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**1. Concept of the Educational program**

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| **UniversityMission** | Training of teachers-historians-social scientists with universal and subject-specific competencies that contribute to high-quality vocational education, professional competence in teaching history and social studies, the development of methodological support for the educational process, social mobility, competitive and in demand in the labor market. |
| **UniversityValues** | • Openness–opentochange, innovationandcooperation.  • Creativity – generatesideas, develop sthemand turnsthemin tovalues.  • Academicfreedom – freetochoose, developandact.  •Partnership – creat estrustand supportin a relationship wherever yonewins.  •Socialresponsibility – readyto fulfillo bligations, makedecision sandberesponsib lefortheirresults. |
| **GraduateModel** | •Deepsubjectkno wledge,theirapp licationand conti nuousexpans ioninprofessi onalactivity.  •Informationan ddigitalliteracy and mobil ityinrapi dlychanging conditions.  • Researchskills, creativityandemotionalintelligence.  •Entrepren eurship, independen ceand respon sibilityf ortheiracti vitiesandwell-being.  • Global and national citizenship, tolerancetoculturesandlanguages. |
| **Theuniquenessoftheeducationalprogram** | The uniqueness of the OP "6B02204 – Museum business and protection of monuments" is determined by the preparation of Museum staff to solve the problems of state policy related to the study of the history and culture of Kazakhstan, the assertion in the public consciousness of the value of past generations of historical and cultural experience.The educational program aims to achieve learning outcomes through the organization of educational process using the principles of Bologna process, student-centered learning, accessibility and inclusion. |
| **Academic Integrity and Ethics Policy** | The university has taken measures to maintain academic integrity and academic freedom, protection from any type of intolerance and discrimination:  • Rules of academic integrity (order No. 212 of October 10, 2022);  • Anti-corruption standard (order No. 221 n/a dated 12/07/2021).  • Code of Ethics (Order No. 212 of October 10, 2022) |
| **Regulatory and legalframe work for the development of EP** | 1.Law of the Republic of Kazakhstan “On Education”;  2. Model 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 December 29, 2021. No. 614  3. Standard rules for admission to training in 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. State mandatory standards for higher and postgraduate education, approved by order of the Ministry of Education and Science of July 20, 2022 No. 2;  5. Rules for organizing the educational process in 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 changes and additions from 09/23/2022. No. 79  6. Qualification reference book for 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 dated December 30, 2020 No. 553.  7. Methodological recommendations for introducing ECTS principles into the educational process and expanding academic freedom. Appendix to the order of the Minister of Science and Higher Education. of the Republic of Kazakhstan dated February 12, 2024 No. 57  8. Guidelines for the development of educational programs for higher and postgraduate education, Appendix 1 to the order of the Director of the National Center for the Development of Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan dated May 4, 2023 No. 601 н/қ |
| **Organizationoftheeducationalprocess** | • ImplementationoftheprinciplesoftheBolognaProcess  • Student-centeredlearning  • Availability  • Inclusivity |
| **QualityassuranceoftheEducationalprogram** | • Internalqualityassurancesystem  •InvolvementofstakeholdersinthedevelopmentoftheEducationalProgramanditsevaluation  • Systematicmonitoring  • Actualization of thecontent (updating) |
| **Requirementsforapplicants** | They are established in accordance with the Standard Rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018, with changes and additions dated June 2, 2023. No. 252 |
| **Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs(SSN)** | For students with SEN (special educational needs) and persons with disabilities (PSI), tactile PVC tiles, specially equipped toilets, a mnemonic diagram, and shower bars have been installed in educational buildings and student dormitories. Special parking spaces have been created. Crawler lift installed. There are desks for people with limited mobility (PLM), signs indicating the direction of movement, ramps. In the educational buildings (main building, building No. 8) there are 2 rooms with six working places adapted for users with disorders of the musculoskeletal system (DMS).For visually impaired users, the SARA™ CE Machine (2 pcs.) is available for scanning and reading books. The library website is adapted for the visually impaired. There is a special NVDA audio program with a service. The JIC website http://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 EDUCATIONAL PROGRAM**

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| **Purpose of the EP** | Preparation of a competitive history teacher with professional values that form knowledge, skills, and intellectual and moral development of the student's personality Preparation of a competitive history teacher with professional values that form knowledge, skills, and intellectual and moral development of the student's personality |
| **Tasks of the EP** | - formation of socially responsible behavior in society, understanding the importance of professional ethical standards and following these standards;  - providing conditions for basic training and obtaining high-quality  -providing conditions for mastering the knowledge of scientific innovation in technology to improve the methodology of historical science;  -training of future historians in accordance with the requirements of the time and the content of higher education: educational programs, criteria-based assessment of student's academic achievements; -preparation of a versatile and multilingual bachelor;  -fostering a sense of patriotism and love for the motherland, tolerance, mutual understanding and friendship of the peoples of the Republic of Kazakhstan;  - creating conditions for the intellectual and physical development of the student for the purpose of further employment in the specialty "History" or continuing education at subsequent levels.  **-**Establishing conditions for the development of in-demand knowledge and skills, as well as a conscious attitude towards enhancing the welfare of society and conserving the planet within the framework of the SDGs |
| **Harmonization of EP** | • 6th level of the National Qualifications Framework of the Republic of Kazakhstan;  • Dublin descriptors of the 6th level of qualification;  • \* 1. The Qualification Assessment System 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 (European Qualification Framework for Life long Learning). |
| **Connection of the OP with the professional sphere** | Professional standard of a teacher  Adilet.On the approval of the professional standard "Teacher".No. 500 dated 15.12.2022 . |
| **Name of the degree awarded** | After successful completion of this educational program, the graduate is awarded the degree: “Bachelor 6В01610- History  code and name of the educational program” |
| **List of qualifications and positions** | The sphere of professional activity is the field of "Education". |
| **Field of professional activity** | The objects of professional activity of graduates are:  - organizations of secondary education of all types and types;  - organizations of technical and vocational education, regardless of the forms of ownership and departmental subordination;  - state education management bodies;  - educational service centers; |
| **Objects of professional activity** | - Planning of the educational process;  - Organization of educational activities;  - Team management;  - Methodical and educational work;  - Innovative activity in the field of education; |
| **Subjects of professional activity** | There are historical sources, including archival documents, museum collections, archaeological and ethnographic sources, the national library fund, educational and methodological literature, special scientific research, modern regulatory legal acts and documentation. |
| **Types of professional activity** | Educational (pedagogical);  - Educational and educational;  - Socio-pedagogical;  - Organizational and managerial. |
| **Learning outcomes** | **LO1** Analyzes global and local historical events, processes and phenomena in relation to each other, correlates their similarities and highlights the key facts.  **LO2** Able to navigate in currently relevant social events and processes; analyzes and evaluates religious and spiritual-cultural phenomena and processes in modern society, demonstrates their own civic position about them  **LO 3** Applies interdisciplinary knowledge and experience for the advancement of their world outlook and their historical and moral development in conformity with the social, business, cultural, legal and ethical norms of the kazakh society.  **LO4** Capable of applying knowledge in education and psychology for the upbringing, development and organization of the lives and activies of schoolchildren according to the principles of personalized, competent and inclusive approach.  **LO5**  Capable of constructive communication and interacting in both spoken and written Kazakh, Russian and foreign languages for interpersonal, social, professional and research activities.  **LO 6** Chooses the direction and methodology of the research based on scientific methods and approaches for the creation of new knowledge in the field of history and sociology.  **LO 7** Carries out the search for necessary information, data collection, the work with historical sources, archived materials, museum exponats, using modern approaches and methods.  **LO8** Uses organizational skills, while maintaining the mentouring-educational processes at school, exhibits the knowledge of basic management in enhanncing secondary general education, uses the skill of enterpreneurship.  **LO 9** Capable of monitoring the instructional and educational processes in secondary school, together with analyzing and assessing their results. **LO10** Capable of conducting both individual and group research in the area of secondary general education and humanities on the local, regional and republican levels in compliance with the norms of pedagogical ethics and principles of academic integrity.  **LO11** Capable of developing professionally and educating themselves throughout their life; contemplates and critically asseses personal values, attitude, ethical principles, working methods, moreover, sets new goals for perfecting historical and sociological education at schools with the purpose of sustainable development, advancement of their organization and peronal professional wellbeing.  **LO12** Capable of developing the skill of emotional intelligence and leadership for creating a favorable atmosphere in collaborations with parental and pedagogic public. |

**3. Competencies of an EP graduate**

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| **GENERAL COMPETENCIES** (SOFTSKILLS). Behavioral skills and personal qualities | |
| GC 1. Competence in managing one's literacy | - the ability to express and understand concepts, thoughts, feelings, facts and opinions in the humanitarian field in written and oral forms (listening, speaking, reading and writing), as well as to interact linguistically appropriately and creatively in all variety of social and cultural contexts: during study, at work, at home and at leisure; |
| GC 2. Language competence | - the ability to possess basic communication skills in a foreign language - understanding, expressing and interpreting concepts, facts and opinions in the professional field both orally and in writing (listening, speaking, reading, writing) in an appropriate range of social and cultural contexts, possession of mediation skills and intercultural understanding |
| GC 3. Mathematical competence and competence in the field of science | to confidently and critically use modern information and digital technologies for work, leisure and communication, possession of skills of use, recovery, evaluation, storage, production, presentation and exchange of information through a computer, communication and participation in cooperating networks using the Internet in the field of professional activity |
| GC 4. Digital competence, technological literacy | the ability to possess social and ethical values based on public opinion, traditions, customs, norms and to focus on them in their professional activities; to know the cultures of the peoples of Kazakhstan and observe their traditions; to observe the foundations of the legal system and legislation of Kazakhstan, including in the field of scientific and humanitarian direction; to know the trends of social development of society; be able to adequately navigate in various social situations; be able to find compromises, correlate their opinion with the opinion of the team; possess business ethics, ethical and legal norms of behavior; strive for professional and personal growth; work in a team, correctly defend their point of view, offer new solutions; demonstrate tolerance towards other individuals |
| GC 5. Personal, social and educational competencies | the ability to know and understand the goals and methods of state regulation of the economy, the role of the public sector in the economy; possess the basics of economic knowledge; possess the skills of critical thinking, interpretation, creativity of analysis, drawing conclusions, evaluation; manage projects to achieve professional objectives, manage personnel, demonstrate entrepreneurial skills |
| GC 6. Entrepreneurialcompetence | the ability to possess basic knowledge in the field of history, ethnography, historiography and source studies, be able to explain and apply basic concepts, laws, theories and processes, apply them in solving practical problems, performing calculations, analyze results and draw conclusions, successfully carry out research, including those with special needs and their manifestations in the educational process, taking into account criteria assessment, pedagogical innovation and technology, be able to innovate, strive to develop their pedagogical skills; possess the skills to acquire new knowledge necessary for professional daily |
| GC 7.  Cultural awareness and self-expression | the ability to know and understand the traditions and culture of the peoples of Kazakhstan, is tolerant to the traditions and culture of other peoples of the world, is aware of the attitudes of tolerant behavior; is not subject to prejudice, has |
| **PROFESSIONAL COMPETENCIES** (HARDSKILLS). | |
| Theoretical knowledge and practical skills specific to this field | РК1. In the field of research activities:be ready to apply modern research methods for the logical development of historical reality;  -be able to formalize the results of scientific research: scientific reports, reviews, analytical reports and explanatory notes |
| PK2. In the field of organizational and managerial activities:be able to use in practice the fundamentals of current legislation in the field of preservation of historical and cultural heritage, to monitor the use of historical monuments;  - be capable of professional mobility: critical rethinking of accumulated experience; changing, if necessary, the profile of professional activity |
| PK3. In the field of production and technological activities: be ready to organize your work, possess the methods of collecting, storing and processing information used in the field of professional activity; be able to justify the adoption of specific decisions on controversial;  be able to justify the adoption of specific decisions on controversial issues in practice; apply safety regulations, industrial sanitation, fire safety, as well as parameters that ensure the safety of historical documents. |
| PK4. In the field of cultural and educational activities: be ready to participate in the development of scientific and educational programs in the system of humanitarian activities; possess the methodology of innovative te;  be able to design and organize mass cultural and scientific-educational events in pedagogical institutions; possess organizational skills, show high performing discipline |

**3.1 Matrix for correlating learning outcomes in the EP as a whole with the competencies being developed**

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|  | **Р1** | **Р2** | **Р3** | **Р4** | **Р5** | **Р6** | **Р7** | **Р8** | **Р9** | **Р10** | **Р11** | **Р12** |
| КК1 | + |  | + |  | + |  | + |  | + |  | + | + |
| КС2 |  | + | + |  |  | + | + |  |  |  |  | + |
| КС3 | + |  |  |  | + | + | + | + |  | + | + |  |
| КС4 |  | + | + | + |  |  |  | + | + |  |  |  |
| КС5 | + |  |  |  |  |  | + |  |  |  |  | + |
| КС6 |  | + |  | + | + |  | + |  | + |  | + | + |
| КС7 |  |  | + |  |  | + | + |  |  | + |  |  |
| КС8 | + | + |  | + |  | + |  | + | + |  | + |  |
| РС1 | + |  |  | + |  | + | + | + | + |  |  | + |
| РС2 |  | + |  | + |  |  |  |  |  |  |  |  |
| РС 3 | + |  | + |  |  | + | + | + |  | + | + | + |
| РС4 |  | + |  | + | + |  |  | + |  |  |  |  |
| РС5 |  |  | + |  |  | + | + |  | + |  | + | + |
| РС6 | + | + |  | + | + | + |  | + |  |  |  |  |

**4. Matrix of the influence of modules and disciplines on the formation of learning outcomes and information on labor intensity**

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| **№** | **Module** | **Cycle** | **Component** | **Name of the discipline** | **Brief description of the discipline** | **Quan-ty loans** | **Generated RO (codes)** | | | | | | | | | | | |
| **РО**  **1** | **РО**  **2** | **РО**  **3** | **РО**  **4** | **РО**  **5** | **РО**  **6** | **РО**  **7** | **РО**  **8** | **РО**  **9** | **РО**  **10** | **РО**  **11** | **РО 12** |
| 1 | Fundumental of the Public Sciences | GED | ОC | History of Kazakhstan | **Purpose**:The purpose of the discipline isformation of an objective idea of the history of Kazakhstan based on a deep understanding and scientific analysis of the main stages, patterns and originality of the historical development of Kazakhstan.  **Contents**Ancient people and the formation of nomadic civilization. Turkic civilization and the great steppe. Kazakh Khanate. Kazakhstan in the era of modern times. Kazakhstan as part of the Soviet administrative-command system. Declaration of Independence of Kazakhstan.  State system, socio-political development, foreign policy and international relations of the Republic of Kazakhstan. Methods and techniques of historical description for the analysis of the causes and consequences of events in the history of Kazakhstan. | 5 |  | **✓** |  |  | **✓** |  |  |  |  |  |  |  |
| GED | OC | Philosophy | **Purpose**The formation of a holistic idea among students about philosophy as a special form of knowledge of the world, about its main sections, problems and methods of studying them in the context of future professional activity. And also the formation of philosophical reflection, introspection and moral self-regulation among students.  **Contents**Emergence of a culture of thinking. Subject and method of philosophy. Fundamentals of philosophical understanding of the world: questions of consciousness, spirit and language. Being. Ontology and metaphysics. Cognition and creativity. Education, science, technology and technology. Human philosophy and the world of values. Ethics. Philosophy of values. The subject of aesthetics as a field of philosophical knowledge. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. "Mangіlіk El" and "Modernization of Public Consciousness" are a new Kazakhstan philosophy | 5 |  | **✓** |  |  |  |  |  |  |  |  |  |  |
| 2 | Module of Socio-Political Knowledge | GED | OC | Social and Political Studies | **Purpose**: formation of knowledge about socio-political activity, explanation of socio-political processes and phenomena.  **Contents**:Consideration of social and ethical values of societies. Understanding the peculiarities of social, political, cultural, psychological institutions in the context of their role in the modernization of Kazakh society. Making decisions to resolve conflict situations in society, including in professional society. Research of political institutions and processes, methods of analysis and interpretation of ideas about politics, government, the state and civil society, to 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. | 4 |  | **✓** |  |  |  |  |  |  |  |  |  |  |
| GED | OC | Cultural Studies and Psychology | **Purpose**: the formation of scientific knowledge of history, modern trends, current problems and methods for the development of culture and psychology, the skills of a systematic analysis of psychological phenomena.  **Contents**: Morphology, language, semiotics, anatomy of culture. Culture of nomads, proto-Turks, Turks. Medieval culture of Central Asia. Kazakh culture at the turn of the XVIII - XIX centuries, XX century. Cultural policy of Kazakhstan. State Program "Cultural Heritage". National consciousness, motivation. Emotions, intellect. The will of man, the psychology of self-regulation. Individual typological features. Values, interests, norms are the spiritual basis. The meaning of life, professional self-determination, health. Communication of the individual and groups. Socio-psychological conflict. Models of behavior in conflict | 4 |  |  |  |  | **✓** |  | **✓** |  |  |  |  |  |
| 3 | The Basis of Social and Physical Development | GED | UC | Ecosystem and Law | Purpose: Formation of integrated knowledge in the field of economics, law, anti-corruption culture, ecology and life safety, entrepreneurship, scientific research methods. Content: Fundamentals of safe human-nature interaction, ecosystem and biosphere productivity. The entrepreneurial activity of society in conditions of limited resources, increasing the competitiveness of business and the national economy. Regulation of relations in the field of ecology and human life safety. Knowledge and compliance of Kazakhstan’s law, obligations and guarantees of subjects, state regulation of public relations to ensure social progress. Application of scientific research methods. | 5 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| BD | EC | Abai Studies | Purpose: based on the creativity of A.Kunanbayev, the preservation of the «national code» and in the project «Kazakhtanu» Contents: historical overview 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 creativity. Abai is a great poet, ethnographer, founder of Kazakh written literature. Abai is the compiler of the code of laws «The Position of Karamola», social significance. Abai is a thinker, religious scholar, 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. Tokayev «Abai and Kazakhstan in the XXI century», role, significance. | 3 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| BD | EC | Muhtar Studies | Purpose: Formation of a historical, literary idea of M. Auezov's work in the context of literary history, patriotism and cultural and spiritual position. Development of artistic thinking, skills of independent research activity. Contents: The life and creative path of M. Auezov Semipalatinsk, Tashkent, St. Petersburg periods. M. Auezov's activity in the magazines «Sholpan», «Abai». M. Auezov's journalism. An artistic review of the short stories "Korgansyzdyn kuni", "Kyr suretteri", "Okagan azamat", "Kokserek", the play Enlik-Kebek and the stories "Kili Zaman", "Karash-Karash" okigasy", the monograph "Abai Kunanbayev", the epic novel "Abai Zholy". | 3 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| BD | EC | Basics of financial literacy | Purpose: The purpose of the discipline is to study personal and family financial resources, which are critical to achieving financial well-being. Contents: Financial planning and consumer safety. Basic methods and techniques for effective spending and saving money. Protecting and investing your own financial resources. The role and significance of personal finance, its capabilities for achieving financial stability. Filtering out a lot of dubious financial information. Incentives for independent management of responsibilities and optimal financial capabilities of the consumer. Making smart financial decisions when building a professional career. | 3 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
|  |  | BD | EC | Service to the community | Purpose: The aim is the formation of socially significant skills and competencies in students based on the assimilation of academic programs, carrying out socially useful activities related to the disciplines studied at the university. Content: The concept and meaning of Service learning, the history of the formation and development of the concept of Service Learning. Key components of Service Learning, socially useful activities in the children's and youth environment, organization of volunteer movement in the world and Kazakhstan practice, profile orientation of Service Learning. 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. | 3 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
|  |  | BD | EC | Fundamentals of anti-corruption culture | Purpose: formation of an anti-corruption worldview, strong moral foundations of a personality, civic position, stable skills of anti-corruption behavior. Content: Overcoming legal nihilism, formation of the basics of students' legal culture in the field of anti-corruption legislation. Formation of a conscious perception/attitude towards corruption. Moral rejection of corrupt behaviour, corrupt morality and ethics.Development of skills necessary to fight corruption.Development of anti-corruption standards of conduct. Anticorruption propaganda, dissemination of lawfulness and respect for the law. Activities aimed at understanding the nature of corruption, awareness of social damage caused by its manifestation, ability to defend one's position with arguments, seeking ways to overcome manifestation of corruption. | 3 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Physical Training | Purpose: To prepare for professional activity, to form social and personal competencies and the ability to purposefully use means and methods of physical education that ensure the preservation and strengthening of health; to constant tolerance of physical exertion, neuropsychic stress and adverse factors in further work. Content: Implementation of physical training and exercise programs. A set of general developmental and special exercises. Sports (gymnastics, outdoor sports, athletics, etc.). Control and self-control, insurance and self-insurance during the lesson. Competition judges, means of professionally applied physical training. Modern healthcare systems: A. Strelnikova, K. Buteyko, K. Respiratory system according to Dinaiki, joint gymnastics according to Bubnovsky. | 8 |  |  |  | **✓** |  |  |  |  |  |  |  |  |
| 4 | Instrumental andCommunication Module | GED | OC | Kazakh (Russian) language | The purpose: to form communicative competence using the Kazakh (Russian) language in the socio-cultural, professional and public life, to improve the ability to write academic texts.  Contents: Levels A1, A2, B1, B2-1, B2-2 (B2, C1 Russian) are presented in the form of cognitive- linguistic-cultural complexes consisting of spheres, topics, subtemes and typical situations of communication of international standard: socio-household, socio-cultural, educational and professional, modeled forms: oral and written communication, written speech works, listening. Demonstration of understanding of the language material in the texts of the educational program, knowledge of terminology and the development of critical thinking. | 10 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| GED | ОC | Foreign Language | The goal is to form the intercultural and communicative competence of students in the process of foreign language education at a sufficient level A2 and the level of basic sufficiency B1. The student reaches the B2 level of the pan-European competence if there is a language level at the start above the B1 level of the pan-European competence  Contents: Levels A1, A2, B1, B2 are presented in the form of cognitive - linguistic-cultural complexes consisting of spheres, topics, subtemes and typical situations of communication of international standard: social and household, socio-cultural, educational and professional, modeled forms: oral and written communication, written speech works, listening. To analyze the language material in the texts of the educational program, knowledge of terminology and the development of critical thinking. | 10 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| BD | HSC | Information and Communication Technologies | Purpose: to develop the ability to critically evaluate and analyze processes, methods of searching, storing and processing information, ways of collecting and transmitting information through digital technologies. Development of new "digital" thinking, acquisition of knowledge and skills of using modern information and communication technologies in various activities  Contents: Introduction and architecture of computer systems, Software. Operating systems. Human interaction with computers. Database systems. Database management. Classification of the Network and telecommunications,. cyber defense. Internet technologies. Analyze cloud and mobile technologies. multimedia technologies. smart technologies.Electronic technologies. Electronic business. Electronic control. | 5 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| BD | UC | Advanced Foreign Language | Detailed reports on the subject. News and reports. Articles and reports on contemporary issues, modern fiction. Actively participate in a discussion on a familiar problem, explaining and defending your opinion. The statement of all the arguments "for" and "against" on the actual problem. Writing essays, reports, letters highlighting particularly important events and impressions. | 4 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
| 5 | Supporting learners as individuals Preparation | BD | US | Psychology, Interaction and Communication in Education | Pre-service teachers are familiar with the modern psychological theories and models, as well as personality functioning and individual properties. They can apply the knowledge in their teaching in diverse educational contexts. Pre-service teachers support positive development of learners by fostering dialogue, interaction, and communication in the educational process. They are able to communicate, interact, and collaborate with pupils’ families as well as in various other partnership networks and create new relationships suitable for the development of their own pedagogical activity. | 3 |  |  |  | **✓** |  |  |  |  |  |  |  |  |
|  |  | Psychological and pedagogical assessment (2nd year pedagogical practica) | Purpose: to familiarize future teachers with the features of the holistic pedagogical process of an educational institution and the formation of analytical-reflective, research, design and other skills in the field of psychological and pedagogical support of the educational process. The prerequisite of this course is the completion of the course of the pedagogical component "pedagogical research".  Content: understanding the psychological and pedagogical foundations of learning strategies (critical thinking, functional literacy, co-education, independent learning, self-improvement, criterion-oriented learning) uses methods of psychological and pedagogical diagnostics to evaluate a group of students and understands how psychological support services of an educational organization work socio-pedagogical understanding of the teacher's work and understanding of his professional identity as a future teacher; building an effective dialogue to strengthen the positive and responsible behavior of students in the educational process; cooperation with all stakeholders of the educational process; analysis and development of the holistic pedagogical process in its various forms (lesson, seminar, round table, discussion, etc.), conducting various forms of extracurricular activities on the subject. | 2 |  |  |  |  |  |  |  |  |  | **✓** |  |  |
| 6 | Supporting Learners as Individuals | BD | UC | Educational Science and Key Theories of Learning | Pre-service teachers explore the basics of educational science such as the conceptions of man leading to various learning theories and pedagogical models. Based on their understanding of the theoretical concepts, pre-service teachers are able to make appropriate pedagogical choices for various learning situations. | 3 |  |  |  | **✓** |  |  |  |  |  |  |  | **✓** |
|  |  | Introduction to the teaching profession (1st year pedagogical practice) | The purpose is to familiarize future teachers with the educational process and the situation in educational institutions, to adapt them to the conditions of future professional activity. The prerequisites of this course are the completion of the courses of the pedagogical component "psychology in education and concepts of interaction and communication" and "age and physiological features of children's development". Content-understands and characterizes the regulatory and legislative framework of the education system of the Republic of Kazakhstan, documents regulating the activities of educational organizations. They distinguish and explain the main documents for maintaining school documentation (work plans of an educational institution, an electronic diary "Kundelik", short-term, medium-term and long-term planning of classes, etc.), taking into account the social, age, psychophysical and individual characteristics of students, as well as their special educational needs, understanding of theoretical and applied aspects of pedagogy and psychology in the educational process the process. | 1 |  |  |  |  |  |  |  |  |  | **✓** |  |  |
| BD | UC | Age and Physiological Features of the Development of Children | Pre-service teachers are familiar with the formation of psyche, its functioning, and the patterns of development. Pre-service teachers can observe the development of their students, and accordingly, plan and implement age-appropriate learning processes considering individual needs of students. Pre-service teachers act creatively and appropriately in different situations and support learning and well-being of the learners. Pre-service teachers who demonstrate competence can: • recognize the individual starting points of different students, their learning potential and specific support needs; • consider the individual needs of their students for specific support, guidance, teaching and assessment; • introduce various methodological solutions for inclusion and for providing specific support. | 4 |  |  |  | **✓** |  |  |  |  |  |  |  |  |
|  |  | BD | UC | Inclusive Educational | Pre-service teachers have the ability to consider the diversity of learners and identify their individual needs in the learning / teaching process. Pre-service teachers support students’ learning and inclusion in the educational process by using suitable ICT, teaching and assistive technologies. Pre-service teachers maintain students’ well-being from psychological and ethical perspective in collaboration with the community (teachers, students, parents/guardians) considering the context of students’ life and learning. Pre-service teachers who demonstrate competence can: • identify the individual educational needs that affect participation and learning in a diverse group of students; • use ICT and assistive technologies to support students’ learning and inclusion in the educational process. • teach values and attitudes beneficial to collaboration and inclusivity; • support collaboration in the community (teachers, students, parents/guardians). | 4 |  |  |  | **✓** |  |  |  |  |  |  |  |  |
|  |  | BD | UC | Teaching Planning and Individualization of Learning | Pre-service teachers are familiar with the curriculum in their area of teaching and the guiding pedagogical principles and cross-cutting development themes of a specific level of education, such as entrepreneurship and sustainable development. Pre-service teachers possess the necessary skills of individualization of teaching, considering the diversity of students and their inclusion to the learning process, as well as the use of teaching technologies, based on pedagogical and independent research. | 4 |  |  |  |  |  | **✓** |  | **✓** |  |  |  |  |
| 7 | Teaching and Assessment For Learning | BD | UC | Teaching Methods and Technologies | Pre-service teachers have a comprehensive understanding of teaching strategies and methodologies, and can apply them in planning, teaching, and assessment in innovative ways matching the specific pedagogical situations, conditions of a specific school and the capabilities of students. Pre-service teachers are able to design suitable inclusive physical and online learning environments at different stages of the educational process. Pre-service teachers understand and can apply the regulations of copyright and data protection in their learning material planning. Pre-service teachers possess necessary knowledge of didactics, learning technologies and methods of motivating students being able to provide necessary pedagogical assistance to students. Pre-service teachers who demonstrate competence can: • select pedagogical models suitable for teaching; • apply teaching methods in a creative and varied manner, considering the opportunities offered by learning technologies; • use a suitable inclusive learning environment in their teaching; • acknowledge and apply the norms and principles of copyright and data protection; • apply guidance methods to motivate students and to support their learning achievements. | 5 |  |  |  |  |  | **✓** |  |  |  |  |  |  |
|  |  | BD | UC | Assessment and Development | Objective: understanding the value of assessment in the learning process and the ability to provide constructive assessment in an ethical manner at various stages of the learning process and critically evaluate and analyze their understanding and practice regarding assessment Students can: • be well versed in a variety of assessment and feedback methods (for example, formative and final assessment) • apply pedagogical principles to determine and recognize the levels of educational competence of students | 4 |  |  |  |  |  |  |  |  | **✓** |  | **✓** |  |
|  |  |  |  | Pedagogical Approaches (3rd year Pedagogical Practice) | Purpose: the goal is the comprehensive development of future teachers, professional development in practice and the formation of subject competencies necessary for working as a teacher (preschool teacher, primary school teacher, subject teacher, assistant / curator of the class teacher). The prerequisite of this course is the completion of the courses of the pedagogical component "teaching methods and technologies", "assessment and development" and "inclusive educational environment". Content: independent design and organization of a constructive and inclusive educational process; selection of suitable and appropriate educational materials, innovative pedagogical approaches and active learning, taking into account the use of educational technologies and the digital environment; application of subject knowledge and didactics; application of methods and technologies of formative and summative assessment, support for the development of students' skills of reflection, self-assessment and mutual respect; establishment of dialogical contacts with all stakeholders of the educational process to solve problems and conflict situations and ensuring a safe learning environment. | 6 |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Teacher asa reflective practitioner | BD | US | Pedagogical Research | This course provides pre-service teachers with a theoretical foundation on pedagogical research. Pre-service teachers possess skills to seek and critically select theoretical knowledge from various reliable sources, utilize research findings in the development their pedagogical thinking and practice, and adopt willingness to promote research-based learning and education as well as their own continuing development and professional growth. | 5 |  |  |  | **✓** |  |  |  |  | **✓** |  |  |  |
|  | BD | UC | Research, Development and Innovation | To stay up-to-date and be able to continuously develop themselves and their work, pre-service teachers acquire new research-based knowledge and conduct practice-based research in an ethical manner in various networks concerning the development of education and teacher profession, innovative approaches to learning, as well as learning and guidance of students. Pre-service teachers adopt development-oriented mindset and are able to develop, update and apply innovative teaching approaches and technologies in the context of ongoing changes in society and the educational environment. Pre-service teachers design a small-scale research project to familiarize themselves with research-based development of their work as teachers. They identify their research topic/questions, conduct the literature review and design the methodology for the data collection and analysis, including ethical aspects of research. After the course, pre-service teachers are able to develop and update their pedagogical activities based on ethically conducted research and development and carry out or participate in research projects. They are also able to present their research and development results using various professional forms and channels. Pre-service teachers who demonstrate competence can: • evaluate their own professional activities and work environment to find areas for improvement; • apply a research-based approach to their professional activities and carry out independent research work; • consider and apply ethical aspects of research procedures; • apply critical thinking in data collection and utilization for the development of initial teacher education; • participate in scientific design research and / or develop cooperation between universities and stakeholders; • document their own research activities and present the results using various forms of communication | 4 |  |  |  |  |  | **✓** |  |  |  |  | **✓** |  |
|  |  |  |  | Reserch and Innovation in Education (4th year Pedagogical Practice) | It is aimed at forming future teachers' views on the development of their professional activities and working environment. In addition, the course aims to develop skills in collaboration, problem solving and leadership. They deepen their teaching and research skills, as well as develop practical skills in accordance with their specialization (didactics). During this internship, future teachers collect and analyze data, test hypotheses, or conduct experiments as part of a research plan created as part of the Research, Development, and Innovation course. They draw conclusions and study various forms and channels of professional dissemination of research results. The prerequisites of the course include the pedagogical component "learning planning and independent learning in the educational process" and "research, development and innovation". | 15 |  |  |  | **✓** |  |  |  |  |  |  |  |  |
| 9 | Unity and diversity of history and its concepts | PD | UC | Ancient civilizations and the ancient world | Pre-service teachers interpret the peculiarities of the history of ancient civilizations from the middle of IV century BC until the middle of the I millennium AD. Pre-service teachers develop a value-based relationship to the ancient history of mankind, understanding them in interrelationships and sharing their cultural differences. Pre-service teachers also develop skills in working with sources and ability to critically analyse different information. Pre-service teachers develop creative thinking through solving historical problems and ability to generate new ideas | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  | PD | UC | East and West in the Middle Ages | Pre-service teachers study the stages of development, problems and specific character of development of Eastern and Western countries, assess major historical events, including the opening of the New World and the Great Geographical Discoveries. Pre-service teachers also examine the place of the medieval East and West in the history of the world civilizations as well as the history of the world religions. Due to the interdisciplinary approach of the course, pre-service teachers form innovative and adaptive thinking, i.e. the ability to understand the conceptual content of different disciplines and being able to think, decide, and present applied and deep answers. | 5 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  |  | PD | UC | World in Modern Age (East) | The course develops value-based attitude of pre-service teachers to the history of the East in the modern age and helps them to determine the place of Eastern civilizations in world history. Pre-service teachers understand the differences in the development of the Eastern countries, their culture and world view, i.e. they develop intercultural communication perceptions. Pre-service teachers develop skills of critical thinking and skills to work with historical texts. Pre-service teachers also improve their digital competence of analyzing primary and secondary information sources. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  | PD | UC | World in Modern Age (West) | Pre-service teachers study the history of the West in the modern age and develop a value-based attitude to the history of the West. Pre-service teachers understand the differences in the development of Western countries, know the concept of the «industrial revolution» and are able to evaluate its meaning. The course also develops the notion of Western democracy (the Great French Revolution, democratic movements in England) and determine the place of Western civilizations in the world history. Pre-service teachers apply the knowledge gained in the process of learning in their professional activities and develop abilities to work in different cultural conditions and to solve tasks, cooperation skills and creative interaction in a group. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  |  | PD | UC | Search for development and movement for national independence in the East | Pre-service teachers improve knowledge of the world in an era of great change, the collapse of the colonial system and the peculiarities of its development, the place and role of Eastern civilizations in the cultural achievements of mankind. Pre-service teachers know how to apply knowledge in political and cultural history, and know the methods of oral history. Pre-service teachers develop economic literacy skills by identifying economic problems in the development of the eastern countries of the period under review. Having studied the effects of changes in the economy and public policies of a given country, pre-service teachers can estimate costs of certain policies. Pre-service teachers develop collaration skills through project work in small groups, as well as research and communication skills. Pre-service teachers possess cognitive skills in assessing the most important problems of the Modern Age. | 4 | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |
|  | History of Kazakhstan. Values and approaches | PD | UC | Features of West civilization development in the modern world | The course allows pre-service teachers to comprehend the main trends of world transformation in the XX - beginning of XXI centuries. Pre-service teachers develop ideas about the originality of cultural and historical communities, the origin and development of globalization processes, and the uniqueness of specific historical culture in the context of the development of modern Western civilization. Pre-service teachers develop the ability to cope with changes, to learn from the experience of all mankind, to respond to the experiences of another person as well as improve their global awareness skills. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| 10 | PD | UC | History and culture of ancient Kazakhstan | Pre-service teachers develop an understanding of the history of Kazakhstan as part of the world history and of the role of ancient populations and tribes in the era of the Great Resettlement of Peoples and their contribution to the world culture. Pre-service teachers understand that Kazakhstan land is considered as a kind of «bridge» linking civilizations. Pre-service teachers form reflection skills, understand how to increase cognitive activity with the help of various tools, develop critical thinking by modelling the way of thought and action of an ancient man in various situations. | 5 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  | PD | UC | History, culture and law of medieval Kazakhstan | The course provides a consistent study of the problems of the history of Kazakhstan of VI - early XVIII centuries. Pre-service teachers study the development of the Turkic-speaking world and its influence on ethno-socio-political processes in the territory of Kazakhstan, the role of medieval cities along the Great Silk Road, the rise of the Kazakh Khanate and its relations with the Iran-Turko-China-Slavic world, and the impact of the Mongol Empire’s right on the Kazakhs. Pre-service teachers are able to analyse historical sources, establish cause-and-effect relationships, and apply an interdisciplinary approach to research. Pre-service teachers also develop flexibility and adaptability, and the ability to master new learning skills. | 6 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  | PD | UC | Transformation of Kazakh society: historical dynamics | The course provides pre-service teachers with the development of professional competences through the study of the history of Kazakhstan of modern age (XVIII- beginning of XX centuries) based on theories of social history and new imperial history. Pre-service teachers develop the ability to determine a deeper meaning and meaning of transformation of the Kazakh society in XVIII - beginning of XX centuries. Pre-service teachers improve their skills in analysing historical processes that have influenced the transformation of Kazakh society and understand the similarities and differences between the values and beliefs of their own culture and the cultures of other peoples. Pre-service teachers can interpret and use different types of sources including folklore when writing research work. Pre-service teachers can also determine the influence of cultural aspects on the historical development of the country and develop cognitive and metacognitive skills. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  | PD | UC | Modern History of Kazakhstan | The course concentrates on giving the knowledge about the historical endeavors and succession of the kazakh government, consequences and contradictions of the soviet reforms in Kazakhstan, the stages of establishing Kazakhstan as an independent country, Kazakhstan's model of economic development and politics of forming new historical consciousness and ideology. The course develops the skills of critical assessment of the historical past and explains the ways of solving problems of the contemporary society. | 5 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| 11 | History of Kazakhstan. Values and approaches | PD | EC | Intellectual history of Kazakhstan | Pre-service teachers improve knowledge about the main intellectual processes in Kazakhstan, and demonstrate the ability to understand the significance of the diversity of human creativity. Pre-service teachers understand the features of the processes of origination, development and dissemination of new ideas and concepts. Pre-service teachers study, analyse and discuss the fundamental works and research of Kazakh thinkers, as well as socio-political, religious, historical and cultural sources. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  | PD | EC | Turkic civilization in the past and present | Pre-service teachers study Turkic civilization as interaction of nomadic and sedentary ways of living, which resulted in a special integration role of Turks in Eurasia leading to a different kind of civilization. As part of the course, pre-service teachers develop a holistic view of the place and role of the Turkic people and States in the world-historical process as well as historical thinking and social memory on the basis of learning historical experience gained by the Turkic people and contributing to the intellectual development and social adaptation of pre-service teachers. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  |  | PD | EC | Media content on the history of Kazakhstan | The aim of the course is to develop the ability of pre-service teachers to use the basics of media production and content management on the history of Kazakhstan. Pre-service teachers develop the ability to analyse various media documents, including audio, graphics, work with original sources, and improve the skills of working with electronic media regarding the history of Kazakhstan. Pre-service teachers understand the thematic diversity of social media, and deepen knowledge of the legal and ethical culture of users as authors of texts. Pre-service teachers also develop the ability to interact with the virtual audience, the literacy in the use of new means of communication, and improve the design of thinking for setting objectives, determining ways of solutions, and describing processes for achieving the goal. | 5 | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |
|  |  | PD | EC | Oral history: theory and practice | Pre-service teachers study the theory of oral history as a scientific direction in history, as well as the Kazakh oral-historical tradition of passing history from generation to generation, as well as modern technology of researching the history of a particular person and society through biographical story-interview, recorded through the media. Pre-service teachers discuss the teachers'' experience with oral sources in school and understand the methods of collecting, fixing, storing, deciphering, and analysing oral historical sources. Pre-service teachers improve the skills of source analysis, interpretation and use of oral historical sources in history lessons and develop communicative competence of researcher through relationships and interaction with the respondents. | 5 | **✓** |  |  |  |  |  | **✓** |  |  | **✓** |  |  |
| 12 | Appned History | BD | UC | Archaeology | The course goals: studying the history of ancient states, societies based on material sources. It helps students to master the methods of archaeological excavations, techniques of field research. The discipline informs students about the evolution of ancient people, religious beliefs’ formation, the stages of human culture, material production, ideology and worldview, social relations. | 3 |  |  |  |  |  |  | **✓** |  |  |  |  |  |
|  |  | BD | US | Ethnology | The course aim: studying of ethnographic sources, research methods, the ethnological science’s formation, ethnological schools, the principles of classifying the world’s nations, the theoretical aspects of ethnogenesis, ethnic history, psychology, the culture’s foundations, the concepts of interethnic communication, ethnic conflicts and ways to prevent it. Students will acquire the different aspects of terminology. | 5 |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |
|  | BD | UC | Auxiliary historical disciplines | Pre-service teachers gain knowledge on various auxiliary or special historical disciplines - historical chronology, toponymy, heraldry, numismatics, faleristics, onomastics and others, and the history of their establishment and development. Pre-service teachers learn new skills (chronological and genealogical tables, coin classification, etc.), develop the ability to manage a lot data, and apply an interdisciplinary approach in research. | 4 |  |  | **✓** |  |  |  |  |  |  |  |  |  |
|  | BD | EC | Anthropology basis | The course provides pre-service teachers with an introduction to history, theory, and basic concepts of anthropology. During the course, pre-service teachers develop a holistic view on the relationship and interaction of the human being with the world, normative value-based on the recognition of diversity and equality of cultures. Pre-service teachers develop skills of planning, forecasting, regulation and transformation of both social reality in general and individual spheres of socio-cultural practice. | 5 | **✓** |  | **✓** |  |  |  |  |  |  |  |  |  |
|  |  | BD | EC | Visual history | The course forms knowledge about rethinking of historical reality in the context of the history of images, where the concept of "image" is based on visualization, and reliance is made on sensory experience. The course develops pre-service teachers’ visual literacy, visual thinking, technological literacy, visual culture, skills of reconstruction and image interpretation. Pre-service teachers study methods of documenting visual information (video, photography), and technologies of perception, analysis, and interpretation of visual documents. Pre-service teachers improve their skills in the application of qualitative methods of cognition and analysis of visual sources (filmed documents, television, video recordings, photo documents), skills of information processing, and their ability to effectively use digital and media technologies to achieve research goals. | 5 | **✓** |  |  |  |  |  | **✓** |  |  |  |  |  |
|  | BD | EC | Local history | Pre-service teachers possess a method of search and design of materials, monuments of history and culture of their native land, methods of planning and conducting local studies, and organization of excursion and field events. They develop research skills through a practical study of the history of their region. | 5 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
|  |  | BD | EC | Historical demography | The course develops pre-service teachers'' understanding about the current problems of modern demographic science in Kazakhstan. Pre-service teachers can relate the phenomena and events of Kazakhstan’s demographic past with the general paradigm of the world-historical development of human society. Pre-service teachers also develop digital literacy, data management skills, analytical and critical thinking on the basis of analysis of the demographic situation and reasoned information, skills of processing information on demography by using qualitative and quantitative methods, demographic analysis and forecasting. They also improve their ability to work independently and in a team by creating a collaborative atmosphere and showing leadership qualities. | 5 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Scientific research in history | PD | UC | Source study | The course establishes a comprehensive view of the development of the system of historical sources, methodological approaches to the study of different types of historical sources, which develops pre-service teachers’ metacognitive skills. Pre-service teachers improve critical thinking skills required in the analysis of categories and concepts of source science, and work with historical sources. They also develop digital and data management skills. | 5 |  |  |  |  |  |  | **✓** |  |  |  |  |  |
|  |  | PD | UC | Historiography of Kazakhstan | The course develops pre-service teachers’ ability to separate facts from their interpretation, provides them knowledge to determine how suitable research methods are chosen by the author of the document, and to analyse and highlight the reasons for writing texts. Historiography is studied as a source of historical memory. Pre-service teachers improve creative thinking, the ability to compare various texts on the basis of style, the nature of text, and determine the time of creation and author of the document. | 5 |  |  |  |  |  | **✓** | **✓** |  |  |  |  |  |
| PD | UC | Interdisciplinary approach in modern research | The aim of this course is theoretical and practical preparation of pre-service teachers-historians to design a research activity on the basis of interdisciplinary approach ("Archaeology", "Ethnology", "Source Science", "Archival Business", "Museum Studies", "Academic Writing", etc.). During the course, pre-service teachers’ understanding of scientific concepts and processes as well as their research skills are developed. The result of the course is an archival and museum practice. | 5 |  |  | **✓** |  |  |  | **✓** |  |  |  |  |  |
| 14 | Social studies. Basics of law | PD | UC | Religions and legal regulation in modern Kazakhstan | Pre-service teachers improve their understanding on theological definition of religion, world, and main national religions, the set pattern of the origin, development and dissemination of religion, and their inclusion into the world culture. Pre-service teachers study the law of the Republic of Kazakhstan on "About religious activity and religious associations", the rules governing religious activity in modern Kazakhstan, creating an understanding of the diversity of the world. Pre-service teachers develop their understanding of legal culture, flexible thinking in the perception of the modern legal and religious situation. Pre-service teachers understand and appreciate the similarities and differences between the customs and beliefs of their own culture and other cultures of the world, and build social and ethical responsibility. | 4 |  | **✓** |  |  |  |  |  |  |  |  |  |  |
|  |  | PD | UC | Social studies | During the course pre-service teachers acquire knowledge about the basics of the functioning of the socio-political and legal system in modern society, trends in the development of the economy and spiritual culture. The course establishes the type of creative thinking of pre-service teachers needed to achieve the desired results. Pre-service teachers can set goals, develop tasks and work processes to study the social processes of the modern world. They also develop creative thinking, research skills for the study of human activity in society using interdisciplinary methods (history, anthropology, cultural studies, economics, geography, political science, psychology and sociology). | 3 |  | **✓** | **✓** |  |  |  |  |  |  |  |  |  |
|  |  | PD | UC | Theory and history of State and law | The course provides pre-service teachers with the formation of basic knowledge about State bodies and legal institutions in different historical periods with all their features, political and legal categories, and the legal knowledge necessary for daily life. Pre-service teachers study the origin, development, and processes of change in types and forms of the state and law, develop a high level of legal culture and respect for the law on the basis of modern achievements of legal science. The course develops pre-service teachers’ skills to navigate in modern conditions and prevent conflicts. | 3 | **✓** | **✓** |  |  |  |  |  |  |  |  |  |  |
| 15 | Social studies. Basics of law. Religious studies | PD | EC | Integration and disintegration processes in the modern world | During the course, pre-service teachers expand their knowledge and understanding of integration and disintegration processes in modern age. They study the causes and evaluate the consequences of these processes at the global and regional level. Pre-service teachers also analyse the importance of international organizations in the development of political, economic, cultural cooperation, as well as the role and place of the Republic of Kazakhstan as a subject of contemporary international relations. Pre-service teachers improve their ability to work and act in different cultural societies and geographic conditions, to interact constructively with different people, to understand and accept others’ points of view, and to assess the conditions of intercultural communication. | 6 | **✓** |  |  |  | **✓** |  |  |  |  |  |  |  |
|  |  | BD | EC | Social studies of religion | **Purpose:** Analysis of the levels of socio-political, economic and cultural development, scientific and theoretical foundations of the new and recent history of Asian and African countries..  **Content:** History of Asian and African countries in the new and modern era. Colonization or semi-colonization and the social consequences of colonial power in modern times (mid-17th century - 1918). The struggle against colonialism, national liberation movements, the achievement of national independence of Asian and African countries in the modern period (from 1918 to the present). In the new and modern era, the development of world science and technology, the growth of human consciousness and the pace of social development of Asian and African countries of post-industrial civilization | 5 |  |  |  |  | **✓** |  |  |  |  |  |  |  |
|  | PD | EC | Peoples of foreign Asia | Pre-service teachers study Turkic civilization as interaction of nomadic and sedentary ways of living, which resulted in a special integration role of Turks in Eurasia leading to a different kind of civilization. As part of the course, pre-service teachers develop a holistic view of the place and role of the Turkic people and States in the world-historical process as well as historical thinking and social memory on the basis of learning historical experience gained by the Turkic people and contributing to the intellectual development and social adaptation of pre-service teachers. | 4 | **✓** |  |  |  |  |  |  |  |  |  |  |  |
| 16 | Final Certification |  |  | Writing and Defendinig a Thesis, a Graduate Work, or Preparing and Passing a Comprehensive Exam | Purpose:Writing and defending a thesis and a graduation project.  Contents: Working with information in global computer networks; creating texts and documents used in the social sphere, literary editing, the ability to discuss professional problems, defending one's point of view, explaining the essence of phenomena, events, processes, drawing conclusions with reasoned answers; conducting independent work and applying research and experimentation techniques in solving the problems developed in the thesis (qualification) work of problems and questions. | 8 |  |  |  |  |  |  |  |  |  |  |  |  |

**5.Summary table reflecting the volume of disbursed loans by EP modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course of training** | **Semester** | **Amount of the mastered modules** | **Amount of the studied disciplines** | | | **Amount of KZ credits** | | | | **Total in hours** | **Total KZ credits** | **Amount** | |
| **Compulsory component** | **University component** | **Optional component** | **Theoretical training** | **Physical education** | **Pre-diploma practice** | **Final attestation** | **exam** | **Diff offset** |
| 1 | 1 | 6 | 5 | 2 |  | 28 | 2 |  |  | 900 | 30 | 6 | 1 |
| 2 | 5 |  | 6 |  | 31 | 2 | 1 |  | 1020 | 30 | 6 | 2 |
| 2 | 3 | 6 | 2 | 5 | 1 | 30 | 2 |  |  | 960 | 30 | 6 | 2 |
| 4 | 5 | 1 | 6 |  | 30 | 2 | 2 |  | 1020 | 30 | 6 | 2 |
| 3 | 5 | 6 | 1 | 5 | 1 | 30 |  |  |  | 900 | 30 | 7 | - |
| 6 | 6 |  | 2 | 3 | 30 |  | 6 |  | 1080 | 30 | 5 | 1 |
| 4 | 7 | 4 |  | 6 | 1 | 33 |  |  |  | 990 | 30 | 7 |  |
| 8 | 1 |  | 1 |  | 4 |  | 15 | 8 | 810 | 30 |  | 2 |
| Total | | 39 | 9 | 33 | 6 | 179 | 8 | 24 | 8 | 8 | 7200 | 240 | 35 |

**6. Strategies, teaching methods and artificial intelligence, monitoring and assessment**

|  |  |
| --- | --- |
| **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 training: orientation to the development of practical skills. |
| **Teaching methods** | Conducting lectures, seminars, various types of practices with:  • the use of 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 taxonomies;  • 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. |
| **Monitoring and evaluation of the achievability of learning outcomes** | Current control on each topic of the discipline, control of knowledge in classroom and extracurricular classes (according to syllabus). Assessment forms:  • survey in the classroom;  • testing on the topics of the discipline;  • control works;  • protection of independent work;  • discussions;  • trainings;  • colloquiums;  • essays, etc.  Boundary control at least twice during one academic period within the framework of one academic discipline.  Intermediate certification is carried out in accordance with the working curriculum, academic calendar.  Forms of conducting:  • 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 for EP**

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| **Information Resource Center** | The structure of the Educational Information Centerin cludes 6 subscriptions, 16 reading rooms, 2 electronic resource centers (ERC). The basis of thenet workinfrastructure of the Educational and Information Centeris 180 computers with Internetaccess, 110 workstations, 6 interactivewhiteboards, 2 videodoubles, 1 videocon ferencing system, 3 A-4 formats canners, JIC software - AIBS "IRBIS-64" under MS Windows (basicsetof 6 modules), stand-alone server for uninterrupted operation in the IRBIS system.  The library fundisreflectedin the electronic catalogavailabletousers onthesite http://lib.ukgu.kz on-line 24 hours 7 days a week.  Thematicdatabasesoftheirowngeneration: «Almamater», «Proceedingsof SKSU scientists», «Electronic archive» havebeencreated.Onlineaccessfromanydevice 24/7 viatheexternallink<http://articles.ukgu.kz/ru/pps>.  Catalogsareprocessedelectronically.EC consistsof 9 databases: «Books», «Articles», «Periodicals», «Proceedingsoftheteachingstaffof SKSU», «RareBooks», «ElectronicFund», «SKGU inPrint», «Readers»and «SKU».  TheEICprovidesitsuserswith 3 optionsforaccessingitsownelectronicinformationresources: fromthe «ElectronicCatalog» terminalsinthecataloghallandinthe EIC subdivisions; throughthe information networkoftheuniversityforfacultiesanddepartments; remotelyonthelibrarywebsite<http://lib.ukgu.kz/>.  Openaccesstointernationalandrepublicanresources: «SpringerLink», «Polpred», «WebofScience», «EBSCO», «Epigraph», toelectronicversionsofscientificjournalsinthepublicdomain, “Zan", "RMEB", "Adebiet", Digitallibrary "Aknurpress", "Smart-kіtаr", "Kitаr.кz", etc.  Forpeoplewithspecialneedsanddisabilities, thelibrarywebsitehasbeenadaptedtotheworkofvisuallyimpairedusers |
| **Material and technical base** | The department has the following classrooms with a total area of 274 m2:  The office of the head of the department-331 (building No. 7, Baitursynov St.).  Teachers' office-306 (building No. 7, Baitursynova str.).  Computer class - 333 ,335 (building No. 7, Baitursynova str.).  Classrooms - 332,333 (building No. 7, Baitursynova str.).  The department is equipped with the following equipment: computers (Core 2 Quad, Intel Core 2 Duo), printer, scanner, local system, etc. There are 13 computers in two computer classes of the department, 3-in-1 MFPs (copier, printer, scanner). In the computer room (335, 333), computers are connected to a network system.  The department has an educational, scientific and production complex (UNPC) on the basis of the municipal state institution (KSU) "Historical and Cultural Complex of Shymkent" of the Department of Culture, Development of Languages and Archives of the city of Shymkent, the State Committee of the Turkestan Regional Museum of Local Lore of the Department of Culture of the Turkestan region |

**APPROVAL** **SHEET**

on the Educational program «6В01601- History and social science (IP)»

Director of DAA \_\_\_\_\_\_\_\_\_\_\_\_ Naukenova A.S.

Director of DASc \_\_\_\_\_\_\_\_\_\_ Nazarbek U.B.

Director of DE&C \_\_\_\_\_\_\_ \_\_\_\_Bazhirov T.S.