

6B01901 SPECIAL PEDAGOGY

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

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 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

THE RATIONALE BEHIND THE EDUCATION PROGRAM

Relevance of the educational program. In the domestic education system in modern conditions, children with special educational needs study in almost every educational institution at any age (hereinafter referred to as children with SEN). They need special support from the state, family, teachers, who will ensure their complete and full integration into society, will allow them not only to master general education programs in a special way, but also to acquire social adaptation skills, to realize their own life competence. In this context, the priority of pedagogical support is unconditional on the part of a competent specialist who is able to see a child with developmental problems, ready for their timely identification, organization of various forms and types of assistance, taking into account their individual and personal characteristics. This is the social order for the training of special teachers to work with children with SEN. The educational program 6B01901 - "Special Pedagogy" based on the request of society, is aimed at providing the system of education, healthcare, social protection with professionally mobile personnel capable of providing correctional and pedagogical assistance to persons with special educational needs in conditions of special and inclusive education, as well as broadcasting the ideas of humane attitudes towards persons with special educational needs.

Market demand. The statistical analysis was carried out on the basis of the official website of the National Academy of Education named after I. Altynsarin <https://nao.kz/blogs/view/2/700>, National Scientific and Practical Center of Correctional Pedagogy <http://special-edu.kz/>

Since 2000, in the Republic of Kazakhstan, new guidelines have been formed in the educational policy for children with special educational needs, an active search is being made for optimal ways of socialization, upbringing, education, social support and adaptation of such children. In the 2015-2016 academic year, Kazakhstan created conditions for inclusive education of children with SEN in more than 3210 schools.

At the beginning of 2022, 175082 children were identified and registered by regional and city PMPC in the Republic of Kazakhstan. To date, the country has created conditions for inclusive education of children in 3210 schools. According to the National Scientific and Practical Center for the Development of Special and Inclusive Education in the Republic of Kazakhstan, there are: 453 special educational organizations, including: 99 special schools, 43 special kindergartens, 17 rehabilitation centers (RC), 210 offices of psychological and pedagogical correction (OPPC), 880 speech therapy points. They employ 5811 special teachers. Special conditions have been created to meet the special educational needs of children in the Republic of Kazakhstan: 1229 special classes, more than 4426 general education schools and 200 kindergartens are inclusive education organizations.

Currently, more than 7,200 special teachers work in special and inclusive educational organizations, including, by shares: in special kindergartens – 7.4%; in general kindergartens (special groups) – 2.3%; in special schools – 69.8%; in special classes, classes with inclusive education – 2%; in PMPC -5.7%; in KPPC – 9.6%; in RC – 3.2%. Currently, more than 7,200 special teachers work in special and inclusive educational organizations, including, by shares: in special kindergartens – 7.4%; in general kindergartens (special groups) – 2.3%; in special schools – 69.8%; in special classes, classes with inclusive education – 2%; in PMPC -5.7%; in KPPC – 9.6%; in RC – 3.2%. Of the teachers working in special and general education organizations (more than 7,200), 32% of teachers have higher special education, 56% of teachers have higher pedagogical education, 10% of teachers have secondary pedagogical education. An analysis of the staffing of educational organizations in the country has shown that today there is a shortage of teaching staff and specialists to provide correctional and pedagogical support to children with special psycho-physical development of early age: the need for special teachers in this area is approximately 60%. The fastest growth in the number of children with by SEN of disorders is observed in the category "Children with autism spectrum disorders (ASD)" - over the past year, the growth dynamics indicator was: 29.9% (from 6771 to 8796)

DISTINCTIVE FEATURES OF THE EDUCATIONAL PROGRAM

Academic mobility	1. South Kazakhstan State Pedagogical University (Shumkent); 2. K.Zhubanov Aktobe regional University (Aktobe);
Trajectory	01. Oligophrenopedagogue, educator of an organization for children with intellectual disabilities. Speech therapist - teacher of organizations for children with intellectual disabilities; 02. Primary school teacher for children with severe speech disorders, speech therapist - teacher, speech therapist of preschool organizations; 03. Special psychologist, speech therapist –teacher, speech therapist of preschool organizations

GRADUATE CAREER OPPORTUNITIES

Graduates of the educational program 6B01901 - Special pedagogy will be able to find a job in state structures, private general education, special preschool and school educational organizations, rehabilitation centers, psychological and pedagogical correction offices, PMPC, early intervention offices, social institutions (social security agencies, support and assistance to the unemployed, low-income, disabled, disabled with disabilities), institutions related to the problems of education and the development of the younger generation in the public environment, healthcare institutions, research organizations, children's development centers as a speech therapist, speech therapist teacher, defectologist, teacher-defectologist, educator, special psychologist, teacher –assistant (tutor).

AREAS OF PROFESSIONAL COMPETENCE

Areas of professional competence 1

“Assessment of special educational needs and diagnostics of psychophysical development and organization of team assessment”. A special teacher must possess the skills and abilities: to collect medical and socio-psychological anamnesis to clarify the history of the child's development, to determine the level and features of sensory, motor, mental and speech development, as well as activities typical of childhood (subject, game, school), to assess the features and capabilities the choice of an adequate strategy, various tactics, methods of working with them, interacting with parents in order to determine the strengths and problems of the child's development, to organize an interdisciplinary team approach in the diagnosis and assessment of special educational needs of the child, to use the International Classification of Functioning, disability and health to assess the problems of psychosocial development of children, to summarize the results of the survey, to draw up a psychological and pedagogical conclusion, to plan and make an individual development program based on an interdisciplinary team assessment and family assistance program, as well as to create a safe special subject-developing environment; conduct introductory diagnostic classes with the child with the participation of parents or other family members; create conditions for conducting classes and examining the child; select diagnostic tools, correctional and educational toys and didactic materials and use them; cooperate with parents; interact with specialists of the organization involved in the educational and correctional and developmental process (teacher, educator, physical education instructor, music director, psychologist, special teacher, medical worker

Areas of professional competence 2

“Development and implementation of individual educational, individual-developing, correctional-developing programs and conducting individual, subgroup/group classes/ lesson”. A special teacher must possess the skills and abilities: to develop work programs with children with disabilities based on the results and recommendations of interdisciplinary team assessment specialists, to develop family assistance programs with the participation of specialists on an interdisciplinary basis, to interact with the legal representatives of the child (parents, guardians, trustees), to implement an individual approach in teaching, to develop and apply modern psychological and pedagogical technologies, scientifically based assistance programs; rely on the recommendations of specialists (psychologist, speech therapist, speech pathologist and other colleagues) in working with children with disabilities, conduct individual and group counseling on the problems of upbringing and development of a child based on the results of a survey and assessment of special educational needs; possess computer literacy; take into account the individual characteristics and needs of the child; select technologies, training programs/education and assessment strategies in accordance with the goals of education and upbringing; make lesson/lesson planning; to create a safe special subject-developing environment and use it effectively; to promote the child's desire for high learning and upbringing results and supports them in this; to take into account the feedback of colleagues, children and parents / legal representatives; to demonstrate the skills of using information technology in the educational,

correctional and developmental process for the involvement of the child; to achieve the purpose of the lesson / lesson, despite the objective changes.

Areas of professional competence 3

"Consultation of specialists and parents of children with disabilities". A special teacher should possess the skills and abilities: to possess modern technologies for working with information, network resources, information systems and programs; to form a stable need among colleagues and parents in the application and use of psychological and pedagogical knowledge for the development of a child; to independently determine the goals of professional activity; to build friendly relationships in a team, with parents; to study, analyze, systematize technologies, programs of correctional and developmental work with children with disabilities; to research, generalize and review modern technologies of psychological and pedagogical work with children with special educational needs; to develop correctional and developmental programs, methods of teaching and upbringing of children with disabilities; to carry out a creative search for the application of modern methods of education and training children with disabilities; possess computer literacy, information and communication competence; develop public speaking and audience interaction skills.

Areas of professional competence 4

"Advanced training and/or retraining" presupposes the solution of the following professional tasks: assumes knowledge of: in the field of normative legal acts in the field of education; requirements for mentors; fundamentals of pedagogy of cooperation. A special teacher for the effective solution of these tasks must possess the skills and abilities: to study, analyze, systematize technologies, programs of correctional and developmental work with children with disabilities; to generalize his own experience and the experience of colleagues; possess computer literacy, information and communication competence; use the skills of studying a lesson/lesson and developing assessment tools; use the skills of studying a lesson/lesson and developing assessment tools; practice and carry out mentoring; plan the development of a professional community network; determine development strategies in the pedagogical community; possess computer literacy.

EDUCATIONAL PROGRAM LEARNING OUTCOMES

LO 1:- recognize themselves as citizens of the world and responsible members of the digital society, promote the safe use of digital information and technologies, compliance with ethical and legal standards.

LO 2: – use the principles of self-regulation, are reflective in all aspects of life, adhere to an active lifestyle, demonstrate openness to new knowledge, and have an exploratory inquisitiveness to receive and analyze information.

LO 3: – able to easily communicate in different communities, in 3 languages, have the skills to effectively convey ideas, know how to manage a team and be part of it, create an inclusive environment, are adaptive and open to new knowledge.

LO 4: – Has basic knowledge contributing to the formation of a highly educated personality with a broad outlook and a culture of thinking.

LO 5: – able to develop a sequence of educational tasks aimed at preserving and strengthening health, mental development and personality formation of a student with special educational needs.

LO 6: – able to plan work taking into account the structure of the disorder, the current state and potential of children with special educational needs.

LO 7: – has the theoretical foundations and technologies of modeling, forecasting, diagnostics of medical, psychological, social and pedagogical work with children with special educational needs

LO 8: – carries out professional activities in accordance with the regulatory legal documents of the Republic of Kazakhstan in the field of special and inclusive education.

LO 9: – designs the educational-correctional, psychological-pedagogical, educational process taking into account the psychophysical, age characteristics and individual educational needs of students with SEN.

LO 10: – carries out pedagogical and educational work in the field of special and inclusive education, taking into account the principles of integration and continuity of education at all levels of education

LO 11: – organizes educational and correctional, speech therapy activities based on innovative technologies, ICT, corresponding to general and specific patterns and features of the development of a child with special educational needs.

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	LO 11
GA1	+	+	+				+	+	+	+	+
GA 2	+	+	+	+			+	+			+
GA 3	+		+		+	+	+	+	+	+	+
GA 4	+		+		+	+		+	+		+
GA 5		+	+	+		+	+	+		+	+
GA 6		+	+	+	+	+	+	+	+	+	+

REFERENCES

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

1) The Law of the Republic of Kazakhstan dated July 27, 2007 №. 319-III "On Education" (with amendments and additions as of 01.05.2023) - https://online.zakon.kz/Document/?doc_id=30118747;

2) The Law of the Republic of Kazakhstan dated July 11, 2002 №. 343-II "On social and medical-pedagogical correctional support for children with disabilities" (with amendments and additions as of 01.05.2023)- https://online.zakon.kz/Document/?doc_id=1032168;

3) State mandatory standard of higher and Postgraduate education, approved by Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 № 2. Registered with the Ministry of Justice of the Republic of Kazakhstan on July 27, 2022 №28916.

4) Professional standard «Teacher», approved by order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 year №500. Registered with the Ministry of Justice of the Republic of Kazakhstan on December 19, 2022 № 31149.