

**CATALOGUE OF ELECTIVE DISCIPLINES**  
**«6B01902-Training of specialists for children with a speech disorders»**

<b>Cycle of disciplines</b>	<b>Name of disciplines and their main sections labor</b>	<b>Intensity (ECTS)</b>
<b>DB 1</b>	<b>CYCLE OF BASIC DISCIPLINES (DB)</b>	
1.	<b>Fundamentals of Economics and business</b> Social production. The essence, forms, structure of capital. Production cost. Income production in a market economy. The concept of business. Types of business activity. Theory of property, social forms of management. Goods, money. Socio-economic system. The emergence of the market. Financial system. The role of the state in business development. Macroeconomics. Resource saving. Cyclical economic development. Inflation and unemployment. Kazakhstan in the system of world economic relations.	<b>5</b>
2.	<b>Inclusive education</b> The role of inclusive education in social and educational policy. Legal support, models, forms, types of inclusive education. pedagogy and psychology of inclusive education. Psychological and pedagogical support of subjects of inclusive education. Design of individual educational programs and routes for people with PLO in inclusive education. Creation of adaptive educational environment in conditions of inclusive education. Psychological and pedagogical technologies of work with children with disabilities and their families. Interaction with teachers and psychologists in the organization of inclusive education	<b>5</b>
3.	<b>Management in special education and electronic documentation</b> Improvement and development of professional skills of the administrative apparatus (Directors and head teachers) of special educational organizations, contributing to the improvement of the level of management to improve the quality of education. Familiarity with electronic documentation, automation of office work, documentation; storage of information about the data, the amount of hours allocated to the program; introduction of an electronic journal	<b>5</b>
4.	<b>Preschool speech therapy</b> Planning of correctional and speech therapy work with children with various speech disorders; maintenance of analytical and reporting documentation taking into account modern requirements; Content and methodology of speech therapy classes; Diagnosis of various speech disorders; organization of methodological and developmental environment in speech therapy groups of kindergarten. Methodical and didactic materials (texts of consultations for parental corners, various questionnaires for parents and Tutors, tables, schemes, illustrations).	<b>5</b>
5.	<b>Bio-clinical foundations of special education I (Anatomy, physiology and pathology of hearing, speech and vision)</b> The structure and functioning of pathological abnormalities of hearing, speech and vision, the study of research methods, correction and rehabilitation in the pathology of hearing, speech and vision. Familiarity with various disorders, anatomical and physiological structure of hearing, vision, speech.	<b>3</b>
6.	<b>Bio-clinical bases of special education III (bases of genetics. Mental disorder in children)</b> Study of the molecular and cellular level of heredity to determine the patterns of transmission of hereditary information. To identify the causes of hereditary	<b>5</b>

	diseases, study mutational processes and pathogenesis of hereditary diseases. Chromosomes. Karyotype. Mitosis. Meiosis. Chromosomal theory of heredity. Genetic code	
	<b>Bio-clinical bases of special education II (Neuropathology)</b>	<b>5</b>
7.	Study of features in the development of children with disabilities as a result of various diseases: mental retardation, hereditary pathology, disorders of the musculoskeletal system, hearing, vision, speech, etc. Neurosurgery and Psychiatry. Encephalitis. Osteochondrosis. Radiculitis. Polio's	
	<b>Clinical features of development of children with SEN</b>	<b>4</b>
8.	Familiarization with the ontogenesis of children in the norm and children with SEN ; training in methods of examination of children with SEN ; familiarization theoretically and in practice with the clinical symptoms of various diseases; to form the theoretical basis for further perception of the necessary biomedical and clinical knowledge.	
	<b>Early childhood development and special preschool pedagogy</b>	<b>3</b>
9.	Familiarization with the content aspects of providing early correctional and developmental assistance to children with SEN ; study of the characteristics of young children with various disorders of psychophysical, legal acts regulating the activities of special educational organizations providing educational services to young children with SEN	
	<b>Theory and methods of education of children with speech disorders</b>	<b>5</b>
10.	Arming with knowledge of theoretical bases of modern pedagogical science, knowledge about the sphere of education, essence, regularities, content, structure of the process of education in a special school, about modern pedagogical technologies; to acquaint with the key competencies in the implementation of educational activities in a special school, necessary for the effective organization of education in various socio-cultural conditions; to develop an idea of students about the goals, methods, means and forms of education;	
	<b>Psychophysical development of children with complex disorders</b>	<b>3</b>
11.	Introduction of students with complex disorders in children, the principles of their diagnostic study and ways of correctional assistance; theoretical foundations of differential diagnosis in working with children with complex disorders; rules of organization and content of correctional and educational work in special educational institutions providing educational services to children with complex disorders.	
	<b>Logopsychology and basics of speech therapy</b>	<b>3</b>
12.	Subject, tasks and methods of speech therapy. The structure of the speech apparatus. Types of speech and the main causes of its violation. Development of speech activity in ontogenesis. Modern classifications of speech disorders. Subject, tasks and methods of logopsychology. Psychological and pedagogical study of children with speech disorders in PMPC. Psychocorrective and preventive work with children with speech disorders. Elements of psychotherapy in the work of a speech therapist. Assistance in formation of professional competence of future specialists in psychological support and correctional support of persons with speech disorders	
	<b>Special psychology with psychological and pedagogical diagnostics</b>	<b>5</b>
13.	The study of key concepts of special psychology, research Methodology and the main directions of its research. To form ideas about the essence of the defect in children with various developmental disabilities, the features of their mental	

	development. Features of sensation and perception, memory, attention, imagination, thinking of children with SEN.	
	<b>Speech therapy work with children after cochlear rehabilitation</b>	<b>5</b>
14.	<p>The basic provisions of speech training of children with CI include the concept of auditory-speech rehabilitation of children after cochlear implantation, which was developed by I. V. Koroleva, the rehabilitation process can be divided into 4 stages: stage I – the initial period of development of auditory and auditory-speech perception with CI. The duration of this period lasts approximately 3-12 weeks (after surgery).</p> <p>Stage II-the main period of development of auditory and auditory-speech perception with CI. Duration 6-18 months.Stage III-language period of development of speech perception and own speech. The duration of 5 years or more.</p> <p>Stage IV is the period of development of coherent speech and understanding of complex texts.</p>	
<b>PD 2</b>	<b>CYCLE OF PROFILE DISCIPLINES</b>	
1.	<b>Methods of teaching mathematics to children with speech disorders</b>	<b>5</b>
	Psychological-pedagogical and organizational features of the processes of education, upbringing and development of children with speech disorders; General methods of teaching mathematics to children with speech disorders; to formulate the goals of training, education and mathematical development of children with speech content according to the goals and objectives of training, education, development based on individually-differentiated approach to students based on their educational needs and educational interests; choose appropriate methods and forms of education. Typical program. Long - term, medium-term and short-term planning. Principles of training. Requirements for conducting a math lesson in a special school.	
2.	<b>Methods of research in speech therapy</b>	<b>3</b>
	General theoretical issues of methodological support of psychological and pedagogical research. Method of observation. Method of psychological and pedagogical diagnostics of children with speech disorders. Verbal-communicative methods in speech therapy. The method of the experiment. Research results, their interpretation and generalization.	
3	<b>Correction work in systemic speech disorders (aphasia, alalia) and voice disorders (rhinolalia)</b>	<b>5</b>
	The study of systemic speech disorders: alalia and aphasia. Aphasia is a complete or partial loss of speech caused by organic local lesions of the brain. Alalia — absence or underdevelopment of speech in children, due to organic brain damage.	
4	<b>Speech therapy rhythm</b>	<b>3</b>
	<p>Object, object, purpose and tasks of speech therapy rhythmic. Principles and methods of speech therapy rhythm. Methods and techniques of training in speech therapy rhythm. Basic concepts of speech therapy rhythm. Natural-scientific basis of speech therapy rhythmic. General characteristics of speech therapy rhythmic. Walking and marching in different directions</p> <p>Exercises for the development of breathing, voice articulation. Exercises that regulate muscle tone</p>	
5	<b>Correctional work in violation of the tempo-rhythmic organization of speech</b>	<b>5</b>
	<p>Technology of correction of tempo-rhythmic side of speech in stuttering</p> <p>Work on the organization of the tempo-rhythmic side of speech in stuttering.</p>	

	Development of coordination and rhythmization of movements. Development of General, fine and articulatory motor skills. The development of a sense of pace and rhythm of non-speech and speech movements.	
6	<b>Corrective work in dyslalia</b>	<b>5</b>
	Principles of speech therapy in dyslalia. Representations about dyslalia as complex speech defect, methods and receptions of logopedic diagnostics of dyslalia, organizational and substantial aspects of corrective-logopedic influence at dyslalia. The purpose of speech therapy: the formation of skills and abilities of correct reproduction of speech sounds. Development of phonemic perception. Education of the correct sound reproduction	
7	<b>Corrective work in dysarthria</b>	<b>5</b>
	Formation of students ' holistic view of dysarthria as a complex speech defect, methods and techniques of speech therapy diagnosis of dysarthria, organizational and substantive aspects of correctional and speech therapy effects in dysarthria. Dysarthria, forms of dysarthria. Examination of children suffering from dysarthria. The main directions of correctional work with children suffering from dysarthria.	
8	<b>Correctional work in case of violations of written speech</b>	<b>5</b>
	Are subdivided into two groups depending on what kind of it is broken. In violation of the productive type, there are disorders of writing, in violation of receptive writing - reading disorder. There are 2 types of disorders-dyslexia and dysgraphia	
	<b>Methods of teaching language to children with speech disorders</b>	<b>5</b>
9	(native) language; to carry out the selection of content, methods, techniques, means and forms of training, taking into account the individual and differentiated approach; to carry out correctional and educational process on the basis of specific technologies of teaching to persons with speech disorders.	