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**DEVELOPMENT OF THE SYSTEM OF TRAINING  
TEACHERS-DEFECTOLOGISTS IN RUSSIA  
AT THE TURN OF THE 20<sup>TH</sup> CENTURY**

**Abstract.** The article dwells on the problem of development of the system of training teachers-defectologists in the aspects of implementation and continuity of the Federal State Educational Standards and solution of the problems of modernization of pedagogical education. The authors demonstrate the possibilities of application of the competence approach to training bachelors and masters in the field of “Special (Defectological) Education” through realization of the requirements of the Federal State Educational Standard in the given field. The article also describes the module principle of design of educational programs of training future teachers-defectologists and illustrates the possibility of realization of this principle in the organization of network communication between educational institutions.

**Keywords:** educational standards, educational programs of training teachers-defectologists, network communication, module principle of development of educational programs.

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**Development of the system of training teachers-defectologists on the basis of State Educational Standards of the first generation**

The system of training pedagogical personnel for teaching persons with problems in intellectual, sensory, motor and speech development has

been realized in Russian pedagogical higher education institutions for about a hundred years. Higher education training of the teacher-defectologist has been traditionally provided in the framework of professional training programs which ensured preparation for work with concrete groups of chil-

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dren – with visual impairments (tiflopedagogy), speech disorders (surdopedagogy) and intellectual disabilities (oligophrenopedagogy). According to the world tradition, training teachers-defectologists was, and is, carried out only within the system of higher education taking into account the requirements to qualification of the future teachers.

The adoption of the new law “On Education in the Russian Federation” (2012) defined new legislative conditions of functioning of the system of general, higher and further education, which marked the beginning of reorganizations of the system of training pedagogical personnel, including the field of defectology. The law proclaimed new approaches to public policy in the sphere of higher education. The following ideas were marked as the basic ones:

- continuity and succession of the process of education;

- integration of the system of higher and further education fully preserving and developing the achievements and traditions of the Russian higher school and its contribution into the global system of higher education;

- implementation of state educational standards as an element of the system of higher education which defines the general requirements to the basic educational programs of higher education;

- autonomy of higher education institutions, in particular, in execution of educational activity (choice of educational programs, forms and organization of their realization);

- distinction of three stages of

higher education: higher education certified by conferring the qualification (degree) of “bachelor” to a person who successfully passes the final attestation; higher education certified by conferring the qualification (degree) of “qualified specialist” to a person who successfully passes the final attestation; higher education certified by conferring the qualification (degree) of “master” to a person who successfully passes the final attestation.

Introduction of State Educational Standards (SES) which were designed, first of all, for ensuring high quality of education and unity of the educational space of the Russian Federation was of prime importance among those changes. The State Educational Standards for the first time defined general requirements to the basic educational programs of higher education, to the obligatory minimum content of the basic educational programs of higher education, to the conditions of their realization, including pedagogical practice and on-the-job training and final attestation of graduates, and to the level of preparation of graduates in each field of training or specialty.

Introduction of SES of training in the fields and specialties of higher education had a certain effect on training pedagogical personnel for the system of special education. In 1994, the State Educational Standard of training bachelors in the field 540500 “Pedagogy” (bachelor of education) was adopted; it contained profile 540505 “Special Pedagogy and Special Psychology”. In 1995 the Ministry of Education adopted the State Educational Standards of training teachers-

defectologists in the specialties “Tiflopedagogy”, “Surdopedagogy”, “Oligophrenopedagogy”, “Logopedics”, “Special Psychology”, “Special Preschool Pedagogy and Psychology” the content of which continued the tradition of training teachers-defectologists which formed in the second half of the 20<sup>th</sup> century. 1996 witnessed the adoption of the State Educational Standard of training masters in the field 540500 “Pedagogy” (master of education) which outlined the master’s degree program 540505 “Special Pedagogical Education”. Each of these standards formulated its own requirements to the structure and content of educational programs and established various terms of education: for bachelors it was 4 years of study, for specialists – 5 years, and for masters – 6 years.

Thus, for the first time in history, Russian higher education institutions were granted a possibility to work out and realize educational programs of different levels, and the students were provided a chance to choose an educational path defined by the program. This enabled the future defectologists to get the qualification of a “teacher” in the specialties “Tiflopedagogy”, “Surdopedagogy”, “Oligophrenopedagogy”, “Logopedics”, “Special Psychology” (with a 5 year term of study) or choose a course of study in a new multilevel system in the educational field “Pedagogy” leading to the degree of bachelor or master of education.

Higher education institutions which trained pedagogues for special education began to work out educational programs having their own sci-

entific, academic and material resources potential. The majority of higher education institutions continued training teachers-defectologists in specialties. Multilevel bachelor of education programs in the field 540505 “Special Preschool Pedagogy and Psychology” and the master of education degree program 540505 “Special Pedagogical Education” began to be realized by a small number of universities. The Herzen State Pedagogical University of Russia (Saint Petersburg) and the Ural State Pedagogical University (Ekaterinburg) were among the pioneers in this field.

Some universities began to realize one more model of training pedagogues for the system of special education. Thus, with the view of juridical ambiguity of the status of bachelor and master of education in the labor legislation in mind, the Faculty of Special Pedagogy of the Herzen State Pedagogical University of Russia chose a model uniting both systems, which met the demands of that time. It gave students a possibility to choose their own education path. The first stage offered all students a chance to get the degree of bachelor of education and training in one of the existing academic fields (tiflopedagogy, surdopedagogy, oligophrenopedagogy, logopedics, and special psychology) after the first 4 years of study. At the second stage, students received a possibility to choose their further education path – to master a one year program and get the qualification of a “teacher” (tiflopedagogue, surdopedagogue, oligophrenopedagogue, logopedist, and special pedagogue-

psychologist) or to master a two year program and be granted the second academic degree – the degree of master of education.

The requirements of the standards to designing educational programs allowed universities to get new experience of their elaboration on the basis of different approaches included in the standards of training bachelors, masters and specialists. Thus, in the late 90s of the 20<sup>th</sup> century, there appeared in Russia first teachers-defectologists with the master of education degree.

The standards in the main specialties of training teachers-defectologists were more “rigid”. The basic content was defined by a nomenclature of disciplines included in the federal component which took up about 80% of the total amount of academic work. Higher education institutions realizing the mixed training model worked out educational programs with regard to the requirements of the standard of training bachelors in the field “Pedagogy” and the standard of one of the specialties. Experience of their implementation into the practice of training defectologists allowed the universities to do the following:

- to test the created variable educational programs of training bachelors, specialists and masters which continued the existing university traditions in training personnel for special education while preserving the fundamental nature of education and the acquired level of professional training of graduates;

- to work out variants of in-depth professional programs derived from

one basic program;

- to determine the possibilities of training defectologists in a multilevel system of education.

#### **Development of the system of training teachers-defectologists on the basis of State Educational Standards of the second generation**

The introduction of SES of the second generation for both systems of training pedagogical personnel left the possibility to train special education teachers in the multilevel system only within the framework of the field 540600 “Pedagogy”. The specificity of design of this SES consisted in the fact that the requirements to the content of training bachelors began to be rather fixed, which did not make it possible to preserve the Russian traditional fundamental quality of defectological education. This fact called forth designing basic educational programs of training bachelors in only two profiles: “Education of Persons with Hearing Disorders” and “Psychological Education Support for Persons with Developmental Problems”, and four master’s degree programs: “Education of Persons with Hearing Disorders”, “Psychological Education Support for Persons with Developmental Problems”, “Psycho-pedagogical Rehabilitation of Persons with Special Educational Needs” and “Psycho-pedagogical Support for Young Children with Developmental Problems”.

In other fields of training defectological personnel, many higher education institutions resumed the realization of educational programs in the multilevel system in the specialties

“Tiflopedagogy”, “Surdopedagogy”, “Oligophrenopedagogy”, “Logopedics”, “Special Psychology” and “Special Preschool Pedagogy and Psychology”.

Thus, the disciplinary principle was realized in designing educational programs in specialties and in the field of “Pedagogy”.

#### **Training teachers-defectologists on the basis of the Federal State Educational Standard**

For many years the defectological community tried to open a separate field of training pedagogical workers capable of providing various kinds of educational assistance to persons with developmental problems. In 2008, work on creation of Federal State Educational Standards (FSES) of the third generation started. FSES of training bachelors and masters in the field 050700 “Special (Defectological) Education” was implemented in 2011; it was the beginning of a new stage in the development of the system of training pedagogical personnel for education and rehabilitation of persons with special educational needs (SEN). The implementation of the FSES inaugurated a complete transfer to the multilevel system of higher professional education in this area [8].

FSES in the field “Special (Defectological) Education” essentially expanded academic freedoms of education institutions which allowed them to realize innovative educational programs and reorient the faculty and students towards the development of educational trajectories aimed at the formation of competences demanded by the labor market. The following

principles were laid at the basis of FSES design [6]:

–succession in relation to the existing SES of higher professional education, preservation of the Russian higher school traditions and experience of training specialists, bachelors and masters in the sphere of special education;

–preservation of the high level of fundamental training, which allows graduate to work successfully in new quickly developing spheres of special education;

–expansion of academic freedoms of higher education institutions granting the possibility of realization of innovative educational programs oriented towards the demands and needs of employers.

FSESs realize the competence-based approach to evaluation of prospective results of higher education presupposing the transfer of accent from subject-disciplinary and content aspects to the formation of competences as prospective results of educational process, which has special significance for the personal-professional development of the graduate mastering the designed educational programs [3]. In this context, it is important to clearly define and precisely characterize the kinds of professional activity of the graduate through formulations of competences.

A competence in the modern interpretation is an ability to use knowledge and skills and demonstrate personal properties in the professional activity of teaching persons (children, teenagers and adults) with SEN realized in the conditions of state-

maintained and independent educational, social and healthcare structures in various institutional conditions. General competence, in its turn, is an integral personal characteristics which defines the ability to solve professional problems in real situations of pedagogical activity using knowledge, professional and life experience, values and preferences [3].

The transition to evaluating education results in the form of competences turned out to be difficult to realize. Analysis of the process of designing bachelor's and master's degree programs and of a short period of their realization allows us to make some conclusions:

–firstly, the competence approach has been realized formally on the level of designing educational programs as:

- The majority of bachelor's degree programs are actually programs of training specialists in the specialties “Tiflopedagogy”, “Surdopedagogy”, “Oligophrenopedagogy”, “Logopedics” and “Special Psychology” presented in a different way, which cannot but tell on the quality of graduate training;

- there are practically no new bachelor's degree programs taking into account modern changes taking place in education and rehabilitation of persons with SEN;

- the quality of professional training of bachelors is going down with the content almost equal to that of training specialists, realized in shortened terms of study (4 years instead of 5);

- in curricula and educational programs competences are correlated

with concrete disciplines and other kinds of academic work of the student, but not in all cases this correlation can be justified; in other words, the content of a discipline and the student's activity in the course of its study do not always properly ensure the formation of these competences;

–secondly, the bachelor's and master's degree programs were not designed proceeding from the prospective result (competence), but from the discipline. Analysis of the content and forms of attestation in separate disciplines and educational programs on the whole shows that intermediate and final attestations carried out in traditional forms (oral examination or credit) guarantee checking certain knowledge and skills but do not evaluate the level of acquisition of the corresponding competences;

–thirdly, the bachelor's degree programs do not provide proper practical training of teachers-defectologists for teaching persons with SEN. 28 credits allotted to pedagogical practice and on-the-job training (which makes up only about 12% of the total amount of academic work of the basic educational program) is evidently not enough for ensuring proper preparation of graduates for practical teaching persons with SEN.

Master's degree programs are more practice-oriented; according to FSES practice and scientific research activity are allotted 57 credits (47% of the total amount of academic work of the educational program).

FSES of the third generation open up new perspectives for creating a complex of variable connected vari-

ous educational programs taking into consideration the existing experience of training teachers-defectologists and the real demands of employers and society in defectological personnel of the corresponding level and qualification. But as the first experience of implementation of FSESs shows this possibility has not been properly realized yet, which is often attributed to the universities' "rigidity" in developing new educational programs and the absence of highly qualified faculty for their realization.

Variability of educational programs is directly connected with the use of modular organization of their content in the framework of which the educational program is looked upon as a whole system consisting of a number of invariable and variable education modules [6; 7]. Invariable modules are obligatory for studying by all students doing a certain educational program. Variable modules are chosen by students and ensure preparation for professional activity in various spheres of education of persons with SEN, their rehabilitation, etc. Such possibilities can be realized only by higher education institutions with highly qualified personnel in various fields of pedagogy and psychology. It is the university's faculty potential that is a most important condition of providing a high quality of realization of educational programs.

Analysis shows that the modular approach realization in master's degree programs has a multilevel structure [7].

At the first level it is defined by FSES:

–through the structure of the master's degree program which is composed of academic cycles and sections which are actually independent modules: general scientific cycle, professional cycle, practices and scientific-research activity;

–through cycle structure consisting of the base (invariable) and variable parts; the latter includes "Optional disciplines and courses".

Apart from this, the base part of the "Professional cycle" has a disciplinary construction as it includes the base disciplines "Medico-biological problems of defectology", "Linguistic problems of special pedagogy and psychology", "Development of special education in Russia and abroad; tradition and modernity", and "Comparative special pedagogy".

At the second level, the modular approach is realized by a higher educational institution while creating a concrete educational program in the corresponding field working out the content of the variable part of the professional cycle which may include obligatory and/or variable disciplines and modules and optional disciplines. Their content ensures, first of all, training masters for their future activity in the sphere of education of various groups of children with SEN. These sections of educational programs may have disciplinary or disciplinary-modular construction.

Disciplinary construction means that disciplines are elements of an educational program and a curriculum [6]. And the structure of disciplines may be different: simple (separate whole disciplines) or complex (disci-

plines made up of various courses).

For example, the variable part of the professional cycle of the master's degree program "Psycho-pedagogical Rehabilitation of Persons with Special Educational Needs" includes the following disciplines and courses:

1) the discipline "Technologies of Psycho-pedagogical Rehabilitation of Persons with Special Educational Needs" containing the courses "Technologies of Pedagogical Rehabilitation of Persons with Special Educational Needs", "Information Technologies in Psycho-pedagogical Rehabilitation of Persons with Disabilities", "Psycho-pedagogical Support of Professional Education of Persons with Disabilities", "Psychological Rehabilitation and Family Therapy of Persons with Disabilities", and "Psychological Correction in Rehabilitation of Persons with Disabilities";

2) "Management Foundations in the Sphere of Psycho-pedagogical Rehabilitation";

3) "Social Psychology and Rehabilitation in the Education of Persons with Special Educational Needs".

Disciplines of the variable part of the professional cycle are constructed in a similar way. The presence of structurally complex disciplines may signify a gradual transition to modular construction of educational programs. This tendency also indicates professionalization of training teachers-defectologists with a master's degree.

Designing more and more master's degree programs with disciplinary-modular construction may be considered as the latest tendency. Such programs include disciplines

(structurally simple and complex) and modules uniting several disciplines. Optional disciplines may be regarded as a special module; they must be present in all master's degree programs. The content of these disciplines should provide students a possibility of in-depth professional training and expansion of scientific interests.

At present, universities realize separate master's degree programs in which the variable part of the professional cycle has modular construction in the field "Special (Defectological) Education". This fact is to a certain degree connected with the requirements to the structure of an educational program formulated in FSES of the third generation which define the nomenclature and order of succession of cycles and sections (M. 1, M. 2, M. 3, M. 4), and determine a large enough number of disciplines of the base part of the general scientific and professional cycles (15-25 credits, i.e. from 25 to 42% of the total amount of academic work). And the nomenclature of the base part of the professional cycle is oriented mainly towards training students for scientific-research activity and is not properly connected with professional training.

For example, the variable part of the professional cycle of the master's degree program "Education of Persons with Hearing Impairments" realized in the Herzen State Pedagogical University of Russia consists of two invariable modules making each other more complete and ensuring the whole nature of professional training students for professional activity:

1) the module "Methods Systems

of Education of Persons with Hearing Impairments” (“Methods Systems of Development of Auditory Perception”, “Methods Systems of Teaching Russian”, “Methods Systems of Teaching Oral Speech”, “Methods Systems of Teaching Literature”);

2) the module “Technologies of Work with Schoolchildren with Hearing and Speech Impairments” (“Logopedic Work with Schoolchildren with Hearing and Speech Impairments”, “Logopedic and Phonetic Rhythmics”, “Technologies of Hearing and Speech Rehabilitation of Children with a Cochlear Implant”).

The next level of realization of the modular principle can be seen when designing a master’s degree program by means of inclusion obligatory and optional modules in the variable part of the professional cycle. For example, the master’s degree program “Education of Persons with Problems of Intellectual Development” worked out in the Herzen State Pedagogical University of Russia includes the following modules:

1) the invariable module “Psycho-pedagogical Foundations of Education of Children with Problems of Intellectual Development” “Special Child Psychology”, “Theory of education of Children with Problems of Intellectual Development”, “Foundations of Psycho-pedagogical Counseling”;

2) Variable modules:

2.1) “Methods and Technologies of Preschool Education of Children with Problems of Intellectual Development” (“Methods and Technologies of Speech Development and Acquaintance with the Surrounding

World”, “Methods and Technologies of Formation of Playing Activity”, “Methods of Formation of Elementary Mathematical Concepts”;

2.2) “Methods of Primary Education of Children with Disorders of Psychological Development” (“Methods of Teaching Russian”, “Methods of Teaching Mathematics”, “Methods of Acquaintance with the Surrounding World”, “Methods of Teaching Nature Study”).

Such construction of the educational program creates the possibility of differential training masters of education in demand on the labor market, prepared for the execution of professional tasks of primary school teachers of classes for children with disorders of psychological development or teachers-defectologists of preschool institutions for children with problems of intellectual development (intellectual disability or disorders of psychological development)

FSES of training masters makes the list of master’s degree programs practically unlimited. And master’s degree programs may have either integrative (kind of generalizing in reference to the profiles of training bachelors) character or, on the contrary, be constructed along the lines of further content differentiation of these profiles; then their list becomes wider than that of the profiles of training bachelors. In both cases the list of bachelor’s and master’s degree programs should be adequate to the current tendencies of development of the system of education of persons with SEN in Russia and meet the requirements in the teaching staff in all types of educational and

rehabilitation institutions.

Training teachers of middle and senior forms of schools for children with impairments of speech, vision, hearing, musculoskeletal system, with disorders of psychological development, etc. on the basis of bachelor's degree programs in other fields of pedagogical education may be considered to be a promising avenue of development of the multilevel system of training masters in the field "Special (Defectological) Education".

FSES of the third generation also opens up broad vistas for training specialists in the field of psychopedagogical support of inclusive education for persons with SEN which is being actively developed in the education system. In this respect, variants of the educational path which would finally give the master of education an opportunity to teach children with SEN together with their typically developing peers may be different. For example, after getting degree in a program of the field "Special (Defectological) Education" a bachelor is prepared for doing a master's degree program connected with preschool and school education of typically developing children. And, vice versa, the new direction may provide an opportunity to create master's degree programs that would allow bachelors in any branch of pedagogy to be trained for work with children with SEN.

Everything mentioned above makes it possible to state that the system of higher education today is becoming more flexible and mobile, which allows it to better respond to the society's demand of teachers-defectologists of a certain profile.

### **Training teachers-defectologists in the context of solution of problems of pedagogical education modernization**

Realization of the project "Design and Test of New Modules of the Basic Professional Education Program of Professional (Pedagogical) Master's Degree Course" in the framework of the united group of specialties "Education and Pedagogy" in the training field "Special (Defectological) Education" (teacher-defectologist) on the basis of network cooperation of educational institutions facilitates activization of design of educational programs of training teachers-defectologists. These educational institutions realize higher education and general education programs presupposing in-depth professionally-oriented students' practice within the program of modernization of pedagogical education [1; 4; 5].

As a part of the project realization, a *new approach* to designing variable master's degree programs on the modular basis is being used and tested in the process of real students training [1; 5]. The following conceptual ideas lie at the basis of designing educational modules of master's degree programs in the project of network cooperation [1; 2; 5]:

1. Educational module functions as a relatively independent unit of content ensuring theoretical and practical training of students in a concrete sphere of professional activity. The module is a logically complete integrative complex of disciplines and practice aimed at the formation of a number of graduate's competences in

the sphere of certain kinds of professional activity. The educational module is worked out as a part of the master's degree program but can be realized independently (for example, as a program of professional retraining or as an advancement course).

2. Education results of the module program are formulated in the form of competences in accordance with FSES in the field "Special (Defectological) Education" and are made more concrete in professional functions and actions defined in the Professional Standard of a Pedagogue.

3. The module content and the organization of the process of its acquisition should guarantee in-depth professionally-oriented practical training of students for solution of problems of the modern education and rehabilitation of persons with SEN.

4. The quality of practical training is ensured by interaction with organizations providing education to children with SEN and participation of pedagogues-supervisors on the basis of agreement about network interaction and other forms of professional cooperation.

5. Realization of the educational module may become an object of network interaction of universities, of usage of their personnel, academic and methods, scientific-technical and information potential, which could facilitate improvement of the quality of training students and academic mobility of the students and the faculty.

The current changes in higher education connected with the process of its modernization, standardization and development of form of network

interaction open up new vistas for the improvement of training teachers-defectologists.

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