BUNIN YELETS STATE UNIVERSITY

"APPROVED"
Director of the Institute of Psychology
And Pedagogy _____/T.D.Krasova/

THE WORK PROGRAMME OF THE DISCIPLINE
B1.E.01.07 Corrective work at primary school

Direction of training: *44.03.01 Pedagogical Education*
Profile: *Primary education*

Qualification (degree): *bachelor*
Mode of study: *full-time*

Institute *of Psychology and Pedagogy*
Department *of Pedagogy and Educational Technologies*

	full-time form	full-time and part-time form	part-time form
Study course	4	-	-
Term	8	-	-

Lectures	10	-	-
laboratory work	-	-	-
Seminars	20	-	-
Form of control	Credit test	-	-
Control	-	-	-
Independent work	78	-	-

Total number of academic hours: <u>108</u>
Labor intensity: <u>3 credits.</u>

Developers of the work programme:
Candidate of Pedagogical Sciences, Associate Professor S.N. Chislova,
Candidate of Pedagogical Sciences, Associate Professor I.B. Larina

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: the formation of professional competencies in students that ensure readiness to carry out correctional work in primary school.

Objectives of studying the discipline:

- to reveal the basics of correctional work in primary school;
- to develop skills:
- to use modern educational technologies, teaching methods, control and assessment in correctional work in primary school;
- to design and implement correctional work in primary school.

The place of the discipline in the structure of the BPEP: is implemented within the framework of the variable part formed by the participants of educational relations of block B1: Disciplines (modules).

Planned learning outcomes for the discipline

Competence code	Indicators of Competence Achievement	Planned learning outcomes for the discipline
PCS-1	**To know:** - the basics of specific teaching methods in primary school disciplines; - characteristics of personal, meta-subject and subject results of students in the context of teaching primary school disciplines (according to the Federal State Educational Standard and the model curriculum); - modern educational technologies and methodological patterns of their selection; - methods of monitoring, evaluating and correcting the results of teaching primary school disciplines.	**Knows:** - conceptual provisions and requirements for the organization of the educational process, determined by the Federal State Educational Standard of Primary General Education; - modern educational technologies and methodological patterns of their selection; - methods of teaching the use of computer technologies in studying the Russian language and literature in primary school; - methods of monitoring, assessing and correcting the results of learning the use of computer technologies in studying the Russian language; - means of developing communicative competence and an activity-based approach in Russian language and literature lessons in primary school.
	To be able to:	**Is able to:**

	- design a work program for primary school disciplines; - design and implement various forms of training and organization of extracurricular activities for students in primary school disciplines, ensuring the achievement of meta-subject, subject and personal results.	- design elements of the educational program, the teacher's work program for the disciplines "Russian Language" and "Literature"; - formulate didactic goals and objectives of teaching Russian language and literature with the help of information technologies and implement them in the educational process of primary school; - plan, model and implement various organizational forms in the process of teaching Russian language and literature with the help of information technologies; - justify the choice of teaching methods and educational technologies when teaching Russian language and literature in primary school, apply them in educational practice.
	To possess: - methods of teaching primary school subjects and methods of their selection taking into account the specifics of the content of the educational material, age and educational needs of students; - modern educational technologies ensuring the achievement of meta-subject, subject and personal results of students; - methods of monitoring, evaluating and correcting the results of learning in primary school subjects.	**Possesses:** - skills in planning and designing the educational process; - methods of teaching Russian in primary school using information technologies that ensure the achievement of meta-subject, subject and personal results of students; - methods of monitoring, evaluating and correcting learning results using computer technologies in primary school.
PCS-2	**To know:** - patterns, principles and levels of formation and implementation of educational content in primary school disciplines; - structure, composition and didactic units of content of school subjects in primary school disciplines.	**Knows:** - patterns, principles and levels of formation and implementation of educational content in Russian language and mathematics in primary school; - structure, composition and didactic units of content of school subjects in Russian

		language and mathematics.
	To be able to: - select educational content for implementation in various forms of teaching primary school disciplines in accordance with didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education.	**Is able to:** - select educational materials for implementation in the computer form of teaching Russian language and mathematics in primary school in accordance with the requirements of the Federal State Educational Standard of primary general education.
	To possess: - the subject content of primary school disciplines; - the ability to select variable content taking into account the relationship between the classroom and extracurricular forms of teaching primary school disciplines.	**Possesses:** - subject content of the disciplines "Russian Language" and "Literature" in primary school; - skills in selecting variable content taking into account the relationship between the class and extracurricular forms of teaching Russian language, literature and mathematics in primary school.

II. CONTENT AND SCOPE OF THE DISCIPLINE
indicating the number of hours allocated for contact work of students with the teacher(by type of class) and for independent work

Full-time education

Name of sections and topics	Total	Classroom lessons			Indep.work	№
		LEC	PRACT	LAB		
Section 1. Theoretical foundations of organizing correctional working primary school	**36**	**4**	**8**	**-**	**24**	1.
Topic 1. Correctional work in primary school: purpose, tasks, principles, content, methods, forms and means	9	1	2	-	6	2.
Topic 2. Modern technologies used in	11	1	2	-	8	3.

correctional work in primary school					
Topic 3. Methods of control, assessment used in correctional work in primary school	16	2	4	-	10	4.
Section 2. Features of organizing correctional work in primary school subjects	**72**	**6**	**12**	-	**54**	5.
Topic 1. Corrective work in the process of teaching Russian language to primary school students	37	3	6	-	28	6.
Topic 2. Corrective work in the process of teaching mathematics to primary school students	35	3	6	-	26	7.
Credit	-	-	-	-	-	8.
Total (semester 8)	**72**					
Total number of academic hours	**108**	**10**	**20**		**78**	

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 a test (in traditional or test form), an essay.

Semester 8.
Option of a test in a traditional form

1. Principles of correctional work in primary school.
2. Difficulties encountered by younger students in the process and ways to overcome them.
3. Develop a correctional task that can be used (when studying arithmetic operations in the topic "Numbers 1-20" / when studying the spelling of unstressed vowels in the root of words).

Standard version in test form

1. Correction is
A) a set of pedagogical and therapeutic measures aimed at correcting deficiencies in the child's development and behavior;
B) preventive measures;
C) a set of medical measures.

2. Compensation is
A) preservation of individual stages of development;
B) compensation, alignment, development of impaired functions, restructuring of preserved functions to replace impaired ones;
C) development of individual character traits.

3. Adaptation of a schoolchild is
A) a system of measures to prevent negative impacts on a child;
B) the process of adapting a child to the conditions of school life;
C) compensation for a child's physical deficiencies.

4. Subject norm is
A) knowledge, skills and actions necessary for a student to master a given subject content of the program;
B) manifested in the individual characteristics of the child's development and self-development;
C) an indicator of the intellectual and personal development of a schoolchild.

5. In primary school age, risk factors are behavioral characteristics:
A) a sense of community with other people;
B) a state of low cognitive activity and personal immaturity;
C) a negative attitude towards classes.

6. The teacher's readiness for remedial work is considered at three levels:
A) personal, theoretical, technological;
B) communicative, operational, control;
C) communicative, activity-based, creative.

7. The functions implemented by the teacher in remedial work do not include:
A) diagnostic;
B) organizational;
C) economic.

8. One of the factors that does not influence the choice of teaching methods is:
A) the level of preparedness of schoolchildren;
B) the status of the educational institution;
C) the duration of study.

9. The main type of lesson in elementary school is

A) a lesson on learning new material;
B) a lesson - a trip;
C) a combined lesson.

10. Non-traditional lessons include:
A) a lesson on learning new material;
B) a lesson - a test;
C) a lesson - a game.

11. The means of overcoming the negative consequences of learning include:
A) physical exercises;
B) elements of psychogymnastics;
C) a mathematicaldictation.

12. Differentiation of tasks by the degree of independence involves:
A) students completing identical tasks, differing in the degree of assistance from the teacher;
B) the presence of visual aids;
C) students completing tasks of different levels.

13. Tasks to identify the development of the ability to name and distinguish geometric figures by size, shape and color do not include:
A) tasks to classify geometric figures;
B) tasks to color triangles, squares and circles in different colors;
C) tasks to compare numbers.

14. Tasks to identify the development of computational skills include:
A) tasks like: "How much do you get if to 6 + 1, out of 7 - 1?"
B) tasks like: "Which flags are more?"
C) tasks like: "Find the value of the expression 8 + 2 + 3".

15. An effective way to prevent and correct errors associated with mixing up addition and subtraction actions is:
A) students commenting on the task being completed;
B) usingentertainingmaterial;
C) comparing rational and irrational solution methods.

16. An effective way to prevent and correct errors associated with the selection of quotient digits when performing written division is:
A) checking the solution;
B) preliminary determination of the number of quotient digits;
C) solving examples with detailed recording.

17. Subsequent work on the solved problem may include:
A) changing the problem question;
B) changing the problem plot;
C) recording the problem solution.

18. The system of corrective work on words with unstressed vowels at the root should include three groups of exercises:

A) exercises: to develop spelling vigilance; to determine the type of spelling (checked or unchecked); to develop the ability to select cognate words.

B) exercises: to develop speech, to develop memory, to develop attention;

C) exercises: to establish correspondence, to classify, creative exercises.

19. The main tasks of lexical work do not include:

A) clarifying students' ideas about syllables and hyphenation of words (by syllables);

B) qualitative enrichment of vocabulary (by learning semantic and emotional shades of word meanings, figurative meaning of words and phrases);

C) mastering written speech.

20. Dysgraphia in writing includes:

A) numerous omissions of letters, most often vowels;

B) incomplete writing of words or letters, rearrangement of syllables (rababan instead of drum);

C) placement of stress in words.

Questions for the exam

1. Using a didactic game in correctional work when studying the numeration of numbers.

2. Using a didactic game in correctional work when studying AD.

3. Using a didactic game in correctional work when studying simple arithmetic problems.

4. Using a didactic game in correctional work when studying compound arithmetic problems.

5. Using a didactic game in correctional work when studying geometric material.

6. Using a didactic game in correctional work when studying algebraic material.

7. Implementation of an integrated approach in correctional work in elementary grades.

8. Multi-level tasks in correctional work in elementary grades.

9. Multi-level tasks in correctional work when studying the numeration of numbers.

10. Multi-level tasks in correctional work when studying simple arithmetic problems.

11. Multi-level tasks in correctional work in studying compound arithmetic problems.

12. Multi-level tasks in correctional work in studying nouns.

13. Using ICT in correctional work in elementary grades.

14. Using the project method in correctional work in elementary grades.

15. Health-saving technologies in correctional work in elementary grades.

16. Modeling in correctional work in elementary grades.

17. Correctional work in elementary grades outside of school hours.

18. Correctional work in mathematics lessons.

19. Correctional work in Russian language lessons.

19. Using the visual method in correctional work in elementary grades.

20. Using the partial search method in correctional work in Russian language in elementary grades.

21. Designing remedial work in primary school.

22. Modeling a lesson plan for mathematics taking into account the use of remedial methods.

23. Integrated use of various means of remedial work in primary school.

24. Modeling a lesson plan for Russian taking into account the use of remedial methods.

25. Multi-level tasks in remedial work when dysgraphia occurs.

26. Multi-level tasks in remedial work when dyslexia occurs.

27. Using a didactic game in remedial work to eliminate spelling errors in words with unstressed vowels.

28. Multi-level tasks for developing spelling vigilance.

29. Using a didactic game in work to develop inflection and word formation skills.

30. Correction of oral speech disorders in primary school students.

Interim assessment of students is carried out in the form of a test using a list of test questions.

Questions for the test

1. The nature and importance of correctional work in primary school.

2. The goals and objectives of correctional work in primary school.

3. The principles of correctional work in primary school.

4. The stages of correctional work in primary school.

5. The content of correctional work in primary school.

6. The methods of correctional work in primary school.

7. The forms of correctional work in primary school.

8. The difficulties that arise in the process of teaching younger students and the means of overcoming them.

9. Control in correctional work in primary grades.

10. The specifics of correctional work in mathematics in primary grades.

11. The specifics of correctional work in Russian in primary grades.

12. The development of tasks of algebraic content aimed at correcting the difficulties that students encounter.

13. Means of correctional work in primary school.

14. Features of designing and implementing correctional work in the lesson.

15. Features and implementation of correctional work in extracurricular activities.

16. Characteristics of personal, meta-subject and subject results of students in the context of correctional work in primary school.

17. Methods of control and assessment used in correctional work in primary school.

18. Modern technologies used in correctional work in primary school.

19. Implementation of various forms of correctional work in primary school disciplines.

20. Selection of the content of correctional work in primary school;

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Almazova I.G. Correctional work in primary school / I.G. Almazova, G.A. Koryakina, S.N. Chislova. - Yelets, 2023. - 80 p. - URL: http://ellib.gnpbu.ru/lib/document/PEDW/0CCE4FC8-FC8A-4252-BC23-6F9AC068241D

2. Correctional pedagogy in primary education: a teaching aid for secondary vocational education / G.F. Kumarina [et al.]; edited by G.F. Kumarina. - 2nd ed., revised. and add. – Moscow: Yurait Publishing House, 2023. – 285 p. – (Professional education). – ISBN 978-5-534-00393-2. – Text: electronic // Yurait Educational Platform [website]. – URL https://urait.ru/book/korrekcionnaya-pedagogika-v-nachalnom-obrazovanii-512621 (date of access 02.09.2024)

4.2 Additional literature

1. Zabramnaya, S.D. Didactic material for classes with children who have difficulty learning mathematics and reading: 1st grade: a manual for teachers, defectologists, psychologists: [16+] / S.D. Zabramnaya, Yu.A. Kostenkova. - Moscow: Vlados, 2018. - 128 p.: ill. - Access mode: by subscription. - URL: http://biblioclub.ru/index.php?page=book&id=429799

2. Healthy generation: a program of health and morality lessons for students in grades 1-11 of a secondary comprehensive school: a teaching aid / author-compiler T.F. Orekhova, T.V. Kruzhilina. - 3rd ed., reprinted. - Moscow :Flinta Publishing House, 2016. - 68 p. - Bibliography in the book. - ISBN 978-5-9765-1213-9 ; Ditto [Electronic resource]. - URL: http://biblioclub.ru/index.php?page=book&id=482750

2. Correctional pedagogy in primary education / G. F. Kumarina [et al.]; edited by G. F. Kumarina. - 2nd ed., revised. and additional. - Moscow :Yurait Publishing House, 2023. - 285 p. - ISBN 978-5-534-00393-2. - Text : electronic // Educational platform Yurait [website]. - URL: https://urait.ru/bcode/51262

3. Cherdyntseva E.V. Modern technologies of educational and correctional-developmental work with children: a teaching aid / E.V. Cherdyntseva, O.V. Yakubenko, E.G. Ozhogova; Omsk State Pedagogical University. - Moscow: Omsk State Pedagogical University (OmGPU), 2022. - 140 p. - URL: https://biblioclub.ru/index.php?page=book&id=688024

V. LIST OF RESOURCES OF THE INFORMATION

AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR MASTERING THE DISCIPLINE

№	Link to Information resource	Name of the development in electronic form	Availability
1.	https://infourok.ru/	**Infourok:** educational internet project of Russia. Includes: lesson plans, presentations, tests, video lessons and other materials on school curriculum subjects.	Free access
2.	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
3.	http://window.edu.ru/	**The information system "Single Window of Access to Educational Resources"** provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	https://www.gumer.info/	**Gumer Library:** Provides free access to 5,000 books and articles on the humanities	Free access
5.	http://fcior.edu.ru/	**The Federal Center for Information and Educational Resources (FCIER)** provides access to electronic educational resources and services for all levels and stages of education.	Free access
6.	https://www.school.edu.ru	**Russian general education portal**	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via any university computer. Further, unlimited

			individual access is provided from any point where there is access to the Internet
2.	www.garant.ru	Information and legal 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
5.	https://data.gov.ru/	Open Data Portal Russian Federation	Free access
6.	http://fgosvo.ru/	Portal of Federal State Educational Standards of Higher Education	Free access
7.	https://fgos.ru/	Federal state educational standards (for all levels of 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, etc.

VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS 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 conducted in rooms 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.