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MINISTRY OF SCIENCES AND HIGHER EDUCATION OF THE REPUBLIC OF  
KAZAKHSTAN  
M. AUEZOV SOUTH KAZAKHSTAN UNIVERSITY

«APPROVED»

Chairman of the Board-Rector  
Ahmed-Zaki

2025y.



EDUCATIONAL PROGRAM

6B01901-Special pedagogy (IP)

Registration number	6B01900077
Code and classification of the field of education	6B01 Pedagogical sciences
Code and classification of training areas	6B019- Special Pedagogy
Group of educational programs	B020 - Special Pedagogy
Type of EP	Innovative
ISCE level	6
NQF level	6
IQF level	6
Language learning	Kazakh, Russian, English
The complexity of EP	240 credits
Distinctive features of EP	
Partner University (JEP)	-
University partner (DDEP)	-

Shymkent, 2025

Developers:

Name	Position	Signature
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Shorabek N.Sh.	KSU "Auxiliary Boarding School" of the Department of Education of the city of Shymkent	
Abdualieva G.T.	Director of the correctional kindergarten "Ship of childhood"	
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Eshtaeva F.A.	Head of the correctional kindergarten "Dostyk" for children with severe and milder disorders of musculoskeletal functions	
Umarova A.S.	State Municipal Enterprise under the Right of Economic Management "Secondary School-Gymnasium No. 47 named after T. Tazhibayev" of the Department of Education of the city of Shymkent	
Duisebayeva M	Student of group TP23-16kr	
Zhumakhan Zh	Student of group TP24-16kr	

The educational program has been updated in accordance with the new model of inclusive education and has been approved by the Department of Education. Director of the «Methodological center of the shymkent city department of education: S.Sh. Aytbayeva

The EP was considered at a meeting of the Academic Quality Committee of the «History and pedagogy» faculty of the Higher School, Minutes « 17 » 03 2025 y. Chairman M.A. Yermekbaev  
The EP was considered and recommended for approval at Educational-methodical meeting of M. Auezov SKU  
Minutes « 18 » 03 2025 y.  
Chairman of the EMM E. Imangaliyev  
The EP was approved by the decision of the Academic Council of the University  
Minutes # « 27 » 03 2025 y.  
Protocol №. \_\_\_\_\_ of \_\_\_\_\_

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\_\_\_\_\_ D.Zh.Ahmed-Zaki

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## CONTENT

1. Concept of the Educational program (EP)
  2. Passport of the Educational program (EP)
  3. Competencies of a graduate of the OP
  - 3.1. Matrix of correlation of the learning outcomes of the educational program as a whole with the competences formed
  4. Matrix of influence of modules and disciplines on the formation of learning outcomes and information on labor intensity
  5. Summary table reflecting the volume of credits mastered by modules of the educational program
  6. Strategies, teaching methods and artificial intelligence, monitoring and assessment
  7. Educational and resource support for EP
  8. Approval sheet
- Appendix 1. Review from the employer
- Appendix2. Expert report
- Appendix 3. Professional standards

## 1. Concept of the Educational program

<b>Mission of the University</b>	Generating new competencies, training a leader who translates research thinking and culture.
<b>University Values</b>	<ul style="list-style-type: none"> <li>– Openness - open to change, innovation and cooperation.</li> <li>– Creativity - generates ideas, develops them and turns them into values</li> <li>– Academic freedom - free to choose, develop and act.</li> <li>– Partnership - creates trust and support in a relationship where everyone wins.</li> <li>– Social responsibility - ready to fulfill obligations, make decisions and be responsible for their results.</li> </ul>
<b>Graduate Model</b>	<ul style="list-style-type: none"> <li>– Deep subject knowledge, their application and continuous expansion in professional activity</li> <li>– Information and digital literacy and mobility</li> <li>– Research skills, creativity and emotional intelligence</li> <li>– Entrepreneurship, independence and responsibility for their activities and well-being</li> <li>– Global and national citizenship, tolerance to cultures and languages</li> </ul>
<b>Uniqueness of the EP</b>	<ul style="list-style-type: none"> <li>•Orientation towards the regional labor market and social order through the formation of professional competencies in graduates, adjusted to meet the requirements of stakeholders.</li> <li>•Practice-oriented and emphasis on the development of critical thinking and entrepreneurship, the formation of a wide range of skills that will allow you to be functionally literate and competitive in any life situation and to be in demand in the labor market.</li> </ul> <p>There is the possibility of dual training, mastering knowledge and acquiring practical skills on the basis of secondary schools, special educational institutions, and the Yunusov Speech Therapist Center.</p>
<b>Academic Integrity and Ethics Policy</b>	<p>The university has taken measures to maintain academic integrity and academic freedom, protection from any type of intolerance and discrimination:</p> <ul style="list-style-type: none"> <li>• Rules of academic integrity (order No. 212 of October 10, 2022);</li> <li>• Anti-corruption standard (order No. 8 n/a dated 08/01/2025).</li> <li>• Code of Ethics (Order No. 212 of October 10, 2022)</li> </ul>
<b>Regulatory and legal framework for the development of EP</b>	<ol style="list-style-type: none"> <li>1.Law of the Republic of Kazakhstan “On Education”;</li> <li>2. «Model Rules for the Activities of Organisations of Higher and Postgraduate Education», approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated June 24, 2024. No. 307;</li> <li>3. Standard rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 26, 2024. No. 372;</li> <li>4. State mandatory standards for higher and postgraduate education, approved by order of the Ministry of Education and Science of July 20, 2022 No. 2 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated March 04,</li> </ol>

	<p>2025. No. 90;</p> <p>5. Rules for organizing the educational process in credit technology of education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated April 29, 2024. No. 203;</p> <p>6. Qualification reference book for positions of managers, specialists and other employees, approved by order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated December 30, 2020 No. 553 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated June 20, 2024. No. 207;</p> <p>7. Methodological recommendations for introducing ECTS principles into the educational process and expanding academic freedom. Appendix to the order of the Minister of Science and Higher Education. of the Republic of Kazakhstan dated February 12, 2024 No. 57</p> <p>8. Guidelines for the development of educational programs for higher and postgraduate education, Appendix 1 to the order of the Director of the National Center for the Development of Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan dated May 4, 2023 No. 601 Н/К</p>
<b>Organization of the educational process</b>	<ul style="list-style-type: none"> <li>– Implementation of the principles of the Bologna Process</li> <li>– Student-centered learning</li> <li>– Availability</li> <li>Inclusivity</li> </ul>
<b>Quality assurance of the Educational program</b>	<ul style="list-style-type: none"> <li>– Internal quality assurance system</li> <li>– Involvement of stakeholders in the development of the EP and its evaluation</li> <li>– Systematic monitoring</li> <li>Updating the content (updating)</li> </ul>
<b>Requirements for applicants</b>	<p>They are established in accordance with the Standard Rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 26, 2024. No. 372</p>
<b>Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs(SSN)</b>	<p>For students with SEN (special educational needs) and persons with disabilities (PSI), tactile PVC tiles, specially equipped toilets, a mnemonic diagram, and shower bars have been installed in educational buildings and student dormitories. Special parking spaces have been created. Crawler lift installed. There are desks for people with limited mobility (PLM), signs indicating the direction of movement, ramps. In the educational buildings (main building, building No. 8) there are 2 rooms with six working places adapted for users with disorders of the musculoskeletal system (DMS). For visually impaired users, the SARA™ CE Machine (2 pcs.) is available for scanning and reading books. The library website is adapted for the visually impaired. There is a special NVDA audio program with a service. The JIC website <a href="http://lib.ukgu.kz/">http://lib.ukgu.kz/</a> is open 24/7.</p> <p>An individual differentiated approach is provided for all types of classes and in the organization of the educational process.</p>

## 2. Passport of the Educational program

<b>Purpose of the EP</b>	Training of a professional teacher, in demand and competitive in the labor market, possessing modern subject, communicative, digital, entrepreneurial competencies, skills in implementing inclusive education, capable of creating high-quality educational content and organizing the educational process.
<b>Tasks of the EP</b>	<ul style="list-style-type: none"> <li>• training of special teachers for professional activity, competent in solving problems in the field of education, healthcare, social assistance to the population, in public institutions, administrative bodies, research organizations;</li> <li>• provide students with solid training in the field of special pedagogy, inclusive education, diagnosis and correction of disorders, technologies that ensure full socialization, integration and personal development of children with special educational needs;</li> <li>• Creating conditions for the formation of in-demand knowledge and skills, a conscious attitude towards improving the well-being of the population and protecting the planet in the context of the SDGs;</li> <li>• providing conditions for acquiring a high general intellectual level of development, mastering competent and developed speech, culture of thinking and skills of scientific organization of work in the field of education.</li> </ul>
<b>Harmonization of EP</b>	<ul style="list-style-type: none"> <li>• 6 level of the National Qualifications Framework of the Republic of Kazakhstan;</li> <li>• Dublin descriptors of the 6th level of qualification;</li> <li>• 1 cycle of a Framework for Qualification of the European Higher Education Area);</li> <li>• 6<sup>th</sup> Level of European Qualification Framework for Life long Learning).</li> </ul>
<b>Connection of the EP with the professional sphere</b>	Sectoral qualifications framework in the field of education (partnership and social regulation and labor, approved by the meeting of the 3rd third-party Commission on the social sphere dated 11/23/2016 of the Ministry of Education and Science of the Republic of Kazakhstan; Professional standards for teachers of educational organizations (Order No. 31 of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025).
<b>Name of the degree awarded</b>	After successful completion of this OP, the graduate is awarded the degree: "Bachelor 6B01901-Special Pedagogy (IP)" code and name of the educational program
<b>List of qualifications and positions</b>	<p>Special teacher, teacher in the field of special education, defectologist-assistant, oligophrenopedagogue, teacher-defectologist, speech therapist, teacher of early development, sign language teacher, typhlopedagogue, defectologist of the PET organization, speech therapist of the PET organization in the following organizations:</p> <ul style="list-style-type: none"> <li>- in educational institutions: preschool educational organizations, schools, orphanages, boarding schools, specialized educational institutions, colleges;</li> <li>- in state institutions: regional departments for the protection of children's rights, in institutions related to the problems of upbringing and development of the younger generation;</li> <li>- in public organizations: child development centers, correction and rehabilitation centers, children's clubs; organization of children's leisure and support for children's creativity, full-fledged socialization and personal</li> </ul>

	<p>development of the younger generation;</p> <ul style="list-style-type: none"> <li>- psychological, medical and pedagogical consultation (PMPC);</li> <li>- in the field of healthcare: special teachers, speech therapists in polyclinics, medical centers and hospitals.</li> </ul>
<b>Field of professional activity</b>	<p>Bachelor of Education in OP 6B01901 - Special Pedagogy (IP) carries out his professional activities in the following areas:</p> <ul style="list-style-type: none"> <li>- special and inclusive education;</li> <li>- social sphere;</li> <li>- healthcare.</li> </ul>
<b>Objects of professional activity</b>	<ul style="list-style-type: none"> <li>- educational organizations of all types and types, regardless of ownership and departmental affiliation;</li> <li>- special correctional organizations (boarding schools, correctional kindergartens, correctional classes for children with special needs);</li> <li>- organizations of technical and vocational education;</li> <li>- cultural organizations (palaces of schoolchildren, children's development centers);</li> <li>- management organizations (departments of the Department of Education),</li> <li>- healthcare organizations (medical centers, polyclinics, hospitals);</li> <li>- public service centers,</li> <li>- organizations providing social assistance to the population (social centers for working with the poor), public funds for providing psychological assistance to socially vulnerable segments of the population, rehabilitation and adaptation centers for children and adolescents, etc.);</li> <li>- research organizations.</li> </ul>
<b>Subjects of professional activity</b>	<ul style="list-style-type: none"> <li>- education and upbringing, correction and development, socialization and social adaptation of children with disabilities;</li> <li>- - with the help of a special teacher for persons with disabilities experiencing difficulties in mastering basic general education programs, development and social adaptation;</li> <li>- tutor support of children with special educational needs in educational institutions of special, professional and additional education;</li> <li>- individual and personal development, social adaptation of children with special educational needs in inclusive education.</li> </ul>
<b>Types of professional activity</b>	<ul style="list-style-type: none"> <li>- educational;</li> <li>- educating;</li> <li>- social and developmental.</li> <li>- methodical;</li> <li>- research.</li> </ul>
<b>Learning outcomes (LO)</b>	<p>LO1 to evaluate the surrounding reality on the basis of worldview positions formed by knowledge of the fundamentals of philosophy and general disciplines that provide scientific understanding and study of the natural and social world by methods of scientific and philosophical cognition, taking into account a deep understanding and analysis of the main stages, patterns and features of the historical development of Kazakhstan;</p> <p>LO2 to evaluate the surrounding reality on the basis of worldview positions formed by knowledge of the fundamentals of philosophy and general disciplines that provide scientific understanding and study of the natural and social world by methods of scientific and philosophical cognition, taking into account a deep understanding and analysis of the main stages, patterns and features of the historical development of Kazakhstan;</p> <p>LO3 to assess situations in various spheres of interpersonal, social and professional communication, entering into communication in oral and</p>

written forms in Kazakh, Russian and foreign languages, using various types of information and communication technologies in their personal activities: Internet resources, cloud and mobile services for the search, storage, processing, protection and dissemination of information;

LO4 to provide psychological and pedagogical support to children with special educational needs and the educational process based on assessment, monitoring of the dynamics of the development of needs, maintaining high standards of ethics and behavior in school and beyond;

LO5 to carry out the choice of methodology and analysis, using scientific methods and research techniques, for the synthesis of new knowledge, including;

LO6 communicate constructively within the framework of various interactive multicultural professional relationships and communities both offline and online, taking into account the goals set for this type of activity, necessary for constructive own pedagogical and social activities;

LO7 possess basic knowledge and understanding of teaching, evaluation and development of the educational process, taking into account the diversity of students, ethical support for their psychological well-being in various types of educational environment, including the ability of a teacher to use various digital resources;

LO8 be guided by international and national documents, sociocultural structures of society, principles, laws and rules of the national education system that affect the activities of the organization and their own work, critically evaluate their values, attitudes, ethical principles and methods of work, as well as the ability to set new goals for their own pedagogical development, the development of their organization and professional well-being;

LO9 applying standardized methods of complex diagnostics and assessment, they are able to determine the special educational needs of students and their support in accordance with the standards adopted in the Republic of Kazakhstan;

LO10 to understand the psychological and pedagogical problems of teaching and educating students with disabilities (the first group of children with disabilities) development, to carry out professional functions in the process of special and inclusive education, taking into account the different educational needs of students, ensuring the inclusion of children with disabilities in the educational environment and the ability to create conditions for their development and self-development;

LO11 to implement individual and special educational programs for children with special educational needs due to limited development opportunities, carrying out dynamic monitoring in order to assess their effectiveness in various educational conditions;

LO12 to organize pedagogical cooperation in the complex of subject relations in the course of providing advisory assistance to families with children with special educational needs and teachers working in conditions of inclusion (child -teachers - parent) and activities for the formation of positive public opinion and popularization of ideas and knowledge in the field of education of persons with special educational needs among the population.

## 2. Competencies of a graduate of the EP

<b>GENERAL COMPETENCIES (SOFTSKILLS). Behavioral skills and personal qualities</b>	
GC 1. Competence in managing one's literacy	<ul style="list-style-type: none"> <li>- analytical thinking;</li> <li>- communicative qualities;</li> <li>- ability to work in a team;</li> <li>- organizational skills;</li> <li>- the ability to possess the skills of creativity and critical thinking, interpretation, analysis, drawing conclusions, evaluation;</li> <li>- have an active life position;</li> <li>- make professional decisions in conditions of uncertainty and risk.</li> </ul>
GC 2. Language competence	<ul style="list-style-type: none"> <li>- the ability to express and understand concepts, thoughts, feelings, facts and opinions in the field of social and humanitarian education in written and oral forms (listening, speaking, reading and writing), as well as to interact linguistically appropriately and creatively in all variety of social and cultural contexts: during studies, at work, at home and at leisure, be fluent in social communication skills in a professional environment and society, the ability to consistently and competently express their thoughts, possess oral and written speech skills;</li> <li>- the ability to possess basic communication skills in a foreign language - understanding, expressing and interpreting concepts, facts and opinions in the professional field both orally and in writing (listening, speaking, reading, writing) in an appropriate range of social and cultural contexts, possession of mediation skills and intercultural understanding.</li> </ul>
GC 3. Mathematical competence and competence in the field of science	<ul style="list-style-type: none"> <li>- the ability to master the culture of scientific thinking, generalization, analysis and synthesis of facts and theoretical positions; willingness to apply the educational potential, experience and personal qualities acquired during the study of mathematical, natural science, technical disciplines at the university, to determine ways to control and evaluate the solution of professional problems, the development of mathematical and natural science thinking.</li> </ul>
GC 4. Digital competence, technological literacy	<ul style="list-style-type: none"> <li>- The ability to confidently and critically use modern information and digital technologies for work, leisure, and communication; proficiency in using, retrieving, evaluating, storing, producing, presenting, and exchanging information via computer; communication and participation in collaborative networks through the Internet in the field of professional activity; the ability for innovative activity.</li> </ul>
GC 5. Personal, social and educational competencies	<ul style="list-style-type: none"> <li>- the ability to possess social and ethical values based on public opinion, traditions, customs, norms and to focus on them in their professional activities;</li> <li>- to observe the fundamentals of the legal system and legislation of Kazakhstan, to know the trends of social development of society;</li> <li>- be able to adequately navigate in various social situations;</li> <li>- be able to find compromises, correlate your opinion with the opinion of the team;</li> <li>- possess the norms of business ethics, ethical and legal norms of behavior;</li> <li>- strive for professional and personal growth;</li> <li>- work in a team, correctly defend your point of view, offer new solutions;</li> <li>- demonstrate tolerance towards other individuals.</li> </ul>

GC 6. Entrepreneurial competence	<ul style="list-style-type: none"> <li>- the ability to know and understand the goals and methods of state regulation of the economy, the role of the public sector in the economy;</li> <li>- possess the basics of economic knowledge, skills of critical thinking, interpretation, creativity of analysis, drawing conclusions, evaluation;</li> <li>- manage projects to achieve professional goals, manage staff, demonstrate entrepreneurial skills.</li> </ul>
GC 7. Cultural awareness and self-expression	<ul style="list-style-type: none"> <li>- the ability to know and understand the traditions and culture of the peoples of Kazakhstan, to be tolerant of the traditions and culture of other peoples of the world, to realize the attitudes of tolerant behavior; not to be prejudiced, to have a high internal culture and spiritual qualities.</li> <li>-demonstrate personal qualities: goodwill, sociability, empathy, stress resistance, emotional balance, professional and social responsibility, the ability to develop teaching and research skills.</li> </ul>
<b>PROFESSIONAL COMPETENCIES (HARDSKILLS).</b>	
Theoretical knowledge and practical skills specific to this field	HS1 – to use knowledge in the field of special, correctional pedagogy in professional activity, taking into account criteria assessment, pedagogical innovation and technology, to be capable of innovation, to strive for the development of their pedagogical skills;
	HS2 - possess the means of accounting for general, specific (with different types of violations) patterns and individual characteristics of mental and psychophysiological development, know the peculiarities of regulating the behavior and activities of children with disabilities;
	HS3 - possess the theoretical foundations and technologies for identifying and determining developmental abnormalities, monitoring and evaluating the features of physical and neuropsychic development of children with disabilities;
	HS4 - Able to select and apply technologies adapted for students with special educational needs (SEN) using artificial intelligence
	HS5 - ability to formulate and solve problems related to the organization of educational, correctional and developmental processes in inclusive education and special educational organizations in accordance with the requirements of science and practice;
	HS6 - ability to organize conditions for the successful integration of a child with disabilities into the educational and social environment, showing professional values: professionalism; innovativeness; creativity; meritocracy; integrity.



#### 4. Matrix of influence of modules and disciplines on the formation of learning outcomes and information on labor intensity

№	Module	Cycl e	com pone nt	Name of the discipline	Brief description of the discipline	Qua n-ty loans	Formed learning outcomes (codes)													
							L01	L02	L03	L04	L05	L06	L07	L08	L09	L010	L011	L012		
1	<b>Fundamentals of the Public Sciences</b>	GED	OC	History of Kazakhstan	<p>Purpose: The purpose of the discipline is formation of an objective idea of the history of Kazakhstan based on a deep understanding and scientific analysis of the main stages, patterns and originality of the historical development of Kazakhstan.</p> <p>Content: Ancient people and the formation of nomadic civilization. Turkic civilization and the great steppe. Kazakh Khanate. Kazakhstan in the era of modern times. Kazakhstan as part of the Soviet administrative-command system. Declaration of Independence of Kazakhstan.</p> <p>State system, socio-political development, foreign policy and international relations of the Republic of Kazakhstan. Methods and techniques of historical description for the analysis of the causes and consequences of events in the history of Kazakhstan.</p>	5	√	√									√			√
		GED	OC	Philosophy	<p>Purpose: The formation of a holistic idea among students about philosophy as a special form of knowledge of the</p>	5	√	√										√		





				professional adaptation of individuals with special needs. Psychological support and tolerance as a way of social integration of people with special needs. Social and psychological barriers to interaction of people with special needs in modern society.														
3	Socio-ethnic Development	GED	EC	Ecosystem and Law	Purpose: Formation of integrated knowledge in the field of economics, law, ecology and life safety, research methods to achieve sustainable development of society. Contents: Fundamentals of safe interaction between man and nature, productivity of ecosystems and the biosphere. Improving the competitiveness of entrepreneurial activity of society, business and the national economy in conditions of limited resources within the framework of sustainable development goals of Kazakhstan. Systemic understanding of environmental issues and principles of sustainable development. Knowledge and observance of Kazakhstan's rights, duties and guarantees of subjects, state regulation public relations to ensure social progress. Inclusion is a strategy of international law. Legal foundations of artificial intelligence.	5	√	√								√		√
		GED	EC	Entrepreneurship and Financial	The purpose: Training skills in entrepreneurial activity organization, in managing personal and family financial			√						√				





				M. Aueзов Semipalatinsk, Tashkent, St. Petersburg periods. M. Aueзов's activity in the magazines «Sholpan», «Abai». M. Aueзов's journalism. An artistic review of the short stories "Korgansyzdyn kuni", "Kyr suretteri", "Okagan azamat", "Kokserek", the play Enlik-Kebek and the stories "Kili Zaman", "Karash-Karash" okigasy", the monograph "Abai Kunanbayev", the epic novel "Abai Zholy".														
		BD	EC	Foundations of Anticorruption Culture	Purpose: formation of an anti-corruption worldview, strong moral foundations of a personality, civic position, stable skills of anti-corruption behavior. Content: Overcoming legal nihilism, formation of the basics of students' legal culture in the field of anti-corruption legislation. Formation of a conscious perception/attitude towards corruption.Moral rejection of corrupt behaviour, corrupt morality and ethics.Development of skills necessary to fight corruption.Development of anti-corruption standards of conduct.Anticorruption propaganda, dissemination of lawfulness and respect for the law. Activities aimed at understanding the nature of corruption, awareness of social damage caused by its manifestation, ability to defend one's position with arguments, seeking ways to overcome manifestation of		v							v				



				<p>level at the start is higher than B1 level of common European competence</p> <p>The contents. Levels A1, A2, B1, B2 are presented in the form of cognitive-linguocultural complexes, consisting of spheres, themes, sub-themes and typical situations of international standard's communication: social, social - cultural, educational and professional, modeled by forms: oral and written communication, written speech works, listening. Demonstration of language material's understanding in texts on educational program, knowledge of terminology and critical thinking development.</p>														
		GED	OC	<p>Physical Training</p>	<p>Objective: the formation of social and personal competencies and the ability to purposefully use the means and methods of physical culture that ensure the preservation and strengthening of health in preparation for professional activity; to the persistent transfer of physical exertion, neuropsychic stresses and adverse factors in future work.</p> <p>Contents: Implementation of physical culture and health and training programs. A complex of general development and special exercises. Sports (gymnastics, sports and outdoor games, athletics, etc.). Control and self-control during classes, insurance and self-insurance. Refereeing</p>	8			v						v			v

					competitions,															
		GED	OC	Information and Communication Technologies	<p>Purpose: formation of the ability to critically evaluate and analyze processes, methods of searching, storing and processing information, methods of collecting and transmitting information through digital technologies. Development of new "digital" thinking, acquisition of knowledge and skills in the use of modern information and communication technologies in various activities</p> <p>Contents: Introduction and architecture of computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and Telecommunications. Cybersecurity. Internet technologies. Cloud and Mobile technologies. Multimedia technologies. Smart technology. E-technologies. Electronic business. Electronic government.</p>	5				√								√	√	√
5	<b>Basics of pedagogical skills</b>	BD	HsC	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	5								√		√				

				L.S. Vygotsky (the interaction of biological and social, the structure of impaired development, etc.); compare and evaluate cognitive processes and personal sphere of various categories of children with special educational abilities															
		BD	HsC	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.	5							√	√		√			
		BD	HsC	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	5							√		√				

				diagnosis; learn to evaluate the features of developmental disorders, information processing procedure, systematically analyze developmental disorders.														
6	PD	HsC	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.	3				√			√						
	PD	HsC	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 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	5										√	√		

				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.														
		PD	HsC	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 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.	4					√		√					√
Basics of Psycho-Pedagogical Sciences	BD	EC	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	5						√		√	√				

				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	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	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	HsC	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	5							√	√		√		

				pedagogical correction offices; they study methods of teaching and educating people with special educational needs																
		BD	EC	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.	5					√		√	√						
		BD	EC	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	HsC	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.	4				√			√						
	BD		Psychological-pedagogical assessment (pedagogical practice, 2nd year)	<p>Purpose: During the period of psychological and pedagogical practice, the student acquires professional pedagogical skills, skills and abilities of independent conduct of educational work.</p> <p>Content: Implementation of the relationship of theoretical knowledge with practice. Introduces the system of educational work in correctional and general education institutions. Instills the skills of working with the documentation of children entering special and educational institutions, organizing extracurricular activities, conducting diagnostics of a child with SEN in order to compile psychological</p>	2				√	√	√	√				√	√	

				and pedagogical characteristics, studying the psychological characteristics of children with SEN.														
Biomedical Foundations	BD	EC	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.	5				√			√		√				
	BD	EC	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 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.				√					√					

		PD	EC	Pedagogical research and Innovation	<p>Purpose: mastering the skills of searching, critical selection of knowledge from various sources, using research results in the development of one's pedagogical thinking and practice</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>• be aware of the nature of pedagogy and its basic terminology.</li> <li>• recognize the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge.</li> <li>• distinguish between cultural ideas about human nature and their significance for the work of a teacher.</li> <li>• adopt changes in the field of education, taking into account the prospects for their development.</li> </ul>	5						√	√	√				
		PD	EC	Action research	<p>Purpose: to develop a research component in the area of professional interests in the future specialist. To facilitate the development of theoretical foundations of Action Research pedagogical approaches by future specialists. To facilitate the planning of psychology teaching processes based on their own research. Contents: Strategies for the professional development of a modern teacher. A modern form of teacher reflection. World educational experience in using Action Research. The scientific method in education. Action research. SMART goals in Action Research. A reflective</p>					√		√						





				a communicative language learning system.															
		PD	EC	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.													√	√
		BD	HsC	Logopedics	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,	5								√				√	

				motor disorders and autism														
	BD	HsC	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.	5								√		√			
	BD	EC	Method for Diagnosing Autism ADOS-2	Purpose: to familiarize the student with the basics of diagnosing autism using the ADOS-2 technique Contents: the discipline introduces students to the basics of the ADOS-2 methodology. Considers the features of the ADOS-2 technique. The ADOS-2 autism diagnostic test plan is also presented. The student studies the following five modules of ADOS-2: Module 1 - for children who speak individual words for communication or are completely speechless; module 2 - for children using individual phrases for communication; module 3 - for children and adolescents with fluent speech; Module 4 - for assessing fluently speaking adults; module 5 - for toddlers from 12 to 30 months.	4					√		√	√					

	BD	EC	Fundamentals of Applied Behavior Analysis	Purpose:development of professional pedagogical competencies of students in the field of application of methods and technologies of correctional and developmental work on measurement, assessment, prevention and correction of unwanted behavior. Contents: this is a discipline that deals with the search for external factors influencing socially significant human behavior and the development of methods for correcting behavior that use these factors, aimed at familiarizing with the theoretical basis of applied behavior analysis (ABA), understanding the theoretical foundations, scientific research and practical application of effective methods for correcting unwanted behavior using PAP methods. Applied behavior analysis is a modern scientifically based system for developing skills and correcting behavior in children with various developmental and adaptation disorders. Within this approach, there is a wide pool of techniques that can expand the child's repertoire of skills, ensure his communication, cooperation and qualitatively improve the life of the family.							√	√	√					
	PD	HsC	Psychology, interaction and communication	Purpose: to master modern psychological theories and models, the functioning of personality and its	5						√			√				

			in education	individual properties. Content: 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 in various other types of partnerships and create new relationships suitable for the development of their own pedagogical activities.															
	BD	EC	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.	4						√	√	√						

	BD	EC	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.														
Special teaching methods in Surdopedagogy	PD	HsC	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	4						√	√			√			

				apply systems for developing students" self-assessment and mutual assessment skills														
		PD		Pedagogical approaches (dual practice)	It helps students to consolidate, expand and concretize theoretical knowledge in disciplines, to study the organization and content of the work of a special teacher in a correctional educational institution. Instills the skills of professional and practical work to overcome violations in children, carrying out correctional work. Analyzes the course and results of correctional classes, interaction in the work of a speech therapist, a special teacher, a defectologist, a psychologist, teacher-defectologist, a social pedagogue, an educator.	4												
		PD	EC	Research, development and innovation	Purpose: To develop students' skills in conducting scientific research in the field of modern education, applying innovative methods and analyzing educational development trends. The discipline prepares students for scientific thinking, the introduction of pedagogical innovations and the effective use of modern technologies. Content of the discipline: Fundamentals of scientific research. Types of research: qualitative and quantitative. Scientific methodology and stages of research. Choosing a topic and setting a research goal. Development trends in	4					√	√	√					

				education. 21st century skills and educational requirements. Sustainable Development Goals and education. Innovations and innovative technologies. Innovative methods and tools in education. Digital pedagogy and EdTech solutions. STEAM, gamification, flipped classroom. Planning and implementation of research projects. Organization of project activities. Data collection and analysis. Conclusions and presentation of results. Scientific ethics and academic integrity.													
		PD	EC	Lesson study	The purpose of the "Lesson Study" subject is to form a system of joint research practice among future (or current) teachers aimed at step—by-step planning, conducting, observing and reflecting on lessons in order to continuously improve them and improve the quality of student learning. This course is aimed at research in action in the classroom, improving knowledge in the field of teaching practice. The study involves groups of teachers working together to plan, teach, observe, and analyze learning and teaching, documenting their findings. During the Lesson Study cycle, teachers can introduce innovations or improve pedagogical approaches. Lesson Study focuses on					v							v

				collaborative development and lesson improvement.															
	BD	HsC	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.													√	√	
	PD		Industrial Practice (pedagogical, 4th year)	Instills the skills of planning, forecasting, analysis of the main components of the learning and upbringing process. Forms the skills of identifying the degree of conformity of the applied methods and means of teaching to didactic goals and objectives, evaluating the results of the activities of students, teachers, and	10									√	√	√	√	√	













				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 dactylology and sign language, the skills of teaching sign and dactylic speech to deaf children; the skills of teaching using sign language.														
	BD	HsC	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 educational activities; they learn to build interdisciplinary work with participants of the educational process and parents.	5						√	√						
	BD	HsC	Family-centered	The discipline is aimed at forming and	4						√	√						

			support for persons with special educational needs	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.															
		PD	EC	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.	4			√			√							
		PD	EC	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	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	Designing	The discipline is aimed at						√			√		√			



		PD	HsC	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.	4		√					√					
		PD	EC	Surdopedagogy	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, forms, methods, technologies of teaching and education of hearing impaired persons; conduct remedial classes.	5							√				√	
		PD	EC	Neurological	The discipline is aimed at mastering the								√		√			

			basics of speech therapy	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	Oligophrenopedagogy	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.							√			√			



				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	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.								√	√		√		
9		BD	HsC	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.	5							√		√	√		





5. Summary table reflecting the volume of credits mastered by modules of the educational program

Course of training	Semester	Amount of the mastered modules	Amount of the studied disciplines			Amount of KZ credits				Total in hours	Total KZ credits	Amount	
			Compulsory component	University component	Optional component	Theoretical training	Physical education	Pedagogical practice	Final certification			Exam	diff. setting
1	1	5	5	2	2	25	2			810	27	6	2
	2	4	4		3	30	2	1		990	33	6	2
2	3	5	2	3	3	29	2			930	31	6	2
	4	4	1	3	4	25	2	2		870	29	7	1
3	5	5	1		4	30				900	30	6	1
	6	4			3	27		3		900	30	3	1
4	7	4			7	34		10		1320	44	7	
	8	2						8	8	480	16		1
<b>Total</b>			8	8	26	200	8	24	8	7200	240		

APPROVAL SHEET  
according to the cipher educational program «6B01901» - Special Pedagogy (IP)

Director of DAA \_\_\_\_\_ Naukenova A.S.

Director of DAsC \_\_\_\_\_ Nazarbek U.B.