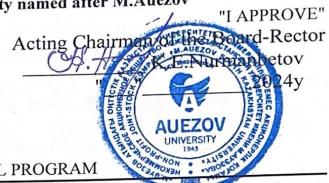
MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN South Kazakhstan University named after M.Auezov



EDUCATIONAL PROGRAM

6B01101 - «Psychology (IP)"

Registration number	6B01100084
The code and classification of the field of education	6B01-Pedagogical sciences
The code and classification of training areas	6B011- Pedagogy and psychology
Group of educational programs	6B001- Pedagogy and psychology
Type of OP	Innovation
ISCED level	6
The level of the NRK	6
The level of the OPK	6
The language of education	Kazakh, Russian, English
Labor intensity of the OP	240 credits
Distinctive features of the OP	
Partner University (SOP)	-
Partner University ((DDOP)	- Innovation

1	The concept of OP	
2	Passport of the OP	
3	Competencies of a graduate of the OP	
3.1	The matrix of correlation of learning outcomes in general with the competencies being formed	
4	The matrix of the impact of modules and disciplines on the formation of learning outcomes and information on labor intensity	
5	Summary table on the volume of loans disbursed by OP modules	
6	Strategies, learning methods and artificial intelligence, monitoring and evaluation	
7	Educational and resource support of the OP	
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	Appendix 2. Expert opinion	
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1. THE CONCEPT OF OP

	1. THE CONCEPT OF OP
The mission of the	Generation of new competencies, training of a leader who
University	translates research thinking and culture.
The values of the	• Openness – open to change, innovation and collaboration.
University	
	• Creativity – generates ideas, develops them and turns them
	into values.
	• Academic freedom – free to choose, develop and act.
	• Partnership – creates trust and support in a relationship
	where everyone wins.
	where everyone whis.
	· Social regrandibility mode to fulfill obligations make
	• Social responsibility – ready to fulfill obligations, make
	decisions and be responsible for their results.
Graduate Model	• In-depth subject knowledge, their application and continuous
	expansion in professional activities.
	• Information and digital literacy and mobility in a rapidly
	changing environment.
	• Research skills, creativity and emotional intelligence.
	• Entrepreneurial spirit, independence and responsibility for
	their activities and well-being.
	• Global and national citizenship, tolerance of cultures and
	languages.
The uniqueness of the	OP 6B01101 – "Psychology (IP)" is innovative, focused on the
OP	Goals of Sustainable Development, the formation of skills of
OI	the 21st century. It is based on the work of a psychologist in an
	educational institution to implement the tasks of psychological
	support for subjects of the educational process: conducting a
	need assessment, drawing up a plan, organizing intervention,
	monitoring the quality of intervention, evaluating effectiveness.
	When developing this OP, emphasis is placed on the
	competence of solving specific applied tasks of a psychologist
	in an educational institution. The key difference between the
	OP "Psychology" is the increased emphasis on the well-being
	of the child and other participants in the educational process, on
	reducing risks.
	The OP provides equal opportunities for learning, without
	infringing on the rights and interests of future teachers, while
	preserving the principles of equality, respect, and tolerance. By
	its nature, it is interdisciplinary, focused on future teachers,
	scientifically integrated and problem-oriented, and set out in the
	OP. The OP also follows an inclusive approach, taking into
	account the multi-ethnic and multi-religious composition of
	future teachers and their diverse learning support needs.
Academic Integrity and	• The University has taken measures to maintain academic
Ethics Policy	
	integrity and academic freedom, protection from any kind of
	intolerance and discrimination:
	• Rules of Academic integrity (Order No. 212 dated
	10.10.2022);
	• Anti-corruption Standard (Order No. 221 n/a dated
L	This correction Standard (Order 110, 221 is a dated

	07.12.2021).
	• Code of Ethics (Order No. 212 of 10.10.2022)
The regulatory	1.The Law of the Republic of Kazakhstan "On
framework for the	Education";
development of the OP	2. Standard rules for the activities of educational
-	organizations implementing educational programs of
	higher and (or) postgraduate education, approved by Order of the Ministry of Education and Science of the
	-
	Republic of Kazakhstan dated October 30, 2018 No.
	595 with amendments and additions dated 12/29/2021
	No.614
	3.Standard rules for admission to educational
	organizations implementing educational programs of
	higher and postgraduate education, approved by Order
	of the Ministry of Education and Science of the
	Republic of Kazakhstan dated October 31, 2018 No.
	600 with amendments and additions dated 06/02/2023
	No.252
	4. The State mandatory standard of Higher and
	Postgraduate Education, approved by Order No. 2 of the
	Minister of Science and Higher Education of the
	Republic of Kazakhstan dated July 20, 2022.
	5. Rules for the organization of the educational process
	on credit technology of education, approved by Order of
	the Ministry of Education and Science of the Republic
	of Kazakhstan dated April 20, 2011 No. 152; with
	amendments and additions dated 09/23/2022 No. 79
	6. Qualification directory of positions of managers, specialists
	and
Organization of the	Implementation of the principles of the Bologna Process
educational process	Student-centered learning
	Accessibility
	Inclusivity
Quality assurance of	Internal quality assurance system
the OP	• Involvement of stakeholders in the development of the OP
	and its evaluation
	Systematic monitoring
	Updating the content (updating)
Requirements for	Established in accordance with the Standard Rules for
applicants	admission to educational organizations implementing
	educational programs of higher and postgraduate education
	Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated 10/31/2018 with amendments and
	-1 VI INGANIMAN INV. VIV GAUGA $10/31/2010$ WITH ANOTHING AND
Conditions for the	additions dated 06/02/2023 No.252
Conditions for the implementation of the	

OP for persons with	installed in academic buildings and student dormitories. Special
disabilities and the PLO	parking spaces have been created. A crawler lift is installed.
	There are desks for MGN, signs indicating the direction of
	movement, ramps. The university buildings (main building, No.
	8 building) are equipped with 2 classrooms with six workplaces
	adapted for users with disorders of the musculoskeletal system
	(ODE). For visually impaired users, a SARA TM CE machine (2
	pcs.) is available for scanning and reading books. The library's
	website is adapted for the visually impaired. There is a special
	NVDA audio program with the service. The website of the
	ICHTTP://lib.ukgu.kz/ is open 24/7.
	An individual differentiated approach is provided for all types
	of classes and in the organization of the educational process,

2. PASSPORT OF THE OP

	Tariaine of a neurolation of an advectional institution for the
The goal of the OP	Training of a psychologist of an educational institution for the
	implementation of tasks of psychological support of subjects of
	the educational process
Tasks of the OP	The OP focuses on the competence of solving specific applied
	tasks of a psychologist in an educational institution:
	- increased emphasis on the well-being of the child and other
	participants in the educational process, on reducing risks.
	- equal opportunities for learning, without prejudice to the
	rights and interests of future teachers, while maintaining the
	principles of equality, respect, and tolerance.
	-orientation towards future teachers, scientifically integrated
	and problem-oriented, and the choice of courses is determined
	by current problems of history and society and also corresponds
	to international course descriptors.
	- implementation of the principles of constructive coordination,
	when teaching and evaluation methods, as well as subject
	courses are chosen in such a way as to ensure the achievement
	and measurement of the competencies set out in the OP.
	-Following an inclusive approach, taking into account the
	multi-ethnic and multi-religious composition of future teachers
	and their diverse learning support needs.
Harmonization of the	• Level 6 of the National Qualifications Framework of the
OP	Republic of Kazakhstan;
	• Dublin descriptors of the 6th level of qualification;
	• 1 cycle of the Qualification Framework of the European
	Higher Education Area (A Framework for Qualification of the
	European Higher Education Area);
	Level 6 of the European Qualification Framework for Lifelong
	Learning (The European Qualification Framework for Life long
	Learning).
Connection of the OP	1.Industry qualifications framework: Innovation; Human
with the professional	Resource Management, approved by the decision of the
sphere	Industry Commission for Social Partnership Regulation of
	Social and Labor Relations of the innovation industry, Protocol
	No. 102-HT dated July 29, 2019;
	2.Professional standard "Teacher" (Approved by the order of

	the Acting Minister of Education of the Republic of Kazakhstan
	dated December 15, 2022 No. 500);
	3. Qualification directory of positions of managers, specialists
	and other employees, approved by Order of the Minister of
	Labor and Social Protection of the Population of the Republic
	of Kazakhstan on December 30, 2020 No. 553.
Name of the degree	Name of the degree awarded
awarded	
List of qualifications	educational psychologist, family psychologist, child
and positions	psychologist, consultant psychologist, social psychologist in the
-	field of education and psychological sciences.
The field of professional	the field of education and the social sphere.
activity	I I I I I I I I I I I I I I I I I I I
Objects of professional	-educational organizations of all types and types, regardless of
activity	ownership and departmental affiliation;
activity	-special correctional organizations (boarding schools,
	correctional classes for children with special needs);
	- organizations of technical and vocational education
	(colleges);
	- cultural organizations (palaces of schoolchildren, children's
	development centers);
	- organizations providing social assistance to the population
	(social centers for working with the poor), public funds for
	providing psychological assistance to socially vulnerable
	segments of the population);
	- research and consulting organizations.
Subjects of professional	- psychological and pedagogical support of the subjects of the
activity	organization of various types;
	- the study of personal and mental spheres in order to develop
	the potential of an individual;
	- psychological health of the population.
Types of professional	- educational (pedagogical),
activity	- educational and educational,
activity	- diagnostic,
	- correctional and developmental,
	- scientific and methodological,
	- experimental research,
	- socio-pedagogical,
	- correctional and inclusive.
T	DO1 Develope and is 1
Learning outcomes	RO1 - Develops and implements a system to support students
	as individuals in an inclusive environment
	RO2 - Applies relevant teaching and assessment methods, using
	dialogue and communication
	RO3 - Implements pedagogical research as a reflective practice
	RO4 - Facilitates the education of children
	RO5 - Interprets knowledge and understanding in children's
	individual and age differences
	RO6 - Puts into practice the knowledge of cognitive and
	neuropsychological development of children

	RO7 - Adheres reasonably to the ethical standards of a
p	sychologist in education
R	O8 - Orients and applies social knowledge of the organization
0	f children's groups and the participation of the child's
p	ersonality in them
R	CO9. Evaluates the psychological and pedagogical
	evelopment of the child and his family, the risks of sychosocial development
	CO10 - Monitors and evaluates the development of a child and children's group
p.	CO12 - Implements support, counseling, habilitation rograms, PO7 - Соблюдает обоснованно этические
C	тандарты психолога в образовании

3. COMPETENCIES OF THE GRADUATE OF THE OP

Pedagogical and general a	areas of competence/learning outcomes
OK 1 Competencies in	Future teachers have basic knowledge and
the field of pedagogy	understanding of learning, and are able to take into
and didactics	account the diversity of students in the learning/teaching
	process, as well as to be able to ethically support their
	psychological well-being, taking into account their life
	and educational context.
	-Future teachers are able to design, implement, evaluate
	and develop learning and leadership processes in
	various types of educational environments in a
	pedagogically meaningful way, including the ability of
	the teacher to use various digital resources in a way that
	supports learning.
	-Provide psychological assistance and support in
	identifying and
	diagnosing difficulties of participants in the educational
	process, education
	and organizational and methodological activities.
	and organizational and monouological activities.
OK 2. The area of	- Future teachers can communicate constructively
competence for	within the framework of various interactive
interaction	multicultural relationships and communities both offline
	and online, taking into account the goals set for this type
	of activity.
	-Future teachers are able to work in various professional
	online communities, as well as the ability to build
	professional relationships necessary for constructive
	own pedagogical and social activities.
	-Future teachers have the opportunity to teach within the
	framework of trilingual education in secondary education, as
	well as the ability of the teacher to participate in the global
	professional educational community.

OK 3. The area of competence for the working environment of teachers	 Future teachers are familiar with international and national agreements and documents, as well as sociocultural structures of society, principles, laws and rules of the national education system that affect the activities of the institution and/or their own work. Future teachers are able to (a) consider their own activities in relation to the activities of their organization, and (b) work meaningfully to create positive relationships and multidisciplinary cooperation between themselves and partners outside of school (families, regional entities, work activities).
OK 4. Area of competence for professional development	 Future teachers are able to reflect and critically evaluate their values, attitudes, ethical principles and working methods, as well as the ability to set new goals for their own pedagogical development, the development of their organization and professional well-being. Future teachers have the ability to develop their own teaching activities and the activities of their organization in connection with the expected changes at the regional, national and international levels. Future teachers are able to produce, seek and critically select theoretical knowledge from various reliable sources and through various information and communication technologies, which, combined with experienced knowledge, serve to develop both themselves and the supported theories of their community, as well as the ability and willingness to use knowledge to advance learning and their own professional growth.
Subject and general areas of OK 5. Area of competence in psychological and pedagogical assessment	 of competence/learning outcomes Future teachers are able to assess the individual psychological properties of a child's personality and the peculiarities of their development. Future teachers have knowledge of the theoretical foundations and methods of psychological and pedagogical assessment, the causes of learning disorders, behavior and development of children and adolescents. Future teachers are able to analyze problematic situations in social and interpersonal conflicts, cultural barriers and tensions. Future teachers are able to use various scientifically based methods and technologies in psychological and pedagogical activities, possess modern technologies for organizing data collection, processing and interpretation Future teachers are able to develop draft documents based on the results of psychological and pedagogical assessment,

OK 6. Area of competence in psychological and pedagogical intervention	 -Distinguish between acceptable methods and techniques for conducting diagnostics, taking into account the age characteristics of students - Future teachers are able to intervene in the behavior of participants in the educational process. -Future teachers are able to contribute to solving urgent problems of the development of a particular child and a group of children. -Future teachers are able to develop various individual and group programs for psychological intervention.
	 Future teachers are able to design and implement individual programs focused on the cognitive and personal development of students based on the analysis of the possibilities of the educational environment. Future teachers demonstrate their experience in preventing and overcoming the risks of the educational
	 environment. -Future teachers are able to warn about possible violations in the formation and development of the personality of participants in the educational process. - Future teachers assist in maintaining and strengthening the state of mental balance and well-being of the child and all members of the educational process
	 -Future teachers are able to disseminate psychological knowledge in order to strengthen the focus on the development of the child's well-being -Future teachers are able to provide increased awareness of the possibilities of psychological assistance in order to improve the level of psychological culture and quality of life

	situation
	-Future teachers have developed the skills of a psychological consultant, including active listening, sensitivity to changes in client behavior, the ability to give feedback, etc.
	-Future teachers are able to help resolve the psychological problems of participants in the educational process.
	- Future teachers are able to organize individual psychological counseling on mental development, education and upbringing
	- Possess psychological and pedagogical rules, forms and
	methods of consulting practice
OK 9. Area of competence in psychological education	- Future teachers explain the tasks and principles, forms and directions, techniques and methods of psychological and pedagogical education in an educational institution, taking into account the characteristics of students.
	- Future teachers are able to explain the norms of the legislation of the Republic of Kazakhstan in the field of labor, education and child rights, international norms and treaties in the field of child rights and children's education.
	- Future teachers are able to provide psychological, pedagogical and legal education to teachers, teachers, the administration of an educational institution and parents (legal representatives) on the mental development of children and adolescents.
	- Future teachers are able to develop and implement programs to improve the psychological, pedagogical and legal competence of participants in the educational process.
	- Future teachers know the methods of adult pedagogy to educate participants in the educational process in order to improve their psychological, pedagogical and legal culture.
Required co	pmponent: areas of competence/learning outcomes.
OK 10.The area of competence for	PK1 Future teachers are able to assess the surrounding
ideological, historical and moral development	reality on the basis of worldview positions formed by knowledge of the fundamentals of philosophy, which
	provide scientific understanding and study of the natural and social world by methods of scientific and philosophical cognition.
	 Future teachers are able to interpret the content and specific features of the mythological, religious and scientific worldview. Future teachers have a deep understanding and scientific analysis of the main stages, patterns and features of the historical development of Kazakhstan.

	 Future teachers are able to analyze the causes and consequences of events in the history of Kazakhstan.
OK11. The area of competence for social, cultural and civic development.	 -Future teachers are able to develop their own moral and civic position and are able to act in accordance with the social, business, cultural, legal and ethical norms of Kazakhstani society. - Future teachers know and understand the basics of socio-political, economic and legal knowledge, are able to demonstrate personal and professional competitiveness. - Future teachers are able to assess situations and justify their own assessment of everything that is happening in the social and industrial spheres
OK12. Area of competence for interpersonal, social and professional activities and research skills	 Future teachers are able to assess situations in various areas of interpersonal, social and professional communication and communicate orally and in writing in Kazakh, Russian and foreign languages. Future teachers have the opportunity to use various types of information and communication technologies in their personal activities: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information. Future teachers are able to focus on a healthy lifestyle to ensure full-fledged social and professional activities through methods and means of physical education. Future teachers are able to make a choice of methodology and analysis, use scientific methods and research techniques, as well as synthesize new knowledge

3.1 Matrix of correlation of learning outcomes in general with the competencies being formed

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
ОК1	V	V										
ОК1	V	v	V	V	V						V	
ОК3						V	V					
ОК4								V	V	V		
ОК5	\vee	V	V	V	V							
ОК6	V	V	V	V	V	V	V	V				
OK7	\vee	V	V	V								V
ОК8				V	V						V	
ОК9	\vee	\vee	V	V	V							

ОК10	V						V
OK11	V				V		
ОК12	V					V	

4. THE MATRIX OF THE INFLUENCE OF DISCIPLINES ON THE FORMATION OF LEARNING OUTCOMES AND INFORMATION ON LABOR INTENSITY

	odule		t						(Gene	rate	d lea	rnin	g out	come	es (c	odes	5)	
Nº	Name of the module	Cycle	Component	Name of the discipline	A brief description of the discipline	Number of	credits	P01	P02	PO3	P04	P05	904	P07	PO8	9 O G	PO 10	PO 11	PO 12
		OOD	ОК	•	Objective: to form an objective view of the	5	;		\vee										
	e of histori			Kazakhstan	history of Kazakhstan based on a deep understanding and scientific analysis of the														
	cal and				main stages, patterns, and peculiarities of the														
	philoso				historical development of Kazakhstan.														
	phical				Content.Ancient people and the formation of a														
	compet				nomadic civilization. The Turkic civilization														
	encies				and the Great Steppe. The Kazakh Khanate. Kazakhstan in the era of modern times.														
					Kazakhstan is part of the Soviet administrative														
					and command system. The declaration of														
					independence of Kazakhstan.														
					The state system, socio-political development,														
					foreign policy and international relations. Methods and techniques of historical														
					description for analyzing the causes and														
					consequences of events in the history of														
					Kazakhstan														
		OOD	ОК	Philosophy	Purpose: to form students' holistic	5	; [\sim										
					understanding of philosophy as a special form														
					of cognition of the world, its main sections, problems and methods of their study in the														

	context of future professional activity. Formation of students' philosophical reflection, self-analysis skills and moral self- regulation. Content. The emergence of a culture of thinking. The subject and method of philosophy. Fundamentals of the philosophical understanding of the world: issues of consciousness, spirit and language. Genesis. Ontology and metaphysics. Cognition and creativity. Education, science, technology and technology. Human philosophy of values. The subject of aesthetics as a field of philosophical knowledge. The philosophy of freedom. The philosophy of history. The philosophy of religion. "Mangilik El" and "Modernization of public consciousness" are a
Socio- politic al knowle dge modul e	new Kazakh philosophy. Image: formation of knowledge about socio- 4 V Image: formation of knowledge about socio- 4 V Image: formation of knowledge about socio- 4 V Image: formation of knowledge about socio- 5 Image: formation of knowledge about socio- 4 V Image: formation of knowledge about socio- Image: formation about society. Image: formation about society. Image: formation about society societ,

				understand and apply methods and techniques of sociological, comparative analysis, to understand the essence and content of the political situation in the modern world. Analysis and classification of the main political institutions.								
	OOD	ОК	Cultural studies and psychology	Purpose: formation of scientific knowledge of history, modern trends, current problems and methods of development of culture and psychology, skills of systematic analysis of psychological phenomena. Content. Morphology, language, semiotics, anatomy of culture. The culture of Nomads, Proto-Turks, Turks. Medieval culture of Central Asia. Kazakh culture at the turn of the XVIII – XIX centuries, the twentieth century. Cultural policy of Kazakhstan. The State Program "Cultural Heritage". National consciousness, motivation. Emotions, intelligence. Human will, psychology of self- regulation. Individual typological features. Values, interests, norms are the spiritual foundation. The meaning of life, professional self-determination, health. Communication between individuals and groups. Socio- psychological conflict. Patterns of behavior in conflict.	4			V	V			
me s c	nda OOD ental of cial	ВК	Ecosystem and law	Purpose: Formation of integrated knowledge in the field of economics, law, anti-corruption culture, ecology and life safety, entrepreneurship, research methods. Contents:	5	V						
an				Fundamentals of safe interaction between man and nature, productivity of ecosystems and the biosphere. Entrepreneurial activity in								

develo				conditions of limited resources, increasing the						
pment				competitiveness of business and the national						
r				economy. Regulation of relations in the field						
				of ecology and human life safety. Knowledge						
				and observance of Kazakh law, duties and						
				guarantees of subjects, state regulation of						
				public relations to ensure social progress.						
				Application of scientific research methods.						
	БД	КВ	Abaevedenie	Purpose: to preserve the "national code" in the	3	V				
	, ,			Kazakhtanu project based on the work of						
				A.Kunanbayev. Contents: historical review of						
				the history of Kazakhstan and Kazakh						
				literature of the XIX-XX centuries. Studies of						
				Abai's legacy of the XX-XXI century.						
				Chronology of Abai's work. Abai is a great						
				poet, ethnographer, founder of Kazakh written						
				literature. Abai is the compiler of the code of						
				laws "The Position of Karamola", public						
				importance. Abai is a thinker, religious						
				scholar, and philosopher. The role of Abai in						
				education and science, the concept of a						
				"Holistic person". "Words of Edification" by						
				Abai, an epic novel by M.Auyezova "The Way						
				of Abai". K. Tokaev "Abai and Kazakhstan in						
				the XXI century", role, significance.						
	BD	КВ	Learn Muhtar	Purpose: formation of historical, literary	3	\vee				
				presentation on the work of M. Auezova in the						
				context of history of literature, patriotism and						
				cultural-spiritual position. Development of						
				healthy mousetraps, self-sufficient research						
				activities. "I don't know," he said, " but I don't						
				know." Activity of M. Auezova in the						
				magazines "Sholpan", "Abay". Journalism M.						
				Auezova. The main focus of Rasskazov is "the						

			day of the defenseless", "pictures of kyr", "the educated citizen", "Kokserek", the play Enlik- Kebek and the story "Kili Zaman", "the story of Karash-Karash"", the monograph "Abay Kunanbayev", the novel - epic "the way of Abay".							
B	BD KB	Fundamental s of financial literacy	Objective: To study personal and family financial resources that are crucial for achieving financial well-being. Content: Financial planning and consumer safety. The main methods and techniques for conducting effective spending and saving finances. Protecting and investing your own financial resources. The role and importance of personal finance and its possibilities for achieving financial stability. Filtering out a lot of questionable financial information. Incentives for self-management of responsibilities and optimal financial capabilities of the consumer. Making sound financial decisions when building a professional career.	3	V					
B	D KB	Service to the community	Purpose: the formation of socially significant skills and competencies among students based on the assimilation of academic programs, carrying out socially useful activities related to the disciplines studied at the university. Contents: The concept and meaning of Servicelearning, the history of the formation and development of the concept of ServiceLearning. The key components of ServiceLearning, socially useful activities in children and youth, the organization of the volunteer movement in the world and Kazakhstan practice, the profile orientation of	3	\vee					

			ServiceLearning. International practice of learning through socially useful activities. General principles and methodology for the development of social projects. Methods of analysis of implemented social projects.implemented social projects.								
BD	KB	Fundamentals of anti- corruption culture	Purpose: formation of an anti-corruption worldview, strong moral foundations of personality, civic position, stable skills of anti- corruption behavior. Content: overcoming legal nihilism, forming the foundations of the legal culture of students in the field of anti- corruption legislation. Formation of a conscious perception and attitude towards corruption. Moral rejection of corrupt behavior, corrupt morality, ethics. Mastering the skills necessary to combat corruption. Creating an anti-corruption standard of conduct. Anti-corruption propaganda, dissemination of ideas of legality, respect for the law. Activities aimed at understanding the nature of corruption, awareness of social losses from its manifestations, the ability to defend one's position in a reasoned manner, and look for ways to overcome manifestations of corruption.	3	V						
OOD	ОК	Physical Culture	Methodological foundations of a healthy lifestyle, physical culture and sports, practical skills in the studied types of exercises and sports; technique of movements in non- standard conditions in order to improve results, education of sports and psycho- emotional stability.	8		V					

Instru mental and comm unicati ve modul e	OOD OK	Kazakh (Russian) language	Practical foundations of the Russian (Kazakh) language in the fields of communication (interpersonal, social, intercultural). The skills of discussing ethical, cultural, socially significant norms in discussions, the ability to work in a team, teamwork, flexibility, creativity are instilled. Practical skills of interpreting text information, explaining their stylistic and genre specifics in various spheres of communication are being developed.	10		V				
	OODOK	Foreign language	Develops students' productive writing skills in the format of presenting basic personal information about themselves, relatives, friends and acquaintances. Forms the intercultural and communicative competencies of students in the process of foreign language education at a sufficient level (A2), the level of basic sufficiency (B1), basic standard (B2).	10		V				
	OODOK	Information and communicati on technologies (in English)	Technologies for using information resources for searching and storing information, working with spreadsheets, working with databases. Information security technologies; design and creation of websites, multimedia presentations. Technologies for the use of e-government and electronic textbooks, various cloud-based mobile technologies, SMART technology management.	5		V				
	BD BK	Advanced foreign language	Detailed reports on the subject. News and reports. Articles and reports on contemporary issues, modern fiction. Actively participate in	4	V					

				a discussion on a familiar issue, explaining and defending your opinion. The statement of all the arguments "for" and "against" the actual problem. Writing essays, reports, letters highlighting particularly important events and impressions.								
Основы психолого- педаги гической подгоовки	5 K	ВК	Psychology, interaction and communicati on in education	Mastering modern psychological theories and models, the functioning of personality and its individual properties. Content: Future teachers contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process. They are able to communicate, interact and collaborate with the families of students, as well as within the framework of various other types of partnerships and create new relationships suitable for the development of their own teaching activities.	5	V						
	BD		Psychologica l and pedagogical assessment (pedagogical practice, 2nd year)	This course is aimed at developing the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics (1, 2) Area of competence for interaction (3, 4, 5) Area of competence for the working environment of teachers (6, 7) Area of competence for professional development (8, 9, 10) The purpose of this course is to familiarize future teachers with the features of the holistic pedagogical process of an educational institution and formation of analytical- reflective, research, design and other skills in the field of psychological and pedagogical support of the educational process.	2		V					

				The prerequisite for this course is the completion of the course "Pedagogical research" of the pedagogical component.							
Module support for students as individua ls	BD	ВК	Наука об образовании и ключевые теории обучения	Future teachers study the basics of pedagogical science, such as conceptual ideas about a person, leading to various learning theories and pedagogical models. Based on an understanding of theoretical concepts, future teachers can make appropriate pedagogical choices for various learning situations. Future teachers who demonstrate competence can: distinguish between human concepts and their importance for understanding learning and designing the educational process; distinguish between learning theories and their importance for understanding the learning process and designing the educational process; apply learning theories and pedagogical models suitable for diverse learning processes.	3	V		V			
	BD		Introduction to the teaching profession (academic practice, 1st year)	This course is aimed at developing the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics (1, 2) Area of competence for interaction (3, 4, 5) Area of competence for the working environment of teachers (6, 7) Area of competence for professional development (8, 9, 10) The purpose of this course is to familiarize future teachers with the educational process and the situation in the organization of education and their adaptation to the conditions of future professional activity.	1		V				

			The prerequisite for this course is the completion of the courses "Psychology in education and concepts of interaction and communication" and "Age and physiological features of children's development" of the pedagogical component.								
BD	ВК	Age and physiological features of children's development	Future teachers are familiar with the formation of the psyche, its functioning and patterns of development. Future teachers can monitor the development of their students and, accordingly, plan and implement age- appropriate learning processes, taking into account the individual needs of students. Future teachers act creatively and adequately in various situations and support the learning and well-being of students. Future teachers who demonstrate competence can: recognize the individual starting points of different students, their learning potential and needs for specific support; consider the individual needs of their students for specific support, guidance, training and evaluation; introduce various methodological solutions for inclusion and specific support.	4			V				
BD	ВК	An inclusive educational environment	Future teachers have the opportunity to take into account the diversity of students and determine their individual needs in the learning process. Future teachers support the training of students and their inclusion in the educational process using appropriate ICT, teaching and assistive technologies. Future teachers support the well-being of students from a psychological and ethical point of view in cooperation with the community (teachers,	4	V					V	

				students, parents/guardians), taking into account the context of life and learning of students.							
	BD	D BK	1 0	Future teachers are familiar with the educational program in their field of teaching, as well as with the guiding pedagogical principles and cross-cutting themes of developing a certain level of education, such as entrepreneurship and sustainable development. Future teachers have the skills to individualize teaching, taking into account the diversity of students and the principles of inclusion in the learning process, and the use of teaching technologies based on pedagogical and independent research.	4				V		
ng ass me for	nt	D BK	Teaching methods and technologies	Future teachers have a comprehensive understanding of teaching strategies and methodologies and can apply them in planning, teaching and evaluation in innovative ways appropriate to specific pedagogical situations, the conditions of a particular school and the capabilities of students. Future teachers are able to create suitable inclusive, physical and online learning environments at different stages of the educational process. Future teachers understand and can apply copyright and data protection rules when planning their teaching materials. Future teachers have the necessary knowledge in the field of didactics, teaching technologies and methods of motivating students, being able to provide the necessary pedagogical assistance to students.	4	V					
	BE) ВК	Assessment	Future teachers have a deep understanding of	4	V					t

	and development	the importance of assessment in the learning process and are able to provide constructive assessment in an ethical manner at various stages of the learning process and involve students in assessment. Future teachers define, differentiate and use various assessment technologies, principles, stages, tools for evaluating their field of knowledge (including formative and summative assessment and self- assessment and mutual assessment, etc.). They are able to critically evaluate and analyze their understanding and practices related to assessment, and develop them further							
PD	Pedagogical approaches (pedagogical practice, 3rd year)	This course is aimed at developing the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics (1, 2) Area of competence for interaction (3, 4, 5) Area of competence for the working environment of teachers (6, 7) Area of competence for professional development (8, 9, 10) The purpose of this course is the comprehensive development of future teachers, improvement in practice of professional and formation subject competencies required to work as a teacher (preschool teacher, elementary school teacher, subject teacher, assistant class teacher/curator). The prerequisite for this course is the completion of the courses "Teaching methods and technologies", "Assessment and development" and "Inclusive educational	6		V				

				environment" of the pedagogical component.							
The teacher as a reflecti ve practiti oner	BD	ВК	Pedagogical research	This course provides future teachers with a theoretical basis for pedagogical research. Future teachers have the skills to search for and critically select theoretical knowledge from various reliable sources, use research results in the development of their pedagogical thinking and practice, and are willing to contribute to research-based learning and education, as well as their own continuous development and professional growth. Future teachers who demonstrate competence can: be aware of the nature of pedagogy and its basic terminology; identify central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; monitor changes in education and consider how they affect your own work as a teacher.	4	V					
	BD	ВК	Research, development and innovation	In order to maintain relevance and the possibility of continuous development of themselves and their professional activities, future teachers acquire new knowledge based on research and conduct practical research in an ethical manner in various areas related to the development of education and the teaching profession, innovative approaches to teaching, as well as training and guidance of students. Future teachers adopt a development-oriented mindset and are able to develop, update and apply innovative learning approaches and technologies in the context of ongoing changes in society and the educational environment. Future teachers design a small research project	4		V			V	

		to familiarize themselves with the scientifically based development of their work as teachers. They define the topic/questions of their research, conduct a literature review and develop a methodology for data collection and analysis, including ethical aspects of the research. Upon completion of the course, future teachers are able to develop and					
PD	innovation in education (pedagogical	This course is aimed at developing the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics (1, 2) Area of competence for interaction (3, 4, 5) Area of competence for the working environment of teachers (6, 7) Area of competence for professional development (8, 9, 10) This course is aimed at forming future teachers' attitudes towards the development of their own professional activities and working environment. In addition, the course aims to develop skills in collaboration, problem solving and leadership. They deepen their teaching skills and develop research skills as well as practical skills (didactics) according to their specialization. During this internship, future teachers also collect and analyze data, test a hypothesis, or conduct experiments as part of the research plan created in the course "Research, Development and Innovation". They formulate conclusions and study various forms and channels.	15	V			

Funda	BD	ВК	General	Future teachers are familiar with the essence	4		V	V			
mental			Psychology	and content of mental cognitive, emotional and							
s of				volitional processes, with mental properties							
pedago				and states; they are able to select and use							
gical				methods of general psychology and in							
science				studying the world of human mental							
S				phenomena, use methods of studying and							
				developing mental processes, properties and							
				states. Future teachers demonstrating							
				competence can: apply knowledge and							
				understanding of the patterns of development							
				of mental cognitive processes; interpret the							
				mental state of a child and use simple							
				techniques of mental self-regulation; analyze							
				mental phenomena inherent in a person							
	BD	ВК	Development	Future teachers are familiar with the	4			V			
			al	classification of age periodization; they are							
			Psychology	aware and have the ability to take into account							
				the age characteristics of students in the							
				learning process. Future teachers							
				demonstrating competence can: demonstrate							
				knowledge of the psychological and							
				pedagogical foundations of age psychology;							
				age periodization of personality development;							
				characterize the stages of age-related							
				personality development in ontogenesis; the							
				leading type of activity and the social situation							
				of development at each age stage; comprehend							
				various theories of personality development.							
	BD	ВК	Cognitive	Future teachers are familiar with the basic	5			V			
			Neuropsycho	cognitive and neuropsychological syndromes							
			logy	of disorders of higher mental functions and the							
				damaged neuropsychological factors							
				underlying these syndromes, with the methods							

				of cognitive and neuropsychology; formulate the principles of neuropsychological diagnostic research									
	B		Ethics and professional standards of a psychologist in education	Future teachers are familiar with the peculiarities of the regulatory analysis of various problematic situations in the professional activity of a teacher-psychologist and the training of specialists who have knowledge of the ethical aspects of professional activity and are able to use them in practice.Future teachers demonstrating competence can: justify the use of ethical principles and professional standards of a psychologist, carry out their activities in accordance with the professional standard and in accordance with ethical, moral and ethical norms and rules of conduct; demonstrate techniques and techniques of pedagogical communication in the educational process; manage conflicts and stresses in the course of professional activity: evaluate the activities of a psychologist from a professional and ethical standpoint.	4				V				
Soc and psy logi scie s	cho cal	KB	Social psychology	Future teachers are familiar with the basic principles, concepts and categories of social psychology, with the peculiarities of social attitudes, social norms, and behavior regulation and can apply knowledge in practice. Future teachers demonstrating competence: describes and explains the main provisions of social psychology, the essence and content of basic concepts and categories; applies in practice the knowledge gained to solve socio-pedagogical and socio-	5			V		~	~	V	

			psychological problems and situations;									
			analyzes socio-psychological situations,									
			establishes interdisciplinary relationships									
			when solving situations and tasks; develops									
			individual and group training programs and									
			corrective programs to prevent conflict									
			situations									
PD	КВ	Psychology	Future teachers are familiar with the	5			V		V	\vee	V	
		of interaction	psychological patterns of socio-psychological									
			interaction and are able to develop the desire									
			and ability for conflict-free interaction aimed									
			at the implementation of production tasks.									
			Future teachers demonstrating competence									
			can: demonstrate knowledge of the basic									
			principles, concepts and structure of									
			interaction psychology, effectively apply in									
			practice techniques for forming a favorable									
			psychological climate during interaction;									
			evaluate and interpret various interaction									
			situations; use psychodiagnostic techniques									
			that allow to determine individual									
			characteristics of communication and									
			interaction									
PD	КВ	Social	During the course, future teachers receive a	5			V		V	\vee	V	
		pedagogy	sufficient level of theoretical knowledge in the									
			field of social education and training for their									
			professional activities. They develop their									
			skills in diagnosing and finding approaches to									
			solving problems in the field of social									
			education. They also form a humanistic social									
			attitude towards the subjects and the process of									
			social education.									
PD	КВ	Theories of	The discipline is aimed at forming future	5						V	V	
		personality	teachers' understanding of personality									

			psychology as a theoretical and practical field of human knowledge aimed at studying the patterns of functioning of normal and abnormal personality development in nature, society and the individual life path of a person. Future teachers demonstrating competence can: use knowledge of the basic theories of personality in psychology, concepts and approaches in modern personality psychology in practice; analyze, compare and compare different approaches, schools and directions using well-known theories of personality in modern psychology; possess practical skills in using methods of personality research							
PD	KB	Development of the child's personality	The purpose of the discipline is to form the competencies of future teachers in the field of modern theories of children's personality in psychology and pedagogy. Future teachers demonstrating competence can: use knowledge of general patterns, driving forces and mechanisms of mental development; age- related features of the child's personality development; extract knowledge of the basic theory of the child's personality in psychology, concepts and approaches in modern psychology of the child's personality in practice; select appropriate means, methods of education and upbringing for the child's age capabilities.	5				V	V	
PD	КВ	Social psychology of personality	The purpose of the course is to familiarize future teachers of the specialization with the world experience of the socio-psychological approach to personality, to form future teachers' ideas about the main directions and methods of practical work in the field of social development of personality. Future teachers	5				V	V	

			demonstrating competence can: know about the nature and content of the socialization process, as well as the mechanisms of formation of social behavior of the individual; master the basic theoretical models of social development of the individual, as well as their specific understanding of the mechanisms of socialization; the ability to analyze specific situations of social development of the individual.							
PD	KB	Differential Psychology	The purpose of the course is to study and systematize knowledge about individual differences, the sources of their formation, structure and ways of manifestation. The practical goal is to enhance the psychological culture of future teachers, to familiarize them with various groups of individual differences and methods of their diagnosis. Future teachers,	5				V	V	
PD	KB	Psychologica l and pedagogical assessment of the child	Future teachers are aware of and have the ability to carry out a psychological and pedagogical assessment of the child's development status, providing qualified assistance and support. Future teachers demonstrating competence can: give a detailed description of the relative level of development of the child; assess the state of the child's psychological and pedagogical interaction with the environment; provide various support to the child, developing strategies that promote his development, develop programs for the support and well- being of the child in society.	6				V	V	
PD	КВ	Assessment of the child's well-being	Future teachers are familiar with the modern risks of child well-being: autodestructive behavior, destructive behavior; they are able to assess the child's well-being. Future teachers demonstrating competence can: support the emotional and psychological well-being of the child; critically evaluate values, attitudes,	6				V	V	

			ethical principles and working methods to ensure the well-being of the child; describe approaches to understanding the well-being and components of the well-being of the child							
PD	КВ	Assessment of child development	Future teachers are familiar with the peculiarities of child development in the field of physiology, age psychology, educational psychology, which in turn contributes to understanding the peculiarities of social and communicative development, cognitive and speech development. Future teachers demonstrating competence can: describe the basic concepts and terms of child development psychology, the main areas of practical applications of psychological and pedagogical knowledge on personality development; analyzes the main patterns, facts and phenomena of cognitive and personal development of a child in the processes of learning and upbringing.	6				V		
PD	KB	Social, behavioral and emotional assessment	Future teachers are familiar with the basics of social pedagogy and social psychology, with modern behavioral theories and theories of emotional development, and can apply knowledge in teaching to support child development. Future teachers demonstrating competence can: assess social, behavioral and emotional well-being and the degree of severity of the risks of psychosocial development; take into account the needs of subjects of learning and support their personality development and self-esteem; evaluate the activities of subjects of the educational process from a professional and	6				V	V	

			ethical perspective.						
PD	КВ	Monitoring and examination of a child's cognitive activity	Future teachers are familiar with the specifics of monitoring and examining a child's cognitive activity and can apply modern methods of tracking and peer review of students. Future teachers demonstrating competence can: carry out in practice the types of activities of a psychologist: monitoring and examination, develop and implement a program for monitoring and examination of a child's cognitive activity, conduct monitoring actions and expert activities on a child's cognitive activity, describe the results of monitoring and examination of a child's cognitive activity	6				V	
PD	КВ	Modern monitoring of a psychologist	Future teachers are able to use knowledge and understanding of the specifics of modern monitoring in various educational institutions. Future teachers demonstrating competence can: navigate modern approaches to the organization of modern monitoring, design and develop a program for modern monitoring of the activities of various educational institutions, monitor and examine educational institutions	6				V	
PD	КВ	Expert activity of a psychologist	Future teachers are familiar with the methodological and theoretical foundations of the expert activity of a psychologist and are able to use knowledge of the methods and approaches of expertise to the organization and content of activities in identifying the risks of the educational environment. Future teachers demonstrating competence can: describe approaches to the examination of	6				V	

			educational activities, the goals and functions of the examination, analyze and anticipate the results of the examination taking into account the risks of the educational environment; identify the risks of the educational environment using psychological methods; select the parameters of the examination of the educational environment (modality, breadth, intensity of the educational environment, etc.)							
PD	КВ	Assessment of normotypic and special development	Future teachers are familiar with the peculiarities of the development of normotypic and special children and are able to develop draft documents based on the results of a psychological and pedagogical assessment of normotypic and special children, as well as possess the technology of preparing a conclusion based on the results of a psychological and pedagogical assessment. Future teachers demonstrating competence can: apply knowledge about the criteria of normotypic and special development of a child, evaluate the normotypic and special development of a child, conduct evaluation procedures with their subsequent description and interpretation; draw up inclusion programs for children taking into account normotypic and special features, monitor the effectiveness of the implementation of programs	5	V	V				
PD	КВ	Special psychology and pedagogy	Future teachers are familiar with the methodological and theoretical foundations of special pedagogy and special psychology, know the terminology and categorical apparatus of these sciences, are able to assess the development of a child based on knowledge of special pedagogy and special psychology. Future teachers demonstrating competence can: carry out an	5	V	V			V	

				objective assessment of the achievement of educational results of students with preserved development and disabilities; compile, together with other specialists, a psychological and pedagogical characteristic of a student with disabilities; determine the requirements for equipping the classroom in order to create a safe and comfortable subject								
	PD	KB	Assessment of the characteristic s of student development	The course is aimed at mastering by students the patterns and mechanisms of student development, indicators of a qualitative transition from one age group to another, changes occurring in the structure of personality, motivational, need	5	\vee		V			V	
		BK	Psychologica l counseling	The course is aimed at familiarization with the principles, forms and content of psychological counseling for the use of psychological tools, psychotechnical techniques that provide effective psychological assistance to clients. Future teachers demonstrating competence can: correctly assess the psychological state and psychological situation of the person being consulted; distinguish between the emotional and cognitive aspects of the client's problem; determine the psychological characteristics of people in a problematic situation; apply age characteristics in counseling to participants in the educational process in order to ensure normal conditions conducive to child development in the learning and upbringing process.	4							V
The basics of profess	PD	ВК	Workshop on child and adolescent psychotherap	The course is aimed at forming an integrated system of knowledge among future teachers about the features, patterns, fundamental principles and specific problems of	6							V
ional trainin			У	psychotherapy for children and adolescents, familiarization with ethical norms and rules in								

g				the work of a child psychotherapist. Future teachers are able to distinguish between the main forms, directions and methods of child and adolescent psychotherapy (individual, group, environment therapy, game psychotherapy, etc.).						
	PD	КВ	Group counseling	The purpose of the discipline is to get acquainted with the principles, forms and content of group counseling, a theoretical map of psychotherapeutic reality, within which it is possible to simultaneously comprehend one's own experience of counseling and understand the psychological mechanisms of all known psychotherapeutic methods; the basics of psychotechnical thinking, worldview and professional ethics of a consulting psychologist.	6	V				V
	PD	КВ	Consulting in education	The discipline is aimed at the assimilation by future teachers of basic knowledge in the field of theory and practice of counseling in education. Future teachers will know the basic methodological and practical principles of working with subjects of education; have an idea of the functional and role structure of interpersonal relations in the educational process.	6	V				V
	PD	KB	Collaboration in psychology	Future teachers study the basics of cooperation in psychology, its types, functions and mechanisms. They form the skills of effective interaction in the process of communication, conflict resolution and achieving goals through communicative means.		V				V
	PD	КВ	Psychologica l adaptation	Future teachers are familiar with the main directions of rehabilitation and adaptation	5					V

		and rehabilitation	work and techniques; with important life skills of development through observation, modeling, education and practice; mastering methods of rehabilitation work with people with special needs and mental illnesses.						
PE	D KB	Support of the child's socialization	Future teachers are familiar with the main forms of psychological and pedagogical support for the child's socialization (guardianship, partnership, cooperation), are able to create programs of service and interaction with other specialists aimed at personal development. Future teachers demonstrating competence can: compare the types, levels of adaptation, socialization of the child and the most appropriate adaptive mechanisms; carry out professional activities to support the process of socialization of the child; prevent injuries, ensure the safety of life and health of children; solve the tasks of professional self-development, self-education, conscious planning of education	5					V
P	D KB	Socio- psychologica l intervention	Future teachers are familiar with the peculiarities of crisis, socio-psychological intervention, with the forms of work of helpline services, family psychologists and offices providing socio-psychological assistance and support. Future teachers demonstrating competence can: apply systematic psychological and pedagogical knowledge of socio-psychological intervention and support for children in difficult life situations; organize and carry out preventive work to prevent school and social maladaptation, deviant and delinquent	5					V

				behavior of children; create conditions for successful cooperation of a psychologist for psychological intervention in personal space in order to stimulating positive changes.								
	PD	КВ	Tarenting	Future teachers are familiar with the patterns of development of child-parent relations from the perspective of positive parenting; they are able to provide support to families in difficult life situations in order to increase the motivation of psychological and pedagogical competence of parents in conditions of positive parenting.	4					V		V
	PD	KB	relations	Future teachers are familiar with the role and importance of the family in the development of a child's personality at various stages of ontogenesis and the family life cycle and are able to motivate the development of stable ties of child-parent relations. Future teachers demonstrating competence can: characterize the child-parent relationship with an indication of the reasons for the violation of these relations; analyze the problems of the relationship between parents and children; carry out psychodiagnostic and correctional work with the family in order to support and develop child-parent relations.	4					V		V
	PD	КВ	support	Future teachers are familiar with the fundamental idea of the family and the basics of family psychology, and are able to provide support	4					V		V
The work of a psycho logist in	BD	ВК	psychosocial services in an educational institution	Future teachers are familiar with the patterns of development of child-parent relations from the perspective of positive parenting; they are able to provide support to families in difficult life situations in order to increase the motivation of psychological and pedagogical competence of parents in conditions of positive parenting.	5				V			
educati onal institut ions	BD	КВ	being and preventing risks	Future teachers are familiar with the role and importance of the family in the development of a child's personality at various stages of ontogenesis and the family life cycle and are able to motivate the development of stable ties of child-parent relations. Future teachers demonstrating competence can: characterize the child-parent relationship with an	5	V			V			V

			indication of the reasons for the violation of these relations; analyze the problems of the relationship between parents and children; carry out psychodiagnostic and correctional work with the family in order to support and develop child-parent relations.								
BD	КВ	Prevention of deviant behavior	Future teachers are familiar with the typology of deviant behavior, the influence of risk factors on the socialization of the younger generation, with the main directions of prevention of deviant behavior and are able to conduct psychological and pedagogical diagnostics of deviant behavior of students.	5	V				V		
BD	КВ	Prevention of crisis behavior	Future teachers are familiar with the signs and peculiarities of students' crisis behavior and are able to provide preventive and consulting, correctional assistance to children who find themselves in a difficult life situation. Future teachers demonstrating competence can: identify the main forms of crisis behavior in modern society and the specifics of their manifestation in the youth environment; analyze, evaluate and compare information about the state and dynamics of crisis manifestations in the youth environment, conduct training work to prevent crisis behavior and overcome crisis situations in students and develop self-confidence.	5	V				V		V
PD	КВ	International standards for the protection of children's rights	Future teachers are familiar with the system and structure of international child rights protection bodies, and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights	5		V		V			
PD	КВ	regulatory and legal documentation in educational institutions	Future teachers are familiar with the technology of implementing regulatory and legal documentation in educational institutions and are able to apply the knowledge of this technology in practice. Future teachers demonstrating competence can: distinguish between types of regulatory and legal documentation in educational institutions	5		V		~			
PD	КВ	Media and Cyber Psychology	Future teachers are familiar with the system and structure of international child rights protection bodies,	5		V		V			

	BD	КВ	Conflictology in education	and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights Future teachers are familiar with the technology of implementing regulatory and legal documentation in educational institutions and are able to apply the knowledge of this technology in practice. Future teachers demonstrating competence can: distinguish between types of regulatory and legal documentation in	4	V	V					
	BD	КВ	Conflict resolution strategies	educational institutions Future teachers are familiar with the system and structure of international child rights protection bodies, and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights	4	V	V					
	BD	KB	Stress Management	Future teachers are familiar with the technology of implementing regulatory and legal documentation in educational institutions and are able to apply the knowledge of this technology in practice. Future teachers demonstrating competence can: distinguish between types of regulatory and legal documentation in educational institutions	4	V	>					
The modul e of moder n technol	BD	КВ	Career guidance technologies	Future teachers are familiar with the system and structure of international child rights protection bodies, and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights	6	V	>	V				
ogies	BD	КВ	Profiling of training	Future teachers are familiar with the technology of implementing regulatory and legal documentation in educational institutions and are able to apply the knowledge of this technology in practice. Future teachers demonstrating competence can: distinguish between types of regulatory and legal documentation in educational institutions	6	V	>	V				

	BD	KB	Profession as a choice of life path	Future teachers are familiar with the system and structure of international child rights protection bodies, and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights	6	V	V	V					
The mode e of meth dical and		ВК	Research methods in psychology	Future teachers are familiar with the technology of implementing regulatory and legal documentation in educational institutions and are able to apply the knowledge of this technology in practice. Future teachers demonstrating competence can: distinguish between types of regulatory and legal documentation in educational institutions	5			V					
creat e resea h		ВК	Psychological research	Future teachers are familiar with the system and structure of international child rights protection bodies, and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights	5				V	V			
	PD	KB	Designing an educational environment	Future teachers are familiar with the technology of implementing regulatory and legal documentation in educational institutions and are able to apply the knowledge of this technology in practice. Future teachers demonstrating competence can: distinguish between types of regulatory and legal documentation in educational institutions	5			V					
	PD	КВ		Future teachers are familiar with the system and structure of international child rights protection bodies,	5			V					

profes	nal growth and are able to assess the effectiveness of international child rights protection methods. Future teachers demonstrating competence can: put into practice knowledge of the main ways and forms of international protection of children's rights
gradua	g a thesis, implementing regulatory and legal documentation in
or pre	on project, educational institutions and are able to apply the
passin	ring and knowledge of this technology in practice. Future

5. SUMMARY TABLE REFLECTING THE VOLUME OF LOANS DISBURSED IN THE CONTEXT OF OP MODULES5

of study	u	lber of being ed	of	e nun subje tudie	ects		Numb	er of cre	dits KZ		T	ns KZ	Quar	ntity
The course	Term	ăThe number o modules being mastered	OK	BK	KB	Theoretical training	21	Educati	production	Final certifica tion	Just in hours	Total loans	exam	def. credi t
1	1	4	3	1	3	28	2				900	30	6	1
1	2	5	5	1	2	27	2	1			900	30	7	3
2	3	6	2	1	4	28	2				900	30	5	1
Z	4	6	2	4	2	26	2		2		900	30	6	3
3	5	6	1	1	7	30					900	30	6	
3	6	4	0	1	5	24			6		900	30	6	1
4	7	3	0	2	6	33					990	33	6	1
4	8	1	0	0	0	4			15	8	810	27	1	1
tot	al		8	11	29	200	8	1	23	8	7200	240	43	11

6. STRATEGIES, LEARNING METHODS AND ARTIFICIAL INTELLIGENCE, MONITORING AND EVALUATION

Learning strategies	Student–centered learning: the student is the center of teaching/learning and an active participant in the learning and decision-making process.
	Practice-oriented learning: focusing on the development of practical skills.
	Conducting lectures, seminars, various types of practices using innovative
	technologies:
	- problem-based learning;
	- case study;
	- work in a group and creative groups;
	- discussions and dialogues, intellectual games, Olympiads, quizzes;
	- reflection methods, projects, benchmarking;
	- Bloom's taxonomy;
	- presentations;
	- rational and creative use of information sources:
	- multimedia training programs;
	- electronic textbooks;
	- digital resources;.
	- machine learning methods
	Organization of independent work of students, individual consultations.
Teaching methods	Current control is carried out on each topic of the discipline, knowledge
	control in classroom and extracurricular classes (according to the
	syllabus). Assessment forms: a survey at lectures, presentations at
	practical classes, presentation of homework, admission to completion,
	protection of the SRS.
	Boundary control is carried out at least twice during one academic period
	within the framework of one academic discipline (passing of colloquiums,
	conducting an oral survey, defending written papers, test assignments,
	etc.).Промежуточная аттестация осуществляется в соответствии с

working curriculum, academic calendar.
Forms of holding:
• exam in the form of testing;
• Oral examination;
• Written exam;
• Combined exam;
• Project protection;
• Protection of practice reports.
Final state certification.

7. EDUCATIONAL AND RESOURCE SUPPORT OF THE OP

Information Resource Center	The structure of the Educational and Information Center has 6 subscriptions, 16 reading rooms; 2 electronic resource centers (ERC). The basis of the OIC network infrastructure consists of 180 computers with Internet access; 110 automated workstations; 6 interactive whiteboards; 2 video consoles; 1 video conferencing system; 3 A-4 scanners, software –AIBS, IRBIS-64 for MS Windows 9base set of 6 modules), an autonomous server for uninterrupted operation in the IRBIS system. The library's collection is reflected in an electronic catalog available to users on the website http://lib.ukgu .kz University is online 24 hours, 7 days a week. Thematic databases of their own generation have been created: "Almamater", "Works of scientists of the South Caucasus State University", "Electronic Archive". Online access from any device 24/7 via an external link http://articles.ukgu.kz/ru/pps . Catalogs are processed electronically. The EC consists of 9 databases: "Books", "Articles", "Periodicals", "Works of scientists of the UCU", "Rare
	сайт библиотеки к работе пользователей с ослабленным зрением.
Material and technical base	Lecture halls, classrooms for practical classes, computer classes, library and reading rooms, subscription, electronic resource center, sports and assembly halls, catering, medical service

AGREEMENT LIST

on the Educational program 6B01101 -	"Psychology (IP)"
The Head of DAA	Naukenova A.C.
The Head of DAS	Nazarbek U.B.
The Head of DE&C	Bazhirov T.S.

Appendix 1 Review of the educational program 6B01101 – ''Psychology (IP)'' in the specialty 6B01101 – ''Psychology (IP)'' developed at the M.Auezov SKU, Shymkent

 Brief description of the company and the profile of its activities. The municipal state institution "IT Lyceum No. 9 named after O.A.Zholdasbekov" of the Shymkent city Education Department is one of the leading schools in Shymkent with advanced physical and mathematical education, which uses the latest educational technologies. The main purpose of the lyceum's educational activities is to provide students with modern in-depth knowledge of the subjects of the physics and mathematics cycle so that they become qualified specialists and patriots of their Homeland in the future. In accordance with the requirements of the State Program for the Development of Education of the Republic of Kazakhstan for 2020-2025, the school is working to integrate the best traditions of the Kazakh and world educational systems, to ensure 2. 2. Appendix 2

3.

4. Expert opinion

5. on the educational program 6B01101 – "Psychology (IP)"

6. in the specialty 6B01101 – "Psychology (IP)"

developed at the M.Auezov SKU, Shymkent
 8.

9. The relevance of the OP. Currently, the socio-economic situation is becoming more dynamic. The labor market has changed dramatically, focused on the search and selection of highly qualified specialists. The following requirements are imposed on young specialists: proficiency in a foreign language, the ability to communicate at various levels without the participation of intermediaries, possession of skills that allow them to function effectively in the global economic multicultural space. To do this, it is necessary to expand the basic knowledge of practical psychology to a professional level, including the skills and abilities of psychological support, mastering the basics of psychodiagnostics, psychocorrection, psychological counseling, and the use of modern psychotechnologies. A teacher is being trained at the M.Auezov SKU