

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN
ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY**



We train teachers who are able to anticipate the needs of modern education, based on advanced methods, national heritage and global approaches. We are increasing the prestige of the teaching profession and becoming a driver of human capital development.

EDUCATIONAL PROGRAM

6B01901 - Special pedagogy (IP)

Department «Design»

| № | Name of discipline | Short description of discipline | Cycle | Component | Credits |
|---|---|---|-------|-----------|---------|
| 1 | Economic and Business Research Methods | Purpose: General principles, techniques and methods for collecting, processing and analyzing data, studying patterns and trends in the development of mass economic phenomena and processes. Essence, forms, structure of capital. Production. production costs. Income production in a market economy. Business concept. Types of entrepreneurial activity. The theory of property, social forms of management. Goods, money. Socio-economic system. The emergence of the market. Financial system. The role of the state in business development. Macroeconomics. Resource saving. The cycle of economic development. inflation and unemployment. Kazakhstan in the system of world economic relations. | GED | EC | 5 |
| 2 | Fundamentals of research in ecology and safe life | The main patterns of functioning of living organisms, ecosystems of various levels of organization, the biosphere as a whole, their stability; the interaction of the components of the biosphere and the environmental consequences of human economic activity, especially in the context of the intensification of nature management; modern ideas about the concepts, strategies and practical tasks of sustainable development in various countries and the Republic of Kazakhstan; problems of ecology, environmental protection, sustainable development. Life safety, its main provisions. Dangers, emergencies. Risk analysis, risk management. Human security systems. Destabilizing factors of the present. Social dangers, protection from them: dangers in the spiritual sphere, politics, protection from them: dangers in the economic sphere, dangers in everyday life, everyday life. The system of bodies for ensuring life safety, and the legal regulation of their activities | GED | EC | 5 |
| 3 | Research skills in law and anti-corruption culture | The main provisions of the Constitution, the current legislation of the Republic of Kazakhstan; the system of government bodies, terms of reference, goals, methods of state regulation of the economy, the role of the public sector in the economy; financial law and finance; the mechanism of interaction between substantive and procedural law; the essence of corruption, the reasons for its origin; measure of moral and legal responsibility for corruption offenses; current anti-corruption legislation | GED | EC | 5 |
| 4 | Accessibility in education and support in inclusion | The discipline is aimed at forming an analysis of one's own activities from the point of view of the values of inclusion, pedagogical ethics; understanding the importance of community diversity; forming a holistic view of the aspects of accessibility in education: psychological accessibility, social accessibility, physical accessibility; pedagogical accessibility, digital accessibility. Students learn to analyze the learning environment and learning space from the point of view of accessibility; to understand, take into account the diversity of students, their individual capabilities when designing | BD | UC | 5 |

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| | | educational activities; they learn to build interdisciplinary work with participants of the educational process and parents. | | | |
| 5 | Comprehensive assessment of children with behavioral and emotional-volitional disorders | The study of the discipline is aimed at obtaining knowledge about modern approaches, stages and methods of examination of children's development; the ability to assess special educational needs in accordance with the criteria and algorithm of regulatory legal acts of the Republic of Kazakhstan; possession of methodological tools for psychological and pedagogical examination of a child in accordance with professional and ethical standards and principles of diagnosis; the ability to consult families with special educational needs. needs. | BD | UC | 5 |
| 6 | Design and technology of work with children with autism spectrum disorder | The study of the discipline is aimed at studying the causes, mechanisms, manifestations of autism spectrum disorders; formation of skills for differential diagnosis of autism and similar conditions; analysis of the spatial environment and educational processes in accordance with the educational needs of children with ASD; the ability to design support programs, determine the necessary pedagogical technologies for correctional and developmental work; select and apply pedagogical technologies for work with children with ASD. | BD | UC | 5 |
| 7 | Family-centered support for persons with special educational needs | The discipline is aimed at forming and understanding the specifics of relationships in a family raising a child with “special needs”: family models, forms of family support; mastering the skills of organizing pedagogical and psychological support, family counseling; methods of interaction and active involvement of the family in correctional and pedagogical work, raising a child of preschool or school age with special educational needs. | BD | UC | 4 |
| 8 | Fundamentals of neuropathology | The study of this discipline is aimed at forming a holistic view of the central nervous system and higher nervous activity; the influence of anatomy and physiology on speech, sensory systems and cognitive processes, both normal and impaired; knowledge of adaptive mechanisms in the defeat of the central nervous system; analysis of early development screenings in the Republic of Kazakhstan, the study of methods of prevention of disorders. | BD | UC | 5 |
| 9 | Neuropsychological approaches in special education | This discipline is aimed at studying the basics of the theory of neuropsychology and the possibilities of its application in the activities of a special teacher; the formation of practical work skills taking into account the principles of neurodiagnostics and neuropsychology. Students learn to use neuropsychological approaches in correctional and developmental, educational work: control of perception and memorization of | BD | UC | 4 |

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|----|---|--|-------|-----------|---------|
| | | material, fixation of attention, prevention of fatigue and negative phenomena in children; application of methods of prevention of neurotic conditions. | | | |
| 10 | Special methods of language teaching | Students will master the methodology and specifics of teaching the subject using traditional, universal, The discipline is aimed at mastering the methodology and specifics of language teaching for students with special educational needs due to limited development opportunities; students learn to critically analyze a typical language curriculum; master the principles, methodology and stages of language teaching in a special school, drawing up short- and long-term planning, taking into account methodological and substantive requirements; criteria for evaluating achievements in the subject; they will acquire the skills of planning and conducting a language lesson using traditional, alternative and auxiliary teaching tools. | BD | UC | 5 |
| 11 | Special methods of teaching mathematics | The discipline is aimed at the formation of knowledge about the principles, methods and specifics of teaching mathematics to various categories of children with special educational needs; the ability to work with a standard curriculum in mathematics: drawing up short-term and long-term planning in accordance with the methodological and substantive requirements for the development of a lesson in mathematics; criteria for evaluating achievements in the subject. Students will acquire the skills of planning and conducting a math lesson in the propaedeutic period and primary classes; they learn the competent use of ICT, traditional, alternative and auxiliary teaching tools in a math lesson, depending on the educational needs of students. | BD | UC | 5 |
| 12 | Special pedagogy | This discipline is aimed at knowledge of the theoretical foundations and history of special education; study of principles, forms, methods, modern trends of special education; students learn to compare the system of state support for children with special educational needs in the Republic of Kazakhstan and in the world; understand the essence, organization, goals and content of the activities of special educational organizations: psychological, medical and pedagogical consultation, rehabilitation center, special preschool organizations, special school organizations, psychological and pedagogical correction offices; they study methods of teaching and educating people with special educational needs | BD | UC | 5 |
| 13 | Special psychology | When studying the discipline, students master general and specific patterns of development of children with physical and/or mental disorders; classifications of disorders and diagnostic features; causes of disorders in mental and psychophysical development; learn to reflect and interpret the teachings of L.S. Vygotsky (the interaction of biological and social, the structure of impaired development, etc.); | BD | UC | 5 |

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|----|--|--|-------|-----------|---------|
| | | compare and evaluate cognitive processes and personal sphere of various categories of children with special educational abilities | | | |
| 14 | Speech therapy | The discipline is studied in order to form knowledge about the subject, goals, objectives of speech therapy, its theoretical and methodological foundations; about the development of speech in the norm; etiology, mechanisms and structure of speech disorders; classification of speech disorders; the impact of speech disorders on cognitive processes, emotional and volitional sphere; formation of practical skills in organizing speech therapy work in various conditions. Students learn to plan and organize speech therapy work with different categories of children: speech, hearing, vision, intellectual, motor disorders and autism | BD | UC | 5 |
| 15 | Workshop on differential diagnosis | This discipline is aimed at studying the principles, methods and criteria of differential diagnosis; the formation of skills to distinguish similar states, stages of differentiation; identification of primary and secondary disorders; types of developmental disorders. Students master modern methods and techniques of differential diagnosis; learn to apply a basic set of techniques and practical methods of differential diagnosis; learn to evaluate the features of developmental disorders, information processing procedure, systematically analyze developmental disorders. | BD | UC | 5 |
| 16 | Activities of special educational organizations | The discipline is aimed at understanding the system of state support for children with disabilities in the Republic of Kazakhstan; the essence of the activities, functions, organization, regulatory regulation of special educational organizations: psychological, medical and pedagogical consultations, psychological and pedagogical offices, correction, rehabilitation centers, special kindergartens, special schools; the activities of a special teacher in these organizations education. Students learn to understand that the system of support for children with disabilities is not limited to the education system; the importance of the activities of a special teacher in the health and social protection system. | BD | EC | 5 |
| 17 | Anatomy and physiology of the central nervous system and higher nervous activity | The discipline is aimed at studying the anatomy and physiology of the central nervous system and higher nervous activity, their impact on speech and cognitive processes; students learn to analyze the results of early development screenings; understand the impact of CNS and GNI disorders on the nature and degree of the disorder; use the adaptive capabilities of the body when planning correctional developmental work. | BD | EC | 5 |
| 18 | Anatomy, physiology and pathology of the organs of hearing, vision, speech | The study of the discipline is aimed at familiarization with the laws of the structure and functioning of the analyzer systems and the central nervous system in normal and impaired; etiology, course, mechanisms, consequences of diseases of the organs of | BD | EC | 5 |

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|----|---|--|-------|-----------|---------|
| | | vision, hearing, speech; methods of prevention of disorders; the possibilities of adaptation of the body in the defeat of sensory systems and the central nervous system. Students learn to analyze the results of early development screening; identify and overcome obstacles to further development and learning. | | | |
| 19 | Design of scientific research | The discipline is aimed at familiarization with the design of scientific research, which allows you to select, reflect, analyze problems in education; students learn project activities; master the algorithmization of research: work with sources; identification of contradictions; formulation of problems, goals and objectives of research; definition of analysis criteria; data collection, their quantitative and qualitative analysis; identification of problems at all levels. stages of the study; forecasting the results of the study, the possibilities of their application in practice, scaling the results. | BD | EC | 5 |
| 20 | Interdisciplinary interaction | The discipline is aimed at mastering the necessary knowledge about the content of the team assessment of the first group of children with special educational needs of the activities of the psychological and pedagogical support service; skills of interaction with a team of specialists with the parent and pedagogical community; the formation of skills in designing interdisciplinary activities for the preparation of an individual program and the transition to group, classroom work on the inclusion of a child with "special needs" in educational environment; skills of self-reflection and reflection in future teachers. | BD | EC | 5 |
| 21 | Methods and content of research in education | The study of the discipline is aimed at forming students' understanding of the difference between everyday and scientific thinking; familiarization with the conceptual apparatus in the field of planning and organizing scientific research; familiarization of students with the specifics of pedagogical research; research in action. Students master the methods of research; the ability to predict the results of research, to see the possibilities of their practical application; to evaluate and present the results of research. | BD | EC | 5 |
| 22 | Organization of psychological and pedagogical support service | The discipline is aimed at a deep understanding of the organizational and content structure and purpose of the psychological and pedagogical support service in preschool and school organizations; regulatory and legal documentation of the psychological and pedagogical support service; the role of each specialist of the psychological and pedagogical support service; the formation of an idea of teamwork and skills of intra-team interaction; the ability to critically evaluate and analyze their own professional activities in accordance with the principles of inclusion; mastering the stages of assessing the special educational needs of the child and practical skills of support in various conditions; recommendations for reducing individual programs and home-based learning. | BD | EC | 5 |

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|----|---|---|-------|-----------|---------|
| 23 | Psychological and pedagogical diagnostics of children with disabilities | The discipline is aimed at studying the theoretical foundations of psychological and pedagogical diagnostics; mastering the techniques of a comprehensive, interdisciplinary examination of a child in order to identify his special educational needs in compliance with professional and ethical norms and principles of diagnosis; mastering modern approaches, methods of psychological and pedagogical diagnostics; the ability to correctly assess the condition of the subject from a pedagogical point of view; understanding the role of psychological and pedagogical activity. medical and pedagogical consultations in family counseling. | BD | EC | 5 |
| 24 | Special preschool pedagogy | The discipline is aimed at studying the theory and practice of early and preschool development of normal and impaired; formation of students' understanding of the possibilities of compensating the body at an early age; the importance of designing a developing environment and space for children of early and preschool age. Students learn to critically analyze and work with standard educational programs for children with hearing, vision, intelligence, speech, complex disorders; on their basis, to create and implement individual educational programs, master methods, techniques and technologies of working with children of early and preschool age. | BD | EC | 5 |
| 25 | Support in the education of children with special educational needs | The discipline is aimed at studying the regulatory framework of the Republic of Kazakhstan in the field of education and human rights; forming an understanding of the basic principles and stages of support for children with special educational needs in the learning environment; the ability to design the amount of pedagogical support depending on the educational needs and capabilities of the child. Students master the forms, methods and techniques of accompanying children with special educational needs in various conditions; they learn to contribute to the formation of a school culture that demonstrates participation, well-being, tolerance and sustainable development; they learn to build interdisciplinary work with members of the educational process and parents. | BD | EC | 4 |
| 26 | Universal design in education | The discipline is aimed at understanding the term "Universal Design" as the design of objects, environments, programs and services, designed to make them as usable as possible for all children, regardless of age, abilities or status, without the need for adaptation or special design. Students learn to create an environment, services and objects that could be used by as many different children as possible without special training and any adaptation; to understand that universal design in the educational sphere provides for the provision of information perceived by all children, reduces the need for physical effort to access it, provides motivation and involvement of all children. | BD | EC | 4 |

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|----|---|---|-------|-----------|---------|
| 27 | Abaistudies | Formation of a full-fledged, human-loving, humane, tolerant citizen who succumbs to the humanistic teachings of Abai. Education of deep love for Abai's thoughts about eternal values: reading, education, science, art, education, morality reflected in his poems and prose; reflection of the main sources that influenced the worldview of the poet-thinker; | PD | UC | 2 |
| 28 | Age and physiological features of the development of children | This discipline is aimed at monitoring the development of students, planning and implementing age-appropriate learning processes, taking into account the individual needs of students, creatively supporting universal learning and the well-being of students. Students learn to recognize the individual starting points of different students, their learning potential and needs for specific support; to consider the individual needs of their students for specific support, guidance, training and evaluation; to introduce various methodological solutions for providing specific support. | PD | UC | 3 |
| 29 | Assessment and development | This discipline is aimed at understanding the value of evaluation in the learning process and the ability to provide constructive evaluation of educational achievements at various stages of the learning process and critically evaluate and analyze their understanding and practice regarding evaluation. Students learn to be well versed in a variety of assessment and feedback methods (for example, formative and final assessment); apply pedagogical principles to determine and recognize the levels of educational competence of students; recognize and apply systems for developing students' self-assessment and mutual assessment skills | PD | UC | 4 |
| 30 | Educational Science and Key Learning Theories | The discipline is aimed at improving pedagogical competence in the field of pedagogy and didactics. Students study the basics of pedagogical science, such as conceptual ideas about a person, leading to various theories of learning and pedagogical models. Based on the understanding of theoretical concepts, future teachers can make appropriate pedagogical choices for various educational situations. | PD | UC | 4 |
| 31 | Inclusive educational environment | This discipline is aimed at accepting the diversity of students, their support, the ability to identify obstacles to participation and learning that arise in schools; to determine development priorities and plan activities to support diversity (adaptation of program material, development of differentiated tasks; to promote cooperation in the school community in order to create a basis for inclusive values and support the participation and academic performance of students in sustainable school systems, be able to use assistive tools and ICTs to support all students in an inclusive environment. | PD | UC | 4 |
| 32 | Methods and technologies of teaching in special pedagogy | This discipline is aimed at improving competencies in the field of pedagogy and didactics. Students have a holistic understanding of the methodological system of | PD | UC | 5 |

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|----|---|--|-------|-----------|---------|
| | | education, can model strategies and technologies for solving specific pedagogical problems, planning, guidance, teaching and evaluation, are able to use knowledge, forms, methods and technologies of teaching in accordance with the conditions of a particular school and the capabilities of students. Students learn to choose pedagogical models suitable for their training; apply teaching methods creatively and in a variety of ways, taking into account the opportunities offered by technology; use a suitable learning environment in your teaching; know and apply the norms and principles of copyright and data protection. | | | |
| 33 | Pedagogical research | This discipline is aimed at mastering the skills of searching, critical selection of knowledge from various sources, the use of research results in the development of their pedagogical thinking and practice Students learn to be aware of the nature of pedagogy and its basic terminology, to recognize the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge, to distinguish cultural ideas about human nature and their significance for the work of teachers, to accept changes in the field of education taking into account the prospects for their development. | PD | UC | 5 |
| 34 | Psychology, interaction and communication in education | The study of this discipline is aimed at mastering modern psychological theories and models, the functioning of personality and its individual properties. Future teachers contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process. They are able to communicate, interact and cooperate with the families of students, as well as within various other types of partnership and create new relationships suitable for the development of their own pedagogical activities | PD | UC | 5 |
| 35 | Research, development and innovation | This discipline is aimed at the formation of research- and development-oriented thinking, the ability to develop, update and apply innovative approaches and learning technologies in the context of ongoing changes in society and the educational environment. Students learn to develop their own teaching skills through research-based approaches, apply critical thinking when collecting and using data for software development, participate in research and/or develop cooperation between universities and stakeholders, document their own research activities and present results using various forms of communication. | PD | UC | 4 |
| 36 | Teaching planning and individualization of learning in special pedagogy | This discipline is aimed at developing the skills of teaching individualization, taking into account the diversity of students and the use of teaching technologies, based on pedagogical and independent research. Students learn to understand the requirements of | PD | UC | 4 |

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|----|--|---|-------|-----------|---------|
| | | competence, entrepreneurship and sustainable development in their pedagogical and subject area when planning and delivering training; plan and predict other conditions that affect learning; apply the principles of individual learning and guidance in practice, consider the needs of their students, support the development of their personality and self-esteem. | | | |
| 37 | Advanced foreign language | Detailed reports on the subject. News and reports. Articles and reports on contemporary issues, modern fiction. Actively participate in a discussion on a familiar problem, explaining and defending your opinion. The statement of all the arguments "for" and "against" on the actual problem. Writing essays, reports, letters highlighting particularly important events and impressions. | PD | EC | 4 |
| 38 | Basics of dactylogy and sign language | The discipline is aimed at forming students' understanding that dactylic and sign language are the means of communication of the deaf; mastering the dactylic structure of the word as the main unit of verbal language and the features of sign language as a kinetic non-verbal communication system of the deaf. Students learn to understand the peculiarity of verbal and sign bilingualism of children with hearing impairments; master dactylogy and sign language, the skills of teaching sign and dactylic speech to deaf children; the skills of teaching using sign language. | PD | EC | 5 |
| 39 | Correction of cognitive activity | The discipline is aimed at studying the essence of the mechanisms underlying the formation and impairment of cognitive activity; signs and symptoms of cognitive impairment; students master the skills of conducting psychological and pedagogical diagnostics and correctional and developmental work with children with intellectual disabilities in individual and group classes, using universal, alternative, auxiliary methods and methods of work. | PD | EC | 5 |
| 40 | Design and technology of cochlear implantation | The study of the discipline is aimed at students' understanding of the modern method of auditory-speech rehabilitation of deaf children as cochlear implantation; knowledge of the history of the method, the device of the implant, the principle of operation of the cochlear implantation system, the procedure of diagnostic examination and selection of candidates for implantation; features of the implant processor settings; stages of postoperative rehabilitation of children. Students understand cochlear implantation as a complex system of medical, technical, psychological and pedagogical measures; they master the methods of rehabilitation of deaf children after cochlear implantation. | PD | EC | 5 |
| 41 | Design and technology of work with children with multiple disabilities | The discipline is aimed at studying children with two or more primary disorders; familiarity with the general and specific patterns of development of children with multiple disorders. Students learn to distinguish between the concepts of "complex | PD | EC | 5 |

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|----|---|---|-------|-----------|---------|
| | | violation" and "complex structure of violation"; master the design and implementation of an individual developmental program for a particular child, taking into account his educational needs; specific techniques and algorithm of correctional work with children with multiple violations, involving children with multiple violations in group, class work. | | | |
| 42 | Designing individual programs for children with hearing impairment | The discipline is aimed at differentiating the professional activities of a special teacher (sign language teacher) in the conditions of special and inclusive education: understanding the differences between individual and individual educational programs and their areas of application; students learn to design and implement individual educational programs for a child with hearing impairment, taking into account the degree of impairment and age; learn to design individual educational programs taking into account educational needs in the context of inclusion; master the skills of monitoring individual programs and recommendations for reducing individual programs. | PD | EC | 4 |
| 43 | Designing individual programs for children with intellectual disabilities | The discipline is aimed at differentiating the professional activities of a special teacher in the conditions of special and inclusive education: understanding the differences between individual and individual educational programs and their areas of application; learn to design and implement an individual developmental program for a child with intellectual disabilities, taking into account age and the degree of decline in intelligence in the conditions of a psychological and pedagogical correction office; learn to design an individual educational program. a program taking into account educational needs in the conditions of inclusion; master the skills of monitoring individual programs and recommendations for reducing home-based learning and individual programs. | PD | EC | 4 |
| 44 | Designing individual programs for visually impaired children | The discipline is aimed at differentiating the professional activities of a special teacher (typhlopedagogue) in the conditions of special and inclusive education: understanding the differences between individual-developing and individual curricula and their areas of application; students learn to design and implement individual educational programs for a child with visual impairment, taking into account the degree of impairment and age in the conditions of office of psychological and pedagogical correction; learn to design individual educational programs programs tailored to educational needs in the context of inclusion; they will master the skills of monitoring individual programs and recommendations for reducing individual programs. | PD | EC | 4 |
| 45 | Designing speech therapy work with general speech underdevelopment | The discipline is aimed at forming a holistic view of the general underdevelopment of speech, causes, mechanisms, classification, ways to overcome them; master the skills of planning and implementing tasks for examination, conducting individual and group | PD | EC | 4 |

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|----|--|---|-------|-----------|---------|
| | | speech therapy sessions with children at different levels of general speech underdevelopment; students learn to use methods and techniques, information and computer technologies in teaching children when different levels of general underdevelopment of speech; learn to work with parents. | | | |
| 46 | Methods of teaching the subject "Knowledge of the world" | The discipline is aimed at students' understanding of the importance of the subject for expanding the horizons of children with special educational needs; students master the methodology and specifics of teaching the subject "Knowledge of the World" using traditional, universal, alternative, auxiliary means; skills to critically analyze the content of a standard curriculum, adapt assignments and control materials taking into account the educational needs of a particular student; they will master the skills of planning and conducting lessons on the subject, specific skills of forming knowledge about the world around children with "special needs". | PD | EC | 5 |
| 47 | Neurological basics of speech therapy | The discipline is aimed at mastering the neurological foundations of speech therapy, basic categories, patterns of psychophysical and speech development; understanding the essence of psycho-speech development in normal and impaired; knowledge of the biosocial prerequisites for speech formation, brain mechanisms of speech realization, neurological foundations of speech disorders. Students learn to distinguish between speech disorders caused by damage to the nervous system; methods of studying speech disorders in neurological disorders; techniques for correcting speech disorders; prevention of speech disorders. | PD | EC | 5 |
| 48 | Oligophrenopedagogics | The discipline is aimed at forming a holistic view of the history and trends of education and upbringing of persons with intellectual disabilities. Students study the object, subject, tasks of oligophrenopedagogy; research methods in oligophrenopedagogy; clinical-pedagogical and psychological-pedagogical classifications of persons with intellectual disabilities; principles, forms, methods, technologies of training and education of persons with intellectual disabilities; providing psychological and pedagogical support to children with intellectual disabilities in various educational organizations. | PD | EC | 5 |
| 49 | Sign language teaching | This discipline is aimed at the knowledge of the historical aspect of the development of sign language teaching; the study of the basics, subject and methods of sign language teaching; clinical, pedagogical, psychological and pedagogical classifications of hearing impaired persons; the formation of the ability to plan the content of education taking into account the degree of hearing impairment; learn to put into practice the principles, | PD | EC | 5 |

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|----|--|---|-------|-----------|---------|
| | | forms, methods, technologies of teaching and education of hearing impaired persons; conduct remedial classes. | | | |
| 50 | Special methods of teaching the cycle of subjects "Technology and art" | This discipline is aimed at mastering the methodology, specifics and techniques of teaching the subject "Technology and Art" using traditional, universal, alternative, auxiliary means; master the skills to critically analyze the content of a standard curriculum, adapt study assignments, control materials taking into account the educational needs and capabilities of a particular child; master the skills of planning and conducting lessons on the subject. | PD | EC | 5 |
| 51 | Speech therapy for systemic speech disorders (alalia, aphasia) | When studying the discipline, students form a holistic view of systemic speech disorders (alalia, aphasia), their types. Students learn to plan the solution of specific speech therapy tasks for examination, diagnosis, conducting individual, group speech therapy sessions with children / adults, taking into account the type of violation (alalia, aphasia); skills are formed to use methods, techniques of correctional and developmental work with aphasia and alalia. | PD | EC | 5 |
| 52 | Speech therapy work in case of violations of the sound-pronouncing and tempo-rhythmic side of speech | The discipline is aimed at forming a holistic view of violations of the sound-pronouncing and tempo-rhythmic side of speech (dysarthria, rhinolalia, bradylalia, tachylalia, stuttering); learn to differentiate similar conditions, solve specific tasks of examination, conducting speech therapy classes with children with dysarthria, rhinolalia, bradylalia, tachylalia, stuttering; learn to use advanced techniques and ICT in correction and teaching of children with disorders of the sound-pronunciation and tempo-rhythmic side of speech. | PD | EC | 5 |
| 53 | Speech therapy work with preschool children (dyslalia, phonetic and phonemic underdevelopment) | The development of the discipline is aimed at forming a holistic view in the field of speech therapy work with preschool children with phonetic and phonemic disorders and dyslalia. Students learn the skills of examining a child's speech, distinguishing between organic and functional speech disorders; the ability to plan, conduct speech therapy classes with FFN and dyslalia, using advanced teaching methods and technologies in accordance with the characteristics of a preschool child. | PD | EC | 5 |
| 54 | Subject-practical training | The study of the discipline is aimed at understanding the role of subject-practical activities for a child with hearing impairments; knowledge of the methodology and specifics of teaching the subject "Subject-practical training" using traditional, universal, alternative means; skills to adapt tasks and control materials taking into account the educational needs of a particular child with hearing impairment; possess the skills of planning and conducting lessons by subject.. | PD | EC | 5 |

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|----|---|--|-------|-----------|---------|
| 55 | Teaching literacy to the blind in Braille | The study of the discipline is aimed at mastering knowledge about the psychophysiology of writing and reading normally and with visual impairment; the specifics of the educational material published in Braille; the difference between writing and reading in the blind and visually impaired; aimed at mastering students in Braille; the methodology of literacy in Braille and ways to overcome difficulties encountered in the blind and visually impaired when mastering writing and reading. | PD | EC | 5 |
| 56 | Typhlopedagogics | This discipline is aimed at knowledge of the historical aspect of the development of typhlopedagogy; study of the subject, object and methods of typhlopedagogy; visual functions and their disorders; features of the functioning of the body with impaired vision and compensation possibilities; knowledge of the classification of persons with visual impairments; formation of the ability to plan the content of correctional and educational work taking into account the degree of visual impairment (blind, visually impaired); students learn to apply in practice specific methods (Handz-method) and technologies of training and education of persons with visual impairments; conduct remedial classes. | PD | EC | 5 |
| 57 | Typhlotechnical means and technologies of teaching children with visual impairments | This discipline is aimed at studying typhlotechnical teaching aids, their classification, knowledge of alternative forms of presentation of educational materials for children with visual impairments; the ability to use typhlotechnical means in teaching and socialization of the blind and visually impaired; mastering the analysis and planning of individual and group classes using typhlotechnical means in educational and correctional-developmental work. | PD | EC | 5 |
| 58 | Workshop on oral and written speech correction | The discipline is aimed at forming a holistic view of writing disorders: dysgraphia, dyslexia, dysorthography and their types; mastering the skills of modeling strategies for solving specific speech therapy tasks of examination, planning, conducting speech therapy individual and group classes with reading and writing disorders. Students learn to use practical methods and techniques, ICT in teaching children with writing and reading disabilities in special and general education schools. | PD | EC | 5 |
| 59 | Workshop on social and household orientation | The discipline is aimed at studying the goals and objectives of the work on the formation of social and household orientation of children with special needs; students learn to develop a system of classes and lessons on social and household orientation; methods of forming social and household orientation in children with special educational needs of preschool and school age; master the skills of conducting classes and lessons on social and household orientation in preschool and school organizations. | PD | EC | 5 |

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|----|--|--|-------|-----------|---------|
| 60 | Workshop on the development of auditory perception and pronunciation formation | The study of the discipline is aimed at understanding the development of auditory perception as a means of enhancing the potential capabilities of a child with hearing impairments, which obeys the general laws of development and is carried out under the influence of purposeful work. Students understand the importance of the auditory reserve and the peculiarities of speech development; the importance of the safety of analyzers for the overall development of the child; the integrity of the pedagogical process. Students master the modern system of oral speech formation, new productive approaches to the speech development of a child with hearing impairments in a communicative language learning system. | PD | EC | 5 |
| 61 | Workshop on the development of visual perception and spatial orientation of children with visual impairments | The discipline is aimed at mastering the technologies of work on the formation of a holistic view of the world around the blind; teaching the blind generalized ways of orientation in space and overcoming isolation in society; the use of auxiliary means of transportation. Students will master the techniques of visual perception development depending on the degree and type of visual impairment in individual and group classes in preschool and school oratories. | PD | EC | 5 |