

MINISTRY OF HIGHER EDUCATION AND SCIENCE OF THE REPUBLIC
OF KAZAKHSTAN

M. AUEZOV SOUTH KAZAKHSTAN STATE
UNIVERSITY



Acting Chairman of the Board/Rector

K. Nurmanbetov

« 20 » 2024 y.

EDUCATIONAL PROGRAM

6B01911-Special pedagogy

Registration number	
Code and classification of the field of education	6B01 Pedagogical sciences
Code and classification of training areas	6B019- Special Pedagogy
Group of educational programs	B020 - Special Pedagogy
Type of EP	
ISCE level	6
NQF level	6
IQF level	6
Language learning	Kazakh, Russian, English
The complexity of EP	240 credits
Distinctive features of EP	
Partner University (JEP)	-
University partner (DDEP)	-

Developers:

Name	Position	Signature
Lekerova G.Zh.	Doctor of Psychological Sciences, Professor of the Department of Psychology and Special Pedagogy	
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Shorabek N.Sh.	Acting Director of the Yunusov Speech Therapist Center	
Eshtaeva F.A.	Head of the correctional kindergarten "Dostyk" No. 17 for children with severe and milder disorders of musculoskeletal functions	
Berkimbayeva G.D.	Special correctional kindergarten "Yerkin" No. 32 (for children with severe and milder speech disorders)	
Amankulova A.S.	School-gymnasium No. 1 named after A.S. Pushkin	
Abdualieva G.T.	Director of the correctional kindergarten "Ship of childhood"	
Ospanova A.	Student of gr. TPI-20-2κ	
Kerimsheeva D.	Student of gr. TPI-20-2κ	

EP reviewed By the methodical Commission of the faculty of "History and pedagogy»

Chairman  Ismanova N.
signature

Reviewed and recommended for approval at a Meeting of the Educational and methodological Council of M. Auezov SKU

Protocol No. 4 of 28.02.24

Chairman  K. Sarykulov

Approved by the decision Of the academic Council of the University

Protocol No. 10 of 28.05.24

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1. CONCEPT OF THE PROGRAM

University Mission	Generating new competencies, training a leader who translates research thinking and culture.
University Values	<ul style="list-style-type: none"> • Openness–open to change, innovation and cooperation. • Creativity – generates ideas, develops them and turns them into values. • Academic freedom – free to choose, develop and act. • Partnership – creates trust and support in a relationship where everyone wins. • Social responsibility – ready to fulfill obligations, make decisions and be responsible for their results.
Graduate Model	<ul style="list-style-type: none"> • Deep subject knowledge, their application and continuous expansion in professional activity. • Information and digital literacy and mobility in rapidly changing conditions. • Research skills, creativity and emotional intelligence. • Entrepreneurship, independence and responsibility for their activities and well-being. • Global and national citizenship, tolerance to cultures and languages.
The uniqueness of the educational program	<ul style="list-style-type: none"> •Orientation towards the regional labor market and social order through the formation of professional competencies in graduates, adjusted to meet the requirements of stakeholders. •Practice-oriented and emphasis on the development of critical thinking and entrepreneurship, the formation of a wide range of skills that will allow you to be functionally literate and competitive in any life situation and to be in demand in the labor market. <p>There is the possibility of dual training, mastering knowledge and acquiring practical skills on the basis of secondary schools, special educational institutions, and the Yunusov Speech Therapist Center.</p>
Academic Integrity and Ethics Policy	<p>The university has taken measures to maintain academic integrity and academic freedom, protection from any type of intolerance and discrimination:</p> <ul style="list-style-type: none"> •Rules of academic integrity (order No. 212 of October 10, 2022); •Anti-corruption standard (order No. 221 n/a dated 12/07/2021). <p>Code of Ethics (Order No. 212 of October 10, 2022)</p>
Regulatory and legal framework for the development of EP	<ol style="list-style-type: none"> 1.Law of the Republic of Kazakhstan “On Education”; 2. Model rules for the activities of educational organizations implementing educational programs of higher and (or) postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 with amendments and additions dated December 29, 2021. No. 614 3. Standard rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 with amendments and additions dated 06/02/2023. №252 4. State mandatory standards for higher and postgraduate education, approved by order of the Ministry of Education and Science of July 20, 2022 No. 2; 5. Rules for organizing the educational process in credit technology of education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152; with changes and additions from 09/23/2022. No. 79 6. Qualification reference book for positions of managers, specialists and other employees, approved by order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated December 30, 2020 No. 553. 7. Methodological recommendations for introducing ECTS principles into the educational process and expanding academic freedom. Appendix to the order of the Minister of Science and Higher Education. of the Republic of Kazakhstan dated February 12, 2024 No. 57 8. Guidelines for the development of educational programs for higher and postgraduate education, Appendix 1 to the order of the Director of the National Center for the Development of Higher Education of the Ministry of Education and Higher Science of the Republic of Kazakhstan dated May 4,

	2023 No. 601 n/k
Organization of the educational process	<ul style="list-style-type: none"> • Implementation of the principles of the Bologna Process • Student-centered learning • Availability • Inclusivity
Quality assurance of the Educational program	<ul style="list-style-type: none"> • Internal quality assurance system • Involvement of stakeholders in the development of the Educational Program and its evaluation • Systematic monitoring • Actualization of the content (updating)
Requirements for applicants	It is established according to the Model Rules for admission to training in educational organizations, implementing educational programs of higher and postgraduate education, Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated 31.10.2018 with changes and additions from 06/02/2023. №252
Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs(SSN)	<p>For students with SEN (special educational needs) and persons with disabilities (PSI), tactile PVC tiles, specially equipped toilets, a mnemonic diagram, and shower bars have been installed in educational buildings and student dormitories. Special parking spaces have been created. Crawler lift installed. There are desks for people with limited mobility (PLM), signs indicating the direction of movement, ramps. In the educational buildings (main building, building No. 8) there are 2 rooms with six working places adapted for users with disorders of the musculoskeletal system (DMS). For visually impaired users, the SARA™ CE Machine (2 pcs.) is available for scanning and reading books. The library website is adapted for the visually impaired. There is a special NVDA audio program with a service. The JIC website http://lib.ukgu.kz/ is open 24/7.</p> <p>An individual differentiated approach is provided for all types of classes and in the organization of the educational process.</p>

1. PASSPORT of the Educational program

Aim of the EP	Training of professionally competent special teachers who are able to effectively carry out pedagogical activities with children with special educational needs, who understand the importance of their profession, values and educational needs of the Kazakh society, predict the prospects for the development of special and inclusive education, taking into account the requirements of stakeholders.
Tasks of the EP	<ul style="list-style-type: none"> • training of special teachers for professional activity, competent in solving problems in the field of education, healthcare, social assistance to the population, in public institutions, administrative bodies, research organizations; • provide students with solid training in the field of special pedagogy, inclusive education, diagnosis and correction of disorders, technologies that ensure full socialization, integration and personal development of children with special educational needs; • creating conditions for the formation of in-demand knowledge and skills, a conscious attitude towards improving the well-being of the population and protecting the planet in the context of the SDGs; • providing conditions for acquiring a high general intellectual level of development, mastering competent and developed speech, culture of thinking and skills of scientific organization of work in the field of education.
Harmonization of EP	<ul style="list-style-type: none"> • level 6 of the National Qualifications Framework of the Republic of Kazakhstan; • Dublin skill level 6 descriptors;

	<p>•1 cycle of the Qualification Framework for the European Higher Education Area (A Framework for Qualification of the European Higher Education Area);</p> <p>Level 6 of the European Qualification Framework for Lifelong Learning.</p>
Connection of the EP with the professional sphere	<p>1. Professional standard "Teacher" (Approved by the order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500)</p> <p>2. The sectoral framework of qualifications in the field of education (approved by the meeting of the sectoral 3-party commission on social partnership and regulation of social and labor. Relations at the Ministry of Education and Science of the Republic of Kazakhstan dated 11/23/2016)</p> <p>3..Qualification directory of positions of managers, specialists and other employees, approved by the Order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan on December 30, 2020 No. 553.</p>
Name of the degree awarded	After successful completion of this OP, the graduate is awarded the degree: "Bachelor of Education in the educational program 6B01911-Special Pedagogy".
List of qualifications and positions	<p>Special teacher, teacher in the field of special education, defectologist-assistant, oligophrenopedagogue, teacher-defectologist, speech therapist, teacher of early development, sign language teacher, typhlopedagogue, defectologist of the PET organization, speech therapist of the PET organization in the following organizations:</p> <ul style="list-style-type: none"> - in educational institutions: preschool educational organizations, schools, orphanages, boarding schools, specialized educational institutions, colleges; - in state institutions: regional departments for the protection of children's rights, in institutions related to the problems of upbringing and development of the younger generation; - in public organizations: child development centers, correction and rehabilitation centers, children's clubs; organization of children's leisure and support for children's creativity, full-fledged socialization and personal development of the younger generation; - psychological, medical and pedagogical consultation (PMPC); - in the field of healthcare: special teachers, speech therapists in polyclinics, medical centers and hospitals.
Field of professional activity	<p>Bachelor of Education in OP 6B01911 - Special Pedagogy carries out his professional activities in the following areas:</p> <ul style="list-style-type: none"> - special and inclusive education; - social sphere; - healthcare.
Objects of professional activity	<ul style="list-style-type: none"> - educational organizations of all types and types, regardless of ownership and departmental affiliation; - special correctional organizations (boarding schools, correctional kindergartens, correctional classes for children with special needs); - organizations of technical and vocational education; - cultural organizations (palaces of schoolchildren, children's development centers); - management organizations (departments of the Department of

	<p>Education),</p> <ul style="list-style-type: none"> - healthcare organizations (medical centers, polyclinics, hospitals); - public service centers, - organizations providing social assistance to the population (social centers for working with the poor), public funds for providing psychological assistance to socially vulnerable segments of the population, rehabilitation and adaptation centers for children and adolescents, etc.); - research organizations.
Subjects of professional activity	<ul style="list-style-type: none"> - education and upbringing, correction and development, socialization and social adaptation of children with disabilities; - - with the help of a special teacher for persons with disabilities experiencing difficulties in mastering basic general education programs, development and social adaptation; - tutor support of children with special educational needs in educational institutions of special, professional and additional education; - individual and personal development, social adaptation of children with special educational needs in inclusive education.
Types of professional activity	<ul style="list-style-type: none"> - educational; - educating; - social and developmental. - methodical; - research.
Learning outcomes (LO)	<p>Graduates of the educational program are characterized by the following abilities:</p> <p>LO1 Shows a civic position based on a deep understanding and scientific analysis of the basic laws of social sciences, the creative heritage of outstanding cultural and scientific figures, possessing management skills and competent distribution of finances, which are crucial for achieving financial well-being;</p> <p>LO2 Communicates in a professional environment in Kazakh, Russian, English, engages in self-improvement, possessing management skills and competent distribution of finances, which are crucial for achieving financial well-being.</p> <p>LO3 Builds communication in oral and written forms in Kazakh, Russian and foreign languages, using modern information technologies in all spheres of life, mastering the techniques of academic writing, having the skills of self-development and education throughout life, critical thinking and orientation to a healthy lifestyle, physical self-improvement;</p> <p>LO4 – Argues the theoretical foundations of pedagogy, age physiology, age and general psychology, special pedagogy and psychology, psychodiagnostics;</p> <p>LO5 – Identifies the main patterns of age-related development, clinical, psychological and pedagogical characteristics of children of 1-2 groups with SEN; owns methods of psychological and pedagogical diagnostics, correction and development;</p> <p>LO6 - Conducts a special pedagogical examination and evaluates the special educational needs of children and their families, based on the recommendations of specialists (psychologist, speech therapist, special teacher and other colleagues);</p>

	<p>LO7 – Develops individual educational, correctional and developmental programs and conducts individual, subgroup / group classes taking into account a comprehensive assessment of the problems of psychosocial development of children, the International Classification of functioning, disability and health, technologies for a comprehensive assessment of the problems of psychosocial development of children;</p> <p>LO8 – Provides assistance to parents of persons (children) and other legal representatives, teachers, psychologists on the use of special methods and techniques for teaching and raising children with SEN, offering assistance programs to parents, teachers with the participation of specialists on an interdisciplinary basis.</p> <p>LO9- He is proficient in the methods of studying, designing and implementing the process of education, habilitation, rehabilitation, social adaptation and integration of children with SEN in special and inclusive education, carrying out a creative search for the application of modern methods of education and training;</p> <p>LO10 – Develops and applies modern correctional and pedagogical technologies, scientifically based assistance programs, contributing to the development of a favorable educational environment for the realization of cultural and linguistic needs of students with SEN.</p> <p>LO11 – Studies, analyzes technologies, programs of correctional and developmental work with children with SEN in conditions of special and inclusive education, introducing them to the system of social values;</p> <p>LO12 – Applies innovative experience, systematizing the problems of socialization, rehabilitation, adaptation, characteristics of the social environment, demonstrating high motivation for the activities of a special teacher, striving for self-education and self-realization, working effectively individually and in a team, correctly defending their point of view.</p>
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3. COMPETENCIES OF THE GRADUATE OF THE EDUCATIONAL PROGRAM

SOFTSKILLS. Behavioral skills and personality traits	
SS1. Competence in managing one's own literacy	<ul style="list-style-type: none"> - analytical thinking; - communicative qualities; - ability to work in a team; - organizational skills; - the ability to possess the skills of creativity and critical thinking, interpretation, analysis, drawing conclusions, evaluation; - have an active life position; - make professional decisions in conditions of uncertainty and risk.
SS 2. Language competence	<ul style="list-style-type: none"> - the ability to express and understand concepts, thoughts, feelings, facts and opinions in the field of social and humanitarian education in written and oral forms (listening, speaking, reading and writing), as well as to interact linguistically appropriately and creatively in all variety of social and cultural contexts: during studies, at work, at home and at leisure, be fluent in social communication skills in a professional environment and society, the ability to consistently and competently express their thoughts, possess oral and written speech skills; - the ability to possess basic communication skills in a foreign language - understanding, expressing and interpreting concepts, facts and opinions in the professional field both orally and in writing (listening, speaking, reading, writing) in an appropriate range of social and cultural contexts, possession of mediation skills and intercultural understanding.
SS 3. Mathematical and Science Competence	<ul style="list-style-type: none"> - the ability to master the culture of scientific thinking, generalization, analysis and synthesis of facts and theoretical positions; willingness to apply the educational potential, experience and personal qualities acquired during the study of mathematical, natural science, technical disciplines at the university, to determine ways to control and evaluate the solution of professional problems, the development of mathematical and natural science thinking.
SS 4. Digital competence, technological literacy	<ul style="list-style-type: none"> - the ability to confidently and critically use modern information and digital technologies for work, leisure and communication, possession of skills of use, recovery, evaluation, storage, production, presentation and exchange of information through a computer, communication and participation in cooperating networks using the Internet in the field of professional activity, the ability to innovate.
SS 5. Personal, social and academic competencies	<ul style="list-style-type: none"> - the ability to possess social and ethical values based on public opinion, traditions, customs, norms and to focus on them in their professional activities; - to observe the fundamentals of the legal system and legislation of Kazakhstan, to know the trends of social development of society; - be able to adequately navigate in various social situations; - be able to find compromises, correlate your opinion with the opinion of the team; - possess the norms of business ethics, ethical and legal norms of behavior; - strive for professional and personal growth; - work in a team, correctly defend your point of view, offer new solutions; - demonstrate tolerance towards other individuals.
SS 6. Entrepreneurial competence	<ul style="list-style-type: none"> - the ability to know and understand the goals and methods of state regulation of the economy, the role of the public sector in the economy; - possess the basics of economic knowledge, skills of critical thinking, interpretation, creativity of analysis, drawing conclusions, evaluation;

	- manage projects to achieve professional goals, manage staff, demonstrate entrepreneurial skills.
SS 7. Cultural awareness and ability to express yourself	- the ability to know and understand the traditions and culture of the peoples of Kazakhstan, to be tolerant of the traditions and culture of other peoples of the world, to realize the attitudes of tolerant behavior; not to be prejudiced, to have a high internal culture and spiritual qualities. -demonstrate personal qualities: goodwill, sociability, empathy, stress resistance, emotional balance, professional and social responsibility, the ability to develop teaching and research skills.
HARDSKILLS	
Theoretical knowledge and practical skills specific to this area	HS1 – to use knowledge in the field of special, correctional pedagogy in professional activity, taking into account criteria assessment, pedagogical innovation and technology, to be capable of innovation, to strive for the development of their pedagogical skills;
	HS2 - possess the means of accounting for general, specific (with different types of violations) patterns and individual characteristics of mental and psychophysiological development, know the peculiarities of regulating the behavior and activities of children with disabilities;
	HS3 - possess the theoretical foundations and technologies for identifying and determining developmental abnormalities, monitoring and evaluating the features of physical and neuropsychic development of children with disabilities;
	HS4 - apply various technologies, methods of teaching, upbringing and development, offering individual educational programs for students with special needs of different levels of development and education;
	HS5 - ability to formulate and solve problems related to the organization of educational, correctional and developmental processes in inclusive education and special educational organizations in accordance with the requirements of science and practice;
	HS6 - ability to organize conditions for the successful integration of a child with disabilities into the educational and social environment, showing professional values: professionalism; innovativeness; creativity; meritocracy; integrity.

3.2 Matrix of correlation of the results of training in the EP as a whole with the formed competencies of modules

	O1	O2	O3	O4	O5	O6	O7	O8	O9	O10	O11	O12
SS1	√	√	√						√	√		√
SS2			√				√	√		√		√
SS3			√		√		√		√			
SS4			√		√	√		√	√		√	√
SS5	√	√	√			√		√	√	√		√
SS6	√	√				√	√	√		√	√	
SS7	√	√	√		√	√				√	√	√
H1				√	√	√	√	√				√
H2					√	√	√	√	√	√	√	
H3					√		√					
H4				√	√	√	√	√	√	√	√	√
H5					√	√	√	√	√	√	√	√
H6					√		√		√	√	√	√

4. SUMMARY TABLE REFLECTING THE VOLUME OF LOANS DISBURSED BY MODULES OF THE EDUCATIONAL PROGRAM

Course of study	Term	Number of modules to be mastered	Number of subjects studied			Number of credits on cycles KZ					Total in hours OC	Total loans KZ HsC	Quantity	
			OC	HsC	EC	Theoretical training	Physical Culture	Учебная практика	Производственная практика	Итоговая аттестация			EC	Theoretical training
1	1	5	4	2	2	28	2				900	30	6	2
	2	4			3	27	2	1			900	30	6	1
2	3	5	1	3	3	27	2		1		900	30	7	1
	4	4	1	3	4	26	2		2		900	30	7	1
3	5	5	2		4	28			2		900	30	6	
	6	4			3	26			4		900	30	3	
4	7	4			7	33			10		1290	43	7	
	8	2							5	12	510	17		
result			8	8	26	195					7200	240		

4. MATRIX OF THE INFLUENCE OF MODULES AND DISCIPLINES ON THE FORMATION OF LEARNING OUTCOMES AND INFORMATION ON LABOUR INTENSITY

№	The name of modules	Cycle	Component	The name of disciplines	Discipline Summary	Number of credits	Formed learning outcomes (codes)													
							LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12		
1	Fundamentals of the Public Sciences	GED	OC	History of Kazakhstan	<p>Purpose: The purpose of the discipline is formation of an objective idea of the history of Kazakhstan based on a deep understanding and scientific analysis of the main stages, patterns and originality of the historical development of Kazakhstan.</p> <p>Content: Ancient people and the formation of nomadic civilization. Turkic civilization and the great steppe. Kazakh Khanate. Kazakhstan in the era of modern times. Kazakhstan as part of the Soviet administrative-command system. Declaration of Independence of Kazakhstan. State system, socio-political development, foreign policy and international relations of the Republic of Kazakhstan. Methods and techniques of historical description for the analysis of the causes and consequences of events in the history of Kazakhstan.</p>	5	√	√										√		√
		GED	OC	Philosophy	<p>Purpose: The formation of a holistic idea among students about philosophy as a special form of knowledge of the world, about its main sections, problems and methods of studying them in the context of future professional activity.</p> <p>Content: Emergence of a culture of thinking. Subject and method of philosophy. Fundamentals of philosophical understanding of the world: questions of consciousness, spirit and language. Philosophy of art. Society and culture. Philosophy of history. Philosophy of</p>	5	√	√										√		√

				educational and professional, modeled by forms: oral and written communication, written speech works, listening. Demonstration of understanding of the language material in the texts on the educational program, knowledge of terminology and development of critical thinking.														
	GED	OC	Foreign Language	<p>The aim is a formation of students' intercultural and communicative competence in the process of foreign language education at a sufficient level A2 and a level of basic sufficiency B1. Student reaches B2 level of common European competence if the language level at the start is higher than B1 level of common European competence</p> <p>The contents. Levels A1, A2, B1, B2 are presented in the form of cognitive-linguocultural complexes, consisting of spheres, themes, sub-themes and typical situations of international standard's communication: social, social-cultural, educational and professional, modeled by forms: oral and written communication, written speech works, listening. Demonstration of language material's understanding in texts on educational program, knowledge of terminology and critical thinking development.</p>	10			√							√			√
	GED	OC	Physical Training	<p>Objective: the formation of social and personal competencies and the ability to purposefully use the means and methods of physical culture that ensure the preservation and strengthening of health in preparation for professional activity; to the persistent transfer of physical exertion, neuropsychic stresses and adverse factors in future work.</p> <p>Contents: Implementation of physical culture and health and training programs. A complex of general development and special exercises. Sports (gymnastics, sports and outdoor games, athletics, etc.). Control and self-control during</p>	8			√						√				√

				computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and Telecommunications. Cybersecurity. Internet technologies. Cloud and Mobile technologies. Multimedia technologies. Smart technology. E-technologies. Electronic business. Electronic government.														
5	Basics of pedagogical skills	BD	HsC	Pedagogy and cyberpedagogy	<p>Purpose: familiarizing students with the theoretical foundations of training and education, increasing the level of pedagogical competence, forming a holistic understanding of a person's personal characteristics as a factor in the success of mastering and carrying out educational and professional activities, developing learning skills, a culture of mental work, and self-education; skills to effectively make decisions based on pedagogical knowledge.</p> <p>Content. The genesis of pedagogical science, regularities and principles of a holistic pedagogical process. Fundamentals of the theory of education and didactics. Problems of modern school management. Scientific principles and regularities of cyberpedagogy, methodology and technology for managing the educational process based on information and communication technologies, methods of distance learning and blended learning, formation of consciousness and worldview of a person.</p>	5				√	√	√		√		√	√	
		BD	HsC	Workshop of Special Disciplines	<p>Purpose: to form students' ideas about different groups of children from 1-2 groups of SEN. To introduce modern problems and trends in the development of special pedagogy.</p> <p>Content: Introduces the object, subject, subject, purpose and objectives of special pedagogy. Analyzes the theory and practice of scientific knowledge of special education. Instills the</p>	4				√	√	√		√		√	√	√

				skills of studying the peculiarities of development and socialization of a person with developmental disabilities, as well as searching for new ways to correct and compensate for shortcomings in order for a person to achieve maximum independence.															
	BD	EC	Inclusive education	<p>Purpose: give students an idea of foreign and domestic educational experience, which is based on an ideology that excludes any discrimination against children; on the development and implementation of conditions that ensure equal treatment of all people, and on the need for special conditions for children with special educational needs; introduce the principles of inclusive education; with the organization of inclusive education in educational institutions.</p> <p>Content: Introduces the content, objectives, purpose, principles of inclusive education, categories of children with disabilities, the legal framework of inclusive education. Considers the rules, problems of a modern inclusive school, features of a barrier-free environment. Forms skills for assessing the state of modern inclusive education.</p>	4			√	√			√		√	√	√	√	√	√
	BD	HsC	Pedagogical practice	<p>Purpose: The purpose of the educational (introductory) practice is the development of general cultural and improvement of professional competencies of students.</p> <p>Content: Introduces students to the specifics of the educational institution and the professional activity of a teacher, forms a professional pedagogical orientation for future pedagogical activity, instills skills of the practical foundations of the future profession, introduces the types, forms and content of professional pedagogical activity of special teachers, forms a systematic «vision» of the object of professional activity of a teacher - a holistic pedagogical process.</p>	1				√	√	√	√	√	√			√	√	

	BD	HsC	Physiology of Schoolchildren Development	<p>Purpose: to give the future teacher up-to-date information about the anatomical and physiological features of the body of children and adolescents, its relationship with the environment, to equip with knowledge about the laws underlying the preservation and strengthening of the health of schoolchildren, maintaining their high efficiency in various types of educational activities.</p> <p>Contents: Growth and development of the body; development of the nervous system, the formation of higher nervous activity and its formation in the process of child development. Features of the development of sensory; endocrine; musculoskeletal system; digestive; blood and cardiovascular system.</p>	4				√	√	√		√	√		√	√
	BD	HsC	Psycho-pedagogical practice	<p>Purpose: During the period of psychological and pedagogical practice, the student acquires professional pedagogical skills, skills and abilities of independent conduct of educational work.</p> <p>Content: Implementation of the relationship of theoretical knowledge with practice. Introduces the system of educational work in correctional and general education institutions. Instills the skills of working with the documentation of children entering special and educational institutions, organizing extracurricular activities, conducting diagnostics of a child with SEN in order to compile psychological and pedagogical characteristics, studying the psychological characteristics of children with SEN.</p>	2				√	√	√	√				√	√
Biomedical Foundations	BD	EC	Otorhinolaryngology	<p>Purpose: mastering by students special methods of diagnosis and treatment of the most common diseases of the ear and upper respiratory tract, including those related to the pathology of the dental system, and providing emergency otorhinolaryngological care.</p> <p>Content: introduces the content, purpose,</p>	3				√		√		√	√			√

				objectives, theoretical basis, history of the development of otorhinolaryngology. Studies and examines the basic concepts of otorhinolaryngology: anatomy and physiology of the ear, throat, nose. Analyzes the methods of examination of the outer and middle ear. Understands the pathogenic complications of auditory analyzers.															
		BD	EC	Anatomy, Physiology and Pathology of Hearing, Vision and Speech Organs	<p>Purpose: to form concepts and ideas about the anatomical and physiological features of auditory, visual and speech analyzers; the causes and main symptoms of hearing, vision and speech disorders in children and adults, the possibility of using the acquired knowledge to correct and compensate for hearing, vision and speech disorders.</p> <p>Contents: Introduces the structure, functions and various types of pathologies of the organs of hearing, vision, speech. Studies various pathologies of the organs of hearing, vision, speech. Examines the main methods of studying the organs of vision, hearing and speech of their functions; modern methods of rehabilitation of persons with impaired functions of these organs and their prevention.</p>	3				√	√	√		√					
		BD	EC	Neurophysiology and Physiology of Highest Nervous Activity	<p>Purpose: Formation of a holistic view of the physiology of higher nervous activity and sensory systems; formation of students' holistic theoretical understanding of the basic principles of perception of sensory information, the physiology of sensory organs, conditioned reflex human activity, the physiological mechanisms of behavior and the structure of behavioral acts, the mechanisms of functional states.</p> <p>Content: examines the basic concepts, principles of HNA. Studies the sensory systems of the body and their main functions, conditions, forms of education. Analyzes the dynamics of excitation and inhibition processes</p>	3				√	√	√	√	√	√				√

				<p>in the HNA. Analyzes the typological and age-related features of human GNI. Studies the sensory systems of the body and their main functions.</p> <p>Competencies: has an idea of the subject, the features of the physiology of HNA and sensory systems, the physiological foundations of the psyche, has methods of studying the physiology of cognitive, emotional-volitional processes and mental states.</p>														
	BD	EC	Anatomy, Physiology and Pathology of Central Nervous System	<p>Purpose: to acquire knowledge on the anatomy and physiology of the nervous system of humans and vertebrates, as well as the basics for the practical application of this knowledge; the ability to apply knowledge on the anatomy and physiology of the nervous system to understand the patterns of higher nervous activity of humans, as well as the genesis of neuropsychiatric diseases; the formation of a scientific worldview on the role and place of knowledge of anatomy and physiology the nervous system in the system of neurobiological sciences.</p> <p>Content: Introduces the subject, tasks, methods of this discipline. Examines the functional anatomy of the nervous system and signs of damage. Analyzes the features of the structural and functional development of the nervous system in childhood. Characterizes research methods in pediatric neurology and diseases of the nervous system in children.Explains the perinatal pathology of the nervous system and anomalies of the development of the central nervous system.</p>	3					√			√	√	√	√	√	√
	BD	EC	Neuropathology	<p>Purpose: to acquire knowledge about neurological symptoms, syndromes and diseases, the causes and mechanisms of their occurrence, about modern diagnostic methods, as well as the acquisition of skills in clinical</p>	3					√				√	√	√	√	√

				<p>neurological examination of a child.</p> <p>Content: Introduces the subject, object, purpose, objectives, history of development, theoretical foundations of neuropathology. Examines the evolution of the nervous system, the structure of nervous tissue - neurons and glial elements, the structure of the spinal cord and brain. Analyzes the causes of inflammatory diseases of the central and peripheral nervous system; congenital and acquired inflammatory processes in the nervous system.</p>														
		BD	EC	<p>Clinical Features of the Development of Children with Special Educational Need</p>	<p>Purpose: preparing students to work with children with various deviations of psychophysical development in special correctional institutions.</p> <p>Contents: Clinical features of the development of children with SEN is a study of the modern interpretation of the doctrine of mental retardation, etipathogenetic patterns and classifications of intellectual disabilities; clinical and psychological structure of intellectual defect in various forms of intellectual disability. The subject of study is knowledge of the features of clinical manifestations of intellectual underdevelopment of children, for the organization of a differentiated system of correctional and rehabilitation measures for the purpose of social and labor adaptation of children with special education needs.</p>	3				√	√	√		√				
		BD	EC	<p>Genetic Diseases</p>	<p>Purpose: To familiarize students with the general idea of the material foundations of heredity. To form an idea of the principles and methods of genetic analysis. To learn the basic laws of inheritance of traits and the position of the chromosomal theory of heredity. Have an idea of genetic analysis in prokaryotes, extra-nuclear inheritance. To learn the basic laws of the variability of organisms (mutations, modifications); natural and induced mutation</p>	4					√	√	√	√	√		√	√

					of special teachers. Prepares for the effective implementation of correctional and developmental work. Implementation of the relationship of theoretical knowledge with practice. Introduces the system of educational work in correctional institutions.													
7	Fundamentals of Special Education	BD	EC	Introduction to the specialty	<p>Purpose: formation of ideas about the professional activity of a special teacher. Increasing the motivation of students to further master the profession and choosing its appropriate field for their own professional activities.</p> <p>Content: the structure of a professional's activity within a certain sphere (portrait of a professional), directions, methods, conditions of professional activity. Ethical standards of social pedagogue activity. He is able to understand the social significance of his profession, the purpose and meaning of the activities of a special teacher, to perform civil and official duties.</p>	3		√		√			√	√	√	√	√	√
		BD	EC	Fundamentals of Academic Writing	<p>Purpose: formation of professional competence and expansion of communicative competence related to analytical textual activity; the formation of students' skills of linguistic and pragmatic thinking, the ability to analyze the expressive units of the language and competently select the desired unit depending on the goals and conditions of communication.</p> <p>Content: the discipline is devoted to the formation of students' skills in writing academic texts, such as abstracts, essays, annotations, literature reviews, etc., skills in creating and editing reports and presentations, and skills in correctly compiling a bibliographic description.</p>	3		√		√			√	√	√	√	√	√
		BD	EC	Psychology of Children with Special	<p>Purpose: familiarization of students with the main theoretical and practical directions of work with children from 1-2 categories of SEN, with their development features and the</p>	4				√	√					√		√

			Educational Needs	<p>specifics of education and upbringing.</p> <p>Content: Introduces the basic concepts, tasks, goals, theoretical foundations of psychology of children with special educational needs. Analyzes the psychological and pedagogical features of correctional and developmental education of children with SEN.</p> <p>Instills skills in the development of psychological characteristics of persons with hearing, vision, speech, musculoskeletal system, emotional and volitional sphere. Analyzes the causes of various violations.</p>													
	BD	EC	Early Development of Children with Special Educational Needs	<p>Purpose: to provide state guarantees of the level and quality of preschool education of preschool education programs based on the unity of mandatory requirements for the conditions of implementation of educational programs of preschool education, their structure and the results of their development.</p> <p>Content: Introduces the basic concepts, tasks, goals, theoretical foundations of the discipline. They operate with the basic concepts: correction, compensation, deprivation, trauma, etc. Characterize the main causes contributing to the occurrence of primary defects in children. Analyzes the main patterns of mental development (dysontogenesis) in children and their significance for pedagogical and medical practice.</p>	4				√	√	√		√				
	BD		Educational practice	<p>Instills the skills of planning, forecasting, analysis of the main components of the learning and upbringing process. Forms the skills of identifying the degree of conformity of the applied methods and means of teaching to didactic goals and objectives, evaluating the results of the activities of students, teachers, and their own activities. Carries out an individual approach to students in the course of educational and educational work, taking into account the peculiarities of their</p>	1						√		√	√	√	√	√

				Content: Introduces the psychological, psychophysical, age-related characteristics and individual educational needs of pupils. Instills work skills with the practical application of modern methods and technologies of teaching, upbringing and development of children with visual impairment.														
		BD	EC	Differential Diagnosis of Children with Special Educational Needs	<p>Purpose: Introduces the general content, purpose, objectives, development, methodological scientific apparatus of the discipline. Mastering the practical skills of organizing a psychodiagnostic examination of persons with intellectual disabilities, mastering specific techniques and the ability to adapt them and change them in accordance with the peculiarities of children's mental development.</p> <p>Content: Examines the problem of distinguishing similar conditions, the principles of a comprehensive study of child development, diagnosis of developmental disabilities. Classifies the stages of diagnosis of developmental disabilities. Analyzes the principles of differential diagnosis. Examines the principles of medical examination, psychological and pedagogical examination. Characterizes the methods of psychological and pedagogical research of children in PMPC.</p>	4				√		√		√	√			√
		BD	EC	Comprehensive Diagnostics	<p>Purpose: To familiarize students with psychological and pedagogical diagnostics in education, the formation of their professional competencies in the field of forecasting and prevention of diseases, diagnostics of a mentally and physically healthy personality of a student, etc. in educational organizations of various levels.</p> <p>Contents: examines the history of the development of psychological and pedagogical diagnostic methods in special pedagogy and psychology. Develops the skills of complex diagnostics. Characterizes modern ideas about</p>	4				√		√		√	√			√

				processes. Introduces the methods of correctional work of sensory processes, psychomotor, cognitive activity, the formation of spatial representations; the development of skills and abilities, the organization of control and self-control of the effectiveness of educational and cognitive activities of children.																	
		PD	EC	Rehabilitation and Social adaptation of Children with Educational Needs in Education	<p>Purpose: To form a general idea of rehabilitation and social adaptation of children and adults with intellectual disabilities.</p> <p>Content: Introduces the problems of social adaptation of children with disabilities, analyzes the foreign experience of social adaptation of people with disabilities. studies the problems of social adaptation of children with disabilities. Organization of support (support) of students with OOP in the process of social adaptation and rehabilitation at school. Determination of the content of psychological and pedagogical support of a student with OOP. Support of the student by specialists of the psychological and pedagogical support service.</p>	4															
8	Pedagogical skills	PD	EC	Special Methods of Teaching Mathematics to Children with Educational Needs	<p>Purpose: formation of students' professional competencies in the field of special methods of teaching mathematics to children with speech disorders, as well as ideas about the essence and features of methods of teaching mathematics to schoolchildren (special) with speech disorders as a branch of pedagogical science.</p> <p>Content: Introduces the content, methods, tasks, principles, methods of teaching mathematics to children with SEN. Examines modern means and methods of teaching mathematics. Instills the skills of conducting educational classes in mathematics, taking into account the psychological and pedagogical characteristics of children with SEN, in the development of lesson plans, Operates with a</p>	5							√		√		√		√		√

				number of basic pedagogical categories.														
		PD	EC	Special Method of Familiarizing Children with Educational Needs with the Surrounding World	<p>Purpose: formation of a holistic picture of the world and awareness of a person's place in it on the basis of the unity of rational scientific knowledge and emotional-value understanding of the child's personal experience of communicating with people and nature</p> <p>Content: Introduces the content of the methodology for familiarizing children with disabilities with the surrounding world. Forms, enriches and systematizes ideas about the social and natural environment; accumulates social and moral life experience, teaches the rules of behavior in the family, school, on the street, in public places, in nature.</p>	5						√	√		√	√	√	√
		PD	EC	Vocational Training of Children with Special Educational Needs	<p>Purpose: to improve the professional skills and knowledge of a teacher-defectologist for effective education and development of children with special educational needs within a general education institution. To determine the features of the work of a defectologist teacher in a general education institution;</p> <p>Content: Forms theoretical knowledge on the profile of work, realization of opportunities for the development of educational and labor activities of students, preparing them for obtaining initial professional skills, vocational education or for independent work, taking into account their interests and psychophysical capabilities.</p> <p>Organization and methodology of lessons on manual labor in a special school, labor training of children with SEN, the place of discipline in the system of correctional and educational work. Principles, methods and organization of teaching children with SEN work.</p>	4		√				√	√		√	√	√	√
		PD	EC	Special Methods of Teaching Visual	<p>Purpose: to equip students with knowledge, skills and abilities according to the</p>	4						√	√	√				√

			Activity to Children with Special Educational Needs	<p>methodology of teaching visual activity. Formation of a system of knowledge among students about the types of children's visual activities and methods of teaching children to draw a subject, plot-thematic and decorative drawing.</p> <p>Content: Examines the history of the emergence of visual education and the role of visual education in the continuous education system of children with disabilities. Analyzes the goals and objectives of teaching visual activities in a special school. Forms practical skills of work on conducting iso classes with children with special pot training.</p>														
		PD	EC	<p>Social and household orientation of children with special educational needs</p>	<p>Purpose: to teach the student the methodology of social and household orientation of children with special educational needs.</p> <p>Content: Studies the theoretical and methodological foundations for the formation of skills in children with OOP on social and household orientation in space. Introduces the formation of social and everyday ideas and skills in children and adolescents with disabilities, as a basis for their preparation for independent life and successful adaptation in society. Groups of children with special educational needs. Characteristics of special educational needs..</p>	5						√	√		√	√	√	√
		PD	EC	<p>Subject-practical training of children with special educational needs</p>	<p>Purpose: to equip students with knowledge, skills and techniques for the development of thinking, conversational and monologue speech in oral and written forms, the improvement of subject – practical activities, the formation of labor skills and abilities.</p> <p>Content: Introduces the content of the methodology of subject-practical training of children with special educational needs. Forms, enriches and systematizes ideas about various objects and their purpose in the social and natural environment; accumulates practical life</p>	5						√		√	√	√	√	

				experience in mastering the skills of interaction with objects, teaches technical, sanitary and hygienic standards.														
	PD	EC	Special Methods of Teaching Modern Kazakh, Russian Language to Children with Special Educational Needs	<p>Objective: To train competitive specialists capable of working effectively for the benefit of society and the state, possessing intercultural and communicative competence, using information technologies within the framework of higher education and pedagogical competence, on the basis of creating the necessary opportunities in professional activity.</p> <p>Content: Examines the main provisions of the methodology of the Kazakh, Russian language in a special (correctional) school. Analyzes the special methodology of the Kazakh, Russian language as a science. Instills skills in the implementation of basic didactic principles in the lessons of Russian, Kazakh languages. Develops vocabulary enrichment skills.</p>	4				√	√	√	√	√	√	√	√	√	√
	PD	EC	Formation of Social and Communicative Skills in Children with Intellectual Disabilities	<p>Purpose: to expand life experience and everyday social contacts within the limits accessible to the child, thereby contributing to his successful adaptation and socialization in society.</p> <p>Content: Studies theoretical and methodological foundations for the formation of social and communicative skills in children with intellectual disabilities. Examines the issues of studying and forming communicative skills in younger schoolchildren with intellectual disabilities studying in special (correctional) schools. Instills skills of working with children with children with Intellectual disabilities to develop communication skills.</p>	4					√		√		√	√	√	√	√
	PD		Industrial and pedagogical practice I	Instills the skills of planning, forecasting, analysis of the main components of the learning and upbringing process. Forms the skills of identifying the degree of conformity of the applied methods and means of teaching to	10							√	√	√	√	√	√	

				didactic goals and objectives, evaluating the results of the activities of students, teachers, and their own activities. It allows students to consolidate, expand and concretize theoretical knowledge in disciplines, to study the organization and content of the work of a special teacher, teacher, assistant defectologist, speech therapist, educator, psychologist in a correctional educational institution. Instills skills of professional and practical work to overcome violations in children, carrying out correctional work.														
		BD	EC	Logarithmica	<p>Purpose: to form ideas about the psychomotor functions of a person with speech disorders, about the practical use of speech therapy rhythmic in the system of complex correctional work with preschoolers, adolescents and adults with various speech pathologies.</p> <p>Content: Improves professional practical skills and skills for conducting classes in speech therapy rhythmic. Examines the rules, problems, and features of speech therapy rhythmic in the system of speech therapy correction. Analyzes the results of the use of speech therapy rhythmic: the ability to correlate words and movements.</p>	4						√		√	√	√	√	√
		BD	EC	Phonetic rhythmic	<p>Purpose: To equip the trainees with knowledge on the organization, content, means of education and training, the formation of their holistic understanding of the specifics of modern approaches to the use of phonetic rhythmic in the work on rhythm and tempo in persons with hearing impairment.</p> <p>Contents: Examines the rules, problems, features of the formation of phonemic rhythmic in the system of speech therapy correction. Analyzes the results of the use of speech therapy rhythmic: the ability to correlate words and movements. Instills the</p>	4		√						√	√	√	√	√

				skills of conducting logorhythmic classes with children of various categories, correction and compensation of impaired speech and motor functions.														
		BD	EC	Logopedics for Rhinolalia, Dysarthria and Stuttering	<p>Purpose: systematization, clarification and expansion of knowledge, skills and abilities of students in the field of speech therapy assistance to children with speech disorders.</p> <p>Content: Improves professional practical skills and skills for the correction of speech disorders in children with rhinolalia and dysarthria in pedagogical and medical institutions. Instills the skills of applying in practice the methods of medical, psychological and pedagogical diagnostics of children with congenital cleft lip and palate and dysarthria. Introduces the methods of examination of the vocal apparatus and voice functions, with methodological techniques of corrective action in case of voice disorders.</p>	5	√	√						√	√	√	√	√
		BD	EC	Logopedics Work with Children Innervation and Anatomical Disorders	<p>Purpose: to familiarize students with the work of a kindergarten for children with speech disorders, features of the joint work of a speech therapist and parents with children with speech disorders</p> <p>Content: Improves professional practical skills and skills of speech therapy work with children with innervation and anatomical disorders of the speech apparatus. Examines the structure of speech defect in children with dysarthria. Instills examination skills in children of this category. Defines the system of correctional and pedagogical influence. Analyzes the features of the results of speech therapy correction. Operates with a number of main categories of speech therapy work.</p>	5	√	√						√	√	√	√	√
9		BD	EC	Psychocorrective methods in special pedagogy	<p>Purpose: The purpose of the discipline is to study the theoretical foundations of psychological correction and its practical application in psychocorrective work with</p>	5									√	√	√	√

				<p>children.</p> <p>Contents: Examines modern methods and techniques of psychocorrective work on the development of children with special training needs. The structure and content of the program of correctional and developmental work with children with special training needs. Organization of the correctional and pedagogical process in compensatory institutions. Instills practical skills in the preparation of educational, psychocorrective programs for children with special training needs.</p>														
		BD	EC	<p>Fundamentals of Scientific Research Work in Special Pedagogy/</p>	<p>Purpose: to prepare students for research work in the process of studying at a university and future professional activity. Formation of a teacher-researcher, a teacher-creator, a teacher with independent and critical thinking.</p> <p>Content: In the course of studying "Fundamentals of research work in special pedagogy" - the existing need for the process of continuous deepening, expansion and updating of the system of knowledge included in the content of education is revealed. This need is determined by the achievements of science and the conditions for mastering the methodology and methodology of scientific research as the most important component of the training of a future special teacher.</p>										√	√	√	√
		PD	EC	<p>Innovative Pedagogical Technologies in Teaching Children with Special Educational Needs</p>	<p>Purpose: to form a system of knowledge, skills and abilities of future speech therapists in the field of the use of innovative technologies in the training and support of persons with speech pathology, the development of their own technologies, in relation to a specific age and speech defect.</p> <p>Content: Improves professional knowledge, practical skills and application of innovative technologies for correction of speech development disorders in preschool children.</p>	4	√								√	√	√	√

				Examines frequently occurring speech disorders. Instills the skills of timely correctional work, the use of computer technology. Analyzes the role of optimization of the pedagogical process.														
	PD	EC	New Pedagogical Technologies for Teaching Children with Special Educational Needs	<p>Purpose: to familiarize students with the theoretical and practical fundamentals of pedagogy, contributing to the formation of professional skills of future specialists. Assimilation by future teachers of the basics of the technology of the holistic pedagogical process.</p> <p>Content: improves professional knowledge, practical skills and application of innovative technologies for correction of disorders in children with OOP. Possesses the skills and abilities of organizing control and self-control of the effectiveness of educational and cognitive activity of children with SEN. Instills the skills of timely correctional work using new computer technologies.</p>	4	√								√	√	√	√	
	BD	EC	Logopedic Work in Violation of Written Language	<p>Purpose: implementation of practical and theoretical training of students on the issues of violations of writing and reading and the main methods of overcoming them.</p> <p>Content: Improves professional knowledge, practical skills and application skills of basic technologies for correcting writing disorders in children. Examines methods and techniques of speech therapy for children with violations of written speech. Analyzes the content of methodological work, the principles of constructing speech therapy work in severe violations of written speech. Instills the skills of practical work to provide speech therapy assistance in case of written violations.</p>	5	√	√							√	√	√	√	
	BD	EC	Speech Therapy Correction Dyslalia and	Purpose: systematization, clarification and expansion of knowledge, skills and abilities of students in the field of speech therapy assistance to children with speech disorders.	5	√	√							√	√	√	√	

				auditory perception and pronunciation training of students with hearing impairment. Instills practical work skills in students for the development of auditory perception and pronunciation.													
	PD	EC	Audiology and Hearing Prosthetics	Objective: Theoretical and practical preparation of students for the organization of training in the system of basic education, logical and content-methodical connections in the subject area of "Sign language Pedagogy", to work with deaf and hard of hearing students based on the study of methods of diagnosis of impaired functions and methods of compensation for the existing defect Contents: Examines the audiological data of auditory function disorders in preschool and school-age children, taking into account their age and individual psychophysiological characteristics and capabilities; distinguishes and classifies normal-hearing, hard-of-hearing, deaf children according to the main qualitative and quantitative criteria	4					√	√			√	√	√	√
	BD	EC	Surdopedagogy	Objective: mastering students with in-depth knowledge of the peculiarities of the mental development of children with hearing impairments, necessary for diagnostic and correctional psychological practice. Content: Introduces the content, purpose, objectives, development, principles, scientific foundations of sign language teaching, t with the history of sign language teaching (foreign and domestic). Characterizes the principles of individual and group learning.	3							√	√	√	√	√	√
	BD	EC	Surdopsychology	Objective: To master students with in-depth knowledge on the peculiarities of the mental development of children with hearing impairments, necessary for diagnostic and correctional psychological practice. Content: Introduces the content, subject, purpose, objectives, methodological apparatus	3									√	√	√	√

APPROVAL SHEET
according to the cipher educational program «6B01911» - Special Pedagogy

Director DAV _____ **Naukenova A.A.**

Director SAD _____ **Nazarbek U.B.**

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