

MODULE 6

MEETING NEEDS - COMMUNICATION AND INTERACTION



Khujand – Astana – Nukus – Brasov – 2020

This module includes a focus on Autism as identified by the SWOT analysis carried out in the project.

The aim of Meeting Needs - Communication and Interaction module is to be aware of the impact of curricular adaptation on the inclusion of people with SEND into higher education. During this module, we will critically analyze communication and interaction strategies that are considered to be effective for higher education. We will evaluate the feasibility of the curricular adaptation models to specific, national contexts.

The discipline “Meeting Needs - Communication and Interaction” is intended for trainees with disabilities in higher educational institutions, NGO and government sectors educational institutions.

Course Objective:

-to form a positive attitude of university trainees towards inclusive education, the ability to work with people with disabilities, the ability to navigate in difficult situations, the solution of problems for people with disabilities;

The main objectives of the “Meeting Needs - Communication and Interaction” discipline is to familiarize trainees with the methodological foundations of inclusive education, the laws and principles of the process and content of inclusive education, its establishment in different countries, including Tajikistan, Uzbekistan, Kazakhstan and EU, and the features of the educational process in an inclusive environment.

As a result of studying the discipline, the trainees should know:

- the concept, essence and significance of communication in the life and work of people with disabilities;

-psychological characteristics of students with disabilities;

- the desire for an inclusive society as the basis for sustainable social development;

- the adoption of inclusive education and ways to put it into practice in higher education institutions;

- Ways and forms of interaction with public organizations for the education of students with disabilities;

As a result of studying the discipline, the teacher should be able to:

- to make training educational programs for people with disabilities for the purpose of teaching in higher education institutions of the republic;
- to analyze the change in the framework of educational systems;
- to support and develop inclusive education;
- to ensure the maximum dynamics of the development of inclusive education in society;
- to promote the rights and well-being of people with disabilities in all spheres of society and development;
- to increase awareness of the situation of people with disabilities in every aspect of political, social, economic and cultural life;
- to encourage respect for the rights and dignity of children, women and men with disabilities;
- to challenge prevailing misconceptions and reduce stigma about disability;
- to foster the rights of individuals with special needs to access education and enjoy the right of participation in everyday society;
- to combat discrimination of the individuals with special needs by instilling awareness and acceptance in society;
- to create a more inclusive society with opportunity for all.

Prerequisites: psychology, the basics of social pedagogy and psychology, social psychology, public policy in the field of education

Pro-requisites: pedagogical ethics, leadership in education, education quality management, economics and financing of educational institutions.

Module Aims and Overview:

1. to form a positive attitude of university trainees towards inclusive education
2. to enhance the ability to work with people with disabilities to develop the ability to navigate in difficult situations, the solution of problems for people with disabilities;

<p>ECTS Allocation:</p>	<p>The main objectives of the “Meeting Needs - Communication and Interaction” discipline is to familiarize trainees with the methodological foundations of inclusive education, the laws and principles of the process and content of inclusive education, its establishment in different countries, including Tajikistan, Uzbekistan, Kazakhstan and EU, and the features of the educational process in an inclusive environment.</p> <p>3 ECTS credits (workload including individual work and readings, individual and group assignments, exams, self-preparation)</p>
<p>Module Organiser Contact Details:</p>	<ol style="list-style-type: none"> 1. Elmurodova Sadbarg, Ass Prof. PhD, Khujand State University named after academician B. Gafurov, Tajikistan Email: sadbarg_elmurodova@mail.ru 2. Rahmonov Zikriyo, Ass Prof. PhD, Khujand State University named after academician B. Gafurov from Khujand State University, Tajikistan, Email: dilbar_sns@mail.ru 3. Zhanna Ibrayeva – Certified coach, consultant and trainer of The Academy of Public Administration under the President of the Republic of Kazakhstan TBC 4. Bakhitbay Paluanov, Senior teacher, Karakalpak State University, Uzbekistan Email: bpaluanov@gmail.com
<p>Name of Trainer(s):</p>	<ol style="list-style-type: none"> 1. Elmurodova Sadbarg, 2. Rahmonov Zikriyo, 3. Zhanna Ibrayeva <p>Bakhitbay Paluanov, Teachers, Trainer, Educators and Lecturers (Universities), Government & State Employee & Policymakers, and NGO and trainees</p> <p>For trainers: Teachers and specialists working with people with special needs at schools, institutions, universities and special schools.</p> <p>For trainees: Entrance exam of the National Testing Center/ to be a student of the university</p>
<p>Target Group:</p> <p>Participant Requirements:</p>	<p>As a result of studying the discipline, the trainers should know</p> <ol style="list-style-type: none"> 1. the concept, essence and significance of communication in the life and work of people with disabilities; 2. psychological characteristics of people with disabilities; 3. the desire for an inclusive society as the basis for sustainable

Learning Outcomes (i.e. “Can do”)

social development;

4. the adoption of inclusive education and ways to put it into practice in higher education institutions;
5. ways and forms of interaction with public organizations for the education of students with disabilities;

As a result of studying the discipline, the trainers should be able:

1. to make training educational programs for trainees with disabilities for the purpose of teaching in higher education institutions of the republic;
2. to analyze the change in the framework of educational systems;
3. to support and develop inclusive education;
4. to ensure the maximum dynamics of the development of inclusive education in society;
5. to promote the rights and well-being of people with disabilities in all spheres of society and development;
6. to increase awareness of the situation of people with disabilities in every aspect of political, social, economic and cultural life;
7. to encourage respect for the rights and dignity of children, women and men with disabilities;
8. to challenge prevailing misconceptions and reduce stigma about disability;
9. to foster the rights of individuals with special needs to access education and enjoy the right of participation in everyday society;
10. to combat discrimination of the individuals with special needs by instilling awareness and acceptance in society;

to create a more inclusive society with opportunity for all
Prerequisites: psychology, the basics of social pedagogy and psychology, social psychology, public policy in the field of education

Pro-requisites: pedagogical ethics, leadership in education, education quality management, economics and financing of educational institutions.

Attendance and active participation - 50%

Homework / reading - 30%

Exam / - 20%

Module Materials:

Module Assessment:

No	Topics of the Module	Types of the activities	Total number of hours
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Attendance and active participation: 50 %

From the beginning of the course, trainees will be encouraged to self-reflect upon their own participation and investment. They will suggest the number of points they might be given at the end of the course. They take into consideration the following criteria: their own talking time, number of hours they have spent in the classroom, doing homework and preparing for an agreed presentation. Thus, the self-evaluation assessment technique will be used instead of traditional means.

Homework: 20%

There are 10 homework assignments trainees are obliged to do during the course. The aim of these tasks is to reinforce the knowledge students have acquired during the lessons. At first, the tasks refer to General pedagogy and psychological approaches, then from the lesson 8 classes will be focusing on topics relating with people with special needs are incorporated. Each of the finished assignments is given 2 points, thus participants can get 20 points maximum. The techniques which are used in tasks range from controlled

(matching activity, fill in, correct the text) to less limited (write a review using the model; imitate the style of the author, etc.)

Exam: 20%

Participants choose one of the given topics related to people with disabilities. The presentation might be done in the Power Point form, or they can give a personal account of the material they have chosen, using their notes. Participants pay attention to the following issues: language that they have acquired from the material, the purpose of the material, target audience for whom the topic is aimed at. The presentation should last from 10 to 15 minutes. The maximum number of points for this task is 20.

1.	Introduction of the course “Meeting needs - Communication and Interaction”. Inclusive education	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
2.	General characteristic of people with special needs	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
3.	Basic concepts of special psychology. Biological and social causes of impairment	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
4.	Challenges faced by students with special needs	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
5.	Teaching Methods for Students with Disabilities	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
6.	People with hearing and visual impairments	Total hours: Lecture Practical (laboratory) Group Assignment	5 hours: 1 hours 1 hour 1 hour

		Individual assignment Individual assignment with teacher	1 hour 1 hour
7	Challenges faced by students with autism and methods of teaching	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
8	Didactic Communication	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
9	Features of planning work with people with special needs: drawing up a curriculum	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
10	Creating a learning environment: adaptation and modification	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
11	Features of the educational and upbringing process in an inclusive environment	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -

12	Psychological protection. Communication Barriers	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
13	Interpersonal relationships	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
14	Team and personality. Socio-psychological characteristics of the interaction of people in a small group.	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
15	Pedagogical interaction	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	4 hours: 1 hour 1 hour 1 hour 1 hour -
16	Parents of students with special needs as key partners in educating their children and protecting their rights	Total hours: Lecture Practical (laboratory) Group Assignment Individual assignment Individual assignment with teacher	5 hours: 1 hours 1 hour 1 hour 1 hour 1 hour
<p>Total hours: 72 hours</p> <ul style="list-style-type: none"> ➤ Lectures: 16 hours ➤ Practical (laboratory): 16 hours ➤ Group Assignment: 16 hours ➤ Individual assignment: 16 hours ➤ Individual assignment with teacher: 8 hours <p>Total hours: 72 hours</p>			

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LIST OF THE SUGGESTED LITERATURE

1. Training materials on the subject

I. List of basic literature.

1.1. Актуальные вопросы психолого-педагогической и социальной помощи детям с проблемами в развитии.-М.: РИЦ «Альфа»МГОПУ, 2002.- 206 с.

1.2. Бардин К.В. Если ваш ребёнок не хочет учиться. – М.: Знание, 1980.№5 стр.24

1.3. В помощь директору специальной школы. Сост. В.В.Грибова, А.В.Меликина, Подред. Г.Д. Кузнецова. – М.: Просвещение, 1982. – 407с.

1.4. Величенкова О.А., Русецкая М.Н. Логопедическая работа по преодолению нарушений чтения и письма у младших школьников. –М.: Нац.книжный центр.2015.- 320с.

1.5. Власова Т.А.,Певзнер М.С. Одетях с отклонениями в развитии.- М.: Провещение, 1973.- 175с.

1.6. Гарбузов В.И. Нервные дети. – М.: Медицина. 1990.- 176с.

1.7. Гуревич К.М. Индивидуально- психологические особенности школьников. –М.: Знание, 1983.-80с.

1.8. Ефеминкова Л.Н. Коррекция устной и письменной речи учащихся начальных классов. – М.: Просвещение,1991.-224с.

1.9. Ковалевский И.Е. Профилактика слабовидения и слепоты у детей. – М.: Медицина, 1991.-224с.

- 1.10. Коррекционная педагогика. Основы обучения и воспитания детей с отклонениями в развитии. Учебное пособие/-М..ИЦ.Академия, 2001.-60с.
- 1.11. Лапшин В.А. Основы дефектологии.- М.:Просвещение, 1983.-214с.
- 1.12. Раҳмонов З.П.,Раъмонова Д.З. Назария ва амалияи фанни логопедия Хуљанд. 2011.-132с.
- 1.13. Раҳмонов З.П.,Раъмонова Д.З. Методикаи инкишофи нутқ ва шунавоии кӯдакони ношунаво Хуљанд. 2017.-124с.
- 1.14. Титов В.А. Специальная педагогика: Конспект лекций. – М.: «Приор-издат», 2004. – 224 с.ва ғайраҳо.

II. Additional literature

- 2.1. Акимущкин В.М. Моргулис И.С. Основы тифлологии. - Киев, 1980.
-338с.
- 2.2. Ермаков В.П., Якунин Г.А. Основы тифлопедагогика: Развитие, обучение и воспитание детей с нарушениями зрения: Учеб. пособие для студ. высш. учеб. заведений. - М.: Гуманит. изд. центр ВЛАДОС, 2000. - 240 с.
- 2.3. Дулнев Г.М. Учебно-воспитательная работа во вспомогательной школе. – М.: Владос. 2001.-256
- 2.4. Основы инклюзивного образования. Ответ редактор. Наталя Софий, Каримова Ирина. –Душанбе.2013.-244с.
- 2.5. Раҳмонов З.П., Раҳмонова Д.З. Асосҳои олигофренопедагогика.
Хуљанд. Меъроль.2014.-120с.

2.6. Раѣмонов З.П. Асосѣои дефектология. –Хуљанд, Меъроль.2011.-104с.

2.7. Психология детей с отклонениями с нарушениями психического развития. /Под ред. Е.М.Астапова.СПб.Питер.2001.-273с.

2.8. Саенко Ю.В.Специальная психология.-М.: Акад.Проект.2006.-182с.

2.9. Таҳсилоти фарогир. Под.ред. Байзоев Алим.- Душанбе: Ирфон,2013.-224с.

2.10. Уљенкова У.В. Дети с задержкой психического развития. Изд. второе, испр. и доп. – Н. Новгород: НГПУ, 1994, 230 с.

2.11. Уљенкова У.В., Лебедева О.В. Организация и содержание специальной психологической помощи детям с проблемами в развитии: Учеб. пособие для студ. высш. пед. учеб. заведений. – М.: Издательский центр «Академия», 2002. – 176 с.