюзивной практики. Представлены диагностические показатели и инструменты, предназначенные для оценки уровня инклюзивности, психологического благополучия и социальной компетентности детей дошкольного

возраста. В целом исследование предлагает системную научную основу для совершенствования инклюзивной практики раннего образования в условиях Казахстана.

**Ключевые слова:** инклюзивное образование; дошкольная среда; личностно-ориентированный подход; психологическая безопасность; социальная адаптация; партнёрство семьи и образовательной организации.

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