

CATALOGUE OF ELECTIVE DISCIPLINES
«6B01902-Training of specialists in typhlopedagogy»

Cycle of disciplines	Name of disciplines and their main sections labor	Intensity (ECTS)
DB 1	CYCLE OF BASIC DISCIPLINES (DB)	
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 PLO 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 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	
	Social and household orientation of children with visual impairments	5
4.	Technology and methods of teaching social orientation of the blind and visually impaired. Teaching social orientation as an educational subject in schools for children with visual impairments. Typical program. Long - term, medium-term and short-term planning. Principles of teaching the subject. Requirements for conducting lessons in a special school.	
	Preschool management skills	3
5.	History of preschool tyflopædagogics. 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 of preschool age. Introduction to tyflopædagogy early preschool age. Organization of education and training in preschool institutions for children with visual impairments. Correctional and pedagogical work in preschool institutions for children with visual impairments. Interaction of correctional preschool institution with the family of a child with visual impairments. Development of children in the process of education and training.	

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)	4
	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. Encephalitis. Osteochondrosis. Radiculitis. Polio's	
9.	Clinical features of development of children with SEN	3
	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 education of children with visual impairments	3
	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	3
	Introduction of students with complex disorders in children, the principles of their diagnostic study and ways of correctional assistance; 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.	Management skills and typhlopedagogy	5
	Typhlopedagogy as a science of education and training of children with visual impairment. History of typhlopedagogy as a science. Features of mental development of children with visual impairments. System of correctional-	

	educational and rehabilitation institutions for persons with visual impairment. Theory and methods of education of visually impaired and blind children. Actual problems of modern typhlopedagogy as a science. Interaction of specialists of educational institutions with the family of a child with visual impairments. Theoretical foundations of typhlopedagogy. Regularities of mental development of children with visual impairments. The development of typhlopedagogy. Psychological examination of persons with visual impairment. Originality in the development of mental processes and personality traits in children with visual impairments. Features of personality development of children with visual impairments. Psychological support of children with visual impairments. Modern correctional and developmental technologies of correction and compensation for children with visual impairments	
	Special psychology with psychological and pedagogical diagnostics	5
14.	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 SEN.	
PD 2	CYCLE OF PROFILE DISCIPLINES	
1.	Methods of teaching mathematics to children with visual impairments	5
	Psychological-pedagogical and organizational features of the processes of education, upbringing and development of children with visual impairments; General questions of methodology of teaching mathematics to children with visual impairments; to formulate the goals of training, education and mathematical development of children with visual impairments content according to the goals and objectives of training, education, development based on individually-differentiated approach to students based on their educational needs and educational interests; choose appropriate methods and forms of education. Typical program. Long - term, medium-term and short-term planning. Principles of training. Requirements for conducting a math lesson in a special school.	
2.	Technique of knowledge of the world	3
	The basis of mastering the skills of relief writing in Braille Relief writing by applying depressed combinations of dots (letters, numbers and other characters) with a special stylus on thick paper. The ability to write letters and signs with such pressure. Ability to check the pencil written without removing the paper from the device. Ability to erase extra points without erasing the entire sign. Ability to restore points	
3	Teaching relief-dot font	5
	The basis of mastering the skills of relief writing in Braille Relief writing by applying depressed combinations of dots (letters, numbers and other characters) with a special stylus on thick paper. The ability to write letters and signs with such pressure. Ability to check the pencil written without removing the paper from the device. Ability to erase extra points without erasing the entire sign. Ability to restore points	
4	Typhlotechnical facilities	3
	Technical and informational means of teaching the blind and visually impaired. Traditional Braille writing devices and pencils, six-key typewriters, direct writing and reading devices on the Braille system, six-point pads, ruler, relief maps and diagrams. Tiplatelet. Teplomagistrali. Electronic manual video magnifier.	

5	Development of visual perception	5
	The main features of the object in visual perception. The value of the visual system in the process of visual perception. Types of comparison in the process of visual perception. The main characteristic properties of visual perception in normal vision. The main characteristic properties of visual perception in residual vision and low vision. Features of visual perception in preschool children. Interaction of visual perception with other mental processes. the interaction of visual perception with the main visual functions is normal. The main objectives and content of the work on the development of visual perception of visually impaired preschoolers. Types of visual recognition or image perception.	
6	Teaching spatial orientation to visually impaired children	5
	Orientation in space is the process of solving three problems: and "direction selection", "direction preservation", "target detection". Orientation in any space - for near orientation in a small space, Landmarks are outside the zone of perception (sight, hearing, touch). Typical program. Long - term, medium-term and short-term planning. Principles of teaching the subject. Requirements for conducting lessons in a special school.	
7	Special technology of mimicry and pantomime teaching	5
	General motor skills (gait, posture, presence and nature of Intrusive movements), fine motor skills (state of muscle tone, accuracy of movement, their strength), volume and quality of movements, readiness of mimic muscles (presence of mimic movements and their quality). The ability of the child to determine the value of emotions by facial expressions (joyful, sad, crying), the value of gestures, the ability to simulate any action with your favorite toys.	
8	Socialization of visually impaired children	5
	Providing psychological and pedagogical support to children with SEN during the entire educational process; the concept of social adaptation, legal framework. The problem of social adaptation and rehabilitation. Social incompetence. Lack of experience with peers and adults. Specialized assistance in the use of typhlotechnical means, social adaptation.	
9	Methods of teaching language to children with visual impairments	5
	(native) language; to carry out selection of the contents, methods, techniques, means and forms of training taking into account the individual and differentiated approach; to carry out correctional and educational process on the basis of specific technologies of training in the language of persons with visual impairments;	