

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF
THE REPUBLIC OF KAZAKHSTAN**

South Kazakhstan University named after M.Auezov

"I APPROVE"
Acting Chairman of the Board-Rector
K. E. Nurmanbetov
24y



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

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1. THE CONCEPT OF OP

The mission of the University	Generation of new competencies, training of a leader who translates research thinking and culture.
The values of the University	<ul style="list-style-type: none"> • Openness – open to change, innovation and collaboration. • 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. • Social responsibility – ready to fulfill obligations, make decisions and be responsible for their results.
Graduate Model	<ul style="list-style-type: none"> • 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	<p>OP 6B01101 – "Psychology (IP)" is innovative, focused on the Goals of Sustainable Development, the formation of skills of 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.</p> <p>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.</p>
Academic Integrity and Ethics Policy	<ul style="list-style-type: none"> • The University has taken measures to maintain academic 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

	<p>07.12.2021).</p> <ul style="list-style-type: none"> • Code of Ethics (Order No. 212 of 10.10.2022)
The regulatory framework for the development of the OP	<ol style="list-style-type: none"> 1.The Law of the Republic of Kazakhstan "On Education"; 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 educational process	<ul style="list-style-type: none"> • Implementation of the principles of the Bologna Process • Student-centered learning • Accessibility • Inclusivity
Quality assurance of the OP	<ul style="list-style-type: none"> • Internal quality assurance system • Involvement of stakeholders in the development of the OP and its evaluation • Systematic monitoring • Updating the content (updating)
Requirements for applicants	<p>Established in accordance with the Standard Rules for 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 additions dated 06/02/2023 No.252</p>
Conditions for the implementation of the	<p>For students with OOP and LSI, tactile PVC tiles, specially equipped toilets, a mnemonic circuit, rods in shower rooms are</p>

<p>OP for persons with disabilities and the PLO</p>	<p>installed in academic buildings and student dormitories. Special 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™ 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.</p> <p>An individual differentiated approach is provided for all types of classes and in the organization of the educational process,</p>
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2. PASSPORT OF THE OP

<p>The goal of the OP</p>	<p>Training of a psychologist of an educational institution for the implementation of tasks of psychological support of subjects of the educational process</p>
<p>Tasks of the OP</p>	<p>The OP focuses on the competence of solving specific applied tasks of a psychologist in an educational institution:</p> <ul style="list-style-type: none"> - 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.
<p>Harmonization of the OP</p>	<ul style="list-style-type: none"> • Level 6 of the National Qualifications Framework of the 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); <p>Level 6 of the European Qualification Framework for Lifelong Learning (The European Qualification Framework for Life long Learning).</p>
<p>Connection of the OP with the professional sphere</p>	<p>1. Industry qualifications framework: Innovation; Human Resource Management, approved by the decision of the Industry Commission for Social Partnership Regulation of Social and Labor Relations of the innovation industry, Protocol No. 102-HT dated July 29, 2019;</p> <p>2. Professional standard "Teacher" (Approved by the order of</p>

	<p>the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500);</p> <p>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.</p>
Name of the degree awarded	Name of the degree awarded
List of qualifications and positions	educational psychologist, family psychologist, child psychologist, consultant psychologist, social psychologist in the field of education and psychological sciences.
The field of professional activity	the field of education and the social sphere.
Objects of professional activity	<ul style="list-style-type: none"> -educational organizations of all types and types, regardless of ownership and departmental affiliation; -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 activity	<ul style="list-style-type: none"> - psychological and pedagogical support of the subjects of the 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 activity	<ul style="list-style-type: none"> - educational (pedagogical), - educational and educational, - diagnostic, - correctional and developmental, - scientific and methodological, - experimental research, - socio-pedagogical, - correctional and inclusive.
Learning outcomes	<p>RO1 - Develops and implements a system to support students as individuals in an inclusive environment</p> <p>RO2 - Applies relevant teaching and assessment methods, using dialogue and communication</p> <p>RO3 - Implements pedagogical research as a reflective practice</p> <p>RO4 - Facilitates the education of children</p> <p>RO5 - Interprets knowledge and understanding in children's individual and age differences</p> <p>RO6 - Puts into practice the knowledge of cognitive and neuropsychological development of children</p>

	<p>RO7 - Adheres reasonably to the ethical standards of a psychologist in education</p> <p>RO8 - Orients and applies social knowledge of the organization of children's groups and the participation of the child's personality in them</p> <p>RO9. Evaluates the psychological and pedagogical development of the child and his family, the risks of psychosocial development</p> <p>RO10 - Monitors and evaluates the development of a child and a children's group</p> <p>RO12 - Implements support, counseling, habilitation programs, PO7 - Соблюдает обоснованно этические стандарты психолога в образовании</p>
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3. COMPETENCIES OF THE GRADUATE OF THE OP

Pedagogical and general areas of competence/learning outcomes	
OK 1 Competencies in the field of pedagogy and didactics	<p>--Future teachers have basic knowledge and understanding of learning, and are able to take into 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.</p> <p>-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.</p> <p>-Provide psychological assistance and support in identifying and diagnosing difficulties of participants in the educational process, education and organizational and methodological activities.</p>
OK 2. The area of competence for interaction	<p>- Future teachers can communicate constructively within the framework of various interactive multicultural relationships and communities both offline and online, taking into account the goals set for this type of activity.</p> <p>-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.</p> <p>-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.</p>

<p>OK 3. The area of competence for the working environment of teachers</p>	<ul style="list-style-type: none"> - 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).
<p>OK 4. Area of competence for professional development</p>	<ul style="list-style-type: none"> - 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.
<p>Subject and general areas of competence/learning outcomes</p>	
<p>OK 5. Area of competence in psychological and pedagogical assessment</p>	<ul style="list-style-type: none"> - 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,

		<p>possess the technology of preparing conclusions based on the results of psychological and pedagogical assessment. -Define the goals and objectives of the proposed diagnostics.</p> <p>-They use the skills of psychological observation of the condition of students.</p> <p>-Distinguish between acceptable methods and techniques for conducting diagnostics, taking into account the age characteristics of students</p>
OK 6. Area of competence in psychological and pedagogical intervention		<p>- Future teachers are able to intervene in the behavior of participants in the educational process.</p> <p>-Future teachers are able to contribute to solving urgent problems of the development of a particular child and a group of children.</p> <p>-Future teachers are able to develop various individual and group programs for psychological intervention.</p> <p>-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.</p> <p>-Future teachers demonstrate their experience in preventing and overcoming the risks of the educational environment.</p>
OK7. Area of competence in psychological prevention	of in	<p>-Future teachers are able to warn about possible violations in the formation and development of the personality of participants in the educational process.</p> <p>- 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</p> <p>-Future teachers are able to disseminate psychological knowledge in order to strengthen the focus on the development of the child's well-being</p> <p>-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</p>
OK8. Area of competence in psychological counseling	of in	<p>-Future teachers demonstrate knowledge and appropriate application of behavioral, mental, collaborative and other counseling models.</p> <p>-Future teachers are able to reasonably use one or another method of counseling as the most preferable in the current</p>

	<p>situation</p> <ul style="list-style-type: none"> -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
<p>OK 9. Area of competence in psychological education</p>	<ul style="list-style-type: none"> - 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.
<p>Required component: areas of competence/learning outcomes.</p>	
<p>OK 10. The area of competence for ideological, historical and moral development</p>	<p>PK1 Future teachers are able to assess the surrounding 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.</p> <ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> - 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
OK1	√	√										
OK2	√		√	√	√						√	
OK3						√	√					
OK4								√	√	√		
OK5	√	√	√	√	√							
OK6	√	√	√	√	√	√	√	√				
OK7	√	√	√	√								√
OK8				√	√						√	
OK9	√	√	√	√	√							

	Fundamentals of pedagogical sciences	BD	BK	General Psychology	Future teachers are familiar with the essence and content of mental cognitive, emotional and volitional processes, with mental properties and states; they are able to select and use methods of general psychology and in studying the world of human mental 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	4					√	√					
		BD	BK	Developmental Psychology	Future teachers are familiar with the classification of age periodization; they are 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.	4						√					
		BD	BK	Cognitive Neuropsychology	Future teachers are familiar with the basic cognitive and neuropsychological syndromes of disorders of higher mental functions and the damaged neuropsychological factors underlying these syndromes, with the methods	5							√				

				of cognitive and neuropsychology; formulate the principles of neuropsychological diagnostic research															
		B D	BK	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					
	Social and psychological sciences	PD	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	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	KB	Psychology of interaction	Future teachers are familiar with the 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	5					√			√	√			√
	PD	KB	Social pedagogy	During the course, future teachers receive a 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.	5					√			√	√			√
	PD	KB	Theories of personality	The discipline is aimed at forming future teachers' understanding of personality	5									√			√

				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										√		√	
		PD	KB	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										√		√	

				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	KB	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	√			√							√
		PD	KB	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	√			√							√

				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	KB	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	√							√				√
		BD	KB	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	√							√				√
		PD	KB	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		√						√				
		PD	KB	Technology of implementation of 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		√						√				
		PD	KB	Media and Cyber Psychology	Future teachers are familiar with the system and structure of international child rights protection bodies,	5		√						√				

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

The course of study	Term	The number of modules being mastered	The number of subjects studied			Number of credits KZ					Just in hours	Total loans KZ	Quantity	
			OK	BK	KB	Theoretical training	Physical Culture	Educational practice	Production practice	Final certification			exam	def. credit
1	1	4	3	1	3	28	2				900	30	6	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
	4	6	2	4	2	26	2		2		900	30	6	3
3	5	6	1	1	7	30					900	30	6	
	6	4	0	1	5	24			6		900	30	6	1
4	7	3	0	2	6	33					990	33	6	1
	8	1	0	0	0	4			15	8	810	27	1	1
total			8	11	29	200	8	1	23	8	7200	240	43	11

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

Learning strategies	<p>Student-centered learning: the student is the center of teaching/learning and an active participant in the learning and decision-making process.</p> <p>Practice-oriented learning: focusing on the development of practical skills.</p>
	<p>Conducting lectures, seminars, various types of practices using innovative technologies:</p> <ul style="list-style-type: none"> - 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 <p>Organization of independent work of students, individual consultations.</p>
Teaching methods	<p>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.</p> <p>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</p>

	<p>working curriculum, academic calendar.</p> <p>Forms of holding:</p> <ul style="list-style-type: none"> • exam in the form of testing; • Oral examination; • Written exam; • Combined exam; • Project protection; • Protection of practice reports. <p>Final state certification.</p>
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7. EDUCATIONAL AND RESOURCE SUPPORT OF THE OP

Information Resource Center	<p>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.</p> <p>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/ppp .</p> <p>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.</p>
Material and technical base	<p>Lecture halls, classrooms for practical classes, computer classes, library and reading rooms, subscription, electronic resource center, sports and assembly halls, catering, medical service</p>

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

1. **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)"
 7. 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