



REVIEW

Kalykbaeva Almagul Zhakanovna in her dissertation work on the topic " Organization of self-assessment of educational achievements of students with mental retardation in the context of inclusive education" chose the right ways to research and solve the problem. The author rightly noted that an important function of teachers in the implementation of inclusive education is assessment as well as teaching learners the skills of self-assessment. However, in ordinary school practice, not enough attention is paid to the development of self-assessment skills in each student. Thus, we can conclude that Kalykbaeva Almagul Zhakanovna has chosen the right direction of research, and her dissertation can significantly enrich the knowledge about the formation of the self-assessment skill of each student.

The purpose of the dissertation is to develop and scientifically substantiate a system for the formation of self-assessment of primary school students with special educational needs (SEN) in mathematics lessons in inclusive education.

The methodological basis for the study of the dissertation work was made up of the classical position of domestic correctional pedagogy and special psychology, the zone of proximal development of the child, the principle of developmental education and the cultural and historical concept of L.S. Vygotsky, the principle of an individual approach. In addition, the author was guided by the conceptual provisions of humanistic psychology on the study of personality as a self-developing system (A. Maslow, G. Allport, K. Rogers, V. Frankl).

The structure of the work is correct, the chapters form a coherent and logical sequence. The 162-page work consists of an introduction, 3 chapters, a conclusion, a list of literature and applications. The list of sources used includes 143 sources.

In the process of working on her dissertation, researcher A. Zh. Kalykbaeva received the following **scientific results**:

- The self-assessment of educational achievements of primary school students in the context of inclusive education is characterized in the theoretical aspect.
- The state of research and the organization of self-assessment of educational achievements of primary school students with SEN in practice are characterized.
- The features of self-assessment of educational achievements of primary school students in inclusive education are revealed.
- An experiment was carried out and the effectiveness of the proposed system of special tasks for self-assessment of the educational achievements of primary school students with SEN was evaluated.
- The analysis of scientific works on the studied problem of self-esteem and the development of self-esteem is carried out. Adequate research methods have been applied. The solution of tasks in the course of the study was carried out logically and consistently. The theoretical propositions are rigorously argued. Conclusions are given for each chapter at the end of the paragraphs.



Practical significance

- A system of special assignments for self-assessment of educational achievements of primary school students in inclusive education was developed. This system of special tasks will help to form self-assessment skills and adequate self-assessment of primary school students, both children enrolled in the standard program and primary school students with special educational needs (SEN) in inclusive education.
- Recommendations for primary school teachers on inclusive education have been formulated.

Attention is drawn to the innovativeness of the study, since the developed system of special tasks can be used in general education schools, every day in the classroom. This will help primary school students independently assess their educational achievements in the assimilation of knowledge, learn more enthusiastically and effectively, which makes it possible to systematically form the skill of self-assessment, improve personal self-esteem and the quality of education. Summing up, the research goal has been achieved.

Noting the theoretical and practical value of the dissertation of Kalykbayeva Almagul Zhakanovna "ORGANIZATION OF SELF-ASSESSMENT OF EDUCATIONAL ACHIEVEMENTS OF STUDENTS WITH MENTAL RETARDATION IN THE CONTEXT OF INCLUSIVE EDUCATION", I propose to defend the specified research work at the Dissertation Council, created in the specialty "Defectology" 6D010500 (PhD) at the Abai Kazakh National Pedagogical University.

Foreign scientific consultant

Grażyna Walczak PhD
Doctor of Pedagogical Sciences (PhD)
of The Maria Grzegorzewska University
in Warsaw, Poland