KHOJA AHMET YASSAWI INTERNATIONAL KAZAKH-TURKISH UNIVERSITY

«APPROVED»
Vice rector of the University
Idrissova E.K.

Based on the decision of the
Educational-methodical committee
№ 8 protocol « 18 » 03 2024 y.

EDUCATIONAL PROGRAM

(project "Strengthening the potential of teacher education")

Program level	*Bachelor*
Code and classification of the field of education	*6B01 Pedagogical sciences*
Code and name of the direction of training	*6B011 Pedagogy and Psychology*
Group and name of EP	*B001 Pedagogy and Psychology*
Gode and name of EP	*6B01121 Psychology (IP)*
EP type	*Innovative EP*
EP distinctive features	*Dual training*

Matriculated in 2024 year

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Contents

1. General information

1.1. Curriculum title	**6B01121-Psychology (IP)**	
1.2. Curriculum developing team:		
	Leader university	**Member universities**
	Altynsarin Arkalyk Pedagogical Institute	K.Zhubanov Aktobe Regional University
		Kh. Dosmukhamedov Atyrau University
		Shakarim University of Semey
		Amanzholov East Kazakhstan University
		I. Zhansugurova Zhetusu University
		Kazakh National Women's Pedagogical Univer
		Sh. Ualikhanov Kokshetau University
		Korkyt-Ata Kyzylorda State University
		M.Kozybayev North Kazakhstan University
		Dulati Taraz Regional University
1.3. Type of curriculum (in accordance with the National Qualifications Framework	BACHELOR'S DEGREE Level 6	
1.4. Total academic credits	254 academic credits	
1.5. Study mode	full-time	
1.6. Expected program duration	4 years	
1.7. Short curriculum description Curriculum goals and objectives	This Educational Programme (EP) "*Psychology*" is a national teacher education curriculum, which has been designed in collaboration by various Kazakh universities and with international consulting. Due to the nature of a national curriculum, the descriptive texts within the curriculum do not provide specific information but highlight general pedagogical principles and cross-cutting themes (see also Annex 1.). The more detailed descriptions of e.g. methodologies and assessment will be identified in the implementation plans of the universities, considering also institutional and regional specific conditions. Educational programme (EP) "*Psychology*" is a teacher education programme for pre-service teachers who wish to specialize as a psychologist in educational establishments (schools, colleges, high schools). EP consists of a pedagogical component 60 academic credits (incl. pedagogical practice), a compulsory component 56 academic credits, and a subject component 114 academic credits (incl. a final attestation of 8 academic credits). Subject component consists of 5 modules: "Basic psychology", "Psychological and pedagogical assessment and monitoring", "Psychological and pedagogical intervention and counseling", "Prevention and psychological education", "Research". EP "*Psychology*" 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 who has competences in solving specific applied tasks and who provides psychological support to students in the educational process: needs assessment, planning and organization of the intervention, monitoring the quality of the intervention, assessment of effectiveness. A key difference in the EP compared to previous ones is the increased focus on the well-being of students and other participants in the educational process and on risk reduction. EP provides an equal opportunity for learning without compromising pre-service teachers' rights and interests, preserving the principles of equality,	

	respect, tolerance. It is interdisciplinary, student-oriented, scientifically integrated and problem-oriented by nature, and the selection of courses is guided by the topical issues of history and society and corresponds also to the international course descriptors.
	EP is based on the principles of constructive alignment, where teaching and assessment methods, as well as subject-specific courses are selected to ensure the achievement and measurement of the competences outlined in the EP. The EP also follows an inclusive approach considering the multi-ethnic and multi-confessional composition of per-service teachers and their versatile needs for support of learning.

1.8 Main principles of the curriculum

1.9 Academic degree: Bachelor of Education in the Educational Program «6B01121 – *Psychology (IP)*»

Competence-based teacher education

A teacher's expertise combines competence in pedagogy and their own subject-specific field with theoretical and practical teaching competence in different kinds of operating environments. A teacher has mastery of the knowledge and skill requirements of their subject-specific field and thus is able to teach and supervise young people and adults studying for the same subject.

The competence of a teacher is focused on planning, guidance, teaching and assessment. For this reason, teacher must have sufficient theoretical knowledge of learning and competence development. In addition, modern working life emphasises cooperation and networking, development skills, and the support and maintenance of the well-being of oneself and one's community.

A teacher's competence is influenced by changes in the labour market, the structures of education and society as a whole, and all these elements are emphasised in the dynamic nature of a teacher's work. Work characterized by continual change in the variety of working environments places an emphasis on the teacher's ability to assess and adjust their own activities. Self-assessment skills are an essential part of developing one's professional identity. A teacher is making value decisions all the time, which means that the consideration of questions of professional ethics is one of the professional skills needed. Change requires the development of expertise, the ability to learn, as well as the ability to reform and renew the way things are done as part of a community.

Competence-based teacher education curriculum

The competence-based teacher education curriculum is formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Each of the entities includes modules and related courses. The courses' learning outcomes describe the competences required in teaching work and are placed in the NQF system's (National Qualifications Framework) reference level six.

The curriculum is guided by the following main principles:
- Competence-based learning
- Constructive alignment
- Student-centred learning and active learning methodologies
- Research-based teaching
- Interdisciplinary learning
- Inclusion
- Teacher professional development and change management

(see Appendix for more details)

2. Programme rationale

In the context of the Education Modernization Project funded by the World Bank, several universities providing pre-service teacher education have designed and revised in international collaboration thirty (30) pre-service teacher education curricula according to the principles of competence-based education that ensure a holistic development of pre-service teachers' competences. Moreover, the student-centered approach better prepares pre-service teachers to teaching profession by providing practical examples, experiments and experiences, which pre-service teachers can transfer to their classroom practices considering better the versatile needs and wellbeing of their students.

In order to match the requirements of the renewed primary and secondary education, teachers' professional competences need to be re-evaluated and completed. The new approaches in secondary education need to be reflected in pre-service teacher education and the pre-service teachers' profiles. Furthermore, these thirty (30) revised or new pre-service teacher education curricula have been designed to better improve pre-service teachers' various generic competences that are essential in teacher's profession. Several important and cross-

cutting pedagogical principles that Kazakhstan education system aims to develop, such as inclusiveness and interdisciplinarity, have been taken into consideration in the design and implementation of the curricula. In addition, these curricula emphasize the development of pre-service teachers' research skills in a way that they become practitioners who are constantly reflecting and evaluating their own practices and the practices of their schools to develop their own work and their work community, and the whole sector of education.

3. Teacher's professional competences

Teachers' professional competences are defined as consisting of **pedagogical competences** and **subject-specific competences** as well as **generic competences**. The competence-based teacher education curriculum is thus formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Competence areas and competences have been defined separately for each entity.

3.1. Pedagogical and Generic Competence Areas/Learning Outcomes

- **Competence area for pedagogy and didactics**
1. Pre-service teachers have basic knowledge and understanding of learning and students and are able consider the diversity of students in learning/teaching process and support their well-being in psychologically and ethically sound manner considering their life and learning contexts.
2. Pre-service teachers are capable to design, implement, assess, and develop learning and guidance processes in different kinds of learning environments in a pedagogically meaningful way including ability to utilize different digital resources in a manner that supports learning.
- **Competence area for interaction**
3. Pre-service teachers are able to communicate in different interactive relationships and partner networks in a meaningful manner both in face-to-face and online settings with regard to the goals set for the activity in question.
4. Pre-service teachers are capable of working in different collaboration networks and have the ability to create new relationships that are appropriate for the development of one's own and one's community activities.
5. Pre-service teachers are able to teach in accordance with the tri-lingual approach in secondary education and participate in the global professional community.
- **Competence area for teachers´ work environment**
6. Pre-service teachers are familiar with the international and national agreements and documents as well as legislation that affects his/her institution´s and his/her work.
7. Pre-service teachers are able to (a) to perceive his / her own activities in relation to the activities of his/her organization, and (b) work in a meaningful way to create positive relationships between the partners outside the school (families, regional actors, working life).
- **Competence area for professional development**
8. Pre-service teachers are able to reflect and critically assess their values, attitudes, ethical principles and work methods as a teacher and are able to set new goals to his/her own and his/her organization´s pedagogical development.
9. Pre-service teachers are able to develop his / her own and his / her organization's pedagogical activities in relation to the anticipated changes at regional, national and international level.
10. Pre-service teachers are able to produce, seek and critically select theoretical knowledge that, combined with experiential knowledge, serves the development of both him/her and his/her community's theory-in-use, and the ability and willingness to use knowledge to promote learning and own professional growth.

3.2 Subject-specific and Generic Competence Areas/ Learning Outcomes

- **Competence area for psychological and pedagogical assessment**
1. Pre-service teachers are able to evaluate the individual psychological properties of the child's personality and the peculiarities of their development.
2. Pre-service 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.
3. Pre-service teachers are able to analyze problematic situations in social and interpersonal conflicts, cultural barriers and tensions.
4. Pre-service 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
5. Pre-service teachers are able to develop draft documents based on the results of psychological and pedagogical assessment, possess the technology of preparing conclusions based on the results of psychological and pedagogical assessment.
- **Competence area for psychological and pedagogical intervention**

6. Pre-service teachers are able to intervene in the peculiarities of the behavior of participants in the educational process.

7. Pre-service teachers are able to contribute to solving urgent problems of the development of a particular child and a group of children.

8. Pre-service teachers are able to develop various individual and group programs for psychological intervention.

9. Pre-service teachers are able to design and implement individual programs focused on the cognitive and personal development of Pre-service teachers based on the analysis of the possibilities of the educational environment.

10.Pre-service teachers demonstrate experience in preventing and overcoming the risks of the educational environment.

- **Competence area for psychological prevention**

11.Pre-service teachers are able to inform about possible violations in the formation and development of the personality of participants in the educational process.

12.Pre-service teachers contribute to the preservation and strengthening of the state of mental balance and well-being of the child and all members of the educational process

13.Pre-service teachers are able to disseminate psychological knowledge in order to strengthen the emphasis on the development of the child's well-being

14.Pre-service 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.

- **Competence area for psychological counseling**

15.Pre-service teachers demonstrate knowledge and appropriate application of behavioral, mental, collaborative and other consultation models.

16.Pre-service teachers are able to reasonably use one or another method of counseling as the most preferable in the current situation

17.Pre-service teachers have developed the skills of a psychologist-consultant, including active listening, sensitivity to changes in the behavior of the client, the ability to give feedback, etc.

18.Pre-service teachers are able to contribute to the resolution of psychological problems of participants in the educational process.

19.Pre-service teachers are able to organize individual psychological counseling on issues of mental development, training and upbringing.

- **Competence area for psychological education**

20. Pre-service 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 Pre-service teachers characteristics.

21. Pre-service teachers are able to explain the norms of the legislation of the Republic of Kazakhstan in the field of labor, education and children's rights, international norms and treaties in the field of children's rights and children's education.

22. Pre-service teachers are able to carry out psychological, pedagogical and legal education of teachers, the administration of an educational institution and parents (legal representatives) on the mental development of children and adolescents.

23. Pre-service teachers are able to develop and implement programs to improve the psychological, pedagogical and legal competence of participants in the educational process.

24. Pre-service teachers possess methods of adult pedagogy to educate participants in the educational process in order to improve their psychological, pedagogical and legal culture.

25. Pre-service teachers have the skills of teaching, conducting discussions, presentations to solve the problems of psychological and pedagogical education of participants in the educational process

3.3 Compulsory component: Competence Areas/ Learning Outcomes

- **Competence area for worldview, historical, and moral development**

1. Pre-service teachers are able to assess the surrounding reality on the basis of ideological positions, formed by a knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical knowledge.

2. Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview

3. Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan.

4. Pre-service teachers are able to analyse the causes and consequences of the events in the history of Kazakhstan.

- **Competence area for social, cultural, and civic development**

5. Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society.

6. Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness.

7. Pre-service teachers are able to assess situations and provide arguments for their own assessments of developments in the social and work environment.

- **Competence area for interpersonal social and professional communication**

8. Pre-service teachers are able to assess situations in various spheres of interpersonal, social and professional communication and enter into communication in oral and written forms in Kazakh, Russian and foreign languages.

9. Pre-service teachers are able to use in their personal activities various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information.

10. Pre-service teachers are able to maintain a healthy lifestyle to achieve productive social and professional activities through the methods and means of physical education.

11. Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge.

4. Program structure and learning outcomes

4.1. Structure of the pedagogical component

The extent of the Pedagogical Component shall be 60 academic credits, including teaching practice. This component is common for all curricula in initial teacher education. The Pedagogical Component has been jointly created by all the involved universities in a collaborative design process. The component is flexible and leaves space for individual universities to implement it according to their specific situation and needs.

The overall structure of the pedagogical studies component:

Module name and main disciplines	Academic credits
SUPPORTING LEARNERS AS INDIVIDUALS	**17**
Psychology in Education and Concepts of Interaction and Communication	4
Educational Science and Key Theories of Learning	3
Age and Physiological Features of the Development of Children	3
Inclusive Educational Environment	3
Teaching Planning and Individualization of Learning	4
TEACHING AND ASSESSMENT FOR LEARNING	**9**
Teaching Methods and Technologies	5
Assessment and Development	4
TEACHER AS A REFLECTIVE PRACTITIONER	**9**
Pedagogical Research	4
Research, Development and Innovation	5
TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE)	**25**
Introduction to the teaching profession (1st year pedagogical practice)	2
Psychological and pedagogical assessment (2nd year pedagogical practice)	2
Pedagogical approaches (3rd year pedagogical practice)	6
Research and innovation in education (4th year pedagogical practice)	15
Total academic credits	**60**

The modules, courses, their learning outcomes, and relation to competence areas in more detail:

Supporting learners as individuals 17 Academic credits

This module provides an overview of psychological theories, concepts, and models which help to understand the pupils' individual needs and individual differences in learning. The module provides the pre-service teachers with competences to acknowledge individualization of learning and the diversity of learners in teaching. The module highlights the importance of enhancing learner well-being through creating and maintaining a psychologically safe educational environment.

Course title	**Psychology in Education and Concepts of Interaction and Communication**
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1) • Competence area for interaction (3, 4) 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.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** • understand the basic concepts and terms of educational psychology, and the main practical applications of psychological knowledge; • understand the patterns, facts, and phenomena of cognitive and personal development of a person in the processes of education and upbringing; • apply an integrated approach to design, implementation, evaluation, and development of educational environments; • understand the concept of continuous learning as a part of the process of cognitive and personal development of a person. • apply basic communication and interaction concepts and theories at the individual, community, and network levels; • select the methods of communication and interaction that are most appropriate to facilitate learning in various forms (offline, online, blended, hybrid); • recognize the patterns of group dynamics and act in ways that promote community development and well-being.

Course title	**Educational Science and Key Theories of Learning**
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1, 2) 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. Pre-service teachers who demonstrate competence can: distinguish between concepts of human and their importance for understanding learning and the design of an educational process; differentiate between learning theories and their importance for understanding learning and the design of an educational process; apply learning theories and pedagogical models suitable for versatile learning processes.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** • distinguish between concepts of human and their importance for understanding learning and the design of an educational process; • differentiate between learning theories and their importance for understanding learning and the design of an educational process; • apply learning theories and pedagogical models suitable for versatile learning processes.

Course title	**Age and Physiological Features of the Development of Children**
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (2) 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.
Learning outcomes	**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.

Course title	**Inclusive Educational Environment**
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (2) • Competence area for teachers´ work environment (6, 7) 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.
Learning outcomes	**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).

Course title	**Teaching Planning and Individualization of Learning**
Component	Pedagogical component
Cycle	Core disciplines

Module	Supporting learners as individuals 17 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1, 2) 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.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** • understand the main principles and requirements of the curriculum in their area of teaching and apply them in planning and conducting educational activities; • identify factors and conditions that affect students' learning; • apply in practice the principles of inclusion as well as individualized teaching and guidance (adapting curricula, developing differentiated lessons) by considering the needs of the students and support the development of their personality and self-esteem, including career guidance.

Teaching and assessment for learning 9 Academic credits

This module provides the teacher students with competencies to carry out interactive and student-centered teaching and assessment aligned with learning objectives. The module highlights the use of digital tools and technologies and the ability to update and apply teaching technologies in the context of ongoing changes in the society and the educational environment. This module supports the pre-service teachers' competence to communicate and collaborate in various partnership networks to enhance own pedagogical activity.

Course title	**Teaching Methods and Technologies**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teaching and assessment for learning 9 Academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1, 2) 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.
Learning outcomes	**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.

Course title	**Assessment and Development**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teaching and assessment for learning 9 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence:
	• Competence area for pedagogy and didactics (2)
	Pre-service teachers have a thorough understanding of the meaning of assessment in learning process and are able to provide constructive assessment in ethical manner in different phases of learning processes and engage learners in assessment. Pre-service teachers identify, differentiate, and use different assessment technologies, principles, stages, and assessment tools in their own field of expertise (including formative and summative assessment and self-and peer- assessment, etc). They can critically evaluate and analyze their understanding and practices concerning assessment and develop them further.
Learning outcomes	**Pre-service teachers who demonstrate competence can:**
	• use and apply a variety of methods and tools of assessment and feedback (formative and summative assessment);
	• apply pedagogical principles in defining and recognizing competence levels of learners;
	• understand the importance and support the development of students' self- and peer- assessment skills.

Teacher as a Reflective Practitioner 9 Academic credits

This module focuses on the methodological foundations of pedagogy, and it provides understanding of how pedagogical research informs teaching practices. The module helps the pre-service teachers to develop their reflection skills to become aware of themselves as teachers and to develop their own teaching as well as the ability to set new goals for pedagogical development to ensure lifelong learning. The module also addresses the ethical aspects of the teachers' work and its development.

Course title	**Pedagogical Research**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a Reflective Practitioner 9 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence:
	• Competence area for professional development (10)
	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. Pre-service teachers who demonstrate competence can: recognize the nature of pedagogy and its basic terminology; identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; follow the changes in the field of education and consider how they influence own work as a teacher.
Learning outcomes	**Pre-service teachers who demonstrate competence can:**
	• recognize the nature of pedagogy and its basic terminology;
	• identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge;

	• follow the changes in the field of education and consider how they influence own work as a teacher.

Course title	**Research, Development, and Innovation**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a Reflective Practitioner 9 Academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) 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.
Learning outcomes	**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.

Teacher as a facilitator of learning (Pedagogical practice) 25 Academic credits

This module focuses on the transformation of theoretical knowledge into practical skills through two pedagogical practice periods/courses, as well as the formation of a teacher's professional identity that meets the requirements of teaching profession today and in the future. During the module, pre-service teachers also establish practice-based research skills promoting the continuous process of professional growth.

Pedagogical practice is organized in four periods/courses, one per study year, and each having their specific learning outcomes where the competences of pre-service teachers are progressively deepened from orientation and observation to designing educational processes and conducting own lessons, and developing own work environment through practice-based research activities.

All practice periods have some prerequisites and pre-service teachers must have completed a certain amount of subject and/or pedagogical studies before they can conduct their pedagogical practice, the number of credits may vary between the faculties and/or educational programmes.

Course title	**Introduction to the teaching profession (1st year pedagogical practice)**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits

Academic credits	2
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • competence area for pedagogy and didactics (1, 2) • competence area for interaction (3, 4, 5) • competence area for teachers´ work environment (6, 7) • competence area for professional development (8, 9, 10) Pre-service teachers familiarize themselves with the educational process and the context of the educational institution and its adaptation to the conditions of future professional activity.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** • understand the regulatory and legislative framework of the education system of the Republic of Kazakhstan, and the documents regulating educational institutions; • distinguish the main documents for maintaining school records (work plans of the educational institution, Kundelik electronic diary, short-term, medium-term and long-term lesson planning, etc.); • comprehend the theoretical and applied aspects of pedagogy and educational psychology in the educational process at school considering social, age, psychophysical and individual characteristics of students, as well as their special educational needs.

Course title	**Psychological and pedagogical assessment (2nd year pedagogical practice)**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits
Academic credits	2
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • competence area for pedagogy and didactics (1, 2) • competence area for interaction (3, 4, 5) • competence area for teachers´ work environment (6, 7) • competence area for professional development (8, 9, 10) Pre-service teachers familiarize themselves with the features of the integral pedagogical process of an educational institution and the formation of analytical-reflexive, research, design, and other skills in the field of psychological and pedagogical support of the educational process.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** • comprehend the psychological and pedagogical foundations of teaching strategies (critical thinking, functional literacy, collaborative learning, self-education, self-improvement, criteria-based learning); • apply psychological and pedagogical diagnostic methods to evaluate the needs of a group of students, and understand how the support processes of the student welfare services function in schools; • understand teacher's work from the socio-pedagogical aspect and reflect own professional identity as a future teacher; • establish effective dialogue to reinforce students' positive and responsible learning behaviours; • collaborate with all stakeholders of the educational process; • analyze and develop a holistic pedagogical process in its various forms (lesson, seminar, round table, debate, etc.), and conduct various forms of subject-related extracurricular activities.

Course title	**Pedagogical approaches (3rd year pedagogical practice)**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits

Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • competence area for pedagogy and didactics (1, 2) • competence area for interaction (3, 4, 5) • competence area for teachers´ work environment (6, 7) • competence area for professional development (8, 9, 10) During this course, pre-service teachers go through a comprehensive professional development where they improve in practice their professional practices and develop their pedagogical and subject-specific competences necessary for a teacher (preschool teacher, primary school teacher, subject teacher, assistant class teacher / curator).
Learning outcomes	**Pre-service teachers who demonstrate competence can:** • design and organize independently a constructive and inclusive educational process; • choose purposeful and suitable learning materials, innovative pedagogical approaches, and active teaching considering also the use of educational technologies and digital environments; • apply subject-specific knowledge and didactics; • apply formative and summative assessment methods and techniques, and support the development of students' reflection, self- and peer-assessment skills; • establish dialogical atmosphere with all stakeholders of the educational process to solve problems and conflict situations and to promote safe learning environment.

Course title	**Research and innovation in education (4th year pedagogical practice)**
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits
Academic credits	15
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • competence area for pedagogy and didactics (1, 2) • competence area for interaction (3, 4, 5) • competence area for teachers´ work environment (6, 7) • competence area for professional development (8, 9, 10) The course focuses on establishing pre-service teachers' developmental approach towards their own professional activities and work environment. The course also emphasizes the development of pre-service teachers' collaborative, problem-solving and leadership skills. They deepen their pedagogical skills and develop research skills as well as practical skills (didactics) in accordance with their area of specialization. During this practice period pre-service teachers also collect and analyze data, test the hypothesis, or make experimentations according to the research plan created in the course *"Research, Development, and Innovation"*. They make conclusions and explore various forms and channels of communicating the research results in a professional manner.

Learning outcomes	**Pre-service teachers who demonstrate competence can:** • design and organize independently a constructive and inclusive educational process to test hypothesis, make pedagogical experimentations and/or collect data according to their research plan; • apply innovative teaching and learning strategies, and methods and tools for designing, conducting and assessing an educational process and/or extracurricular activities based on long-term, medium-term, short-term lesson / lesson plans, and educational and out-of-class activities in the subject; • analyze the results of their experimentations and/or data collected and draw conclusions; • document their research activities and present the results in a professional manner using various forms of communication; • evaluate their professional activities in relation to the activities of the organization and through experimentations and practice-based research create ideas for improvement of their work and their work environment.

The International Kazakh-Turkish University named after Khoja Ahmed Yasawi was established on the basis of an intergovernmental agreement between Kazakhstan and Turkey. In this regard, in order to train modern highly qualified specialists from the youth of the Turkic-speaking countries, the university has obligations to introduce the module of the Turkic world of the disciplines "Yasauitanu", "Principles of Ataturk", "History of the Turkic States" and teaching the Turkish language in all areas of preparation of educational programs.

The general structure of the university component

Module name and main disciplines	Academic credits
Turkic World	**16**
Principles of Ataturk	3
Turkic States history	
Yassawi Study	3
Turkish (Kazakh) Language – (Level 1- A1,B2)	5
Turkish (Kazakh) Language – (Level 2-A2, C1)	5
Total academic credits	**60**

Course title	**Principles of Ataturk**
Component	University component
Cycle	Major disciplines
Module	**Turkic World**, 16 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: 12.　　　Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society. Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness. The discipline forms students' comprehensive understanding of the historical development of Turkey, develops skills for obtaining, analyzing and summarizing historical information, forms a scientific assessment of the principles of Ataturk. During the course, the student receives knowledge about the basic laws, stages and content of the history of Turkey in the context of the world-historical process, forms students' creative thinking, independence of judgment, interest in studying, preserving, using and multiplying the spiritual, cultural and historical heritage of Ataturk.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** LOD 1 - conducts scientific research in the field of humanities, applies modern

methods, tools and forms of education, comprehensively studies, analyzes, and systematizes scientific data;

LOD 2 - possesses research abilities and skills depending on the content of modern education, owns new forms and methods of technology of criterion assessment (design, critical thinking), uses information technologies and technical means at a professional level;

LOD 3 - He is able to explain the main trends in the field of humanities, uses the ability to interpret historical problems, events, ideas and theories;

LOD 4 - He is able to explain the complex connections between facts, phenomena, and theories in the field of scientific research;

Course title	**Turkic States history**
Component	University component
Cycle	Major disciplines
Module	**Turkic World**, 16 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan. The discipline is aimed at forming students' holistic understanding of the place and role of the Turkic peoples and states in the world-historical process, instilling in students the skills and abilities of searching, systematizing and comprehensive analysis of historical information, developing the ability to understand the historical conditioning of phenomena and processes of both the past and the present , defining their own position in relation to the surrounding reality, fostering feelings of citizenship, patriotism, national identity, interethnic and interreligious tolerance.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** LOD 1 - establishes the connection of historical events with the historical development of mankind; LOD 2 - he knows the techniques of scientific description and analysis of the course and consequences of historical events; LOD 3 - explains the ways to solve modern social problems based on critically informed data; LOD 4 - defines the importance of the formation of historical consciousness and worldview principles in accordance with national priorities;

Course title	**Yassawi Study**
Component	University component
Cycle	Major disciplines
Module	**Turkic World**, 16 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: Pre-service teachers are capable to interpret the content and specific features of the religious and Sufi worldview of A. Yasawi Pre-service teachers have a deep understanding of the patterns and characteristics of the Sufi movement and worldview of A. Yasawi. The discipline introduces the values of the Yasawi teaching, forms an understanding of the principles of science, religious tolerance, human relations, human rights in personal, cultural and professional relations. As a result of studying the subject, the student can understand the peculiarities of the Yasavi culture, compare it with the social, ethical, confessional, cultural characteristics

of society, understand the importance of the Yasavi teaching in the national culture, religion of the Turkic peoples; be able to analyze the role of "Hikmets" in the spiritual life of the people, which is a source of social harmony and unity; develop the ability to establish active professional and social relations.

Learning outcomes	**Pre-service teachers who demonstrate competence can:** LOD 1 - The student can understand the characteristics of creative culture and compare them with the social, ethical, confessional and cultural characteristics of society; LOD 2 - Forms creative positions on issues of science, religious tolerance, human relations, rights in personal, cultural, professional relationships; LOD 3 - Explains the theoretical foundations of the religious and non-religious worldview of the Turkic peoples and the teachings of Yasawi; LOD 4 - Demonstrates skills in communicating Yasawi's worldview to the public; LOD 5 - Explains the importance of the teachings of Akhmet Yasawi in Kazakh culture from the point of view of the phenomenon of religious transformation;

Course title	Turkish (Kazakh) Language – (Level 1- A1,B2)
Component	University component
Cycle	Major disciplines
Module	**Turkic World**, 16 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: This course is designed to study the basic level of the Turkish language. The aim of the course is to equip students with practical knowledge of Turkish at the A1 level in accordance with the Common European Framework of Reference for Languages. The course is aimed at developing students' readiness and ability for intercultural and communicative communication. As a result of studying the discipline, the student understands and uses familiar everyday expressions and the simplest phrases aimed at solving specific problems.
	The discipline is designed to study the basic standard of the Turkish language at the B2 academic level. The course offers complex texts on specific and abstract topics in Turkish, including technical (specialized) topics. The aim of the course is to improve the academic language. As a result of studying the discipline, the student can compose a clear, detailed text on different topics, explain the point of view, give arguments for and against different points of view on the topic.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** Students are at A1 level knows how to communicate in a foreign language, using data, using time categories; we can speak correctly with intonation, based on lexical requirements, within the framework of linguistic concepts and grammatically correct arrangement of words. takes into account stylistic features, determines trends in the development of a foreign language: describes and analyzes the causes and consequences of events in social texts from a linguistic point of view; makes reasonable use of language materials, using sufficient language resources appropriate to this level: promptly and independently corrects errors in error-free speech. Students are at B2 level Communicates in a foreign language, using reasonable data and using tense categories, learns grammatically correct words within the framework of language concepts, based on lexical requirements, speaks correctly with intonation; Social characteristics determine the causes and consequences of events in texts; Reasonable use of sufficient language tools and language materials based on this level; speaks without errors, independently corrects sent errors.

Course title	Turkish (Kazakh) Language – (Level 2-A2, C1)
Component	University component
Cycle	Major disciplines
Module	**Turkic World**, 16 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: The discipline is designed for the advanced level of the Turkish language. The aim of the course is to develop students' practical skills at the A2 level in accordance with the Common European Framework of Reference for Languages. The course is aimed at developing students' written (reading, writing) and direct oral (speaking, listening) communication skills, depending on the language level. As a result of studying the discipline, the student can talk on simple everyday topics, describe simple situations.
	The discipline is designed to study the basic standard of the Turkish language at the C1 academic level. The course examines complex non-fiction and literary texts, their stylistic features. The aim of the course is to develop students' reading skills and understanding of scientific and literary works. As a result of studying the discipline, the student can clearly and in detail state complex topics, clearly and logically express his thoughts in writing and highlight his views in detail using the language style.
Learning outcomes	**Pre-service teachers who demonstrate competence can:** Students are at A2 level presents in a foreign language, using reasonable information, using categories; Assimilates grammatically correct words within the framework of linguistic concepts, speaks correctly with intonation, based on lexical requirements. Determines the causes and consequences of events in social texts; uses sufficient language resources and language materials appropriate to this level; scans without errors, independently corrects sent errors.
	Improves knowledge about the structure of the C1 level of the Turkish language; develops professional theoretical and linguistic thinking skills through practical topics; improves writing skills and literacy in Turkish through written assignments; listening and speaking tasks use specific communication methods and develop communication skills. develops vocabulary through reading texts.

4.2 Structure of the subject component

Module name and main disciplines	Academic credits
BASIC PSYCHOLOGY	**30**
University Component	**20**
General psychology	6
Developmental psychology	5
Cognitive neuropsychology	4
Ethics and professional standards of a psychologist in education	5
Component of Choice	**10**
Social psychology	
Psychology of interaction	6
Social pedagogy	
Theories of personality	
Development of the child's personality	4
Social psychology of personality	
Differential psychology	
PSYCHOLOGICAL AND PEDAGOGICAL ASSESSMENT AND MONITORING	**21**
University Component	**6**

Psychological and pedagogical assessment of the child	6
Component of Choice	**15**
Risk assessment of psychosocial child development	
Assessment of well-being	4
Assessment of development	
Social, behavioral and emotional assessment	
Monitoring and expertise of the child's cognitive activity	
Modern monitoring of a psychologist	6
Expert activity of a psychologist	
Assessment of normotypic and special development	
Special psychology and pedagogy	5
Assessment of the features of student development	
PSYCHOLOGICAL AND PEDAGOGICAL INTERVENTION AND COUNSELING	**25**
University Component	**10**
Psychological counseling	5
Practice on child and adolescent psychotherapy	5
Component of Choice	**15**
Group counseling	
Consulting in education	5
Collaboration in psychology	
Psychological adaptation and rehabilitation	
Support of the child's socialization	5
Socio-psychological intervention	
Positive Parenthood	
Psychology of Child-Parent Relations	5
Family support and encouragement	
PREVENTION AND PSYCHOLOGICAL EDUCATION	**24**
University Component	**5**
Organization of psychosocial service in an educational institution	5
Component of Choice	**19**
Promoting well-being and risk prevention	
Prevention of deviant behavior	5
Prevention of crisis behavior	
International standards for the protection of children's rights	
Technology of implementation of regulatory and legal documentation in educational institutions	3
Media and Cyber Psychology	
Conflictology in education	
Conflict resolution strategies	**7**
Stress resistance	
Career guidance technologies	
Profilization of training	4
Profession as a choice of life path	
RESEARCH MODULE	**14**
University Component	**9**
Research methods in psychology	5
Psychological research	4
Component of Choice	**5**
Designing the educational environment	
Applied research in personal professional development	5
FINAL ATTESTATION	**8**
Total academic credits	**122**

Basic psychology 30 academic credits
This module covers the theoretical basis for the formation of a specialist psychologist, which includes the basics of general psychology, age, and social psychology. Pre-service teachers participate in methodological training and form trends based on positive psychology considering work with different categories of children.

Course title	**General psychology**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2) Pre-service teachers get familiar with the essence and content of mental cognitive, emotional and volitional processes, with mental properties and states. Theylearn to select and use methods of general psychology and in the study of the world of human mental phenomena. They also learn to use methods of study and development of mental processes, properties and states. Pre-service teachers demonstrating competence can: apply knowledge and understanding of the laws of development of all mental processes; interpret the mental state of a child, master the simplest techniques of mental self-regulation; analyze the mental phenomena inherent in human beings.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • apply knowledge and understanding of the laws of development of all mental processes; • interpret the mental state of a child, master the simplest techniques of mental self-regulation; • analyze the mental phenomena inherent in human beings

Course title	**Developmental psychology**
Component	Subject component, University Component
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (1, 2,3) Pre-service teachersget familiar with the classification of age periodization. They understand and develop their ability to consider the age characteristics of students in the learning process.Pre-service teachers demonstrating competence can: demonstrate knowledge of the psychological and pedagogical foundations of age psychology; characterize the stages of age-related personal development in ontogenesis; the leading type of activity and the social situation of development at each age stage; comprehend various theories of personal development.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • demonstrate knowledge of the psychological and pedagogical foundations of age psychology; • characterize the stages of age-related personal development in ontogenesis; the leading type of activity and the social situation of development at each age stage; • comprehend various theories of personal development.

Course title	**Cognitive neuropsychology**
Component	Subject component, University Component
Cycle	Major disciplines
Module	Basic psychology 30 academic credits

Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (6,7,8) Pre-service teachers are familiar with the main cognitive and neuropsychological syndromes of disorders of higher mental functions and the neuropsychological factors underlying these syndromes, the methods of cognitive and neuropsychology; formulate principles for constructing a neuropsychological diagnostic study.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • demonstrate knowledge of the functional organisation of the brain and the basic principles of mental activity in normal and localised brain damage; • analyse problems related to the tasks of cognitive and neuropsychology; • interpret knowledge of neuropsychological syndromes of cortical and subcortical brain structures.

Course title	**Ethics and professional standards of a psychologist in education**
Component	Subject component, University Component
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological education (1,2,5) Pre-service teachers get familiar with the characteristics of regulatory and legal analysis of various problematic situations in the professional activities of a teacher-psychologist. They also become training professionals who have knowledge of the ethical aspects of service activities and are able to use them in practice. Pre-service 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.
Learning outcomes	**Pre-service 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.

Course title	**Social psychology**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for interaction Pre-service teachers get familiar with the basic principles, concepts and categories of social psychology, as well as the characteristics of social attitudes and norms, and regulation of behavior. They learn to apply the knowledge in practice. Pre-service

teachers demonstrating competence can: describe and explains the basic provisions of social psychology, the essence and content of the basic concepts and categories; apply in practice the acquired knowledge to solve socio-pedagogical and socio-psychological problems and situations; analyze socio-psychological situations and establishes interdisciplinary relationships when solving situations and tasks; develop individual and group training and correction programs to prevent conflict situations.

Learning outcomes	**Pre-service teachers demonstrating competence can:** • describe and explains the basic provisions of social psychology, the essence and content of the basic concepts and categories; • apply in practice the acquired knowledge to solve socio-pedagogical and socio-psychological problems and situations; • analyze socio-psychological situations and establishes interdisciplinary relationships when solving situations and tasks; • develop individual and group training and correction programs to prevent conflict situations.

Course title	**Psychology of interaction**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for interaction Pre-service teachers get familiar with the psychological patterns of socio-psychological interaction. They learn to develop the desire and ability to conflict-free interaction aimed at the implementation of professional tasks. Pre-service teachers demonstrating competence can: demonstrate knowledge of the basic principles, concepts and structure of interaction psychology; effectively apply in practice the techniques of forming a favorable psychological climate during interaction; evaluate and interpret various interaction situations; use psychodiagnostic techniques that allow you to determine the individual characteristics of communication and interaction.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • demonstrate knowledge of the basic principles, concepts and structure of interaction psychology; • effectively apply in practice the techniques of forming a favorable psychological climate during interaction; • evaluate and interpret various interaction situations; • use psychodiagnostic techniques that allow you to determine the individual characteristics of communication and interaction.

Course title	**Social pedagogy**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 3) During the course, pre-service teachers learn the 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 humanistic social attitudes to the subjects and the process of social education.

Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• demonstrate knowledge of the basic principles, concepts and categories of social pedagogy, the theoretical approaches and features of the process of socialization of the individual, the socio-psychological features and patterns of the communication process, as well as the features of the formation and functioning of various social groups and communities;
	• solve problem situations modeling the professional activity of a social pedagogue;
	• solve problem situations that simulate the professional activities of a social pedagogue;
	• design and apply psychodiagnostic, socio-pedagogical and educational technologies in educational technologies of various profiles.

Course title	**Theories of personality**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological and pedagogical assessment (1,2, 3)
	During the course, pre-service teachers build their understanding of personality psychology as a theoretical and practical field of human knowledge, aimed at the study of patterns of functioning of normal and abnormal development of personality in nature, society and the individual life course of a person. Pre-service 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 trends using well-known personality theories of modern psychology; use of personality research methods in practice.
Learning outcomes	**Pre-service 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 trends using well-known personality theories of modern psychology;
	• use of personality research methods in practice.

Course title	**Development of the child's personality**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competency area for psycho-pedagogical assessment (1,2)
	• Competency area for psycho-pedagogical intervention (2)
	During the course, pre-service teachers get familiarized with the specialization and the world experience of the socio-psychological approach to the individual. Pre-service teachers build their understanding of the main directions and methods of practice in the field of social development of a personality. Pre-service teachers demonstrating competence can: know about the nature and content of the process of socialization, as well as the mechanisms of formation of the social behavior of the individual; master the basic theoretical models of personal social development, as well as their specific understanding of the mechanisms of socialization; analyze specific situations of personal social development.

Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• use knowledge of general patterns, driving forces and mechanisms of mental development; age features of child personality development;
	• retrieve knowledge of the basic theories of child personality in psychology, concepts and approaches in modern child psychology in practical activities;
	• select means and methods of training and education adequate to the child's age capabilities.

Course title	**Social psychology of personality**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological and pedagogical assessment (1, 3)
	• Competence area of competence in psychology education (3)
	During the course, pre-service teachers get familiarized with the specialization and the world experience of the socio-psychological approach to the individual. Pre-service teachers build their understanding of the main directions and methods of practice in the field of social development of a personality. Pre-service teachers demonstrating competence can: know about the nature and content of the process of socialization, as well as the mechanisms of formation of the social behavior of the individual; master the basic theoretical models of personal social development, as well as their specific understanding of the mechanisms of socialization; analyze specific situations of personal social development.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• know about the nature and content of the process of socialization, as well as the mechanisms of formation of the social behavior of the individual;
	• master the basic theoretical models of personal social development, as well as their specific understanding of the mechanisms of socialization;
	• analyze specific situations of personal social development.

Course title	**Differential psychology**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Basic psychology 30 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological and pedagogical assessment (1,2)
	• Competence area for psychological and pedagogical intervention (2)
	Pre-service teachers study and systematize knowledge about individual differences, and the sources of their formation, structure and ways of manifestation. Pre-service teachers' psychological culture is increased in practice and they are acquainted with different groups of individual differences and methods of their diagnosis. Pre-service teachers demonstrating competence can: use knowledge of basic tendencies and laws of development and functioning of various mental processes, properties and states of the personality in norm and at mental deviations; principles and features of methods of psychological diagnostics and change, various properties, states in norm and at mental deviations.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• use knowledge of basic tendencies and laws of development and functioning of various mental processes, properties and states of the personality in norm and at mental deviations; principles and features of methods of psychological diagnostics and change, various properties, states in norm and at mental deviations;

	• master the conceptual apparatus of differential psychology for the analysis and systematization of information, explanation of the individual characteristics of the psyche, its impact on relations with other people • apply the basic categories of psychological science and to implement in practice the mastered methods; to analyze and reflect on one's professional capabilities and find ways to develop them.

Psychological and pedagogical assessment and monitoring 21 academic credits

The module develops pre-service teachers' skills in assessing the development of a child or a group of children, as well as the educational environment. Pre-service teachers learn to define intervention strategies and evaluate their effectiveness.

Course title	**Psychological and pedagogical assessment of the child**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 4,5) Pre-service teachers become aware of and develop their ability to perform psycho-pedagogical assessment of students' developmental status, providing skilled assistance and support. Pre-service teachers demonstrating competence can: give a detailed description of the relative level of development of a child; assess the state of a child's psychological and pedagogical interaction with the environment; provide various support to a child, developing strategies that promote their development; develop programmes for the support and well-being of a child in society.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • give a detailed description of the relative level of development of a child; • assess the state of a child's psychological and pedagogical interaction with the environment; • provide various support to a child, developing strategies that promote their development; • develop programmes for the support and well-being of a child in society.

Course title	**Risk assessment of psychosocial child development**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 3) Pre-service teachers develop an understanding of modern child welfare risks: auto-destructive and destructive behavior. They learn to use knowledge and understanding of classical and modern psychotherapeutic trends and programs aimed at prevention and correction of deviations in social and personal status and development of a person, as well as occupational risks in various activities. Pre-service teachers demonstrating competence can: observe, study and conduct a detailed and systematic study of the risks and factors of psychosocial development, their occurrence in society; describe the components of a child's well-being; assess the degree of expression of risks of psychosocial development.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • observe, study and conduct a detailed and systematic study of the risks and factors of psychosocial development, their occurrence in society; • describe the components of a child's well-being;

	• assess the degree of expression of risks of psychosocial development.

Course title	**Assessment of the child's well-being**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 3) Pre-service teachers get familiar with the current child well-being risks: auto-destructive and disruptive behavior. They learn to assess child's well-being. Pre-service teachers demonstrating competence can: support the emotional and psychological well-being of the subjects of the educational process; critically evaluate values, attitudes, ethical principles and methods of work to ensure well-being; describe approaches to understanding the well-being and components of the child's well-being.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • support the emotional and psychological well-being of the subjects of the educational process; • critically evaluate values, attitudes, ethical principles and methods of work to ensure well-being; • describe approaches to understanding the well-being and components of the child's well-being.

Course title	**Assessment of child development**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 3) Pre-service teachers get familiar with the characteristics of child development in the areas of physiology, age psychology, and educational psychology, which in turn contributes to an understanding of the characteristics of social and communicative development, as well as cognitive and speech development. Pre-service teachers demonstrating competence can:describe basic concepts and te rms of developmental psychology, the main areas of practical applications of psychological and pedagogical knowledge on personal development; analyze main patterns, facts and phenomena of cognitive and personal development of a child in the processes of education and upbringing.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • describe basic concepts and terms of developmental psychology, the main areas of practical applications of psychological and pedagogical knowledge on personal development; • analyze main patterns, facts and phenomena of cognitive and personal development of a child in the processes of education and upbringing.

Course title	**Social, behavioral and emotional assessment**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	4

Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (2, 3) Pre-service teachers get familiar with the basics of social pedagogy and social psychology, and the current behavioral and emotional development theories. They learn to apply knowledge in teaching to support child's development. Pre-service teachers demonstrating competence can: assess social, behavioral and emotional well-being and the severity of the risks of psychosocial development; consider the needs of the subjects of training and support the development of their personality and self-esteem; evaluate the activities of the subjects of the educational process from a professional and ethical standpoint.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • assess social, behavioral and emotional well-being and the severity of the risks of psychosocial development; • consider the needs of the subjects of training and support the development of their personality and self-esteem; • evaluate the activities of the subjects of the educational process from a professional and ethical standpoint.

Course title	**Monitoring and examination of the child's cognitive activity**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (2, 3,4) Pre-service teachers get familiar with the specifics of monitoring and examining a child's cognitive activity. They learn to apply modern methods of tracking and peer reviewing students. Pre-service teachers demonstrating competence can: conduct in practice the types of activities of a psychologist: monitoring and examination; develop and implement a program to monitor and examine a child's cognitive activity, conduct monitoring activities and expert evaluations of a child's cognitive activity, describe the results of monitoring and examination of the child's cognitive activity.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • conduct in practice the types of activities of a psychologist: monitoring and examination; • develop and implement a program to monitor and examine a child's cognitive activity • conduct monitoring activities and expert evaluations of a child's cognitive activity • describe the results of monitoring and examination of the child's cognitive activity.

Course title	**Modern monitoring of a psychologist**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (2, 4) Pre-service teachers learn to use the knowledge and understanding of the specifics of conducting modern monitoring in various educational institutions. Pre-service teachers demonstrating competence can: orient in modern approaches to the organization of modern monitoring, design and develop a program of modern

	monitoring of different educational institutions activity, conduct monitoring and examination of educational institutions.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • orient in modern approaches to the organization of modern monitoring • design and develop a program of modern monitoring of different educational institutions activity • conduct monitoring and examination of educational institutions.

Course title	**Expert activity of a psychologist**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (2, 4) Pre-service teachers get familiar with the methodological and theoretical foundations of the expert activity of a psychologist. They learn to use the knowledge of methods and approaches of examination to the organization and content of the activity in identifying the risks of the educational environment. Pre-service teachers demonstrating competence can: describe approaches to the examination of educational activity, goals and functions of examination, analyze and foresee the results of examination taking into account the risks of the educational environment; identify the risks of the educational environment using psychological methods; select parameters of educational environment expertise (modality, breadth, intensity of educational environment, etc.)
Learning outcomes	**Pre-service teachers demonstrating competence can:** • describe approaches to the examination of educational activity, goals and functions of examination, • analyze and foresee the results of examination taking into account the risks of the educational environment; • identify the risks of the educational environment using psychological methods; • select parameters of educational environment expertise (modality, breadth, intensity of educational environment, etc.)

Course title	**Assessment of normotypic and special development.**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1, 2, 3,4) Pre-service teachers get familiar with the characteristics of the development of normotypical and special children. They learn to develop draft documents on the results of psychological and pedagogical evaluation of normotypical and special children. They also learn the technology of preparing conclusions on the results of psychological and pedagogical evaluation. Pre-service 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; make inclusion programmes for children, considering their normotypicity and characteristics; monitor the effectiveness of the implementation of programmes.

Learning outcomes	**Pre-service 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;
	• make inclusion programmes for children, considering their normotypicity and characteristics;
	• monitor the effectiveness of the implementation of programmes.

Course title	**Special psychology and pedagogy**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for assessment (1-4) Pre-service teachers get familiar with the methodological and theoretical foundations of special pedagogy and special psychology. They learn about the terminology and categorical apparatus of these sciences, and they also learn to assess child's development based on knowledge of special pedagogy and special psychology. Pre-service teachers demonstrating competence can: carry out an objective assessment of the achievement of the educational results of students with preserved development and disabilities; make, together with other specialists, a psychological and pedagogical characteristic of a student with disabilities; determine the requirements for the equipment of the training room in order to form a safe and comfortable subject-developmental environment.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • carry out an objective assessment of the achievement of the educational results of students with preserved development and disabilities; • make, together with other specialists, a psychological and pedagogical characteristic of a student with disabilities; • determine the requirements for the equipment of the training room in order to form a safe and comfortable subject-developmental environment.

Course title	**Assessment of the features of student development**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical assessment and monitoring 21 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for assessment (1 -4) During the course, pre-service teachers learn the patterns and mechanisms of development of students, the indicators of the qualitative transition from one age group to another, the changes occurring in the structure of personality, motivational and cognitive spheres, as well as in the activity and communication of children. Pre-service teachers demonstrating competence can: apply knowledge about the developmental features of children to assess their psycho-physical condition; conduct an assessment of the developmental features of students conduct an assessment procedure, followed by its description and interpretation timely identify and correct minor deviations in the physical, intellectual, speech and emotional development of students, which will contribute to the preservation of their mental and physical health.

Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• apply knowledge about the developmental features of children to assess their psycho-physical condition;
	• conduct an assessment of the developmental features of students
	• conduct an assessment procedure, followed by its description and interpretation
	• timely identify and correct minor deviations in the physical, intellectual, speech and emotional development of students, which will contribute to the preservation of their mental and physical health.

Psychological and pedagogical intervention and counseling 25 academic credits
The module forms pre-service teachers' knowledge, skills and responsibilities for the design, implementation, monitoring of programmes of psychological and pedagogical intervention in order to support students' educational process.

Course title	**Psychological counseling**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (1,2,3) Pre-service teachers get familiarized with the principles, forms and content of psychological counseling for the application of psychological tools and techniques to provide effective psychological care to students. Pre-service teachers demonstrating competence can: correctly assess the psychological state and psychological situation of the person being counseled; distinguish the emotional and cognitive aspects of the student's problem; determine the psychological peculiarities of people in a problem situation; apply age features in consulting aid to participants of educational process with the purpose of providing normal conditions, promoting children's development in the process of learning and upbringing.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • correctly assess the psychological state and psychological situation of the person being counseled; • distinguish the emotional and cognitive aspects of the student's problem; • determine the psychological peculiarities of people in a problem situation; • apply age features in consulting aid to participants of educational process with the purpose of providing normal conditions, promoting children's development in the process of learning and upbringing.

Course title	**Practice on child and adolescent psychotherapy**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (1,3,5) Pre-service teachers form a holistic system of knowledge about the features, patterns, and underlying principles and specific problems of child and adolescent psychotherapy. They also get familiarized with the ethical norms and rules in the work of a child psychotherapist. Pre-service teachers learn to distinguish the main forms, directions and methods of child and adolescent psychotherapy (individual, group, environment therapy, play psychotherapy, etc.).

Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• carry out psychological diagnostics, predict changes and dynamics of the level of development of the cognitive and motivational-volitional sphere, self-consciousness, psychomotor skills, abilities, character, temperament, functional states, personality traits and accentuations in the norm and with mental deviations for the purpose of harmonization of human mental functioning;
	• master methods of organizing and planning psychotherapeutic activity, as well as various methods of psychotherapy with children and adolescents.
	• apply in practice the ethical and legal norms for organizing and providing psychotherapeutic assistance;
	• provide psychological aid taking into account individual characteristics.

Course title	**Group counseling**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (1,3) During the course, pre-service teachers get acquainted with the principles, forms and content of group counseling, a theoretical map of psychotherapeutic reality, within which it is possible to simultaneously comprehend their own experience of counseling and understanding of the psychological mechanisms of all known psychotherapeutic methods. They learn about the basics of psychological thinking, worldview and professional ethics of the psychologist-consultant.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • analyze situations in which psychological aid is needed, to solve practical problems related to group counseling; • provide group advisory assistance, using special methods and techniques of work aimed at a better understanding of clients' problems and their personal characteristics; • distinguish a form of group counseling from other forms of group work; • design group counseling to solve educational problems, adequately using methodological tools;

Course title	**Consulting in Education**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (1,3) During the course, pre-service teachers develop the basic knowledge in the theory and practice of counseling in education. They learn about the basic methodological and practical principles of working with the subjects of education. Pre-service teachers build their understanding of the functional-role structure of interpersonal relations in the educational process.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • make a reasoned choice in favor of pedagogical counseling as opposed to other types of counseling; • evaluate and apply techniques and techniques in the counseling activity of the psychologist, accompanying the processes of education and self-realization, aimed at the preservation, strengthening and development of the psychological health of the subjects of education.

Course title	**Collaboration in psychology**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for interaction (1) Pre-service teachers study the basics of collaboration in psychology, its types, functions and mechanisms. They form their skills in effective interaction in the course of communication, resolving conflicts, and achieving goals through communicative means.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • work in a team, having and correctly defending a personal point of view; • offer new solutions, to adequately navigate in various social situations; • demonstrate knowledge of the basic principles, concepts of the collaborative approach, features of the formation and functioning of various social groups and communities.

Course title	**Psychological adaptation and rehabilitation**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (1,3,5) Pre-service teachers get introduced to basic rehabilitation and adaptation work and their techniques. They develop important life skills through observation, modeling, education, and practice. They also learn rehabilitation work with people with special needs and mental illness.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • distinguish the features of types, levels of adaptation, socialization of the child and adaptive mechanisms; • carry out standard training for mental adaptation; • recognize problems and the main directions of rehabilitation; • apply in practice professionally important qualities (observation, creativity, social tolerance, reflexivity, etc.) • use methods of revealing the specifics of human mental functioning in norms and pathologies.

Course title	**Support of the child's socialization**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5

Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological and pedagogical intervention (1,3,5)
	Pre-service teachersget familiar with the main forms of psychological and pedagogical support for enhancing the socialization of a child (care, partnership, cooperation). They learn to create programs of service and interaction with other specialists aimed at personal development. Pre-service teachers demonstrating competence can: compare the types, levels of adaptation, socialization of the child and the most appropriate adaptive mechanisms; carry out professional activities to support the process of the child's socialization; prevent injuries, to ensure the safety of children's life and health; solve the problems of professional self-development, self-education, conscious educational planning
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• compare the types, levels of adaptation, socialization of the child and the most appropriate adaptive mechanisms;
	• carry out professional activities to support the process of the child's socialization;
	• prevent injuries, to ensure the safety of children's life and health;
	• solve the problems of professional self-development, self-education, conscious educational planning.

Course title	**Socio-psychological intervention**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological and pedagogical intervention (6,8)
	Pre-service teachers get familiar with the features of crisis, social and psychological intervention, the forms of work of the helplines, family psychologists, and offices that provide social and psychological assistance and support.Pre-service teachers demonstrating competence can: apply systematized psychological and pedagogical knowledge of social and psychological intervention and support for children in difficult life situations; organize and carry out preventive work to prevent school and social disadaptation and deviant and delinquent behavior in children; create conditions for successful cooperation of a psychologist for psychological intervention in the personal space with the goal of stimulating positive changes.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• apply systematized psychological and pedagogical knowledge of social and psychological intervention and support for children in difficult life situations;
	• organize and carry out preventive work to prevent school and social disadaptation and deviant and delinquent behavior in children;
	• create conditions for successful cooperation of a psychologist for psychological intervention in the personal space with the goal of stimulating positive changes.

Course title	**Positive parenthood**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological and pedagogical intervention (1,2,5)
	Pre-service teachers get familiar with the patterns of the development of child-parent relationships from the perspective of positive parenting. They learn to provide support to families in difficult situations in order to increase the motivation, and the

psychological and pedagogical competence of parents in terms of positive parenting.

Learning outcomes	**Pre-service teachers demonstrating competence can:** • apply knowledge of the patterns of development of child-parent relationships at different age stages; • mediate in crisis situations for family and child in order to mobilize the family's potential; • educate parents on how to acquire psychological and pedagogical knowledge in the field of family upbringing and to improve parental competence; • teach methods of psycho-corrective work aimed at developing positive parent-child relationships.

Course title	**Psychology of child-parent relations**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 3) Pre-service teachers get familiar with the role and importance of the family in the development of the child's personality at different stages of ontogenesis and the family life cycle. They learn to motivate the development of stable bonds of the child-parent relationships. Pre-service teachers demonstrating competence can: characterize parent-child relationships with an indication of the reasons for violations of these relationships; analyze problems of parent-child relationships; carry out psychodiagnostic and correctional work with the family in order to support and develop child-parent relationships.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • characterize parent-child relationships with an indication of the reasons for violations of these relationships; • analyze problems of parent-child relationships; • carry out psychodiagnostic and correctional work with the family in order to support and develop child-parent relationships.

Course title	**Family support and encouragement**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Psychological and pedagogical intervention and counseling 25 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2, 3) Pre-service teachers get familiar with the fundamental understanding of the family and the basics of family psychology. They learn to provide psychological and pedagogical support to families from the perspective of positive attitudes towards family and marital relationships. Pre-service teachers demonstrating competence can: apply the recommendations for the accompaniment and support of various psychological and pedagogical models of child-parent relationships; carry out psychological and pedagogical diagnostics of families in need of support and psychological and pedagogical support; use in practice the best techniques and methods of accompanying and supporting families.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • apply the recommendations for the accompaniment and support of various psychological and pedagogical models of child-parent relationships; • carry out psychological and pedagogical diagnostics of families in need of support and psychological and pedagogical support;

	• use in practice the best techniques and methods of accompanying and supporting families.

Prevention and psychological education 24 academic credits

During the module, pre-service teachers study the specifics of the application of assessment methods and intervention in specific applied situations of child well-being, risk assessment, prevention of maladaptation.

Course title	**Organization of psychosocial service in an educational institution**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (1,2) • Competence area for psychological education (2,3,4) Pre-service teachers get familiar with the role, functions and tasks of psychosocial services in an educational institution. They learn to design, organize and implement psychosocial service activities in practice. Pre-service teachers demonstrating competence can: determine the role, functions and tasks of the psychosocial service in an educational institution; apply the principles of the organization of psychosocial work; justify the use of normative documents regulating psychosocial work in educational institutions; interact with specialists of various social services on issues of mental development of children and adolescents in the organization of psychosocial work.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • determine the role, functions and tasks of the psychosocial service in an educational institution; • apply the principles of the organization of psychosocial work; • justify the use of normative documents regulating psychosocial work in educational institutions; • interact with specialists of various social services on issues of mental development of children and adolescents in the organization of psychosocial work.

Course title	**Promoting well-being and risk prevention**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (1,2,4) • Competence area for psychological education (3,4) Pre-service teachers get familiar with the main forms of crisis behavior in modern society and the specifics of their manifestation in the youth environment. They learn to use the main provisions of the concepts and the theoretical approaches to the development of child well-being and risk prevention. Pre-service teachers demonstrating competence can: analyze, evaluate and compare information about the state and dynamics of crisis manifestations in the youth environment; apply methods for preventing disorders in psychological development; help maintain health in all its manifestations: at the level of the physical body, a stable mental balance, a healthy lifestyle.

Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• analyze, evaluate and compare information about the state and dynamics of crisis manifestations in the youth environment;
	• apply methods for preventing disorders in psychological development;
	• help maintain health in all its manifestations: at the level of the physical body, a stable mental balance, a healthy lifestyle.

Course title	**Prevention of deviant behavior**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological prevention (1,2,4)
	• Competence area for psychological education (3,4)
	Pre-service teachers get 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. They learn to conduct psychological and pedagogical diagnosis of deviant behavior of students.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• use the main provisions of the concepts and theoretical approaches in the field of deviant behavior of students;
	• organize and carry out preventive work of deviant addictions among adolescents and young people;
	• determine the causes of disorders in learning, behavior and development of students.

Course title	**Prevention of crisis behavior**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological prevention (1,2,4)
	• Competence area for psychological education (3,4)
	Pre-service teachers get familiar with the signs and characteristics of students' crisis behavior. They learn to provide preventive, counseling, and remedial assistance to children who find themselves in difficult situations. Pre-service teachers demonstrating competence can: determine 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.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• determine 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.

Course title	**International standards for the protection of children's rights**
Component	Subject Component, Component of Chois
Cycle	Major disciplines

Module	Prevention and psychological education 24 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (2,3,4) • Competence area for psychological education (2,3,4) Pre-service te achers get familiar with the system and structure of international protection of children's rights. They learn to evaluate the effectiveness of international protection of children's rights. Pre-service teachers demonstrating competence can:use in practice knowledge of the main ways and forms of international protection of children's rights; analyze the sources of the international standard for the protection of children's rights, the statutory documents of international organizations, international universal, regional and bilateral agreements on child protection; constantly monitor current trends, the latest changes in the regulatory framework in the field of child protection.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • use in practice knowledge of the main ways and forms of international protection of children's rights; • analyze the sources of the international standard for the protection of children's rights, the statutory documents of international organizations, international universal, regional and bilateral agreements on child protection; • constantly monitor current trends, the latest changes in the regulatory framework in the field of child protection

Course title	**Technology of implementation of regulatory and legal documentation in educational institutions**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (2,3,4) • Competence area for psychological education (2,3,4) Pre-service teachers get familiar with the technology of implementation of regulatory documents in educational institutions. They also learn to apply the knowledge of this technology in practical activities. Pre-service teachers demonstrating competence can: distinguish the types of legal documentation in educational institutions; analyze the sources of normative-legal documentation in educational institutions; evaluate current trends and the latest changes in the legal framework in the field of child protection.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • distinguish the types of legal documentation in educational institutions; • analyze the sources of normative-legal documentation in educational institutions; • evaluate current trends and the latest changes in the legal framework in the field of child protection.

Course title	**Media and cyber psychology**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (2,3,4) • Competence area for psychological education (2,3,4)

During this course, pre-service teachers form a holistic view of media and cyberpsychology as a new scientific and practical branch of knowledge. They learn about its current tasks and development prospects in modern conditions of progressive digitalization of society, as well as the specifics of the organization and implementation of professional activities of a psychologist in the Internet environment.

Learning outcomes	**Pre-service teachers demonstrating competence can:** • analyze and assess the negative effects of all forms of media and cyber technology; • promote and develop the positive use of media psychology and cyber psychology and their application in practice; • conduct professional activities based on knowledge of contemporary media and cyber systems, their structure and specific models.

Course title	**Conflictology in education**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	7
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (2,3,4) • Competence area for psychological and pedagogical assessment (2, 3) During the course, pre-service teachers are provided with a set of theoretical knowledge, and practical technologies and methods for analyzing and managing conflicts in education. Pre-service teachers get familiar with the characteristics of professional conflict resolution and prevention measures. They also learn to develop a set of practical skills in conflict prevention and resolution.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • describe the theoretical foundations of the science of conflictology; • apply strategies for resolving conflicts and controversial issues; • analyze the information received, identifying the interests and positions of the conflicting parties; • evaluate the conflict and choose a way to solve it; • develop a strategy and tactics of stress resistance in conflict; • analyze the system of knowledge in the field of professional conflict resolution and prevention measures; • develop a set of practical skills in the field of conflict prevention and resolution.

Course title	**Conflict resolution strategies**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	7
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological prevention (2,3,4) • Competence area for psychological and pedagogical assessment (2, 3) Pre-service teachers get familiar with the patterns and mechanisms of development of interpersonal relationships in a group, the causes, dynamics, and strategies for resolving social conflicts. They also learn to apply constructive conflict resolution techniques in practice.

Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• identify the presence of conflict, establish its causes, and propose ways to resolve it;
	• analyze the influence of various factors on the choice of a strategy of behavior in a conflict;
	• apply the rules of conflict-free behavior.

Course title	**Stress resistance**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	7
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological prevention (2,3,4)
	• Competence area for psychological and pedagogical assessment (2, 3)
	Pre-service teachers get familiar with the concept of "stress" from the modern scientific point of view, with the structure, typology and types of stress reactions, as well as the causes and mechanisms of its manifestation. They learn to apply in practice the basic strategies and tactics, and methods of constructive stress management.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• identify signs of stress and interpret the meaning of external (facial expressions, gestures, posture, gait, posture, speech) behavior;
	• build effective communication and constructively resolve problematic situations (conflicts, crises, stresses);
	• implement methods of effective communication and constructive resolution of problematic situations (conflicts, crises, stresses);
	• develop stress management programs

Course title	**Career guidance technologies**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence:
	• Competence area for psychological education (4, 5)
	• Competence area for psychological and pedagogical assessment (4)
	Pre-service teachers get familiar with professionography and the psychological classification of occupations. They learn to assist students in choosing their future occupation and in selecting occupation-oriented training courses. Pre-service teachers demonstrating competence can: make a professiogram for different types of professional activity; determine ways of forming students' psychological readiness for professional activity; conduct consultations, interviews, and trainings to activate professional self-determination. identify the professional interests of students and advise their parents (legal representatives) on the choice of future profession; develop career guidance programs and activities for students.
Learning outcomes	**Pre-service teachers demonstrating competence can:**
	• make a professiogram for different types of professional activity;
	• determine ways of forming students' psychological readiness for professional activity;
	• conduct consultations, interviews, and trainings to activate professional self-determination.
	• identify the professional interests of students and advise their parents (legal representatives) on the choice of future profession;
	• develop career guidance programs and activities for students.

Course title	**Profiling of training**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological education (4, 5) During this course, pre-service teachers form their understanding about the profile of students. They learn the organizational and methodological, psychological and pedagogical aspects in the context of the key problems of planning and organization of the transition of schools to profile education. Pre-service teachers demonstrating competence can: determine the relationship of profiling training with professional self-determination of schoolchildren, the essence of profile training in the system of technological education, taking into account the specific content of the educational field "technology"; apply in practice methods of identifying the interests and aptitudes of schoolchildren with the purpose of profile training analyze and evaluate the dependence of the content of programs of profile training on its types.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • determine the relationship of profiling training with professional self-determination of schoolchildren, the essence of profile training in the system of technological education, taking into account the specific content of the educational field "technology"; • apply in practice methods of identifying the interests and aptitudes of schoolchildren with the purpose of profile training • analyze and evaluate the dependence of the content of programs of profile training on its types.

Course title	**Profession as a choice of life path**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Prevention and psychological education 24 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological education (5) • Competence area for psychological and pedagogical assessment (4) Pre-service teachers develop their understanding of the profession as a choice of life path, as well as psychological readiness for professional and personal self-determination. Pre-service teachers demonstrating competence can: determine the general and specific patterns and individual characteristics of the professional self-determination of a person at different age stages; plan and organize events within the framework of the vocational guidance activities of a teacher-psychologist and social pedagogue make professionograms for different types of professional activity as a choice of the life path.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • determine the general and specific patterns and individual characteristics of the professional self-determination of a person at different age stages; • plan and organize events within the framework of the vocational guidance activities of a teacher-psychologist and social pedagogue • make professionograms for different types of professional activity as a choice of the life path.

Research module 14 academic credits

The module constructs pre-service teachers' research approach on practice and profession, as well as on improving their working environment and education in general.

Course title	**Research methods in psychology**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Research module 14 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (1,2) • Competence area for psychological and pedagogical intervention (1,2) During the course, pre-service teachers form a comprehensive view of the methods of psychologicalresearch. They learn the theoretical knowledge of the methodology and procedural features of qualitative and quantitative methods. Pre-service teachers demonstrating competence can: use knowledge and understanding of the theoretical foundations of research work; assimilate methodological characteristics of scientific research; critically relate to the obtained data; apply methods of observation, conversation, experimentation, psychological diagnostics, and screening to assess the child's development; on the basis of the evaluation of the child's development and social situation to plan the intervention and to monitor this intervention.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • use knowledge and understanding of the theoretical foundations of research work; • assimilate methodological characteristics of scientific research; • critically relate to the obtained data; • apply methods of observation, conversation, experimentation, psychological diagnostics, and screening to assess the child's development; • on the basis of the evaluation of the child's development and social situation to plan the intervention and to monitor this intervention.
Course title	**Psychological research**
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Research module 14 academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical assessment (4,5) Pre-service teachers get familiar with the general concepts of the methodology of science and the criteria of scientific knowledge, with planning and conducting of theoretical and empirical research in psychology. They learn to conduct psychological research. Pre-service teachers demonstrating competence can: identify the research problem; create a research plan: provide a theoretical justification for the research, choose reasonable and appropriate research methods; plan and implement research; describe in detail the results of the study and draw conclusions; present and defend the results of the research.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • identify the research problem; • create a research plan: • provide a theoretical justification for the research • choose reasonable and appropriate research methods; • plan and implement research; • describe in detail the results of the study and draw conclusions; • present and defend the results of the research.

Course title	**Designing the educational environment**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Research module 14 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (4,5) Pre-service teachers build their understanding of the theoretical and practical aspects of pedagogical design, modern educational technologies and the development programs of educational institutions in the context of a systemic approach in education. Pre-service teachers demonstrating competence can: analyze the psychological aspects and pedagogical possibilities of the educational environment; evaluate the parameters of the design of the educational environment; assess the level of psychological safety of the educational environment; provide the best examples of the educational environment; consider cultural, gender, ethnic, regional, individual diversity in the design of the educational environment; develop recommendations for the design of the educational environment; systematize the early acquired knowledge and apply it in future practical activities.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • analyze the psychological aspects and pedagogical possibilities of the educational environment; • evaluate the parameters of the design of the educational environment; • assess the level of psychological safety of the educational environment; • provide the best examples of the educational environment; • consider cultural, gender, ethnic, regional, individual diversity in the design of the educational environment; • develop recommendations for the design of the educational environment; • systematize the early acquired knowledge and apply it in future practical activities.

Course title	**Applied research in personal professional development**
Component	Subject Component, Component of Chois
Cycle	Major disciplines
Module	Research module 14 academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for psychological and pedagogical intervention (4,5) Pre-service teachers develop a systematic approach to the analysis and selection of educational concepts, theories, and ideas. They learn to conduct applied research in the area of personal professional development. Pre-service teachers demonstrating competence can: systematically analyze and select educational concepts, theories, ideas; analyze and critically evaluate the current development and changes in the theory and practice of education, proposed innovations, systems, projects, programs, etc.; demonstrate methods of reflection and professional development, building on this basis of their own pedagogical activity, designing further personal educational growth.
Learning outcomes	**Pre-service teachers demonstrating competence can:** • systematically analyze and select educational concepts, theories, ideas; • analyze and critically evaluate the current development and changes in the theory and practice of education, proposed innovations, systems, projects, programs, etc.; • demonstrate methods of reflection and professional development, building on this basis of their own pedagogical activity, designing further personal educational growth.

FINAL ATTESTATION 8 academic credits	
Final attestation of the graduate is mandatory and is carried out after mastering the educational programme in full. The aim of the attestation is to evaluate the level of maturity of general cultural and professional competences of the graduate, as well as their readiness to perform basic professional activities. **Final attestation work** (*Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project*)	

4.3 The structure of the compulsory component

The Compulsory Component (Cycle of General Education Studies) consists of 56 academic credits (51 academic credits mandatory studies and 5 academic credits optional studies) and includes the following modules and courses.

Name of modules and courses	Academic credits
COMPULSORY COMPONENT (CYCLE OF GENERAL EDUCATION STUDIES)	**56**
MANDATORY STUDIES	**51**
Module of historical and philosophical competencies	**10**
History of Kazakhstan Kazakhstan in Ancient and Medieval Times. Prehistoric society. Settlements, economy, and household (2.5 million - 12 thousand B.C. - 4th century). Ethnogenesis of Kazakh nation. Medieval Kazakhstan (IV-XV cc.). Kazakh Khanate. Geopolitical position of the Kazakh state. Kazakh Khanate: formation, rise, decline. Social history (mid- XV - beginning XVIII cc.). Kazakhstan in a colonial period (30-40s of XVIII - 60s XIX cc). Kazakhstan in the beginning of XX century. Formation of a poly-ethnic structure of the population. Kazakhstan in the Soviet period (February-October, 1917 - August, 1991) Kazakhstan - Independent State. The Modern period in the country's history (December 1991 - up to the present).	5
Philosophy Origins of a culture of thinking. The subject and method of philosophy. Foundations of philosophical understanding of the world. Consciousness, spirit and language. Ontology and metaphysics. Ethics. Philosophy of values. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. Philosophy of modern Kazakhstan.	5
Module of socio-political knowledge (sociology, political studies, cultural studies, psychology)	**8**
Sociology Sociological studies in understanding the social world. Sociological research. Social structure and stratification of society. Socialization and identity. Family and modernity. Deviation, crime, social control. Religion, culture, society. Sociology of ethnicity and the nation. Education and social inequality. Mass media, technology and society. Economics, globalization, labor. Health and medicine. Population, urbanization, and social movements. Social change.	2
Political studies Main stages in the development of political science. Politics as part of social life. Political power. Political elites, leadership. Political system of society. State and civil society. Political regimes. Electoral systems, elections. Political parties, party systems and socio-political movements. Political culture, behavior. Political consciousness, ideology; development, modernization; conflicts and crises. World politics, modern international relations.	2
Cultural studies Morphology of culture. Language of culture. Semiotics of culture. Anatomy of culture. Nomadic culture. Cultural heritage of proto-Turks. Medieval culture. Central Asia. Cultural heritage of Turks. Basis of the Kazakh culture. Kazakh culture in the XVIII - end of XIX century, XX century. Kazakh culture in the context of modern world processes, and in the context of globalization. Cultural policy of Kazakhstan. State program "Cultural heritage".	2
Psychology	2

Personality in the context of national consciousness. Me and my motivation. Emotions, emotional intelligence. Human will, psychology of self-regulation. Individual-typological features. Values, interests, norms. Psychology of the meaning of life, professional self-determination, health. Communication between individuals and groups. The perceptive side of communication. The interactive side of communication. The communicative side of communication. Social and psychological conflict. Patterns of behavior in conflict. Effective communication techniques	
Instrumental and communication module	**25**
Russian /Kazakh language Proficiency in accurate use of vocabulary, scientific terms, syntactic constructions in oral and written communication; conversation skills. Business communication, letter-writing, report-writing, review, essay-writing skills; meaningful reading of texts, ability to express own idea. Fluent speaking in various conversations, mastering the ability to carry on a conversation, discussion. Functional styles of speech as a historically developed system of speech means, a variety of literature language.	10
Foreign language Social and domestic sphere of communication. Me and my family. Social and cultural sphere of communication. World map. Customs and Traditions. Educational and professional sphere of communication: Future profession. A modern home. Family in modern society. Cultural and historical background. Education. Profession. Human and nature, environmental problems. News, media, advertising.	10
Information and communication technologies ICT role in society development. Standards in ICT. Introduction to computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and telecommunications. Cybersecurity. Internet technologies. Cloud and mobile technologies. Multimedia technologies. Smart technology. E-technologies. E-business. E-learning. E-government. ICT in industries. Prospects of ICT development.	5
Health Promotion module	**8**
Physical education Principles of physical education. Scientific basis of physical education. Modern recreational systems, basics of body physical state monitoring. Main methods of practicing sports and physical education independently. Professional physical training. General physical training. Speed. Running. Relay races. Execution of exercises for: endurance, flexibility, agility, coordination, balance, gymnastic and acrobatic exercises. Strength. General training exercises. Special physical training.	8
OPTIONAL COMPONENT	**5**
Economics, Fundamentals of Entrepreneurship and Business Social production. The essence, forms and structure of capital. Costs and income of production in a market economy. Business. Financial system. Resource saving. Cyclical economic development. Kazakhstan in the system of global economic relations. Market emergence. Role of the government in business development. The main provisions of the Constitution and current legislation of the Republic of Kazakhstan. System of public administration institutions and the sphere of their authority. Aims, methods of state regulation of economy. Role of public sector in economy. Financial law and finance. Mechanism of interaction between substantive and procedural law.	5
Fundamentals of Anti-Corruption Culture Anti-corruption culture: a concept, structure, tasks and functions. Anti-corruption awareness and anti-corruption culture: content, role and functions. Formation of anti-corruption culture in foreign countries. Anticorruption culture: mechanisms and institutions for development. Role of a family in fostering an anti-corruption culture. National bases of an anti-corruption culture. Social control as a mechanism of counteracting corruption. Political parties and the mass media as tools for building an anti-corruption culture. Anti-corruption education and upbringing. Anti-corruption legislation and legal liability for corruption. The constitutional basis of anti-corruption. Legal liability for crimes of corruption. Building an anti-corruption culture in civil service and business.	5
Ecology and Life Safety Basic laws of functioning of living organisms, ecosystems of different organisational levels, biosphere as a whole, their sustainability. Interaction of biosphere components and ecological consequences of human economic activity, in particular under conditions of nature	5

management intensification. Modern understanding of the concepts, strategies and practical goals of sustainable development in different countries and in the Republic of Kazakhstan. Life safety, its main provisions. Risks, emergencies. Risk analysis, risk management. Human security systems. Modern destabilizing factors. Social, religious, political, economic threats, threats in everyday life. System of security institutions and legal regulation of their activities.	
Methods of scientific research Research approaches. Inductive and deductive reasonings. Qualitative, quantitative, mixed methods research. Primary and Secondary research. Action research. Research designs – descriptive, correlational, experimental, quasi-experimental, cross-sectional, longitudinal, case study, ethnographic, exploratory, explanatory. Variables and hypotheses. Reliability and validity of research. Reproducibility and replicability. Random and systematic error. Triangulation. Sampling. Inclusion and exclusion criteria in sampling. Sampling methods. Collecting data – surveys, interviews, experiments, observational studies, systematic review. Data cleansing. Transcribing interviews. Analysing data – statistical analysis, content analysis, discourse analysis, thematic analysis, textual analysis. Researchethics. Peerreview.	5
Total academic credits	**56**

4.5 Requirements for the successful completion of curriculum
For successful completion of the educational program, students shall have: – minimum credits for core and major subjects; – achievement of all learning outcomes; – successful completion of compulsory and optional courses; – successful fulfillment and defense of Final attestation work *(Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project);* – the minimum average achievement score.

Жоғары білім беру бағдарламасы бойынша НЕГІЗГІ ОҚУ ЖОСПАРЫ / Yüksek Eğitim Alanı TEMEL EĞİTİM PLANI
По программе высшего образования ОСНОВНОЙ УЧЕБНЫЙ ПЛАН / High education program BASIC EDUCATION PLAN
6В01121 – Психология (IP) // 6B01121 - Psikoloji (IP) / 6В01121 – Психология (IP) / 6B001121 - Psychology (IP)

Пәннің (модульдің) атауы / Наименование предмета (модуля) / Subject (module) name	ECTS	Бакалавр дәрежесі, 4 академиялық жыл / Lisans derecesi, 4 akademik yıl/ Степень бакалавра, 4 академических года / BA degree, 4 academic years								Пререквизит Постреквизит Çekişmeler Sonra görüşecek Prerequisites Post-Requisite
		I		II		III		IV		
		1	2	3	4	5	6	7	8	
Жалпы білім беретін пәндер (ЖБП) циклі /Genel Eğitim Dersler Döngüsü(GED)/ Цикл общеобразовательных дисциплин (ООД)/Cycle of general education (CGE) Міндетті компонент МК/ Zorunlu bileşen ZB/ Обязательный компонент ОК/ Required component RC 56 акад.кр./akademik kredit/ academ.credits										
Мәдени даму және инструменталды модулі/Инструментальный модуль и культурное развитие /Instrumental module and cultural development Мәдени даму және инструменталды модулі/Инструментальный модуль и культурное развитие /Instrumental module and cultural development										
Қазақстан тарихы/KazakistanTarihi/История Казахстана/History of Kazakhstan	5		5							
Философия /Felsefe/Философия/Philosophy	5	5								
Қазақ (орыс) тілі/Kazak (Rus) Dili /Казахский (русский) язык/Kazakh(Russian) Language	10	5	5							Қазақ (орыс) тілі А1- пре - жоқ, пост А2/ В1- пре А2, пост- В2/ С1 пре В2, С1-пост жоқ
Шетел тілі/Yabancı dil/Иностранный язык/Foreign Language	10	5	5							Ағылшын тілі 1 сем- А2- пре - жоқ, пост В1/ В1- пре А2, пост- жоқ 2 сем-В2- пре жоқ, пост -С1/ С1 пре В2, С1-пост жоқ
Ақпараттық-коммуникациялық технологиялар /Bilişim veİletişim Teknolojileri /Информационно-коммуникационные технологии /Information and communication technology	5			5						
Әлеуметтік білім және салауатты өмір салты модулі/ Sosyal Eğitim ve Sağlıklı Yaşam Modülü /Модуль социальных знаний и здорового образа жизни/ Module of social-knowledge and healthy lifestyle										
Әлеуметтік-саясаттану білім модулі (әлеуметтану, саясаттану, мәдениеттану, психология) / Sosyo-politik bilgi modülü (sosyoloji, siyaset bilimi, kültürel çalışmalar, psikoloji)/ Модуль социально-политических знаний (социология, политология, культурология, психология) /Social and political education module (sociology, political science, cultural studies, psychology)	8				2					
					2					
					2					
					2					
Дене шынықтыру/Beden Eğitimi/Физическая культура/Physical Culture	8	2	2	2	2					
Тандау компоненті (ТК)/ Seçmeli bileşen SB/Компонент по выбору КВ/ Component of Choice CC										
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/Экономика, Основы Предпринимательства и бизнеса/Economics,	5									

Fundamentals of Entrepreneurship and Business									
Сыбайлас жемқорлыққа қарсы мәдениет негіздері/Rüşvetle Mücadele Esasları/Основы антикоррупционной культуры/Fundamentals of Anti-Corruption Culture				5					
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность /жизнедеятельности/Ecologyand Life Safety									
Ғылыми зерттеу әдістері / Bilimsel araştırma yöntemleri/ Методы научного исследования/ Methods of scientific research									

Базалық және бейіндеуші пәндер циклі/ Temel ve profiloluşturma disiplinleri /Базовые и профилирующие дисциплины/ Basic and profile disiplins 198 акад.кр./akademik kredit/ academ.credits

Базалық пәндер циклі / Temel disiplinleri /Базовые дисциплины Basic and profile disiplins.
ПЕДАГОГИКАЛЫҚ КОМПОНЕНТ/ /ПЕДАГОГИЧЕСКИЙ КОМПОНЕНТ/ PEDAGOGICAL COMPONENT - 60 акад.кр./akademik kredit/ academ.credits

Модуль-Білім алушыны тұлға ретінде қолдау / Öğretmen Adaylarının Birey Olarak Desteklenmesi / Модуль-Поддержка обучающихся как личностей / Supporting learners as individuals / – 17 акад.кр./akademik kredit/ academ.credits/kredi

Білім берудегі психология және өзара әрекеттесу мен коммуникация тұжырымдамалары /Eğitimde Psikoloji ve Etkileşim-İletişim Kavramları / Психология в образовании и концепции взаимодействия и коммуникации / Psychology in Education and Concepts of Interaction and Communication	4			4					
Білім беру туралы ғылым және оқытудың негізгі теориялары / Eğitim Bilimi ve Temel Öğrenme Teorileri / Наука об образовании и ключевые теории обучения / Educational Science and Key Theories of Learning /	3			3					
Инклюзивті білім беру ортасы / Kapsayıcı (Kaynaştırma) Eğitim Ortamları / Инклюзивная образовательная среда / Inclusive Educational	3				3				
Балалардың жас ерекшелік және физиологиялық даму ерекшеліктері / Çocuk Gelişiminde Yaş ve Fizyolojik Gelişim Özellikleri /Возрастные и физиологические особенности развития детей/ Age and Physiological Features of the Development of Children/	3	3							
Оқытуды жоспарлау және дербес оқыту / Öğretimin Planlaması ve Bireyselleştirilmesi / Планирование преподавания и индивидуализация обучения/ Teaching Planning and Individualization of Learning	4				4				

Модуль-Оқыту және үйрету үшін бағалау/ / Модуль-Преподавание и оценивание для обучения / Teaching and assessment for learning / Öğretme ve Öğrenmenin Değerlendirilmesi – 9 акад.кр./akademik kredit/ academ.credits

Оқыту әдістері мен технологиялары / Öğretim Yöntem ve Teknikleri / Методы и технологии преподавания / Teaching Methods and Technologies /	5			5					
Бағалау және дамыту / Değerlendirme ve Geliştirme / Оценивание и развитие / Assessment and Development	4				4				

Модуль-Мұғалім - Рефлексиялық Практика Иесі / Bir Yansıtıcı Uygulayıcı Olarak Öğretmen /Модуль-Учитель Как Рефлексирующий Практик / Teacher As A Reflective Practitioner/ – 9 Акад.Кр./Akademikkredit/ Academ.Credits

Педагогикалық зерттеулер / Pedagojik Araştırmalar / Педагогические исследования / Pedagogical Research	4			4					
Зерттеулер, даму және инновациялар / Araştırma, Geliştirme ve Yenilikçilik /	5					5			

Дисциплина / Discipline	Кредит									Pre / Post
Исследования, развитие и инновации / Research, Development and Innovation										
Педагогикалық практика – Мұғалім – оқу фасилитаторы / Öğretimin Kolaylaştırıcısı Olarak Öğretmen (Pedagojik Uygulama) / Педагогическая практика – Учитель как фасилитатор обучения / Pedagogical practice -Teacher as a facilitator of learning /– 25 акад.кр./akademikkredit/ academ.credits										
Мұғалім кәсібіне кіріспе (оқу практикасы 1-курс) / Öğretmenlik Mesleğine Giriş (Pedagojik Uygulama, 1. sınıf)/ – Введение в профессию учителя (учебная практика, 1 курс)/ Introduction to the teaching profession (1st year, educational practice)	2	2								Pre: Post: Psychological and pedagogical assessment
Психологиялық және педагогикалық бағалау (психологиялық-педагогикалық практика, 2-курс) / Psikolojik ve Pedagojik Değerlendirme (psikolojik ve pedagojik uygulama , 2. sınıf)/ Психолого-педагогическое оценивание (психолого-педагогическая практика, 2 курс) / Psychological and pedagogical assessment (2nd year psychological and pedagogical practice)	2			2						Pre: Introduction to the teaching profession Post: Pedagogical approaches
Педагогикалық технология (педагогикалық практика, 3-курс) / / Педагогическая технология (Педагогическая практика, 3 курс)/ Pedagogical approaches (3rd year, pedagogical practice) Pedagojik Yaklaşımlar (Pedagojik Uygulama, 3. sınıf)	6					6				Pre: Psychological and pedagogical assessment Post: Research and innovation in education
Білім берудегі зерттеулер мен инновациялар (өндірістік-педагогикалық практика, 4-курс) / Eğitimde Araştırma ve Yenilikler (Pedagojik Uygulama, 4. sınıf)/ Исследования и инновации в образовании (производственная-педагогическая практика, 4 курс)/ Research and innovation in education (4th year industrial- pedagogical practice)	15								15	Pre: Pedagogical approaches Post:
Бейіндеуші пәндер циклі / Profil oluşturma disiplinleri / Профилирующие дисциплины/ Profile disiplins – 130акад.кр./akademikkredit/ academ.credits **Жоғары оқу орны компоненті ЖК/ Üniversite Seçmeli/ Вузовский компонент ВК/ University Component UC -66 акад.кр./akademikkredit/ academ.credits** **Тандау компоненті (ТК)/ Seçmeli bileşen SB/ Компонент по выбору КВ/ Component of Choice CC - 64 акад.кр./ akademik kredit/ academ.credits)**										
Модуль – Түркі дүниесі/ Modül – Türk Dünyası/ Модуль – Тюркский мир/ Module – Turkic World	**16**									
Ататүрік принциптері/Atatürk İlkeleri/ Принципы Ататюрка/Principles of Ataturk	3		3							
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/ История тюркских государств/Turkic States history										
Ясауитану/YesevilikBilgisi/Ясавиведение/YassawiStudy	3			3						
Түрік (Қазақ) тілі – (Деңгей 1-А1,В2) /Türk (Kazak) Dili –(Seviye 1- A1,B2)/Турецкий (Казахский) язык – (Уровень 1- А1,В2)/Turkish (Kazakh) Language – (Level 1- А1,В2)	5	5								Пре: жоқ Пост: Түрік (Қазақ) тілі – (Деңгей 2-А2, С1)
Түрік (Қазақ) тілі – (Деңгей 2-А2, С1) /Türk (Kazak) Dili –(Seviye 2-A2, C1) /Турецкий (Казахский) язык – (Уровень 2-А2, С1) /Turkish (Kazakh) Language – (Level 2-А2, С1)	5		5							Пре: Түрік (Қазақ) тілі – (Деңгей 1-А1, В2) Пост: жоқ
ПӘНДІК КОМПОНЕНТ/ KONU BİLEŞENİ / ПРЕДМЕТНЫЙ КОМПОНЕНТ/ SUBJECT COMPONENT -114 академиялық кредит										
НЕГІЗГІ ПСИХОЛОГИЯ МОДУЛІ / TEMEL PSİKOLOJİ MODÜLÜ / МОДУЛЬ БАЗОВОЙ ПСИХОЛОГИИ / BASIC PSYCHOLOGY	**30**									
Жоғары оқу орны компоненті / Yüksek öğrenim kurumunun bileşeni /	**20**									

Вузовский компонент / University Component						
Жалпы психология / Genel Psikoloji / Общая психология / General psychology	6	6				
Даму психологиясы / Gelişim Psikolojisi / Психология развития / Developmental psychology	5	5				
Когнитивті нейропсихология / Bilişsel Nöropsikoloji / Когнитивная нейропсихология / Cognitive neuropsychology	4				4	
Білім берудегі психологтың этикасы мен кәсіби стандарттары / Eğitimde psikoloğun etiği ve mesleki standartları / Этика и профессиональные стандарты психолога в образовании / Ethics and professional standards of a psychologist in education	5					5
Таңдау компоненті / Seçmeli bileşen / Компонент по выбору / Component of Choice	**10**					
Әлеуметтік психология / Sosyal Psikoloji / Социальная психология / Social psychology	6					6
Өзара әрекеттестік психологиясы / Etkileşim psikolojisi / Психология взаимодействия / Psychology of interaction						
Әлеуметтік педагогика / Sosyal Pedagoji / Социальная педагогика / Social pedagogy						
Жеке тұлға теориясы / Kişilik Teorisi / Теории личности / Theories of personality	4		4			
Баланың жеке тұлғалық қасиетін дамыту/ Çocuğun kişiliğinin gelişimi / Развитие личности ребенка / Development of the child's personality						
Жеке тұлғаның әлеуметтік психологиясы / Bireyin Sosyal psikolojisi / Социальная психология личности / Social psychology of personality						
Дифференциалды психология / Diferansiyel Psikoloji / Дифференциальная психология / Differential psychology						
ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ БАҒАЛАУ ЖӘНЕ МОНИТОРИНГ МОДУЛІ / PSİKO-PEDAGOJİK DEĞERLENDİRME VE İZLEME MODÜLÜ / МОДУЛЬ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЙ ОЦЕНКИ И МОНИТОРИНГА / PSYCHOLOGICAL AND PEDAGOGICAL ASSESSMENT AND MONITORING	**21**					
Жоғары оқу орны компоненті / Yüksek öğrenim kurumunun bileşeni / Вузовский компонент / University Component	**6**					
Баланы психологиялық-педагогикалық бағалау / Çocuğun psikolojik ve pedagojik değerlendirmesi / Психолого-педагогическая оценка ребенка / Psychological and pedagogical assessment of the child	6			6		
Таңдау компоненті / Seçmeli bileşen / Компонент по выбору / Component of Choice	**15**					
Баланың психоәлеуметтік даму қаупін бағалау/ Psikososyal gelişim riskinin değerlendirilmesi / Оценка рисков психосоциального развития ребенка / Risk assessment of psychosocial child development	4		4			

Баланың әл-ауқатын бағалау / Çocuğun refahının değerlendirilmesi / Оценка благополучия ребенка / Assessment of the child"s well-being												
Баланың дамуын бағалау / Çocuk gelişiminin değerlendirilmesi / Оценка развития ребенка / Assessment of child development												
Әлеуметтік, мінез-құлық және эмоционалдық бағалау / Sosyal, Davranışsal ve duygusal değerlendirme / Социальная, поведенческая и эмоциональная оценка / Social, behavioral and emotional assessment												
Баланың танымдық әрекетін бақылау және тексеру / Çocuğun bilişsel aktivitesinin kontrolü ve analizi / Мониторинг и экспертиза по знавательной деятельности ребенка / Monitoring and examination of the child's cognitive activity	6								6			
Психологтың заманауи мониторингі / Psikoloğun modern izlenmesi / Современный мониторинг психолога / Modern monitoring of a psychologist												
Психологтың сараптамалық қызметі / Psikoloğun uzman faaliyetleri / Экспертная деятельность психолога / Expert activity of a psychologist												
Қалыпты және ерекше дамуды бағалау / Normal ve spesifik gelişimin değerlendirilmesi / Оценка нормотипичного и особенного развития / Assessment of normotypic and special development	5								5			
Арнайы психология және педагогика / Özel Psikoloji ve Pedagoji / Специальная психология и педагогика / Special psychology and pedagogy												
Білім алушылардың даму ерекшеліктерін бағалау / Öğrencilerin gelişim özelliklerinin değerlendirilmesi / Оценка особенностей развития учащихся / Assessment of the features of student development												
ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ АРАЛАСУ ЖӘНЕ КЕҢЕС БЕРУ МОДУЛІ / PSİKOLOJİK VE PEDAGOJİK MÜDAHALE VE DANIŞMANLIK MODÜLÜ / МОДУЛЬ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОГО ВМЕШАТЕЛЬСТВА И КОНСУЛЬТИРОВАНИЯ / PSYCHOLOGICAL AND PEDAGOGICAL INTERVENTION AND COUNSELING	**25**											
Жоғары оқу орны компоненті / Yüksek öğrenim kurumunun bileşeni / Вузовский компонент / University Component	**10**											
Психологиялық кеңес беру / Psikolojik danışmanlık / Психологическое консультирование / Psychological counseling	5					5						
Балалар мен жасөспірімдер психотерапиясы бойынша семинар практикум/ Çocuk ve Ergen Psikoterapisi Çalıştayı / Практикум по детской и подростковой психотерапии / Practice on child and adolescent psychotherapy	5						5					
Таңдау компоненті / Seçmeli bileşen / Компонент по выбору / Component of Choice	**15**											
Топтық кеңес беру/ Grup Danışmanlığı / Групповое консультирование / Group counseling	5								5			
Білім беруде кеңес беру/ Eğitim Danışmanlığı /												

Консультирование в образовании / Consulting in Education										
Психологиядағы коллаборация/ Psikolojide işbirliği / Коллаборация в психологии / Collaboration in psychology										
Психологиялық бейімделу және оңалту / Psikolojik uyum ve rehabilitasyon / Психологическая адаптация и реабилитация / Psychological adaptation and rehabilitation	5								5	
Баланың қоғамға үйренуін сүйемелдеу / Çocuğun topluma eğitimine eşlik etmek / Сопровождение социализации ребенка / Support of the child's socialization										
Әлеуметтік-психологиялық араласу/ Sosyo-psikolojik müdahale / Социально-психологическая интервенция / Socio-psychological intervention										
Позитивті ата-аналық/ Olumlu ebeveynlik / Позитивное родительство/ Positive parenthood	5							5		
Бала-ата-аналық қарым-қатынас психологиясы / Çocuk-ebeveyn ilişkilerinin psikolojisi / Психология детско-родительских отношений / Psychology of Child-Parent Relations										
Отбасын сүйемелдеу және қолдау / Aileye eşlik ve destek / Сопровождение и поддержка семьи / Family support and encouragement										
АЛДЫН АЛУ ЖӘНЕ ПСИХОЛОГИЯЛЫҚ БІЛІМ БЕРУ МОДУЛІ / ÖNLEYİCİ VE PSİKOLOJİK EĞİTİM MODÜLÜ / МОДУЛЬ ПРОФИЛАКТИКИ И ПСИХОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ / PREVENTION AND PSYCHOLOGICAL EDUCATION	**24**									
Жоғары оқу орны компоненті / Yüksek öğrenim kurumunun bileşeni / Вузовский компонент / University Component	**5**									
Білім беру мекемесінде психоәлеуметтік қызметті ұйымдастыру / Bir eğitim kurumunda psikososyal faaliyetlerin organizasyonu / Организация психосоциальной службы в образовательном учреждении / Organization of psychosocial service in an educational institution	5			5						
Таңдау компоненті / Seçmeli bileşen / Компонент по выбору / Component of Choice	**19**									
Әл-ауқатты арттыру және тәуекелдердің алдын алу / Refahı artırmak ve riskleri önlemek / Содействие благополучию и профилактика рисков / Promoting well-being and risk prevention	5							5		
Девиантты мінез-құлықтың алдын алу / Sapkın davranışların önlenmesi / Профилактика девиантного поведения / Prevention of deviant behavior										
Дағдарыс мінез-құлқының алдын алу/ Kriz davranışlarının önlenmesi / Профилактика кризисного поведения / Prevention of crisis behavior										
Бала құқықтарын қорғаудың халықаралық стандарттары / Çocuk haklarının korunması için uluslararası standartlar / Международные стандарты защиты прав детей / International standards for the protection of children's rights	3					3				
Білім беру мекемелерінде нормативтік-құқықтық құжаттаманы жүзеге асыру										

	Total	1	2	3	4	5	6	7	8
технологиясы / Eğitim kurumlarında düzenleyici ve yasal belgelerin uygulanması için teknoloji / Технология реализации нормативно-правовой документации в образовательных учреждениях / Technology of implementation of regulatory and legal documentation in educational institutions									
Медиа және киберпсихология / Medya ve Siber Psikoloji / Медиа и киберпсихология / Media and cyber psychology									
Білім берудегі конфликтология/ Eğitimde Çatışma Bilimi / Конфликтология в образовании / Conflictology in education	7							7	
Дауларды шешу стратегиялары / Uyuşmazlık Çözüm Stratejileri / Стратегии разрешения конфликтов / Conflict resolution strategies									
Күйзелісті басқару / Stres Yönetimi / Управление стрессом / Stress resistance									
Кәсіби бейінді технологиялар/ Kariyer rehberlik teknolojileri / Профориентационные технологии / Career guidance technologies	4							4	
Оқытуды бейіндеу / Eğitim profili oluşturma / Профилизация обучения / Profiling of training									
Кәсіп өмір жолын таңдау ретінде / Yaşam yolunun bir seçimi olarak meslek / Профессия как выбор жизненного пути / Profession as a choice of life path									
ЗЕРТТЕУ МОДУЛІ / ARAŞTIRMA MODÜLÜ / ИССЛЕДОВАТЕЛЬСКИЙ МОДУЛЬ / RESEARCH MODULE	**14**								
Жоғары оқу орны компоненті / Yüksek öğrenim kurumunun bileşeni / Вузовский компонент / University Component	**9**								
Психологиядағы зерттеу әдістері / Psikolojide araştırma yöntemleri / Методы исследования в психологии / Research methods in psychology	5							5	
Психологиялық зерттеулер / Psikolojik çalışmalar / Психологические исследования/ Psychological research	4					4			
Таңдау компоненті / Seçmeli bileşen / Компонент по выбору / Component of Choice	**5**								
Білім беру ортасын жобалау / Eğitim ortamının tasarımı / Проектирование образовательной среды / Designing the educational environment	5							5	
Жеке кәсіби өсу саласындағы қолданбалы зерттеулер / Kişisel mesleki gelişim alanında uygulamalı araştırma / Прикладные исследования в области личностного профессионального роста / Applied research in personal professional development									
Қорытынды аттестаттау / Final Sınav/ Итоговая аттестация/ Final Attestation - / 8 акад.кр./ akademik kredit/ academ.credits)									
Дипломдық жұмысты, дипломдық жобаны жазу және қорғау немесе кешенді емтихан тапсыру/Tezi Veya Projeyi hazırlama ve Savunma yada Kapsamlı Snavına girme/Написание и защита дипломной работы, дипломного проекта или подготовка и сдача комплексного экзамена/Writing and defending a diploma work, diploma project or preparing and passing of Complex exam	8								8
Жалпы барлығы/ Genel Toplam /Общий итог/ General:	**254**	**33**	**35**	**33**	**33**	**30**	**30**	**30**	**30**

Оқу нәтижелері және тізілімге енгізілген пәндер бойынша матрица
6B001121 - Psychology (IP)

Оқыту нәтижелері: (ОН)	Білім беру бағдарламасының түлектері:
	ОН1 – Develops and implements a support system for students as individuals in an inclusive environment
	ОН2 – Applies up-to-date teaching and assessment methods, using dialogue and communication
	ОН3 – Implements pedagogical research as a reflective practice
	ОН4 – Facilitates children's learning
	ОН5 – Interprets knowledge and understanding in individual and age differences of children
	ОН6 – Puts into practice knowledge of the cognitive and neuropsychological development of children
	ОН7 – Complies with reasonably ethical standards of a psychologist in education
	ОН8 – Orients and applies social knowledge of the organization of children's groups and the participation of the child's personality in them
	ОН9 – Assesses the psychological and pedagogical development of the child and his family, the risks of psychosocial development
	ОН10 – Carries out monitoring and examination of the development of the child and the children's group
	ОН11 – Evaluates the typical and special child
	ОН12 - Implements support, counseling, habilitation, rehabilitation, prevention programs for children and families

	Кол-во кредитов	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/Экономика, Основы Предпринимательства и бизнеса/Economics, Fundamentals of Entrepreneurship and Business	5				+								
Сыбайлас жемқорлыққа қарсы мәдениет негіздері/Rüşvetle Mücadele Esasları/Основыантикоррупционнойкультуры/Fundamentals of Anti-Corruption Culture	5							+					
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность /жизнедеятельности/EcologyandLife Safety	5				+								
Ғылыми зерттеу әдістері /Bilimsel araştırma yöntemleri/Методы научного исследования/Methods of scientific research	5			+									
Білім берудегі психология және өзара әрекеттесу мен коммуникация тұжырымдамалары / Eğitimde Psikoloji ve Etkileşim-İletişim Kavramları / Психология, взаимодействие и коммуникация в образовании / Psychology in Education and Concepts of Interaction and Communication	4		+										
Білім туралы ғылым және оқытудың негізгі теориялары /Eğitim Bilimi ve Temel Öğrenme Teorileri / Наука об образовании и основные принципы обучения/ Education Science and Key Learning Theories	3	+			+								
Инклюзивті білім беру ортасы / Kapsayıcı (Kaynaştırma) Eğitim Ortamları / Инклюзивная образовательная среда / Inclusive Educational	3	+										+	
Балалардың жас ерекшелік және физиологиялық даму ерекшеліктері / Çocuk Gelişiminde Yaş ve Fizyolojik Gelişim Özellikleri /Возрастные и физиологические особенности развития детей / Age and Physiological Features of the Development of Children/	3					+							
Оқытуды жоспарлау және дербес оқыту / Öğretimin Planlaması ve Bireyselleştirilmesi / Планирование преподавания и индивидуализация обучения / Teaching Planning and Individualization of Learning	4								+				
Оқыту әдістері мен технологиялары / Öğretim Yöntem	5		+										

Дисциплина		1	2	3	4	5	6	7	8	9	10	11	12	13	14
ve Teknikleri / Методы и технологии преподавания / Teaching Methods and Technologies															
Бағалау және дамыту / Değerlendirme ve Geliştirme / Оценивание и развитие / Assessment and Development	4		+												
Педагогикалық зерттеулер / Pedagojik Araştırmalar / Педагогические исследования / Pedagogical Research	4			+											
Зерттеулер, даму және инновациялар / Araştırma, Geliştirme ve Yenilikçilik / Исследования, развитие и инновации / Research, Development and Innovation	5			+											
Ататүрік принциптері / Atatürk İlkeleri / ПринципыАтатюрка / Principles of Ataturk	3		+					+							
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/История тюркских государств/Turkic States history	3		+					+							
Ясауитану/Yesevilik Bilgisi/ Ясавиведение/Yassawi Study	3		+					+							
Түрік (Қазақ) тілі – (Деңгей 1-A1,B2) /Türk (Kazak) Dili –(Seviye 1- A1,B2)/Турецкий (Казахский) язык – (Уровень 1- A1,B2)/Turkish (Kazakh) Language – (Level 1- A1,B2)	5		+												
Түрік (Қазақ) тілі – (Деңгей 2-A2, C1) /Türk (Kazak) Dili –(Seviye 2-A2, C1) /Турецкий (Казахский) язык – (Уровень 2-A2, C1) /Turkish (Kazakh) Language – (Level 2-A2, C1)	5		+												
Жалпы психология / Genel Psikoloji / Общая психология / General psychology	6					+									
Даму психологиясы / Gelişim Psikolojisi / Психология развития / Developmental psychology	5						+								
Когнитивті нейропсихология / Bilişsel Nöropsikoloji / Когнитивная нейропсихология / Cognitive neuropsychology	4					+									
Білім берудегі психологтың этикасы мен кәсіби стандарттары / Eğitimde psikoloğun etiği ve mesleki standartları / Этика и профессиональные стандарты психолога в образовании / Ethics and professional standards of a psychologist in education	5								+						
Баланы психологиялық-педагогикалық бағалау / Çocuğun psikolojik ve pedagojik değerlendirmesi / Психолого-педагогическая оценка ребенка / Psychological and pedagogical assessment of the child	6											+		+	
Психологиялық кеңес беру / Psikolojik danışmanlık / Психологическое консультирование / Psychological	5														+

Пән / Ders / Дисциплина / Discipline														
counseling														
Балалар мен жасөспірімдер психотерапиясы бойынша семинар практикум/ Çocuk ve Ergen Psikoterapisi Çalıştayı / Практикум по детской и подростковой психотерапии / Practice on child and adolescent psychotherapy	5													+
Білім беру мекемесінде психоәлеуметтік қызметті ұйымдастыру / Bir eğitim kurumunda psikososyal faaliyetlerin organizasyonu / Организация психосоциальной службы в образовательном учреждении / Organization of psychosocial service in an educational institution	5							+						
Психологиядағы зерттеу әдістері / Psikolojide araştırma yöntemleri / Методы исследования в психологии / Research methods in psychology	5			+										
Психологиялық зерттеулер / Psikolojik çalışmalar / Психологические исследования/ Psychological research	4					+								
Әлеуметтік психология / Sosyal Psikoloji / Социальная психология / Social psychology								+	+					
Өзара әрекеттестік психологиясы / Etkileşim psikolojisi / Психология взаимодействия / Psychology of interaction	6		+											+
Әлеуметтік педагогика / Sosyal Pedagoji / Социальная педагогика / Social pedagogy														
Жеке тұлға теориясы / Kişilik Teorisi / Теории личности / Theories of personality											+			
Баланың жеке тұлғалық қасиетін дамыту/ Çocuğun kişiliğinin gelişimi / Развитие личности ребенка / Development of the child's personality									+					
Жеке тұлғаның әлеуметтік психологиясы / Bireyin Sosyal psikolojisi / Социальная психология личности / Social psychology of personality	4							+	+					
Дифференциалды психология / Diferansiyel Psikoloji / Дифференциальная психология / Differential psychology						+								
Баланың психоәлеуметтік даму қаупін бағалау/ Psikososyal gelişim riskinin değerlendirilmesi / Оценка рисков психосоциального развития ребенка / Risk assessment of psychosocial child development									+					
Баланың әл-ауқатын бағалау / Çocuğun refahının değerlendirilmesi / Оценка благополучия ребенка / Assessment of the child"s well-being	4								+					
Баланың дамуын бағалау / Çocuk gelişiminin değerlendirilmesi / Оценка развития ребенка / Assessment of child development									+		+			

Пән / Ders / Дисциплина / Discipline												
Әлеуметтік, мінез-құлық және эмоционалдық бағалау / Sosyal, Davranışsal ve duygusal değerlendirme / Социальная, поведенческая и эмоциональная оценка / Social, behavioral and emotional assessment								+		+		
Баланың танымдық әрекетін бақылау және тексеру / Çocuğun bilişsel aktivitesinin kontrolü ve analizi / Мониторинг и экспертиза по знавательной деятельности ребенка / Monitoring and examination of the child's cognitive activity								+				
Психологтың заманауи мониторингі / Psikoloğun modern izlenmesi / Современный мониторинг психолога / Modern monitoring of a psychologist	6								+			
Психологтың сараптамалық қызметі / Psikoloğun uzman faaliyetleri / Экспертная деятельность психолога / Expert activity of a psychologist									+			
Қалыпты және ерекше дамуды бағалау / Normal ve spesifik gelişimin değerlendirilmesi / Оценка нормотипичного и особенного развития / Assessment of normotypic and special development	5									+		
Арнайы психология және педагогика / Özel Psikoloji ve Pedagoji / Специальная психология и педагогика / Special psychology and pedagogy		+		+								
Білім алушылардың даму ерекшеліктерін бағалау / Öğrencilerin gelişim özelliklerinin değerlendirilmesi / Оценка особенностей развития учащихся / Assessment of the features of student development										+		
Топтық кеңес беру/ Grup Danışmanlığı / Групповое консультирование / Group counseling	5											+
Білім беруде кеңес беру/ Eğitim Danışmanlığı / Консультирование в образовании / Consulting in Education												+
Психологиядағы коллаборация/ Psikolojide işbirliği / Коллаборация в психологии / Collaboration in psychology			+									
Психологиялық бейімделу және оңалту / Psikolojik uyum ve rehabilitasyon / Психологическая адаптация и реабилитация / Psychological adaptation and rehabilitation	5											+
Баланың қоғамға үйренуін сүйемелдеу / Çocuğun topluma eğitimine eşlik etmek / Сопровождение социализации ребенка / Support of the child's socialization												+
Әлеуметтік-психологиялық араласу/ Sosyo-psikolojik müdahale / Социально-психологическая интервенция / Socio-psychological intervention								+		+		
Позитивті ата-аналық/ Olumlu ebeveynlik /	5								+			

Дисциплина / Discipline		1	2	3	4	5	6	7	8	9	10	11	12	13
Позитивное родительство/ Positive parenthood														
Бала-ата-аналық қарым-қатынас психологиясы / Çocuk-ebeveyn ilişkilerinin psikolojisi / Психология детско-родительских отношений / Psychology of Child-Parent Relations						+								
Отбасын сүйемелдеу және қолдау / Aileye eşlik ve destek / Сопровождение и поддержка семьи / Family support and encouragement						+			+					
Әл-ауқатты арттыру және тәуекелдердің алдын алу / Refahı artırmak ve riskleri önlemek / Содействие благополучию и профилактика рисков / Promoting well-being and risk prevention	5						+							
Девиантты мінез-құлықтың алдын алу / Sapkın davranışların önlenmesi / Профилактика девиантного поведения / Prevention of deviant behavior							+		+					
Дағдарыс мінез-құлқының алдын алу/ Kriz davranışlarının önlenmesi / Профилактика кризисного поведения / Prevention of crisis behavior		+							+					
Бала құқықтарын қорғаудың халықаралық стандарттары / Çocuk haklarının korunması için uluslararası standartlar / Международные стандарты защиты прав детей / International standards for the protection of children's rights	3					+								
Білім беру мекемелерінде нормативтік-құқықтық құжаттаманы жүзеге асыру технологиясы / Eğitim kurumlarında düzenleyici ve yasal belgelerin uygulanması için teknoloji / Технология реализации нормативно-правовой документации в образовательных учреждениях / Technology of implementation of regulatory and legal documentation in educational institutions						+								
Медиа және киберпсихология / Medya ve Siber Psikoloji / Медиа и киберпсихология / Media and cyber psychology			+											
Білім берудегі конфликтология/ Eğitimde Çatışma Bilimi / Конфликтология в образовании / Conflictology in education	7	+												
Дауларды шешу стратегиялары / Uyuşmazlık Çözüm Stratejileri / Стратегии разрешения конфликтов / Conflict resolution strategies		+	+											
Күйзелісті басқару / Stres Yönetimi / Управление стрессом / Stress resistance		+	+											
Кәсіби бейінді технологиялар/ Kariyer rehberlik teknolojileri / Профориентационные технологии / Career guidance	4			+										

technologies															
Оқытуды бейіндеу / Eğitim profili oluşturma / Профилизация обучения / Profiling of training				+											
Кәсіп өмір жолын таңдау ретінде / Yaşam yolunun bir seçimi olarak meslek / Профессия как выбор жизненного пути / Profession as a choice of life path		+	+												
Білім беру ортасын жобалау / Eğitim ortamının tasarımı / Проектирование образовательной среды / Designing the educational environment	5			+											
Жеке кәсіби өсу саласындағы қолданбалы зерттеулер / Kişisel mesleki gelişim alanında uygulamalı araştırma / Прикладные исследования в области личностного профессионального роста / Applied research in personal professional development				+											

5. Description of students' work

Students' work includes contact teaching, individual, pair and group work, assignments, exams, etc. 1 ECTS = 30 hours of student work.

Students' individual and/or pair and group work is divided into two parts: individual and/or pair and group work supervised by a teacher and the work that is performed entirely independently.

Students' individual and/or pair and group work is carried out on a specific list of topics allocated for independent/group study, provided with educational and methodical literature and recommendations for each course. Students' individual and/or pair and group work supervised by a teacher is carried out according to the schedule, which determines the university or the teacher themselves.

The entire scope of work performed entirely independently is supported by assignments that require the student to work independently on a daily basis.

The ratio of time between classroom contact work, students' individual and/or pair and group work supervised by a teacher, and the work that is performed entirely independently for all types of educational activities is determined by the educational institution independently. At the same time, the amount of classroom work and students' individual and/or pair and group work supervised by a teacher is 1440 hours per year, the scope of work that is performed entirely independently - 360 hours per year.

6. Evaluation methods/Assessment

6.1 Assessment

The Assessment of learning outcomes is based on the competence objectives of the modules and the resulting evaluation criteria of the courses. Assessment criteria are used as a basis for various tasks. Learning tasks include independent tasks, group tasks, plans, reports, group discussions, group tests, development tasks, laboratory tasks, various tasks for reflection and evaluation, or activating tasks. The assessment generates information for the pre-service teacher about his or her achievement of the competence goals of the pedagogical education modules.

Assessment is at the heart of all competence-based education. Competence-based assessment should measure not only what a pre-service teacher knows, but also take into account skills and whether pre-service teachers can apply what they know to real life problems or situations. Pre-service teachers should be given assignments and non-standard problems in situations that students are likely to encounter in the workplace. Assessment plays a very important role in competence-based training. Based on the recognition of prior competence and personal situation, competence can be demonstrated on a per-course basis. The demonstration of competence can cover the entire training module. Specific guidelines regarding the practice of recognizing and accrediting prior training or training received elsewhere.

Studies are evaluated on a scale basis. Learning achievements (knowledge, abilities, skills and competencies) of pre-service teachers are evaluated in points on a 100-point scale, corresponding to the internationally accepted letter system with a numeric equivalent (positive grades, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F")

Alphabetic system of evaluation of pre-service teachers' learning achievements, corresponding to the digital equivalent of the four-point system.

Assessment by letter system	Digital equivalent of points	% content	Assessment according to the traditional system
A	4.0	95-100	Excellent
A-	3.67	90-94	
B+	3.33	85-89	Good
B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactory
C-	1.67	60-64	
D+	1.33	55-59	
D	1.0	50-54	
FX	0.5	25-49	Unsatisfactory
F	0	0-49	

The purpose of assessment is to provide guidance and encouragement to pre-service teachers, develop their self-assessment abilities, provide information about pre-service teachers' competences, and ensure that the competences and intended learning outcomes defined in the educational programme are achieved. Self-assessment skills and peer assessment are considered as the main skills of the world of work, and assessment is a central tool to support the development of these skills during study.

6.2 External evaluation

1) Design of new educational programmes Internal quality assurance system

The new curriculum needs to be designed through engagement with all stakeholders, including students, faculty and employers. The aim throughout the process is to retain and further develop the strengths and high quality of the existing programme while addressing some of the challenges of the current programme, such as the workload demand on students and the need for a course on education management. A survey of all students and alumni, together with focus group discussions and interviews with alumni and employers, also inform the design of the programme. All faculty are involved in discussions of programme aims and learning outcomes, and programme teams worked collaboratively to design the courses for their area of specialization.

On the basis of the faculty (school) of the university, a council on academic quality is formed, which makes decisions on the content and conditions of implementation of curricula, on the policy of evaluation and other academic issues of the faculty (school), organizing a survey of students on the quality of curricula and (or) disciplines/modules.

2) Procedures for external evaluation of the educational programmes. Continuous Improvement

All faculty are actively engaged in continuous improvement of their courses as an integral part of the culture of university and their own professionalism as experts in education. In addition to formal student feedback mechanisms such as course evaluations and Student Committee meetings, faculty and students are to communicate closely regarding specific courses and the programme as a whole. The process of continuous reflection and improvement informs the Annual Programme Monitoring process, in which individual faculty reflect on courses they have taught, this feeds into specialization-level reflection and suggestions for improvements, and this in turn goes to programme and School level reflection and plans for further improvement.

Universities have regular, formal mechanisms for obtaining feedback from employers and the professional community. These interactions also inform the continuous improvement of the programme.

For the improvement of the quality assurance of the educational programmes, the universities need to:
- develop an internal quality system that has a delicate balance between quality assurance and quality enhancement. While quality assurance is more of a preventive measure, quality enhancement has higher-order aims and implies transformational change (Jones, 2003).
- raise institutional awareness and develop deep understanding of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) and implement ESG 2015 standards.
- regularly revisit the existing institutional quality processes for ongoing improvement.

3) Accreditation

There are institutional and specialised accreditation in Kazakhstan, they remain voluntary for higher educational institutions. However, accreditation is one of the conditions for obtaining state grants for student education.

7. Faculty requirements

7.1 Faculty Requirements
Availability of teachers in accordance with the disciplines of the educational programme, the correspondence of teachers' education to the profile of the taught disciplines and/or their academic or research degree of "Doctor of

Philosophy (PhD)" or "Doctor in Profile", and/or the academic title of "Associate Professor (Associate Professor)", or "Professor" (if any) and/or teachers with the degree of "Master" to the profile of disciplines and (or) senior teachers with at least three years of experience as a teacher or experience practical work on the profile for at least five years.

The advanced/academic degree of the teaching staff corresponds to the academic degree of the doctor/candidate of sciences or the advanced/academic PhD degree of the doctor or master. Basic education or postgraduate education or doctorate/candidate of science degree, advanced/academic PhD degree must correspond to the subjects taught.

7.2 Additionally Required Faculty
Part-time teachers in the main place of work engaged in practical professional activities in the profile of the subjects taught, with at least 3 years of work experience in the field of training. Additionally, leading scientists, specialists from other higher education institutions and research organizations, teachers, and supervisors of schools in corresponding categories such as: expert teacher, research teacher, master teacher, can be involved in the work.

7.3 Required professional development of faculty
On the basis of the Law of the Republic of Kazakhstan "On Education" (2007; with amendments dated 27.12.2019) and other regulatory legal acts regulating the activities of higher education organizations in the Republic of Kazakhstan, a teacher who carries out professional activity in a higher education organization has the right for professional development at least once every five years for a duration of no more than four months. The development of professional competences is also one of the priorities adopted in the Republic of Kazakhstan "Concepts of lifelong learning (continuing education)" (2021).

7.4 Required additional administrative staff
Vice-rector for academic affairs is responsible for planning and monitoring the implementation of educational services. Responsibility for arranging and coordinating the implementation of the specific steps of the procedure and the quality of the outputs rests with the heads of divisions.

8. Resources

8.1 Library Resources
The library collection is an integral part of the information resources and includes educational, teaching, scientific and other literature. Availability of a library fund of educational and scientific literature: in the format of printed and electronic publications for the last ten years, providing 100% of the disciplines of the curricula, including those published in the languages of instruction. Updating of the library fund should be carried out in accordance with the regulations of the Republic of Kazakhstan.

8.2 IT Resources
University provides pre-service teachers with educational and teaching literature and (or) electronic resources necessary for successful implementation of curricula, provides the functioning of the information system of education management (high-tech information and educational environment, including the website, information and educational portal, automated system of credit technology training, a set of information and educational resources).

8.3 Infrastructure
University provides equipment with educational, methodological, scientific and other literature, classrooms with multimedia complexes, computer rooms, access to broadband Internet, sports, material and technical, educational and laboratory facilities and equipment necessary for the implementation of curriculum.

9. Additional information

9.1 Additional materials
Inclusion is one of the most important cross-cutting principles of the curriculum (see more in Annex 1.).

Inclusion in education means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. The teacher education emphasizes on pre-service teachers' perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. It is important that not only the specialized teachers (special education teachers) but all teachers can work in an inclusive educational environment. Thus, competences of all pre-service teachers need to be developed in areas such as:

Knowledge of the concepts and principles of inclusive education:
- Evaluation of one's own activity in terms of the values of inclusion.
- Understanding of the implementation of the principle of inclusiveness in education implemented by a flexible model of the educational process: adaptive programmes, changing the ways of assessing educational achievements.
- Understanding of children's different abilities and application of different trajectories to support versatile learners.

Practical applications in teaching:
- Designing of an adapted/individual programme for a child with special education needs in specific subject.
- Using of multimodal universal teaching methods, simple structured speech, use alternative communication.

9.2 E-learning

The rapid development of digital technologies requires the study of not only specific software tools, but the development of pre-service teachers' competences on using virtual learning environments and tools in teaching and choosing pedagogical methods suitable for learning processes in digital learning environments (psychological and didactic justification). For this the universities need:
- to create provisions for the professional development of pre-service teachers with the effective use of digital technology;
- to develop competences of pre-service teachers on understanding how individual educational needs of their students can be considered when using digital tools or in virtual learning environments;
- to develop digital competences of pre-service teachers on using digital learning environments and tools in assessment, such as gamification, digital tests and quizzes, and other formats of digital evaluation;
- to promote pre-service teachers' capabilities in assessing their digital competences and the use of digital tools in pedagogical processes in relation to the requirements of the employers (schools) daily operations;
- to put into practice the integration of education, science, and industry, and involve professional communities in teaching school students the basics of applying and using digital technology, and perform an independent assessment of the practical skills acquired;
- to include digitalization into the educational process for in-service teachers to increase efficiency and practical application of digitalization in education;
- to promote the implementation of global standards in digitalization in initial teacher education (i.e. International Society for Technology in Education (ISTE) and the establishment of an expert community of educators in digitalization.

10. Approval

- Ensure a review of the developed curricula, its coordination and approval by the Republican Educational and Methodological Council of Higher and Postgraduate Education.
- Scale up all developed curricula in pedagogical universities

APPENDIX 1: Main principles of the curriculum

Competence-based approach

Competence-based approach is a learning-oriented way to organise and implement teaching. It is an alternative to more traditional educational approaches mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. In designing the curriculum following the principles of competence-based approach, the focus is on what we want our students to learn. Thus, it is essential to define the competences that the students are supposed to learn during their degree programs. The articulation of competences should include both discipline specific skills as well as the generic competences or soft skills that the teacher students should develop during the curricula. Soft skills include, for example, leadership, communication and collaboration skills, reflection skills, social and emotional intelligence etc. The development of these soft skills should be included in all the curricula, the competences and learning outcomes as well as the implementation of the curricula.

After defining the degree level competences, the learning outcomes of study units and study modules should compiled by comparing them to the objectives of the entire degree. Learning outcomes represent the desired state, which is expressed as knowledge, skills and attitudes. The written learning outcomes of all the interconnected study units should also make visible the accumulated competence. Planning competence-based learning thus starts at degree programme level and is then realised at study unit level through the learning outcomes, the execution of the study unit and its assessment.

The reason for using competence-based approach to designing curricula is that it makes it possible to design courses and study programs in a more student-centred way. Student-centred approach means that the key knowledge and skills that the students need to achieve during their studies determine the content of the course or study programme. The aim of the competence-based approach to designing curricula is that the students acquire the knowledge, skills and attitudes/values that are essential. Further, the competence-based approach supports students to identify the knowledge and skills specific to their discipline or field of education as well as the generic competences that accumulate during their studies and are common to all degrees.

To sum up the key elements in designing competence-based curricula, it is essential to focus on describing explicitly a) what competences (including subject-specific and general competencies) should a student have after graduation/after study unit/after an individual course, b) how do different study modules, courses and study modes support the development of the competencies, c) how is it ensured that the degree program and the learning objectives of the courses form a coherent entity supporting the development of the competencies, and d) how is it possible for students to make their competence visible (assessment related decision)

The implementation of all curricula should introduce methodologies that promote student-centeredness and active learning, such as gamification, PBL, etc. In a student-centred learning approach, students are active participants, placed at the core of the learning process. The learner is not seen as a passive receiver of knowledge but, rather, an active participant. The teacher's role becomes that of a guide who assists the learner in the difficult process of constructing his/her knowledge. Student-centred approach to teaching broadly means the shift of focus from the teacher to the student and their learning processes (Tran et al., 2010). The emphasis in student-centred approach to teaching is on what the student does and the ways to improve students' active engagement and deep approach to learning (Biggs and Tang, 2011; Prosser and Trigwell, 2014). In student-centred approach the student is seen as an active constructor of knowledge. Thus, the focus of the student-centred teaching practices is to develop autonomy and active learning that eventually enable lifelong learning.

Student-centred approach & Active Learning Methodologies

Student-centredness differs from traditional teaching approach, also known as teacher-centredness, in that the focus is on designing the teaching-learning process in a way that it promotes students' active participation and deep approach. Teaching that requires active engagement from students is likely to increase quality learning (Biggs and Tang, 2011). However, student-centered learning does not sideline or diminish the role of teachers. Instead, it seeks to use teachers' expertise in different ways to increase student engagement.

Student-centeredness requires a change in the mindset of the teachers and has many implications for the teaching practices. For example, teaching and learning activities should be designed in a way that they support

and promote active learning. Active learning methods place greater responsibility on the learner rather than passive approaches such as lectures. Active learning activities promote higher order thinking skills such as application of knowledge and analysis and engage students in deep learning processes rather than surface learning. Furthermore, they enable students to transfer and apply knowledge better. There is a variety of active learning methods, such as case studies, problem-solving, group projects, debates, peer teaching, games etc. to mention a few. However, it should be kept in mind that the methods should always be chosen purposefully to support the attainment of the intended learning outcomes. Thus, when choosing the active learning methods, it should always be considered from the perspective of which methods support the attainment of the intended learning outcomes in a best possible way.

Constructive alignment

The principle of constructive alignment has long been promoted as a powerful way to enhance the quality of teaching and learning (Biggs and Tang, 2011). Constructive alignment is an integrative design for teaching and curriculum design in which the alignment between intended learning outcomes/competences, teaching-learning activities and assessment tasks is emphasised to optimise the conditions for quality learning. The fundamental principle is that curriculum should be designed in such a way that the learning activities and assessment tasks are aligned with the intended learning outcomes (ILOs), and what the students should be able to do or demonstrate after completing the degree, module or a course. High quality learning may be supported by integrating these components together.

Constructive alignment reflects the more general paradigm shift from teacher-centred teaching to student-centred teaching described above. The central step in designing teaching is to define the intended learning outcomes or the competences that the students are supposed to learn during the learning process and how they will demonstrate that learning has taken place (Biggs and Tang, 2011). The role of the instructor is to engage the student in relevant activities that support the attainment of the intended learning outcomes (Biggs, 1996). By choosing appropriate teaching and assessment methods and tasks and aligning them with the intended learning outcomes/competences it is possible to effectively guide students' study practices and enhance deep, meaning-oriented learning (Biggs and Tang, 2011; Boud and Falchikov, 2006). Constructively aligned teaching is essentially a criterion-referenced system where the central elements, that is, intended learning outcomes, teaching-learning activities and assessment, are aligned and there is consistency throughout these elements.
Constructive alignment should be applied at all levels of the educational system, including institutional, departmental and classroom levels as teaching and learning take place in the whole system. In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher-order learning processes.

Figure 1. Illustration of constructive alignment
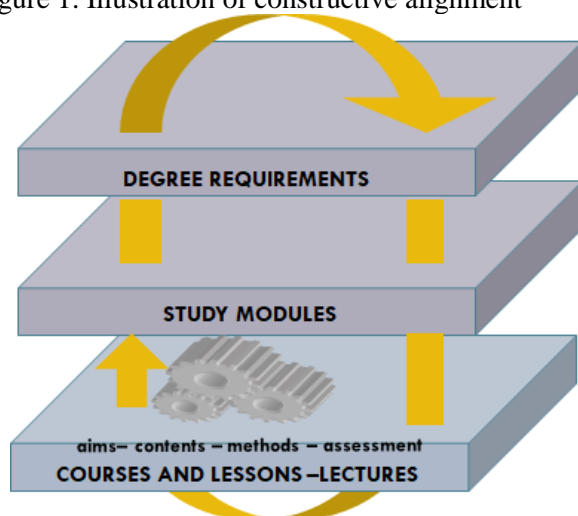
Research-based Initial Teacher Education

The recognition of the importance of research-based teacher education is growing worldwide (Flores, 2018). The research-teaching integration in the teacher educators' work has been suggested to be an effective solution to develop the profession in many aspects. They should be able to make explicit links between the educational theory, research and teaching practices. There is an increasing recognition that research is an important component of teacher education practices and is beneficial for preparing reflective practitioners (Flores, 2018). Research-based teacher education can take place in different forms. In its simplest form, it can mean that the teaching content is based on research, or that the teaching methods and pedagogical designs are based on research. It can also mean that teachers use inquiry-oriented methods in their teaching to enhance their students' own knowledge construction and research skills. Moreover, research-based teacher education can mean that the teacher educators themselves conduct research of their own work or more generally about topics related to teacher educators' work. The different forms of research-based teacher education identified in a recent research are presented in Table 1.

Teaching content is based on research	Teacher educators use their own or others' research as their teaching content to transfer academic knowledge to student teachers and develop the student teachers' independent thinking (Visser-Wijnveen et al. 2010).
Teaching methods and course design are based on research	Teacher educators benefit from their research work in teacher education and develop their teaching methods accordingly (Cochran-Smith 2005; Krokfors et al. 2011).
Applying inquiry-oriented methods in teaching	Teacher educators organise the course based on inquiry-oriented activities to guide student teachers to learn in an analytical and inquiring way to develop their pedagogical thinking (Krokfors et al. 2011).
Acting as researchers in teacher education	Teacher educators work as researchers and conduct research on what and how they teach, and on topics in teacher education (Cochran-Smith 2005).
Encouraging student teachers' involvement in research work	Teacher educators involve student teachers in research process to provide them with the experience of conducting research (Visser-Wijnveen et al. 2010).
A supportive relationship between research and teaching	Teacher educators consider the research-teaching nexus is complementary and fairly evident. Teaching and research support each other in a general and broad sense.

Table 1. Forms of research-based teacher education (Cao, Postareff, Lindblom-Ylänne & Toom, 2021

Teacher education can adopt the research-based approach in diverse ways, and it is important to consider what kind of forms fit the cultural context and practices. The ultimate goal of research-based teacher education is to support student teachers to become pedagogically-thinking, reflective and inquiry-oriented teachers with an inquiring attitude towards teaching. Teachers' pedagogical thinking means the ability to analyse and conceptualise educational occasions and phenomena, to evaluate them as part of larger instructional processes and to make rational and theory-based decisions and justify their decisions and actions as teachers. Their readiness to consume as possibly also conduct research enhances their ability to meet the challenges of the future (Toom et al., 2010).

Research-based teacher education not only enhances the teacher educators' own professional development, but also enhances teacher students' reflective and deep learning. By engaging in research-based activities, the students can acquire a set of highly valued competences, such as critical thinking, problem solving and reflective skills (Lunenberg, 2010). Thus, it is important, that teacher educators support the student teachers' to become reflective practitioners with an inquiring attitude

(see Toom et al., 2010), which they can learn not only from what their teachers say about how to teach, but most importantly, from how their teachers engage their students in collaborative and interactive teaching-learning activities (Berry, 2004).

To make research-based teacher education occur in practice, it should be made visible in the teacher education curricula. Secondly, the teacher education programmes should develop their students' inquiry-oriented and research-oriented approach to their work and enhance their research skills. Becoming an inquiry-oriented reflective practitioner requires time and space to deeply reflect on theory, practice, and the link between them. Therefore, the curriculum of teacher education should provide possibilities for reflection and practicing new skills.

Interdisciplinary learning

Content and Language Integrated Learning (CLIL)

CLIL (Content and Language Integrated Learning) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language (Coyle, Hood & Marsh, 2010:1). The umbrella term of CLIL also includes a range of other language programs, such as bilingual education, English- medium of education or immersion programs (Coyle, 2007; Mehisto, Marsh, and Frigols, 2008). But CLIL differs from those language programs by its equal focus on both content and language (Coyle, 2008; Dalton-Puffer, 2008; De Zarobe, 2008; Marsh, 2012). Thus, this approach is neither language learning nor subject learning but a combination of both; hence, attention is given both to the language and the content. Contrary to the common belief, the CLIL instruction takes place with and through a foreign language and it is not the approach when non-language subjects are taught in the foreign language (Eurydice, 2006).

The reasons for introducing CLIL include provision of a more holistic educational experience for the student as well as content-and language-learning outcomes realized in class. Furthermore, benefits of CLIL are also linked with insights from interdisciplinary research within neurosciences and education (Coyle, Hood & Marsh, 2010). Due to these advantages CLIL is increasingly attracting stakeholders' attention across continents.

In terms of the curriculum implementation, the CLIL approach is inclusive and flexible; it includes a range of models that can be adapted according to the age, ability and needs of the students (Coyle, 2007). Thus, implementing CLIL varies based on the context. In primary stage, language learning can be embedded across the curriculum and link with one or more subjects of the curriculum. For example, through specific themes or projects (e.g. lifestyle, sports, and holidays).

Secondary CLIL can make specific links between a language and a subject (e.g. history through Kazakh, science through English) or it can take a broader approach integrating language with parts of curriculum. More recently, CLIL is less aligned to a single subject and is evolving through links with a variety of subjects or themes. The content for lessons can include particular aspects of the curriculum for individual subjects. In practical terms, lesson planning involves joint effort across a number of subjects focusing on the cross-curriculum feature for the secondary curriculum. But there is a need for research to explore whether such an approach is compatible with the local context.

The existing curriculum models integrating CLIL vary in length from a single unit which comprise a sequence of 2-3 lessons to a more sustained approach through modules lasting half a term or more. Some successful cases include schools with bilingual sections where subjects are taught through the medium of another language for extensive periods (Coyle et al., 2010).

STEM (Science, Technology, Engineering, Mathematics) education

Interdisciplinarity in natural sciences and mathematics, so called STEM -education can be defined as "an effort to combine some or all of the four disciplines of science, technology, engineering, and mathematics into one class, unit, or lesson that is based on connections between the subjects and real-world problems" (Moore et al. (2014). Implementation and integration of engineering in K-12 STEM education. In S. Purzer, J. Strobel, & M. Cardella (Eds.), Engineering in Pre-College Settings: Synthesizing Research, Policy, and Practices (pp. 35–60). West Lafayette: Purdue University Press.). STEM -pedagogy in teacher education aims to prepare students to design, teach and develop research-based active learning STEM -lesson plans to educate competent citizens, who can access and make sense of science relevant to their lives and global perspectives (Feinstein, N. W., Allen, S., & Jenkins, E. (2013). Outside the pipeline: Reimagining science education for nonscientists. Science, 340(6130), 314-317.).

Active learning includes student centered active methods, such that project based education, and benefitting from diverse out of classroom learning environments and communities of learners and ICT. On the hand, Science education should also focus on competences with an emphasis on learning through science and shifting from STEM to STEAM (A = All) by linking science with other subjects and disciplines (Hazelkorn, Ellen & Ryan, Charly & Beernaert, Yves & Constantinou, Costas & Deca, Ligia & Grangeat, Michel & Karikorpi, Mervi & Lazoudis, Angelos & Pintó, Roser & Welzel-Breuer, Manuela (2015). Science Education for Responsible Citizenship. 10.2777/12626). In the ITE curricula in Kazakhstan, the A should include at least developing the English linguistic skills of teacher students (KAZ ITE D-3 Framework Report).

Digitalisation in Education and Teachers' Digital competence development

New information and communication technologies (ICTs) provide teachers and learners with an innovative learning environment to stimulate and enhance the teaching and learning process. In this context, novel educational concepts such as online learning, or blended and hybrid learning are being developed (López-Pérez, Pérez-López & Rodríguez-Ariza, 2011). Hybrid or blended learning can be defined as the integration of face-to-face classroom instruction learning with web-based tools and materials (e.g. Garrison & Kanuka, 2004), as contrast to fully online learning. Blended or hybrid learning is becoming increasingly significant to complement traditional forms of learning. Often these two terms are defined similarly, but can also be differentiated. Blended learning can be defined as a mix of various event-based activities, including conventional face-to-face classrooms instruction, e-learning, and self-paced learning, while in hybrid learning a part of the learning activities and assignments are transferred from the face-to-face environment to the distance learning environment (see Valiathan, 2002, in Koohang, Britz & Seymor, 2006).

Blended forms of learning has the potential to enhance both the effectiveness and efficiency of meaningful learning experiences, and some researchers have suggested that blended learning has the potential to be even more effective and efficient when compared to a traditional classroom model (see Garrison & Kanuka, 2004). Other benefits of blended forms of learning include convenience, student satisfaction, flexibility and higher retention (Koohang, Britz & Seymor, 2006).

Especially in situations where student numbers are high, online, blended or hybrid forms of learning have the potential to provide greater opportunities for improved learning (Osguthorpe & Graham, 2003). In teacher education, student teachers can also learn from their teachers the use of various digital tools and platforms. Thus, not only teacher educators should have the skills to adopt digital tools in their teaching, but also student teachers should develop their digital skills during teacher education. Times faced with uncertainty and sudden changes, such as pandemics, require flexible and advanced use of digital tools and instructional practices functional in online contexts.

Inclusion in education and recognition of different learners

Inclusion in education is a principle which means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. Inclusion is based on several international United Nations declarations, such as the Salamanca Statement (1994) and The Universal Declaration of Human Rights (1948). Inclusive pedagogy is a pedagogical approach that is impacted by the sociocultural context of learning (Florian & Black-Hawkins, 2011) and it aims to respond to the diverse learning needs of students in as varied ways as possible.

The concepts of 'inclusion' and 'diversity' are reviewed in the teaching and education practices with the activities and arrangements that promote inclusion as the centre. The key words in education are educational equality, accessibility, individuality, lifelong learning and co-operation. The teacher training emphasizes on teachers' perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. The teacher's task is to teach and guide students to become lifelong learners while taking each student's individual learning style into account. Four core values related to teaching and learning have been identified as the basis for the work of all teachers in inclusive education (European Agency). These core values are associated with areas of teacher competence. The areas of competence are made up of three elements: attitudes, knowledge and skills. All teachers must commit to the idea of equality for all students. (Saloviita, 2018.)

Teachers' professional development and change management

Considering the dynamic and constantly changing nature of teachers' work, teachers at all levels must be continuous learners throughout their professional careers. Teachers' professional development needs to address simultaneously the teachers' beliefs and conceptions and the improvement in their practices (Timperley & Phillips, 2003), as well as integration of theoretical and practical knowledge (Tynjälä, Häkkinen & Hämäläinen, 2004). Often an experience of a successful implementation in teaching changes teachers' attitudes and beliefs, and therefore, positive experiences are central for teachers' professional development (Guskey, 1989).

Development and growing as a teacher can be understood in different ways: 1) growing understanding of one's content area, in order to become more familiar with what to teach; 2) getting more practical experience as a teacher, in order to become more familiar with how to teach; 3) building up a repertoire of teaching strategies, in order to become more skilful as a teacher; 4) finding out which teaching strategies work best for the teacher, in order to become more effective as a teacher, and 5) continually increasing understanding of what works for students, in order to become more effective in facilitating student learning (Åkerlind, 2007).

It is important to notice, that professional development of teachers is often a slow process. Furthermore, the development is not a linear continuum, but instead, the development may be interrupted by various reasons (Beijaard, Meijer & Verloop, 2004). Some teachers may experience change and development as threatening and change processes often include feelings of anxiety or uncertainty (Postareff et al., 2008). Such negative emotions towards the change may narrow the teacher's attention (Fredrickson, 2001). Therefore, it is important to ensure that teachers receive enough support from diverse sources (e.g. peers, supervisors, work environment) and encouraging feedback. It is also important for teachers to understand, that failures are part of the teachers' professional development, and mistakes should be seen as learning opportunities. When teachers have the possibility to share experiences and engage in collaboration with their peers, it has been shown to have positive influences of their learning and development (Voogt, et al., 2011). When teachers feel

well and are engaged in their work, they are more likely to engage in pedagogical practices that promote their development (Fredrickson, 2001) The development of teaching is, at best, a continuous process, and thus, teachers should be encouraged to reflect on their own teaching on a continuous basis to increase their pedagogical awareness (Parpala & Postareff, 2021).

Teachers should also be provided with agency, which refers to the teacher's possibilities to influence, make decisions and take actions. The aim of exercising agency is to create new work practices and transforming the course of activities (Hökkä et al., 2012). When teachers have a possibility engage in development and changes, and when they experience that their opinions truly matter, they are likely to become highly engaged in their work (e.g. Day, Elliot & Kington, 2005; Pyhältö et al. 2012).

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