

BUNIN YELETS STATE UNIVERSITY

WORKING PROGRAM OF THE DISCIPLINE
B1.C.02.05 Basics of defectology in social and professional spheres

Training: *area: 38.03.02.03.02 Management*

Orientation (profile): *Organization and logistics management*

Qualification (degree): *Bachelor's degree*

Form of study: *full-time*

Institute of Economics, Management and Service Technologies

Department: Preschool and Special Education

| | full | -time part- shape | time correspondence |
|----------------------------|-------------|------------------------------|--------------------------------|
| Course | 3 | | |
| Semester/ trimester | 6 | | |

| | | | |
|--|-----------|--|--|
| 6Lectures and | 14 | | |
| Laboratory classes | | | |
| Practical (seminar) classes | | | |
| including practical training Form | | | |
| (s) of intermediate certification | | | |
| Control | | | |
| Other forms of work | | | |
| Independent work | 22 | | |

Total hours: 36

Labor intensity: 1 credit unitsa.

Developer of the work program: Candidate of Pedagogical Sciences, Associate Professor
Irina Yemelyanova

I.ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline:

- formation of students ' knowledge, skills and abilities to determine and analyze the structure of the defect in each type of developmental pathology, the causes and mechanisms of developmental disorders;
- use of the system of theoretical knowledge about persons with disabilities in the professional and social spheres.

Objectives of studying the discipline:

- formation of scientific ideas about various types of dysontogenesis;
- formation of a system of theoretical knowledge about the etiology, prevalence, pathophysiological mechanisms of various types of developmental disorders, their impact on the physical, speech and mental development of the child, the main directions of correctional and pedagogical work with children with disabilities;
- on the basis of theoretical knowledge, the formation of practical skills in working with people with disabilities in the professional and social spheres;
- formation of practical skills and abilities to determine the content, methods and optimal forms of professional activity;
- education of the ability to operate with information from related sciences, synthesizing them in the course of studying the course;
- practical development of modern technologies for designing individual trajectories for people with disabilities in their professional activities.

Place of the discipline in the structure of OPOP: it is implemented within the framework of the basic (mandatory) part of block B1. Disciplines (modules).

Planned results of training in the discipline:

| Code of competence | Indicators of competence | Planned results of training in the discipline |
|---------------------------|---|---|
| UC-9 | Know: <ul style="list-style-type: none">- features of psychophysical development of persons with disabilities and disabled people–- list and content of regulatory and legal documentation regulating professional activities in relation to persons with disabilities and disabled people. | Knows: <ul style="list-style-type: none">- the list and content of regulatory and legal documentation regulating professional activities in relation to persons with disabilities. |

| | | |
|--------------|--|--|
| | <p>Be able to:</p> <ul style="list-style-type: none"> - plan professional activities based on the application of basic defectological knowledge with a different contingent of people with disabilities and disabled people - - apply basic defectological knowledge in the social and professional spheres. | <p>Can:</p> <ul style="list-style-type: none"> - plan professional activities based on the application of basic defectological knowledge with a different contingent of people with disabilities and disabled people – - apply basic defectological knowledge in the social and professional spheres. |
| | <p>Possess:</p> <ul style="list-style-type: none"> - skills of interaction in the social and professional spheres with persons with disabilities and disabled people based on the application of basic defectological knowledge. | <p>Possesses:</p> <ul style="list-style-type: none"> - skills of interaction in the social and professional spheres with persons with disabilities and disabled people based on the application of basic defectological knowledge. |
| GPC-3 | <p>Know:</p> <ul style="list-style-type: none"> - basic methods and models for making organizational and managerial decisions and their socio-economic consequences. | <p>Knows:</p> <ul style="list-style-type: none"> - basic methods and models for making organizational and managerial decisions and their socio-economic consequences. |
| | <p>Be able to:</p> <ul style="list-style-type: none"> - identify the problem situations of the organization's activity, justify, develop and implement organizational and managerial decisions; - evaluate the expected results of the proposed organizational and managerial decisions and assess the organizational and social consequences of the decisions taken. | <p>Can do:</p> <ul style="list-style-type: none"> - to justify, develop and implement organizational and managerial decisions in relation to persons with disabilities and persons with disabilities. |
| | <p>Own:</p> <ul style="list-style-type: none"> - methods of evaluating the expected results of implementing the proposed organizational and managerial solutions, using modern tools; - methods of analyzing the results of problem situations in the organization and developing organizational and managerial solutions, taking into account the achievement of economic and social efficiency. | <p>Owens:</p> <ul style="list-style-type: none"> - methods of analyzing the results of the organization's problem situations and developing organizational and managerial solutions, taking into account the achievement of economic and social efficiency. |

II. CONTENT AND SCOPE OF THE DISCIPLINE
with an indication of the number of hours allocated for students' contact work
with a teacher (by type of training sessions) and for independent work

Full-time education

| n / | a Name of modules and | topics Total | Classroom classes | | | Sam. rab. |
|-----|---|-----------------|-------------------|----|----|-----------|
| | | | LK | PZ | LB | |
| | Section 1. "Defectology as a science" | 4 | 2 | | | 2 |
| 1. | Topic 1. Object, subject, purpose, tasks, methods of studying defectology as a science. Communication of defectology with other sciences. | 4 | 2 | | | 2 |
| | Section 2. Persons with disabilities | 32 | 12 | | | 20 |
| 2. | Topic 2. "Features of development and support of persons with нарушениямиhearing impairments" | 4 | 2 | | | 2 |
| 3. | Topic 3. "Features of development and support of persons with visual impairments" | 4 | 2 | | | 2 |
| 4. | Topic 4. "Features of development and support of persons with mental retardation" | 4 | 2 | | | 2 |
| 5. | Topic 5. "Peculiarities of development and support of persons with intellectual disability" | 4 | 2 | | | 2 |
| 6. | Topic 6. "Features of development and support of persons with speech disorders" | 4 | 2 | | | 2 |
| 7. | Topic 7. "Peculiarities of development and support of persons with musculoskeletal disorders" | 4 | 2 | | | 2 |
| 8. | Topic 8. "Features of development and support of persons with disabilities of social and personal development" | 4 | | | | 4 |

| | | | | | | |
|--|---|----|----|--|--|----|
| | Topic 8. " Features of development and support of persons with complex disabilities | 4 | | | | 4 |
| | <i>Total for 6 semestre</i> | 36 | 14 | | | 22 |
| | Including practical training | | | | | |
| | TOTAL | 36 | 14 | | | 22 |

Full-time and part-time education
(not implemented)

Part-time education
(not implemented)

III. EVALUATION MATERIALS FOR THE CURRENT AND FUTURE EVALUATION OF THE PROJECT. INTERMEDIATE CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is conducted in the form of a control paper, test, or abstract.

Standard version of the control work

Option 1

1. Reveal the essence, content, and structure of clinical and pedagogical practice. classification of speech disorders.
2. Describe the psychological and pedagogical characteristics of children with a delay mental development.
3. Based on the classification of K. A. Semyonova, give a detailed clinical picture. psychological and pedagogical characteristics of certain forms of infantile cerebral palsy (double hemiplegia, hyperkinetic form, mixed forms).

Option 2

1. Compare the structure of the defect with general speech underdevelopment and delay mental development.
2. Describe the psychological and pedagogical characteristics of children with intellectual disabilities. backwardness.
3. Describe the symptoms of early childhood autism syndrome.

Test

1. The leading link in the clinic of borderline intellectual disability associated with pathology of the sensory organs is occupied by:

A) lack of knowledge; B) defects in sensory systems; C) underdevelopment of volitional qualities; D) all of the above.

2. The concept of mental retardation corresponds to lagging behind:

A) from the age norm of the rate of speech development;
B) in intellectual development;
C) from the norm for the level of development of school skills;
D) from the norm in terms of the level of intellectual or personal development, which is intermediate in its characteristics between the norm and mental retardation.

3. The main difference between borderline intellectual disability and mental retardation is:

A) in the presence of abstract thinking;
B) in better memory development;
C) in a more harmonious development of the sphere of motivation;
D) in a higher working capacity.

4. The intellectual coefficient for borderline intellectual disability is:

A) 90 and above;
B) 70-89;
C) 50-69;
D) below 50.

5. The main cause of borderline intellectual disability is:

A) to increase the requirements for intellectual capabilities in modern society;
B) the shortcomings of the general education system;
C) in an unfavorable combination of biological and microsocial factors;
D) in all of the above.

6. In harmonic infantilism, the predominant disorder is:

A) violation of mechanical memory;
B) personal immaturity;
C) failure of working capacity;
D) hyperdynamic syndrome.

7. Organic infantilism includes all of the above, with the exception of:

A) concreteness of thinking;
B) euphoria, complacency;
C) psychoorganic syndrome;
D) personal immaturity;
E) psychopathic disorders.

8. With cerebroendocrine infantilism, the following is observed:

A) euphoria, complacency;
B) psychoorganic syndrome;

- C) a combination of personal immaturity with endocrine disorders;
- D) all of the above.

9. The main element of the pathogenesis of partial delays in mental development:

- A) violation of higher cortical functions;
- B) violation of the mechanisms of volitional control over activities;
- C) lack of abstract thinking;
- D) all of the above.

10. The main directions of secondary prevention of borderline intellectual disability should be considered:

- A) timely diagnosis of mental retardation;
- B) an adequate training system;
- C) active drug therapy;
- D) all of the above.

11. Dementia:

- A) acquired dementia;
- B) congenital dementia;
- C) severe memory impairment;
- D) all of the above.

12. Specify the name of the period that is characterized by individual references to children with a desire for caregivers and loneliness:

- A) pre-Kannerian;
- B) Kannerian;
- C) post-Kannerian;
- D) pre-nosological.

13. The term "autism" suggested:

- A) V. Kovalev;
- B) D. Isaev;
- C) E. Bleuler;
- D) V. Kagan.

14. RDA was identified as a separate clinical syndrome in:

- A) 1943;
- B) 1965;
- C) 1973;
- D) 1989.

15. Specify the variant of mental dysontogenesis in RDA:

- A) underdevelopment;
- B) delayed development;

- C) damaged development;
- D) distorted development.

16. Causes of RDA:

- A) have an organic origin;
- B) have a somatic nature;
- C) a chronic psychotraumatic situation caused by a violation of the child's effective communication with the mother;
- D) not fully identified, rather contradictory.

17. Is it possible to accurately determine the primary defect in RD?

- A) possibly with an in-depth diagnostic examination;
- B) it is possible only if there is a comprehensive diagnosis;
- C) it is not possible to accurately determine the primary defect during RD;
- D) it is possible.

18. Identify the main clinical sign of autism:

- A) emotional lability;
- B) stereotypical behavior;
- C) restlessness in movement;
- D) all options.

19. The development of the mental functions of autistic children has serious distortions:

- A) from infancy;
- B) from preschool age;
- C) from primary school age;
- D) since adolescence.

20. A differential diagnosis of RDA can establish:

- A) child psychologist;
- B) a pediatrician;
- C) a psychiatrist;
- D) teacher-defectologist.

21. What educational program can be recommended for a child with RDA?

- A) general education;
- B) the program of special (correctional) school of the VIII type;
- C) the program of a special (correctional) V-type school;
- D) depends on intellectual characteristics, ways of contact with the surrounding world.

22. From the suggested formulations, choose the appropriate one to define: infantile cerebral palsy is...

- A) a disease of the central nervous system with a leading lesion of the motor zones and motor pathways of the brain;
- B) violation of voluntary purposeful movements and actions that are not the result of paralysis and paresis, but relate to disorders of the highest level of organization of motor acts;
- C) involuntary rhythmic vibrations of the limbs, voice, and tongue;
- D) violation of the pronunciation side of speech due to insufficient innervation of the speech apparatus.

23. Specify a string that doesn't match the statement.

The most common form of infantile cerebral palsy is...

- A) double hemiplegia;
- B) spastic diplegia;
- C) hyperkinetic form;
- D) hemiparetic form.

24. Choreiform hyperkinesia is characterized by...

- A) non-rhythmic movements mainly in the muscles of the neck, head, and articulatory motility;
- B) slow movements mainly in the distal parts of the limbs;
- C) pronounced violations of manipulative activity and speech;
- D) trembling of the limbs.

25. Indicate the symptoms that indicate the possibility of speech disorders in children with cerebral palsy.

- A) manifestations of pseudobulbar or bulbar syndromes;
- B) changes in the cry;
- C) no walking;
- D) uncoordinated arm and leg movements.

26. The main task of correctional work at the stage of stimulating reflex sounds is:

- A) reduced muscle tone in both skeletal and articulatory motor skills;
- B) stimulation of imitative sound activity;
- C) formation of intonation communication;
- D) formation of substantive and effective communication with adults.

27. The main tasks at the stage of development of "socialized sounds" are ...

- A) stimulation of imitative sound activity;
- B) development of the initial situational understanding of the addressed speech;
- C) strengthening the chain straightening reflex;
- D) development of equilibrium reactions.

28. The leading activity in a child with cerebral palsy at an early age is:

- A) manipulative;

- B) subject-specific;
- C) a game room.
- D) emotionally-positive communication with an adult.

29. What is speech disorder?

- A) Sound reproduction disorder.
- B) Insufficient level of speech function formation in children, which hinders their personal and mental development.
- C) A collective term for deviations from the speech norm accepted in the language environment, which partially or completely interferes with speech communication. limits the possibilities of cognitive development and socio-cultural adaptation;
- D) Repeated and persistent errors in oral and written speech.

30. What is the principle of the system approach according to R. E. Levina?

- A) In the analysis of the process of defect occurrence.
- B) timely detection of complications in the formation of all aspects of speech: sound and semantic.
- C) In revealing the links between speech disorders and other aspects of mental activity.

31. What kind of speech disorder is found in both the psychological-pedagogical and clinical-pedagogical classification?

- A) stuttering;
- B) reading and writing disorders;
- C) dyslalia;
- D) dysarthria.

32. Who is the creator of the clinical and pedagogical classification of speech disorders?

- A) R. E. Levin;
- B) M. E. Khvattsev, F. A. Rau et al.;
- C) L. S. Vygotsky.

33. A significative function means that speech is:

- A) a means of communication;
- B) a means of generalization;
- C) a means of indicating the subject.

34. Receptive types of speech activity:

- A) listening, reading;
- B) pronunciation, writing;
- C) all of the above.

35. What kind of speech does your child learn faster?

- A) dialogical;

- B) monologue;
- C) dialogical and monologue-based in equal measure.

36. Unfavorable external factors are called:

- A) exogenous;
- B) endogenous;
- C) mixed.

37. What are the critical periods for speech development?

- A) 1-2 years;
- B) 3 years;
- C) 6-7 years old;
- D) all the above-mentioned periods.

38. The prenatal period means:

- A) generic;
- B) prenatal care;
- C) postpartum.

Approximate topics of research papers

1. A system of educational, correctional and social institutions for children with intellectual disabilities.
2. Organization of development of the zone of immediate and actual development of persons with intellectual disabilities.
3. Methods and techniques of examination of coherent speech in children with intellectual disability.
4. The concepts of "Kanner's syndrome", "Asperger's syndrome", "atypical autism", "early childhood autism".
5. Symptoms of early childhood autism syndrome.
6. Classification of children with RDA based on the level of behavioral dysregulation.
7. Problems of early diagnosis of RDA, similar conditions.
8. Features of etiology and pathogenesis in children with cerebral palsy.
9. Comparative analysis of clinical forms of infantile cerebral palsy
10. Comparative analysis of etiology and pathogenesis in various forms of infantile cerebral palsy.

Intermediate certification of students is carried out in the form of credit, credit with the use of the following assessment materials: *neplist of questions for the test*.

**Insurveys to be taken into account
(6 semester, full-time study)**

1. The problem of norm and pathology in modern science. The entity and functions of compensatory mechanisms. The concept of the norm of mental development.
2. Defectology as a science of studying, teaching and upbringing

persons with disabilities of health (development). Communication of defectology with other scientific disciplines.

3. Subject and main tasks of special pedagogy and special education psychology.

4. Principles of special pedagogy and special psychology.

5. Leading categories of special pedagogy and special psychology.

6. The concept of children with developmental disabilities. Main categories of children with disabilities.

7. Causes of abnormal development. Principles of an integrated approach to the study of children with disabilities.

8. Features of the organization of education and upbringing of children with developmental disabilities.

9. Subject and tasks of oligophrenopedagogy. Etiology and pathogenesis of oligophrenia.

10. Classification of mentally retarded children.

11. Clinical forms of oligophrenia identified by etiology.

12. Psychological characteristics of mentally retarded children, depending on the degree of severity of the defect.

13. Special education for mental retardation. Problems of social and labor adaptation of mentally retarded children.

14. The concept of "mental retardation", differences between children with ASD and mentally retarded and normally developing children.

15. Forms of DPR, problems of diagnosis of mental retardation.

16. Psychological characteristics of children with ASD.

17. Organization of correctional and developmental education for children with ASD in general education schools.

18. Subject and tasks of tiflopedagogy and tiflopsychology, causes of visual disturbances,

19. The main types of visual impairments.

20. Psychological characteristics of children with visual impairment.

21. Training and social adaptation of visually impaired people.

22. Subject and tasks of sign language teaching and sign language psychology, causes of hearing disorders.

23. Types of hearing disorders.

24. Psychological characteristics of children with hearing impairments.

25. Training and social adaptation of people with hearing impairments.

26. Psychology of children with musculoskeletal disorders. Causes of musculoskeletal disorders.

27. Types of musculoskeletal disorders.

28. Forms of infantile cerebral palsy (CP).

28. Psychological characteristics of children with cerebral palsy.

29. The system of specialized care for disorders of the musculoskeletal system.

30. Subject of speech therapy, classification of speech disorders.

31. Psychological characteristics of children with speech disorders.

32. Specifics of teaching and correctional and pedagogical activities of children with speech disorders.
33. The concept of early childhood autism syndrome (RDA), causes of autism.
34. Clinical, psychological and pedagogical characteristics of persons with RDA.
35. Opportunities for development, education and socialization of persons with autism.
36. The concept of a complex developmental disorder, the main groups of children with a complex defect.
37. Special education for children with complex disabilities.
38. The concept of psychological correction and compensation. Types of compensation. Compensation levels.
39. The concept of rehabilitation. Forms and types of rehabilitation. Comparison of rehabilitation and habilitation.
40. Parameters of impaired development. Structure and properties of impaired development.
41. General and specific patterns of deviant development.
42. The role of L. S. Vygotsky in the development of Russian specialpsychology.
43. The role of biological and social factors in the emergence and overcoming of developmental disabilities.

IV. LIST OF LITERATURE REQUIRED FOR MASTERING DISCIPLINES

4.1. Basic literature

1. Vygotsky L. S. Osnovy defektologii [Fundamentals of defectology]. Moscow: Yurayt Publ., 2023, 332 p. (Anthology of Thought). — ISBN 978-5-534-11695-3. - Text : electronic // Educational platform Yurayt [website]. — URL: <https://urait.ru/index.php/bcode/518576>(accessed: 02.09.2024).
2. Special pedagogy: textbook for universities / L. V. Mardakhaev [et al.]; edited by L. V. Mardakhaev, E. A. Orlova. — Moscow :Yurayt Publ., 2024, 448 p — (Higher education). — ISBN 978-5-534-04114-9. - Text : electronic // Educational platform Yurayt [website]. — URL: <https://urait.ru/bcode/535624>(accessed: 02.09.2024).

4.2. Additional literature

1. Bakunova I. V. Psychological and pedagogical diagnostics and correction
Bakunova I. V., Makadey L. I. Ministry of Education and Science of the Russian Federation, Federal State Autonomous Educational Institution of Higher Professional Education "North Caucasus Federal University". Stavropol: NCFU Publ., 2016, 122 p. (in Russian). in the book; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=458907> (accessed: 02.09.2024).
2. Podolskaya O. A. Theory and practice of inclusive education: textbook manual / O. A. Podolskaya, I. V. Yakovleva. - Moscow; Berlin: Direct-Media, 2018. - 202 p. - Bibliogr. in the book. - ISBN 978-5-4475-2780-8; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=494762> (accessed: 02.09.2024).
3. Podolskaya O. A., Yakovleva I. V. Osnovy korrektsionnoi pedagogiki i psikhologii : uchebnoe posobie [Fundamentals of correctional pedagogy and psychology: a textbook]. -

Moscow; Berlin: Direct-Media, 2018. - 169 p. - Bibliogr. in the book. - ISBN 978-5-4475-9772-6; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=495845> (accessed: 02.09.2024).

4. Tarasova, O. L. Complex rehabilitation of sick and disabled people [Electronic resource].

resource] / O. L. Tarasova, A.V. Sapego, I. A. Polkovnikov. - Kemerovo State University. - Kemerovo, 2014. - URL: <http://biblioclub.ru/index.php?page=book&id=278526&sr=1> (accessed: 02.09.2024).

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE discipline

| № n/a | Link to the information resource | Name of the development in electronic form | Availability |
|------------------|---|---|--|
| 1. | http:// www.pedlib.ru | "Pedagogical Library" | Individual unlimited access from any point where you have access to the Internet |
| 2. | http://www.rsl.ru | Russian State Library | Individual unlimited access from any point where you have access to the Internet |
| 3. | http://logopediya.com/books-defectologiya/419.php | "Speech therapist. Books on defectology" | Individual unlimited access from any point where you have access to the Internet |

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

| | | | |
|----|---|--|--|
| 1. | http://www.biblioclub.ru | Electronic library system system (EBS) University Library Online | Registration via any university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet. |
| 2. | www.garant.ru | Legal information portal | Free access |
| 3. | www.elibrary.ru | Russian information portal in the field of science, technology, medicine and education | Free access |
| 4. | www.consultant.ru | Russian Computer Reference and Legal system | Free access |

VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE

When implementing an academic discipline, the following licensed and freely distributed software is used:

- Microsoft Windows;
- Microsoft Office;
- Libre Office, etc..

VIII. EQUIPMENT AND TECHNICAL MEANS OF TRAINING NECESSARY FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Training sessions are held in classrooms equipped with specialized furniture, including stationary or portable teaching equipment (projector, screen, computer / laptop).

Independent work is carried out in classrooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.