



# CAREER GUIDANCE FOR STUDENTS WITH SPECIAL EDUCATION NEEDS AT THE STAGES II AND III OF GENERAL SECONDARY EDUCATION

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РЕПОЗИТОРІЙ БГПУ

# Lecture issues

1. Organisation and content of career guidance for hearing impaired and visually impaired students and for students with musculoskeletal disorders, with severe speech disorders and with mental development disorders (difficulties in studying) at the stage II of general secondary education.
2. Organisation and content of career guidance for hearing impaired and visually impaired students and for students with musculoskeletal disorders, with severe speech disorders and with mental development disorders (difficulties in studying) at the stage III of general secondary education.
3. Organisation and content of career guidance for students with mild intellectual incapacity in grades VI – VIII.
4. Organisation and content of career guidance for students with mild intellectual incapacity in grades IX – X.

## Literature (start)

1. Концепция подготовки учащихся с особенностями психофизического развития к профессиональному самоопределению [Электронный ресурс] / Мин. образования Респ. Беларусь. – Режим доступа: [http:// http://asabliva.by/sm.aspx?guid=105383](http://asabliva.by/sm.aspx?guid=105383). – Дата доступа: 08.08.2016.
2. Концепция развития профессиональной ориентации молодежи в Республике Беларусь // Постановление Министерства труда и социальной защиты Республики Беларусь, Министерства экономики Республики Беларусь, Министерства образования Республики Беларусь, 31 марта 2014 г., №15/27/23.
3. Кучук, В. О. Задачи и содержание профессионально-информационной работы с учащимися с легкой интеллектуальной недостаточностью / В. О. Кучук // Специальная адукацыя. – 2013. – № 3. – С. 43–47.

## Literature (continuation)

4. Образовательный стандарт. Специальное образование (Основные нормативы и требования). Адукацыйны стандарт. Спецыяльная адукацыя (Асноўныя нарматывы і патрабаванні). Educational standard. Special education (Basic standards and requirements) [Электронный ресурс]. – Режим доступа: [http://adu.by/images/All Doc files/Normativ\\_Doc/Obrazovat\\_St\\_Norm\\_Ocenki\\_K.doc](http://adu.by/images/All_Doc_files/Normativ_Doc/Obrazovat_St_Norm_Ocenki_K.doc). – Дата доступа: 01.08.2016.
5. Шинкаренко, В. А. Организация трудового обучения учащихся с интеллектуальной недостаточностью (6–10 классы) : учеб.–метод. пособие / Шинкаренко. – Минск : Адукацыя і выхаванне, 2014. – 96 с.
6. Шинкаренко, В. А. Подготовка учащихся с особенностями психофизического развития к профессиональному самоопределению / В. А. Шинкаренко // Спецыяльная адукацыя. – 2015. – № 2. – С. 16–20.

Instruments of career guidance  
for hearing impaired and visually impaired students and for  
students with musculoskeletal disorders, with severe speech  
disorders and with mental development disorders  
(difficulties in studying) (start)

- ▶ Studies in labour training;
- ▶ studies in general subjects;
- ▶ socially useful labour;
- ▶ extracurricular studies;
- ▶ study circles;
- ▶ lessons and homeroom hours in career guidance;
- ▶ interactive conversations and lectures;

## Instruments of career guidance for hearing impaired and visually impaired students and for students with musculoskeletal disorders, with severe speech disorders and with mental development disorders (difficulties in studying) (continuation)

- ▶ games in career guidance;
- ▶ meetings of students with the representatives of institutions of vocational technical training and secondary specialised education, workers' associations;
- ▶ excursions in institutions of vocational technical training and secondary specialised education as well as at enterprises;
- ▶ profession-oriented weeks;
- ▶ design of exhibitions, photo showcases, albums of professions;
- ▶ contests of multimedia profesiograms prepared by students; etc.

# Instruments of career guidance for students with mild intellectual incapacity

- ▶ Studies in labour training;
- ▶ studies in general subjects;
- ▶ socially useful labour;
- ▶ extracurricular studies;
- ▶ study circles;
- ▶ lessons and homeroom hours in career guidance;
- ▶ games in career guidance;
- ▶ meetings of students with the representatives of institutions of vocational technical training and secondary specialised education, workers' associations;
- ▶ excursions in institutions of vocational technical training and secondary specialised education as well as at enterprises;
- ▶ profession-oriented weeks;
- ▶ design of exhibitions, photo showcases, albums of professions; etc.