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## PROBLEMS OF SOCIALIZATION OF DISPLACED CHILDREN WITH DISABILITIES

### Abstract.

The REACH project at Kh. Dosmukhamedov Atyrau University is a unique experience that has created a model of educational space and programs for displaced children with disabilities. The children's parents, school teachers, school psychologists, and volunteers took part in the project and provided methodological support.

The purpose of the article is to identify the problems of socialization of refugee children with special educational needs on the basis of the research conducted in the framework of the research project.

In the framework of an international partnership project for 2021-2024, scientists from Simon Fraser University (Canada), Yarmouk University (Jordan), and Canakkale University (Turkey) carried out significant work with displaced children from the war zone for their successful socialization, education, and provision of necessary educational resources. Project participants from Atyrau University (RK) conducted a series of research activities with special children from several refugee families who returned from Syria.

On the base of Kids University (Kh. Dosmukhamedov Atyrau University) student volunteers demonstrated the effectiveness of introducing elements of fine art into the learning process for displaced children with disabilities. In addition, the use of musical and dramatic elements enhances interest in learning and motivates the expression of immediate emotions, contributing to the overall therapy of students.

This article emphasizes the importance of advisory and methodological support for refugee children, and the results of the scientific research will become valuable material for scientists in this field.

**Key words:** inclusive education, displaced children with disabilities (DCD), communication skills, socialization problem, art-based methods.

### Introduction.

Current social problems in society today: family, environmental, and economic crises lead to an increase in the number of children of different ages with disorders of the nervous system and mental disorders. No matter what period of the country's life we look at it is known that the fate of children is one of the most relevant problems.

It is possible to bring the work of teaching and upbringing of the young generation, the modern standards as a result of individual differential work with students. One of the ways to solve this problem is to combine traditional teaching methods with integrative and differential methods.

To conduct correct diagnosis in identifying underachieving students, to place them in special classes and groups that create conditions for successful and effective education and adaptation to the social environment in the future, which is a very social and pedagogical issue today [1].

Inclusive education defines the equal rights of students and allows them to participate in team activities. Also, inclusive education allows one to develop the ability to communicate with people.

Pedagogical activities aimed at eliminating language barriers to the complex socio-psychological and pedagogical support for children of refugee families, social-psychological counseling related to adaptation to a new environment, placement in temporary social shelters, rehabilitation centers personal problems of the emigrant and the difficulties of interaction in the social environment related psychological counseling, hotlines [2].

So, the REACH project at Atyrau Kid's University is a unique experience that has created a model for creating a learning space and program for displaced children with disabilities. It is supported by Atyrau University and supported by management and regional authorities.

The project is based on a methodology, that includes children, their parents, teachers, volunteers, consultants, non-profit experts, and university managers.

In 2020, the Atyrau University volunteer group started immediately working with displaced children after arriving in the Atyrau region from Syria. This happened during a global pandemic that complicated their migration process [3].

Displaced children with disabilities (DCDs) are children, who have been forced to leave their homes due to war, famine, natural disasters, or other emergencies and who have physical, mental, emotional, or cognitive disabilities.

These children face to additional challenges in accessing health care, education, and other resources to help them grow.

This presentation aims to describe the unique educational experiences of children returning home after living in a war-torn country and share the model, which has been implemented at Kid's University.

A single case study can provide insight into the needs of displaced children with disabilities and strategies to decide these needs. We hope that this model can be useful in similar contexts.

The project had several goals:

1. To assist and support displaced children with disabilities in their transition and coping with displacement trauma.
2. To create a safe environment for them to socialize and interact well with their peers and other stakeholders.
3. To identify specific needs related to their education and explore strategies for approaching, supporting, and teaching such children in the school setting.
4. To contribute to the current teacher training programs and professional development programs at Atyrau University.

In 2019, the Government of Kazakhstan began to return its citizens from the war zone in Syria through the special humanitarian operation "Jusan". During that period, 600 people arrived in the country, including 413 children, 34 of them orphans.

The number of children returned to the country in Atyrau region is 7 families, including 25 children. However, since there have never been mass returners of children from war zones abroad in the country, the children will need to learn Kazakh or Russian languages, which they have forgotten before rehabilitation.

The goal was to reintegrate them into Kazakhstan's society, which is to socialize them, so the children go to ordinary schools and kindergartens and do not feel outside of society, to adapt to society as soon as possible, but not to hinder and exclude them.

For this purpose, in the summer months of 2019, Atyrau University volunteers [students] and teachers started providing assistance and support to those children and their parents to strengthen their skills of speaking, reading, and writing in the Kazakh, English language. During additional courses, it was determined that children need psychological help in adapting to society. It was very difficult for the children to communicate. In this regard, the REACH project was timely to investigate the problems of displaced children [4].

In 2021, the Atyrau University team launched a sabbatical program at KID's University, within the framework of the REACH project, to explore the experiences of these displaced children with disabilities (DCDs) and to provide for their educational and socialization needs.

The group consisted of 9 displaced children with disabilities (DCD), including three of them are 8 years old, three old them are 6 years old, two who are 10 years old, and one is 11 years old. These children came from single-parent families, their fathers were in prison, and some of them were deceased or impacted. Most of them rent an apartment, and one family lives with their grandparents.

Since 2017, the administration, teaching staff, and volunteers of Atyrau University have been supported by Kid's University, which is dedicated to organizing informal educational activities for

children aged from 4 and 15 years. It runs during school breaks and children's out-of-school holidays and includes hands-on science experiments, language learning, arts and crafts projects, math and chess, world history, Kazakh culture, music, dance, and more group activities.

Programs are taught in Kazakh, Russian, and partly in English. This valuable program, initiated by the idea of Dr. Aigerim Shilibekova, the former first vice-rector of Atyrau University at that time, aims to help children develop a growth mindset, discover new interests, build life skills, and gain confidence in and out of the classroom. Kids University provides scholarships to children from vulnerable communities in the region.

Research question - what are the experiences of DCDs, their families, and teachers accessing and engaging with education? Research process: needs assessment, identification of specific needs, literature review, data collection, analysis, synthesis, and obtained results. Stakeholders: disabled children, parents, teachers, volunteers, managers, school counselors, and the Department of Education of the Ministry of Education of the Republic of Kazakhstan, 15 undergraduate students in defectology and 10 graduate students in pedagogy and psychology.

Limitations of the study: limited resources in the Kazakh language, and difficulties in identifying emotional and/or cognitive deviations.

Ethics: The research does not focus on individual traumas or life experiences in Syria, but rather on the experience of displaced children with disabilities in a new environment. All parents and participants provided informed consent and had the right to withdraw from the study at any time.

#### **Materials and methods of research.**

We conducted a series of interviews with each child at the beginning and end of the school year from September 2021 to June 2023.

One of the methods used in the research was a survey. In addition to the activities conducted at the university, we also visited and interviewed displaced children with disabilities at their homes.

To determine the specific needs of the children from the point of view of their parents, interviews were conducted with teachers and a psychologist in their schools.

Observation is the main method of child research, because "children describe their experiences as well as what they say", which we also had a chance to discover through interviews, through which we assessed their needs and monitored their development [5].

The methodological contribution of the REACH project was the application of a collaborative case study using arts-based phenomenological methods to validate the experiences of adaptation of displaced children with disabilities (DCD) after returning to Kazakhstan.

This approach allows for the creation of a safe and positive environment for displaced children with disabilities (DCD) based on the discussion of language and speech issues and is "recommended as a suitable form for children's development of self-expression". Arts-based research requires interdisciplinary communication, so for this project, we have drawn on the fields of pedagogy, psychology, communication, cultural studies, and sociology.

Six art sessions and six individual and group discussions with displaced children with disabilities were held.

Three types of data sources were used for this study:

- Surveys, other textual and visual data, photos, videos, etc.
- Individual and group interviews with parents, school psychologists, educators, and volunteers.
- Art-based research data such as children's visual works and their individual and group discussions.

Reliability and authenticity:

- Topics and questionnaires were cross-checked

- The accuracy of conducted individual and group interviews was confirmed
- Data from three sources allowed for interdisciplinary integration [6].

#### **Practical experiences**

Before the beginning of the project, all ethical rules were taken into account, and informed consent forms were signed by the parents of displaced children with disabilities (DCD).

The research team developed methodological approaches to collect research data creatively. These activities were age-appropriate and took into account the emotional states of the participants.

Graduate students of the Psychology and Pedagogy Department were involved in keeping the control logs for each child's profile, monitoring changes in their socialization and communication behavior.

Children were invited to Kids University twice per semester. DCDs are involved in various creative activities, such as drawing, talking, and playing games with other children. These works were followed by individual and group discussions.

The researchers visited the children's homes. Some interviews were recorded only after obtaining the consent of the subjects. The research work was conducted in the Kazakh language and the obtained results were registered in the control logs. Data on children's interaction with artistic materials and interviews with mothers were collected and taped. The researchers focused on documenting how they responded to the activities, their level of interest, and how they used the presented materials.

We understood that these children needed more than knowledge and they needed emotional healing, socialization, and a sense of belonging. In this project, we wanted to identify their specific needs, listen to their voices, and create a safe space where they could develop the necessary skills to navigate the new environment [7].

Research considers how children interact with each other and how they behave in social settings. Also, the researchers noted the children's facial expressions, body language, and other non-verbal cues to understand their emotional states. In addition, the researchers observed how the children discussed the artwork with each other and with the volunteers.

#### **Results and its discussion.**

Observations, logs, visual data, and interviews are compiled and grouped based on a chronological timeline. All of them are written in the Kazakh language and are stored in the Psychology and Pedagogy Department of Atyrau University. Currently, only 50 percent of it has been processed.

The observations provided valuable insight into the attitudes, behaviors, and experiences of displaced children with disabilities (DCDs). Creative works have helped displaced and traumatized children to express, connect, and support themselves. For example, participants reported increased confidence, self-esteem, social connectedness, and emotional regulation [8].

Some articles were published on the inclusive aspects of teacher education and training, focusing on the formation and development of communication skills of children with disabilities.

To attract the results of the scientific project, a page was opened in the Kazakh, Russian, and English languages on the main website of Atyrau University.

One of the positive results of our project is the development of a 12-year-old boy named Muslim.

One of the special children who migrated after arriving in Atyrau, the then 9-year-old Muslim was placed in the special needs class of the secondary school in Atyrau. Initially, he was diagnosed with speech impairment and anxiety (based on an interview with his mother) and mental function (based on official diagnosis).

At Kids University, Muslim was reserved and suspicious during his first meeting with volunteers and teachers. However, after several art-based events and discussions, he showed more openness and a positive attitude. He and his younger brother continued to attend sessions at Kids University.

Three years later Muslim was transferred to a regular class at his age. According to his mother and researchers, the different environment and safe and positive learning atmosphere at Kids University helped him overcome his anxiety and improve his communication skills. For example, children's drawings are based on art.

The Experience of displaced children with disabilities (DCD). These are the following concepts:

1. Displaced children with disabilities experience strong emotions due to their frequent relocations, including sadness, resentment, anger, loss, and adjustment to a new environment. We saw the importance of creating a safe environment for them to socialize and express themselves, separate from their formal school and home environments.

2. Arts-based activities provide a safe space for specially displaced children with disabilities to express their emotions, explore their identity, and build relationships with others. Displaced children with disabilities (DCD) feel better when they are part of an inclusive educational environment rather than different from other children.

3. The most challenging aspect of working with displaced children with disabilities was working with their parents, who struggle with conflicting values, environmental prejudice (e.g., wearing the hijab), limited support for their children, and mistrust of government officials. Involving the mothers of these children was a crucial factor in the research process of this project.

### **Conclusion.**

Through observation, interviews, and arts-based methods, the project has captured the lived experiences of these children. This interdisciplinary approach has allowed us to provide tailored support and address the unique needs of each child.

Our research underscores the importance of learning assistance in facilitating the successful reintegration of displaced children. We must prioritize the provision of comprehensive educational programs and support services to address their specific needs [9].

Our findings illuminated a path forward, that would impact not only the experiences of these displaced children but also the landscape of inclusive education and scholarship in Kazakhstan by adding the art-based method to the toolbox of researchers in inclusive and special education [10].

So far, we recognize that our journey has only just begun. The Kids University program and the REACH project have laid the foundation for a better future, but there is still much to be done. Collaboration, implementation of recommendations, and continued support are essential as we strive to create inclusive educational environments that empower and uplift these children.

### **Research Design: Next Steps [11]**

- Continue to analyze and synthesize research findings and conclusions.
- Categorize and upload all research data and materials online.
- We opened a page on the main website of Atyrau University to distribute the results of the research project in Kazakh.
- Building on the experience of Kids University, we aim to develop a model for DCD that offers a holistic approach to the physical, psychological, and educational components of learning spaces.

- Organize a local workshop to share with our colleagues in other regions of Kazakhstan.

We also realized the significance of teacher training programs and professional development initiatives that embraced inclusivity, compassion, and a deep understanding of the unique needs of displaced children with disabilities.

The modern task of inclusive education involves ensuring equal access to education for all levels of the population, taking into account intellectual development, psychophysiological, and individual characteristics.

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## ЕРЕКШЕ БІЛІМ БЕРУ ҚАЖЕТТІЛІКТЕРІ БАР ҚОНЫС АУДАРҒАН БАЛАЛАРДЫ ӘЛЕУМЕТТЕНДІРУ МӘСЕЛЕЛЕРІ

### Аңдатпа.

Х.Досмұхамедов атындағы Атырау университетіндегі REACH жобасы – ерекше білім беру қажеттіліктері бар қоныс аударған балаларға арналған оқу кеңістігін және бағдарламасын құру үлгісін қалыптастырған бірегей тәжірибе. Жобаға балалардың ата-аналары, мектеп мұғалімдері, мектеп психологтары, еріктілер қатысып, әдістемелік қолдау жасады.

Мақаланың мақсаты - ғылыми жоба аясында жүргізілген зерттеу негізінде ерекше білім беру қажеттіліктері бар босқын балаларды әлеуметтендіру проблемаларын анықтау.

2021-2024 жылдарға арналған халықаралық серіктестік аясында жасалған жоба жұмысына Канаданың Simon Fraser университеті, Иорданияның Yarmouk университеті, Түркияның Чанакале университетінің ғалымдары соғыс болған елдерден қоныс аударған балаларды қоғамға бейімдеу, білім беру және оларды қажетті ресурстармен қамтамасыз ету мақсатында ауқымды жұмыстар атқарды. Атырау университетінің жоба мүшелері Сирия еліндегі соғыстан қайта оралған бірнеше жанұядағы ерекше балалармен зерттеулер жүргізді.

Атырау университетінде құрылған Kids University аясында ерікті студенттер өнерге негізделген зерттеу нәтижелерінің қолданылуы ерекше қажеттілігі бар балаларды қолдау мақсатында тиімді екенін көрсетті. Өнер, музыка және драма элементтерін пайдалануда эмоционалды көрініске бағытталған терапиялық мақсаттарды қамтамасыз ете отырып, балаларды қызықтырып және оларды оқуға ынталандырды.

Бұл мақалада қоныс аударған ерекше балалармен жұмыс атқаратын және осы салада зерттеумен айналысатын ғалымдарға құнды тәжірибе, балалардың ерекше қажеттіліктерін қанағаттандыратын әдістемелік қолдаудың маңыздылығын көрсетеді.

**Негізгі сөздер:** инклюзивті білім беру, қоныс аударған ерекше балалар (DCD), коммуникативті дағды, әлеуметтендіру мәселесі, өнерге негізделген әдістер.

## ПРОБЛЕМЫ СОЦИАЛИЗАЦИИ ДЕТЕЙ-БЕЖЕНЦЕВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

### Аннотация.

Проект REACH в Атырауском университете имени Х.Досмухамедова является уникальным опытом, создавший модель учебного пространства и программы для детей-беженцев с особыми образовательными потребностями. В проекте приняли участие родители детей, школьные учителя, школьные психологи, волонтеры, которые оказали методическую поддержку.

Цель статьи – выявление проблем социализации детей-беженцев с особыми образовательными потребностями на основе проведенного исследования в рамках научного проекта.

В рамках международного партнерского проекта на 2021-2024 годы учеными университета Саймон Фрейзер (Канада), университета Ярмук (Иордания) и университета Чанаккале (Турция) была проведена значительная работа с детьми-беженцами из зоны военных действий для их успешной социализации, обучения и предоставления необходимых образовательных ресурсов. Участники проекта из Атырауского университета (РК) провели ряд научно-исследовательских мероприятий с особенными детьми из нескольких семей-беженцев, вернувшихся из Сирии.

На базе Kids University «Атырауский университет им. Х.Досмухамедова» студенты-волонтеры продемонстрировали эффективность введения элементов изобразительного искусства в процесс обучения детей с особыми потребностями. Кроме того, использование музыкальных и драматических элементов усиливает интерес к учебе и мотивирует выражению непосредственных эмоций, способствуя общей терапии обучаемых.

В данной статье подчеркивается важность консультативно-методической поддержки детей-беженцев, а результаты научного исследования станут ценным материалом для ученых в этой области.

**Ключевые слова:** инклюзивное образование, дети-беженцы с особыми образовательными потребностями (DCD), коммуникативные навыки, проблема социализации, методы на основе искусства.

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