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Formation of phrasal speech in preschoolers with autism spectrum disorders in the context of inclusion

The relevance of the study is due to the need for scientifically based support for the speech development of preschoolers with autism spectrum disorders in inclusive education, where the formation of initial skills of phrasal speech is one of the key conditions for successful communication, social adaptation and inclusion of the child in joint activities with peers and adults. The article examines the features of speech development of children with ASD, as well as pedagogical conditions that contribute to the formation of phrasal speech in an inclusive educational environment. It is emphasized that this category of children is characterized by pronounced difficulties in the use of phrasal speech in communicative situations, which requires specially organized, systematic and phased speech therapy work.

The aim of the study was to theoretically justify and experimentally test the effectiveness of speech therapy work aimed at developing initial phrasal speech skills in preschoolers with ASD. In the course of the study, the features of children's speech development were analyzed, the main difficulties in the use of phrasal speech were identified, and the most significant aspects of corrective and developmental effects were identified. The study was conducted on the basis of the RostOk kindergarten in Astana, Republic of Kazakhstan, with the participation of 10 children 5–6 years old, divided into experimental and control groups. The organization of work was based on the phased formation of speech skills, the creation of communicatively significant situations and the interaction of speech therapist, educators and other specialists in psychological and pedagogical support.

The results obtained showed that the most effective approach is a comprehensive and phased one to the formation of phrasal speech, taking into account the individual characteristics of children with ASD, their current level of speech development and the specifics of an inclusive educational environment. It was found that systematic speech therapy work contributes not only to the expansion of speech capabilities, but also to increased communication activity, improved interaction with adults and peers, as well as more successful adaptation of the child in a preschool educational organization. The research materials can be used in the practice of speech therapy work in an inclusive kindergarten, as well as in the development of programs for psychological and pedagogical support of children with autism spectrum disorders.

Key words: autism spectrum disorders; preschoolers; phrasal speech; inclusive education; speech therapy work; speech development; communication skills; correctional and developmental support.

Kravtsova M. V., Yevtushenko T. S.

Continuity and tradition as the basis for implementing inclusive education

The presented literature review is devoted to the analysis of continuity and tradition as fundamental principles for implementing inclusive education. More than 200 articles and effective practices of leading scientists and educators on the implementation of the principles of continuity and tradition of inclusive education in Russia and abroad have been analyzed. It is emphasized that the success of inclusive practice is determined not only by the regulatory framework, but also by the consistency of goals, content, methods and organizational forms of student support at all levels of education – from preschool to vocational. Based on the analysis of scientific literature, theoretical approaches to understanding continuity in the system of inclusive education, as well as organizational and pedagogical conditions that ensure its effective implementation, are revealed. Special attention is paid to the issues of interdepartmental interaction, network cooperation, teamwork of specialists and building a single educational space focused on the individual educational needs of the child.

It is shown that continuity makes it possible to ensure consistency of support, reduce the risks of maladaptation during the transition between levels of education and create conditions for sustainable personal, social and professional development of students with special educational needs.

It is concluded that continuity and tradition are the system-forming characteristics of inclusive education and are a necessary condition for building a holistic, variable and effective educational environment.

One of the key problems of continuity and tradition of inclusive education is the lack of coordination of activities between different levels of the educational system. Thus, the lack of systematic interaction between teachers, support specialists and the administration of different educational organizations significantly complicates the implementation of the principle of continuity. Another significant problem is the fragmentation of interagency cooperation. The lack of a unified space for interaction between institutions reduces the effectiveness of inclusive practice and hinders the formation of a sustainable trajectory of student development.

Key words: continuity; succession; inclusive education; interaction; development trajectory; organizational and pedagogical conditions; and effectiveness.

**Muminat Arou Marogui, Viane Assamoi Apete Jean-Marie,
Zavertkina Lyubov V.**

Development of inclusive and special education in the Republic of Benin (using the example of teaching children with mental retardation)

The article analyzes the system of special and inclusive education in the Republic of Benin as part of the emerging model of education on the African continent for children with special educational needs. The scientific article presents an empirical study of the features and challenges of special and inclusive education in Benin, which was organized as a mixed case study with elements of quantitative and qualitative analysis, focusing on the integration of children with special educational needs (SEN) (speech, sensory and learning disabilities and difficulties) into an inclusive environment. The goal is to assess the effectiveness of current models (special schools or inclusion) and identify barriers to implement plans for 2018–2030 and the reintegration program adopted in the Republic in 2025 in Benin. The study design included a quasi-experimental approach: a sample of 200 children (50 children with special educational needs in inclusive PASEB/PAISEH classes, 50 children with HIA enrolled in Chrysalide charities) in urban and rural areas; control group – peers without developmental disabilities. At the same time, the study was carried out on the basis of work with a focus group of parents of children selected for the experiment. The study period is 12 months with pre- and post-testing (autumn 2025 – autumn 2026). Data collection methods: standardized tests (speech therapy diagnostics, academic performance), parent/teacher surveys (5-point Likert scale for accessibility, satisfaction), classroom observations (frequency of adaptations) and focus groups with defectologists and educators. The study confirms the position that the development of inclusive and special education requires international assistance (UNICEF, AFD) and a focus on training defectologists for psychological and speech therapy correction and rehabilitation. The experience of training specialists at Yaroslavl Medical State University and at the Faculty of Defectology at Yaroslavl State Pedagogical University named after K.D. Ushinsky as a possible resource for the development of the education system of Benin.

Key words: inclusive education; Republic of Benin; developmental delay; children with special educational needs; special education; mixed-method case study; Likert scale; focus groups; PAISEH/PASEB; comparative analysis.

Indenbaum E. L., Abramova S. S.

Problems of moral development and its assessment in adolescents with delayed mental dysontogenesis

The study aimed to assess the validity of three modified questionnaires for adolescents with learning difficulties and severe speech disorders who study in inclusive and correctional schools. Moral development was studied. The subjects' intelligence was normal. Aggression was considered as a factor hindering moral behavior, while responsibility was seen as a factor promoting it, and altruism was considered as an indicator of motivational readiness for moral behavior. The criterion (diagnostic) validity of the methods was characterized by comparing the results with those of an expert assessment. The second method was to compare the results with those of methods whose validity has been proven (the Bass-Perry Aggression Questionnaire and the Adolescent Responsibility Questionnaire). The internal consistency was established using correlation analysis. Reliability was assessed by Cronbach's alpha. We obtained satisfactory results, which allow us to recommend the proposed versions of questionnaires for the diagnosis of aggressiveness and responsibility, as well as individual statements of the «Altruism-Egoism» questionnaire. We did not find any grossly pathological trends in moral development, but a quarter of the examined individuals had a reduced level of moral development. Those with a sufficient level of moral development perceived themselves as more conscientious and obliging, and also had significantly lower levels of physical aggression and anger. In the structure of moral development, the verbal component, which allows for the internalization of basic moral categories, is the least developed. Adolescents also exhibit a lack of critical thinking, but they are predominantly focused on pro-social behavior.

Key words: moral development; adolescents; learning difficulties; diagnostic tools; criterion validity; responsibility; aggression.

Simanovsky A. E., Kolobashkina I. A.

Modeling of multilevel education in an inclusive preschool educational organization

This article describes a technology for planning multi-level educational pathways for the development of spatial concepts in preschool children with disabilities. N. Crowder's principles of branched programming are used.

The study was conducted at the Child Development Center – Kindergarten No. 5 in Yaroslavl from September 2024 to May 2025. Thirty senior preschool-age children (5–6 years old) participated in the experiment. Fifteen of these children formed the experimental group (10 typical children, three children with severe speech impairments,

and two children with mental retardation), while 15 formed a control group of similar composition. M.M. Semago's method, which assesses four areas of spatial development, was used to assess the level of spatial concepts: concepts of one's own body space, concepts of external objects space, verbalization of spatial concepts, and quasi-spatial concepts. The experimental group implemented a proprietary management model, including a 30-session remedial and developmental program with multi-level tasks at four difficulty levels (reproductive, algorithmic, heuristic, and creative) and systematic monitoring based on adapted principles of N. Crowder's branching programming. Statistical data processing was performed using the Mann-Whitney U-test.

A comparative analysis of the dynamics of spatial representation development in the experimental and control groups revealed statistically significant differences across all measured indicators. Analysis of individual trajectories revealed that 73% of children in the experimental group changed the level of difficulty in one or more areas during the formative stage, confirming the flexibility of the developed model.

The developed model has proven its effectiveness. The systematic monitoring algorithm, based on branching educational trajectories, made it possible to provide an individualized educational path for each child, including children with severe speech impairments and mental retardation. The results confirm the potential of using the proposed approach for organizing effective inclusive education in preschool organizations with a combined focus.

Key words: inclusive educational environment; content-technological aspect; differentiated instruction; N. Crowder's branching programming; systematic monitoring; spatial representations; children with severe speech disorders; children with mental retardation; preschool education.

Safronova E. M., Gaponova A. S.

Pedagogical means and technologies for the development of readiness for self-overcoming in adolescents with disorders of the musculoskeletal system

The article presents the results of a pedagogical experiment aimed at developing readiness for self-overcoming in adolescents with disorders of the musculoskeletal system in the context of artistic and creative extracurricular activities. Readiness for self-overcoming is considered as an integrative personal education, including cognitive, motivational-value, volitional and activity components. During the formative stage of the experiment, the author's program «Step by step: self-overcoming through creativity» was implemented, based on the principles of humanistic and inclusive pedagogy. Theoretical and methodological justification of the problem of formation of readiness for self-overcoming in adolescents with disorders in functions of the musculoskeletal system is given. The study involved 35 adolescents 13-15 years old with ODA disorders studying at the Sozvezdie boarding school in Volgograd. Validated psychodiagnostic methods were used: SSPM-98 self-regulation scale (V. I. Morosanova), motivation questionnaire (N. G. Luskanova), method of pedagogical diagnostics «Traffic light» (M. N. Nevzorov, G. V. Agranovich), socialization questionnaire (M. I. Rozhkov). The pedagogical goal of diagnostics is being clarified – to determine not only the level of formation of individual components, but also their relationship within the framework of the integral personal potential of a teenager.

At the formative stage, the author's program of extracurricular artistic and creative activity «Step by step: self-overcoming through creativity» was developed and tested, including four meaningful modules, each of which was focused on the development of one of the components of targeted readiness.

The results obtained confirm the effectiveness of a set of pedagogical means and technologies that contribute to the development of self-regulation, internal motivation, volitional stability and social activity of adolescents with muscle-skeleton disorder. Artistic and creative activity has proven its significance as a space for personal growth and the formation of the vital competence of adolescents with disabilities.

Key words: self-overcoming; readiness for self-overcoming; adolescents with musculoskeletal disorders; inclusive education; pedagogical technologies; art-based extracurricular activity; self-regulation; personal development.

Lepeshev D. V., Dizendorf E. S.

Formation of writing skills in primary school children with autism spectrum disorders in inclusive education

This scientific article presents the empirical study on the effectiveness of a corrective-developmental program for forming writing skills in primary school children aged 7–8 years with autism spectrum disorder and comorbid intellectual developmental delay within inclusive education settings. Part one analyzes systemic writing impairments in ASD-phonemic deficits, graphomotor dysfunction, syllabic structure disorders and justifies the need for comprehensive correction. A six-month program was developed and tested on an experimental group (EG, n=9) versus a control group (CG, n=9) following standard curriculum. The baseline assessment revealed low writing proficiency levels; the control stage demonstrated statistically significant improvements in EG ($p \leq 0.05$, Wilcoxon signed-rank test) across graphomotor accuracy/coordination (+1,2 points), graphic correctness (letter formation/linkage), phonemic analysis/synthesis, syllabic structure, and orthography, markedly exceeding CG's minimal progress. Scientific novelty lies in an adaptive approach integrating visual algorithms, task individualization, play-based methods, and digital supports within inclusive classrooms, addressing sensory-regulatory ASD characteristics for stepwise skill development. Practical significance: the program is recommended for speech therapists, special educators, inclusive class teachers, and parents. Key findings confirm the hypothesis of successful writing skill formation through

systematic intervention surpassing standard instruction; they highlight orthographic skill inertia requiring extended focus and suggest prospects for investigating complex text construction to enhance sustainable socialization of children with ASD.

Key words: autism spectrum disorders; ASD; writing skills; graphomotor skills; primary school age; inclusive education; corrective-developmental program; phonemic analysis; syllabic structure; orthographic correctness; visual-motor coordination; speech therapy correction; individualized approach.