

SUMMARY

HARIDUS

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This issue of the journal has been compiled by educationists of the department of special education at Tartu University and teachers working with SEN-children.

Karl Karlep, Kaja Plado. SEN children of yesterday, today and tomorrow. Karl Karlep, PhD and Kaja Plado MA give an overview of the three stages of development of special education in Europe and Estonia concentrating on problems related to SEN children today.

Kaja Plado. Good textbooks function as teachers. Kaja Plado, MA in special education claims that the SEN children today are less provided with study aids than their peers 10 years ago. The textbooks of those days are sadly outdated for being used today, but no new textbooks have been produced. The author offers recommendations for teachers for compiling study aids.

Vello Saliste. How to be a teacher for SEN children? Headmaster of Kosejõe Special School, president of the Union of SEN teachers considers aspirations to teach SEN children in local schools principally correct but impossible to be implemented at the moment, because very few schools are provided with qualified specialists offering support to SEN children and their families. The same can be said about lack of social workers in local communities.

Marika Padrik. Pedagogy in speech therapy. Marika Padrik, MA in special education stresses the fact that a speech therapist is primarily a teacher, who sets hypotheses for successful speech therapy and controls their suitability in practical actions. Unfortunately many speech therapists of Estonia are employed as teachers of Estonian at Russian-medium schools, as teachers training pre-school children or children with achievement problems in reading and writing.

Maret Jahu. What should teachers know about stuttering? The author is a MA student of special education at Tartu University, who describes the characteristics by which we can distinguish between temporary and constant stuttering. She considers friendly approach and good cooperation between SEN children, parents, speech therapists and teachers of particular significance.

Regina Toom, Monika Trükmann. About teaching and learning the sign language in Estonia. Regina Toom, MA in special education and Monika Trükmann, a MA student give an overview about the essence of the sign language and principles of its learning. They stress the fact that for successful acquisition of the sign language it is very important to study the culture of people using it, just the same way as culture is used in learning a foreign language.

Merit Hallap. National minority students in special education. The author says that in many countries those immigrant children with normal mental development but lacking language skills of the language of instruction are often wrongly classified as children with mild mental retardation or as children with

learning problems. The author offers recommendations how to save those children at Estonian-medium schools.

Tiit Leemets. Boys need fathers. Tiit Leemets, MA in special education and an experienced teacher working many years with problematic boys of special classes stresses the fact that teenager boys badly need a person with undisputable authority who could set rules for desired behaviour. The boys usually expect their fathers or at least male persons to take this position.

Krista Sunts. Special education at Otepää Gymnasium. The author is a speech therapist and has MA in school management; she gives an overview of her work as a support person for SEN children at their school and about organisation of special education at Otepää Gymnasium.

Karl Karlep. The value of Lev Vögotski's ideas today. The author is a lecturer at Tartu University and has a PhD in education; he gives a short overview about the socio-cultural theory of development by Lev Vögotski. It enables the readers to understand the regularities of the development of children as well as principles of their teaching. The children develop in acting together with peers and adults.

Pille Häidkind. Early intervention. The author is a SEN teacher at Pääsupesa kindergarten and has MA in special education. She is of the opinion that pre-school teachers in Estonia come more and more often across SEN children. They have to notice SEN children and start with relevant developmental work. Teamwork with participation of children and families at pre-school age could allow to avoid and diminish children's problems at school age.

Meelika Maila. Activities that allow to study maths. The author is deputy headmaster at Tartu Kroonuaia School and has MA in special education; she claims students of grade 1 unable to learn math at satisfactory level unless they have trained at least eight practical activities: sequencing of objects, grouping and classifying them, forming equal amounts of objects etc.

Piret Soodla. Development of expressive skills in writing at compulsory school level. The author has MA in special education and she analyses workbooks for grade 4. She says that children of that age group use primarily sentence patterns of oral expression and accordingly, there should be more material for training patterns used in the written language.

Heino Rannap. Today 100 years ago. Professor emeritus of the Academy of Music gives an overview of events in Estonian education in the summer of 1905.

Karl Kello. A small sign atlas. An overview of myths and legends related to a strawberry.

Toimetuse. Vastutav toimetaja Tiia Penjam. Toimetajad Raivo Juurak ja Karl Kello. Fotod Raivo Juurak. Levi- ja reklaamijuht Priit Penjam. Toimetuse aadress: Voorimehe 9, 10146 Tallinn. E-post: haridus@opleht.ee. Internetiaadress: http://haridus.opleht.ee. **Telefonid:** 683 3117, 683 3118, 683 3110. **Väljaandja:** SA Kultuurileht, Voorimehe 9, 10146 Tallinn, tel 683 3100. **Trükkikoda:** Tallinna Raamatutrükikoja OÜ, Laki 26, Tallinn. Trükkimisele antud 8.08.05. Praaeksemplarid vahetab välja Tallinna Raamatutrükikoja OÜ, tel 650 9990. © SA Kultuurileht "Haridus" 2005. Tellimishind aastaks 149 kr. Üksikmüügi hind 18 kr. Tellimisindeks 78189.

Tartusse eripedagoogikat õppima!

Kui oled suhtlemisaldis, empaatiline, hea eneseväljendusoskusega, järjekindel ja salliv, siis tule Tartusse eripedagoogikat õppima.

Eripedagoogikat on Tartu Ülikoolis õpetatud 1968. aastast alates.

Kõik tuntumad eripedagoogid-logopeedid Eestis on meie osakonna lõpetanud.

Seda eriala õppides saad teada, miks mõned lapsed ei arene nii nagu teised; kuidas hinnata lapse arengut; kuidas õpetada teistest aeglasema või kiirema arenguga lapsi; kuidas koostada ja rakendada individuaalset arenduskava/õppekava; kuidas ennetada probleeme arengus; kuidas tulla toime käitumisprobleemidega lapsega, kuidas suhelda kõnetu inimesega; kellega kasutada viipekeelt jpm. Et eelöelduga edukalt hakkama saada, tuleb õppida erinevaid pedagoogilisi, psühholoogilisi, meditsiinilisi ja keeleteaduslikke aineid.

Omandatud eriala võimaldab töötada eripedagoogina ja/või logopeedina. Tööpõld on lai ja töökoha võib pärast lõpetamist leida koolieelsetes asutustes, tava- ja erivajadustega laste koolides ning -klassides, kliinikumides, nõustamis- ja rehabilitatsioonikeskustes jm.

Eripedagoogikat õpetatakse bakalaureuse- (3 aastat) ja magistritasemel (2 aastat). Bakalaureuseõppe kolme aasta jooksul saab baasteadmised eripedagoogikast, magistritasemel toimub kitsam spetsialiseerumine õpiraskuste pedagoogikale või logopeediale. Mõlemal tasemel saab omandatud teadmisi kohe ka aktiivselt rakendada arvukates praktikumides ja praktikatel.



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