

EDUCATIONAL PROGRAM: 6B01904 SPECIAL PEDAGOGY

Tracks of Study:

- 01.** Special education teacher (teacher – defectologist, Oligophrenopedagogue (Teacher for children with Intellectual Disabilities)
- 02.** Special education teacher (speech therapist – teacher, speech therapist)
- 03.** Special education teacher (teacher – defectologist, defectologist, Surdopedagogue (Deaf and Hard-of-Hearing Teacher))

2. ELECTIVE COMPONENTS OF THE BASIC DISCIPLINES CYCLE

Optional Component 1

Course: TFSE 202/1 1) Early Intervention System

Intensity of the Course: 5 academic credits

Module Code: TFSE – 5

Module Name: Theoretical Foundations of Special Education

Prerequisites: Introduction to Special Pedagogy, Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems Clinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Genetic Foundations of Developmental Disorders

Purpose: The purpose of the discipline is to develop students' fundamental scientific and theoretical knowledge and professional competencies in the field of early identification, psychological-pedagogical assessment, support, and comprehensive assistance for young children with SEN.

Short Description: The discipline examines contemporary concepts, models, and technologies of early intervention, the characteristics of psychophysical and personal development of young children, as well as interdisciplinary approaches to supporting children with SEN. Students acquire knowledge of methods for assessment and evaluation of children, principles of collaboration among specialists and families, requirements for professional documentation, and the fundamentals of designing individualized corrective-developmental support programs.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

LO 10 – Engages in professional collaboration within the “child–teacher–family–specialists” system; works in interdisciplinary and multicultural teams; provides consultative support; fosters an inclusive culture; reflects on professional practice; and plans continuous professional development.

Learning Outcomes in Course (LOC):

LOC 1 - Describe contemporary concepts, principles, models, and technologies of early intervention, as well as the organizational foundations for providing early intervention services to children with special educational needs and their families.

LOC 2 - Explain the patterns of psychophysical, speech and language, cognitive, and socio-emotional development of young children, as well as the impact of risk factors on their development.

LOC 3 - Apply observation, screening, diagnostic, and comprehensive assessment methods to identify developmental characteristics and determine the needs of young children and their families.

LOC 4 - Analyze the results of comprehensive developmental assessments to identify the child's current abilities, risk factors, special educational needs, and developmental resources.

LOC 5 - Evaluate the effectiveness of interdisciplinary and family-centered approaches in organizing early intervention services and justify the selection of appropriate forms and methods of support for children and their families.

LOC 6 - Justify the content and key directions of early intervention for children with special educational needs based on the results of comprehensive assessments, contemporary early intervention practices, and the principles of interdisciplinary and family-centered support.

Post-requisites: Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders , Methods for the Formation of Pronunciation , Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm , Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders, Fundamentals of Education and Psychology of Individuals with Hearing Impairment, Pedagogical Practice etc

Optional Component 2

Course: 202/2 Preschool Special Education

Intensity of the Course: 5academic credits

Module Code: **TFSE – 5**

Module Name: Theoretical Foundations of Special Education

Prerequisites: Introduction to Special Pedagogy, Anatomy, Physiology and Pathology of the Auditory, Speech and Visual SystemsClinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Genetic Foundations of Developmental Disorders

Purpose: The purpose of the discipline is to develop students' professional competencies in the education, upbringing, development, and psycho-pedagogical support of preschool children with SEN in special and inclusive educational settings.

Short Description: Course examines the theoretical, methodological, and organizational foundations of preschool special education, the principles and patterns of psychophysical development of preschool children with special educational needs, and contemporary approaches to the provision of educational and support services. The course addresses the specific characteristics of children's acquisition of developmental and educational domains in early childhood, as well as the content, methods, and technologies of corrective and developmental intervention. Particular emphasis is placed on the identification and assessment of special

educational needs, the creation of appropriate educational conditions, the design and implementation of individualized educational support, and the organization of interdisciplinary collaboration among professionals and families to promote the child's holistic development, social adaptation, and successful inclusion.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 7 – Applies specialized support technologies, corrective interventions, alternative communication systems, digital and assistive technologies to expand learners' educational opportunities, and evaluates their effectiveness.

LO 8 – Analyzes and applies national and international legal and regulatory documents in special and inclusive education, educational policy, assessment of special educational needs, psycho-pedagogical support, children's rights, and professional practice of special educators.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

LO 10 – Engages in professional collaboration within the “child–teacher–family–specialists” system; works in interdisciplinary and multicultural teams; provides consultative support; fosters an inclusive culture; reflects on professional practice; and plans continuous professional development.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the theoretical and methodological foundations of preschool special education, including contemporary approaches to the education, upbringing, and comprehensive support of preschool children with special educational needs (SEN).

LOC 2 - Explain the patterns and characteristics of the psychophysical, speech and language, cognitive, social-communicative, and emotional development of preschool children with diverse developmental disabilities.

LOC 3 - Apply knowledge of the special educational needs of preschool children to select evidence-based methods, instructional strategies, and intervention approaches for providing correctional and developmental support in both special and inclusive educational settings.

LOC 4 - Analyze the developmental characteristics and educational needs of preschool children with special educational needs based on the results of comprehensive psychoeducational assessment and systematic observation.

LOC 5 - Evaluate the effectiveness of educational environments, specialized educational provisions, interdisciplinary collaboration, and family participation in promoting the holistic development of preschool children with special educational needs.

LOC 6 - Justify the content, forms, and organizational and pedagogical conditions of correctional and developmental support for preschool children with special educational needs, taking into account their individual characteristics, educational needs, and contemporary approaches to preschool special education.

Post-requisites: Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, /Speech Assessment Technologies, Psychological and Pedagogical

Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders , Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm, Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Fundamentals of Education and Psychology of Individuals with Hearing Impairment, Psychology of Individuals with Speech Disorders

Optional Component 1

Course: 101/1 Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems

Intensity of the Course: 5 academic credits

Module Code: **TFSE – 5**

Module Name: Theoretical Foundations of Special Education

Prerequisites: (Biology)

Purpose: The purpose of the discipline is to develop in students a systematic body of scientific knowledge on the structure, functioning, and age-related characteristics of the auditory, visual, and speech analyzers, as well as on the mechanisms of their disorders.

Short Description: The content of the discipline is based on the integration of knowledge from anatomy, physiology, neurology, otorhinolaryngology, ophthalmology, and special education, ensuring an interdisciplinary approach to understanding the development of children with special educational needs. The discipline examines the anatomical and physiological characteristics of sensory systems, the causes and mechanisms of pathological conditions, and their impact on mental development, cognitive activity, communication, and social adaptation. It also develops professional competencies in the early identification, prevention, correction, and rehabilitation of children with hearing, visual, and speech impairments.

Learning Outcomes in EP (LOP):

LO 1 - Applies a variety of communication formats taking into account sociocultural diversity, adheres to the principles of equality and accessibility in education when creating a prosperous and inclusive environment, demonstrates leadership qualities and is able to apply them to develop collective potential.

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the anatomical structure, physiological functions, and age-related characteristics of the auditory, speech, and visual systems, as well as their role in human development, mental functioning, and everyday life.

LOC 2 - Explain the fundamental mechanisms underlying the functioning of the auditory, visual, and speech systems, as well as the causes and developmental patterns of hearing, visual, and speech disorders.

LOC 3 - Apply knowledge of the anatomical and physiological characteristics of the auditory, speech, and visual systems to understand the developmental characteristics, educational needs, and support requirements of children with special educational needs.

LOC 4 - Analyze the impact of hearing, visual, and speech disorders on children's cognitive, language, emotional-volitional, and social development.

LOC 5 - Evaluate the significance of early identification of impairments affecting the auditory, visual, and speech systems for the timely provision of psychoeducational support, the prevention of secondary developmental difficulties, and the social inclusion of learners.

LOC 6 - Justify the need for a comprehensive interdisciplinary approach to the identification, prevention, intervention, and rehabilitation of children with hearing, visual, and speech disorders based on contemporary scientific understanding of atypical development.

Post-requisites: Introduction to Special Pedagogy, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders, Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm, Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders etc

Optional Component 2

Course: 101/2 2) Clinical Foundations of Developmental Disorders

Intensity of the Course: 5 academic credits

Module Code: **MPPF– 6**

Module Name: Medical, Psychological and Pedagogical Foundations

Prerequisites: (Biology)

Purpose: to develop students' professional competencies in the field of the clinical foundations of developmental disorders, enabling an understanding of the etiology, pathogenesis, and clinical structure of various developmental disorders, as well as their significance for psychological and pedagogical assessment, intervention, and support of individuals with SEN.

Short Description: The course is aimed at studying the clinical foundations of developmental disorders, including the general principles of dysontogenesis, the causes and mechanisms underlying the development of mental and physical impairments, as well as their classification. It examines the clinical characteristics of various categories of developmental disorders (intellectual, speech, sensory, motor, and complex disorders), their manifestations in childhood, and their impact on cognitive, speech, and emotional-volitional development. Emphasis is placed on the interrelation between clinical data and the tasks of psychological and pedagogical assessment, the design of individualized educational pathways, as well as the organization of corrective and developmental support and interdisciplinary collaboration..

Learning Outcomes in EP (LOP):

LO 1 - Applies a variety of communication formats taking into account sociocultural diversity, adheres to the principles of equality and accessibility in education when creating a prosperous and inclusive environment, demonstrates leadership qualities and is able to apply them to develop collective potential.

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the fundamental principles of atypical child development, including the causes, underlying mechanisms, and risk factors associated with various patterns of developmental disorders.

LOC 2 - Explain the etiology, pathogenesis, clinical manifestations, and developmental characteristics of children with intellectual, speech and language, sensory, motor, and multiple developmental disorders.

LOC 3 - Apply knowledge of the clinical characteristics of developmental disorders to understand the educational needs, developmental potential, and support requirements of children with special educational needs.

LOC 4 - Analyze the impact of developmental disorders on cognitive development, speech and language development, emotional and behavioural functioning, and the social adaptation of children.

LOC 5 - Evaluate the significance of clinical information for psychoeducational assessment, the identification of special educational needs, and the planning of comprehensive support for learners with special educational needs.

LOC 6 - Justify the need for an interdisciplinary approach to the assessment, education, correctional and developmental intervention, and comprehensive support of children with developmental disorders, taking into account their clinical, psychological, and educational characteristics.

Post-requisites: Introduction to Special Pedagogy, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders, Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm, Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Fundamentals of Education and Psychology of Individuals with Hearing Impairment, Psychology of Individuals with Speech Disorders, Neuropsychological Foundations of Speech Therapy etc

Optional Component 1

Course: **102/1 1) Fundamentals of Neuropathology and Pathophysiology**

Intensity of the Course: 5 academic credits

Module Code: : **MPPF– 6**

Module Name: Medical, Psychological and Pedagogical Foundations

Prerequisites: (Biology)

Purpose: the of the discipline is to develop in students a system of scientific knowledge on the functioning of the nervous system in normal and pathological conditions, the mechanisms of onset and development of pathological states, and their impact on the psychophysical development of children with special educational needs.

Short Description: The discipline examines the causes, mechanisms, patterns of onset, progression, and outcomes of diseases of the central and peripheral nervous system, as well as the characteristics of impairments in higher mental functions, motor, sensory, and speech domains,

and the influence of neurological disorders on cognitive, emotional-volitional, and personality development of the child. Attention is given to the early identification of developmental disorders, analysis of clinical manifestations, and consideration of medical data in the organization of psycho-pedagogical support. The discipline also develops competencies in interdisciplinary collaboration, work within Psychological-Medical-Pedagogical Consultations (PMPC), and the design of individualized support programs.

Learning Outcomes in EP (LOP):

LO 1 - Applies a variety of communication formats taking into account sociocultural diversity, adheres to the principles of equality and accessibility in education when creating a prosperous and inclusive environment, demonstrates leadership qualities and is able to apply them to develop collective potential.

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the structure and functions of the central and peripheral nervous systems, the fundamental principles of their development, and the general mechanisms underlying pathological processes in the human body.

LOC 2 - Explain the etiology, pathogenesis, and clinical manifestations of the most common neurological disorders and pathological conditions affecting the psychophysical development of children with special educational needs.

LOC 3 - Apply knowledge of the fundamentals of neuropathology and pathophysiology to understand the developmental characteristics, educational needs, and psychoeducational support requirements of children with diverse developmental disorders.

LOC 4 - Analyze the impact of neurological disorders and pathological processes on the development of higher mental functions, motor, sensory, speech and language, emotional-volitional, and cognitive functioning in children.

LOC 5 - Evaluate the significance of clinical and pathophysiological findings for identifying special educational needs, determining risk factors for atypical development, and planning comprehensive support for children with special educational needs.

LOC 6 - Justify the importance of considering the neurological and pathophysiological characteristics of child development when conducting psychoeducational assessment, providing interdisciplinary support, and planning correctional and developmental interventions.

Post-requisites: Introduction to Special Pedagogy, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders, Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm, Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders, Fundamentals of Education and Psychology of Individuals with Hearing Impairment etc

Course: **102/2 2) Genetic Foundations of Developmental Disorders**

Intensity of the Course: 5 academic credits

Module Code: : **MPPF– 6**

Module Name: Медико-психолого-педагогические основы

Prerequisites: (Биология)

Purpose: to develop students' professional competencies in the field of the genetic foundations of developmental disorders, enabling an understanding of the role of heredity and genetic factors in the onset, structure, and progression of mental and physical developmental disorders, as well as their significance for psychological and pedagogical assessment, prevention, intervention, and support of individuals with SEN.*Short*

Description: The course is aimed at studying the genetic foundations of developmental disorders, including the basic principles of modern genetics, the mechanisms of heredity and variation, and their influence on ontogenetic development processes. It examines genetic and chromosomal causes of developmental disorders, patterns of their manifestation, hereditary forms of intellectual, speech, sensory, motor, and complex disorders, as well as the specific features of their clinical and psycho-pedagogical interpretation. Emphasis is placed on the early identification of genetically determined disorders, risk assessment, prevention strategies, and interdisciplinary collaboration among specialists in supporting children with special educational needs.

Learning Outcomes in EP (LOP):

LO 1 - Applies a variety of communication formats taking into account sociocultural diversity, adheres to the principles of equality and accessibility in education when creating a prosperous and inclusive environment, demonstrates leadership qualities and is able to apply them to develop collective potential.

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the fundamental concepts, principles, and mechanisms of heredity and genetic variation, as well as the role of genetic factors in typical and atypical human development.

LOC 2 - Explain the genetic and chromosomal mechanisms underlying developmental disorders, including the inherited forms of intellectual, speech and language, sensory, motor, and multiple developmental disorders.

LOC 3 - Apply knowledge of genetic factors influencing development to understand the causes, characteristics, and psychophysical development of children with special educational needs.

LOC 4 - Analyze the impact of inherited and chromosomal disorders on the development of cognitive functioning, speech and language, behaviour, emotional-volitional functioning, and the social adaptation of children.

LOC 5 - Evaluate the significance of genetic information for the early identification of developmental disorders, the assessment of risk factors, and the planning of psychoeducational support for children with special educational needs.

LOC 6 - Justify the importance of considering genetic factors and the findings of medical genetic assessment in the interdisciplinary evaluation of child development, the identification of special educational needs, and the selection of appropriate psychoeducational support strategies.

Post-requisites: Introduction to Special Pedagogy, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties,

Speech Therapy in Systemic Speech Disorders , Methods for the Formation of Pronunciation , Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm , Основы сурдопедагогики и сурдопсихологии, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders, Fundamentals of Speech Therapy, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder etc

Optional Component 1

Course: TFSE 203/1 1) Fundamentals of Speech Therapy

Intensity of the Course: 6 academic credits

Module Code: : **TFSE – 5**

Module Name: Theoretical Foundations of Special Education

Prerequisites: Introduction to Special Pedagogy, Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems Clinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Genetic Foundations of Developmental Disorders

Purpose: to develop students' fundamental theoretical knowledge of the patterns of speech development in typical development and in speech disorders, as well as professional competencies in the assessment, analysis, and correction of speech impairments in children.

Short Description: The discipline examines the scientific and theoretical foundations of speech therapy, classifications of speech disorders, and the characteristics of speech ontogenesis and dysontogenesis, as well as the causes and mechanisms of speech impairments. Students acquire knowledge of basic speech and language assessment procedures, principles of analyzing the structure of speech disorders, and general approaches to organizing corrective speech therapy intervention, as well as methods of supporting children with speech impairments in special and inclusive education settings..

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 7 – Applies specialized support technologies, corrective interventions, alternative communication systems, digital and assistive technologies to expand learners' educational opportunities, and evaluates their effectiveness.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

LO 10 – Engages in professional collaboration within the “child–teacher–family–specialists” system; works in interdisciplinary and multicultural teams; provides consultative support; fosters an inclusive culture; reflects on professional practice; and plans continuous professional development.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the theoretical foundations of speech therapy, the principles of typical speech and language development, contemporary classifications of speech and language disorders, and current scientific approaches to the study of speech and language pathology.

LOC 2 - Explain the causes, underlying mechanisms, and structure of various speech and language disorders, as well as their impact on children's cognitive, communicative, emotional, behavioural, and personal development.

LOC 3 - Apply fundamental speech and language assessment methods to evaluate speech and language development, identify speech and language disorders, and determine the characteristics of learners' communication abilities.

LOC 4 - Analyze the structure of speech and language disorders, the relationships between impaired and preserved components of the speech and language system, and the results of speech and language assessments, taking into account the individual characteristics of each child.

LOC 5 - Evaluate the educational and communication needs of children with speech and language disorders and justify the selection of appropriate approaches to speech therapy intervention and psychoeducational support.

LOC 6 - Justify the content and key directions of speech and language intervention based on the analysis of the structure of speech and language disorders, assessment findings, and contemporary evidence-based approaches to supporting children with speech and language disorders in special and inclusive educational settings.

Post-requisites: Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders, Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm, Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders

Optional Component 2

Course: 203/2 2) Linguistic Foundations of Speech Therapy

Intensity of the Course: 6 academic credits

Module Code: : **TFSE – 5**

Module Name: Theoretical Foundations of Special Education

Prerequisites: Introduction to Special Pedagogy, Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems Clinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Genetic Foundations of Developmental Disorders

Purpose: to develop students' professional competencies in the field of the linguistic foundations of speech-language pathology, enabling them to understand the patterns of speech development, the structure of language systems, and the mechanisms of speech disorders, as well as to carry out corrective and pedagogical work with individuals with speech impairments.

Short Description: The course is aimed at studying the linguistic foundations of speech-language pathology, including the systemic organization of language and speech, the levels of the language system (phonetic, phonological, lexical, grammatical, and syntactic), as well as the patterns of their development in ontogenesis. It examines the characteristics of speech development and speech impairments from the perspective of modern linguistics, the mechanisms of the formation of linguistic means, and their disorders in various types of speech-language

pathology. Particular attention is given to the analysis of the structure of speech impairments, the linguistic interpretation of their manifestations, and their significance for diagnosis, intervention, and prevention

Learning Outcomes in EP (LOP):

LO 2 - Demonstrates advanced critical and creative thinking skills for solving professional tasks and achieving sustainable development goals and is capable of self-regulation and reflection.

LO 3 - Demonstrates knowledge of ethical and legal standards in conducting research and ensures the secure use and protection of data when working with digital technologies and artificial intelligence tools.

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

Learning Outcomes in Course (LOC):

LOC 1- Describe the linguistic foundations of speech therapy, the structure of language as a system, the principles of speech and language development, and contemporary linguistic approaches to the study of speech and language disorders.

LOC 2 - Explain the developmental patterns of the phonetic, phonological, lexical, grammatical, and syntactic components of language in ontogenesis, as well as their role in the development of speech and language.

LOC 3 - Apply linguistic knowledge to analyze linguistic units and speech samples, as well as to understand the mechanisms underlying the development and impairment of speech and language.

LOC 4 - Analyze the structure of speech and language disorders across different levels of the language system and identify the relationships between linguistic deficits and the speech and language development of learners.

LOC 5 - Evaluate the diagnostic significance of linguistic indicators in the assessment of speech and language development and the interpretation of various manifestations of speech and language disorders.

LOC 6 - Justify the application of linguistic approaches to the assessment, prevention, and intervention of speech and language disorders by interpreting speech and language characteristics in relation to the structure of the language system and the developmental patterns of speech and language acquisition.

Post-requisites: Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment , Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders , Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm , Methods of Teaching Correctional Component Disciplines, Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder , Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders

Optional Component 1

Course: **301 /1 1) Teaching Technologies for Children with SEN in “Counting”, “Mathematics” and “Kazakh/Russian Language”**

Intensity of the Course: 5 academic credits

Module Code: : **TMSE– 7**

Module Name: Technologies and Methods of Special Education

Prerequisites: Introduction to Special Pedagogy, Fundamentals of Speech Therapy, Linguistic Foundations of Speech Therapy , Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Preschool Special Education

Purpose - The purpose of the discipline is to develop students' professional competencies in the methodology of teaching basic academic subjects to children with SEN within special and inclusive education systems. The discipline examines the aims and objectives of teaching mathematics and language-related subjects to children with SEN, the specifics of learning acquisition, and the difficulties in developing mathematical, linguistic, and communicative skills.

Short Description: It also covers the curriculum content in special schools, principles of designing adapted educational programs, and methods and techniques of instruction that take into account the individual and typological characteristics of learners with SEN. Particular attention is given to the use of visual, didactic, and technical teaching aids, the organization of preparatory instruction (propedeutics), lesson planning, goal setting, and criteria for assessing learning outcomes. Students acquire skills in designing and conducting lessons in mathematics and language subjects for children with SEN, as well as in analyzing and adapting the educational process in accordance with individual educational needs.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 7 – Applies specialized support technologies, corrective interventions, alternative communication systems, digital and assistive technologies to expand learners' educational opportunities, and evaluates their effectiveness.

LO 8 – Analyzes and applies national and international legal and regulatory documents in special and inclusive education, educational policy, assessment of special educational needs, psychopedagogical support, children's rights, and professional practice of special educators.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the theoretical and methodological foundations of teaching children with special educational needs in the subject areas of Counting, Mathematics, and Kazakh/Russian Language, as well as the principles underlying the development of learners' mathematical, linguistic, and communicative competencies.

LOC 2 - Explain the developmental patterns underlying the acquisition of mathematical and language knowledge by children with diverse special educational needs, as well as the causes and mechanisms of learning difficulties encountered during the educational process.

LOC 3 - Apply contemporary teaching methods, instructional strategies, educational resources, and instructional technologies to develop mathematical concepts, language skills, and communicative competence in learners with special educational needs.

LOC 4 - Analyze curriculum content, intended learning outcomes, and the educational needs of learners with special educational needs in order to adapt instructional materials and select effective teaching strategies.

LOC 5 - Evaluate the effectiveness of teaching methods, instructional resources, and assessment criteria, determining their appropriateness in relation to learners' individual abilities and special educational needs.

LOC 6 - Design and deliver lessons in the subject areas of Counting, Mathematics, and Kazakh/Russian Language by integrating correctional and developmental objectives, adapted

instructional technologies, differentiated instruction, and pedagogical support strategies to achieve the intended learning outcomes of learners with special educational needs.

Post-requisites: Methods for the Formation of Pronunciation, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, 01. Development of the Emotional and Volitional Sphere of Children with SEN, Speech Therapy in Systemic Speech Disorders, Speech Therapy for Written Language Disorders (Dysgraphia, Dyslexia), Speech Therapy for Children with General Speech Underdevelopment, Dactylography and Sign Language, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Speech Therapy for Children with Severe Speech Disorders, Methods for Teaching Literacy to Children with Hearing Impairment, Production (pedagogical) practice etc

Optional Component 2

Course: TMSE 301 /2 Methods of Teaching Correctional Component Disciplines

Intensity of the Course: 5 academic credits

Module Code: : **TMSE– 7**

Module Name: Технологии и методики специального образования

Prerequisites: Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems Clinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Genetic Foundations of Developmental Disorders, Introduction to Special Pedagogy, Fundamentals of Speech Therapy, Linguistic Foundations of Speech Therapy, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Early Intervention System

Purpose: to develop students' professional readiness for organizing and delivering instruction in corrective component disciplines within special and inclusive education settings.

Short Description: The course is aimed at studying the methodology of teaching corrective component disciplines, including the remediation of speech development deficits, sensory development, the development of cognitive processes, corrective rhythmic, as well as the organization of individual and small-group corrective and developmental sessions aimed at addressing learning gaps and developing academic skills. The course examines the goals, content, principles, methods, and technologies of corrective and pedagogical practice, issues of differentiation and individualization of instruction, the design and implementation of lessons based on the structure of impairments and learners' special educational needs, as well as the assessment of the effectiveness of corrective and developmental interventions.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 7 – Applies specialized support technologies, corrective interventions, alternative communication systems, digital and assistive technologies to expand learners' educational opportunities, and evaluates their effectiveness.

LO 8 – Analyzes and applies national and international legal and regulatory documents in special and inclusive education, educational policy, assessment of special educational needs, psycho-pedagogical support, children's rights, and professional practice of special educators.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the theoretical foundations, objectives, content, and instructional principles of correctional and developmental subjects within special and inclusive education for learners with diverse special educational needs.

LOC 2 - Explain the developmental principles underlying the correction and enhancement of learners' cognitive, speech and language, sensory, motor, and social-adaptive functioning through correctional and developmental subjects.

LOC 3 - Apply contemporary teaching methods, instructional strategies, and specialized educational technologies in planning and delivering correctional and developmental instruction, taking into account the nature of developmental disorders and learners' special educational needs.

LOC 4 - Analyze the curriculum content of correctional and developmental subjects, the results of psychoeducational assessment, and learners' individual educational needs to identify correctional objectives and determine appropriate intervention strategies.

LOC 5 - Evaluate the effectiveness of correctional and developmental instruction, learners' progress in developing compensatory mechanisms, and the achievement of intended correctional and educational outcomes.

LOC 6 - Design and implement correctional and developmental lessons for learners with diverse special educational needs by differentiating instructional content, selecting appropriate teaching methods and educational technologies, and ensuring the achievement of intended correctional and educational outcomes.

Post-requisites: Methods for the Formation of Pronunciation, Methods for Teaching Literacy to Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Development of the Emotional and Volitional Sphere of Children with SEN, Speech Therapy in Systemic Speech Disorders, Speech Therapy for Written Language Disorders (Dysgraphia, Dyslexia), Speech Therapy for Children with General Speech Underdevelopment, Dactylology and Sign Language, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder, Speech Therapy for Children with Severe Speech Disorders, Neuropsychological Foundations of Speech Therapy, Audiology and Hearing Aid Fitting, Educational Technologies for Children with Cochlear Implants, Technology of Teaching Children with Multiple Disabilities, Production (pedagogical) practice etc

Optional Component 1

Course: 203/1 Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN

Intensity of the Course: 8 academic credits

Module Code: : **MPPF– 6**

Module Name: Medical, Psychological and Pedagogical Foundations

Prerequisites: Educational psychology, Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems Clinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Genetic Foundations of Developmental Disorders, Introduction to Special Pedagogy, Early Intervention System, Preschool Special Education, Fundamentals of Speech Therapy, Linguistic Foundations of Speech Therapy, Training (introductory) practice

Purpose: to develop in students a systematic body of knowledge on the patterns of mental development in children with various types of developmental dysontogenesis, as well as contemporary approaches to their comprehensive psycho-pedagogical assessment and differential diagnosis.

Short Description:. The discipline examines the main types of atypical development, the structure of psychical dysontogenesis, and the characteristics of the cognitive, emotional-volitional, and personality development of children with SEN. Particular attention is given to the principles, methods, and stages of psycho-pedagogical assessment, identification of individual developmental characteristics, as well as the child's actual and potential abilities and the structure of developmental disorders. The course also explores the foundations of comprehensive assessment and interdisciplinary collaboration among specialists in determining a child's educational pathway. It develops competencies in differential diagnosis, interpretation of assessment results, and identification of appropriate conditions for education and support of children with SEN.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

Learning Outcomes in Course (LOC):

LOC 1- Describe the fundamental principles of psychological development and the characteristics of various forms of atypical development (dysontogenesis) in children with special educational needs.

LOC 2 - Explain the characteristics of cognitive, emotional-volitional, and personality development in children with various developmental disorders.

LOC 3 - Apply psychoeducational assessment methods to examine the developmental characteristics of children with special educational needs.

LOC 4 - Analyze the results of comprehensive psychoeducational assessment and differentiate among various forms of atypical development (dysontogenesis).

LOC 5 - Evaluate the individual educational needs of children with special educational needs and justify appropriate educational provisions and psychoeducational support.

LOC 6 - Design individualized educational pathways and formulate recommendations for psychoeducational support based on the results of comprehensive assessment.

Post-requisites: Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Speech Assessment Technologies, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Teaching Technologies for Children with Developmental Delays and Learning Difficulties, Speech Therapy in Systemic Speech Disorders , Methods for the Formation of Pronunciation, Speech Therapy for Children with Intellectual Disabilities, Methods and Techniques for the Formation of Speech Tempo and Rhythm , Methods for Developing Auditory Perception, Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder , Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Psychology of Individuals with Speech Disorders, Fundamentals of Education and Psychology of Individuals with Hearing Impairment, Pedagogical Practice etc

Optional Component 2

Course: **203/2 Methods of Upbringing Work in Special Schools**

Intensity of the Course: 8academic credits

Module Code: : **MPPF– 6**

Module Name: Medical, Psychological and Pedagogical Foundations

Prerequisites: Introduction to Special Pedagogy, Early Intervention System, Preschool Special Education, Inclusive Education, Training (introductory) practice

Purpose: to develop students' system of professional knowledge on the theoretical and practical foundations of educational (upbringing) work with children with SEN in the context of special and inclusive education.

Short Description: The discipline examines the goals, objectives, principles, content, and contemporary approaches to organizing the educational process in special schools, taking into account the psychophysical and individual characteristics of learners across different categories of SEN. Within the course, the specific features of moral, labor, aesthetic, civic-patriotic, physical, and social education of children with SEN are studied, as well as methods for developing communicative culture, social behavior, and life competencies. Modern forms and methods of educational work, technologies of extracurricular activities, and approaches to cooperation with families are analyzed. Special attention is given to the design of the educational environment, the organization of psychological and pedagogical support, the prevention of maladaptation, and the creation of conditions for successful socialization and integration of learners into society.

Learning Outcomes in EP (LOP):

LO 1 - Applies a variety of communication formats taking into account sociocultural diversity, adheres to the principles of equality and accessibility in education when creating a prosperous and inclusive environment, demonstrates leadership qualities and is able to apply them to develop collective potential.

LO 2 - Demonstrates advanced critical and creative thinking skills for solving professional tasks and achieving sustainable development goals and is capable of self-regulation and reflection.

LO 3 - Demonstrates knowledge of ethical and legal standards in conducting research and ensures the secure use and protection of data when working with digital technologies and artificial intelligence tools.

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 8 – Analyzes and applies national and international legal and regulatory documents in special and inclusive education, educational policy, assessment of special educational needs, psycho-pedagogical support, children's rights, and professional practice of special educators.

Learning Outcomes in Course (LOC):

LOC 1- Describe the theoretical foundations, objectives, principles, and content of educational work within special and inclusive education.

LOC 2 - Explain the principles of organizing educational activities, taking into account the psychophysical, age-related, and individual characteristics of learners with different categories of disabilities and special educational needs.

LOC 3 - Apply contemporary methods, instructional strategies, and educational technologies in planning and implementing classroom, extracurricular, and co-curricular activities for learners with special educational needs.

LOC 4 - Analyze the effectiveness of educational activities, the quality of the educational environment, and the collaboration among participants in the educational process within special schools.

LOC 5 - Evaluate the contribution of the educational environment, psychoeducational support, and family engagement to the successful social inclusion and participation of learners with special educational needs.

LOC 6 - Design and implement a comprehensive system of educational work and a correctional and developmental educational environment that promotes the development of life skills, socially appropriate behaviour, and the successful social inclusion of learners with special educational needs.

Post-requisites: Social and Household Orientation, Teaching Technologies for Children with SEN in the Subject Areas “The World Around Us” and “Labor Education” Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Fundamentals of Education and Psychology of Individuals with Hearing Impairment, Technology of Teaching Children with Multiple Disabilities, Methods of Subject and Practical Teaching, Pedagogical Practice etc

Optional Component 1

Course: 303/1 01. Teaching Technologies for Children with Developmental Delays and Learning Difficulties

Intensity of the Course: 5 academic credits

Module Code: : **TMSE– 7**

Module Name: Technologies and Methods of Special Education

Prerequisites: Clinical Foundations of Developmental Disorders, Fundamentals of Neuropathology and Pathophysiology, Introduction to Special Pedagogy, Early Intervention System, Inclusive Education, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation, Teaching Technologies for Children with SEN in “Counting”, “Mathematics” and “Kazakh/Russian Language”, Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities, Training (introductory) practice, Psychology and pedagogical practice

Purpose: to develop students’ professional competencies in the methodology of teaching children with intellectual developmental delays and learning difficulties. Within the discipline, students study the theoretical and methodological foundations of teaching children with developmental delays and learning difficulties, the characteristics of their cognitive activity, and the specifics of learning acquisition and information processing.

Short Description: The purpose of the discipline is to develop students’ professional competencies in the methodology of teaching children with intellectual developmental delays and learning difficulties. Within the discipline, students study the theoretical and methodological foundations of teaching children with developmental delays and learning difficulties, the characteristics of their cognitive activity, and the specifics of learning acquisition and information processing. Contemporary principles, approaches, methods, and technologies of corrective and developmental instruction aimed at overcoming learning difficulties and ensuring the individualization of the educational process are also examined. Particular attention is given to a diagnostic approach to identifying learning difficulties, including dyslexia, dysgraphia, and dyscalculia, among others, as well as to the design and implementation of individualized corrective and developmental programs and the planning of educational activities in accordance with students’ special educational needs. Students acquire skills in organizing and conducting corrective and developmental instruction, applying modern pedagogical technologies, and ensuring effective collaboration with all participants in the educational process within special and inclusive education systems.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the psychological and educational characteristics of children with developmental delays and learning difficulties, including the patterns of their cognitive development and the specific features of learning and academic achievement.

LOC 2 - Explain the causes, underlying mechanisms, and manifestations of learning difficulties, including dyslexia, dysgraphia, dyscalculia, and other specific learning disorders.

LOC 3 - Apply contemporary methods, instructional strategies, and correctional and developmental technologies in planning and implementing educational programmes for children with developmental delays and learning difficulties.

LOC 4 - Analyze the results of comprehensive psychoeducational assessment to identify the special educational needs of learners with developmental delays and learning difficulties.

LOC 5 - Evaluate the effectiveness of correctional and developmental interventions, educational conditions, and pedagogical support provided to learners in special and inclusive educational settings.

LOC 6 - Design and implement individualized correctional and developmental programmes and educational activities for learners with developmental delays and learning difficulties, taking into account their special educational needs and developmental potential.

Post-requisites: Development of the Emotional and Volitional Sphere of Children with SEN, Production (pedagogical) practice

Optional Component 2

Course: **303/2 02. Speech Therapy in Systemic Speech Disorders**

Intensity of the Course: 5 academic credits

Module Code: : **TMSE– 7**

Module Name: Technologies and Methods of Special Education

Prerequisites: Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems, Fundamentals of Neuropathology and Pathophysiology, Clinical Foundations of Developmental Disorders, Introduction to Special Pedagogy, Early Intervention System, Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Fundamentals of Speech Therapy, Speech Assessment Technologies, Methods and Techniques for the Formation of Speech Tempo and Rhythm, Teaching Technologies for Children with SEN in “Counting”, “Mathematics” and “Kazakh/Russian Language”, Psychology of Individuals with Speech Disorders, Training (introductory) practice, Psychology and pedagogical practice

Purpose: to develop students’ professional competencies in the theoretical foundations and practical technologies of speech-language therapy for children with systemic speech disorders, including alalia, aphasia, and other severe speech impairments within special and inclusive education systems. *Short Description:* Within the discipline, students study the mechanisms and structure of systemic speech disorders, their clinical, psychological, and pedagogical characteristics, and their manifestations in different types of developmental dysontogenesis. Disorders of all components of the speech system are examined in relation to the child’s cognitive and neuropsychological development. Particular attention is given to assessment, differential

diagnosis, and corrective-developmental intervention, as well as technologies for the restoration of speech activity. Students acquire skills in assessment, development of individualized programs, and application of speech therapy technologies based on the structure of the disorder and learners' educational needs.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the theoretical foundations, underlying mechanisms, and structure of systemic speech and language disorders, as well as the clinical, psychological, and educational characteristics of learners with alalia, aphasia, and other severe speech and language disorders.

LOC 2 - Analyze the relationships between impairments affecting all components of the speech and language system and learners' cognitive, neuropsychological, and personality development across various forms of atypical development (dysontogenesis).

LOC 3 - Apply contemporary speech and language assessment methods and diagnostic technologies to identify the structure of speech and language disorders and determine learners' special educational needs.

LOC 4 - Differentiate systemic speech and language disorders based on the results of comprehensive speech-language and psychoeducational assessment, interpreting assessment findings in relation to the structure of the disorder.

LOC 5 - Evaluate the effectiveness of correctional, developmental, and restorative speech therapy interventions, justifying the selection of appropriate intervention methods and service delivery conditions for learners with severe speech and language disorders.

LOC 6 - Design comprehensive speech therapy support programmes for learners with systemic speech and language disorders by integrating contemporary correctional and developmental interventions, evidence-based approaches to speech and language rehabilitation, and individualized educational pathways, taking into account the structure of the disorder and learners' special educational needs.

Post-requisites: Interdisciplinary work of a speech therapist , Speech Therapy for Children with Severe Speech Disorders, Production (pedagogical) practice

Optional Component 3

Course: **303/3 03. Methods for the Formation of Pronunciation**

Intensity of the Course: 5 academic credits

Module Code: : **TMSE– 7**

Module Name: Technologies and Methods of Special Education

Prerequisites: Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems, Introduction to Special Pedagogy, Early Intervention System, Preschool Special Education, Linguistic Foundations of Speech Therapy, Fundamentals of Speech Therapy, Special

Psychology and Psychopedagogical Differential Diagnosis of Children with SEN, Psychological and Pedagogical Assessment of Children with Hearing Impairment, Methods for Developing Auditory Perception, Fundamentals of Education and Psychology of Individuals with Hearing Impairment, Teaching Technologies for Children with SEN in “Counting”, “Mathematics” and “Kazakh/Russian Language”, Training (introductory) practice, Psychology and pedagogical practice

Purpose: to develop students’ professional competencies in organizing corrective and developmental work aimed at improving oral speech in children with hearing impairments within special and inclusive education systems.

Short Description: Within the discipline, students study the theoretical and methodological foundations of developing the articulatory (phonetic) aspect of speech in children with hearing impairments, the patterns of speech development at different degrees of hearing loss, and the characteristics of the development of phonetic-phonemic and prosodic aspects of speech under conditions of auditory deprivation. Contemporary scientific and methodological approaches to speech production are examined, based on the development of auditory perception, speech-motor practice, and the visual-auditory-kinesthetic foundation of speech. Particular attention is given to methods of working on the sound aspect of speech, including the production, automation, and differentiation of speech sounds, the development of rhythm and intonation patterns, and the formation of auditory control and self-monitoring of pronunciation. Students acquire skills in planning and conducting individual and group sessions aimed at developing pronunciation in children with hearing impairments, applying corrective pedagogical technologies, and taking into account the level of auditory perception and individual characteristics of the child in the organization of the educational process.

Learning Outcomes in EP (LOP):

LO 4 – Applies interdisciplinary knowledge of human development, learning, upbringing, communication, psychophysical development, social adaptation, and learner well-being to understand individual capabilities, educational needs, and developmental resources.

LO 5 – Conducts comprehensive psycho-pedagogical, speech, hearing, functional, and differential assessment of learners using standardized and alternative methods; interprets results; and identifies educational needs, learning barriers, and directions for individual support.

LO 6 – Designs and implements educational, corrective-developmental, and support programs based on evidence-based approaches; selects methods, technologies, and instructional tools to develop cognitive, speech, communicative, emotional-volitional, behavioral, and social domains of learners.

LO 7 – Applies specialized support technologies, corrective interventions, alternative communication systems, digital and assistive technologies to expand learners’ educational opportunities, and evaluates their effectiveness.

LO 9 – Develops, implements, and evaluates individual educational programs and learning pathways; monitors developmental progress; and adjusts educational strategies based on observation, diagnostic data, and assessment results.

Learning Outcomes in Course (LOC):

LOC 1 - Describe the theoretical and methodological foundations of pronunciation development in children with hearing impairment, as well as the developmental patterns of spoken language in relation to different degrees of hearing loss.

LOC 2 - Analyze the development of the phonetic-phonological and prosodic aspects of speech in children with hearing impairment, taking into account their auditory perception and speech and language development.

LOC 3 - Apply contemporary methods of pronunciation development, including speech sound elicitation, automation and differentiation, as well as techniques for developing auditory perception and speech motor skills.

LOC 4 - Differentiate the characteristics of the pronunciation skills of children with hearing impairment based on their level of auditory perception and individual speech and language abilities.

LOC 5 - Evaluate the effectiveness of correctional and educational approaches to pronunciation development, including strategies for developing auditory monitoring and speech self-monitoring skills.

LOC 6 - Design and implement individualized and group-based correctional and developmental programmes for pronunciation development in children with hearing impairment, taking into account their auditory perception, speech and language abilities, and individual developmental characteristics.

Post-requisites: Educational Technologies for Children with Cochlear Implants, Methods of Subject and Practical Teaching, Production (pedagogical) practice, Pre -diploma (pedagogical) practice