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MODULE 7 Class 1 Teaching Record

Week 1

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Principles and objectives of inclusive education. Social Disability Model.

Form of the class: lecture, practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>22.01.2020 Lecture</p>	<p>Presentation of the new module and its structuring, revitalizing students' attention using the "White Spot" method.</p> <p>The professor names the topic of the module. A flipchart notebook is attached to the stand with the name of the module in the center. The rest of the sheet space is divided into sectors, numbered, but not yet filled. Starting from sector 1, the professor writes in the sector the name of the section of the topic that will be studied. Students are encouraged to consider which aspects of the topic may be discussed later in the report. Then the teacher reveals the topic, and the most significant moments of the first section fit into the sector (you can record topics and key moments with markers of different colors). They are written on the flipchart during lecture. After finished the presentation of the material on the first section of the topic, the teacher writes the name of the second section of the topic in the second sector, and so on.</p> <p>Theses of the lecture:</p> <p>Disability is a concept that has changed in society over time. This change has affected the ways in which society defines disability, and therefore the role it takes to integrate people with disabilities and their families.</p> <p>Disabled person is a person who has a health disorder with persistent dysfunction of the body due to diseases, injuries (shell shocks), their consequences, defects, which leads to limited life and the need for social protection (Law of the Republic of Kazakhstan , April 13, 2005 No. 39-III "On the social protection of persons with</p>	<p>Questions for students using the "white spots" method:</p> <ul style="list-style-type: none"> - what topics and problems will we address with you during the study of this module? -What questions are relevant for you? <p>Questions during the interactive lecture:</p> <ul style="list-style-type: none"> - What do you mean by the definition of "disabled person"? - How ethical do you think the use of the word "disabled person" is? - How do you think inclusive education is different? 	

	<p>disabilities in the Republic of Kazakhstan” (as amended and supplemented December 26, 2019).</p> <p>Kazakhstan, along with other CIS countries, has committed itself to moving from a medical model to a disability approach based on human rights in accordance with the social model set out in article 1 of the Convention on the Rights of Persons with Disabilities (UNICEF, 2013). From the point of view of legislation, this will mean a revision of the terminology in order to free it from stigmatization and isolation, changing or avoiding the word “disabled”.</p> <p>Inclusive Education is a process that provides equal access to education for all students, taking into account special educational needs and individual opportunities (On Education Law)</p> <p>Inclusive education is an education based on the right of all students to receive a quality education that meets basic educational needs (WHO, World Report on Disability, 2011).</p> <p>Inclusive education is a process aimed at satisfying the diverse needs of all students by expanding their participation in learning, cultural activities and social life, as well as reducing the extent of social exclusion within the education system and preventing exclusion from it. This process is connected with changes and transformations in the content, approaches, structures and strategies, and its distinctive feature is the general concept, covering all children of the corresponding age group, and the conviction that it is the state’s responsibility to provide education for all children (UNESCO, Inclusion Guide : Ensuring Access to Education for All, 2005).</p> <p>Adapted educational program is an educational program which adapted for the training of people with disabilities, taking into account the characteristics of their psychophysical development, individual capabilities and, if necessary, providing correction of developmental disabilities and social adaptation of these individuals.</p> <p>Stages of inclusive education development.</p> <p>The history of the formation and development of the ideas of inclusive education for people with disabilities in Europe, the USA and Kazakhstan.</p>		
practical class	<p>Conduct a preliminary mini-survey of students in order to determine their understanding of disability and attitude towards people with disabilities.</p> <p>Over the past decades, the study of disability has been broadly divided into two</p>	<p>Answer the questions on the questionnaire. The answers are anonymous and necessary to assess the initial level of understanding of the topic of the module (see Appendix 1)</p>	<p>Appendix 1</p>

	<p>main models. They are medical and social (Palmer and David, 2011).</p> <p>The medical model considered disability as a consequence of physiological or psychological disorders associated with a disease or other pathologies and considered it a “condition” that requires “treatment”. Therefore, medicine or psychology was considered as the main "treatment" of disability. Children and adults with health problems in this model are considered to be automatically defective, and their families are often treated in the same way. Medical specialists solved disability problems on the basis of diagnostics, and the emphasis was on eliminating or treating disability (or the so-called "normalization"). This also included aspects such as prenatal genetic testing and selective abortions. The medical model requires that people with disabilities and their families turn into more “normal” people, and society generally offers them “medical” treatment.</p> <p>The social model of disability defines disability in a social rather than an individual context. So, she focuses more on reasoning about social adaptation and social change as a primary treatment for disability. This approach was actually a transition from an individualistic medical to a structural social model. From the point of view of the social model, people often acquire disabilities as a result of social causes, rather than their own bodies. This model has been successful in the de-individualization and de-medicalization of disability (Palmer and David, 2011; WHO and World Bank, 2011).</p> <p>Disability models characterize the system of interaction of people with disabilities with the social environment and affect the measures of social support for this population group. The most popular types of rehabilitation are determined depending on the disability model.</p>	<p>Group discussion:</p> <p>Work into 2 groups. One group advocates a medical model for the study of disability, the second is a social one.</p> <ol style="list-style-type: none"> 1. It is necessary to highlight the advantages of your model and justify them. 2. Answer the question “What is the difference between the medical and social models of perceptions of disability?” 3. Give examples. 	
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MODULE 7 Class 2 Teaching Record

Week 2

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Regulatory framework for higher inclusive education for students with disabilities.

Form of the class: practical class

Time: 13.00-14.40

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
29.01.2020	<p>The main principles of state policy in the field of education is the equality of the rights of all to receive quality education and the accessibility of education at all levels for the population, taking into account intellectual development, include psychophysiological and individual characteristics of each citizen (paragraphs 1, 2 of Article 3 of the Education Law of the Republic of Kazakhstan).</p> <p>Inclusive education is one of the processes of transformation of the education system, focused on the formation of conditions for the accessibility of quality education for all. It involves the inclusion of children with special educational needs, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics in the general educational environment, the removal of all barriers to their quality education, their social adaptation and integration into society.</p> <p>The development of inclusive education since the end of the last century has become the leading guideline for the educational policy of many developed countries of the world: the USA, Great Britain, Denmark, Spain, Finland, Germany, Italy, Australia, etc.</p> <p>Children with psychophysical disabilities and developmental disabilities in these countries successfully trained together with normal peers in educational institutions in which the appropriate psychological and pedagogical conditions have been created for their development and social adaptation.</p> <p>Conceptual approaches to the development of</p>	<p>Students present home presentations</p> <p>Homework: Preparing a presentation on the following:</p> <ol style="list-style-type: none"> 1. The legal basis of inclusive education in the Republic of Kazakhstan. 2. The legal basis of inclusive education abroad. 3. International legal documents on human rights and freedoms. 4. International legal documents regarding persons with disabilities. 5. The legislative policy of the Republic of Kazakhstan in relation to inclusive education. 	<p>- "On Social Protection of Persons with Disabilities in the Republic of Kazakhstan" Law dated 12/26/19</p> <p>- III periodic National Report of the Republic of Kazakhstan within the framework of the Universal Periodic Review of Human Rights, submitted by the Ministry of Foreign Affairs of the Republic of Kazakhstan to the UN, dated November 6, 2019</p> <p>- The National Plan to ensure the rights and improve the quality of life with disabilities in the Republic of Kazakhstan until 2025 (approved by the Government Decree of May 28, 2019).</p>

	<p>inclusive education developed according to the fundamental international documents in the field of human rights, taking into account the trends and achievements of world practice in the field of education and the priority tasks of the development of the Kazakhstani education system.</p>		<ul style="list-style-type: none"> - Order of the Minister of Education and Science of the Republic of Kazakhstan of June 1, 2015 # 348 On approval of Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan - Education Law of the Republic of Kazakhstan - Convention on the Rights of Persons with Disabilities (UNICEF, 2013) - Inclusive Education Policy Guidelines, UNESCO, 2009
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MODULE 7 Class 3 Teaching Record

Week 3

Semester: Spring

Trainer: Irina PARKHOMENKO

Topic: Types of Disability

Form of the class: lecture, practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>5.02.2020</p> <p>Lecture</p>	<p>Persons with disabilities are people with disabilities in physical and (or) mental development, who have significant deviations from normal mental and physical development, caused by serious congenital or acquired defects, and therefore need special training and education conditions. Thus, a group of people with disabilities includes people whose health conditions prevent them from mastering all or certain sections of the educational program outside the special conditions of education and training.</p> <p>Often, by “people with physical disabilities” in the scientific literature is customary to understand people who have certain restrictions in everyday life associated with physical or sensory defects.</p> <p>The following types of persons with disabilities are distinguished:</p> <ul style="list-style-type: none"> - Persons with hearing impairment (deaf, hard of hearing, late deaf); - persons with visual impairments (blind, visually impaired); - persons with speech impairment; - persons with disorders of the supporting-motor apparatus (cerebral palsy); - amputation; - persons with multiple disorders (combination of 2 or 3 violations) <p>Hearing impairment is people with persistent bilateral impairment of auditory function.</p>	<p>Questions during the interactive lecture:</p> <ul style="list-style-type: none"> -Who belongs to the group of people with disabilities? - What types of physical disabilities do you know? - Have you faced with people with such characteristics? Describe them. 	

Verbal communication with others in people of this category is difficult due to hearing loss or it is impossible (deafness). There are three degrees of hearing loss. Hearing loss of 1 degree is a person distinguishes conversation in a whisper at a distance of 1 to 3 meters, and conversational speech at a distance of more than 4 meters. But it cannot adequately perceive the conversation with extraneous noise or distortion of speech. Hearing loss of 2 degrees (medium hearing loss) is a person perceives whispering speech at a distance of less than one meter, and hears conversational speech at a distance of 2 to 4 meters. Hearing loss of the 2nd degree is characterized by illegibility in the perception of all words in a normal environment, repeated repetitions of certain phrases or individual words are required. Severe hearing loss (3 degree) is the inability to distinguish between a whisper even at very close range, a person hears conversational speech at a distance of less than 2 meters. A hearing aid and visual perception (reading from the lips) are used to be able to communicate. Deafness is the complete absence of hearing or such a degree of hearing loss at which speech perception becomes impossible.

Speech disorders are various deviations from the norm in the process of formation of the speech function, or the breakdown of already existing speech. Speech disturbances can occur at any age, affect both oral and written speech and interfere with both the generation and understanding of the speech utterance. They are manifested in disorders of voice, articulation, sound pronunciation, pace and smoothness of speech, in lexical and grammatical disorders, in the difficulties of constructing a coherent statement, insufficient phonemic perception, specific defects in writing and reading. Often accompanied by secondary abnormalities in the cognitive and emotional spheres. The most severe speech disorders include dysarthria (impaired pronunciation due to insufficient innervation of the speech apparatus), alalia (lack or underdevelopment of speech with normal hearing and preservation of mental development.), and aphasia (speech disorder, which is a systemic disorder of various types of speech activity). Speech disorders can occur independently or in the syndrome of neuropsychiatric disorders, and in children

against the background of such options of dysontogenesis as underdevelopment, delayed, deficient and distorted development.

Visual impairment is different degrees of vision loss: absolute (total) blindness in both eyes, in which light perception and color discrimination are completely lost; practical blindness, in which either light perception or residual vision is preserved, allowing to a certain extent to perceive the light, colors, contours and silhouettes of objects. According to the established classification, blind people include persons whose visual acuity is in the range from 0% to 0.04%. People with visual acuity from 0.05% to 0.2% are included in the category of visually impaired, and can already work with the help of vision, subject to certain hygiene requirements. Children with low vision, or children with borderline vision between low vision and normal, are children with visual acuity from 0.5 (50%) to 0.8 (80%) on the better seeing eye with correction.

Disorders of the supporting-motor apparatus (hereinafter - SMA) . People are partially or completely limited in voluntary movements. Depending on the nature of the disease and the severity of the defect, they are conditionally divided into 3 groups. The first group includes people suffering from residual manifestations of peripheral paralysis and paresis, isolated defects of the foot or hand, mild manifestations of scoliosis (curvature of the spine), etc. The second group includes people suffering from various orthopedic diseases, caused mainly by primary lesions of the musculoskeletal system (with the preservation of the motor mechanisms of the central nervous system), as well as people suffering from severe forms of scoliosis. The third group consists of people with the consequences of poliomyelitis and cerebral palsy, in which disorders of the SMA are associated with pathology of development or confirmation of the motor mechanisms of the central nervous system. Children with cerebral palsy (damage to the immature brain) have a combination of dysfunctions with a peculiar anomaly of mental development is observed, speech disturbances and a delay in the formation of cognitive functions, spatio-temporal representations, practical skills, etc. are often noted. Clinical and psychological and

	pedagogical characteristics of people suffering from cerebral paralysis is extremely diverse.		
practical class	<p>27,871 people with disabilities live in Kostanay region in 2019. This makes up 3% of the total population of Kazakhstan and 25% of the total number of disabled people in the country.</p> <p>About 3,000 out of almost 28,000 are children with disabilities.</p> <p>24% have disorders of the supporting-motor apparatus; 16- visual impairment.</p>	<p>On the basis of the prepared information, students discuss the characteristics of students with disabilities studying at the universities of Kostanay region, designate universities in the Kostanay region that implement inclusive education, and consider their strengths and weaknesses.</p> <p>Homework: To analyze the materials of the periodical press, statistics on the number of students with disabilities studying at the universities of Kostanay region, and prepare a report which reflects their characteristics and specifics of training.</p>	

MODULE 7 Class 4 Teaching Record

Week 4

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Characteristics of the organization of the educational process of students with disabilities. Experience in organizing inclusive education in foreign universities, Kazakhstan and Kostanay region.

Form of the class: practical class

Time: 13.00-14.40

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
12.02.2020	<p>The content of higher education in educational programs and the conditions for organizing the training of students with disabilities are determined by the adapted educational program, and for the disabled also in accordance with the individual rehabilitation program for the disabled.</p> <p>Training on educational programs for students with disabilities is carried out taking into account the characteristics of psychophysical development, individual capabilities and the health status of such students.</p> <p>Based on the psychophysical development and health status of students with disabilities, classes are organized in conjunction with other students in general groups, using socially active and reflective teaching methods, and sociocultural rehabilitation technologies to assist in establishing full-fledged interpersonal relationships with other students, creating a comfortable psychological climate in the student group, reflected in the plans for educational work at the university, as well as in the development of individual student learning plans.</p> <p>Education for students with disabilities can be carried out individually, as well as using distance technology.</p> <p>In the educational process for students with disabilities, specialized technical means are used</p>	<p>Case study:</p> <ol style="list-style-type: none"> 1. Work into 4 groups. 2. In each group, select and analyze the situation related to the study process of a student with disabilities. 3. Offer your option for the optimal organization of the study process, taking into account the special conditions and principles necessary for effective and comfortable training of such a student. 4. Answer the question: what exactly can you do to implement this model? <p>Discuss completed homework.</p> <p>Homework:</p> <p>To prepare a comparative table of inclusive education in foreign universities, Kazakhstan and Kostanay region. The table may contain problematic issues, as well as ways to solve them. <i>(present the table as a presentation)</i></p>	

	<p>for receiving and transmitting educational information in accessible forms for students with various disabilities, alternative formats of printed materials (large print), electronic educational resources in forms adapted to health restrictions are issued students, the availability of necessary material and technical equipment.</p> <p>Teachers whose training courses require students to perform certain specific actions and constitute a problem or action that is not feasible for students who have difficulty moving or speaking are required to take these characteristics into account and offer students with disabilities alternative methods of reinforcing the material under study.</p>		
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MODULE 7 Class 5 Teaching Record

Week 5

Semester: Spring

Trainer: Irina PARKHOMENKO

Topic: Barrier-free environment.

Form of the class: lecture, practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>19.02.2020</p> <p>Lecture</p>	<p>The problem of creating an environment that is accessible to people with mobility limitations, health restrictions on the use of the environment, initially raises the problem of organizing accessibility through the use of special materials and designs.</p> <p>The concept of universal design was first discussed in the United States in the early 1990s, when an initiative wheelchair designer brought together colleagues and like-minded people and created the first Universal Design Center.</p> <p>The main international instrument establishing the rights of persons with disabilities worldwide is the Convention on the Rights of Persons with Disabilities, adopted by the General Assembly UN, December 13, 2006</p> <p>Article 3 of the Convention enshrines a number of principles on which all its other provisions are based. These principles include:</p> <ul style="list-style-type: none"> - full and effective involvement and inclusion in society; - equality of opportunity; - non-discrimination; - accessibility. <p>Accessibility for the disabled is achieved with the help of a reasonable accommodation.</p> <p>A reasonable accommodation is that the organization's activities are adapted for people with disabilities in two ways. Firstly, the accessibility of buildings and structures of this organization is ensured by equipping them with ramps, wide doorways, braille, etc. Secondly, the services of these organizations are accessible for people with disabilities by changing the order of their</p>	<p>Questions during the interactive lecture:</p> <ul style="list-style-type: none"> - Have you ever thought about organizing any activity or event, what architectural barriers can arise for people with disabilities, and how can they be fixed? - Is an environment created according to the principles of universal design created only for people with disabilities? For whom is this also convenient? - What does "reasonable accommodation" mean? 	

	<p>provision, providing additional support to people with disabilities</p> <p>Barriers can be:</p> <ul style="list-style-type: none"> - physical barriers; - information barriers. 		
Практическое занятие	<p>The architectural and planning arrangement of the educational and rehabilitation environment for people with disabilities should be characterized by features caused by elements of their social disability: limited communicative, visual, mobility restrictions, etc., and because of this, restrictions in communication, orientation, and self-service issues, organization of life and leisure.</p> <p>Creating an accessible architectural, planning, informational and psychological environment promotes sustainable motivation of students with disabilities to actively participate in the educational process, satisfaction with their position in the university student environment and self-affirmation in it. In addition, a successful technological solution to the above issues allows the student to rationally use study time and organize free time.</p> <p>In this regard, systemic compensation is achieved by creating a barrier-free environment. This becomes possible with the adequate use of the compensatory mechanisms of vision, touch, smell, residual hearing with a planning and constructive decision to organize the learning place of the disabled person and ways of moving to it.</p> <p>(see Appendix 2. Recommendations on the architectural, planning and technical arrangement of the educational and rehabilitation environment for people with disabilities).</p>	<p>Students work into 4 groups and try to complete the task, overcoming the barriers faced by people with disabilities (eyes closed, blindfolded ears, legs and arms tied).</p> <p>Namely:</p> <ul style="list-style-type: none"> - reach from one wall of the room to the other; - write down the text; - listen to an excerpt from an audio lecture; etc. <p>After finishing the assignment, the training participants are discussed the difficulties of doing this task and options for overcoming the above mentioned barriers</p> <p>Homework:</p> <p>Watch the movies: “Girl and the Sea” (Kazakhstan, 2017); “Inside I’m dancing” (France, Great Britain, Ireland, 2004); “Front of the class” (USA, 2008); “Untouchables” (France, 2011); documentary film: “Iron Henry” (Russia, 2000); “To be together, experience in the development of inclusive education” (Russia) and, based on what you’ve seen and your own thoughts, write an essay “Barrier-free environment in the modern world: what should it be?”</p>	<p>Ссылки на фильмы</p> <p>https://www.youtube.com/watch?v=hMLp4h-UcxQ</p> <p>https://www.youtube.com/watch?v=GIRFk6RGhs</p> <p>https://www.youtube.com/watch?v=6gaFExikGrM</p> <p>https://www.youtube.com/watch?v=whTjYv464cY</p> <p>http://baskino.me/films/dramy/636-a-v-dushe-ya-tancuvu.html</p> <p>Appendix 2</p>

MODULE 7 Class 6 Teaching Record

Week 6

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Conceptual foundations and technology of psychological and pedagogical support of inclusive education and rehabilitation of students with disabilities at the university.

Form of the class: practical class

Time: 13.00-14.40

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
26.02.2020	<p>Psychological and pedagogical support is a systematically organized activity of teachers and specialists, during which socio-psychological and pedagogical conditions are created for the successful training and development of each student in accordance with his capabilities and needs.</p> <p>From the point of view of A.A. Meyer, "the essential characteristic of support in psychological terms is the creation of conditions for the transition of personality to self-help." The author believes that, unlike correction, the support technology does not imply "correction of defects and alterations", but a search for the hidden resources of the individual and his environment, reliance on his own capabilities and the creation on this basis of psychological conditions to restore ties with society.</p> <p>Principles of psychological and pedagogical support of an inclusive process</p> <p>1) continuity; 2) systematic; 3) an individual approach; 4) ensuring the positive emotional well-being of all participants in the educational process; 5) interdisciplinary interaction in a team of support specialists.</p>	<p>Do exercise "Open your fist."</p> <p>Aim: a visual demonstration of the fact that we often act in relation to other people by force, provoke a conflict and do not take into account their features and capabilities, we do not find an individual approach.</p> <p>Content: <i>Work in pairs. One student clenches his hand, while the other tries to unclench it. At the end, the teacher reveals whether non-force methods such as requests, persuasion, tricks were used.</i></p> <p>Discussion:</p> <ul style="list-style-type: none"> - Have you ever had the situations in your life when somebody tries to force you to do something? - What methods can be used to force a person to do something? <p>Discuss in mini-groups the types of activities for psychological and pedagogical support of the inclusive educational process and prepare answers (based on homework).</p> <p>Homework: To analyze the materials of the scientific and periodical press, having studied the types of activities on the psychological and pedagogical support of the inclusive educational process in Kazakhstan. (a report form)</p>	



MODULE 7 Class 7 Teaching Record

Week 7

Semester: Spring

Trainer: Irina PARKHOMENKO

Topic: Recommendations on the organization of the educational process for students with various physical disabilities.

Form of the class: practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>4.03.2020</p> <p>Practical class</p>	<p>The training of students with hearing impairments is recommended to be built through the implementation of the following pedagogical principles: visualization, individualization, communication based on the use of information technology.</p> <p>The low level of perception of oral speech, slurred pronunciation do not allow many hearing impaired people to use oral speech as a reliable means of communication (see Appendix 3. Recommendations on the organization of the educational process of hearing impaired students).</p> <p>.The specifics of teaching visually impaired students is the use of special forms and teaching methods, original textbooks and visual aids, as well as optical and typhlopedagogical devices that expand the cognitive abilities of students.</p> <p>The problems of access to visual information for such students can be compensated for by providing information in audio and kinesthetic modalities. (see Appendix 4. Recommendations on the organization of the educational process of visually impaired students).</p> <p>Students with disorders of the supporting-motor apparatus represent a large group of people with various motor pathologies, which are often combined with impaired cognitive, verbal, emotional and personal development.</p> <p>It is necessary to maintain the principle of</p>	<p>Case study: Work in 3 group:</p> <p>Situation:</p> <p><i>1st group:</i> The teacher came to give a lecture from another institute. The group has a hearing impaired student. The teacher knows about this, so the teacher prepared a detailed presentation. However, the teacher found that there was no multimedia equipment in the audience. Absence of opportunity to change the room .</p> <p><i>2nd group:</i> The teacher, having knowledge that there was a visually impaired student in the group, prepared the soundtrack for the lecture for the training of audio material. However, the lights were turned off during class.</p> <p><i>3 group:</i> A teacher teaches a student with amputation of the lower extremities continues to teach him according to the standard</p>	<p>Appendix 3</p> <p>Appendix 4</p>

	<p>the corrective orientation of training, which should be provided with special teaching methods, the introduction of special propaedeutic classes preceding the study of individual sections and topics of the program, as well as the introduction of special individual and group classes. (see Appendix 5. Recommendations on the organization of the educational process of students with a violation of the supporting-motor apparatus).</p>	<p>work program. Does he work in the right way?</p> <p>Key questions and tasks:</p> <ol style="list-style-type: none"> 1. What tools should be used by the teacher for learned the lecture material? 2. How should the didactic material prepared for classes with the above students look like? <p>Skills trained in the case:</p> <ol style="list-style-type: none"> 1. Identification of the main effective means of organization activities, forms and methods for working with students with various nosologies. 2. Making recommendations on the design of didactic material for work with students with various nosologies. <p>Homework:</p> <p>Write a research-library paper on the following topics:</p> <ul style="list-style-type: none"> - The special educational needs of students with hearing impairment. - The special educational needs of students with visual impairments. - The special educational needs of students with a violation of the supporting-motor apparatus. - Characteristics of the scientific and methodological support of the educational process for students with disabilities and disabilities of various nosologies. 	<p>Appendix 5</p>
<p>Progress check</p>	<p>Progress check is necessary to verify the knowledge generated during the study of the module. It is an indicator of the quality of training. It makes possibilities to critically evaluate the knowledge and prepare for the final form of control. It's the Oral Exam.</p>	<p>Provide several options to demonstrate knowledge. Test form or colloquium form on module topics. (see Appendix 6. Progress check test)</p>	<p>Appendix 6</p>