

МИНОБРНАУКИ РОССИИ

**Федеральное государственное автономное образовательное
учреждение высшего образования "Пермский
государственный национальный исследовательский
университет"**

Кафедра психологии развития

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Рабочая программа дисциплины

INCLUSIVE EDUCATION

Код УМК 99423

Утверждено
Протокол №10
от «08» июня 2022 г.

Пермь, 2022

1. Наименование дисциплины

Inclusive Education

2. Место дисциплины в структуре образовательной программы

Дисциплина входит в обязательную часть Блока « Б.1 » образовательной программы по направлениям подготовки (специальностям):

Направление подготовки: **44.03.01** Педагогическое образование
направленность Management in Education

3. Планируемые результаты обучения по дисциплине

В результате освоения дисциплины **Inclusive Education** у обучающегося должны быть сформированы следующие компетенции:

44.03.01 Педагогическое образование (направленность : Management in Education)

УК.5 Способен воспринимать межкультурное разнообразие общества в социально-историческом и философском контекстах

Индикаторы

УК.5.3 Воспринимает социальные, этические, конфессиональные и культурные различия

УК.10 Способен использовать базовые дефектологические знания в социальной и профессиональной сферах

Индикаторы

УК.10.3 Выстраивает профессиональное взаимодействие с лицами, имеющими психофизиологические особенности, с учетом нозологии

ОПК.4 способен организовывать совместную и индивидуальную учебную и воспитательную деятельность обучающихся, в том числе с особыми образовательными потребностями, в соответствии с требованиями федеральных государственных образовательных стандартов

Индикаторы

ОПК.4.2 учитывает особые образовательные потребности при организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся

ОПК.7 способен использовать психолого-педагогические технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания, в том числе обучающихся с особыми образовательными потребностями

Индикаторы

ОПК.7.1 использует психолого-педагогические технологии в профессиональной деятельности для индивидуализации обучения, развития и воспитания

ОПК.7.2 учитывает особые образовательные потребности обучающихся применяя психолого-педагогические технологии

4. Объем и содержание дисциплины

Направление подготовки	44.03.01 Педагогическое образование (направленность: Management in Education)
форма обучения	очная
№№ триместров, выделенных для изучения дисциплины	8
Объем дисциплины (з.е.)	3
Объем дисциплины (ак.час.)	108
Контактная работа с преподавателем (ак.час.), в том числе:	42
Проведение лекционных занятий	14
Проведение практических занятий, семинаров	28
Самостоятельная работа (ак.час.)	66
Формы текущего контроля	Итоговое контрольное мероприятие (1) Письменное контрольное мероприятие (2)
Формы промежуточной аттестации	Зачет (8 триместр)

5. Аннотированное описание содержания разделов и тем дисциплины

The concept and essence of inclusive education

Etymology of the concepts of integration, inclusion, definition of their content field. The category of inclusion in philosophical, legal, sociological, psychological and pedagogical scientific literature: variability of approaches and terms. Categorical apparatus of pedagogy and psychology of inclusive education. Inclusive education as a subject of psychological and pedagogical research. Psychological and pedagogical support and support of subjects of inclusive education. Socialization of children with disabilities as a goal of inclusive education. Psychological and pedagogical activities in the conditions of inclusion. Relevance of the development of inclusive practice in Russia.

Methodological foundations of inclusive education

Systemic, axiological, anthropological, synergetic, personality-oriented, activity-based, competence-based approaches as theoretical and methodological foundations of social and educational inclusion. Interdisciplinary nature of the methodology of building inclusive education. Combined integration. Partial integration. Temporary integration. Full integration. Didactic conditions of teacher preparation for integrated teaching of children with disabilities. Diagnosis of factors and conditions of teacher preparation for integrated teaching of children with disabilities. Model of optimal conditions of teacher preparation for integrated teaching of children with disabilities. Educational integration and social adaptation of children with disabilities as a social and psychological and pedagogical problem. Organizational and methodological aspects of educational integration of persons with disabilities.

The concept and essence of an inclusive educational environment

The concept of educational environment. Characteristics and principles of organization of educational environment of educational institution. Characteristics of a set of conditions for the introduction of the inclusive model in the system of modern education. Management of the process of implementation and realization of inclusion. Goals of inclusive education. Definition of principles and criteria of inclusive education. Methodological recommendations on the organization of the educational environment for students with different variants of disorders and disabilities. Pedagogical activity in the conditions of inclusion.

Types of inclusion and integration

Combined integration. Partial integration. Temporary integration. Full integration.

Psychological and pedagogical characteristics of subjects of inclusive education

Types of disabilities. Psychological and pedagogical classification of children who belong to the system of special education. Psychological characteristics of children with disabilities. Pedagogical characteristics of students in an inclusive educational environment. Problems of development of students with different types of disabilities.

Normative-legal bases of inclusive education

International acts; federal (Constitution, laws); governmental (resolutions, orders); departmental (Ministry of Science and Education of the Russian Federation); regional (governmental and departmental) normative acts. Comparison of the legislative base in the field of education in Russia and in foreign countries: common approaches and specifics. The problem of realization of the right of persons with disabilities to education.

Implementation of inclusive practices

Development of ideas of inclusion and experience of inclusive education abroad. Inclusive education as a modern Russian innovative educational system. Characterization of variants of inclusive educational models in foreign and domestic educational systems. Creation of "barrier-free" educational and social environment.

Organization of the pedagogical process taking into account the principles of inclusion

Conceptualizations of inclusive practice. Models of integrated, inclusive education. Organizational and managerial aspects of inclusive education. Conditions of implementation of inclusive practices. Psychological and pedagogical support of participants of the educational process. Experience of implementation of integrated inclusive education in the regions of Russia.

Actual problems of inclusive education

Humanitarization of inclusive education in the strategy of formation of multicultural educational environment. Regional experience of development and implementation of the system of psychological and pedagogical support of inclusive education. The problem of the quality of mastering the educational program of students with disabilities in different conditions of inclusion. Practice of assistance to children with developmental disabilities: problems, achievements, prospects. Actual problems of training human resources in the implementation of inclusive education. Prevention of emotional burnout syndrome of employees in the process of inclusive education.

Theoretical bases of building a system of developmental support in inclusive education

Technologies of inclusion in the system of preschool education and upbringing. Technologies of inclusion in the conditions of secondary general education school. Technologies of inclusive education in higher education. Inclusion in the conditions of additional education. Technologies of psychological and pedagogical support of participants of the educational process. Ways and criteria for assessing the performance of the team realizing inclusive practice. Personally oriented pedagogy, pedagogy of support, reflexive-activity approach in teaching, technologies of project activity, technologies of tutor support.

Technologies for organizing a structured, adapted and accessible environment

Principles of using in the educational process specialized equipment for students with disabilities (correction of the quality of information received) and equipment that facilitates the perception of information: projector, interactive whiteboards or audio-text editor, etc. The subtleties of including in the work of a student with certain features of cognitive activity, behavior, communication.

Technologies aimed at mastering academic competencies in the joint education of children with different educational needs

Technologies of differentiated learning, technologies of individualization of educational process. Management of cognitive activity for teaching each student in accordance with his/her individual capabilities and abilities through the system of small groups. Organization of work in groups with distribution of functions. Contradiction between traditional collective forms of learning and individual character of learning material assimilation. Differences in readiness to learn the material. Different level of students' interest. The need to overcome negative attitudes to learning. Game pedagogical technologies.

Technologies for the correction of learning and behavioral difficulties

General bases, specific methods and technologies for overcoming different types of learning difficulties. Special speech therapy technologies and technologies of special pedagogy aimed at the correction of a violation. Technologies of neuropsychological approach in the correction of learning difficulties. Technologies of psychological and pedagogical system of formation and development of speech hearing and speech communication in children with hearing impairment. Technologies of applied behavior analysis ABA or behavior modification.

Technologies aimed at the formation of social (life) competencies, including acceptance and tolerance. Technologies for assessing achievements in an inclusive approach

Direct teaching of social skills. Formation of social skills through imitation. Organization of group activities, including games. Sociogame technologies: theater exercises, educational games that develop higher mental

functions. Learning norms and rules. Techniques of mutual learning. Principles of assessment of learning outcomes and the process of their achievement (efforts made, degree of activity, order and quality of participation in group work). Integral comprehensive assessment of the entire educational process from the position of the student and the position of the teacher. Continuous monitoring of educational conditions. Choice of the form of current assessment.

Application of ICTs in inclusive education

The role of information and communication technologies in inclusive education in accordance with state policy and the need for equal access to quality education, socialization of children with special educational needs. Areas of ICT application in the education of people with special needs. Possibilities of ICTs and their aids in optimizing the learning environment of children with disabilities. ICT-based assistive technologies in inclusive education. Distance education as an effective tool for realizing competency-based approach in education. Difficulties and advantages of distance education. Analysis of international experience.

6. Методические указания для обучающихся по освоению дисциплины

Освоение дисциплины требует систематического изучения всех тем в той последовательности, в какой они указаны в рабочей программе.

Основными видами учебной работы являются аудиторские занятия. Их цель - расширить базовые знания обучающихся по осваиваемой дисциплине и систему теоретических ориентиров для последующего более глубокого освоения программного материала в ходе самостоятельной работы. Обучающемуся важно помнить, что контактная работа с преподавателем эффективно помогает ему овладеть программным материалом благодаря расстановке необходимых акцентов и удержанию внимания интонационными модуляциями голоса, а также подключением аудио-визуального механизма восприятия информации.

Самостоятельная работа преследует следующие цели:

- закрепление и совершенствование теоретических знаний, полученных на лекционных занятиях;
- формирование навыков подготовки текстовой составляющей информации учебного и научного назначения для размещения в различных информационных системах;
- совершенствование навыков поиска научных публикаций и образовательных ресурсов, размещенных в сети Интернет;
- самоконтроль освоения программного материала.

Обучающемуся необходимо помнить, что результаты самостоятельной работы контролируются преподавателем во время проведения мероприятий текущего контроля и учитываются при промежуточной аттестации.

Обучающимся с ОВЗ и инвалидов предоставляется возможность выбора форм проведения мероприятий текущего контроля, альтернативных формам, предусмотренным рабочей программой дисциплины. Предусматривается возможность увеличения в пределах 1 академического часа времени, отводимого на выполнение контрольных мероприятий.

Процедура оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья по дисциплине предусматривает предоставление информации в формах, адаптированных к ограничениям их здоровья и восприятия информации.

При проведении текущего контроля применяются оценочные средства, обеспечивающие передачу информации, от обучающегося к преподавателю, с учетом психофизиологических особенностей здоровья обучающихся.

7. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

При самостоятельной работе обучающимся следует использовать:

- конспекты лекций;
- литературу из перечня основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля);
- текст лекций на электронных носителях;
- ресурсы информационно-телекоммуникационной сети "Интернет", необходимые для освоения дисциплины;
- лицензионное и свободно распространяемое программное обеспечение из перечня информационных технологий, используемых при осуществлении образовательного процесса по дисциплине;
- методические указания для обучающихся по освоению дисциплины.

8. Перечень основной и дополнительной учебной литературы

Основная:

1. Ромодина, А. М. Теория и практика инклюзивного образования : учебное пособие для СПО / А. М. Ромодина, А. В. Молодчик, Е. Л. Молодчик. — Москва : Ай Пи Ар Медиа, 2023. — 69 с. — ISBN 978-5-4497-2044-3. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. <https://www.iprbookshop.ru/127716>
2. Ромодина, А. М. Инклюзивные технологии в России и за рубежом: учебное пособие : практикум / А. М. Ромодина, А. В. Молодчик, Е. Л. Молодчик. — Челябинск : Южно-Уральский технологический университет, 2023. — 71 с. — ISBN 978-5-6048829-2-4. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. <https://www.iprbookshop.ru/127208>
3. Инклюзивная образовательная среда для школьников с ограниченными возможностями здоровья: теория и практика создания : учебное пособие / Е. С. Федосеева, Е. В. Шипилова, Е. П. Хвастунова [и др.]. — Волгоград : Волгоградский государственный социально-педагогический университет, «Перемена», 2022. — 197 с. — ISBN 978-5-9935-0441-4. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. <https://www.iprbookshop.ru/121553>

Дополнительная:

1. Глухов, В. П. Дефектология. Специальная педагогика и специальная психология : курс лекций / В. П. Глухов. — Москва : Московский педагогический государственный университет, 2017. — 312 с. — ISBN 978-5-4263-0575-5. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. <http://www.iprbookshop.ru/75801.html>

9. Перечень ресурсов сети Интернет, необходимых для освоения дисциплины

При освоении дисциплины использование ресурсов сети Интернет не предусмотрено.

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине

Образовательный процесс по дисциплине **Inclusive Education** предполагает использование следующего программного обеспечения и информационных справочных систем:

- 1) presentation materials (slides on the topics of lectures and practical classes)
- 2) on-line access to the Electronic Library System (EBS)
- 3) access to the electronic information and educational environment of the university
- 4) Internet services and electronic resources (search engines, e-mail).

List of required licensed and (or) freely distributed software:

- 1) office application package (word processor, program for preparing electronic presentations);
- 2) program for demonstration of video materials (player);
- 3) an application that allows you to view and play media content of PDF files.
- 4) Internet content viewing program (browser)

При освоении материала и выполнения заданий по дисциплине рекомендуется использование материалов, размещенных в Личных кабинетах обучающихся ЕТИС ПГНИУ (**student.psu.ru**).

При организации дистанционной работы и проведении занятий в режиме онлайн могут использоваться:

система видеоконференцсвязи на основе платформы BigBlueButton (<https://bigbluebutton.org/>).

система LMS Moodle (<http://e-learn.psu.ru/>), которая поддерживает возможность использования текстовых материалов и презентаций, аудио- и видеоконтент, а так же тесты, проверяемые задания, задания для совместной работы.

система тестирования Indigo (<https://indigotech.ru/>).

11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине

Material and technical base is provided by the availability of:

Lecture classes - an auditorium equipped with presentation equipment (projector, screen, computer/laptop) with appropriate software, chalk (and) or marker board.

Seminar-type classes (seminars, practical classes) - an auditorium equipped with presentation equipment (projector, screen, computer/laptop) with appropriate software, chalk (and) or marker board.

Self-work - an auditorium for independent work, equipped with computer equipment with the possibility to connect to the Internet, provided with access to the electronic information and educational environment of the university. Premises of the Scientific Library of PGNIU.

For group (individual) consultations - an auditorium equipped with presentation equipment (projector, screen, computer/laptop) with appropriate software, chalk (and) or marker board.

For current control and interim certification - a classroom equipped with presentation equipment (projector, screen, computer/laptop) with appropriate software, chalk (and) or marker board.

Помещения научной библиотеки ПГНИУ для обеспечения самостоятельной работы обучающихся:

1. Научно-библиографический отдел, корп.1, ауд. 142. Оборудован 3 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

2. Читальный зал гуманитарной литературы, корп. 2, ауд. 418. Оборудован 7 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

3. Читальный зал естественной литературы, корп.6, ауд. 107а. Оборудован 5 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

4. Отдел иностранной литературы, корп.2 ауд. 207. Оборудован 1 персональным компьютером с доступом к локальной и глобальной компьютерным сетям.

5. Библиотека юридического факультета, корп.9, ауд. 4. Оборудована 11 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

6. Читальный зал географического факультета, корп.8, ауд. 419. Оборудован 6 персональными компьютерами с доступом к локальной и глобальной компьютерным сетям.

Все компьютеры, установленные в помещениях научной библиотеки, оснащены следующим программным обеспечением:

Операционная система ALT Linux;

Офисный пакет Libreoffice.

Справочно-правовая система «КонсультантПлюс»

**Фонды оценочных средств для аттестации по дисциплине
Inclusive Education**

**Планируемые результаты обучения по дисциплине для формирования компетенции.
Индикаторы и критерии их оценивания**

ОПК.7

способен использовать психолого-педагогические технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания, в том числе обучающихся с особыми образовательными потребностями

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
<p>ОПК.7.1 использует психолого-педагогические технологии в профессиональной деятельности для индивидуализации обучения, развития и воспитания</p>	<p>To know the basic principles and concepts of using psychological and pedagogical technologies in the educational sphere, various methods and approaches to individualization of training, development and education of students, theoretical foundations of psychology and pedagogy related to the use of psychological and pedagogical technologies. Be able to apply psychological and pedagogical technologies to create individualized educational programs and work plans, adapt the applied technologies to the specific needs and characteristics of students, organize and conduct diagnostic work to determine the individual characteristics of students, create conditions for the development of independence, creative thinking and motivation of students. To master the methods of planning, organizing and conducting individual classes and group work with the use of psychological and pedagogical technologies.</p>	<p align="center">Неудовлетворител</p> <p>The student does not know the basic principles and concepts of using psychological and pedagogical technologies in the educational sphere, various methods and approaches to individualization of training, development and education of students, theoretical foundations of psychology and pedagogy related to the use of psychological and pedagogical technologies. The student is not able to apply psychological and pedagogical technologies to create individualized educational programs and work plans, to adapt the applied technologies to the specific needs and characteristics of students, to organize and conduct diagnostic work to determine the individual characteristics of students, to create conditions for the development of independence, creative thinking and motivation of students. The student does not know the methods of planning, organizing and conducting individual classes and group work with the use of psychological and pedagogical technologies.</p> <p align="center">Удовлетворительн</p> <p>The student knows the basic principles and concepts of using psychological and pedagogical technologies in the educational sphere, various methods and approaches to individualization of training, development and education of students, theoretical foundations of psychology and pedagogy related to the use of psychological and pedagogical technologies. The student is not able to apply psychological and pedagogical technologies to create individualized educational programs and work plans, to adapt</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
		<p style="text-align: center;">Удовлетворительн</p> <p>the applied technologies to the specific needs and characteristics of students, to organize and conduct diagnostic work to determine the individual characteristics of students, to create conditions for the development of independence, creative thinking and motivation of students. The student does not know the methods of planning, organizing and conducting individual classes and group work with the use of psychological and pedagogical technologies.</p> <p style="text-align: center;">Хорошо</p> <p>The student knows the basic principles and concepts of using psychological and pedagogical technologies in the educational sphere, various methods and approaches to individualization of training, development and education of students, theoretical foundations of psychology and pedagogy related to the use of psychological and pedagogical technologies. The student is able to apply psychological and pedagogical technologies to create individualized educational programs and work plans, to adapt the applied technologies to the specific needs and characteristics of students, to organize and conduct diagnostic work to determine the individual characteristics of students, to create conditions for the development of independence, creative thinking and motivation of students. The student does not know the methods of planning, organizing and conducting individual classes and group work with the use of psychological and pedagogical technologies.</p> <p style="text-align: center;">Отлично</p> <p>The student knows the basic principles and concepts of using psychological and pedagogical technologies in the educational sphere, various methods and approaches to individualization of training, development and education of students, theoretical foundations of psychology and pedagogy related to the use of psychological and pedagogical technologies. The student is able to apply psychological and pedagogical technologies to create individualized educational programs and work plans, to adapt</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
		<p style="text-align: center;">Отлично</p> <p>the applied technologies to the specific needs and characteristics of students, to organize and conduct diagnostic work to determine the individual characteristics of students, to create conditions for the development of independence, creative thinking and motivation of students. The student knows the methods of planning, organizing and conducting individual classes and group work with the use of psychological and pedagogical technologies.</p>
<p>ОПК.7.2 учитывает особые образовательные потребности обучающихся применяя психолого-педагогические технологии</p>	<p>To know the basic principles of inclusive education and equal opportunities for all students, general types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different approaches and methods of individualization of education and training to meet the special educational needs of students. To be able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize individualized education and training, taking into account the special needs and interests of each student, to apply a variety of methods and strategies aimed at individualization of the educational process and support for students with special educational needs. To be able to work with individual educational programs and training plans adapted to special educational needs, to be able to analyze the effectiveness of individualized education and make adjustments in their work in accordance with the needs of students.</p>	<p style="text-align: center;">Неудовлетворител</p> <p>The student does not know the basic principles of inclusive education and equal opportunities for all students, general types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different approaches and methods of individualization of education and training to meet the special educational needs of students. The student is not able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize individualized education and training, taking into account the special needs and interests of each student, to apply a variety of methods and strategies aimed at individualizing the educational process and supporting students with special educational needs. The student does not possess the skills to work with individual educational programs and training plans adapted to special educational needs, the ability to analyze the effectiveness of individualized education and make adjustments in their work in accordance with the needs of students.</p> <p style="text-align: center;">Удовлетворительн</p> <p>The student knows the basic principles of inclusive education and equal opportunities for all students, general types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different approaches and methods of individualization of education and training to meet the special educational needs of students.</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
		<p style="text-align: center;">Удовлетворительн</p> <p>The student is not able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize individualized education and training, taking into account the special needs and interests of each student, to apply a variety of methods and strategies aimed at individualizing the educational process and supporting students with special educational needs. The student does not possess the skills to work with individual educational programs and training plans adapted to special educational needs, the ability to analyze the effectiveness of individualized education and make adjustments in their work in accordance with the needs of students.</p> <p style="text-align: center;">Хорошо</p> <p>The student knows the basic principles of inclusive education and equal opportunities for all students, general types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different approaches and methods of individualization of education and training to meet the special educational needs of students. The student is able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize individualized education and training, taking into account the special needs and interests of each student, to apply a variety of methods and strategies aimed at individualizing the educational process and supporting students with special educational needs. The student does not possess the skills to work with individual educational programs and training plans adapted to special educational needs, the ability to analyze the effectiveness of individualized education and make adjustments in their work in accordance with the needs of students.</p> <p style="text-align: center;">Отлично</p> <p>The student knows the basic principles of inclusive education and equal opportunities for</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
		<p style="text-align: center;">Отлично</p> <p>all students, general types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different approaches and methods of individualization of education and training to meet the special educational needs of students. The student is able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize individualized education and training, taking into account the special needs and interests of each student, to apply a variety of methods and strategies aimed at individualizing the educational process and supporting students with special educational needs. The student has the skills to work with individual educational programs and training plans adapted to special educational needs, the ability to analyze the effectiveness of individualized education and make adjustments to their work in accordance with the needs of students.</p>

ОПК.4

способен организовывать совместную и индивидуальную учебную и воспитательную деятельность обучающихся, в том числе с особыми образовательными потребностями, в соответствии с требованиями федеральных государственных образовательных стандартов

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
<p>ОПК.4.2 учитывает особые образовательные потребности при организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся</p>	<p>To know the features of different types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different methods and approaches to the organization of joint and individual learning and educational activities to meet the special educational needs of students. To be able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to</p>	<p style="text-align: center;">Неудовлетворител</p> <p>The student does not know the features of different types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different methods and approaches to the organization of joint and individual educational and educational activities to meet the special educational needs of students. The student is not able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize joint and individual educational and upbringing activities, taking into account the needs and interests of each</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
	<p>plan and organize joint and individual educational and educational activities, taking into account the needs and interests of each student. To possess the skills of planning, organizing and conducting joint and individual educational and upbringing activities taking into account the special educational needs of students, the skills of analysis and evaluation of the effectiveness of organized joint and individual activities, as well as the ability to adjust plans and approaches in accordance with the needs of students.</p>	<p>Неудовлетворител student. The student does not possess the skills of planning, organizing and conducting joint and individual training and educational activities taking into account the special educational needs of students, the skills of analysis and evaluation of the effectiveness of organized joint and individual activities, as well as the ability to adjust plans and approaches in accordance with the needs of students.</p> <p>Удовлетворительн The student knows the features of different types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different methods and approaches to the organization of joint and individual learning and educational activities to meet the special educational needs of students. The student is not able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize joint and individual educational and upbringing activities, taking into account the needs and interests of each student. The student does not possess the skills of planning, organizing and conducting joint and individual training and educational activities taking into account the special educational needs of students, the skills of analysis and evaluation of the effectiveness of organized joint and individual activities, as well as the ability to adjust plans and approaches in accordance with the needs of students.</p> <p>Хорошо The student knows the features of different types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different methods and approaches to the organization of joint and individual learning and educational activities to meet the special educational needs of students. The student is able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize joint and</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
		<p style="text-align: center;">Хорошо</p> <p>individual educational and educational activities, taking into account the needs and interests of each student. The student does not possess the skills of planning, organizing and conducting joint and individual training and educational activities taking into account the special educational needs of students, the skills of analysis and evaluation of the effectiveness of organized joint and individual activities, as well as the ability to adjust plans and approaches in accordance with the needs of students.</p> <p style="text-align: center;">Отлично</p> <p>The student knows the features of different types of special educational needs, including children with disabilities, talented students, students with social problems, etc., different methods and approaches to the organization of joint and individual learning and educational activities to meet the special educational needs of students. The student is able to identify and analyze the special educational needs of students on the basis of observations, diagnostic data and feedback, to plan and organize joint and individual educational and educational activities, taking into account the needs and interests of each student. The student has the skills of planning, organizing and conducting joint and individual training and educational activities taking into account the special educational needs of students, the skills of analysis and evaluation of the effectiveness of organized joint and individual activities, as well as the ability to adjust plans and approaches in accordance with the needs of students.</p>

УК.5

Способен воспринимать межкультурное разнообразие общества в социально-историческом и философском контекстах

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
УК.5.3 Воспринимает социальные, этические, конфессиональные и	To know the concept of psychological culture, ways to improve psychological culture. Be able to apply various options to	<p style="text-align: center;">Неудовлетворител</p> <p>The student does not know the concept of psychological culture, ways to improve psychological culture. The student does not</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
культурные различия	increase psychological culture. To possesses skills to increase psychological culture.	<p>Неудовлетворител know how to apply various options to improve psychological culture. The student does not possess the skills of improving psychological culture.</p> <p>Удовлетворительн The student knows the concept of psychological culture, ways to improve psychological culture. The student does not know how to apply various options to improve psychological culture. The student does not possess the skills of improving psychological culture.</p> <p>Хорошо The student knows the concept of psychological culture, ways to improve psychological culture. The student knows how to apply various options to improve psychological culture. The student does not possess the skills of improving psychological culture.</p> <p>Отлично The student knows the concept of psychological culture, ways to improve psychological culture. The student knows how to apply various options to improve psychological culture. The student possesses the skills of improving psychological c</p>

УК.10

Способен использовать базовые дефектологические знания в социальной и профессиональной сферах

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
УК.10.3 Выстраивает профессиональное взаимодействие с лицами, имеющими психофизиологические особенности, с учетом нозологии	To know the main psychophysiological features of various nosologies (diseases), basics of nosology, including classification and diagnosis of various psychophysiological conditions, main approaches and strategies for interaction with persons with psychophysiological features according to nosology. Be able to adapt and apply professional skills of communication and interaction	<p>Неудовлетворител The student does not know the main psychophysiological features of various nosologies (diseases), the basics of nosology, including classification and diagnosis of various psychophysiological conditions, the main approaches and strategies for interaction with persons with psychophysiological features, according to nosology. The student does not know how to adapt and apply professional communication and interaction skills with individuals with psychophysiological features, taking into account specific nosological factors.</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
	<p>with individuals with psychophysiological features, taking into account specific nosological factors. To possess communicative strategies that allow effective information transfer, listening and communication with people with different psychophysiological features, skills to adapt their professional behavior and approaches in accordance with nosological features and needs of a particular person.</p>	<p>Неудовлетворител The student does not possess communicative strategies to effectively convey information, listen and communicate with individuals with different psychophysiological features, skills to adapt his/her professional behavior and approaches according to nosological features and needs of a particular person.</p> <p>Удовлетворительн The student knows the main psychophysiological features of various nosologies (diseases), the basics of nosology, including classification and diagnosis of various psychophysiological conditions, the main approaches and strategies for interaction with persons with psychophysiological features, according to nosology. The student does not know how to adapt and apply professional communication and interaction skills with individuals with psychophysiological features, taking into account specific nosological factors. The student does not possess communicative strategies to effectively convey information, listen and communicate with individuals with different psychophysiological features, skills to adapt his/her professional behavior and approaches according to nosological features and needs of a particular person.</p> <p>Хорошо The student knows the main psychophysiological features of various nosologies (diseases), the basics of nosology, including classification and diagnosis of various psychophysiological conditions, the main approaches and strategies for interaction with persons with psychophysiological features, according to nosology. The student is able to adapt and apply professional skills in communication and interaction with individuals with psychophysiological features, taking into account specific nosological factors. The student does not possess communicative strategies to effectively convey information, listen and communicate with individuals with different psychophysiological features, skills to adapt</p>

Компетенция (индикатор)	Планируемые результаты обучения	Критерии оценивания результатов обучения
		<p style="text-align: center;">Хорошо</p> <p>his/her professional behavior and approaches according to nosological features and needs of a particular person.</p> <p style="text-align: center;">Отлично</p> <p>The student knows the main psychophysiological features of various nosologies (diseases), the basics of nosology, including classification and diagnosis of various psychophysiological conditions, the main approaches and strategies for interaction with persons with psychophysiological features, according to nosology. The student is able to adapt and apply professional skills in communication and interaction with individuals with psychophysiological features, taking into account specific nosological factors. The student possesses communicative strategies to effectively convey information, listen and communicate with individuals with different psychophysiological features, skills to adapt his/her professional behavior and approaches according to nosological features and needs of a particular person.</p>

Оценочные средства текущего контроля и промежуточной аттестации

Схема доставки : Базовая

Вид мероприятия промежуточной аттестации : Зачет

Способ проведения мероприятия промежуточной аттестации : Оценка по дисциплине в рамках промежуточной аттестации определяется на основе баллов, набранных обучающимся на контрольных мероприятиях, проводимых в течение учебного периода.

Максимальное количество баллов : 100

Конвертация баллов в отметки

«отлично» - от 81 до 100

«хорошо» - от 61 до 80

«удовлетворительно» - от 45 до 60

«неудовлетворительно» / «незачтено» менее 45 балла

Компетенция (индикатор)	Мероприятие текущего контроля	Контролируемые элементы результатов обучения
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Компетенция (индикатор)	Мероприятие текущего контроля	Контролируемые элементы результатов обучения
<p>ОПК.4.2 учитывает особые образовательные потребности при организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся</p> <p>УК.5.3 Воспринимает социальные, этические, конфессиональные и культурные различия</p> <p>ОПК.7.2 учитывает особые образовательные потребности обучающихся применяя психолого-педагогические технологии</p> <p>ОПК.7.1 использует психолого-педагогические технологии в профессиональной деятельности для индивидуализации обучения, развития и воспитания</p> <p>УК.10.3 Выстраивает профессиональное взаимодействие с лицами, имеющими психофизиологические особенности, с учетом нозологии</p>	<p>Theoretical bases of building a system of developmental support in inclusive education</p> <p>Письменное контрольное мероприятие</p>	<p>Know how to organize joint activities of students with the inclusion of students with special educational needs and disabilities; technologies of inclusive education aimed at learning, development and education taking into account the individual characteristics of students. Be able to appropriately use the most appropriate and effective technologies of inclusive education, aimed at learning, development and education, taking into account the individual characteristics of students.</p> <p>Possess the actions (skills) to identify in the course of observation of behavioral and personal problems of students related to the peculiarities of their development.</p>

Компетенция (индикатор)	Мероприятие текущего контроля	Контролируемые элементы результатов обучения
<p>ОПК.4.2 учитывает особые образовательные потребности при организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся</p> <p>УК.5.3 Воспринимает социальные, этические, конфессиональные и культурные различия</p> <p>ОПК.7.2 учитывает особые образовательные потребности обучающихся применяя психолого-педагогические технологии</p> <p>ОПК.7.1 использует психолого-педагогические технологии в профессиональной деятельности для индивидуализации обучения, развития и воспитания</p> <p>УК.10.3 Выстраивает профессиональное взаимодействие с лицами, имеющими психофизиологические особенности, с учетом нозологии</p>	<p>Technologies aimed at mastering academic competencies in the joint education of children with different educational needs</p> <p>Письменное контрольное мероприятие</p>	<p>To know the laws of personality development and manifestation of personal properties in norm and in case of health limitations; psychological laws of periodization and developmental crises and peculiarities in norm and pathology; basic regularities of family relations, allowing to work effectively with parental community; regularities of formation and development of children's and teenagers' communities, methods of organization of interaction of participants of educational relations; ways of organization of joint activity of students with inclusion of students with special educational needs and disabilities; to use methods of organization of interaction of participants of educational relations. To be able to make a psychological and pedagogical characteristic (portrait) of the personality of a student, including those with special educational needs and disabilities; to use methods of organizing interaction between participants of educational relations. To possess actions (skills) to identify in the course of observation of behavioral and personal problems of students, associated with the peculiarities of their development; skills to develop a training session using the most appropriate and effective technologies of inclusive education, aimed at learning, development and education, taking into account the individual characteristics of students.</p>

Компетенция (индикатор)	Мероприятие текущего контроля	Контролируемые элементы результатов обучения
<p>ОПК.4.2 учитывает особые образовательные потребности при организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся</p> <p>УК.5.3 Воспринимает социальные, этические, конфессиональные и культурные различия</p> <p>ОПК.7.2 учитывает особые образовательные потребности обучающихся применяя психолого-педагогические технологии</p> <p>ОПК.7.1 использует психолого-педагогические технологии в профессиональной деятельности для индивидуализации обучения, развития и воспитания</p> <p>УК.10.3 Выстраивает профессиональное взаимодействие с лицами, имеющими психофизиологические особенности, с учетом нозологии</p>	<p>Application of ICTs in inclusive education</p> <p>Итоговое контрольное мероприятие</p>	<p>To know the technologies of inclusive education aimed at training, development and education taking into account the individual characteristics of students; modern information and communication technologies applicable to training, development and education of students with special educational needs. To be able to appropriately use the most appropriate and effective technologies of inclusive education, aimed at training, development and education, taking into account the individual characteristics of students; to choose in accordance with the specific goals and objectives of information and communication technologies applicable to the training, development and education of students with special educational needs.</p> <p>To be able to develop a training session using appropriate, effective, modern information and communication technologies applicable to the training, development and education of students with special educational needs.</p>

Спецификация мероприятий текущего контроля

Theoretical bases of building a system of developmental support in inclusive education

Продолжительность проведения мероприятия промежуточной аттестации: **4 часа**

Условия проведения мероприятия: **в часы самостоятельной работы**

Максимальный балл, выставляемый за мероприятие промежуточной аттестации: **30**

Проходной балл: **14**

Показатели оценивания	Баллы
The effectiveness of psycho-pedagogical technologies is illustrated by examples from practice, at least 2 examples for each technology.	8
The work contains analysis of effective psychological and pedagogical inclusive technologies aimed at learning, development and education, at least 8 technologies (for each - 1 point).	8

For each of the psycho-pedagogical inclusive technologies presented in the paper, it is indicated for students with which individual and psychological characteristics it is suitable, and with which - not.	6
Literature has been analyzed and a valid opinion of the author of the work is present.	2
Various modern literature was used (monographs, articles from psychological journals, the last 5 years). References to all sources used are present.	2
The work fully meets the formal requirements (design, structure). The content of the work fully corresponds to the topic.	2
The presentation of the material is independent. The percentage of originality of the work is not less than 65%.	2

Technologies aimed at mastering academic competencies in the joint education of children with different educational needs

Продолжительность проведения мероприятия промежуточной аттестации: **4 часа**

Условия проведения мероприятия: **в часы самостоятельной работы**

Максимальный балл, выставляемый за мероприятие промежуточной аттестации: **30**

Проходной балл: **14**

Показатели оценивания	Баллы
Methodical methods of teaching and education are used, taking into account the contingent of students with special educational needs	6
Modern methods and technologies of organization of educational (training and educational) activities are used in the project of the training session.	5
The types of activities used in the project are: independent activity of students and joint activity in groups.	5
The psychological characteristics of students with special educational needs are taken into account when creating a project of a training session.	2
The physiological characteristics of students with special educational needs are taken into account when creating a project of a training session.	2
References to all sources used are present.	2
The pedagogical peculiarities of students with special educational needs are taken into account when creating the project of the training session.	2
The work fully meets the formal requirements (design, structure). The content of the work fully corresponds to the topic.	2
Various modern literature is used (monographs, articles from psychological magazines, the last 5 years).	2
When creating the project of the training session, general regularities of development in norm and pathology are taken into account.	2

Application of ICTs in inclusive education

Продолжительность проведения мероприятия промежуточной аттестации: **4 часа**

Условия проведения мероприятия: **в часы самостоятельной работы**

Максимальный балл, выставляемый за мероприятие промежуточной аттестации: **40**

Проходной балл: **17**

Показатели оценивания	Баллы
Effective psychological and pedagogical inclusive technologies aimed at training, development and education taking into account the individual characteristics of students were used in creating the project of the training session, not less than 6 (2 points for each).	12
Psycho-pedagogical inclusive technologies used in the project of the training session are justified, argued, the description clearly shows the purpose of using this or that technology, its features, advantages.	8
Various modern literature was used (monographs, articles from psychological journals, last 5 years).	5
Literature is analyzed and there is a reasonable opinion of the author of the work.	4
The presentation of the material is independent. The percentage of originality of the work is not less than 65%.	4
References to all sources used are present.	4
The work fully meets the formal requirements (design, structure). The content of the work fully corresponds to the topic.	3