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Higher and Postgraduate Educational Programs

☐Project EP ☐Participant of project EP

Date of registration in the Registry

06.06.2020

Registration number

6B01900039

Date of EP passport updating

10.07.2026 23:20

Field of education

6B01 Pedagogical sciences

Direction of personnel training

6B019 Special pedagogy

Group of educational programs

B020 Special pedagogy

Educational program

6B01902 Special Pedagogy

EP purpose

Training of competent special educators using new pedagogical models focused on moral and individual criteria to meet special needs in the field of special and inclusive education.

EP type

Acting EP

Level on NQF

6

Level on SQF

6

EP distinctive features

No

Language of education

Russian Kazakh multilingual

Professional Standard for EP

Exists

№	Name of professional standard
1	Professional standards for teachers of educational organizations

Professional standards (career standards)

Professional standard has been used at developing EP ☒

Professional standard №1

Professional standard

Профессиональные стандарты для педагогов



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CCEA

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Professions

Profession №1

Profession

Олигофренопедагог

Уровень по ОРК

6

Labor functions

Оценивание знаний, умений и навыков детей

Осуществление учебно-методической деятельности

Поддержание общественного доверия к профессии и приобщение детей к си

Осуществление психолого-педагогической поддержки и учебно-воспитател

Profession №2

Profession

Учитель-логопед, логопед

Уровень по ОРК

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Labor functions

Осуществление учебно-методической деятельности

Осуществление психолого-педагогической поддержки и учебно-воспитательного пр

Поддержание общественного доверия к профессии и приобщение обучающихся к си

Оценивание знаний, умений и навыков детей

Profession №3

Profession

Сурдопедагог

Уровень по ОРК

6

Labor functions

Осуществление учебно-методической деятельности

Оценивание знаний, умений и навыков детей

Осуществление психолого-педагогической поддержки и учебно-воспитател

Поддержание общественного доверия к профессии и приобщение детей к си

Profession №4

Profession

Педагог ранней поддержки

Уровень по ОРК

6

Labor functions

Оценивание знаний, умений и навыков детей

Осуществление специальной психолого-педагогической поддержки

Поддержание общественного доверия к профессии и приобщение детей к си

Осуществление учебно-методической деятельности

Profession №5

Profession

Педагог по работе с детьми с задержк

Уровень по ОРК

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Profession №6

Profession

Педагог по работе с детьми с нарушен

Уровень по ОРК

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Labor functions

Осуществление учебно-методической деятельности Оценивание знаний, умений и навыков детей
Поддержание общественного доверия к профессии и приобщение обучающихся к системе профессионального образования
Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса

Volume of the credits

240

Degree to be conferred

Bachelor

Period of study

4

Date of approval EP on the Academic Council

27.04.2026

☒Existence of the annex to the license for the direction of personnel training

The license number on the direction of training

KZ49LAM00007465

☐The training format is online

☒EP accreditation existence

Atlas of new professions

не предусмотрено

Regional standard

не предусмотрено

The formed educational outcomes

№	Educational outcome	Code	Reflects the labor function
1	To design educational	ON1	Осуществление учебно-методической деятельности Поддержание общественного доверия к профессии и приобщение детей к системе профессионального образования Оценивание знаний, умений и навыков детей Поддержание общественного доверия к профессии и приобщение обучающихся к системе профессионального образования
2	Evaluates and removes	ON2	Поддержание общественного доверия к профессии и приобщение детей к системе профессионального образования Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса Осуществление учебно-методической деятельности Оценивание знаний, умений и навыков детей
3	Predicts, plans and manages	ON3	Оценивание знаний, умений и навыков детей Осуществление учебно-методической деятельности Поддержание общественного доверия к профессии и приобщение детей к системе профессионального образования



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4	Apply the skills of studying	ON4	Оценивание знаний, умений и навыков детей Осуществление учебно-методической деятельности Поддержание общественного доверия к профессии и приобщение обучающихся к системе
5	Analyzes the stages of	ON5	Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса Поддержание общественного доверия к профессии и приобщение обучающихся к системе Осуществление специальной психолого-педагогической поддержки
6	Have the ability to evaluate and	ON6	Оценивание знаний, умений и навыков детей Поддержание общественного доверия к профессии и приобщение детей к системе
7	Identifies and promotes the	ON7	Осуществление специальной психолого-педагогической поддержки Поддержание общественного доверия к профессии и приобщение обучающихся к системе Оценивание знаний, умений и навыков детей
8	To write psychological	ON8	Поддержание общественного доверия к профессии и приобщение детей к системе Осуществление специальной психолого-педагогической поддержки Оценивание знаний, умений и навыков детей
9	Organizes and conducts	ON9	Осуществление учебно-методической деятельности Оценивание знаний, умений и навыков детей Поддержание общественного доверия к профессии и приобщение обучающихся к системе Осуществление специальной психолого-педагогической поддержки Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса
10	Advises teachers,	ON1	Осуществление учебно-методической деятельности Поддержание общественного доверия к профессии и приобщение детей к системе Осуществление специальной психолого-педагогической поддержки Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса
11	Uses information and	ON1	Осуществление учебно-методической деятельности Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса Осуществление специальной психолого-педагогической поддержки Поддержание общественного доверия к профессии и приобщение обучающихся к системе
12	Designs and analyzes the	ON1	Поддержание общественного доверия к профессии и приобщение детей к системе Осуществление специальной психолого-педагогической поддержки Осуществление психолого-педагогической поддержки и учебно-воспитательного процесса Осуществление учебно-методической деятельности

Data on disciplines

Nº	Name of discipline	Short description of discipline	Cycle
1	Fundamentals of Scientific Research	The goal is to form knowledge about the principles, technologies, practical methods and techniques of conducting scientific research based on modern achievements of scientists. Forms the basic foundations of scientific culture and ethics, flexible perception of scientific texts, skills of effective application of acquired knowledge in planning and organizing research work, the ability to analyze and summarize research results.	GED
2	Ilyastanu	The purpose of the discipline is to develop a deep-thinking personality with high aesthetic taste, appreciating literature, art, traditions, culture and language of the Kazakh people through a deep and comprehensive study of the works of Ilyas Zhansugurov. Forms an understanding of the importance of the works of Ilyas Zhansugurov in the development of the Kazakh literary language; skills of intellectual and creative thinking, the ability to cherish the values of national and spiritual heritage.	GED

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		 ЕДИНАЯ ПЛАТФОРМА ВЫСШЕГО ОБРАЗОВАНИЯ	English 	
3	Fundamentals of Financial Literacy	personal finance management. Also, as part of the course, students will learn how to use in practice all kinds of tools in the field of finance, save and increase savings, plan a budget competently, learn how to analyze financial information and navigate financial products to choose an adequate investment strategy.	GED	
4	Basics of Law and Anti-Corruption Culture	The objective is to familiarize students with the fundamental branches and institutions of law, the foundations of anti-corruption culture, as well as the patterns of emergence, development, and functioning of the state and law. The course cultivates anti-corruption awareness and a high level of theoretical knowledge concerning the primary functions of law within the state and society, its impact on the development of the rule of law and civil society, and the value of inclusion as an integral component of a just and equitable legal order. Particular emphasis is placed on fostering students' understanding of the importance of human rights for all individuals, regardless of their social, cultural, physical, or other characteristics.	GED	
5	Ecology and Life Safety Basics	Purpose – the goal is to develop knowledge of the fundamentals of ecology, sustainable development, and life safety, enabling the analysis of ecological processes, the assessment of the socio-environmental consequences of anthropogenic activities, the assurance of environmental safety, and the application of methods and technologies for protection in emergency situations. Develops the ability to assess the impact of environmental factors on human health; to forecast ecological processes for planning and implementing measures aimed at enhancing life safety and ensuring environmental security; and to make informed decisions in adverse environmental and emergency situations, taking into account the potential consequences of accidents, disasters, and natural hazards within the framework of sustainable development principles.	GED	
6	Economics and Entrepreneurship	Objective – to familiarize students with the economic challenges of modern society, develop economic thinking, and provide knowledge of the theoretical foundations and practical skills in the field of entrepreneurship. The program is aimed at forming a comprehensive understanding of the functioning of the economy, while delivering business education focused on acquiring applied competencies in various areas of entrepreneurial activity. Special attention is given to issues of sustainable development, efficient resource use, and the implementation of lean production principles as key elements of effective and environmentally responsible business practices. The course also explores the specifics of creating and successfully managing a business, taking into account modern requirements for environmental and social responsibility in entrepreneurship.	GED	
7	Assessment and Development	Objective: understanding the value of assessment in the learning process and the ability to provide constructive assessment in an ethical manner at various stages of the learning process and critically evaluate and analyze their understanding and practice regarding assessment Students can: be well versed in a variety of assessment and feedback methods (for example, formative and final assessment), apply pedagogical principles to determine and recognize the levels of educational competence of students.	BD	
8	Age and Physiological Features of the Development of Children	Pre-service teachers are familiar with the formation of psyche, its functioning, and the patterns of development. Pre-service teachers can observe the development of their students, and accordingly, plan and implement age-appropriate learning processes considering individual needs of students. Pre-service teachers act creatively and appropriately in different situations and support learning and well-being of the learners. Pre-service teachers who demonstrate competence can: recognize the individual starting points of different students, their learning potential and specific support needs; consider the individual needs of their students for specific support, guidance, teaching and assessment; introduce various methodological solutions for inclusion and for providing specific support.	BD	

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ЕДИНАЯ ПЛАТФОРМА ВЫСШЕГО ОБРАЗОВАНИЯ English			
9	Educational Science and Key Theories of Learning	as the conceptions of man leading to various learning theories and pedagogical models. Based on their understanding of the theoretical concepts, pre-service teachers are able to make appropriate pedagogical choices for various learning situations. Pre-service teachers who demonstrate competence can: distinguish between concepts of human and their importance for understanding learning and the design of an educational process; differentiate between learning theories and their importance for understanding learning and the design of an educational process; apply learning theories and pedagogical models suitable for versatile learning processes.	BD
10	Psychology in Education and Concepts of Interaction and Communication	Pre-service teachers are familiar with the modern psychological theories and models, as well as personality functioning and individual properties. They can apply the knowledge in their teaching in diverse educational contexts. Pre-service teachers support positive development of learners by fostering dialogue, interaction, and communication in the educational process. They are able to communicate, interact, and collaborate with pupils’ families as well as in various other partnership networks and create new relationships suitable for the development of their own pedagogical activity. Pre-service teachers who demonstrate competence can: understand the basic concepts and terms of educational psychology, and the main practical applications of psychological knowledge; understand the patterns, facts, and phenomena of cognitive and personal development of a person in the processes of education and upbringing; apply an integrated approach to design, implementation, evaluation, and development of educational environments; understand the concept of continuous learning as a part of the process of cognitive and personal development of a person. apply basic communication and interaction concepts and theories at the individual, community, and network levels; select the methods of communication and interaction that are most appropriate to facilitate learning in various forms (offline, online, blended, hybrid); recognize the patterns of group dynamics and act in ways that promote community development and well-being.	BD
11	Fundamentals of Artificial Intelligence	The discipline is aimed at studying the basic concepts, methods and algorithms underlying the creation and application of artificial intelligence. Within the framework of this subject, students study the theoretical foundations of machine learning, neural networks, natural language processing algorithms and computer vision. They will also get acquainted with the ethical, social and legal aspects of the application of artificial intelligence in various spheres of life.	BD
12	Research, Development and Innovation	Objective: formation of a research- and development-oriented mindset, the ability to develop, update and apply innovative approaches and technologies for teaching in the context of ongoing changes in society and the educational environment. Students can: Develop their own teaching skills through research-based approaches, apply critical thinking when collecting and using data for software development, participate in scientific research and/or develop cooperation between universities and stakeholders, document your own research activities and present the results using various forms of communication.	BD
13	Inclusive Educational Environment	Goal: understanding and the ability to take into account the diversity of students in the learning, teaching process, in a reasonable way, psychologically and ethically maintain well-being, taking into account the context of their lives. Students can: Embrace diversity, identify barriers to participation and learning identify development priorities, plan activities for the adaptation of educational programs, the development of differentiated lessons promote collaboration in the school community to create a foundation of inclusive values and support student participation and academic achievement.	BD



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14	Ontogenesis of the Development of Children with Disabilities	of children with special educational needs, their age-related characteristics, and the mechanisms underlying the emergence of developmental disorders. It is aimed at developing in future special educators a comprehensive understanding of developmental deviations, as well as competencies in early diagnosis and the scientifically grounded organization of corrective and developmental interventions.	BD
15	Teaching Methods and Technologies	Purpose: to increase competencies in the field of pedagogy and didactics. Students have a holistic understanding of the methodological teaching system, can model strategies and technologies for solving specific pedagogical problems, planning, leadership, teaching and evaluation, and are able to use knowledge, forms, methods and technologies of teaching in accordance with the conditions of a particular school and the capabilities of students. Students can: choose pedagogical models suitable for their learning, apply pedagogical teaching methods creatively and in a diverse way, taking into account the opportunities offered by technology, and use a suitable learning environment in their teaching.	BD
16	Teaching Planning and Individualization of Learning	Objective: to develop individualization teaching skills, taking into account the diversity of students and the use of teaching technologies, based on pedagogical and independent research. Students can: understand the requirements of competence, entrepreneurship and sustainable development in their teaching and subject area when planning and conducting training; plan and predict other conditions that affect learning.; Apply the principles of individual learning and guidance in practice, take into account the needs of their students, and support the creative development of their personality and self-esteem.	BD
17	Pedagogical Research	This course provides pre-service teachers with a theoretical foundation on pedagogical research. Pre-service teachers possess skills to seek and critically select theoretical knowledge from various reliable sources, utilize research findings in the development their pedagogical thinking and practice, and adopt willingness to promote research-based learning and education as well as their own continuing development and professional growth. Pre-service teachers who demonstrate competence can: recognize the nature of pedagogy and its basic terminology; identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; follow the changes in the field of education and consider how they influence own work as a teacher.	BD
18	Psychopathology	The course provides for the formation of knowledge and skills necessary to identify various forms of psychological disorders. In the course of studying this course, students will know the basic patterns of manifestation and development of pathology of mental activity, general issues of etiology and pathogenesis, the nature of psychopathological processes, their causes, principles of classification, studies methods of research and treatment, mental diseases, their etiology, pathogenesis, clinic, patterns of development, methods of treatment and recovery.	BD
19	Innovations and Artificial Intelligence in Special Education	The course "Innovations and Artificial Intelligence in Special Education" is aimed at developing the professional competencies of future educators. It addresses the effective use of digital technologies, data analysis in inclusive environments, and the personalization and adaptation of educational processes. Students acquire skills in applying artificial intelligence tools on an ethical and scientific basis. Particular emphasis is placed on fostering research thinking and integrating it with practical activities.	BD
20	The Activities of the Sign Language Teacher in Special Institutions	Studies the main methods and technologies of the work of a sign language teacher in preschool institutions, including: the processes of development, education and training of the deaf, hard of hearing preschool age, the content and methods of education and training of the deaf, hard of hearing preschool age. It is aimed at forming ideas about the basic concepts of this section and the ability to apply the studied diagnostic and correctional technologies in practice.	BD



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21	Audiology and Hearing Aid	hearing impairment, deaf methodology of hearing assessment, diagnostic and screening studies of hearing. Describes the device of hearing AIDS, their main characteristics, the process of selection and adjustment of hearing AIDS, especially hearing AIDS, evaluation of the effectiveness of hearing AIDS. Examines the problems of users of hearing AIDS, their solutions in modern hearing AIDS, cochlear implants, FM-systems.	BD
22	Features of the Learning Development of Children with Autism	Reveals the features of the education and development of children with autism, the development of a system of comprehensive psychological support for children and adolescents experiencing difficulties of adaptation and socialization due to disorders in the emotional and personal sphere. Studies the possibilities of correctional and psychotherapeutic work in increasing the level of social adaptation of an autistic child, methods of behavioral correction of childhood autism (ABA therapy).	BD
23	Basics of Genetics	Reveals the subject, objectives and methods of human genetics, human characteristics as an object of genetic research, the main sections of human genetics, the specifics of human genetics methods. Studies the history of human genetics, clinical and genealogical method, tasks of the method, autosomal dominant type of inheritance, categories of diseases. Examines the manifestation of the age of the disease, varying penetrance and expressiveness, autosomal recessive type of inheritance, especially the transmission of the disease.	BD
24	Teaching Work to Children with Hearing Impairment	Studies the theory and technology of teaching manual labor to children with hearing impairments, knowledge and skills in the field of manual labor, the use of pedagogical innovations in the conduct of lessons and digital computer technology in the creation of manual work.	BD
25	Psychological and Pedagogical Socialization of Children with Hearing Impairment	Reveals the features of psychological and pedagogical socialization of children with hearing impairment. Aimed at the formation of professional qualities of a special teacher with the ability to study children with special needs, diagnosing various mental States, the ability to complete in special educational institutions of the relevant contingent of children.	BD
26	Activity of the Speech Therapist in Educational Institutions	Studies the organization of speech therapy work at school, the goals and objectives of work in the speech clinic, the stages of organization and forms of speech therapy work in speech therapy groups. Examines the principles of selecting children and completing groups, speech therapy documentation of general and special educational institutions that provide assistance to children with speech disorders; planning and content of correctional education.	BD
27	Activities of a Special Teacher in General Education Institutions	Studies the basic methods and technologies of the work of a special teacher in educational institutions. Aimed at solving the problems of education and upbringing of children, whose difficulties are persistent and require prolonged monitoring and specialized assistance at different age stages.	BD
28	Psychological and Pedagogical Socialization of Children with Intellectual Disabilities	Reveals the features of psychological and pedagogical socialization of children with intellectual disabilities. It is aimed at the formation of professional qualities of a social teacher with the ability to study children with special needs, diagnose various mental states, and the ability to recruit an appropriate contingent of children in special educational institutions.	BD
29	Theory and Technology of Teaching Manual Labor to Children with Intellectual Disabilities	Examines the goals and objectives, methodological foundations of teaching manual labor and fine arts in schools for children with intellectual disabilities. Reveals the methodological basis of the methodology of teaching manual labor, its relationship with other Sciences. Studies the material base of manual labor training for children with intellectual disabilities.	BD



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30	Modern Speech Therapy Technologies	technologies, indicative and differentiated stages of speech therapy examination. Exploring technology: logopedic examination, correction of pronunciation aspects of speech, formation of speech breath, correction of voice, development of intonational aspects of speech, formation of speech skills of self-regulation.	BD
31	Fundamentals of Applied Behavior Analysis	Course goal – to develop the ability, grounded in Applied Behavior Analysis (ABA), to critically analyze data-based functions of behavior; design and implement individualized interventions in inclusive educational settings; and evaluate their effectiveness, safety, and ethical soundness. Develops skills to: operationalize behavior; collect and analyze data (incl. ABC); identify behavioral functions; design and apply behavior support plans; teach functionally equivalent alternative behavior; manage crisis situations; and assess outcomes.	BD
32	Information and Communication Technologies in Speech Therapy	Considers a complex of teaching materials, technical and instrumental computer equipment in the educational process, forms and methods of their application in speech therapy. Studies specialized computer programs for individual and subgroup classes with children with speech disorders, the use of multimedia resources in speech therapy classes.	BD
33	Speech Therapy Technologies	Studying the technology of speech breath at various speech disorders; articulation exercises; technologies of formation of speech breathing for speech disorders; correction technology of voice; respiratory-vocal exercises; technology of correction of tempo-rhythmic organization of speech; methods of correction of tempo-rhythmic organization of speech.	BD
34	Preschool Speech Therapy	Studies theoretical and methodological foundations of preschool speech therapy; anatomical and physiological mechanisms of speech; patterns and stages of speech development of children; examination of children with speech disorders. Considers the types of speech disorders: violations of the sound side of speech; violations of the lexical and grammatical side of speech; violations of writing; violations of voice; violations of the pace and rhythm of speech.	BD
35	Theory and Technology of Teaching Manual Labor to Children with Disabilities	Examines the goals and objectives, methodological foundations of teaching manual labor and fine arts in schools for children with S, means of teaching manual labor and methods of work with children with S. Reveals the methodological basis of the methodology of teaching manual labor, its relationship with other Sciences. Studies the material base of manual labor training.	BD
36	Psychological and Pedagogical Support of Pre-profile Training for Students with Disabilities	Within the framework of the discipline, the following issues are studied: the theoretical foundations of pre-profile training for students with disabilities; the essence, goals, and objectives of psychological and pedagogical support during the period of professional self-determination; regulatory and legal support for career guidance and vocational training of students with disabilities; psychological and pedagogical characteristics of various categories of students with special educational needs; methods for diagnosing professional interests, inclinations, and abilities; technologies and models for organizing pre-profile training in inclusive education settings; development of labor skills and professional preferences; design of individual educational pathways; interaction among teachers, support specialists, and parents; and social adaptation and integration of students with disabilities into educational and professional environments.	BD
37	Neuropathology	Considers the structure and functions of the human nervous system, the evolution of the nervous system, the age evolution of the brain, the concept of systemogenesis, the structure of the nerve cells, the concept of synapse, the structure of the spinal cord. Studies the structure of the brain, cerebral cortex, pathways, blocks in the structure of the nervous system,as well as the main neurological syndromes.	BD



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38	Fundamentals of Neuropsychology	processes, the relationship of brain and psyche, the methodology and methodology of neuropsychological syndrome approach and neuropsychological research methodology. Studies the symptoms, syndromes and methods of diagnosis of brain damage; brain organization of mental processes with the help of physiological processes.	BD
39	Correctional and Developmental Education of Children with Mental Retardation	Studies the specifics and features of correctional and developmental education of children with mental retardation, methods and techniques of correctional and developmental work, special tools and exercises for the development of the cognitive sphere of children with mental retardation, pedagogical technologies used in teaching children with mental retardation in primary school.	BD
40	Information and Communication Technology in Surdopedagogy	Considers a complex of educational and methodical materials, technical and instrumental computer equipment in the educational process, forms and methods of their application in surdopedagogics. Studies specialized computer programs for individual and subgroup lessons for children with hearing impairment, the use of multimedia resources in the classroom.	BD
41	Information and Communication Technologies in Correctional and Developmental Education	Considers a complex of educational and methodical materials, technical and instrumental means of computer technology in the educational process, forms and methods of their application of technology in correctional and developmental education. Studies specialized computer programs for individual and subgroup classes with children with intellectual disabilities, the use of multimedia resources in the classroom.	BD
42	Organization and Content of Correctional and Developmental Training	Considers the basics of correctional work with children with developmental disabilities. Reveals the theoretical and methodological foundations of the system of correctional and developmental education, the basic principles of correctional and developmental education for children with special needs in development. It is focused on the formation of skills of observation, analysis and comparison in the classes of correctional and developmental education.	BD
43	Introduction to the Profession of "Special Education Teacher"	The discipline reveals the content and objectives of special pedagogy, the main areas of professional activity, and the system of ethical principles. It is aimed at developing professional motivation in future specialists, as well as fostering an understanding of the theoretical and methodological foundations and the practical significance of working with children with special educational needs.	PD
44	Special Education	Studies the history of special education in Kazakhstan and abroad; General issues of theory and practice of special education; scientific foundations of special pedagogy. Describes the system of social and medical-pedagogical correctional support for children with disabilities in the Republic of Kazakhstan; education of children with intellectual disabilities, speech, hearing, musculoskeletal system, as well as children with severe and multiple disabilities.	PD
45	Special Psychology	Reveals the concept of mental dysontogenesis, primary and secondary developmental defects by L. Vygotsky. Studying development in a complex of faults, types of mental development: underdevelopment, growth retardation, damaged, development, distorted development. Considers methodological, theoretical and applied aspects of prevention and correction of deviations from the norm of mental development in children with congenital or acquired defects.	PD
46	Diagnosis and Psycho-Pedagogical Support for Children with ASD	The discipline addresses the theoretical and practical aspects of the comprehensive assessment of the developmental characteristics of children with autism spectrum disorders, the application of modern diagnostic methods, and the development of individualized educational pathways. It is aimed at forming professional competencies in organizing psychological and pedagogical support, designing evidence-based corrective and developmental programs, and establishing effective collaboration with parents and other participants in the educational process.	PD



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47	Speech Therapy	therapy, subject, object, methods, tasks, principles, the relationship with other scientific disciplines. Studies anatomical and physiological mechanisms of speech; patterns and stages of speech development. Describes examination of children with speech disorders; classification of speech disorders; clinical and pedagogical classification.	PD
48	Methods of Teaching Mathematics to Children with Disabilities	Examines the subject, objectives, content of the course methods of teaching mathematics, the history of special techniques. Studies the content, methods, means of teaching mathematics in a special school. Reveals the methodology of studying: numbers, numbering, arithmetic operations, metric system of measures, tabular multiplication and division, simple and compound arithmetic problems, measures of time and geometric material, fractions in a special school.	PD
49	Oligophrenopedagogics	Reveals the theoretical and methodological foundations of Oligophrenopedagogics, the subject, object, methods, tasks, principles, and relationship with other scientific disciplines. Studies the problems of education and training of mentally retarded children and their social rehabilitation. development of the content of methods, techniques, means of education and upbringing of children with intellectual disabilities and the organization of their life in special institutions.	PD
50	Deaf education	Deaf education - Shapes the scientific ideas and competencies of students in the field of deaf education, the basic principles, provisions of education and upbringing of children and teenagers with hearing impairment, means and methods of corrective influence on their impaired functions.	PD
51	The Basics of Tiflopedagogics	Reveals the concept of the defect and its structure in visual impairment; common basic laws of normal and abnormal development; primary and secondary deviations in mental development; the ratio of education and development of the child with visual impairment, the essential characteristics of compensatory processes and the stage of compensation for visual impairment.	PD
52	Special Methodology of Teaching Environmental Studies in a Special School	Reveals the psychological and pedagogical foundations of teaching the surrounding world in an auxiliary school. Studies the peculiarities of the production and use of visual aids for teaching the surrounding world in an auxiliary school; the use of technical means of teaching and the creation of educational multimedia presentations for conducting lessons in special education settings.	PD
53	Specialized Methods of Teaching History in Special Education Schools	Reveals the tasks, structure and content of the history course in a special (correctional) school; the content of history as a subject in a special (correctional) school. Studies the requirements for the lesson of history in a special (correctional) school, methods, technology features of historical education of children with intellectual disabilities.	PD
54	Information and Technological Support for the Professional Activity of a Special Education Teacher	The discipline examines ways of effectively using information and communication technologies, digital educational platforms, and assistive tools in the system of special education. The course content includes maintaining electronic documentation, designing corrective and developmental sessions in both online and offline formats, developing multimedia resources, monitoring students' academic achievements, and analyzing educational data. In addition, the course is aimed at developing the digital safety culture of future special educators and fostering skills for the adaptive use of technologies in inclusive education settings.	PD
55	Remedial Work Dysarthria	Considers the main directions of correctional work in dysarthria; the system of speech therapy in dysarthria; Studies the ways and patterns of formation of children's speech, the causes and mechanisms of deviant speech development; differentiated articulation massage and gymnastics, speech therapy rhythm.	PD



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56	Logopedic Work with Dyslalia	ontogenesis of speech acquisition in childhood, classification of speech disorders, General didactic and methodological principles of speech therapy, the system of organization and provision of speech therapy to children with speech disorders.	PD
57	Methods of Teaching Language to Children with Special Educational Needs	Considers Russian (Kazakh) language as a subject in a special (correctional) school, the methodology of literacy teaching as a scientific basis of a special method of teaching Russian (Kazakh) language. Studies the forms of organization of educational work, principles, methods of teaching Russian (Kazakh) language in a special (correctional) school; especially the formation of grammatical and word-educational concepts, the study of phonetics and graphics in primary school.	PD
58	Psychological and Pedagogical Diagnostics of Children with Disabilities	Examines the theoretical bases of psychological-pedagogical diagnostics; the scope of psycho-pedagogical and differential diagnosis; General principles for the conduct psychodiagnostic examination; classification of methods of psychological-pedagogical and differential diagnosis. Aimed at the formation of skills and ability to use diagnostic tools, psychological and pedagogical examination of children with disabilities, organization of diagnostic and Advisory service.	PD
59	Methods of Formation of Pronunciation of Deaf Children	Studies psychophysiological mechanisms of education, reproduction, formation of oral speech; the consequences of hearing impairment, their impact on the development of oral speech; tasks, content, methods of formation of the pronunciation of oral speech in deaf and hard of hearing children; methods of work on speech breathing, voice, sounds and their combinations, rhythmic-melodic structure of speech, words and phrases; technical means of teaching pronunciation.	PD
60	Subject-Practical Training of Deaf Children	Reveals the importance of subject-practical activities in the child's education, tasks, content and forms of organization of work in the lessons of subject-practical training. Considers subject-practical training as the most important didactic condition of versatile development of deaf school students. Studies the structure of the lesson of subject-practical training, the relationship of subject-practical training with other academic disciplines of primary classes.	PD
61	Methods of Development of Auditory Perception of Deaf Children	Describes the effective development of auditory perception of deaf and hard of hearing children in the process of special training, which creates a polysensory basis for the perception and production of speech. Studies technologies for the development of auditory perception of children with hearing impairment.	PD
62	Special Methods of Teaching Natural Science for Children with Hearing Impairments	Reveals the goals, objectives and methodological foundations of teaching natural science in schools for children with hearing impairments. Examines the history of development of methods of teaching natural science, the material base of natural science training. Study of methods, techniques and means of teaching natural science to children with hearing impairments.	PD
63	Methods of Teaching Language to Children with Hearing Impairment	Considers the scientific basis of special teaching methods; Russian (Kazakh) language as a subject in school for children with hearing impairment, literacy teaching methods. Studies the forms of organization of educational work, principles, methods of teaching Russian (Kazakh) language in school for children with hearing impairment; features of formation of grammatical and word-educational concepts, studying phonetics and graphics.	PD
64	Psychological and Pedagogical Diagnostics of Children with Hearing Impairment	Studies theoretical bases of psychological and pedagogical diagnostics; spheres of application of psychological and pedagogical and differential diagnostics; the General principles of carrying out psychodiagnostic inspection; classifications of techniques of psychological and pedagogical and differential diagnostics of children with hearing impairment. Aimed at the formation of skills and ability to use diagnostic tools, psychological and pedagogical examination of children with hearing impairment, organization of diagnostic and Advisory service.	PD

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	 	English 	
65	Correctional work with General Underdevelopment of Speech	underdevelopment and methods of its diagnosis and overcoming in children. Considers the use of basic and additional diagnostic and correctional technologies used in modern speech therapy in the process of exposure to general speech underdevelopment.	PD
66	Modern Educational Technology	Examines the application of modern pedagogical technologies in the system of special education, depending on the category, different levels and perceptions of children with disabilities. Studies the use of innovative methods when performing tasks in group and individual classes, taking into account the individual physical characteristics of children with disabilities.	PD
67	Social Adaptation of Children with Intellectual Disabilities	Studies the mechanisms of social adaptation of children with intellectual disabilities, methods and methods of socialization of children with intellectual disabilities. It is aimed at the formation of skills to determine the conditions for the implementation of correctional and educational work, the choice of optimal areas of work to identify and minimize deficiencies in the intellectual development of children.	PD
68	Methods of Teaching Language to Children with Disabilities	Considers the scientific basis of special teaching methods; Russian (Kazakh) language as a subject in school for children with intellectual disabilities, literacy teaching methods. Studies the forms of organization of educational work, principles, methods of teaching Russian (Kazakh) language in school for children with intellectual disabilities; features of the formation of grammatical and word-educational concepts, learning phonetics and graphics.	PD
69	Special Methods of Physical and Psychosomatic Development of Children with Intellectual Disabilities	Reveals the methods of research of psychosomatic development of children with intellectual disabilities. Considers clinical and psychological characteristics of physical and psychosomatic development of children with intellectual disabilities. Studies the formation of motor function in ontogenesis, causes and mechanisms of motor function disorders, the severity of motor disorders, especially the motor sphere of children with intellectual disabilities.	PD
70	Psychological and Pedagogical Diagnostics of Children with Intellectual Disabilities	Studies theoretical bases of psychological and pedagogical diagnostics; spheres of application of psychological and pedagogical and differential diagnostics; the General principles of carrying out psychodiagnostic inspection; classifications of techniques of psychological and pedagogical and differential diagnostics of children with intellectual disabilities. Aimed at the formation of skills and ability to use diagnostic tools, psychological and pedagogical examination of children with intellectual disabilities, the organization of diagnostic and Advisory service.	PD
71	Vocational Training and Social Orientation	Reveals the features of teacher training for lessons on social orientation of children with disabilities, the definition and monitoring of knowledge and practical skills in the classroom. Describes the types and types of lessons, guidelines for teachers on vocational training and social orientation. Studies the features of teaching social orientation of children with home schooling.	PD
72	Aural-speech Rehabilitation of Children with Cochlear Implantation	Studies the device and principle of operation of cochlear implant systems, methods of diagnostic examination and selection of candidates for cochlear implantation, information about the operation, structure and content after the surgical rehabilitation of adults and children with cochlear implantation. Examines the organization of rehabilitation of children with cochlear implantation.	PD
73	Criterion Assessment Technology	Examines the methodological and methodological foundations, principles, functions, models of criteria assessment. In normative activity, it records the achievements of students in relation to the approved state standard and monitors the progress of individual students, their level of training and the criterion of the teacher's work.	PD

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74	Special Pre-School Pedagogy	disabilities, its goals and objectives, as well as the role of early and preschool age in the development of children with problems. Studies the system of special institutions for children with disabilities; organization of special work in preschool institutions; dynamics of mental development, the problem of building a developing environment in preschool institutions.	PD			
75	Correctional Work of Preschool Children with Hearing Impairment	Reveals the tasks, content, methods and techniques for the development of auditory perception and pronunciation training, speech development, development of cognitive activity. Studies games and practical exercises that can be used in the process of correctional work at the level of preschool education with children with hearing impairment.	PD			
76	Preschool Oligophrenopedagogy	Studies the features and patterns of development of the child under the influence of correctional education; principles, content, methods of training and education of children with intellectual disabilities in various institutions of correctional or rehabilitation type; providing an individual approach in correctional work with children with varying degrees of mental retardation; variability of the system and structure of special institutions for children with violations.	PD			
77	Preschool Sign Language Pedagogy	Studies the history of the development of views on the education and training of preschool children with hearing impairments; the impact of hearing loss on the mental development of children of early and preschool age; classification of hearing impairment in children; features of mental development of children of early and preschool age with hearing impairment.	PD			
78	Psychological and Pedagogical Technologies of Work with Children with Mental Retardation	Examines the causes and systematics of mental retardation, the structure of the defect in mental retardation, psychological characteristics of children with mental retardation. Reveals the differential diagnosis of mental retardation and similar conditions, the differences from disorders of various origins, especially the organization of educational work. He studies the concepts of correctional and developmental education in the conditions of compensating education of children with mental retardation, correctional and developmental and educational technologies.	PD			
79	Correctional Work in Rhinolalia	Studies the causes and forms of rhinolalia; anatomical and physiological characteristics of the palatopharyngeal apparatus in various types of rhinolalia. Describes the types of clefts, the early development of children with cleft lips and palate, a comprehensive examination of children with rhinolalia. Considers the structure of the speech defect in rhinolalia, primary and secondary speech disorders, the system of correctional and developmental education of children with rhinolalia.	PD			
80	Speech Therapy Work in Systemic Speech Disorders	Reveals the concept of alalia and aphasia, causes, mechanisms, symptoms and degree of violation of the language system. Considers the classification of alalia and aphasia, the characteristics of their main forms. Studies the procedures of examination, early and differential diagnosis in systemic speech disorders; principles, technology and system of correctional and pedagogical work	PD			
81	Phonetic-Phonemic Speech Disorder	Reveals the theoretical foundations of the problem of phonetic-phonemic underdevelopment in children; the concept of phonetic-phonemic underdevelopment. Examines the characteristics of the structure of the defect in children with PPV, examination of phonetic-phonemic side of speech in preschool children. Studies the system of work on the formation of phonemic hearing and phonemic perception in children, the organization of speech therapy for children with PPV.	PD			