

## **EDUCATIONAL PROGRAM**

### **5B010500 – DEFECTOLOGY (SPECIAL EDUCATION)**

#### **1. Purpose and objectives of the educational program to specialty 5B010500 – «Defectology» (Special education)**

*Purpose of the educational program* – training of competent and competitive special teachers (defectologists) in accordance with European standards in the context of Kazakhstan accession to the Bologna process, able to effectively carry out correctional and educational activities for children with development disabilities in the systems of the general, special and inclusive education, health and social protection based on the needs, capacities and abilities of children

*Basic objectives of the educational program:*

–The formation of the integral scientific knowledge and the development of value-oriented and communicative, self-organized reflexive personal qualities as a result of the assimilation of philosophical, historical, social, political, legal, economic fundamentals.

–Formation of biological and social factors of relationship and understanding, development and improvement of knowledge derived from the study subjects by profession, stimulation professional creativity and needs for self-education on the basis learning of basic knowledge systems by medical, psychological and pedagogical disciplines.

–The formation of professional competence in the field of diagnostic and consulting, correctional and pedagogical, organizational and managerial, consulting and methodical, cultural and educational activities.

#### **2. Competence of graduates formed from the assimilation of educational programs**

Required components of educational programs on a specialty «5B010500 – Defectology» offers next specializations:

5B010501 – The teacher for mentally retarded children and the speech-languages pathologists of education organizations for children with intellectual disabilities

5B010502 – The speech-languages pathologists, a primary school teacher for children with speech impairments

5B010503 – The typhlo-teacher, a primary school teacher and the special psychologist of the educational organizations for children with visual impairments

5B010504 – The surdo-teacher, a primary school teacher and a special psychologist of educational organizations for children with hearing impairments

5B010505 – The educator and a methodist of special preschool organizations

**The achievement of realization of the purposes and objectives of the educational program promotes the formation of the following competencies:** a general cultural; a professional; a disciplinary (subject).

#### **2.1 General cultural competence characterized by the fact that the graduate:**

2.1.1 *is able to* form an objective assessment of personality and level of aspiration, and also has the skills to raise the level of intellectual development of students;

2.1.2 *is able to use* the general principles and methods of social, humanitarian and economical sciences in solution of the social and professional tasks;

2.1.3 consistently and correctly *formulates and expresses* their thoughts in their own language, *has* the skills to speaking and writing in Kazakh (Russian), a foreign-languages for working with scientific texts and public speaking;

2.1.4 *uses* the knowledge of a foreign language to communicate and understand the specific texts;

2.1.5 *uses* the general methods, ways and means to receiving, storage and processing information; *owns* the skills to work with a computer, including a global computer network;

- 2.1.6 *is able to* take into account the ethno-cultural and religious differences are involved in the educational process in the construction of social interactions;
- 2.1.7 *owns* the moral norms and the foundations of moral behavior;
- 2.1.8 *realizes* the principles of the organization of scientific research, and ways to achieve the construction of scientific knowledge;
- 2.1.9 *is capable* of promoting a healthy lifestyle in accordance with the requirements of hygiene, safety and security policies of the possible negative external influences.
- 2.1.10 capable of learning, result-oriented and mobility that will help students develop competencies necessary for them to adapt to a changing labor-market, and that will enable them to become active and responsible citizens.
- 2.2 Professional competence characterized by the fact that the graduate:**
- 2.2.1 *is able to* model the teaching and educational process and to implement the practice of teaching;
- 2.2.2 *is able to* use the tools of the general, specific (for different types of violations) patterns and the individual characteristics of mental and psycho-physiological development, knows the features of the regulation of behavior and human activities on the various age levels;
- 2.2.3 *owns* a qualitative and quantitative methods of psychological and pedagogical research;
- 2.2.4 *is able to* use the methods of diagnosis, communication, activities for children of all ages;
- 2.2.5 *is able to* use knowledge of the different theories of learning, training and development, as well as educational programs for students of different levels of education;
- 2.2.6 *owns* a ways of organizing various activities for children;
- 2.2.7 *owns* a ways of organizing joint activities and interpersonal interactions of subjects of the educational environment;
- 2.2.8 *understands* the social significance of profession, complies the principles of professional ethics;
- 2.2.9 *owns* a means of organization of professional activities in a multicultural environment, given the characteristics of the socio-cultural structure of the society, and also laws and principles of national education;
- 2.2.10 *is able to* participate in an interdisciplinary and interdepartmental collaboration of experts in solving professional problems;
- 2.2.11 *is able to* use professional work the main international and national documents on children's rights and the rights of persons with disabilities;
- 2.2.12 *owns* the method of critical thinking;
- 2.2.13 *adopts* the values and beliefs of inclusive education.
- 2.3 The graduate should possess the following competencies**
- 2.3.1 *owns* a theoretical basis and techniques to identify and determine abnormalities in the development, monitoring and evaluation of the physical characteristics and neuropsychological development of children with disabilities;
- 2.3.2 *able to* take into account the general, specific (for different types of violations) regularities and specific features of mental and psycho-physiological development, knows the features of the regulation of behavior and human activities at different age levels;
- 2.3.3 *owns* a theoretical basis and techniques of modeling and forecasting of medical and psycho-social and educational work by understanding the principles of formation of the state of social policy;
- 2.3.4 *owns* the ability to organize and provide optimal socio-environmental and education (professional) living conditions of persons with disabilities;
- 2.3.5 *is able to apply* knowledge of the theoretical principles and techniques of correctional and educational work with children with disabilities, owns the methods of their mental and verbal processes, the formation of socially important skills, stimulates their cognitive activity and application of acquired skills in their daily lives;
- 2.3.6 *owns* the ability to organize educational partnership with other professionals and the family of a disabled child;

2.3.7 *is able* to recognize and adequately assess the possibility of different strategic lines of educating children with disabilities in institutions of education, health and social protection;

2.3.8 *has* the ability to advise children and adults with developmental disabilities, their parents and teachers on educational issues of training, development, and professional self-determination of people with disabilities;

2.3.9 *is able* to implement the continuity of education, training and socialization of infants, pre-school, school-age children with different developmental disabilities

### 3. 2 Academic curriculum to specialty 5B010500 – Defectology (Special education)

Period of study: 4 year  
An academic degree: bachelor of education on specialty  
5B010500 – Defectology (Special education)

<b>№</b>	<b>The name of modules and disciplines</b>	<b>ECTS</b>	<b>Semester</b>
	<b>General Subject Courses</b>	<b>24</b>	<b>1-3</b>
<b>RC 1.1</b>	<b>Required Courses</b>	<b>24</b>	<b>1-3</b>
1.1.01	The history of independent Kazakhstan	3	1
1.1.02	Kazakh / Russian	4	1
1.1.03	Foreign Language – B1	4	1
1.1.04	Computer Science	4	2
1.1.05	Art Education	3	1
1.1.06	Economics and business	3	3
1.1.07	Philosophy of education	3	3
<b>EC 1.2</b>	<b>Elective Courses</b>	-	-
<b>C 2</b>	<b>Content</b>	<b>60</b>	<b>1-8</b>
<b>RC 2.1</b>	<b>Required Courses</b>	<b>60</b>	<b>1-8</b>
2.1.01	Pedagogy	5	2
2.1.02	Educational rhetoric	3	4
2.1.03	Pedagogical management	3	4
2.1.04	Psychology	5	2
2.1.05	Research Methods	3	3
2.1.06	The age physiology and school hygiene	3	1
2.1.07	Foreign Language – B2	5	2
2.1.08	Inclusive Education	3	5
2.1.09	Practicum I	6	4
2.1.10	Practicum-2	9	6
2.1.11	Practicum-3	15	8
<b>EC 2.2</b>	<b>Elective Courses</b>	-	-
<b>SDM 3</b>	<b>Special discipline module</b>	<b>144</b>	<b>1-8</b>

<b>RC 3.1</b>	<b>Required Courses</b>	<b>81</b>	<b>1-8</b>
3.1.01	Medical and biological basis of defectology I (Anatomy, physiology and pathology of organs of hearing, sight and speech)	5	1
3.1.02	Medical and biological basis of defectology II (Nevropatology)	5	1
3.1.03	Medical and biological basis of defectology III (Basics of Genetic, Physopatology)	5	2
3.1.04	Special Psychology	5	2
3.1.05	Special Pedagogics	5	3
3.1.06	Early development of children with disabilities	4	1
3.1.07	Special pre-school pedagogy	4	3
3.1.08	Basics of Speech Therapy	5	3
3.1.09	Technology Assessment Criteria	3	4
3.1.10	Psychological, pedagogical diagnosis of persons with disabilities	5	3
3.1.11	Special Methods of Teaching Native Language	5	4
3.1.12	Special Methods of Teaching Mathematics	5	4
3.1.13	Special Methods of Natural Studies	5	5
3.1.14	Special Methods of Teaching Manual Skills	5	4
3.1.15	Upbringing work with children with disabilities	4	3
3.1.16	Professional-oriented language	3	5
3.1.17	Organization and managerial foundations of inclusive education	5	6
3.1.18	ICT in Education of persons with disabilities	3	6
<b>EC 3.2</b>	<b>Elective Courses</b>	<b>63</b>	<b>8</b>
	<b>Diploma work</b>	<b>12</b>	<b>5-8</b>
	<b>The credit of ECTS</b>	<b>240</b>	
	<b>Additional types of training</b>		
	Physical education	12	1-4
	Religions studies	3	2
	Mangilik el	3	2

#### 1.4 Elective subjects of the proposed module

<b>№</b>	<b>The name of modules and disciplines</b>	<b>ECTS</b>
<b>3</b>	<b>Special discipline module</b>	<b>144</b>
<b>3.2.0</b>	<b>Module of special disciplines for different specializations</b>	<b>63</b>
	<b>3.2.01 Specialization - Oligophrenopedagogics</b>	<b>63</b>
3.2.01.01	Psychological and pedagogical diagnostics of children with Mental Disorders	4
3.2.01.02	Formation of persons time-lagged psychical development	4

3.2.01.03	Special work with preschool children with Mental Disorders	4
3.2.01.04	Special work with schoolchildren with Mental Disorders	4
3.2.01.05	Psychological correction technologies at early child's autism ct	4
3.2.01.06	Education of children with intellectual and sensory insufficiency (viotations of rumor or sidht)	5
3.2.01.07	Psychical pedagogical accompaniment of socialization and rehabilitation of persons with the expressed violations of intelle	5
3.2.01.08	Psychology pedagogical accompaniment family of child with expressed and complex violations of development	4
3.2.01.09	Activation of speech of children with Mental Disorders	5
3.2.01.10	The Logopedics	5
3.2.01.11	Correctional rhythmic	5
3.2.01.12	Professionally labour educating of persons with Mental Disorders	5
3.2.01.13	Development and adaptation of the special educational programs	5
3.2.01.14	Practical work on the correction developing and to the educating	4
	<b>3.2.02 Specialization - Surdopedagogics</b>	<b>63</b>
3.2.02.01	Psychological and pedagogical diagnostics of children with a hearing disorders	4
3.2.02.02	Special work with preschool children with a hearing disorders	4
3.2.02.03	Special work with schoolchildren children with a hearing disorders	4
3.2.02.04	Audioverbal rehabilitation of children after cochlear implantation	4
3.2.02.05	Audio-visual technology of training	4
3.2.02.06	An audiology and hearing prosthetics	5
3.2.02.07	In detail-practical training of children with a hearing disorders	5
3.2.02.08	Technical equipment and information technology to education of persons with a hearing disorders	4
3.2.02.09	Pronunciation formation	5
3.2.02.10	Development of acoustical perception	5
3.2.01.11	Methods of Teaching the oral speech of persons with violations of rumor	5
3.2.01.12	Social rehabilitation and professionally labour educating of persons with violations of rumor	5
3.2.01.13	Psychology pedagogical accompaniment of children with violations of rumor in universal education	5
3.2.01.14	Alternative and deputizing facilities of communication	4
	<b>3.2.03 Specialization - Tiphlopedagogics</b>	<b>63</b>
3.2.03.01	Psychological and pedagogical diagnostics of of children with a visual disorders	4
3.2.03.02	Education, training and development of children with a visual disorders	4
3.2.03.03	Ophthalmic and hygienic basis of training and education of children with a visual disorders	4
3.2.03.04	Special work with preschool children with infringements of sight a visual disorders	4
3.2.03.05	Special work with schoolchildren with a visual disorders	4
3.2.03.06	The typhlo-technical means	5
3.2.03.07	Learning the Braille Alphabet	5

3.2.03.08	Social orientation of children with a visual disorders	4
3.2.03.09	Development of visual perception	5
3.2.03.10	Training to spatial orientation of children with visual disorders	5
3.2.01.11	The formation of communicative activity of children with visual disorders	5
3.2.01.12	Psychology pedagogical accompaniment inclusive education	5
3.2.01.13	Social rehabilitation and professionally labour educating of persons with violations of sight	5
3.2.01.14	Planning of individual routes of development	4
	<b>3.2.04 Specialization - Logopedics</b>	<b>63</b>
3.2.04.01	Logopedic technology of survey	4
3.2.04.02	Education, training and development of children with speech disorders	4
3.2.04.03	Speech Therapy psychology	4
3.2.04.04	Speech Therapy work for Speech Sound Disorders	4
3.2.04.05	Speech Therapy work for Rinolalia	4
3.2.04.06	Speech Therapy work for Dysarthria	5
3.2.04.07	Speech Therapy work at infringement of tempo-rhythmic organization of speech	5
3.2.04.08	Speech Therapy work for systemic disorders of speech (afasia,alalia)	4
3.2.04.09	Speech Therapy work at infringement of written speech	5
3.2.04.10	Speech Therapy work in violation of voice and intonation of speech expressiveness	5
3.2.01.11	The organization of speech therapy in various organizations	5
3.2.01.12	Speech therapy work at different violations of development	5
3.2.01.13	Logopedic rhythmic	5
3.2.01.14	Logopedic practicum	4
	<b>3.2.05 Specialization - Educator and Methodist of special preschool organizations</b>	<b>63</b>
3.2.05.01	Psychological and pedagogical diagnosis of preschool children with disabilities	4
3.2.05.02	A special (correctional) pre-school pedagogy	4
3.2.05.03	Correction and Development activities in the educational field of "Health"	4
3.2.05.04	Correction and Development activities in the educational field of "Communication"	4
3.2.05.05	Correction and Development activities in the educational field of "Knowledge"	4
3.2.05.06	Correction and Development activities in the educational field "Creativity"	5
3.2.05.07	Correction and Development activities in the educational field "Society"	5
3.2.05.08	The correctional rhythmic	4
3.2.05.09	Technical diagnostics and correction of preschool children with disabilities	5
3.2.05.10	Speech Training (Logopedics)	5
3.2.01.11	Preparation of children with disabilities for school training	5

3.2.01.12	Theory and methods of game development in preschool children with disabilities	5
3.2.01.13	Family education of children with the limited possibilities	5
3.2.01.14	Designing of individual routes of development	4