

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL
UNIVERSITY
FACULTY OF PEDAGOGICS AND PSYCHOLOGY**

“APPROVED”

Rector

_____ **B.B. Buiak**

14 March 2019

PROFESSIONAL ENTRANCE TEST PROGRAM

SPECIALTY 016 SPECIAL EDUCATION

(INCLUSIVE EDUCATION)

for admission to obtain Master’s degree

The professional entrance test program was developed by a Professional Qualification Committee for conducting entrance tests for admission to obtain Master's degree in specialty 016 "Special Education" (educational program "Inclusive Education").

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Considered and approved at the meeting of the Academic Council of the Faculty of Pedagogy and Psychology, protocol No. 4 dated "10" March, 2019.

Head of the Academic Council,
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Professor

V.M. Chaika

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I. EXPLANATORY NOTE

The program is designed for entrants who are determined to obtain a Master's degree in specialty “Special Education” (“Inclusive Education”). The purpose of the entrance test is to assess the level of readiness of applicants for further study in higher education institution in the relevant specialty.

At the entrance exam, the entrant must demonstrate a sufficient level of knowledge in pedagogical disciplines, the ability to navigate the factual material and the results of basic and applied research.

The professional test is conducted orally on the basis of examination papers, which consist of two questions, which cover the main issues of special pedagogy, didactics, theory and methods of education. All tasks are of the same level of difficulty.

The entrant is given 45 minutes to prepare to give an oral answer to the task of the selected examination paper. The answer of the entrant is estimated on 200-point scale. If the entrant received 100-123 points - the exam is passed with a grade of "unsatisfactory". The minimum positive score of the entrance test is 124 points. The total score is equal to the arithmetic mean of the scores for answering all the tasks of the examination paper.

II. ADDITIONAL ENTRANCE TEST PROGRAM

Special pedagogy

Topic 1. Special pedagogy as a science.

Object, subject and tasks of special pedagogy. Connection of special pedagogy with other sciences. Branches of special pedagogy (deaf pedagogy, blindness and pedagogy, speech therapy, correctional psychopedagogy). Basic concepts of correctional pedagogy (defect, dysontogenesis, correction, compensation, socialization, habilitation and rehabilitation, divergence). Children with disorders of psychophysical development. Categories of children: with hearing impairment, with impaired vision, with impaired intelligence, with speech disorders, with disorders of the musculoskeletal system, with a complex structure of disorders, with emotional and volitional disorders, autistic disorder. Types of disorders: congenital disorders, acquired disorders.

Topic 2. Fundamentals of inclusive pedagogy.

Inclusive education. Values of inclusive education. Purpose, tasks, principles of implementation of inclusive education. Expected results of inclusive education. Children with special educational needs as the main category of inclusive education. Inclusive education of children with psychophysical development. The difference between “inclusion” and “integration”. Definition of disability. Evolution of public views on disability, models of disability. The rights of people with disabilities. Social isolation, social inclusion, social integration. Universal design concept. Community and family participation in inclusive education. Foreign experience in implementing inclusive education. Correctional and developmental work with children with special needs in the conditions of inclusion.

Topic 3. Fundamentals of the theory and methods of educational work with children with special needs.

Methodological principles of special pedagogy: the principle of determinism, the principle of unity of consciousness, personality and activity, the principle of development. Scientific concepts by L.S. Vyhotskyi and their significance for special pedagogy. The concept of cultural and historical origin of the psychics and the formation of higher mental functions, the concept of general and specific patterns of normal and pathological mental development, the concept of the leading role of learning in child development.

Topic 4. Differentiated education and standardized assessment of children with special needs.

The purpose and objectives of differentiated learning. “Regulations on the organization of integrated education of children with special needs in secondary (preschool) educational institutions.” Organization of interaction with parents as participants in the educational process. Models of special education. Diagnostic aspect of individual learning. Model of inclusive education of children with peculiarities of psychophysical development.

General principles of pedagogy

Topic 1. Subject and tasks of pedagogy.

The subject of pedagogy and its main categories: upbringing, education, learning, their correlation. System of pedagogical sciences. Self-cultivation and self-education.

Topic 3. Personality development patterns.

The concept of child development. Types of development: physical, mental and social. Factors of development and formation of personality: heredity, environment, upbringing, activity, actions, level of self-development and self-education. The essence of socialization. Features of the socialization process. The correlation between the upbringing and socialization of children and adolescents. Agents and means of socialization. The role of education as a means of socialization. Factors of socialization. The main institutions of child socialization. Victimization as a problem of modern

socialization. Children with special educational needs as a group at increased risk of victimization.

Topic4. Methods of pedagogical research.

The concept of “scientific research”, its classification. The main categories of pedagogical research. General characteristics of methods of scientific and pedagogical research. Methods of scientific and pedagogical research: observation, pedagogical experiment, survey, conversation, study of pedagogical documentation and student work.

Didactics

Topic 1. Theoretical principles of didactics.

Subject and functions of didactics. Didactics and other sciences. The essence of the learning process. Principles and rules of teaching. Stages of the educational process. Organization of differentiated learning.

Topic 2. Methods and forms of learning.

The essence and functions of teaching methods. Classification of teaching methods. Methods of oral presentation of educational material. Visual teaching methods. Practical teaching methods. Didactic games. Independent work of students as a method of teaching. Choice and combination of teaching methods. Form of organization of education as a didactic category. Lesson as the main form of learning organization. Typology and structure of lessons. Non-standard and non-traditional lessons. The main requirements for the lesson: general pedagogical, didactic, psychological, sanitary and hygienic. Other forms of learning organization: homework, seminars, workshops, electives, excursions, subject groups, consultations.

Topic 3. Monitoring and evaluation of the results of educational and cognitive activities of students.

The essence of control, its purpose and objectives in the learning process. Control functions: educational, developmental, corrective, motivational, educational,

managerial, diagnostic. Types of control: preliminary, current, thematic, periodic, final, conclusive. Methods and forms of control, their characteristics.

Theory and methods of education

Topic 1. Methodological foundations of social education.

Characteristics of the rules of education: the activity of the child, taking into account current needs, the need for joint activities of the educator and the pupil, ensuring a situation of success in education, ensuring the “hidden” nature of education, the integrity of educational influences. Principles of social education: humanism, democracy, nature of conformity, cultural conformity, individualization, reliance on the positive, the priority of universal values, correlation between education and life, practice, unity and correlation of educational influences, etc.

Topic 2. Features of social and educational work in different institutions.

The essence and forms of extracurricular educational work. Extracurricular institutions of social education as institutions of socialization of the individual. The role of educational influence in the resocialization and rehabilitation of people with special needs.

Topic 3. The content and objectives of family education.

Basic principles of family upbringing: cultural conformity, humanization of the educational process, subject-subjective interaction. The main specific features of family upbringing, its difference from public. The essence and content of parental authority. Types of disorders of family upbringing: hypoprotection, hyperprotection, hypersocializing upbringing, emotional oppression, contradictory attitude, abuse, their impact on the child's development.

III. LIST OF GUIDELINE QUESTIONS FOR INTERVIEW

III. INDICATIVE LIST OF QUESTIONS FOR THE PROFESSIONAL ENTRANCE TEST

1. Object, subject and tasks of special pedagogy. Connection of special pedagogy with other sciences.
2. Branches of special pedagogy (deaf pedagogy, blindness and pedagogy, speech therapy, correctional psychopedagogy).
3. Basic concepts of correctional pedagogy (defect, dysontogenesis, correction, compensation, socialization, habilitation and rehabilitation, divergence).
4. Children with special educational needs as a category of special pedagogy.
5. Categorization of children with features (disorders) of psychophysical development. Causes of disorders of psychophysical development.
6. Methodological principles of special pedagogy: the principle of determinism, the principle of unity of consciousness, personality and activity, the principle of development.
7. L.S. Vyhotsky scientific concepts and their significance for special pedagogy.
8. Conditions for effective integration of children with special educational needs into the educational environment.
9. The essence of the concept of "inclusive education". Values of inclusive education.
10. Purpose, tasks, principles of implementation of inclusive education.
11. Evolution of public views on disability, models of disability.
12. The concept of universal design in education.
13. The role of the family and the community in the process of inclusive education.
14. Inclusive education of children with psychophysical development. The difference between "inclusion" and "integration".
15. Characteristics of the concepts "social isolation", "social inclusion", "social integration".

16. Foreign experience in implementing inclusive education.
17. The role of the teacher in the implementation of inclusive education.
18. Correctional and developmental work as a component of inclusive education.
19. Resocialization and rehabilitation of students with special educational needs.
20. Differentiated teaching in the class of children with different levels of abilities.
21. Characteristics of methods of scientific and pedagogical research. Choice of research methods.
22. Personality as a socio-pedagogical category. Personality structure, the ratio of biological and social in the personality structure.
23. The concept of development and formation of personality. Driving forces and patterns of personality development.
24. Education as a factor in the development and formation of personality. The influence of the environment on the development and formation of personality.
25. The role of heredity in human social development. Taking into account the hereditary factor in the educational process.
26. Driving forces and patterns of the educational process, their characteristics.
27. The essence and peculiarities of methods of education. Approaches to the classification of methods of education.
28. Moral education of personality: essence, tasks, content, methods, forms and means.
29. Civic and patriotic education of the individual: tasks, content, forms and methods of work.
30. Intellectual development and mental education of children. The main tasks, ways and means of mental education of children and youth.
31. Legal education as a pedagogical problem: essence; tasks, content, forms and methods.
32. Formation of a healthy lifestyle and physical education of children and youth: purpose, tasks, ways and means.

33. Labor education and career guidance of children and youth: tasks, content, forms, features of the organization in modern conditions.
34. Aesthetic education of personality: essence, tasks, forms and methods; means of aesthetic education.
35. Environmental education of the individual as a pedagogical problem. The essence, tasks, content, ways and forms of environmental education.
36. The essence, features and functions of the learning process.
37. Teaching methods: core, functions and structure.
38. Principles and specific features of family upbringing.
39. Types of violations of family upbringing, their impact on child development.
40. The essence, functions and types of control of educational and cognitive activities of students.

IV. EVALUATION CRITERIA

190-200– the answer is consistent, correct, all concepts of the question are revealed. The entrant demonstrates perfect knowledge and understanding of basic theoretical principles, uses scientific terminology, analyzes and evaluates pedagogical phenomena independently, identifies and substantiates causal relationships, draws independent sound conclusions, shows the ability to logically express their views;

175-189 the answer is consistent, correct, but in the process of disclosing the main aspects of the question, methods and techniques of their presentation, some concepts are omitted, and some are used inappropriately. No more than one mistake in giving examples of practical application;

160-174 answer is correct and reveals more than half of all the main aspects of the question as well as methods and techniques of their presentation. Two or more mistakes are made when giving examples. The answer is not consistent;

124-159 the answer covers less than half of all the main aspects of the question, methods or techniques of their presentation; no examples of practical application are given;

100-123 the answer is fragmentary, there are no examples of practical application of knowledge and tasks, the answer to the question is incorrect. The entrant reproduces only certain facts; admits significant errors in the explanation of pedagogical phenomena and in the formulation of scientific terms, does not show the ability to logically express their thoughts.

V. RECOMMENDED REFERENCES

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