

BUNIN YELETS STATE UNIVERSITY

"APPROVED"
Director of the Institute of Culture, History
and Law *I.A. Karpacheva/*



THE WORK PROGRAMME OF THE DISCIPLINE **B1.C.04.03 Theory and practice of inclusive education**

Direction of training: *44.03.01 Pedagogical Education*

Programme: *Fine Arts*

Qualification (degree): *bachelor*

Mode of study: *full-time*

Institute of Culture, History and Law

Department: *Preschool and Special Education*

	full-time form	full-time and part-time form	part-time form
Study course	3		
Term	5		

Lectures	16		
Laboratory work			
Seminars (practical work)	16		
including practical training			
Form(s) of control	Credit test		
Control			
Other forms of work			
Independent work	40		

Total number of academic hours: 72

Labour intensity: 2 credits

Developer of the work programme:

Senior Lecturer Yakovleva I.V.

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: formation of theoretical and practical readiness of students for professional activity with persons with disabilities, expansion of students' psychological and pedagogical knowledge about education and upbringing of persons with disabilities, preparation of students to choose and implement the necessary technologies and methods of correctional work with persons with disabilities.

Objectives of studying the discipline:

Formation of students' holistic understanding of inclusive education as an integral part of general and special education; familiarization with the specific content, principles of inclusive education, correctional technologies, requirements for the organization of the process of education and upbringing of persons with disabilities; development of students' communicative competencies, skills to interact with others, including children with disabilities, their parents and other participants of the educational process; formation of tolerant perception and attitudes

The place of the discipline in the structure of the basic professional educational program: it is implemented within the framework of the basic (compulsory) part of block B1. Disciplines (modules).

Planned learning outcomes for the course:

Competence code	Indicators of competence achievement	Planned learning outcomes for the discipline
GPC-3	<p>To know:</p> <ul style="list-style-type: none"> - the essence, forms and methods of organization of educational and upbringing activities; - modern technologies of organization of joint and individual educational and upbringing activities, including in the conditions of inclusive educational process; - the basics of psychodiagnostics and the main signs of deviations in children's development. 	<p>Knows:</p> <ul style="list-style-type: none"> - essence, didactic bases of organization of inclusive education; - modern technologies of organization of inclusive education with children with disabilities; - psychological and pedagogical characteristics of developmental disorders of speech, intellect, vision, hearing, emotional and volitional sphere, etc. - basics of psychodiagnostics, necessary in the process of organization and implementation of the educational process in the system of inclusive education.
	<p>To be able to:</p> <ul style="list-style-type: none"> - correlate the requirements of federal educational standards with individual educational needs of students; - organize joint educational and upbringing activities; - develop and implement individual educational routes, individual development programs and individual-oriented educational programs taking into account the personal and age characteristics of students. 	<p>Is able to:</p> <ul style="list-style-type: none"> - operate the main normative documents on inclusive education; - develop outlines of classes and extracurricular activities for children with developmental disabilities; - to apply in the educational process knowledge about the algorithm of building individual educational routes, educational programs for children with disabilities.

	<p>To possess:</p> <ul style="list-style-type: none"> - methods of organizing joint and individual educational and upbringing activities; - methods of identifying children with special educational needs. 	<p>Possess:</p> <ul style="list-style-type: none"> - methods and techniques of organizing classes and extracurricular activities for children with disabilities; - methods of identifying and assisting children with special educational needs.
GPC-6	<p>To know:</p> <ul style="list-style-type: none"> - the laws of personality development and manifestation of personality traits, psychological laws of periodization and crises of development; - psychological and pedagogical technologies of individualization of training, development, education; - psychological and pedagogical foundations of educational activities taking into account the individual characteristics of students; - the main patterns of age development, socialization of the individual; - indicators of individual characteristics of life trajectories, their possible deviations, as well as the basics of their psychodiagnostics. 	<p>Knows:</p> <ul style="list-style-type: none"> - psychological and pedagogical characteristics children with various developmental disabilities; - technologies of inclusive education; - peculiarities of organization and implementation of educational activities with children with disabilities; - the basics of diagnosing developmental disorders in children.
	<p>To be able to:</p> <ul style="list-style-type: none"> - use knowledge about the developmental characteristics of students in planning and organizing educational and upbringing work; - apply educational technologies for individualization of training, development, education; - compile (jointly with a psychologist and other specialists) a psychological and pedagogical characteristic (portrait) of the student's personality; - build educational activities taking into account the cultural differences of children, gender, age and individual characteristics. 	<p>Is able to:</p> <ul style="list-style-type: none"> - develop outlines of educational and extracurricular activities for children with developmental disorders; - make psychological and pedagogical characteristics of children with developmental disorders; - build an educational process taking into account the pathology of children's development and their individual characteristics.
	<p>To possess:</p> <ul style="list-style-type: none"> - actions of taking into account the developmental characteristics of students in conducting individual educational activities; - actions of using educational technologies in professional activities for individualization of training, development, education, including students with special educational needs; - actions of providing targeted assistance 	<p>Possess:</p> <ul style="list-style-type: none"> - methods, techniques of organizing educational activities for children with disabilities health opportunities; - technologies of inclusive education; - technology of registration documentation on inclusive inclusive education; - methods and techniques of organizing cooperation with specialists inclusive education; methods, techniques

	<p>to students, including those with special educational needs;</p> <ul style="list-style-type: none"> - actions of developing (jointly with other specialists) and implementing, together with parents (legal representatives), programs for the individual development of the child; - techniques for understanding the content of documentation of specialists (psychologists, defectologists, speech therapists, etc.) and its use in work. 	<p>of organizing cooperation with specialists involved in inclusive education;</p> <ul style="list-style-type: none"> - actions of development of individual educational individualized educational routes taking into account personal and age peculiarities learners.
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II. CONTENT AND SCOPE OF THE DISCIPLINE
indicating the number of hours allocated for contact work of students
with the teacher (by type of classes) and for independent work

Full-time education

№	Name of sections and topics	Total	Classroom lessons			Ind. work
			Lec.	Sem.	Lab.	
	Section 1. “Inclusive education: essence, peculiarities, problems of formation”	24	6	6		12
1	Topic 1. “The essence of inclusive education for persons with disabilities”.	8	2	2		4
2	Topic 2. “Pedagogy of Inclusive Education.”	8	2	2		4
3.	Topic 3. ”Technologies in inclusive Education”.	8	2	2		4
	Section 2. “Organization of education and upbringing of children with disabilities by means of inclusive education”.	48	10	10		28
4.	Theme 4: Inclusive Education for Persons with Hearing Impairments.	6	1	1		4
5.	Theme 5: “Inclusive Education for Persons with visually impaired”.	6	1	1		4
6.	Theme 6: Inclusive Education for Persons with Speech Disabilities.	6	1	1		4
7.	Theme 7: Inclusive Education for Persons with Mental Retardation.	6	1	1		4
8.	Theme 8: “Inclusive education of persons with intellectual disabilities”.	8	2	2		4
9.	Theme 9: “Inclusive Education for Persons with Musculoskeletal Disabilities”.	8	2	2		4
10.	Topic 10. “Inclusive education of persons with emotional-volitional	8	2	2		4

disorders”.					
<i>Credit test</i>					
<i>Total for the 5 term</i>	<i>72</i>	<i>16</i>	<i>16</i>		<i>40</i>

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

Part-time education (not implemented)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTERIM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is carried out in the form of the test.

Standard version of the test

Task №1.

Instructions: choose one answer option

Inclusive education is ...

- a) integrated correctional education;
- b) such organization of the learning process, in which children, depending on their physical, mental, intellectual, cultural-ethnic, linguistic and other characteristics, are included in special education systems and trained;
- c) such organization of the learning process, in which all children, regardless of their physical, mental, intellectual, cultural-ethnic, linguistic and other peculiarities, are included in the general education system and are taught at their place of residence;
- d) such organization of the educational process in which children with special educational needs are educated together with other students, but are subjected to the processes of therapy, rehabilitation, correction.

Task №2.

Instructions: choose several answers

Name the principles underpinning a rights-based, inclusive approach to education

- a) equality and non-discrimination;
- b) interdependence and interrelatedness;
- c) indivisibility;
- d) universality and inalienability.

Task №3.

Instructions: choose one answer option

What tasks are not aimed at solving when forming an individual educational route of a student?

- a) determining the economic feasibility of certain educational services;
- b) determination of the child's form of education, mode of stay at school, total academic and extracurricular load corresponding to the child's capabilities and special needs in the field of education;
- c) determining the child's individual needs for material and technical resources;
- d) determining the need to adapt or develop teaching aids and didactic materials.

Task №4.

Instructions: choose several answer options

The external conditions that ensure effective integration of children with special educational needs include ...

- a) early detection of disorders (in the first year of life) and correctional work from the first months of life, as in this case it is possible to achieve fundamentally different results in the child's development, which will allow him/her to study in a mass institution;
- b) a level of psychophysical and speech development corresponding to the age norm or close to it;

- c) the possibility of mastering the general educational standard within the time limits provided for normally developing children;
- d) the possibility of providing the integrated child with effective qualified correctional assistance.

Task №5.

Instructions: choose one answer option

The author who introduced the concept of inclusion into the theory and policy of modern education:

- a) I. Denno;
- b) D. Mercer;
- c) M. Will;
- d) W. Bronfenbrenner.

Task №6.

Instruction: choose one answer option

Which of the following education systems implies that children with special educational needs are educated together without undergoing correctional and rehabilitation processes, and the education system is adapted to the needs of children?

- a) system of inclusive education;
- b) system of classical education;
- c) system of distance education;
- d) system of integrated education.

Task №7.

Instruction: choose several answer options Special educational conditions provide....

- a) availability of modern special (general education and correctional-developmental) programs;
- b) education in the conditions of boarding institutions;
- c) adequate living environment;
- d) provision of medical, psychological and social services.

Task №8.

Instructions: choose one answer option

International document that does not mention the concept of “disabled person”

- a) “World Declaration on Learning for All”;
- b) “UN Convention on the Rights of the Child”;
- c) “Salamanca Declaration and Framework for Action on Special Needs Education”;
- d) “Dakar Framework for Action”.

Task №9.

Instruction: choose one answer option

Specify the main participants of the inclusive education system.

- a) parents;
- b) children with classical educational needs;
- c) children with special educational needs;
- d) teachers.

Task №10.

Instruction: choose several answer options

A tutor interacts with ...

- a) the mentee's teachers;
- b) parents of the mentee;
- c) the mentee's classmates;
- d) school psychologist.

Task №11.

Instruction: choose one answer option What is not included in the tutor's tasks?

- a) to carry out correctional work;
- b) creating conditions for successful learning of the child;
- c) creating conditions for successful socialization of the child;

d) maximizing the potential of the child's personality.

Task №12.

Instructions: choose one answer option

Medical-psychological-pedagogical consilium of an educational institution is

- a) a permanently acting, coordinated, united by common goals collective of specialists, realizing one or another strategy of support of the included child;
- b) a permanently acting, coordinated, united by common goals collective of specialists, realizing one or another strategy of support of both the included child and inclusive educational environment as a whole;
- c) periodically operating, coordinated, united by common goals, a team of specialists implementing a particular strategy of support for both the included child and the inclusive educational environment as a whole;
- d) a permanently uncoordinated, non-coordinated, united by common goals team of specialists implementing one or another strategy for supporting both the included child and the inclusive educational environment as a whole.

Task №13.

Instructions: choose one answer option

In which country of the world for the first time began to teach children with disabilities?

- a) France;
- b) Spain;
- c) Germany;
- d) Belgium.

Task №14.

Instruction: choose several answer options

Specify the aspects of inclusion development ...

- a) creation of an inclusive culture;
- b) development of inclusive policies;
- c) development of inclusive practices;
- d) development of remedial and compensatory practices.

Task №15.

Instructions: choose several answer options

The consilium of an educational institution includes ... a) psychologists;

- b) teachers;
- c) a speech therapist;
- d) a teacher-defectologist.

Task №16.

Instructions: choose one answer option.

One of the clinical types of ZPD is....

- a) Sensory-perceptual PD;
- b) motor origin;
- c) MDA of constitutional origin;
- d) MND of neuropsychiatric origin.

Task №17.

Instructions: choose several answer options

Choose the tasks that arise at different stages of inclusion of a child with disabilities in the educational environment ...

- a) determination of strategies and tactics of interaction with the child's family at different stages of his/her education;
- b) determination of tactics and specific actions of the teacher and support specialists during the period of adaptation of the child and his/her family at school;
- c) determining the form and content of the child's final attestation when he/she moves to the next level of education, as well as the forms of final attestation;

d) search for directions of pre-profile and initial training of a child with disabilities, creation of conditions for the development of social orientation.

Task №18.

Instruction: choose one answer option

Social adaptation is ...

- a) permanent active adaptation of an individual to the conditions of social environment, as well as the result of this process;
- b) replenishment or replacement of functions that are underdeveloped, disturbed or lost due to developmental defects, diseases and traumas;
- c) bringing the individual and group behavior of children with disabilities in line with the system of social norms and values;
- d) overcoming or weakening the shortcomings of mental and physical development through various psychological and pedagogical influences.

Task №19.

Instruction: choose several answer options.

The most frequent cause of infantile cerebral palsy is considered to be ...

- a) a combination of intrauterine pathology and birth trauma;
- b) anomalies of spinal cord development;
- c) traumatic damage to the limbs;
- d) medical intervention.

Task №20.

Instructions: choose several answer options.

The peculiarities of play activity of mentally retarded children of the senior preschool and junior school age include

- a) the presence of object-playing actions (rocking a doll, riding a car); b) the presence of a developed role-playing game;
- c) actions with imaginary objects and substitute objects;
- d) procedural play - multiple repetition of the same actions.

Interim assessment of students is carried out in the form of a credit test using the following assessment materials: list of questions for a credit test.

**List of questions for the credit test
(5 term, full-time education)**

1. Goals and objectives of inclusive education of persons with disabilities.
2. Basic concepts of inclusion.
3. Principles of inclusive education.
4. The role of psychological, medical and pedagogical consilium in the organization of inclusive education.
5. Purpose and tasks in the work of the tutor.
6. The role of the tutor in the system of distance learning.
7. Key concepts of monitoring the effectiveness of training in the conditions of inclusive education.
8. Special educational conditions of inclusion of children with disabilities in programs of additional education.
9. Psychological and pedagogical support of children with disabilities in the inclusive space of the general education institution.
10. Requirements for the mode of lesson organization in the class of inclusive education.
11. Theoretical and methodological foundations of teaching in the conditions of inclusive education.
12. Modern pedagogical technologies in inclusive education.
13. Technological model of realization of inclusive education in the conditions of general education school.

14. The role of modern pedagogical technologies in the implementation of the Federal State Standard of Preschool Education.
15. Types of correctional-educational and correctional-educational institutions for children and adults with disabilities.
16. History of the development of inclusive education.
17. The role of the activities of specialists of PMPC to support children with disabilities.
18. Inclusive models of preschool education for children with disabilities.
19. Principles of building individual programs of psychological and pedagogical support for children with disabilities in the conditions of inclusion.
20. Psychological and pedagogical characteristics of children with hearing impairment.
21. Requirements for the organization of the process of education and upbringing of persons with hearing impairments.
22. Psychological and pedagogical characteristics of children with visual impairments.
23. Requirements for the organization of the process of education and upbringing of persons with visual impairments.
24. Psychological and pedagogical characteristics of persons with speech disorders.
25. Modern pedagogical technologies of inclusive education of persons with speech disorders.
26. Psychological and pedagogical characteristics of mentally retarded children.
27. Modern pedagogical technologies of inclusive education of persons with intellectual disabilities.
28. Psychological and pedagogical characteristics of children with musculoskeletal disorders.
29. Modern pedagogical technologies of inclusive education of persons with locomotor disorders.
30. Psychological and pedagogical characteristics of children with mental retardation (MRD).
31. Organization and content of inclusive education of persons with mental retardation (MRE).
32. Psychological and pedagogical characteristics of children with disorders of the emotional-volitional sphere.
33. Modern pedagogical technologies of inclusive education of persons with disorders of emotional-volitional sphere.
34. Psychological and pedagogical characteristics of children with complex developmental disorders.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Barinova E. B. Theory and practice of inclusive education in educational organizations : textbook for universities / E. B. Barinova. - Moscow : Yurait Publishing House, 2023. - 97 c. - (Higher education). - ISBN 978-5-534-13878-8. - Text : electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/519666> (date of access: 04 April 2025).

2. Mikhilchi E. V. Inclusive education : textbook and practice for universities / E. V. Mikhilchi. - Moscow : Yurait Publishing House, 2023. - 172 c. - (Higher education). - ISBN 978-5-534-16837-2. - Text : electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/532044> (date of access: 04 April 2025).

4.2. Additional literature

1. Furyaeva T. V. Inclusive approaches in education : textbook for secondary vocational education / T. V. Furyaeva. - 2nd ed. - Moscow : Yurait Publishing House, 2023. - 176 c. - (Professional education). - ISBN 978-5-534-11469-0. - Text : electronic // Educational platform Yurait [website]. -URL: <https://urait.ru/bcode/518100> (date of access: 04 April 2025).

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

№	Link to information resource	Name of the development in electronic form	Availability
1.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access
2.	https://cyberleninka.ru/	Scientific electronic library "Cyberleninka". Includes: modern scientific and practical articles on foreign and domestic research.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via a university computer. Further individual unlimited access from any point where there is access to the Internet
2.	https://e.lanbook.com/	Electronic library system (ELS) Lan	Registration via the university computer. In the future, un-limited individual access is provided from any point where there is access to the In-ternet.
3.	www.garant.ru	Information and legal portal	Free access
4.	www.elibrary.ru	Russian information portal in the field of science, technology, medicine and education	Free access

VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

VIII. EQUIPMENT AND TECHNICAL TEACHING EQUIPMENT REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

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