

Test

Instructions: carefully read the assignment, select one or more correct answers, mark V (tick) the selected answers.

1. Normative document, which enshrines the concept of inclusive education in the Republic of Kazakhstan:
 - a) Education Law of the Republic of Kazakhstan
 - b) On the social protection of persons with disabilities Law of the Republic of Kazakhstan
 - c) Convention on the Rights of Persons with Disabilities
 - d) III periodic National Report of the Republic of Kazakhstan within the framework of the Universal Periodic Review of Human Rights, submitted by the Ministry of Foreign Affairs of the Republic of Kazakhstan to the UN

2. The fundamental philosophical principle of inclusion includes:
 - a) freedom of choice
 - b) the right to live among equals
 - c) freedom of movement
 - d) accessibility of social benefits

3. The personal way to realize the personal potential of each student in education is:
 - a) variable learning
 - b) personalized training
 - c) individual educational route
 - d) individual educational trajectory

4. Among the problems characteristic of persons with visual impairment include:
 - a) violation of the integrity of perception
 - b) attention and memory disorders
 - c) the complexity of orientation in space
 - d) rapid onset of fatigue

5. The value-semantic component of the university teacher's readiness for teaching students with disabilities includes:
 - a) teacher's understanding of the meaning of inclusion
 - b) an active position towards any type of discrimination against a person with disability
 - c) attitude to inclusion as a positive socio-pedagogical phenomenon
 - d) knowledge of the special general and specific educational needs of students

6. To communicate with a student with a disability, the teacher must have:
 - a) special medical knowledge and knowledge from the field of psychology and corrective pedagogy

- b) the availability of basic knowledge about special educational needs and contact with specialists
- c) assistant - tutor
- d) good contact with the family

7. During talking with a student who has difficulty communicating:

- a) wait until he finishes the phrase, feel free to ask again
- b) help him finish the sentence, correct him if he put it wrong
- c) never ask again, in order to avoid putting him in an awkward position
- d) try not to gesticulate in order to avoid to disorient the student

8. Discrimination based on disability means:

- a) intolerance
- b) denial of any right for a disabled person
- c) compassion
- d) unjustified difference in treatment

9. The methods of interaction in a group that increase emotional stress (both a student with disabilities and the entire group) include:

- a) emphasizing community with a partner (similar goals, interests, traits)
- b) emphasizing the importance of the partner, his opinion
- c) emphasizing the differences between yourself and your partner
- d) showing interest in the problems of the partner

10. Disorder of attention and memory, dispersal, narrowing of the volume of attention, the predominance of auditory memory over visual are characteristic of persons with impaired:

- a) hearing
- b) eye
- c) supporting-motor apparatus
- d) intelligence

11. The component of readiness of a university teacher to teach students with disabilities, which includes knowledge of the special general and specific educational needs of students:

- a) value-semantic
- b) emotionally motivational
- c) cognitive psychological
- d) reflective-prognostic

12. Forms of working with a group that allow you to use compensatory methods for implementing competencies, flexible strategies for solving problems with disabilities:

- a) a written survey
- b) testing

- c) cases, work in groups
- d) preparation of presentations, reports

13. The first step in the package of first aid measures is:

- a) transportation to a medical institution
- b) termination of exposure to traumatic factors
- c) interviewing the victim
- d) providing access to fresh air

14. Characteristic features of persons with hearing impairment are:

- a) slow and limited perception
- b) high level of speech development
- c) deficiencies in the development of mental activity
- d) deficiencies in personality development

15. Barrier factors for teaching students with disabilities at a university include:

- a) being in an environment with an increased level of requirements
- b) the limited material and technical means to meet specific needs
- c) the lack of own psychological opportunities for communication
- d) the presence in the group of students with different health problems

16. The criteria for adaptation of the main educational program include:

- a) a list of all work programs of disciplines
- b) the presence of adaptation modules (disciplines)
- c) the choice of teaching methods, due to the characteristics of students
- d) the choice of practice sites taking into account the recommendations of medical and social expertise

17. The principles of implementation of adapted educational programs of higher education include:

- a) equifinality
- b) adaptability
- c) practical orientation
- d) flexibility

18. Teacher mistakes in organizing inclusive student learning:

- a) hypercare, hyperresponsibility
- b) pseudo-humanism
- c) pseudo-humanism, hyper-participation, hyper-custody
- d) pseudo-custody

19. Formulas for techniques for emphasizing the importance of a partner, his opinion, and contribution to a common cause include:

- a) "I think your work seems valuable"
- b) "Wow, great work! Super! Keep it up!"

- c) “your work wonder me”
- d) “it seems to me that only you in this group can cope with this work”

20. Places of internship for students with disabilities take into account:

- a) availability
- b) the level of formation of practical skills
- c) features of the student’s psychophysical development
- d) the availability of special technical means