CATALOGUE OF ELECTIVE DISCIPLINES

«6B01906- Training of specialists of special preschool pedagogy»

Cycle of disciplines	Name of disciplines and their main sections	Work-Tank (ECTS)
ED 1	**CYCLE OF GENERAL EDUCATION DISCIPLINES**	
1.	**Fundamentals of Economics and business**	5
	Social production. The essence, forms, structure of capital. Production cost. Income production in a market economy. The concept of business. Types of business activity. 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. Cyclical economic development. Inflation and unemployment. Kazakhstan in the system of world economic relations.	
2.	**Inclusive education**	5
	The role of inclusive education in social and educational policy. Legal support, models, forms, types of inclusive education. pedagogy and psychology of inclusive education. Psychological and pedagogical support of subjects of inclusive education. Design of individual educational programs and routes for people with SEN in inclusive education. Creation of adaptive educational environment in conditions of inclusive education. Psychological and pedagogical technologies of work with children with disabilities and their families. Interaction with teachers and psychologists in the organization of inclusive education	
3.	**Management in special preschool education and electronic documentation**	5
	Improvement and development of professional skills of the administrative apparatus (Directors and head teachers) of special educational organizations, contributing to the improvement of the level of management to improve the quality of education. Familiarity with electronic documentation, automation of office work, documentation; storage of information about the data, the amount of hours allocated to the program; introduction of an electronic journal	
4.	**Development of auditory perception and formation of oral speech in preschoolers with hearing impairment**	5
	Theoretical knowledge and practical skills, teaching children with hearing impairment on the basis of the development and use of preserved auditory function. Tasks, principles, methods of development of auditory perception in children with hearing impairment. Forms of organization of auditory work in special preschool organizations for children with hearing impairment. Methods of work on RSV by means of speech material and non-speech sounds. General basics of teaching oral speech to deaf and hard of hearing children. Methods of teaching oral speech with phonetic rhythm. Organization of work on teaching oral speech to children with hearing impairments. Technologies of development of auditory perception of speech in children	

	with hearing disorders. Application of new technologies of development of auditory perception of speech. Planning work on the development of auditory perception.. The system of work on the development of auditory perception of speech.	
5.	**Corrective work at ESA**	5
	Stages of occurrence of the first symptoms of ESA; Originality of the child's speech; Strangeness of reactions to the environment; development of the sensory sphere; development of fine motor skills; development of tactility; development of communicative interaction skills; Ability to listen to silence; development of the cognitive sphere.	
6.	Bio-clinical foundations of special education I (Anatomy, physiology and pathology of hearing, speech and vision)	5
	The structure and functioning of pathological abnormalities of hearing, speech and vision, the study of research methods, correction and rehabilitation in the pathology of hearing, speech and vision. Familiarity with various disorders, anatomical and physiological structure of hearing, vision, speech.	
7.	**Bio-clinical bases of special education III (bases of genetics. Mental disorder in children)**	**5**
	Study of the molecular and cellular level of heredity to determine the patterns of transmission of hereditary information. To identify the causes of hereditary diseases, study mutational processes and pathogenesis of hereditary diseases. Chromosomes. Karyotype. Mitosis. Meiosis. Chromosomal theory of heredity. Genetic code.	
8.	**Bio-clinical bases of special education II (Neuropathology)**	**5**
	Study of features in the development of children with disabilities as a result of various diseases: mental retardation, hereditary pathology, disorders of the musculoskeletal system,hearing, vision, speech, etc. Neurosurgery and Psychiatry. Encephalitises. Osteochondrosis. Radiculitis. Polio's	
9.	**Clinical features of development of children with SEN**	**5**
	Familiarization with the ontogenesis of children in the norm and children with SEN; training in methods of examination of children with SEN; familiarization theoretically and in practice with the clinical symptoms of various diseases; to form the theoretical basis for further perception of the necessary biomedical and clinical knowledge.	
10.	**Early childhood development and special preschool pedagogy**	**5**
	Familiarization with the content aspects of providing early correctional and developmental assistance to children with SEN; study of the characteristics of young children with various disorders of psychophysical, legal acts regulating the activities of special educational organizations providing educational services to young children with SEN.	
11.	**Theory and methods of educational work in a special preschool organization of education**	5

	Arming with knowledge of theoretical bases of modern pedagogical science, knowledge about the sphere of education, essence, regularities, content, structure of the process of education in a special school, about modern pedagogical technologies; to acquaint with the key competencies in the implementation of educational activities in a special school, necessary for the effective organization of education in various socio-cultural conditions; to develop an idea of students about the goals, methods, means and forms of education;	
12.	**Psychophysical development of children with complex disorders**	**5**
	The concept of complex disorders in children, the Principles of their diagnostic study and methods of correctional care; Theoretical foundations of differential diagnosis in working with children with complex disorders; Rules of organization and content of correctional and educational work in special educational institutions providing educational services to children with complex disorders.	
13.	**Corrective work in dyslalia**	**5**
	Dyslalia as a complex speech defect, methods and techniques of speech therapy diagnosis of dyslalia, organizational and substantive aspects of correctional speech therapy in dyslalia	
14.	**Special psychology with psychological and pedagogical diagnostics**	**5**
	The study of key concepts of special psychology, research Methodology and the main directions of its research. To form ideas about the essence of the defect in children with various developmental disabilities, the features of their mental development. Features of sensation and perception, memory, attention, imagination, thinking of children with OOP.	
PD 2	**Cycle of profile disciplines (PD)**	
15.	**Technology of work in the educational field " Communication"**	**5**
	The content of the educational field "Communication" is aimed at achieving the goals of mastering constructive ways and means of interaction with others through the solution of the following tasks: Development of free communication with adults and children; Development of all components of oral speech of children (lexical side, grammatical system of speech, pronounceable side of speech; coherent speech-Dialogic and monological forms) in various forms and types of children's activities; Practical mastery of speech norms by pupils".	
16.	**The development of cognitive processes of preschool children with the SEN**	**5**
	General and specific patterns of mental development of children with SEN. Features of personality, emotional-volitional and cognitive sphere, communication and behavior of persons with SEN. Methods and techniques of their study and correction. The ratio of primary and secondary features in the structure of the defect	

17.	**Technology of work in the educational field " Cognition"**	**5**
	Acquaintance with spatial relations, development of elementary mathematical representations; development of elements of logical thinking. Principles and conditions of organization of children's research activities. Specification of the equipment to the children's experimental laboratory. Approximate planning of occupations with elements of game experimentation in average, senior and preparatory to school groups.	
18.	**Correctional work with children of preschool age with visual impairments**	**5**
	Visual impairment in preschool age. Correctional work of the teacher-defectologist is aimed at the development of speech, cognitive activity and activation of the motor sphere of the child. The role of the visual analyzer in the mental development of the child. Violation and originality of development of the motive sphere, spatial orientation, formation of representations and concepts, in ways of practical activity, in features of emotionally-volitional sphere, social communication, integration into society, adaptation to work.	
19.	**Technology of work in the educational field " Creativity"**	**5**
	The content of the educational field includes visual activities (drawing, modeling, application and artistic design-traditional for Russian preschool education activities, United by the General concept of "productive activity of children").	
20.	**Preschool oligophrenopedagogy**	**5**
	Familiarization of students with the scientific and theoretical foundations of education and upbringing of preschool children with intellectual disabilities; formation of competencies in the field of professional activity. The path to becoming oligophrenopedagogy pre-school. The subject in the course of preschool Oligophrenopedagogics. Initial theoretical positions and principles of preschool Oligophrenopedagogics. Connection of preschool Oligophrenopedagogics with other Sciences. Methods of preschool oligophrenopedagogy as a science. Common problems oligophrenopedagogy pre-school	
21.	**Preschool management skills**	**5**
	The history of tiflopedagogics. Causes and consequences of visual impairment and methods of compensation. Conditions of education and training of children with visual impairments. Problems of education and social adaptation of children with visual impairment. Introduction to typhlopedagogy early preschool and younger school age	
22.	**Preschool surdopedagogical**	**5**
	Theory and history of preschool sign language pedagogy. Preschool sign language pedagogy as a branch of special preschool pedagogy. The impact of hearing loss on the mental development of children of early and preschool age. Forms of correctional and pedagogical assistance to children of early and preschool age with hearing disorders. Organization of education and training in preschool institutions for children with hearing disorders. Correctional and	

	pedagogical work in preschool institutions for children with hearing impairments. Interaction of correctional preschool with the family of a child with hearing impairment. Development of children in the process of education and training.	
23.	**Preschool speech therapy**	**5**
	Planning of correctional and speech therapy work with children with various speech disorders; maintenance of analytical and reporting documentation taking into account modern requirements; Content and methodology of speech therapy classes; Diagnosis of various speech disorders; organization of methodological and developmental environment in speech therapy groups of kindergarten and much more. Methodical and didactic materials (texts of consultations for parental corners, various questionnaires for parents and Tutors, tables, schemes, illustrations),	