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1. CHARACTERISTIC OF THE EDUCATIONAL PROGRAM

The purpose of the educational program: Training of a specialists with practical skills and leadership qualities, capable of solving scientific and pedagogical, production and technological tasks for the implementation of correctional pedagogical, educational, developmental, advisory, diagnostic and analytical activities in educational and health care institutions and social protection.

1.1 GENERAL INFORMATION

Type of educational program	new
Name of the educational program	6B01904 Special Pedagogy
Field of education	6B 01 - Pedagogical sciences
Training direction	6B019 Special Pedagogy
The group of the educational program	B020 Special Pedagogy
License to engage in educational activities	The educational program is implemented on the basis of the appendix to License No. № KZ80LAM00004191 dated May 28, 2025 in the direction of personnel training 6B019 Special pedagogy, issued by the RSI "Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan"
Number and Date of Registration/ Update in the Register of EP	6B01900046, 26.09.2025
UNT Subjects	1 subject – biology 2 subject – geography
Educational level by NQF	Bachelor's Degree, level 6
Awarded degree	Bachelor of Education in the educational program 6B01904 Special pedagogy
Accreditation	ACQUIN, 27.09.2021 – 30.09.2027
Rating of the educational program	Atameken: 2022 – 10th place 2023 – 6th place 2024 – 12th place 2025 – 4th place 2026 – 5th place IAAR: 2021 – 4th place 2022 – 2nd place
The total amount of academic credits	240
Study duration	4 years

1.2 VISION, MISSION, PROGRAM GOAL, VALUES, UNIVERSITY GRADUATE ATTRIBUTES

Vision:

An intellectual platform that develops educators who are open to new ideas and able to lead in a rapidly changing world.

Mission:



Developing teacher leaders, who can create, develop, and disseminate advanced knowledge and values in education for the benefit of our country and the world.

Program goal:

Our University aims to become a hub for innovative teaching, learning, research as well as the development of rural education in Central Asia.

Values:

Integrity, commitment, care.

University graduate attributes:

- Self-guided learners and reflexive practitioners
- Responsible personalities with moral and ethical values
- Professionals with deep subject knowledge and digital skills
- Creative and critical thinkers and excellent team players and communicators
- Adaptive leaders in teaching and learning
- Diverse, inclusive and for equality of opportunity in society

1.3. THE RATIONALE BEHIND THE EDUCATION PROGRAM

In the current context of the development of the education system of the Republic of Kazakhstan, ensuring high-quality education and psychological-pedagogical support for children with special educational needs (SEN) has become increasingly significant. Almost every educational institution includes children who experience permanent or temporary difficulties in mastering educational programs and require special conditions for learning, upbringing, and social adaptation. In this regard, there is a growing demand for highly qualified special education teachers capable of providing comprehensive corrective-pedagogical, diagnostic, consultative, and rehabilitative support to children with SEN within both special and inclusive education settings.

The contemporary state policy of the Republic of Kazakhstan is focused on the development of an inclusive society, ensuring equal access to education, and creating conditions for the full social integration of individuals with special educational needs. At the Fourth Meeting of the National Kurultai, the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, emphasized the importance of ensuring that every child with special educational needs has access to high-quality and comprehensive education. The development of human capital has been identified as one of the key strategic priorities of the state.

Labor Market Demand. Within the framework of the implementation of the Inclusive Policy Concept of the Republic of Kazakhstan for 2025–2030, particular attention is being paid to improving the system of special and inclusive education, expanding the network of psychological-pedagogical support organizations, and training qualified specialists. According to the Ministry of Education of the Republic of Kazakhstan, at the beginning of the 2025–2026 academic year, more than 237,000 children with special educational needs (SEN) were registered in the country, including approximately 70,000 preschool children and over 165,000 school-aged children. The system of special education includes 539 organizations, including psychological-medical-pedagogical consultations, psychological-pedagogical correction offices, autism centers, rehabilitation centers, special schools, and special preschool organizations. More than 213,000 children are already receiving specialized psychological-pedagogical support, while over 96,000 students are studying in inclusive educational settings within mainstream schools. The infrastructure of the inclusive environment is also expanding: specialized support classrooms operate in secondary education institutions, and systems of vocational guidance and support for learners with SEN continue to develop. At the same time, there remains a high demand for special education professionals. According to the Ministry of Education of the Republic of Kazakhstan, more than 11,000 specialists currently provide services to children with special educational needs, while the additional demand exceeds 3,400 special educators, particularly in large cities and densely populated regions of the country. This creates the need for professionally mobile, competitive, and highly competent specialists capable of effectively carrying out professional activities within the modernization of the education system and the expansion of inclusive educational practices.



The relevance of the Educational Program “6B01904 – Special Pedagogy” is determined by the social demand of society and the state for highly qualified specialists possessing contemporary methods of assessment, correction, instruction, education, and support for children with special educational needs.

The program is aimed at providing educational, healthcare, and social protection institutions with qualified professionals capable of implementing correctional and pedagogical activities within special and inclusive education settings, promoting the successful social adaptation and integration of individuals with special educational needs, and fostering the values of humanistic and inclusive approaches in society. In addition, the program prepares specialists capable of effective interdisciplinary collaboration with professionals from various fields, as well as establishing productive partnerships with parents (legal guardians) in the process of supporting learners with special educational needs.

1.4. DISTINCTIVE FEATURES OF THE EDUCATIONAL PROGRAM

Distinctive features of the program:

Features	Brief Description		
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))

Academic Mobility:	<ul style="list-style-type: none"> - Zhetysay University named after Ilyas Zhansugurov, Taldykorgan - K. Zhubanov Aktobe Regional University, Aktobe - E. A. Buketov Karaganda University, Karaganda - South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov, Shymkent
Additional Educational Program (Minor) “Speech Therapy Massage”	<p>The additional educational program (Minor) “Speech Therapy Massage” is aimed at preparing highly qualified and creative specialists in the field of speech therapy through the application of modern corrective technologies in special preschool educational organizations.</p> <p>Program objective: to train specialists who possess knowledge and practical skills in speech therapy massage, as well as techniques and methods of influencing the condition of the articulatory apparatus.</p>
Additional Educational Program (Minor) “Modern Technologies for Supporting Children with Autism Spectrum Disorders”	<p>The additional educational program (Minor) “Modern Technologies for Supporting Children with Autism Spectrum Disorders” is designed for students of all major educational programs in the fields of education and psycho-pedagogical studies.</p> <p>Program objective: to prepare students for the application of modern evidence-based approaches and technologies for supporting children with autism spectrum disorders, based on an understanding of neurodevelopmental characteristics, comprehensive assessment, and the development of individual educational programs, as well as the implementation of evidence-based educational and family-centered practices.</p>



1.5. GRADUATE CAREER OPPORTUNITIES

Graduates of the educational program 6B01904 - Special pedagogics will be able to find employment in government agencies, private general education, special preschool and school educational organizations, rehabilitation centers, psychological and pedagogical correction rooms, PMPK, early intervention rooms, social institutions (social security agencies, support and assistance to the unemployed, the poor), institutions related to parenting problems and the development of the younger generation in the public environment, healthcare institutions, scientific research organizations, children's development centers as a speech therapist – teacher, speech therapist, teacher – defectologist, defectologist, Oligophrenopedagogue (Teacher for Students with Intellectual Disabilities), Surdopedagogue (Deaf and Hard-of-Hearing Teacher)

1.6. AREAS OF PROFESSIONAL COMPETENCE

Level of professional education: Specialty: Special Education

Professional profile: Special education teacher (teacher – defectologist, Oligophrenopedagogue (Teacher for Students with Intellectual Disabilities), Special education teacher (speech therapist – teacher, speech therapist), Special education teacher (teacher – defectologist, defectologist, Surdopedagogue (Deaf and Hard-of-Hearing Teacher)

Qualification level is defined in accordance with the Unified Tariff and Qualification Handbook, Qualification Directory, and other standard qualification characteristics of pedagogical positions, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 13, 2009 No. 338 “On Approval of Standard Qualification Characteristics of Teaching Staff Positions,” as well as the Order of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025 No. 31 “On Approval of Professional Standards for Educational Staff of Educational Organizations.”

Professional Competency Area 1: “Assessment of Special Educational Needs”

A special education teacher must possess theoretical and applied knowledge in the field of assessing the educational needs, including criteria and assessment tools for evaluating cognitive development, as well as the patterns of age-related, individual, and psychophysical development of this category of learners, taking into account an interdisciplinary approach and data from related fields (special pedagogy, special psychology, speech and language therapy, deaf education, oligophrenopedagogy, and medical foundations of special education). The specialist must be able to conduct comprehensive assessment of the cognitive sphere and identify the special educational needs of children with intellectual, speech, and hearing impairments; apply valid diagnostic tools; engage in interdisciplinary collaboration with psycho-pedagogical specialists in interpreting diagnostic results; develop differentiated diagnostic materials considering the variability of individual educational needs of learners with special educational needs and the results of comprehensive team-based assessment; as well as possess and apply assistive, specialized, and alternative means, methods, and technologies for teaching and assessment, including digital educational technologies and artificial intelligence tools to support diagnostics and the subsequent design of individualized educational processes, instruction, and upbringing.

Area of Professional Competence 2: “Monitoring the Developmental Progress of Children”

The special education teacher must have knowledge of the theory and practice of monitoring and tracking the developmental progress of children with special educational needs, including children with speech, hearing, and intellectual impairments; methods for developing diagnostic and assessment tools taking into account their individual characteristics and educational needs; criteria for evaluating educational achievements of this category of learners; as well as methodologies and specific approaches to teaching using traditional and assistive tools, special methods, and monitoring technologies; and the theoretical and methodological foundations for implementing special educational programs.

The special education teacher must be able to monitor the developmental progress and outcomes of special psychological and pedagogical support; conduct critical analysis of monitoring results using digital tools and provide feedback based on assessment outcomes; develop, systematize, and disseminate recommendations on the use of monitoring results within the professional community; summarize best practices of effective interdisciplinary collaboration in supporting the development of children with special educational needs; design educational programs based on monitoring data; and apply methods, strategies, and tools for assessing the development of skills in children with speech, hearing, and intellectual impairments.

Area of Professional Competence 3: “Development and Design of Educational and Methodological Materials”



This area involves the following professional tasks: The special education teacher must possess knowledge of the fundamentals of designing and developing educational and methodological materials in the field of special education (oligophrenopedagogy, speech therapy, and surdopedagogy), including those aimed at developing digital skills in children with intellectual disabilities (mild, moderate, severe, and profound), as well as speech and hearing impairments; the system of criteria for evaluating the quality of special educational and methodological materials; and methods for developing, integrating, and adapting digital content in compliance with copyright regulations.

The special education teacher must be able to design educational and corrective-developmental learning processes for children with speech, hearing, and intellectual impairments based on current scientific research in oligophrenopedagogy, speech therapy, and surdopedagogy, using information and assistive technologies; systematize and develop educational and methodological materials in accordance with the special educational needs and developmental levels of learners; create digital educational content using basic programming elements; and present and disseminate the results of their professional activity at the level of the educational organization and the professional community

Professional Competency Area 4: “Maintaining High Standards of Ethics and Professional Conduct within and beyond the School Environment” This competency area involves addressing the following professional tasks:

A special education teacher must possess knowledge of professional pedagogical ethics; ethical principles of digital identity management and the organization of both offline and online learning; the provisions of the Law of the Republic of Kazakhstan “On Copyright and Related Rights”; as well as the ethical principles and potential risks associated with the use of digital technologies and artificial intelligence tools in educational practice. The specialist must be able to demonstrate confidence in the ability of all children with speech, hearing, and intellectual impairments to achieve educational outcomes; assume responsibility for continuous professional development and the maintenance of professional competence; ensure the academic success of learners with special educational needs; adhere to digital etiquette and manage digital identity responsibly; ethically and safely apply digital technologies and artificial intelligence tools in the educational process; establish effective subject-subject interaction among all participants in the educational process; apply educational management technologies in special education settings; use pedagogical management tools in teaching and supporting children with speech, hearing, and intellectual impairments; and demonstrate self-regulation and stress-management skills in professional practice.

Professional Competency Area 5: “Engagement in Continuous Professional Development”

This competency area involves addressing the following professional tasks: A special education teacher must possess knowledge of regulatory legal acts governing continuing professional development, professional retraining, and the evaluation of professional performance; the legal and regulatory framework in the field of special and inclusive education; digital resources and technologies applied in professional practice; methods for identifying individual professional development needs; as well as the principles and standards of professional pedagogical ethics.

The specialist must be able to establish and develop professional networking communities involving parents (legal guardians), experts, and other relevant stakeholders; participate in professional skills competitions and prepare learners with special educational needs for participation in Olympiads, competitions, and contests; organize and conduct seminars and conferences for educators at the level of authorized educational organizations; disseminate and systematize pedagogical best practices using digital and online resources at institutional and regional levels; conduct analysis of educational practice, provide mentoring, and identify priorities for personal professional growth and the professional development of colleagues. In addition, the specialist must be able to design and publish original educational programs, teaching and methodological manuals, and other educational materials that have undergone expert review and received approval from Regional Educational and Methodological Councils and the Republican Educational and Methodological Council (REMC); conduct expert evaluation of textbooks, educational and methodological complexes, and teaching materials in the field of special education; plan and develop regional professional networks for special education teachers; and participate in national and international professional competitions approved by the authorized authority in the field of education.



1.7. EDUCATIONAL PROGRAM LEARNING OUTCOMES:

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 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.

Matrix for correlating EP learning outcomes with graduate attributes

	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10
GA1	+	+	+				+	+	+	+
GA 2	+	+	+	+			+	+		
GA 3	+		+		+	+	+	+	+	+
GA 4	+		+		+	+		+	+	
GA 5		+	+	+		+	+	+		+
GA 6		+	+	+	+	+	+	+	+	+

1.8. REGULATORY REFERENCES

The educational program is developed based on the following legal acts:

1. The Law of the Republic of Kazakhstan dated 27 July, 2007 № 319-III.
2. On Approval of the State Mandatory Standards of Higher and Postgraduate Education Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, No. 2 “On Approval of the State Mandatory Standards of Higher and Postgraduate Education” – Legal Information System “Adilet”.
3. On Approval of the State Mandatory Standards of Preschool Education and Training, Primary, Basic Secondary and General Secondary, Technical and Vocational, and Post-Secondary Education Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022, No. 348.



4. On Approval of the Model Rules for the Activities of Educational Organizations of Relevant Types and Levels, Except for Higher and Postgraduate Education Organizations Order of the Minister of Education of the Republic of Kazakhstan dated August 31, 2022, No. 385.
5. On Approval of Standard Curricula for Primary, Basic Secondary, and General Secondary Education of the Republic of Kazakhstan Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 8, 2012, No. 500.
6. On Amendments and Additions to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 3, 2013, No. 115 "On Approval of Standard Curricula for General Education Subjects, Elective Courses, and Extracurricular Activities for General Education Organizations" Order of the Minister of Education of the Republic of Kazakhstan dated November 6, 2024, No. 327.
7. Law of the Republic of Kazakhstan dated July 11, 2002, No. 343-II "On Social and Medical-Pedagogical Corrective Support for Children with Disabilities" Law of the Republic of Kazakhstan dated July 11, 2002, No. 343 – Legal Information System "Adilet".
8. Professional Standards for Teaching Staff of Educational Organizations Approved by Order of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025, No. 31.
9. On Approval of the Rules for the Activities of the Psychological-Pedagogical Support Service in Educational Organizations Order of the Minister of Education of the Republic of Kazakhstan dated April 29, 2025, No. 92.
10. On Approval of the Standard for Psychological-Pedagogical Support for Children with Disabilities Order of the Minister of Education of the Republic of Kazakhstan dated May 21, 2025, №. 117.
11. On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 130 dated April 6, 2020, "On Approval of the List of Documents Mandatory for Teachers of Preschool, Secondary, Specialized, Supplementary, Technical and Vocational, and Post-Secondary Education Organizations, and Their Templates." Order of the Minister of Education of the Republic of Kazakhstan No. 68 dated March 17, 2023.
12. On Approval of the Rules and Programmes for the Assessment of Special Educational Needs. Order of the Minister of Education and Science of the Republic of Kazakhstan №. 4 dated January 12, 2022.
13. On Approval of Standard Curricula for General Education Subjects and Elective Courses at the Primary, Basic Secondary, and General Secondary Education Levels. Order of the Minister of Education of the Republic of Kazakhstan № 399 dated September 16, 2022. Registered with the Ministry of Justice of the Republic of Kazakhstan on September 23, 2022, No. 29767.
14. On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 557 dated December 20, 2012, "On Approval of the Standard Curricula for Preschool Education and Training in the Republic of Kazakhstan." Order of the Minister of Education and Science of the Republic of Kazakhstan № 195 dated May 12, 2020.



2. CONTENT OF THE EDUCATIONAL PROGRAM

№	Code and name of modules	Total credits by module	№	Name of subject and code	Credits by subjects	Cycle/component
1	GES -1 General educational subjects module	36	1	GES 101 History of Kazakhstan	5	GC/ CC
			2	GES 202 Philosophy	5	GC/ CC
			3	GES 103 Social and Political Knowledge Module (Sociology, Cultural Studies, Political Science, Psychology)	8	GC/ CC
			4	GES 1(2)04 Physical Culture	8	GC/ CC
			5	GES 205 Information and Communication Technologies	5	GC/ CC
			6	1. GES 106/1 Fundamentals of Legal Literacy and Anti-Corruption culture / 2. GES 106/2 Fundamentals of Ecology and Safe life 3. GES 106/3 Fundamentals of Economics and Entrepreneurship / 4. GES 106/4 Fundamentals of Leadership and receptivity to innovation 5. GES 106/5 Emotional Intellect 6. GES 106/6 Fundamentals of mathematical statistics 7. GES 106/7 Financial Literacy 8. GES 106/8 Ecology and Sustainable Development	5	GC/ OC
2	GLC -2 Language communication module	25	1	GLC 101 Kazakh (Russian) Language	10	GC/ CC
			2	GLC 102 Foreign Language	10	GC/ CC
			3	GLC 203/1 English for Academic Purposes GLC 203/2 Academic writing	5	CC/ OC
3	GER – 3 Global Ethics and Research module	25	1	GER 201 Inclusive Education	5	CC/ UC
			2	GER 402/1 Fundamentals of Educational research 1	5	CC/ UC
			3	GER 402/2 Fundamentals of Educational research 2	5	
			4	GER 303 Professional ethics and identity	5	MC/ UC
			5	GER 304 Basics of artificial intelligence	5	MC/ UC
4	GPS – 4	14	1	GPS 201 Educational psychology	5	CC/ UC



	General pedagogical subjects module		2	GPS 202 Pedagogy and didactic	5	CC/ UC
			3	T(I)P 104 Training (introductory) practice	2	CC/ UC
			4	PPP 205 Psychology and pedagogical practice	2	CC/ UC
5	TFSE–5 Theoretical Foundations of Special Education	22	1	TFSE 101 Introduction to Special Pedagogy	6	CC/ UC
			2	TFSE 202/1 1) Early Intervention System TFSE 202/2 2) Preschool Special Education	5	CC/ OC
			3	TFSE 203/1 1) Fundamentals of Speech Therapy TFSE 203/2 2) Linguistic Foundations of Speech Therapy	6	CC/ OC
			4	TFSE 304/1 01. Fundamentals of Education and Psychology of Individuals with Intellectual Disabilities TFSE 304/2 02. Psychology of Individuals with Speech Disorders TFSE 304/2 03. Fundamentals of Education and Psychology of Individuals with Hearing Impairment	5	CC/UC
6	MPPF– 6 Medical, Psychological and Pedagogical Foundations	28	1	MPPF 101/1 1) Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems MPPF 101/2 2) Clinical Foundations of Developmental Disorders	5	CC/ OC
			2	MPPF 102/1 1) Fundamentals of Neuropathology and Pathophysiology MPPF 102/2 2) Genetic Foundations of Developmental Disorders	5	CC/ OC
			3	MPPF 203/1 1) Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN MPPM 203/2 2) Methods of Upbringing Work in Special Schools	8	CC /OC
			4	MPPF 304/1 01. Psychophysical Development Assessment within the Psychological-Medical-Pedagogical Consultation MPPF 304/2 02. Speech Assessment Technologies MPPF 304/3 03. Psychological and Pedagogical Assessment of Children with Hearing Impairment	5	CM/ UC
			5	MPPF 305/1 01. Applied Behavior Analysis in Comprehensive Support for Children with Autism Spectrum Disorder MPPF 305/2 02. Neuropsychological Foundations of Speech Therapy MPPF 305/3 03. Audiology and Hearing Aid Fitting	5	CC/UC



7	TMSE–7 Technologies and Methods of Special Education	62	1	TMSE 301/1 1) Teaching Technologies for Children with SEN in "Counting", "Mathematics" and "Kazakh/Russian Language" TMSE 301/2 2) Methods of Teaching Correctional Component Disciplines	5	CC/ OC
			2	TMSE 302/1. 01. Speech Therapy for Children with Intellectual Disabilities TMSE 302/2 02. Methods and Techniques for the Formation of Speech Tempo and Rhythm TMSE 302/3 Methods for Developing Auditory Perception	5	CM /UC
			3	TMSE 303/1 01. Teaching Technologies for Children with Developmental Delays and Learning Difficulties TMSE 303/2 02. Speech Therapy in Systemic Speech Disorders TMSE 303/3 03. Methods for the Formation of Pronunciation	5	CC/OC
			4	TMSE 304/1 01. Social and Household Orientation TMSE 304/2 02. Speech Therapy for Written Language Disorders (Dysgraphia, Dyslexia) TMSE 304/3 03. Methods for Teaching Literacy to Children with Hearing Impairment	5	CC/OC
		67	5	TMSE 305/1 01. Teaching Technologies for Children with SEN in the Subject Areas “The World Around Us” and “Labor Education” TMSE 305/2 02. Speech Therapy for Children with General Speech Underdevelopment TMSE 305/3 03. Dactylogy and Sign Language	5	CC/UC
			6	TMSE 406/1 01. Development of the Emotional and Volitional Sphere of Children with SEN TMSE 406/2 02. Interdisciplinary work of a speech therapist TMSE 406/3 03. Educational Technologies for Children with Cochlear Implants	6	CM/UC
			7	TMSE 407/1 01. Technology of Teaching Children with Multiple Disabilities TMSE 407/2 . 02. Speech Therapy for Children with Severe Speech Disorders TMSE 407/3 03. Methods of Subject and Practical Teaching	6	CM/UC
			8	TMSE 308 Criteria Assessment Technology	5	CC/UC



			8	PP 308 Pedagogical Practice	5	CC/UC
			9	P(P)P 407 Production (pedagogical) practice	18	MC/UC
			10	P(P)P 408 Pre -diploma (pedagogical) practice	2	MC/UC
9	Minor “ Speech Therapy Massage ”	15	1	M (SMT) 409/1 01. Anatomy and physiology of speech organs in normal and pathological conditions M (SMT) 409/2 02. Foundations of Autism and Neurodevelopmental Disorders	15	MC/OC
	Minor “ Modern Technologies for Supporting Children with Autism Spectrum Disorders ”		2	M (SMT) 410/1 01. Basics of speech therapy massage/ M (SMT) 410/1 02. Comprehensive Assessment and Individualized Educational Planning for Children with Autism Spectrum Disorder		
			3	M (SMT) 411/1 01. Methods of speech therapy massage/ M (SMT) 411/1 02. Evidence-Based Educational Practices and Family-Centered Support for Children with Autism Spectrum Disorder		
10	Final attestation	8	1	WDDP(P)PCE 412 Writing and defending a diploma paper (project) or passing a comprehensive exam	8	FA
	Total	8			240	



2.1. DESCRIPTION MODULES AND DISCIPLINES

GES-1 GENERAL EDUCATION SUBJECTS MODULE

Description of the module: The module is represented by a set of compulsory disciplines that contribute to the development of information literacy in all spheres of one's life and activity. The disciplines of the module are aimed at the formation of the ideological, civil and moral positions of the future specialist, competitive on the basis of knowledge of information and communication technologies, orientation towards a healthy lifestyle, self-improvement and professional success. Students get a general understanding of the development of philosophy and the influence of the methodology of reflection on the development of science, interprets the content and specific features of the mythological, religious and scientific worldview, analyze the main stages of the historical development of Kazakhstan.

№	Name of subject and code	Cycle/component	Credits	Subject discription	Teaching methods	LO by EP	Assessment methods
1	GES 101 History of Kazakhstan	GC/ CC	5	The purpose of the discipline is to provide objective knowledge about the main stages of the development of the history of Kazakhstan from ancient times to the present. As a result of training, students will be able to: demonstrate knowledge and understanding of the main stages in the development of the history of Kazakhstan; to correlate the phenomena and events of the historical past with the general paradigm of the world-historical development of human society through critical analysis; possess the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan; be able to objectively and comprehensively comprehend the immanent features of the modern Kazakhstani model of development; systematize and give a critical assessment of historical phenomena and processes of the history of Kazakhstan.	- role-playing games -educational discussions -case-study -project-based learning	PO 1, 2, 3	Essays, presentations, oral exam
2	GES 102 Philosophy	GC/ CC	5	The aim of the subject is to form a holistic view of philosophy as a special form of knowledge of the world, its main sections, problems and methods of their study in the context of future professional	- role-playing games -educational discussions -case-study	PO 1,2	Test; essay discussion



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				activity. describe the main content of ontology and metaphysics in the context of the historical development of philosophy;	-project-based learning		
3	GES 103 Social and Political Knowledge Module (Sociology, Cultural Studies, Political Science, Psychology)	GC/ CC	8	The aim of subject is to form the social and humanitarian worldview of students in the context of solving the problems of modernizing public consciousness. Students will learn about the relationship between these disciplines and their impact on the formation of individuality, social relations, cultural values and the political system. The discipline develops analytical thinking, the ability to think critically and understand complex social phenomena, and also contributes to the formation of tolerance and civic engagement of students	Case studies; presentations; questions and answers; group exercises; interactive methods	PO 1, 2, 3	Test; case analysis; presentation defense, article discussion; reports
4	GES 1(2)04 Physical Culture	GC/ CC	8	The aim of the program is to educate the physical qualities of students' motor culture by means of health-saving technologies. Students will be able to develop skills of physical, psychophysical and personal qualities, self-diagnosis, teamwork through various sports, improving motivation for a healthy lifestyle and preparation for professional activity.	demo method; -practice-oriented method; training	PO 1,4	control standards; differential testing
5	GES 205 Information and Communication Technologies	GC/ CC	5	The aim of the program is to develop the ability to critically evaluate and analyze processes, methods of searching, storing and processing information, ways of collecting and transmitting information through digital technologies. Students master the skills of searching and evaluating information resources, ensure data security and communicate effectively using technology. They apply their knowledge to solve problems, demonstrate critical thinking and independence in the use of information and communication technologies.	Problem-based learning method, discussion; project method; case study	PO 3,7	Test, project



6	GES 106/1 Fundamentals of Legal Literacy and Anti-Corruption culture	GC/ OC	5	The discipline is a comprehensive course aimed at developing students' basic knowledge of law and sustainable skills in anti-corruption behavior. It is intended to lay the foundation for understanding the role of law in modern society, the principles of legality, the basic rights and duties of citizens, as well as to form an intolerant attitude towards corruption in all its manifestations. The discipline "Fundamentals of legal literacy and anti-corruption culture" plays an important role in the formation of legal awareness and anti-corruption resilience of individuals, which is a prerequisite for building a rule-of-law state and a healthy civil society.	Case study method; brainstorming; Fishbone methods; guest lectures	LO 1, 2, 3, 8	Essays, presentations, Written exam.
	GES 106/2 Fundamentals of Ecology and Safe life			The discipline forms students' modern environmental education and culture, develops skills in applying methods to improve the safety of technical means and technological processes for safe life. Reveals the basic laws of the functioning of ecosystems of various levels of organization, the biosphere, the contradictions that arise in the relationship between man and nature, as well as the need for respect for nature and ecology..	Inverted learning, situational learning (case collection), technological learning (padlet board, canvas application, comics, kakhot, etc.)	LO 1, 2, 4	Written exam.
	GES 106/3 Fundamentals of Economics and Entrepreneurship			The discipline is an introductory course designed to provide students with basic knowledge and key competencies in the field of economic theory and entrepreneurship. It is aimed at understanding the fundamental economic laws, principles of functioning of a market economy, as well as at developing entrepreneurial thinking and practical skills necessary to create and run your own business. The discipline "Fundamentals of Economics and Entrepreneurship" lays the necessary foundation for further study of economic	Case study method; brainstorming; Fishbone methods; guest lectures; Project method	LO 1, 3	Essays, presentations, projects, test



				disciplines and can become a starting point for the development of students' entrepreneurial careers.			
	GES 106 /4 Fundamentals of Leadership and receptivity to innovation			The course contributes to the disclosure and development of leadership qualities in the personality of each student, the development of innovative susceptibility skills in him, as a process of adaptation to innovations caused by innovative processes, as well as the use of the results of scientific and technical processes in his life and professional activities. Studies the current state and prospects for the development of leadership qualities and the human factor in management.	Inverted learning, situational learning (case collection), technological learning (padlet board, canvas application, comics, kakhot, etc.)	LO 1, 2, 3	Orally (solving cases)
	GES 106/5 Emotional Intellect			The discipline is aimed at mastering the role of a tutor by the teacher in the context of strategic guidelines and priority areas of the state educational policy of Kazakhstan. Students determine the place of emotional intelligence and "flexible competencies" in the educational process of the modern school. They apply modern methods and technologies for organizing educational activities, taking into account the development of soft skills, including in the digital environment. They possess technologies for assessing and developing the emotional intelligence of students of different age groups.	role-playing games; educational discussions; case study; project method	LO 1, 2,3,4	Criterion evaluation method; Project protection
	GES 106/6 Fundamentals of mathematical statistics			The purpose of the discipline is to familiarize students with the forms and laws of consistent thinking, to teach students to think consistently, to contribute to the development of skills of sound argumentation. Students understand the process of collecting, processing data and transmitting ideas, develop skills in using quantitative and qualitative data analysis in assessing the state of the object or phenomenon in question.	Explanation; Case Study; Group and pair work	LO 1,3	Written exam.



	GES 106/8 Ecology and Sustainable Development		The course aims to develop students' environmental skills, solve modern environmental problems, form ways to develop relationships between society and nature, increase students' awareness of the environment, and their responsibility for protecting it. As a result, students will learn how to maintain vital balance by analyzing environmental trends and identifying priority areas for conserving nature. They will also be able to identify the main directions of modern environmental policy and practical approaches to addressing environmental issues at the global, regional and local levels. In addition, students will gain knowledge of various tools for managing environmental quality that can be used to achieve sustainable development objectives.	Inverted learning, situational learning (case collection), technological learning (padlet board, canvas application, comics, kakhot, etc.)	LO 1, 2, 4	Written exam.
	GES 106/7 Financial Literacy		Improving the level of financial literacy will allow students to make rational financial decisions, solve emerging financial problems and detect financial fraud in a timely manner. The course "Fundamentals of Financial Literacy" is aimed at acquiring knowledge and skills in the field of personal finance management. During the course, students will learn how to use all kinds of financial tools in practice, save and increase savings, plan their budget competently, gain practical skills in calculating and paying taxes and correctly completing tax reports, learn how to analyze financial information and navigate financial products to choose an adequate investment strategy.	Inverted learning, situational learning (case collection), technological learning (padlet board, canvas application, comics, kakhot, etc.)	LO 1,2, 3	Test



GLC-2 Language Communication Module description: As part of the module, students develop the ability to interpersonal, social and professional communication in Kazakh, Russian and foreign languages. Students develop practical skills in oral communication in a non-native language, writing and academic writing.							
№	Name of subject and code	Cycle/component	Credits	Subject description	Teaching methods	LO by EP	Assessment methods
1	GLC 101 Kazakh (Russian) Language	GC/ CC	10	The purpose of the discipline is to continue the development of language training in the Kazakh (Russian) language, including the use of the language for professional and academic purposes.	ICT technologies; technology of problem-based search training; test technologies	LO 1, 3	Test
2	GLC 102 Foreign Language	GC/ CC	10	The purpose of the discipline is to expand and consolidate students' communication skills in a foreign language for various purposes. During the course of studying the discipline, students train and improve the skills of listening to foreign speech, speaking, writing and grammar, personal and professional potential is enriched. In the process of studying the discipline, students expand their cultural horizons, develop cross-cultural communication skills.	Communication; ICT technologies	LO 1, 3	Test
3	GLC 203 /1 English for Academic Purposes	CC/ OC	5	The subject forms knowledge about the genre varieties of the scientific style, mastering modern methods of collecting, storing and processing information and materials in the field of professional activity, as well as the development of skills and abilities of academic communication in four types of speech activity: reading, speaking, writing, listening	RWCT strategies, content technologies	LO 1, 2, 3	RWCT strategies, content technologies
4	GLC 203/2 Academic writing	CC/ OC	5	The discipline develops students' skills in functional style and writing scientific articles, industry-specific subject terminology, office management, and	RWCT strategies, content technologies	LO 1, 2, 3	RWCT strategies, content technologies



				academic literacy. Students also learn how to compile scientific reports, professional text analysis, critical thinking, plagiarism prevention and information retrieval in scientific databases, and systematization of written work.			
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GER – 3 Global Ethics and Research

Module description: The disciplines of the module are aimed at the formation of global competencies applicable in professional activities. Students accept as a value of building a global, inclusive society and contribute to building and supporting it. Students are introduced to scientific research in the professional field, basic methods of data collection and analysis, professional ethics of behavior and research in the professional field. Students identify and associate themselves with a representative of the professional field and plan their professional development, motivated to learn throughout life to build competencies and increase value in the labor market..

№	Name of subject and code	Cycle/component	Credits	Subject discription	Teaching methods	LO by EP	Assessment methods
1	GER 201 Inclusive Education	CC/ UC	5	The discipline is aimed at the formation and development by students of an understanding of the principles of an inclusive society, where each of its members feels their value and significance. Students are well aware of age-related physiology, anatomy, understand the principles of cognitive skills based on in-depth knowledge of age-related physiology, know how to work with children with OOP, know strategies for creating an inclusive educational environment and know how to build it.	Problem-oriented learning, inverted learning, reflexive learning, interactive learning, problem lecture, business game, solving pedagogical situations, group and individual project, presentation, abstract	LO 1, 2, 3, 4, 6, 8, 9, 10	Oral and written survey, individual and group presentation, individual and group project, test
2	GER 402/1 Fundamentals of	CC/ UC	5	The aim of the course is to familiarize students with the methods of scientific inquiry, theoretical and empirical research methods, the principles of scientific	Project-Based Learning (PBL)	LO 1, 2, 3	Project



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	Educational research 1			integrity and research ethics, as well as the fundamental content, logic, and presentation of research materials. During the course, students develop an understanding of pedagogical research and conducting pedagogical studies. They acquire skills in the effective application of theoretical and empirical research methods in their own research activities and develop competencies in working with regulatory and normative documents related to the preparation and formatting of research papers.			
3	GER 402/2 Fundamentals of Educational research 2	CC/ UC	5	The aim of the course is to develop students' skills in independently planning and organizing research activities in accordance with the methodological foundations of psychological and pedagogical research they have mastered, as well as the requirements for presenting and formatting the results of scientific research. During the course, students learn to identify the research problem, formulate the purpose and objectives of project work, and plan research activities while taking into account the requirements of regulatory documents governing project design and implementation. The course also covers statistics in psychological and pedagogical research, methods of statistical data processing, and the proper presentation and formatting of scientific research results.	Project-Based Learning (PBL)	LO 1, 2, 3, 4, 8	Project
2	GER 303 Professional ethics and identity	MC/UC	5	The purpose of the discipline is to acquaint students with the attitudes, values, knowledge, beliefs and skills accepted in the professional pedagogical environment. Students develop leadership and proactivity skills in the context of pedagogical activity or outside of it, develop a commitment to the national and cultural values of Kazakhstan, get to know and accept strict adherence to professional ethics as a value. Students plan their career path, develop introspection and self-management skills.	Discussion method; Feedback method; Seminar method; Case study.	LO 1, 2, 3, 4	Written exam.



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3	GER 304 Basics of artificial intelligence	MC/UC	5	The aim of teaching this discipline is to form theoretical knowledge and practical skills in artificial intelligence (AI), including implementing the contemporary tools and methods of AI. Students will be introduced to fundamental AI concepts, study its basic principles and methods, gain the skills to apply these theories, methods, and principles in simple intelligent software systems.	Метод Discussion method; Feedback method; Seminar method; Case study.	LO 1, 2, 3	Test
4	GER 402/2 Fundamentals of scientific research	CC/ UC	10	The discipline is aimed at developing research skills in the field of professional interests of the future specialist. Students know the basic qualitative and quantitative research methods, analyze scientific literature, are able to design and implement their own small-scale research using the necessary tools. Students are able to process data and draw up research results for presentation to the public orally and in writing.	Project training	LO 1, 2, 3	Project protection

GPS – 4 General pedagogical disciplines

Description of the module: The module is mandatory for pedagogical specialties and represents the basics of the discipline in which the theoretical foundations of the pedagogical profession are studied. Students get acquainted with the general sections of pedagogy, psychology in the module is presented with flexible content, which is designed for use in a pedagogical context and is a response to the needs of a modern school.

№	Name of subject and code	Cycle/component	Credits	Subject discription	Teaching methods	LO by EP	Assessment methods
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1	GPS 201 Educational psychology	CC/ UC	5	The purpose of the discipline is to form knowledge in the field of psychology of training and education at different age stages. Students will form a clear understanding of the psychological ways of motivating students to succeed in school and the assessment of the quality of cognitive processes. Students will form communicative competencies in the teacher-student-parent system, through the assimilation of constructive communication models. By the end of the course, they will acquire the skills of critical assessment of psychological and pedagogical approaches in education.	Demonstration method; Discussion method; Feedback method; Seminar method; Case study.	LO 1, 2, 4	Oral, written exam
2	GPS 202 Pedagogy and didactic	CC/ UC	5	The purpose of the discipline is to form general ideas about pedagogy as a science and the concept of research-based teaching. Students study the historical prerequisites for the development of pedagogical science, understand the basic laws and principles of didactics. Students search for and analyze relevant scientific information using digital tools, are able to argue a point of view based on the fundamental foundations of pedagogy and didactics.	Problem-based learning, SWOT analysis, situational learning, RWCT strategies	LO 1, 2, 4	Test
4	CT(IP) 104 Training (introductory) practice	CC/ UC	2	The purpose of the practicum is to develop students' initial professional competencies and motivation for professional activity in the field of special education, as well as to consolidate theoretical knowledge through familiarization with the real practice of educational organizations providing instruction and support for children with special educational needs. The practicum content is aimed at forming primary understanding of the activities of special education organizations implementing educational, corrective-developmental, and upbringing support for children with special educational needs. During the practicum, students acquire basic professional skills and	observation, analysis, documentation review, reflection, and self-assessment.	LO 1 LO 2 LO 3 LO 8	report



				competencies in pedagogical practice, become familiar with the organization of the educational process, observe the work of specialists, and analyze forms and methods of learner support. The practicum contributes to the consolidation and deepening of theoretical training, the development of general professional competencies, and the enhancement of motivation for continuous professional growth and self-development.			
5	C(PP)P 205 Continuous (psychology and pedagogical) practice	CC/ UC	2	The purpose of the practice is to develop students' initial professional skills and competencies in organizing psychological-pedagogical and educational support for learners with special educational needs. The practice is aimed at familiarizing students with the professional activities of teachers, educators, and support specialists in educational organizations. During the practice, students participate in daily routines, игровые, communicative, and educational activities, observe and analyze the organization of the pedagogical process. Students acquire skills in planning and implementing elements of educational and developmental work, taking into account the age-related, individual, and psychophysical characteristics of children with special educational needs, as well as develop an understanding of the principles of individualized approach and psychological-pedagogical support.	Observation, analysis, documentation review, reflection, and self-analysis.	LO 1, 2, 3, 4, 8	report

The **TFSE – 5 “Theoretical Foundations of Special Education”** module is aimed at developing students' fundamental scientific and theoretical knowledge of the patterns of psychophysical development of individuals with special educational needs, contemporary concepts of special and inclusive education, and the system of comprehensive psychological and pedagogical support for children with various developmental disorders. The module includes disciplines covering the theoretical and methodological foundations of special education, speech therapy, early intervention, oligophrenopedagogy, surdopedagogy, and special psychology. Particular attention is given to the study of the



developmental, educational, upbringing, and socialization characteristics of children with intellectual, speech, hearing, and other developmental impairments. Completion of the module ensures the development of professional competencies necessary for psycho-pedagogical analysis of the structure of developmental disorders, the design of corrective-developmental support, and the implementation of professional practice in special and inclusive education settings.							
№	Name of subject and code	Cycle/component	Credits	Subject description	Teaching methods	LO by EP	Assessment methods
1	TFSE 101 Introduction to Special Pedagogy	CC/ UC	6	The purpose of the discipline is to develop students' fundamental theoretical knowledge and professional competencies in the field of education, upbringing, and psychological-pedagogical support for children with SEN. The discipline examines the patterns of psychological development of children with SEN as well as the specific features of their education, upbringing, socialization, and psychological-pedagogical support. It covers the main categories of children with intellectual, sensory, and speech impairments, autism spectrum disorders, severe and multiple developmental disabilities, as well as contemporary approaches to organizing corrective-developmental support within special and inclusive education settings. Particular attention is paid to the analysis of national and international experience in special education, the development of students' professional understanding of the structure of developmental disorders, and the selection of effective educational, upbringing, and support technologies for children with SEN.	Case Study, Problem-Based Learning (PBL), Jigsaw Method, Flipped Classroom, Brainstorming, Reflective Practice, Inquiry-Based Learning.	LO 1, 2, 4, 5, 7, 8	Oral examination
2	TFSE 202/1 1) Early Intervention System	CC/ OC	5	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. The discipline examines	Jigsaw Method, Flipped Classroom, Brainstorming, Reflective Practice, Inquiry-Based Learning, Project-	LO 4, 5, 6, 9, 10	Written Examination.



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				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.	Based Learning (Development of Individual Support Programs).		
3	TFSE 202/2 2) Preschool Special Education			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. 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	Case Study, Problem-Based Learning (PBL), Jigsaw Method, Flipped Classroom, Brainstorming, Reflective Practice, Inquiry-Based Learning.	LO 4, 5, 6, 9, 10	Written Examination



				organization of interdisciplinary collaboration among professionals and families to promote the child's holistic development, social adaptation, and successful inclusion.			
4	TFSE 203/1 1) Fundamentals of Speech Therapy	CC/ OC	6	The purpose of the discipline is 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. 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.	Case Study, Problem-Based Learning (PBL), Analysis of Speech Disorders Based on Audio and Video Materials, Speech Therapy Analysis of Real Clinical and Educational Cases, Small Group Work (Practice in Diagnostic and Intervention Tasks), Role-Playing and Simulation Activities (Modeling Speech-Language Assessment and Therapy Sessions), Project-Based Learning (Development of Individualized Speech-Language Intervention Programs), Brainstorming.	LO 4, 5, 6, 7, 9, 10	Oral examination.



5	TFSE 203/2 2) Linguistic Foundations of Speech Therapy			The purpose of the discipline is 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. 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.	Brainstorming, SWOT analysis, case study, project-based assignment, presentation.	LO 2, 3, 4	Written Examination.
5	TFSE 304/1 01. Fundamentals of Education and Psychology of Individuals with	CC/UC	5	The purpose of the discipline is to develop students' system of scientific knowledge on the theoretical, methodological, and practical foundations of oligophrenopedagogy and oligophrenopsychology as interrelated branches of special pedagogy and psychology, which study the patterns of mental development, education, upbringing, and socialization	Case Study, Problem-Based Learning (PBL), Jigsaw Method, Flipped Classroom, Reflective Practice, Presentations.	LO 4, 5, 6, 7, 9	Written Examination.



	Intellectual Disabilities			of children with intellectual disabilities. The discipline examines the causes, structure, and classification of intellectual disabilities, as well as the characteristics of psychophysical, cognitive, speech, emotional-volitional, and personality development of learners. It also addresses the development of higher mental functions, features of learning activity, and processes of social adaptation in this category of children. Special attention is given to contemporary approaches, methods, and technologies of corrective and developmental intervention, assessment of special educational needs, design of individual educational pathways, and organization of comprehensive support for children with intellectual disabilities within special and inclusive education.			
6	TFSE 304/2 02. Psychology of Individuals with Speech Disorders			The purpose of the discipline is to develop students' system of scientific knowledge on the psychological patterns of development of individuals with speech impairments, including their cognitive activity, emotional-volitional sphere, personality development, and interpersonal interaction. The discipline content is based on the integration of achievements in special psychology, neuropsychology, and biomedical sciences, ensuring a comprehensive understanding of the structure of speech disorders and their impact on a child's psychological development. Within the course, the causes, mechanisms, symptomatology, and psychological structure of speech impairments are examined, along with the characteristics of cognitive processes, communicative activity, emotional-volitional sphere, and behavior in children with	Case Study, Problem-Based Learning (PBL), Inquiry-Based Learning, Flipped Classroom, Collaborative Learning (Small Group Work).	LO 4, 5, 6, 7, 9, 10	Written Examination.



				various speech disorders. Special attention is given to the influence of speech impairments on personality development, social adaptation, self-esteem, and systems of interpersonal relationships. The discipline is aimed at developing students' ability to analyze the psychological and pedagogical characteristics of individuals with speech impairments, apply interdisciplinary knowledge in solving professional tasks, and provide scientifically grounded corrective and developmental support for children in the context of special and inclusive education.			
7	TFSE 304/3 03. Fundamentals of Education and Psychology of Individuals with Hearing Impairment			The purpose of the discipline is to develop students' fundamental theoretical knowledge of the patterns of psychological development, learning, upbringing, and socialization of individuals with hearing impairments, as well as professional competencies in psychological and pedagogical support for this population. The course is based on the integration of achievements in special education, special psychology, medicine, and linguistics, ensuring a comprehensive approach to studying the developmental characteristics of children with hearing impairments. It examines the causes, classification, and degrees of hearing loss, as well as the speech, cognitive, emotional-volitional, and communicative development of children at different stages of ontogenesis. Particular attention is given to the impact of hearing impairments on personality development, cognitive functioning, and social adaptation. The course also addresses contemporary approaches to assessment, education, and corrective-developmental support for children in special and inclusive education settings. It develops students' ability to analyze and apply educational technologies considering learners' special educational needs.	Case Method, Problem-Based Learning (PBL), Inquiry-Based Learning, Analysis of Video Cases in Deaf Education Practice, Flipped Classroom, Project-Based Learning, Presentations.	LO 4, 5, 6, 7, 9	Written Examination.



Module MPPF-6 "Medical, Psychological and Pedagogical Foundations" provides interdisciplinary training for students in the study of the medical-biological, genetic, clinical, psychological, and pedagogical foundations of child development, as well as the causes, mechanisms, and manifestations of developmental disorders. The module integrates contemporary advances in medicine, neuroscience, genetics, special psychology, speech-language pathology, and special education, fostering a scientifically grounded understanding of the patterns of psychophysical development of children with special educational needs (SEN) and modern approaches to their support.

The module covers the anatomical and physiological characteristics of the auditory, speech, and visual systems; the fundamentals of neuropathology and pathophysiology; the clinical and genetic foundations of developmental disorders; and the psychological principles underlying the development of children with SEN. Particular emphasis is placed on the study of the causes and mechanisms of developmental disorders, their impact on children's cognitive, speech-language, emotional-volitional, and personality development, as well as on psychological and pedagogical differential assessment and diagnosis. The module is aimed at developing competencies in the comprehensive assessment of children's psychophysical development, diagnostic practices within Psychological-Medical-Pedagogical Consultation (PMPC) services, speech and language assessment, and psycho-pedagogical evaluation of children with hearing impairments. Students acquire knowledge and skills in contemporary Applied Behavior Analysis (ABA) approaches for comprehensive support of children with Autism Spectrum Disorder (ASD), neuropsychological foundations of speech and language intervention, fundamentals of audiology and hearing rehabilitation technologies, and methods of educational and воспитательной work in special education settings. Successful completion of the module prepares specialists capable of conducting comprehensive assessments, designing individualized educational pathways, and providing interdisciplinary psychological and pedagogical support for children with special educational needs in both special and inclusive education environments.

1	MPPF 101/1 1) Anatomy, Physiology and Pathology of the Auditory, Speech and Visual Systems	CC/ OC	5	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. 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.	Case Study, Problem-Based Learning (PBL), Analysis of Anatomical Models, Medical Images and Video Materials, Work with Anatomical Atlases and Digital 3D Models, Analysis of Clinical Cases of Hearing, Speech and Visual Disorders, Simulation of Diagnostic Situations, Small Group Work	LO 1, 4, 5	Test
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					(Analysis of Pathologies and Functional Disorders), Project-Based Learning (Mini-Projects on Organ Systems), Brainstorming, Flipped Classroom.		
2	MPPF 101/2 2) Clinical Foundations of Developmental Disorders			Course 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. 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.	Case study, clinical case analysis, brainstorming, SWOT analysis, presentation.	LO 1, 4, 5	Тест
3	MPPF 102/1 1) Fundamentals of	CC/ OC	5	The purpose of the discipline is to develop in students a system of scientific knowledge on the functioning of	Case Study, Problem-Based	LO 1, 4, 5	Test



	Neuropathology and Pathophysiology			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. 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 (PBL), Analysis of Clinical Cases, Simulation of Diagnostic Situations, Small Group Work, Project-Based Learning (Mini Research Projects), Flipped Classroom, Brainstorming.		
4	MPPF 102/2 2) Genetic Foundations of Developmental Disorders			The purpose of the discipline is 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. 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	case study, analysis of genetic and clinical cases, brainstorming, SWOT analysis, presentation.	LO 1 LO 4 LO 5	Test



				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.			
5	MPPE 203/1 1) Special Psychology and Psychopedagogical Differential Diagnosis of Children with SEN	CC /OC	8	The purpose of the discipline is 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. 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.	Case Study, Problem-Based Learning (PBL), Analysis of Psychological and Pedagogical Diagnostic Cases of Children with Special Educational Needs (SEN), Psychodiagnostic Modeling and Interpretation of Assessment Results, Small Group Work (Comparative Analysis of Diagnostic Cases), Project-Based Learning (Development of Diagnostic Charts and Support Pathways), Flipped	LO 4, 5, 9	Written Examination



					Classroom, Brainstorming.		
6	MPPF 203/2 2) Methods of Upbringing Work in Special Schools			The purpose of the discipline is 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. 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.	Case Study, Problem-Based Learning (PBL), Analysis of Pedagogical Situations and Behavioral Cases, Simulation of Educational Situations in Special Schools, Role-Playing and Simulation Activities (Practice of Pedagogical Interaction), Small Group Work (Development of Educational Activities), Project-Based Learning (Development of Educational Programs), Flipped Classroom, Brainstorming, Reflective Practice.	LO 1, 2, 3, 4, 8	Written Examination
7	MPPF 304/1 01. Psychophysical Development Assessment within the Psychological-	MC/ UC	5	The purpose of the discipline is to develop in students a systematic body of knowledge on contemporary approaches to the organization of Psychological-Medical-Pedagogical Consultations (PMPC) within the system of special and inclusive education, as well	Case Study, Problem-Based Learning (PBL), Analysis of Diagnostic Cases	LO 4, 5, 6, 8, 9, 10	Project



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	Medical-Pedagogical Consultation			as to build professional competencies in the field of comprehensive assessment of the psychophysical development of children with special educational needs (SEN). The discipline examines the aims, tasks, principles, and content of PMPC activities, as well as methods of comprehensive psycho-medical-pedagogical assessment. Particular attention is given to identifying the structure of the child's psychophysical development, determining their actual and potential levels of development, and assessing special educational needs. Students acquire practical skills in conducting assessments within PMPC settings, analyzing and interpreting the results of comprehensive evaluations, and substantiating recommendations for determining an appropriate educational pathway and the types of necessary psycho-pedagogical, medical, and social support services for children with SEN.	and Psychological-Medical-Pedagogical Commission (PMPC) Reports, Analysis of Psychological and Pedagogical Child Development Records, Psychodiagnostic Modeling and Interpretation of Assessment Results, Small Group Work (Collaborative Decision-Making), Project-Based Learning (Development of Diagnostic Pathways and PMPC Recommendations), Flipped Classroom, Brainstorming, Reflective Analysis of Diagnostic Practice.		
8	MPPF 304/2 02. Speech Assessment Technologies			The purpose of the discipline is to develop students' systematic knowledge and professional competencies in the field of speech assessment technologies. The discipline is aimed at developing students' theoretical knowledge and practical skills in speech and language	Case Study, Problem-Based Learning (PBL), Analysis of Speech Disorders Based on	LO 4, 5, 6, 7, 8, 9	Project



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				assessment of children with various speech disorders within the system of special and inclusive education. The course covers the principles, stages, and methods of speech-language assessment, as well as the specifics of diagnosing different types of speech disorders in learners with special educational needs. It also emphasizes the role of diagnostic data in determining the level of speech development and designing individualized educational pathways. Students acquire skills in conducting speech assessments, applying diagnostic methods, analyzing assessment results, and formulating speech-language diagnostic conclusions for corrective and developmental intervention.	Diagnostic Protocols and Video Materials, Simulation of Speech-Language Assessment, Small Group Work (Practice of Diagnostic Procedures), Role-Playing and Simulation Activities (Conducting Speech-Language Assessment), Project-Based Learning (Development of Speech Assessment Protocols), Flipped Classroom, Brainstorming, Reflective Practice (Analysis of Diagnostic Practice).		
8	MPPF 304/3 03. Psychological and Pedagogical Assessment of Children with Hearing Impairment			The purpose of the discipline is to develop students' systematic knowledge and professional competencies in the field of comprehensive psychological and pedagogical assessment of children with hearing impairments within the system of special and inclusive education. The discipline examines the theoretical foundations of psychological and pedagogical	Case Study, Problem-Based Learning (PBL), Analysis of Psychological and Pedagogical	LO 4, 5, 6, 7, 8, 9	Project



				assessment, as well as the patterns of mental and speech development and the characteristics of cognitive, emotional-volitional, and communicative domains in children with hearing impairments. Special attention is given to contemporary approaches to identifying the structure of the impairment, determining the level of hearing and speech development, and assessing special educational needs. Students acquire skills in conducting comprehensive assessments, applying diagnostic methods, analyzing and interpreting results, formulating conclusions, and determining individualized educational pathways and psychological and pedagogical support for children with hearing impairments.	Diagnostic Cases of Children with Hearing Impairments, Work with Audio and Video Materials of Hearing and Speech Assessment, Simulation of Diagnostic Procedures and Support Pathways, Small Group Work (Comparative Case Analysis), Project-Based Learning (Development of Diagnostic Charts and Recommendations), Flipped Classroom, Brainstorming, Reflective Practice (Analysis of Diagnostic Practice)		
9	MPPF 305/1 01. Applied Behavior Analysis in Comprehensive Support for	CC/UC	5	The purpose of the discipline is to develop students' evidence-based knowledge and practical competencies in behavioral analysis and its application within the comprehensive support system for children with Autism Spectrum Disorder (ASD) in	Case Study, Problem-Based Learning (PBL), Applied Behavior Analysis (ABA-	LO 4, 5, 6, 7, 8, 9, 10	Written



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	Children with Autism Spectrum Disorder			special and inclusive education. The discipline examines the theoretical and methodological foundations of Applied Behavior Analysis (ABA), as well as the principles of behavior acquisition, maintenance, and modification, and behavioral mechanisms of learning and development in children with ASD. Special attention is given to the analysis of functional determinants of behavior, identification of behavioral patterns, and the use of behavioral strategies in educational and corrective processes. Students acquire skills in behavioral observation, functional behavior analysis, development and implementation of individualized intervention programs aimed at fostering socially significant skills, communication, and adaptive behavior, as well as collaboration with families and interdisciplinary teams of specialists.	Based Learning), Analysis of Behavioral Cases of Children with Autism Spectrum Disorder (ASD), Simulation of Behavioral Interventions, Simulation-Based Learning, Small Group Work, Analysis of Video Recordings of Behavioral Therapy, Behavioral Skills Training, Flipped Classroom, Inquiry-Based Learning, Project-Based Learning (Development of Behavioral Programs), Reflective Practice, Presentations and Case Defense.		
10	MPPF 305/2 02. Neuropsychological Foundations of Speech Therapy			The purpose of the discipline is to develop students' systematic understanding of the cerebral organization of mental processes and their role in the structure of speech activity. The course examines the neuropsychological mechanisms underlying the formation and development of higher mental	Case Study, Problem-Based Learning (PBL), Neuropsychological Analysis of Clinical Cases, Analysis of	LO 4, 5, 6, 7	Written Examination



				functions, the hierarchical organization of the psyche, and their relationship with functional brain systems, as well as the main syndromes of speech disorders. Within the discipline, the neuropsychological foundations of the occurrence and structure of speech impairments in children are studied, including the localization and systemic organization of higher mental function deficits and the impact of cerebral dysfunctions on speech, cognitive activity, and behavior. Students acquire skills in neuropsychological assessment, analysis and interpretation of impairments, as well as the basic principles of corrective and developmental work with learners with special educational needs.	Diagnostic Protocols, Simulation-Based Learning, Simulation of Neuropsychological Assessments, Work with Neuropsychological Charts and Schemes, Analysis of Video Materials in Speech-Language Therapy Practice, Small Group Work, Seminars, Flipped Classroom, Inquiry-Based Learning, Reflective Practice, Project-Based Learning, Presentations and Case Defense.		
11	MPPF 305/3 03. Audiology and Hearing Aid Fitting			The purpose of the discipline is to develop in students a systematic body of knowledge on the structure and functioning of the auditory analyzer, the principles of auditory perception, and modern methods of diagnosis, correction, and compensation of hearing impairments. The discipline examines the anatomical and physiological foundations of the auditory organ, psychoacoustic characteristics of auditory perception, as well as the causes, mechanisms, and classification of hearing impairments. Students study modern methods of hearing assessment, including audiometry,	Case Study, Problem-Based Learning (PBL), Analysis of Pedagogical Situations of Children with Hearing Impairments, Simulation-Based Learning, Analysis	LO 4, 5, 7	Written Examination



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				impedance audiometry, auditory evoked potentials, and otoacoustic emissions. Particular attention is given to hearing prosthetics technologies, including hearing aid fitting, binaural correction, cochlear implantation, and sound amplification systems. The discipline develops competencies in interpreting audiological data and participating in the comprehensive rehabilitation of children with hearing impairments under conditions of special and inclusive education..	of Video Materials in Deaf Education Practice, Small Group Work, Flipped Classroom, Project-Based Learning (Development of Individual Correctional and Developmental Programs), Reflective Practice.		
<p>The TMSE–7 “Module of Technologies and Methods of Special Education” is aimed at developing students’ professional competencies in the application of modern educational technologies and methods for teaching, upbringing, and corrective-developmental support of children with special educational needs (SEN).The module ensures the acquisition of a systematic approach to the selection and implementation of pedagogical technologies, taking into account the structure of the impairment and the individual characteristics of the child’s development. Within the module, students study technologies and methods for teaching children with SEN in subject areas such as “Counting,” “Mathematics,” “Language and Speech,” “The World Around Us,” and “Labor,” as well as methods for developing basic academic, speech, and communicative skills.</p> <p>The module also covers technologies of speech-language therapy for various speech disorders, methods for developing speech prosody and rhythm, articulation skills, and written language (dysgraphia, dyslexia), as well as auditory perception. It includes methods for teaching children with intellectual, sensory, systemic, and severe developmental disorders, including children with cochlear implants. The module is focused on mastering technologies and methods of special education as the main tools of professional activity. Particular attention is given to designing and implementing corrective-educational processes, life skills training, hands-on learning activities, interdisciplinary collaboration among specialists, and the development of individualized educational pathways within special and inclusive education systems.</p>							
1	TMSE 301/1 1) Teaching Technologies for Children with SEN in "Counting", "Mathematics" and "Kazakh/Russian Language"	CC/ OC	5	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. It also covers the curriculum content in special schools,	Case Study, Problem-Based Learning (PBL), Jigsaw Method, Flipped Classroom, Brainstorming, Practical Application of Alternative and Specialized	LO 4, 6, 7, 8, 9	Oral Examination



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				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.	Teaching Methods (including Numicon, Whole Word Reading, etc.).		
2	TMSE 301/2 2) Methods of Teaching Correctional Component Disciplines			The purpose of the discipline is to develop students' professional readiness for organizing and delivering instruction in corrective component disciplines within special and inclusive education settings. 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.	Case study, modeling of corrective-educational lessons, project-based assignment, portfolio, presentation, analysis of pedagogical situations, development and defense of a lesson fragment, SWOT analysis.	LO 4, 5, 6, 7, 8, 9	Written Examination



3	TMSE 302/1 01. Speech Therapy for Children with Intellectual Disabilities	CM /UC	5	The purpose of the discipline is to develop students' professional competencies in organizing and implementing speech therapy support for children with intellectual disabilities within the system of special and inclusive education. Within the discipline, the characteristics of speech development in children with intellectual disabilities are studied, including the structure and specific nature of speech impairments and their relationship with cognitive and psychological development. The course examines contemporary approaches to assessment, planning, and implementation of speech therapy intervention, as well as the principles of structuring corrective and developmental processes and methods for developing all components of speech. Special attention is given to speech therapy techniques aimed at developing vocabulary, grammatical structures, coherent speech, and communicative skills. Students acquire skills in organizing and conducting speech therapy sessions, selecting corrective methods based on individual characteristics of learners with intellectual disabilities, and analyzing the effectiveness of speech therapy support.	Case Study, Problem-Based Learning (PBL), Jigsaw Method, Flipped Classroom, Simulation of Speech Therapy Sessions with Children with Intellectual Disabilities, Analysis of Pedagogical Situations, Small Group Work, Project-Based Learning (Development of Speech-Language Intervention Programs), Reflective Practice, Presentations.	LO 4, 5, 6, 7, 8, 9	Written Examination
4	TMSE 302/2 02. Methods and Techniques for the Formation of Speech Tempo and Rhythm			The purpose of the discipline is to develop students' professional competencies in the theoretical and practical foundations of speech-language therapy for speech tempo and rhythm disorders, including stuttering, tachylalia, bradylalia, and other disorders of speech tempo and rhythm. Within the discipline, contemporary scientific perspectives on the structure, causes, and mechanisms of these disorders are examined, along with their clinical manifestations and impact on verbal communication. The course also explores the principles underlying the development of	Case Study, Problem-Based Learning (PBL), Analysis of Speech Disorders of the Tempo-Rhythmic Aspect of Speech (Stuttering, Tachylalia, Bradylalia), Simulation of	LO 4, 5, 6, 7, 8, 9	Written Examination



				<p>fluent, rhythmically organized, and communicatively appropriate speech. Special attention is given to methods for correcting speech tempo, rhythm, respiratory patterns, and prosodic (intonational) expressiveness, as well as to psycho-pedagogical support technologies. Students acquire skills in analyzing speech disorders, selecting appropriate corrective methods, and designing speech therapy sessions within the context of special and inclusive education.</p>	<p>Speech Therapy Sessions for Tempo and Rhythm Correction, Small Group Work (Practice of Corrective Exercises), Role-Playing and Simulation Activities (Modeling Speech Therapy Sessions), Flipped Classroom, Brainstorming, Practical Application of Speech-Language Therapy Techniques for Tempo-Rhythmic Speech Development.</p>		
5	<p>TMSE 302/3 Methods for Developing Auditory Perception</p>			<p>The purpose of the discipline is to develop students' professional competencies in the theoretical and practical foundations of methodologies for developing auditory perception in children with hearing impairments within the system of special and inclusive education. Within the discipline, the patterns of auditory perception and its significance for speech development, communication, and cognitive activity are examined. The course studies the stages of auditory perception development, the specific features of its formation under different</p>	<p>Case Study, Problem-Based Learning (PBL), Analysis of Video Materials in Deaf Education Practice, Simulation of Auditory Perception Development Sessions, Work with Assistive Hearing Technologies</p>	<p>LO 4, 5, 6, 7, 8</p>	<p>Written Examination</p>



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				degrees of hearing loss, and contemporary scientific approaches to corrective and developmental intervention. Special attention is given to methods for developing non-speech and speech auditory perception, auditory attention, sound discrimination, and speech perception. Students acquire skills in planning and conducting lessons aimed at the development of auditory perception in children with hearing impairments.	(screen systems, microphones, FM systems), Small Group Work, Role-Playing and Simulation Activities (Modeling Auditory-Verbal Sessions), Flipped Classroom, Brainstorming, Practical Application of Methods for Developing Auditory Perception and Speech.		
6	TMSE 303/1 01. Teaching Technologies for Children with Developmental Delays and Learning Difficulties	CC/OC	5	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,	Case Study, Problem-Based Learning (PBL), Analysis of Pedagogical Situations of Children with Developmental Delays (DD) and Learning Difficulties, Simulation of Correctional and Developmental Sessions, Small Group Work,	LO 4, 5, 6, 9	Oral Examination



				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.	Flipped Classroom, Brainstorming, Project-Based Learning (Development of Individual Educational Pathways and Support Programs).		
7	TMSE 303/2 02. Speech Therapy in Systemic Speech Disorders			The purpose of the discipline is 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. 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.	Case Study, Problem-Based Learning (PBL), Analysis of Speech Therapy Records and Assessment Protocols, Simulation of Speech Therapy Sessions, Small Group Work, Role-Playing and Simulation Activities (Conducting Speech-Language Assessment and Intervention), Flipped Classroom, Brainstorming, Project-Based Learning (Development of Individual Speech-	LO 4, 5, 6, 9	Oral Examination



					Language Intervention Programs).		
	TMSE 303/3 03. Methods for the Formation of Pronunciation			The purpose of the discipline is 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. 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.	Case Study, Problem-Based Learning (PBL), Analysis of Speech Therapy Records and Articulation Disorders, Simulation of Exercises for Sound Production, Automation and Differentiation, Small Group Work, Role-Playing and Simulation Activities (Implementation of Speech Exercises for Sound Production, Differentiation and Correction), Flipped Classroom, Brainstorming, Practical Training of Articulatory Exercises and Techniques for Speech Sound Correction.	LO 4, 5, 6, 7, 9	Oral Examination



8	TMSE304/1 01. Social and Household Orientation	CC/UC	5	The purpose of the discipline is to develop students' professional competencies in the theory and methodology of teaching social and daily living skills to learners with intellectual disabilities within special and inclusive education systems. Within the discipline, students study the theoretical and methodological foundations of social and daily living skills training, the content of this area of corrective and pedagogical work, as well as the specifics of developing essential life skills in children with intellectual disabilities. The principles of organizing instruction in social and daily living skills, as well as the selection of content and methods based on learners' individual capabilities, are also examined. Particular attention is given to assessment, planning, and implementation of the corrective process, the development of independence, and social adaptation. Students acquire skills in designing instructional materials, selecting teaching resources, and providing pedagogical support for individualized educational pathways.	Case Study, Problem-Based Learning (PBL), Jigsaw Method, Flipped Classroom, Brainstorming.	LO 4, 6, 7, 10	Written Examination
9	TMSE 304/2 02. Speech Therapy for Written Language Disorders (Dysgraphia, Dyslexia)			The purpose of the discipline is to develop students' professional competencies in the assessment, prevention, and correction of written language disorders in children with special educational needs within special and inclusive education systems. Within the discipline, students study the mechanisms of written language development, the patterns of reading and writing acquisition in ontogenesis, as well as the causes, structure, and manifestations of dysgraphia and dyslexia as specific learning disorders. The characteristics of their diagnosis, differential assessment, and their relationship with the child's	Case Study, Problem-Based Learning (PBL), Active Learning Methods, Jigsaw Method, Flipped Classroom, Simulation of Speech Therapy Sessions for Dysgraphia and Dyslexia, Analysis of Written Work	LO 4, 5, 6	Written Examination



				overall speech and cognitive development are also examined. Particular attention is given to methods of corrective intervention, the step-by-step formation of reading and writing skills, and the development of linguistic analysis and synthesis. Students acquire skills in assessment, program design, and the organization of corrective and developmental instruction.	and Typical Errors, Small Group Work, Visual-Illustrative Method, Analysis of Pedagogical Situations, Project-Based Learning (Development of Correctional Programs), Observation and Analysis of Video Materials in Speech Therapy Practice, Presentations.		
10	TMSE 304/3 03. Methods for Teaching Literacy to Children with Hearing Impairment			The purpose of the discipline is to develop students' professional competencies in the theory and methodology of teaching literacy to learners with hearing impairments. Within the discipline, students study the patterns of literacy acquisition in children with hearing impairments, the development of prerequisites for reading and writing, as well as the specific features of speech development under conditions of auditory deprivation. The principles of organizing literacy instruction, the content of the preparatory (propedeutic) period, and contemporary approaches to developing reading, writing, and reading comprehension skills in accordance with the child's level of auditory and speech development are also examined. Particular attention is given to methods for developing phonemic and syllabic analysis and synthesis, forming syllabic word structure, building a visual-auditory basis for speech perception, and using specialized didactic and technical tools. Students	case study, problem-based learning (PBL), analysis of written and oral speech of children with hearing impairments, lesson modeling for literacy instruction, small group work, Jigsaw method, flipped classroom, brainstorming, practical training in methods for developing reading and writing skills in children with	LO 4, 6, 7, 9	Written Examination



				acquire skills in lesson planning and delivery, as well as in the development of teaching and instructional materials.	hearing impairments		
11	TMSE 305/1 01. Teaching Technologies for Children with SEN in the Subject Areas “The World Around Us” and “Labor Education”	CC/UC	5	The aim of the discipline is to develop students’ professional competencies in the field of teaching technologies for children with special educational needs (SEN) in the subject areas “The World Around Us” and “Labor”. In the subject area “The World Around Us,” the focus is on developing students’ understanding of the environment, nature, society, and basic social phenomena. In the subject area “Labor,” the focus is on developing practical, work-related, and socio-domestic skills. Special attention is given to the principles of selecting and adapting educational content, organizing the educational process in accordance with the individual abilities of students with intellectual disabilities, as well as the application of modern educational technologies, visual and practical teaching tools. The discipline also addresses approaches to organizing hands-on activities, developing life competencies, social adaptation, and fostering independence in learners.	case study, problem-based learning (PBL), analysis of pedagogical situations in the subjects “The World Around Us” and “Labor”, modeling of hands-on instructional lessons, small group work, Jigsaw method, flipped classroom, brainstorming	LO 4, 6, 7	written examination
12	TMSE 305/2 02. Speech Therapy for Children with General Speech Underdevelopment			The purpose of the discipline is to develop students’ professional competencies in the diagnosis and speech-language therapy intervention for children with General Speech Underdevelopment (GSU). Within the discipline, students study contemporary scientific perspectives on the structure and mechanisms of GSU, the patterns of speech development in this disorder, and the characteristics of the formation of all components of the speech system, including articulation, phonemic processes, lexical-grammatical structure, and coherent speech. The levels of speech development in GSU, their clinical	case study, problem-based learning (PBL), analysis of clinical speech cases in developmental language disorder (DLD/ONR), simulation-based learning (modeling of speech therapy situations),	LO 4, 5, 6	oral examination



				and pedagogical characteristics, and their impact on cognitive activity and learning are also examined. Particular attention is given to assessment, differential diagnosis, and methods of corrective intervention in GSU, as well as the step-by-step development of speech skills and coherent speech production. Students acquire skills in assessment, development of individualized intervention programs, and organization of speech-language therapy support for children in accordance with their educational needs.	interprofessional learning, flipped classroom, project-based learning (development of individualized intervention programs)		
13	TMSE 305/3 03. Dactylology and Sign Language			The purpose of the discipline is to develop students' professional competencies in the theory and practice of teaching dactylology and sign language to children with hearing impairments. Within the discipline, students study the theoretical foundations of sign language, its structural and functional characteristics, as well as the role of dactylology as an auxiliary means for the formation and development of verbal speech in children with hearing impairments. The discipline also examines the principles of interaction between sign and oral speech, the foundations of the bilingual approach in education, and the significance of sign communication in the development of learners' cognitive, speech, and social-communicative domains. Particular attention is given to the development of practical skills in the use of sign language and dactylology within the educational process, including their application as supportive tools for the development of oral speech, comprehension, and acquisition of educational material. Students acquire skills in organizing a communicative environment for children with hearing impairments, using sign and dactyl speech in educational and corrective practice,	case study, problem-based learning (PBL), analysis of video materials on dactylology and sign language, modeling of communicative situations, small group work, Jigsaw method, flipped classroom, brainstorming, practical training in dactylology and sign language through video-based learning and communication simulation	LO 3, 4, 7	oral examination



				and ensuring the accessibility of the educational process and the social adaptation of learners.			
14	TMSE 406/1 01. Development of the Emotional and Volitional Sphere of Children with SEN	CM/UC	6	The purpose of the discipline is to develop students' professional competencies in understanding the patterns of emotional and volitional development in children with SEN, including children with autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), and other developmental disorders, as well as in organizing psychological and pedagogical support aimed at their development. Within the discipline, students study the characteristics of the emotional-volitional sphere in various types of developmental dysontogenesis, the factors influencing the formation of emotional regulation, self-directed behavior, motivation, and self-control, as well as the manifestations of emotional and behavioral difficulties and their impact on the child's learning, communication, and social interaction. Particular attention is given to contemporary methods for developing emotional resilience, self-regulation skills, and social interaction abilities. Students acquire skills in observation, analysis, assessment, and the design of corrective and developmental programs in accordance with learners' individual educational needs.	case study, problem-based learning (PBL), analysis of behavioral cases of children with special educational needs (SEN), modeling of emotional regulation and behavioral situations, role-playing and situational games (training self-control and social interaction skills), small group work, flipped classroom, brainstorming, training exercises for developing emotional-volitional regulation and social behavior	LO 4, 5, 6, 7, 8, 9	written examination
15	TMSE 406/2 02. Interdisciplinary work of a speech therapist			The purpose of the discipline is to develop students' professional competencies in organizing interdisciplinary collaboration involving the speech-language therapist within the system of comprehensive support for children with speech disorders and other special educational needs. Within	case study, problem-based learning (PBL), analysis of interdisciplinary clinical and psycho-	LO 4, 5, 6, 7, 8, 9, 10	written examination



				the discipline, students study the theoretical foundations of the interdisciplinary approach, the role of the speech-language therapist within the structure of psychological, medical, and pedagogical support, as well as the principles of collaboration with teachers, psychologists, special educators, medical specialists, and the child's family. The discipline also examines models of teamwork, the distribution of professional responsibilities, and mechanisms for coordinating the actions of specialists in the development and implementation of individualized educational pathways. Particular attention is given to technologies of collaborative planning, implementation, and analysis of corrective and developmental intervention, maintenance of professional documentation, and exchange of diagnostic information. Students acquire skills in teamwork, participation in interdisciplinary case conferences, and the application of a comprehensive approach to supporting children with special educational needs.	pedagogical cases, modeling of interdisciplinary team practice, small group work (solving professional collaboration tasks), flipped classroom, brainstorming, project-based learning (development of an interdisciplinary child support plan)		
16	TMSE 406/3 03. Educational Technologies for Children with Cochlear Implants			The purpose of the discipline is to develop students' professional competencies in the methodology of teaching children with cochlear implants. Within the discipline, students study the characteristics of auditory-speech development in children after cochlear implantation, the patterns of auditory perception, speech, and communication development during the post-implantation period, as well as the factors influencing the effectiveness of the educational process. Contemporary pedagogical technologies aimed at the development of auditory perception, speech comprehension, and oral speech in children with cochlear implants are also examined. Particular attention is given to methods and techniques for	case study, problem-based learning (PBL), analysis of pedagogical situations involving children with cochlear implants, modeling of lessons and remedial classes, work with audio materials and surdopedagogical cases, small group	LO 4, 5, 6, 7, 8, 9, 10	written examination



				individualized instruction, the development of auditory-verbal functioning, the formation of communicative skills, and the organization of a corrective and developmental educational environment. Students acquire skills in planning and implementing the educational process, selecting methodological and instructional resources, and establishing effective collaboration with families and interdisciplinary teams of specialists.	work, flipped classroom, brainstorming, project-based learning (development of individualized support programs for children with cochlear implants)		
16	TMSE 407/1 01. Technology of Teaching Children with Multiple Disabilities	CM/UC	6	The purpose of the discipline is to develop students' professional competencies in the methodology of teaching children with multiple disabilities. Within the discipline, students study the theoretical foundations of educating children with multiple disabilities, the structure and specific features of their psychophysical development, as well as the patterns of cognitive, speech, sensory, and motor development in cases of combined impairments. Contemporary approaches to teaching this category of learners, principles of comprehensive support, and the individualization of the educational process are also examined. Particular attention is given to the design and implementation of individualized educational pathways, adaptation of instructional content, the use of specialized teaching methods, techniques, and tools, as well as the organization of a corrective and developmental learning environment. Students acquire skills in planning and delivering lessons for children with multiple disabilities, engaging in interdisciplinary collaboration, and developing effective pedagogical strategies that take into account pronounced individual educational needs.	case study, problem-based learning (PBL), analysis of complex psycho-pedagogical cases of children with multiple disabilities, modeling of remedial and developmental sessions in conditions of multiple impairments, small group work (solving professional support cases), flipped classroom, brainstorming, project-based learning (development of individualized	LO 4, 5, 6, 7, 8, 9, 10	test



					educational pathways and support programs)		
17	TMSE 407/2 02. Speech Therapy for Children with Severe Speech Disorders			The purpose of the discipline is to develop students' professional competencies in speech-language therapy for children with severe speech disorders. Within the discipline, students study contemporary scientific perspectives on the structure and mechanisms of severe speech disorders, their clinical and pedagogical characteristics, as well as the development of all components of the speech system in cases of pronounced speech impairments. The patterns of speech development in conditions of developmental dysontogenesis and the impact of severe speech disorders on cognitive activity, communication, and social adaptation are also examined. Particular attention is given to assessment, differential diagnosis, and step-by-step corrective and developmental intervention. Students acquire skills in assessment, the design of individualized intervention programs, and the organization of systematic speech-language therapy support, taking into account the structure of the disorder and learners' educational needs.	case study, problem-based learning (PBL), analysis of speech therapy records of children with severe speech disorders, modeling of speech therapy sessions by stages of intervention, small group work (solving professional tasks), flipped classroom, brainstorming, project-based learning (development of individualized speech therapy intervention programs)	LO 4, 5, 6, 7, 8, 9	test
18	TMSE407/3 03. Methods of Subject and Practical Teaching			The purpose of the discipline is to develop students' professional competencies in organizing object-based and hands-on instruction for children with hearing impairments. Within the discipline, students study the theoretical and methodological foundations of object-based and practical instruction, its role in the development of cognitive activity, and the formation of speech, thinking, and communicative skills in	case study, problem-based learning (PBL), analysis of pedagogical situations in practice-based instruction,	LO 4, 6, 7, 9	test



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				children with hearing impairments. The discipline also examines the organization of the learning process based on practical activity, visual-action and visual-figurative thinking, as well as the patterns of transition from object manipulation to verbal mediation of activity. Particular attention is given to the methodology of organizing hands-on instructional activities, the use of didactic materials and specialized teaching aids, and the development of auditory perception and speech. Students acquire skills in lesson planning and delivery, as well as in organizing a corrective and developmental educational environment.	modeling of lessons with hands-on activities, small group work (organization of practical tasks and student activities), Jigsaw method, flipped classroom, brainstorming, project-based learning (development of practice-based tasks and instructional modules)		
19	TMSE 308 Criteria Assessment Technology	CC UC	5	The purpose of the discipline is to develop students' professional competencies in the field of criterion-referenced assessment of the academic achievements of learners with special educational needs in special and inclusive education settings. The course focuses on the theoretical and methodological foundations of criterion-referenced assessment, including its principles, functions, and assessment tools. It examines the development of assessment criteria, descriptors, and assessment tasks tailored to the special educational needs of learners. The course also addresses approaches to organizing assessment processes, monitoring individual learning progress, interpreting learning outcomes, and adapting assessment procedures. Particular emphasis is placed on the use of assessment data for educational planning, informed pedagogical decision-making, and	Case study, development of assessment criteria and rubrics, project-based assignment, portfolio, presentation, analysis of pedagogical situations, SWOT analysis.	LO 7, 8, 9	Test



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				enhancing the effectiveness of corrective and pedagogical support.			
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P – Practice							
№	Name of subject and code	Cycle/component	Credits	Subject description	Teaching methods	LO by EP	Assessment methods
1	PP 308 Pedagogical practice	CC/OC	5	The purpose of the practice is to develop students' pedagogical skills and competencies as an integral aspect of professional competence, including knowledge of the studied disciplines, mastery of psychological and pedagogical theory, a sufficient level of learning skills, as well as the development of professional pedagogical personal qualities. Depending on the student's chosen area of specialization, the practice involves planning and conducting lessons in subjects included in the curriculum within various types of special education institutions.	pedagogical observation, planning of instruction, analysis of learning activities, pedagogical interaction, reflection, self-analysis..	LO 2, 4, 5 6, 7, 8, 9	report
2	P(P)P 407 Production (pedagogical) practice	CM/UC	18	The purpose of the practice is to develop students' professional skills in organizing and conducting individual and group corrective work with learners with special educational needs, depending on the chosen specialization. During the practice, students carry out assessment activities, plan individualized corrective and group sessions, select appropriate methods and techniques, analyze the child's developmental progress, and consolidate skills of independent pedagogical practice.	observation, interview, pedagogical assessment, lesson/activity modeling, project method, case method, practical teaching methods, corrective and developmental	LO 2, 4, 5, 6, 7, 8, 9, 10	report



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					methods, reflection, self-analysis.		
3	P(P)P 408 Pre -diploma (pedagogical) practic	CM/UC	2	The purpose of the practice is to prepare students for thesis project work and to collect the necessary empirical material for the completion of the final qualification project (graduation thesis). During the practice, students deepen their theoretical knowledge, conduct pedagogical observation, assessment, and corrective-developmental work in accordance with the topic of their research. The practice contributes to the development of project-based, research, and analytical skills, the ability to generalize the results of work with learners with special educational needs, and forms readiness for independent professional activity.	Pedagogical observation, psychological and pedagogical assessment, analysis and synthesis of pedagogical experience, research methods, pedagogical experiment, design and modeling of the educational process, document analysis, reflection, self-analysis.	LO 2, 4, 5, 6, 7, 8, 9, 10	report



3. RESOURCE SUPPLY OF THE EDUCATIONAL PROGRAM

3.1. LIBRARY FUND

The Seraly Kaniev Academic Library is an important structural unit of the university, providing students and academic staff with essential educational, methodological, scientific, and informational resources. The library's activities are aimed at supporting the educational process, developing users' information literacy, and fostering skills in independent learning and research.

The library is located in a three-story building with a total area of 4,295 m². Its structure includes the Acquisitions Department, the Scientific Processing and Collection Management Department, and the Reference and Information Services Department. Modern facilities are available for users, including reading halls, an Academic Writing Center, a conference hall, a computer laboratory, rooms for individual and group work, and an assistive technology room for users with special educational needs. The total seating capacity is 516, and 31,885 books in open access are equipped with RFID tags.

As of January 1, 2026, the total library collection amounts to 1,044,800 printed items. Of these, 916,427 are in the state language, 113,568 in Russian, and 14,805 in foreign languages. The collection includes textbooks, teaching and methodological literature, scholarly publications, reference materials, fiction, and periodicals, ensuring comprehensive informational support for university academic programs.

The library also provides access to modern electronic resources and databases, including Wiley, EBSCOhost, ProQuest Dissertations & Theses Global, IG Publishing, Emerald, EPIgraf, and Alemlibrary. These electronic resources are available remotely, enabling users to access textbooks, e-books, and scientific articles at any time. Periodical subscriptions are formed in accordance with academic program needs and departmental requests; currently, the library subscribes to 36 periodical titles, including national newspapers, scientific and methodological journals, and international publications. To automate library processes, the integrated library information system "IRBIS-64+" has been implemented, linked with RFID equipment. The library website provides federated search via EBSCO Discovery Service, allowing users to find books, articles, and documents through a unified search platform. The MyLOFT platform ensures remote access to licensed and open-access scholarly resources, enabling searching, reading, downloading, saving materials, and using citation tools. This enhances the effective use of library resources and contributes to the quality organization of students' academic and research activities.

3.2. TEACHERS STAFFING

The educational program is implemented by the Department of "Special Pedagogy". Quantitative and qualitative indicators of teaching staff serving the educational program (disciplines of the basic and profile cycles):

The total number of teaching staff is 30 people, including:

Staff – 19

Ext.Joint. – 9

Inut.joint. - 5

Candidates of Sciences – 7

Doctors of the Ph.D. – 2

Masters – 17

Settling down of the OP is 47.9%.

The qualification characteristics of the teaching staff of the educational program are reflected in the Personnel Handbook.

3.3. MATERIAL AND TECHNICAL BASE

For the implementation of the educational program, the university has established a modern academic, social, and digital infrastructure. The educational process is carried out in interactive lecture halls, specialized multimedia classrooms, teaching laboratories, and specially equipped practice-oriented learning spaces. The university's material and technical base is designed to combine students' theoretical training with practical experience in the field of special and inclusive education.

Within the academic buildings, conditions are created for training in special pedagogy, inclusive education, psychological and pedagogical assessment, speech-language therapy, surdopedagogy, oligophrenopedagogy, early intervention, assessment within psychological-medical-pedagogical commissions (PMPK), evaluation of speech disorders, education of children with hearing impairments, support for children with ASD, ABA therapy, Montessori therapy, and the use of assistive technologies.



For ensuring professional training of students, resources of the Inclusive and Special Education Center, the psychological center “Zhan Shuağı,” the medical center, and the Almalinsky District Psychological and Pedagogical Correctional Office No. 2 are utilized. These structural units enable students to develop skills in identifying special educational needs, organizing psychological and pedagogical support, planning corrective and developmental work, and performing professional activities in an inclusive educational environment.

Practical training within the educational program is supported by specialized equipment and assistive technologies, including a video magnifier, induction loop systems, a monoblock computer with an enlarged keyboard and adapted round mouse, ADOS-2 diagnostic equipment, methodological and assessment materials for ABA therapy, Montessori classroom equipment, as well as tools for assessing speech, cognitive, and psychophysical development in children. This equipment enables students to develop professional competencies in working with children with visual, hearing, speech, intellectual, behavioral, and social-communication disorders, as well as other special educational needs.

The university ensures conditions for the implementation of inclusive education principles. For students with special educational needs, ramps, elevators, accessible mobility routes, and a safe and comfortable educational environment are provided. Learning spaces are designed to ensure equal access, participation, and successful social inclusion of all students. In addition, systematic work is carried out to develop an inclusive culture, provide psychological support, and offer student assistance services.

The university is connected to a broadband Internet network via a fiber-optic communication line. A wireless Wi-Fi network operates across academic buildings. The educational process makes use of digital educational resources, information and communication technologies, artificial intelligence tools, multimedia equipment, and online platforms. This supports the development of students’ skills in information search, analysis and processing, preparation of digital educational materials, and professional communication.

For organizing students’ research and practical activities, educational and methodological resources are used for pedagogical research, diagnostic data analysis, monitoring, and the development of individualized educational pathways and support programs (IEP/IUP). Specially equipped classrooms and centers allow students to gain experience in observing children’s developmental progress, designing corrective and developmental programs, adapting educational strategies, and evaluating their effectiveness.

Non-resident students are provided with accommodation in dormitories. The student residences offer necessary living conditions, internet access, as well as cultural, sports, and educational activities. The dormitories ensure appropriate living standards, safety, and social support for students.

The university maintains services responsible for public order, safety, protection of property, and compliance with civil protection requirements. Security of academic buildings and social facilities is ensured by the university security service. Thus, the university’s material and technical base fully meets the objectives of the educational program and the requirements for training specialists in the field of special and inclusive education.

Practice bases

№	Nme of the organization	contract number and date
1	Educational Center “Giraffe Art School”	№31, 20.12.2024 y.
2	LLP “Follow Your Dream”	№ 2024/39, 29.01.2025 y.
3	KSU “Special Boarding School No. 9” of the Department of Education of Almaty City	№ 2024/38, 28.01.2025 y.
4	Municipal State Institution “Talgar Center for Provision of Special Social Services ‘Ayala’” of the State Institution “Department for Coordination of Employment and Social Programs of Almaty Region”	№1917, 05.12.2024 y.
5	LLP “BEST ALEM”	№ 1, 27.01.2025 y
6	Republican Public Association “Union of Parents of Special Children”	№6, 04.05.2024 y.



7	Republican Public Association “Union of Parents of Special Children”	№7, 04.05.2024 y.
8	Public Association “Academy of the Teacher”	№338, 13.10.2023 y.
9	KSU “Psychological and Pedagogical Correctional Cabinet №. 2 of Almalinsky District” of the Department of Education of Almaty City	№340, 13.10.2023 y.
10	LLP “Bala Like”	№538, 11.12.2023 y.
11	KSU “Special Boarding School No. 6” of the Department of Education of Almaty City	№539, 11.12.2023 y.
12	KSU “Special Kindergarten No. 2” of the Department of Education of Almaty City	№97 05.10.2023 y.
13	LLP “INSIGHT SCHOOL”	№337 13.10.2023 y.
14	Center “ABA Rostok”	№553, 12.12.2023 y.
15	KSU “Regional Special Boarding School № 3” of the State Institution “Department of Education of Almaty Region”	№96 05.10.2023 y.
16	LLP “Amalia Habilitation Center”	№92 05.10.2023 y.
17	KSU “Special Boarding School №7” of the Department of Education of Almaty City	№552, 11.12.2023 y.
18	KSU “Special Boarding School № 2” of the Department of Education of Almaty City	№558, 12.12.2023 y.
19	KSU “Special Boarding School № 1” of the Department of Education of Almaty City	№2026 / 15 12.02.2026 y
20	KSU “Special Nursery-Kindergarten No. 66” of the Department of Education of Almaty City	№2026 / 26 19.02.2026 y
21	KKSE “Nursery-Kindergarten №72” of the Department of Education of Almaty City	№2026 / 14 11.02.2026 ж
22	KSU “Correctional Nursery-Kindergarten № 111 for Children with Severe Speech Disorders” of the Department of Education of Almaty City	№2026 / 11 11.02.2026 y
23	KSU “Special Nursery-Kindergarten № 137” of the Department of Education of Almaty City	№2026 / 19 13.02.2026 ж
24	KSU “Special Preschool Organization №. 143 for Children with Speech Disorders and Musculoskeletal System Impairments” of the Department of Education of Almaty City	№2026 / 21 17.02.2026 y