

**KHOJA AHMET YASSAWI INTERNATIONAL KAZAKH-TURKISH
UNIVERSITY**



«APPROVED»

Rector of the University
Idrissova E.K.
Based on the decision of the
Educational-Methodological Committee
No. 9 protocol « 25 » 04 2025y.

EDUCATIONAL PROGRAM

(Project "Strengthening the Potential of Pedagogical Education")

<i>Program level</i>	<i>Bachelor</i>
<i>Code and classification of the field of education</i>	<i>6B01 Pedagogical sciences</i>
<i>Code and name of the direction of training</i>	<i>6B017 Training of teachers in languages and literature</i>
<i>Group code and name of EP</i>	<i>B018 Teacher training in foreign languages</i>
<i>Gode and name of EP</i>	<i>6B01721- English language (IP)</i>
<i>EP type</i>	<i>Innovative EP</i>
<i>EP distinctive features</i>	<i>Dual training</i>

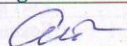
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Құрастырушылар: /Разработчики:/ Developers:

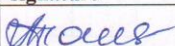
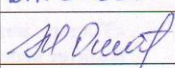
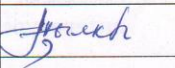
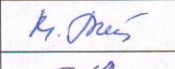
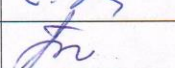
Тілдер және әдебиет бойынша мұғалімдерді даярлау бағыты бойынша Академиялық комитет құрамы:/ Состав академического комитета по направлению подготовки учителей по языкам и литературе:/

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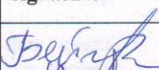
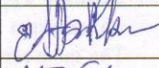
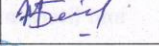
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«Тілдер және әдебиет бойынша мұғалімдерді даярлау бағыты бойынша» академиялық комитет кеңесінде талқыланды/

Обсуждено на совете академического комитета «Подготовка учителей по языкам и литературе»/

Discussed at the council of the academic committee of «Training of teachers in languages and literature»

Хаттама/Протокол/Protocol number № 3 « 18 » 03 2025 ж./г./y

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1. General information

1.1. Curriculum title	English language	
1.2. Curriculum developing team:		
	Leader university	Member universities
	Karaganda Buketov University	Shoqan Ualikhanov Kokshetau University
		Altysarin Arkalyk Pedagogical Institute
		North Kazakhstan State University named for M. Kozybaev
		Kazakh National Women's Teacher Training University
		Shakarim University
1.3. Type of curriculum (in accordance with the National Qualifications Framework)	BACHELOR'S DEGREE Level 6	
1.4. Total academic credits	240 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) "*English language*" 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) "*English language*" is a teacher education programme for pre-service teachers who wish to specialize in teaching English language 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 124 academic credits (incl. a final attestation of 8 academic credits).

Subject component consists of 6 modules: "Basic English Theory", "Methods and technology of teaching a foreign language", "Integrated specifically targeted technologies of English language teaching", "Language, culture, communication", "Professional English", and "Professional final module".

EP aims to provide comprehensive and thorough training to an English teacher who is able to work at all levels of education, from early to senior in different types of schools (small, general education, innovative, with in-depth study of the English language and other schools), possessing modern technologies and justified methods of learning a foreign language: STEM and CLIL, English as the language of international communication, English as an intermediate language, etc. Language competence and professional level of English teacher within the framework of this EP will provide effective teaching of English at school, which will solve the priorities of the state language policy of

	Kazakhstan, starting with school education (development of trilingualism in Kazakhstan). Moreover, pre-services teachers in this EP receive an additional qualification as a CLIL coach, has the skills of working in the traditional and distance learning format, which expands their professional field in future. 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	
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 Basics of learning English: linguistic competence**

1. Pre-service teachers apply knowledge of sound, grammatical, morphological, lexical, graphical, word-forming systems of studied languages for speech communication in oral and written forms in social and professional interaction.
2. Development of critical comprehension of theoretical knowledge of linguistics for its application in professional activities.

- **Competence area for Technologies of learning a foreign language: methods and linguodidactics**

3. Pre-service teachers are able to model the foreign language educational process, taking into account the educational needs of each student;

4. Pre-service teachers are able to design different situations of communication on the basis of standard (innovative) methods and language norms and implement them in a foreign educational process
 5. Pre-service teachers are able to choose and use content, strategies and tools; manage learning activities at all levels of education; forecast opportunities for criteria-based assessment, inclusive environment and digitalization in the pedagogical process in the system of teacher education; demonstrate the possibilities of self-evaluation, self-analysis and self-control.
 6. Pre-service teachers demonstrate skills of working with modern digital and multimedia resources, information and communication technologies to train language skills and develop speech skills in teaching a foreign language.
- **Competence area for Language, culture, communication**
 7. Pre-service teachers are able to communicate effectively through the perception, understanding and interpretation of a foreign text and its language expression in accordance with the level of language mastery.
 8. Pre-service teachers are able to effectively interact with representatives of other cultures; to carry out social and intercultural interaction with individuals, group of individuals, society; to communicate in various situations of professional, academic and business interaction
 9. Pre-service teachers know national customs, traditions and apply intercultural communication; know how to use country-specific information
 10. Pre-service teachers know the national and cultural features of the social and verbal behaviour of native speakers; accept social, cultural and personal differences;
 11. Pre-service teachers have skills of critical thinking, can distinguish important from secondary, strategically anticipate problems, solve them, etc.
 - **Competence area for Language in the professional sphere: application**
 12. Pre-service teachers are able to apply interdisciplinary knowledge; are able to carry out language activities, integrating knowledge, abilities and skills from different subject-specific areas for decision-making in the professional sphere
 13. Pre-service teachers are able to critically analyse, process and systematize vocational information, carry out research activities in the profession, apply empirical research methods;
 14. Pre-service teachers are able to navigate in various social communication situations, express their own opinion/judgment using

arguments, be able to work in a team, present the results of project and research activities, to strive for professional and personal growth;

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.
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.
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.
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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.
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.
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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. The prerequisite for the course is that the Pre-service teachers have completed the courses "<i>Psychology in Education and Concepts of Interaction and Communication</i>" and "<i>Age and physiological features of the development of children</i>" of the pedagogical component before entering their first pedagogical practice.
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. The prerequisite for the course is that the Pre-service teachers have completed the course "<i>Pedagogical Research</i>" of the pedagogical component before entering their second pedagogical practice.
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). The prerequisite for the course is that the Pre-service teachers have completed the courses "<i>Methods and Technologies of Teaching</i>", "<i>Assessment and Development</i>", and "<i>Inclusive Educational Environment</i>" of the pedagogical component before entering their third pedagogical practice.
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 "<i>Research, Development, and Innovation</i>". They make conclusions and explore various forms and channels of communicating the research results in a professional manner. The prerequisite for the course is that the Pre-service teachers have completed the courses "<i>Teaching planning and individualization of learning</i>" and "<i>Research, development and innovation</i>" of the pedagogical component.

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.
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4.2 Structure of the subject component

Module name and main disciplines	Academic credits
BASIC ENGLISH THEORY	22
University Component	13
Fundamentals of the theory of English language	5
Introduction to linguistics	5
Modern trends in English phonetics and grammar	3
Optional Component	9
Functional-stylistics	3
English language stylistics and lexicology	
Comparative typology of English, Kazakh/Russian	6
Grammar, vocabulary and phonology	
METHODS AND TECHNOLOGY OF TEACHING A FOREIGN LANGUAGE	25
University Component	15
English language teaching methodology and linguodidactics	6

Design and simulation of learning based on cognitive-interactive technologies	4
Design and simulation of learning based on cognitive-interactive technologies	5
Optional Component	10
New technologies in the updated educational content	5
Smart technologies in education Smart technologies in education	
Use of IT-technologies in online teaching of English language	5
Technologies of criteria evaluation	
INTEGRATED SPECIFICALLY TARGETED TECHNOLOGIES OF ENGLISH LANGUAGE TEACHING	16
University Component	11
Specifically targeted methods of teaching English in different types of schools	6
Methods of early teaching of English language	5
Optional Component	5
CLIL technology in teaching English	5
STEM and STEAM technology in teaching English	
Interactive methods and technologies for teaching English in different types of schools	
LANGUAGE, CULTURE, COMMUNICATION	17
University Component	11
Oral and written practice (B1 level)	6
Oral and written practice (B2 level)	5
Optional Component	6
Culture-oriented linguistics and intercultural education	3
Culture and intercultural education: national and foreign	
English language and global communication	3
Media literacy and digital communication	
PROFESSIONAL ENGLISH	34
University Component	24
Work-related English (C1 level)	6
English literature and creative writing	5
Work-related English (C2 level)	5
English for academic purposes	5
Theatricalization in English language teaching	3
Optional Component	10
Subject-specific English	3
Public speaking and diplomacy	
Methodology and design of scientific research (A)	7

Business English	
PROFESSIONAL FINAL MODULE	8
Final attestation (B)	8
Total academic credits	122

Basic English theory 22 academic credits

The linguistic module gives an idea of the theoretical foundations of the English language as a system and gives knowledge about the theory of phonetics, grammar, lexicology, the history of the English language, as well as about the functional use of the English language, aimed at the integration of theoretical basic knowledge in the professional sphere.

Course title	Fundamentals of the theory of English language
Component	Subject component, University Component
Cycle	Major disciplines
Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of this course is establishment of pre-service teacher's knowledge of the main stages of historical, linguocultural development of the language, the current state of the theoretical aspects of the language being studied. The relevance of the course lies in the training of a specialist with the necessary knowledge in the field of linguistics. The course promotes the development of linguistic competence among pre-service teachers, according to which pre-service teachers are proficient in general areas of theoretical grammar, phonetics, stylistics, basic English language, operate key morphological and syntactic categories, know the structure of English words, the main ways of word formation, figurative phraseology. The course teaches pre-service teachers to think in English, apply knowledge in the context of real situations.
Learning outcomes	Pre-service teachers demonstrating competence can: apply knowledge of theoretical and practical aspects

	of language use; • distinguish grammatical structures, morphological and syntactic bases of the English language; • carry out linguistic analysis at different levels of the language; • solve theoretical questions of linguistics, reveal their pragmatic meanings in the functioning of the language.
Course title	Functional stylistics
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of this course is familiarizing the pre-service teachers with the laws of the functioning of the language in various spheres of speech communication, mastering the basic terminology of stylistics and developing representation of sociolinguistic and pragmatic aspects of various functional styles of the English language at all levels (phonetic, lexical-phraseological, morphological, syntactic units). The relevance of the course is to highlight the main problems of the style of the English language, to use language expressive means correctly. Pre-service teachers develop their knowledge about the functional and style system of the English language, become proficient in linguistic methods of research, and find expressive means in the text and determine their functions.
Learning outcomes	Pre-service teachers demonstrating competence can: • analyse the text, both at the level of value and at the level of meaning; • recognize the artistic means expressing the author's thought and emotional attitude to the depicted reality;

	• have the skills of interpretation of stylistic techniques and expressive means; • carry out stylistic analysis and interpretation of the text.
Course title	English language stylistics and lexicology
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of this course is to familiarize pre-service teachers with language stylistics, its main categories, functional styles, stylistic techniques, description of the main methods of stylistic analysis of the text, application of corpus style, as well as to teach lexicology and lexicography. The relevance of the course is aimed at reviewing stylistics, studying lexical phenomena specific to different language styles and basic English language versions, and the use of online programs and other digital tools. As a result of studying this course, pre-service teachers develop their ability to purposefully use language and speech units in different contextual situations.
Learning outcomes	Pre-service teachers demonstrating competence can: • critically comprehend what they have read • define stylistic techniques, understand the choice of a particular language means that attract our attention, and compare speech models of different people; • apply methods of linguistic analysis; • use corpus-based stylistics, simple computer analysis of text templates and interpret their relationship with the style and effect of speaker or writer.
Course title	Introduction to linguistics
Component	Subject component, Optional Component
Cycle	Major disciplines

Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of this course is to familiarize pre-service teachers with general theoretical problems, such as the origin of languages, social characteristics of language, language and speech, language and thinking, internal structure of languages, classification of languages of the world, linguistic map of the world. The relevance of the course is aimed at the analysis of typological characteristics of languages with basic concepts and terms of linguistics, theoretical approaches to the language. The course provides pre-service teachers with an overview of linguistic analysis, ranging from the study of the sounds of human speech to the structure and meaning of sentences, language mastering, and all that develops pre-service teachers' common language competence. Pre-service teachers express willingness to participate in foreign oral and written communication activities.
Learning outcomes	Pre-service teachers demonstrating competence can: - demonstrate knowledge of the basic concepts of linguistics: genealogical and typological classification of languages; - demonstrate knowledge of the properties of language as a sign system, function of language, relations of language and mentality, language and speech, structure of language, theory of language origin; - demonstrate knowledge of the properties of the units of phonemic level, their verbal implementation, properties of the word as a basic linguistic unit, types of word combinations, types of semantic changes.
Course title	Comparative typology of English, Kazakh/Russian
Component	Subject component, Optional Component
Cycle	Major disciplines

Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of this course is to develop knowledge about typological description and classification of languages, about the methodology of typological study. The relevance of the course is aimed at comparing the most common features of the structure of languages in their interrelation and interdependence, the features of interlanguage differences between English and native languages. The course includes sections corresponding to all levels where a comparative analysis of English and Kazakh/Russian languages is possible (phonetic, morphological, syntactic, lexical). This course promotes the development of lexical competence. Pre-service teachers can determine the contextual meaning of a word, compare its meaning with his native language, select specific national features with the help of personal language experience.
Learning outcomes	Pre-service teachers demonstrating competence can: - show knowledge of typology of phonological systems of English and Kazakh/Russian languages; - show knowledge of typology of morphological systems of English and Kazakh/Russian languages; - show knowledge of typology of syntax and lexical systems; - apply knowledge of comparative typology in the method of teaching English.

Course title	Modern trends in English phonetics and grammar
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of this course is to familiarize pre-service teachers with modern trends in the phonetics and grammar of the English language. The relevance of the course is aimed at meaningful learning of the language as a means of communication through the skills of grammatically and phonetically correct foreign speech. This course includes theoretical provisions (rules) and practical section (exercises) and contributes to the development of intercultural competence. Pre-service teachers can engage in intercultural interaction, taking into account cultural differences.
Learning outcomes	Pre-service teachers demonstrating competence can: - show knowledge of theoretical and practical aspects of the use of the language, including its phonetic, semantic, grammatical, textual and pragmatic features; - synthetically describe the basic approaches to the study of various aspects of the structure of the language; - show willingness to communicate based on acquired theoretical knowledge.
Course title	Grammar, vocabulary and phonology
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Basic English Theory 22 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 Basics of learning English: linguistic competence (1, 2) The aim of the course is to familiarize pre-service teachers with the main areas of phonetic theory, to develop scientific linguistic worldview, to provide pre-service teachers with scientific knowledge about phonetic,

	grammatical, lexical systems of modern English language and their functioning. The relevance of this course is aimed at understanding interdisciplinary communicators with courses in general linguistics, theoretical phonetics, lexicology, as well as with the workshop on the culture of speech communication. During the course, pre-service teachers acquire socio-cultural and linguistic competencies. Pre-service teachers can demonstrate knowledge of phonetic, lexical and grammatical phenomena of the studied foreign language, used in the field of everyday and professional communication and allowing to use it as a means of personal communication.
Learning outcomes	Pre-service teachers demonstrating competence can: • navigate in modern linguistic concepts and directions; • possess the main functional and stylistic varieties of the language, the norms of the English language and systemic knowledge of the world; • apply the acquired knowledge in practice.

Methods and technology of teaching a foreign language 25 academic credits

The module is aimed at mastering knowledge in the field of foreign-language education (management, organization, teaching technology). The module teaches how to use skills to develop control and evaluation material, be able to integrate scientific knowledge of methods of teaching a foreign language in research and teaching activities, including skills of introspection and reflection, in the professional activity.

Course title	English language teaching methodology and linguodidactics
Component	Subject component, University Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 25 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 basics of learning English: linguistic competence (2) • Competence area for foreign language teaching

	technologies: methods and linguodidactics (3, 4, 6) The aim of this course is to master theoretical knowledge of linguodidactical basics of teaching English, which expands and deepens the basics of linguistic and methodological competence. The content of the course covers a wide range of issues related to teacher training, considering current trends in updating the content of education in Kazakhstan in the field of teaching a foreign language. This course equips pre-service teachers with the necessary knowledge about professional pedagogical and educational activities for teaching a foreign language in school and involves mastering the abilities and skills to navigate the flow of scientific and educational information, to select, analyse and evaluate new information on the methodology of teaching English with a view to its use in educational and pedagogical activities.
Learning outcomes	Pre-service teachers demonstrating competence can: • use modern methods, means and forms of teaching English at school in the planning and analysis of practical classes on EL depending on the didactic purpose, planned results, the content of the studied material and age characteristics of students; • demonstrate deep knowledge of the basics of establishment and development of communicative competence of students in English; • demonstrate strengthening of their theoretical foundations through the knowledge of an integrative approach to identify the main patterns of the pedagogical process of teaching foreign languages; • demonstrate practical use of teaching methods in linguistically diverse classes with an inclusive approach, promote intercultural awareness.
Course title	Design and simulation of learning based on cognitive-interactive technologies
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 25 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 basics of learning English: linguistic competence (2) • Competence area for foreign language teaching technologies: methods and linguodidactics (3, 4) The purpose of this course is to master the methodological foundations of modelling and designing English classes, as well as to establish the readiness of pre-service teachers to introduce cognitive and interactive technologies in the process of teaching foreign languages. At the same time, pre-service teachers develop foreign language and cognitive and methodical competences. These competences help them to arrange the learning process based on organizational and activity approach, feedback system and monitoring of learning results for each individual student, as well as to teach students according to their individual abilities, including interest, internal motivation, self-efficacy, embodiment, cognitive load and self-regulation.
Learning outcomes	Pre-service teachers demonstrating competence can: • model, implement, evaluate, critically reflect on the process of learning a foreign language; • effectively use cognitive and interactive technologies, methods and means of teaching foreign languages to ensure personal and professional development; • generalize and disseminate innovative methodological experience in the field of teaching foreign languages.
Course title	Use of IT-technologies in online teaching of English language
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 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 basics of learning English:

	linguistic competence (2) Competence area for foreign language teaching technologies: methods and linguodidactics (3, 4, 6) The aim of this course is to develop information technology competence on the basis of the application of distance learning technologies at various educational levels in the educational process. The course develops the skills of self-organization and self-education necessary for online or remote classroom management. The course is focused on the development of pre-service teachers' reflexive abilities through the establishment and development of critical thinking, and their ability to comprehend the systemic representations of students about modern online learning technologies the most effective in teaching English language, as well as their basic readiness to apply these technologies in their professional activities.
Learning outcomes	Pre-service teachers demonstrating competence can: - increase the cognitive activity of students through the active use technologies in the field of teaching a foreign language for deeper language immersion (videoconferences, interactive applications, training courses); - demonstrate practical skills of implementing complex applications in the process of teaching a foreign language; - plan and conduct English lessons using online learning technologies; - use innovative approaches in the evaluation in both offline and online environments; - demonstrate the skills of designing courses for online and hybrid learning.
Course title	Technologies of criteria evaluation
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 25 academic credits
Academic credits	5
Course/competence	The purpose of this course is to improve the following areas of subject competence:

description	• Competence area for basics of learning English: linguistic competence (2) • Competence area for foreign language teaching technologies: methods and linguodidactics (3, 5) The aim of this course is to familiarize pre-service teachers with the technology of criteria-based evaluation of learning results, as well as to develop a creative approach to the organization of quality control. Pre-service teachers develop their professional skills related to setting goals, selecting the content to test the knowledge of students, selecting methods, forms and means of evaluating the results of training, developing tests, i.e. those based on information technology and foreign methodical and teaching experience. They are able to use this knowledge in professional activities to improve the educational process. The course is aimed at the development of pre-service teachers' personal self-improvement, and the development of psychological and pedagogical, methodological competencies.
Learning outcomes	Pre-service teachers demonstrating competence can: • design educational process using modern methods and technologies of training and diagnostics; • design educational tools and resources within the framework of the use of modern methods and technologies of training and diagnostics; • evaluate objectively in accordance with the established evaluation criteria.
Course title	New technologies in the updated content of education
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 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 basics of learning English: linguistic competence (2) • Competence area for foreign language teaching technologies: methods and linguodidactics (3, 5)

	During the course, pre-service teachers study and master modern educational technologies, taking into account the updated content of education. As a result of studying the course, pre-service teachers master the professional competences of an English teacher, which are aimed at developing an understanding of the problems of applying new approaches to diagnosing and assessing students' educational achievements in the process of learning English. Pre-service teachers learn to use modern pedagogical technologies that consider the characteristics of language acquisition of students in preschool, primary, and secondary education, allowing them to make a cognitive and correct choice of pedagogical technologies and methods of teaching a foreign language that is appropriate for students' learning process and for the professional development of pre-service teachers in the methodology of teaching a foreign language.
Learning outcomes	Pre-service teachers demonstrating competence can: • analyse the conditions for the use of modern technologies and teaching methods, taking into account the age and individual characteristics of schoolchildren of language acquisition, the specifics of their educational needs and interests; • apply various educational technologies in accordance with the objectives of the process of teaching a foreign language; • to develop new educational content, technologies and specific methods of teaching English at all levels of education; • search, analyze and evaluate information, use information tools to gain new knowledge in the field of teaching English language.
Course title	Computer applications and resources for learning and teaching English
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 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 basics of learning English: linguistic competence (2) • Competence area for foreign language teaching technologies: methods and linguodidactics (3, 5, 6) The aim of this course is to develop knowledge, skills and abilities in the use of digital and AI-based technologies, computer applications and resources for teaching and learning English. During the training, the future teacher will acquire research, linguodidactic and communicative competences. The relevance of the course lies in the use of digital and AI-based technologies as an educational resource that helps language learners improve their language skills, complement them with other teaching methods, thereby ensuring the participation of a linguistically rich learning environment.
Learning outcomes	Pre-service teachers demonstrating competence can: • use computer applications and resources in a proper manner in job presentation and training; • increase the cognitive activity of students in the process of application of interactive language applications; • critically review computer teaching materials and resources and differentiate tasks, develop lessons based on language applications.
Course title	Smart technologies in education
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Methods and technology of teaching a foreign language 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 basics of learning English: linguistic competence (2) • Competence area for foreign language teaching technologies: methods and linguodidactics (3, 5, 6)

	During the course, pre-service teachers transform themselves from passive recipients into active users of smart technologies in the educational processes, and they learn to adopt smart technologies and integrate them into the process of teaching English. During the training, pre-service teachers have a good understanding of digital technologies and the existing device complex (computers, tablets, interactive boards, portable projectors) that is used to achieve the set pedagogical, linguistic and communicative tasks. Pre-service teachers acquire the necessary skills for successful activity and efficient operation of smart-technologies in the context of digital transformations in education. Also, pre-service teachers develop critical thinking skills, since adaptation to the new realities of digital smart education requires systematic, consistent, creative ideas and organized strategies to solve the problems.
Learning outcomes	Pre-service teachers demonstrating competence can: • demonstrate knowledge of the principles and laws of smart-technologies in the process of teaching a foreign language; • use the existing complex of devices (for example, computers, tablets, portable projectors) for successful achievement of the tasks; • understand and evaluate the importance of using smart-technology in educational transformations; • evaluate the complexity and limitations of the smart-technologies used and find the most effective way to use them.
Integrated specifically targeted technologies of English language teaching 16 academic credits	
The module includes modern trends in the development of methods of teaching English, the basic requirements for a modern English lesson in accordance with the principles of modern lesson modeling based on the updated content of education, using CLIL, STEM, STEAM technologies. Special attention is paid to the organization of the educational process of teaching a foreign language in specialized schools, as well as to the educational needs of students.	
Course title	Specifically targeted methods of teaching English in

	different types of schools
Component	Subject component, University Component
Cycle	Major disciplines
Module	Integrated specifically targeted technologies of English language teaching 16 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Technologies of learning a foreign language: methods and linguodidactics (3, 4, 5) The course is aimed at the establishment of knowledge of pre-service teachers of the main directions and principles of development of diverse foreign-language education in the Republic of Kazakhstan. Pre-service teachers differentiate the linguistic aspects of foreign-language speech activity, apply knowledge of the peculiarities of teaching a foreign language at different levels of secondary school, in schools with early learning of a foreign language, study of the peculiarities of the content and construction of the process of teaching a foreign language in schools with specific study of FL and in specialized schools. They also study the psychological and pedagogical prerequisites of development, the difficulties of teaching in a multilingual environment, proprietary methods, bilingual teaching in the environment of early learning.
Learning outcomes	Pre-service teachers demonstrating competence can: • creatively use advanced pedagogical technologies in teaching a foreign language; • use new IT technology tools in the process of teaching English, taking into account the individual needs of students; • integrate scientific knowledge on the methodology of teaching a foreign language and its basic sciences, effectively apply them in the process of teaching

Course title	CLIL technology in teaching English
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Integrated specifically targeted technologies of English language teaching 16 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Technologies of learning a foreign language: methods and linguodidactics (3, 4, 5) The course is aimed at establishing pre-service teachers' understanding of the importance of developing interpersonal, intercultural and linguistic skills, which are in demand among current employers. They demonstrate knowledge and understanding of the purpose, content and organization of the educational process using CLIL technology. Pre-service teachers are able to integrate specific terms and certain linguistic constructions into the learning process that contribute to the enrichment of subject-specific terminology vocabulary and prepare it for further study and application of the acquired knowledge and skills.
Learning outcomes	Pre-service teachers demonstrating competence can: • develop CLIL based lessons on all the principles of their methodology; • distinguish the features of CLIL in foreign language educational activities; • critically evaluate the experience of using CLIL technology from different resources, taking into account the age, sensory and intellectual abilities of students.

Course title	STEM and STEAM technology in teaching English
Component	Subject component, Optional Component
Cycle	Major disciplines

Module	Integrated specifically targeted technologies of English language teaching 16 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Technologies of learning a foreign language: methods and linguodidactics (3, 4, 5) The course is aimed at the establishment of pre-service teachers' knowledge and understanding of the leading principles and main tendencies of the development of the modern system of variable-based foreign-language education. Pre-service teachers are able to apply STEM and STEAM technologies in teaching a foreign language, analyse and summarize advanced achievements and teaching experience. They are able to differentiate and critically approach the choice of material for students in accordance with the goals and form of organization of the educational process.
Learning outcomes	Pre-service teachers demonstrating competence can: • critically analyse modern methodical systems and alternative programmes of teaching a foreign language at school; • arrange educational activities of students using STEM and STEAM technologies for independent work, project and research activities in the process of teaching English.

Course title	Methods of early teaching of English language
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Integrated specifically targeted technologies of English language teaching 16 academic credits
Academic	5

credits	
Course/ competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for Technologies of learning a foreign language: methods and linguodidactics (3, 5) The aim of the course is to provide pre-service teachers with the knowledge about the approaches and methods of teaching English at an early stage of education in the context of modern foreign-language education. Pre-service teachers are introduced to the main methods and approaches used in the process of teaching English to children in the pre-school stage of education, since during that period children unlock their maximum potential in terms of language mastery.
Learning outcomes	Pre-service teachers demonstrating competence can: • differentiate the early learning and development of the language in the context of modern foreign-language education; • effectively use innovative platforms with different tools for development, implementation and evaluation in early learning; • use the opportunities of game technologies of teaching to develop speaking skills at an early stage of learning.
Course title	Interactive methods and technologies for teaching English in different types of schools
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Integrated specifically targeted technologies of English language teaching 16 academic credits
Academic credits	5

Course/ competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for Technologies of learning a foreign language: methods and linguodidactics (3, 5) The aim of this course is to familiarize pre-service teachers with the methods and technologies of teaching English, the activation of cognitive activity, development of a creative approach to the use of interactive approaches, considering the knowledge of advanced pedagogical technologies in the teaching of a foreign language.
Learning outcomes	Pre-service teachers demonstrating competence can: • use systematized theoretical and practical knowledge to set and solve research problems in the field of learning English; • creatively choose interactive methods in teaching, the most appropriate for learning conditions; • enhance the cognitive activity of students through the use of interactive teaching methods, through the introduction of independent research sources.

Language, culture, communication 17 academic credits

The module focuses on the development of speaking, listening, reading and writing skills to use English in personal, social and professional purposes; the module gives an idea of the theory and practice of intercultural communication, diversity of cultural perception, the study of the essence of media information literacy and its role in modern society, necessary for the development of innovatively active specialist.

Course title	Oral and written practice (B1 level)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Language, culture, communication 17 academic credits
Academic credits	6

Course/ competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Basics of learning English: linguistic competence (1) • Competence area for Language, culture, communication (7) The aim of this course is for pre-service teachers to achieve the level of language training for teaching in English. They improve their ability to develop a lesson plan and correctly identify, differentiate and use educational and didactic material in accordance with level training and stages of lessons. They are able to critically evaluate and analyse the course of the lesson, its stages.
Learning outcomes	Pre-service teachers demonstrating competence can: • teach English for their professional activity; • use the language material correctly in all kinds of communication and speech activities; • develop educational and didactic materials in accordance with the objectives of the lessons; • conduct self-organization, self-control and self-evaluation.
Course title	Oral and written practice (B2 level)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Language, culture, communication 17 academic credits
Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Basics of learning English: linguistic competence (1) • Competence area for Language, culture, communication (7)

	During the course, pre-service teachers increase their initial level of foreign language proficiency achieved at the previous stages of education, and master sufficient level of communicative competence to solve social and communicative problems in various areas of everyday life, culture, as well as for further self-education.
Learning outcomes	Pre-service teachers demonstrating competence can: • use vocabulary items of B2+ used for the production of oral and written speech on the topics specified in the programme of the discipline; • understand the main types of listening and the strategies specific to different listening types; • use target vocabulary items to produce oral and written speech on a topic specified in the unit; • expose skills of phonetically correct speaking according to the modern pronunciation standard; • distinguish the main types of reading and the strategies specific to different reading types.

Course title	Culture-oriented linguistics and intercultural education
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Language, culture, communication 17 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Language, culture, communication (9, 10) The course provides pre-service teachers with an overview of the country of the language being studied, including the language of historical, geographical, economic, socio-political, cultural and general information. Pre-service teachers expand their knowledge of the nature of countries,

	the basics of the universally recognized system, the main trends in the development of countries, the constitutional foundations of the state, their high cultural traditions. They are able to compare their own country with the country of the language being studied.
Learning outcomes	Pre-service teachers demonstrating competence can: • interact adequately and productively with representatives of other cultures and religions; • perceive the value of national culture, respect and treat with due care the historical heritage and cultural traditions of their country and the country of the language being studied; • correctly interpret social and ethical values based on public opinion, traditions, customs, social norms and be able to focus on them in their professional activity.
Course title	Culture and intercultural education: national and foreign
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Language, culture, communication 17 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Language, culture, communication (9, 10) The aim of this course is for pre-service teachers to understand their own and foreign cultural identity, the cultural assumptions that all carry, the nuances of intercultural interaction and their potential for (not)understanding and growth. Pre-service teachers get familiarized with different communication styles, how values can change from country to country, and how they can more easily evaluate and adapt to different contexts.

	Emphasis on the development of pre-service teachers' social and personal qualities: citizenship, patriotism of adherence to ethical norms, and responsibility. The course also encourages the involvement of foreign teaching specialists within the framework of the Academic Mobility Program.
Learning outcomes	Pre-service teachers demonstrating competence can: • identify opportunities for the application of positive foreign-language experience in the establishment and development of intercultural competence in national universities; • regulate intercultural relations by designing behavioural patterns specific to each national culture; • participate in the Academic Mobility Program in foreign universities.

Course title	Media literacy and digital communication
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Language, culture, communication 17 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Language, culture, communication (8, 11) This course introduces the pre-service teacher to the main difficulties of media literacy, develops their critical thinking and digital literacy skills based on an analytical approach, and provides them with necessary methods of analysis of the interpretation and understanding of media content. The course addresses a case study in the media through digital web resources and the relationship between media and culture.
Learning outcomes	Pre-service teachers demonstrating competence can: • understand the basic definitions, concepts, approaches of media literacy;

	• communicate responsibly, constructively and ethically in the virtual and media environment, write messages and distribute them in the media; • use information technologies, software in the media sphere; • apply methods of searching, analysing and selecting media texts and their transformation, preservation and transfer;
Course title	English language and global communication
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Language, culture, communication 17 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9) • Competence area for interaction (5) • Competence area for Language, culture, communication (8, 11) The aim of the course is for pre-service teachers to understand international and intercultural communication in the multimedia world. The issue-related course covers many global problems including: diversity of news and mass communications, emerging trends in global business communications and media, advances in technology, global sources and communication systems, cultural contexts, theories of symbolic interaction, structuring, convergence, world-system and electronic colonialism, ethical and legal issues, as well as the role and impact of advertising and public relations on the world market.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply constructive dialogue, social partnership, communication in a multicultural, multi-ethnic and multi-religious society; • adequately perceive diversity and intercultural differences and work in an international context;

	• demonstrate leadership skills, work in an interdisciplinary team and with experts in other subject-specific areas; • explain and justify the current urgency of problems of intercultural communication in modern society; • correctly determine the relationship between language and culture, their role in intercultural communication, taking into account the peculiarities of the culture and mentality of representatives of other nations; • select suitable pedagogical technologies of differentiated and integrated training; perform pedagogical monitoring, implement pedagogical management.
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Professional English 34 academic credits

The module is aimed at developing pre-service teachers' written and oral language skills necessary for practical use in the professional sphere for building professional foreign language communication on various topics in situations of academic, professional and business communication.

Course title	Work-related English (C1 level)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13) The aim of this course is to ensure that pre-service teachers

	master the rules of the language in the field of communication in its oral and written forms, and the special vocabulary. The process of studying the discipline is aimed at the establishment and development of competences of pre-service teachers in understanding, comprehension and practical development of a foreign language, as well as in speech professional-oriented situations of communication.
Learning outcomes	Pre-service teachers demonstrating competence can: • have the lexical minimum in the amount stipulated by this level of language proficiency; • possess a grammatical minimum, ensuring general communication without distorting the meaning of written and oral interaction; • demonstrate a culture of thinking, ability to analyse, summarize information, set goals and choose ways to achieve them, possess a culture of oral and written speech.

Course title	Work-related English (C2 level)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13) The course is designed to teach pre-service teachers of a particular specialty and is focused on the study of language (grammar, vocabulary, phonetics) and communication functions, corresponding to the use of language related to

	the specialty, considering the needs of professional interests of students (professionally significant topics and situations used in language learning, authentic tasks, problem texts, discussion of current issues related to future professional activity, etc.) that contributes to the motivation of learning a foreign language.
Learning outcomes	Pre-service teachers demonstrating competence can: • use materials acquainting with the basic concepts of the specialty in seminars; • create situations in which pre-service teachers could use their theoretical knowledge in the specialty to solve practical tasks; • use the help of the subject teacher both in the preparation for and during the lessons.

Course title	English for academic purposes
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13) This course involves pre-service teachers mastering the origin of the phenomena of speech activity using vocabulary and rules, lexical and grammatical properties, as well as their readiness to use a foreign language for evaluation, and to use information in a foreign language to solve research and professional tasks, and regulations in professional activity. They are prepared for work-related, communicative and specialized specialty within the framework of the future career in English language.

Learning outcomes	Pre-service teachers demonstrating competence can: • demonstrate understanding and ability to apply reading strategies to texts; • create well-structured written text (essay, paragraph, etc.) with precise grammar and advanced vocabulary on the topic; • demonstrate understanding of spoken English on common topics; • arrange oral presentation using appropriate advanced vocabulary and grammatical structures; • use complex grammatical and syntactic constructions and vocabulary.
Course title	Subject-specific English
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13) The course focuses on teaching foreign-language work-oriented communication with the development of personal qualities of a pre-service teacher, and their knowledge of the culture of the country of the language being studied, as well as their acquisition of special and business skills based on professional and linguistic knowledge.
Learning outcomes	Pre-service teachers demonstrating competence can: • receive and understand messages by ear and when reading within the framework of the studied spheres and speech topics;

	• find out, clarify, supplement the statement of the interlocutor, put forward a controversial thesis, a supposition; • encourage co-thinking (individual activity); • oppose different points of view; sum up.
Course title	English Literature and Creative Writing
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13) The course offers pre-service teachers with the possibility of combining creative and critical approaches developing their independent thinking and analytical abilities. Pre-service teachers receive knowledge in the field of literature from Old English to the modern period, including American literature. The course is also aimed at developing pre-service teachers' creative writing skills at the professional level, as well as developing their skills in creative writing that allow systematization and practical application of the knowledge gained during the period of training in English, necessary for effective writing, both in the field of literature and in the field of writing, related to future professional activity.
Learning outcomes	Pre-service teachers demonstrating competence can: • demonstrate knowledge and understanding of English literature from the Old English to the modern period;

	- critically evaluate their own and other people's written material; - participate in discussion, critical analysis and review of various materials written by other pre-service teachers.
Course title	Theatricalization in English language teaching
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: - Competence area for professional development (8, 9, 10) - Competence area for interaction (4, 5) - Competence area for the working environment of teachers (6, 7) - Competence area for Language in the professional sphere: application (12, 13) This course is focused on the fascinating and easy acquisition of language material, its activation in the process of communicating and theatricalization and presentation of understanding of theatricalization as an interactive educational technology in English lessons. This course promotes the development of open dialogue, emotional component, broadening of pre-service teachers' horizons, which allows expanding the range of opportunities for learning a foreign language.
Learning outcomes	Pre-service teachers demonstrating competence can: - demonstrate role-playing when reading foreign texts; - read a theatrical story about a character; - work on a theatrical performance in classrooms.
Course title	Business English
Component	Subject component, Optional Component

Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	7
Course/ competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13, 14) Learning business English allows pre-service teachers to develop English skills that will be useful in the office or other business environment. The course supports a wide range of sessions to develop their skills in interviewing, writing business e-mails in English and learning business topics and issues.
Learning outcomes	Pre-service teachers demonstrating competence can: • improve the ability to write and speak English in professional communication; • learn terminology and skills for business conversations, telephone conversations, written reports and e-mails, as well as professional presentations; • communicate effectively in English in a professional context.

Course title	Public speaking and diplomacy
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	3

Course/ competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for professional development (8, 9, 10) • Competence area for interaction (4, 5) • Competence area for the working environment of teachers (6, 7) • Competence area for Language in the professional sphere: application (12, 13, 14) The course is designed to address key areas of pre-service teachers' language skills required for diplomatic and professional communication. They are offered with a unique combination of academic and practical exercises for communication in spoken and written English.
Learning outcomes	Pre-service teachers demonstrating competence can: • speak fluently and creatively - without any notes and feel confident; • develop diplomatic and professional communication skills.

Course name	Methodology and design of scientific research
Component	Subject component, University Component
Cycle	Major disciplines
Module	Professional English 34 academic credits
Academic credits	7
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) The course provides pre-service teachers with a definition of science and its classification, definition of the method and methodology of scientific research, and introduces the main sources of scientific information, structure of educational and scientific work, features of preparation, design and defence of student works (term papers, theses,

	abstracts, reports).
Learning outcomes	Pre-service teachers demonstrating competence can: plan, design and conduct research in a collaborative environment using appropriate tools and methods to collect relevant data to verify and revise scientific hypotheses.

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
<i>History of Kazakhstan</i> 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	5

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).	
<i>Philosophy</i> 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
<i>Sociology</i> 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
<i>Political studies</i> 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
<i>Cultural studies</i> 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
<i>Psychology</i> 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,	2

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
<i>Russian /Kazakh language</i> 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
<i>Foreign language</i> 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
<i>Information and communication technologies</i> 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
<i>Physical education</i> 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
<i>Economics, Fundamentals of Entrepreneurship and Business</i> The course is studied in order to form knowledge about the basics of administrative law, civil and family law in the Republic of Kazakhstan, labor law and social security law of the Republic of Kazakhstan. The system of institutions of public administration and the scope of their powers. Goals, methods of state regulation of the economy. The role of the public sector in the economy. Financial law and finance. The mechanism of interaction between substantive and procedural law.	5
<i>Research skills in law and anti-corruption culture</i> The main provisions of the Constitution, the current legislation of the Republic of Kazakhstan; the system of government bodies, terms of reference, goals, methods of state regulation of the economy, the role of the public sector in the economy; financial law and finance; the mechanism of interaction between substantive and procedural law; the essence of corruption, the reasons for its origin; measure of moral and legal responsibility for corruption offenses; current anti-corruption legislation	5
<i>Financial literacy</i> The discipline provides for the formation of students' responsibility for making financial decisions, taking into account personal safety and financial literacy, based on the creation of a direct link between the knowledge gained and their practical application, the use of financial information. It also develops the skills to effectively fulfill the socio-economic role of a consumer, depositor, borrower, shareholder, taxpayer, policyholder, investor in the financial market and the safe behavior of consumers from pyramids and financial frauds.	5
<i>Ecology and life safety</i> The discipline forms a system of knowledge among students about human interaction with the environment, environmental and man-made risks, principles of ensuring the safety of life and the concept of sustainable development of society. The student learns how to develop and justify measures to ensure the safety of life, taking into account the goals of sustainable development and the characteristics of an inclusive environment. He gets used to using means of control, analysis and prevention of emergencies and risks.	5

<i>Research methods</i> 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. Research ethics. Peer review.	5
Total academic credits	56
4.4 Progression of the studies	

Modules and courses	BA degree, 4 academic years							
	1. year		2. year		3. year		4. year	
	1 sem	2 sem	3 sem	4 sem	5 sem	6 sem	7 sem	8 sem
PEDAGOGICAL COMPONENT								
SUPPORTING LEARNERS AS INDIVIDUALS – 17 academic credits								
Psychology in Education and Concepts of Interaction and Communication 4 academic credits			4					
Educational Science and Key Theories of Learning 3 academic credits			3					
Inclusive Educational Environment 3 academic credits					3			
Age and Physiological Features of the Development of Children 3 academic credits		3						
Teaching Planning and Individualization of Learning 4 academic credits						4		
TEACHING AND ASSESSMENT FOR LEARNING – 9 academic credits								
Teaching Methods and Technologies 5 academic credits				5				
Assessment and Development 4 academic credits					4			

TEACHER AS A REFLECTIVE PRACTITIONER – 9 academic credits								
Pedagogical Research 4 academic credits			4					
Research, Development and Innovation 5 academic credits							5	
TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE) – 25 academic credits								
Introduction to the teaching profession (1st year pedagogical practice) 2 academic credits		2						
Psychological and pedagogical assessment (2nd year pedagogical practice) 2 academic credits				2				
Pedagogical approaches (3rd year pedagogical practice) 6 academic credits						6		
Research and innovation in education (4th year pedagogical practice) 15 academic credits								15
COMPULSORY COMPONENT								
HISTORICAL AND PHILOSOPHICAL COMPETENCIES – 10 academic credits								
History of Kazakhstan 5 academic credits							5	
Philosophy 5 academic credits					5			

SOCIO-POLITICAL KNOWLEDGE – 8 academic credits								
Sociology 2 academic credits			2					
Political studies 2 academic credits			2					
Cultural studies 2 academic credits			2					
Psychology 2 academic credits			2					
INSTRUMENTAL AND COMMUNICATION – 25 academic credits								
Russian /Kazakh language 10 academic credits	5	5						
Foreign language 10 academic credits	5	5						
Information and communication technologies 5 academic credits	5							
HEALTH PROMOTION – 8 academic credits								
Physical education 8 academic credits	2	2	2	2				
Optional Component – 5 academic credits								
Basics of Economics and Law 5 academic credits			5					
Basics of an anti-corruption culture 5 academic credits								
Entrepreneurial skills 5 academic credits								
Ecology and life safety 5 academic credits								
Research methods 5 academic credits								
SUBJECT COMPONENT								
Fundamentals of the theory of			5					

English language 5 academic credits								
Functional stylistics 5 academic credits								
English language stylistics and lexicology 5 academic credits						5		
Introduction to linguistics 5 academic credits								
Comparative typology of English, Kazakh/Russian 5 academic credits			5					
Modern trends in English phonetics and grammar 3 academic credits								
Grammar, vocabulary and phonology 3 academic credits			3					
English language teaching methodology and linguodidactics 6 academic credits					6			
Design and simulation of learning based on cognitive- interactive technologies 5 academic credits							5	
Use of IT- technologies in online teaching of English language 5 academic credits								

Technologies of criteria evaluation 5 academic credits					5			
New technologies in the updated educational content 5 academic credits					5			
Computer applications and resources for learning and teaching English 5 academic credits							5	
Smart technologies in education 5 academic credits							5	
Specifically targeted methods of teaching English in different types of schools 5 academic credits					5			
CLIL technology in teaching English 6 academic credits						6		
STEM and STEAM technology in teaching English 6 academic credits						6		
Methods of early teaching of English language 5 academic credits							5	
Interactive methods and technologies for teaching English							5	

in different types of schools 5 academic credits								
Oral and written practice (B1 level) 6 academic credits	6							
Oral and written practice (B2 level) 8 academic credits		8						
Culture-oriented linguistics and intercultural education 5 academic credits						5		
Culture and intercultural education: national and foreign 5 academic credits								
Media literacy and digital communication 3 academic credits							3	
English language and global communication 3 academic credits								
Work-related English (C1 level) 6 academic credits						6		
Work-related English (C2 level) 6 academic credits							6	
English for academic purposes 6 academic credits			6					
Subject-specific English 6 academic credits								
English Literature and Creative				6				

Writing 5 academic credits								
Theatricalization in English language teaching 5 academic credits								
Business English 5 academic credits								
Public speaking and diplomacy 5 academic credits					5			
PROFESSIONAL FINAL MODULE –18 academic credits								
Methodology and design of scientific research (A) 8 academic credits							10	
FINAL ATTESTATION (B) 8 academic credits								8
Academic credits in total	30	30	31	29	30	30	30	30
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 (<i>Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project</i>); – the minimum average achievement score								

Subject names	Credits	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/ Экономика, Основы Предпринимательства и бизнеса/Economics, Fundamentals of Entrepreneurship and Business	5											+		+
Құқық және сыбайлас жемқорлыққа қарсы саладағы зерттеу дағдылары/ Hukuk ve rüşvetle mücadele kültüründe araştırma becerileri/ Исследовательские навыки в области права и антикоррупционной культуры/ Research skills in law and anti-corruption culture	5									+		+		
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/ Экология и безопасность /жизнедеятельности/Ecology and Life Safety	5											+		+
Ғылыми зерттеу әдістері / Bilimsel araştırma yöntemleri/ Методы научного исследования/ Methods of scientific research	5											+	+	
Қаржылық сауаттылық /Finansal okuryazarlık /Финансовая грамотность/ Financial literacy	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 беру туралы	3					+						+		

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														
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 ve Teknikleri / Методы и технологии преподавания / Teaching Methods and Technologies /	5			+					+			+		
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 инновация / Araştırma,	5			+	+				+					

Geliştirme ve Yenilikçilik / Исследования, развитие и инновации / Research, Development and Innovation														
Ататүрік принциптері/Atatürk İlkeleri/Принципы Ататюрка/Principles of Atatürk	3										+			
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/История тюркских государств/Turkic States history											+			
Ясауитану/Yesevilik Bilgisi/Ясавиведение/Yas sawi 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					+								
Тіл біліміне кіріспе/ Dilbilime Giriş // Введение в языкознание/ Introduction to Linguistics	3					+						+		
Ағылшын тілі фонетикасы мен грамматикасындағы заманауи тенденциялары/İngilizce fonetik ve dilbilgisindeki modern eğilimler/Современные тенденции в фонетике и грамматике английского языка/Modern trends in English phonetics and grammar	3					+						+		
Ағылшын тілі теориясының негіздері/İngiliz dili teorisinin temelleri/Основы теории английского	5					+						+		

языка/Fundamentals of the theory of English language														
Ағылшын, қазақ/орыс тілдерінің салыстырмалы типологиясы/İngilizce, Kazakça/Rusça dillerinin karşılaştırmalı tipolojisi/Сравнительная типология английского, казахского/русского языков/ Comparative typology of English, Kazakh/Russian	6					+						+		
Грамматика, лексика және фонология/Dilbilgisi, kelime bilgisi ve fonoloji/Грамматика, лексика и фонология/Grammar, vocabulary and phonology	6					+				+				
Функционалдық стилистика/ İşlevsel stilistik/ Функциональная стилистика/ Functional stylistics	3					+						+		
Ағылшын тілінің стилистикасы және лексикологиясы/ İngiliz dilinin stilistik ve sözlükbilimi/ Стилистика и лексикология английского языка/ English language stylistics and lexico	3					+						+		
Ағылшын тілін оқу және үйретуге арналған компьютерлік қосымшалар және ресурстар / İngilizce öğrenmek ve öğretmek için bilgisayar uygulamaları ve kaynakları/ Компьютерные приложения и ресурсы для изучения и преподавания английского языка/ Computer applications and resources for learning and teaching English	5					+				+				
Ағылшын тілін оқытудың әдістемесі және лингводидактикасы/İngilizce öğretiminin	6		+								+			

metodolojisi ve dilbilimsel didaktiği/Методика и лингводидактика преподавания английского языка/English language teaching methodology and linguodidactics														
Когнитивті-интерактивтік технологиялар негізінде оқытуды жобалау және үлгілеу / Bilişsel-etkileşimli teknolojilere dayalı eğitimin tasarımı ve modellenmesi/ Проектирование и моделирование процесса обучения на основе когнитивно-интерактивных технологий/ Design and simulation of learning based on cognitive-interactive technologies	4				+			+						
Жаңартылған білім беру мазмұнындағы жаңа технологиялар / Güncellenen eğitim içeriğinde yeni teknolojiler/ Новые технологии в обновленном содержании образования/ New technologies in the updated content of education	5				+	+								
Білім берудегі smart-технологиялар/ Eğitimde akıllı teknolojiler/ Smart-технологии в образовании / Smart technologies in education	5				+			+						
Ағылшын тілін қашықтықтан оқытуда IT-технологияларды пайдалану/İngilizce uzaktan öğreniminde BT teknolojilerinin kullanımı/Использование IT-технологий в обучении английскому языку в условиях дистанционного обучения/Use of IT-technologies in online teaching of English language	5				+			+						

Критерийлік бағалау технологиялары/Kriter değerlendirme teknolojileri/Технологии критерияльного оценивания/Technologies of criteria evaluation	5				+			+						
Өртүрлі мектеп типтерінде ағылшын тілін оқытудың арнайы бағдарланған әдістері/ Farklı okul türlerinde İngilizce öğretmeye yönelik özel odaklı yöntemler/ Специально-ориентированная методика обучения английского языка в разных типах школ /Specifically targeted methods of teaching English in different types of school	6	+	+											
Ағылшын тілін ерте оқыту әдістері/ Erken İngilizce dilini öğrenme yöntemleri/ Методика раннего обучения английскому языку/ Methods of early English teaching	5		+		+									
Ағылшын тілін оқытудағы CLIL - технологиясы/ İngilizce öğretiminde CLIL teknolojisi/ CLIL - технологии в обучении английскому языку/ CLIL technologies in teaching English	5						+						+	
Ағылшын тілін оқытудағы STEM және STEAM технологиялары/ İngilizce öğretiminde STEM ve STEAM teknolojileri/ STEM и STEAM технологии в обучении английскому языку / STEM and STEAM technologies in teaching English	5						+						+	
Өртүрлі мектеп типтерінде ағылшын тілін оқытудың зияткерлік әдістері мен технологиялары/ Farklı okul türlerinde İngilizce öğretiminin entelektüel	5				+			+						

yöntemleri ve teknolojileri/ Интерактивные методы и технологии обучения английскому языку в различных типах школ/ Interactive methods and technologies for teaching English in different types of schools														
Ауызша және жазу практикасы (B1 деңгейі)/ Sözlü ve yazılı uygulama (B1 düzeyi)/ Практика устной и письменной речи (уровень B1)/ Oral and written practice (B1 level)	6					+				+				
Ауызша және жазу практикасы (B2 деңгейі)/ Sözlü ve yazılı uygulama (B2 düzeyi)/ Практика устной и письменной речи (уровень B2)/ Oral and written practice (B2 level)	5					+				+				
Лингвистикалық ел тану және мәдениетаралық білім беру/Dilsel etnografya ve kültürlerarası eğitim/ Лингвострановедение и межкультурное образование/Culture-oriented linguistics and intercultural education	3							+		+				
Мәдениет және мәдениетаралық білім беру: отандық және шет елдік бағыт/ Kültür ve kültürlerarası eğitim: yerli ve yabancı yönler/ Культура и межкультурное образование: отечественное и зарубежное направление/Culture and intercultural education: national and foreign	3								+		+			
Ағылшын тілі және жаһандық коммуникация /İngilizce ve Küresel İletişim/Английский язык и глобальная коммуникация/English language and global communication	3					+				+	+			

Медиасауаттылық және цифрлық коммуникация/Medya okuryazarlığı ve dijital iletişim/Медийная грамотность и цифровая коммуникация/Media literacy and digital communication	3					+			+					
Кәсіби бағдарланған ағылшын тілі (C1 деңгейі)/ Mesleki İngilizce (C1 seviyesi)/ Профессионально ориентированный английский язык (уровень C1)/ Professional English (C1 level)	6						+				+			
Ағылшын әдебиеті және шығармашылық хат/ İngiliz edebiyatı ve yaratıcı yazarlık/ Английская литература и креативное письмо/ English literature and Creative Writing	5									+		+		
Кәсіби бағдарланған ағылшын тілі (C2 деңгейі)/ Mesleki İngilizce (C2 seviyesi)/ Профессионально ориентированный английский язык (уровень C2)/ Professional English (C2 level)	5						+					+		
Академиялық мақсаттардағы ағылшын тілі/ Akademik amaçlar için İngilizce / Английский язык для академических целей / English for academic purposes	5						+					+		
Ағылшын тілін оқытудағы театрға бейімдеу/ İngilizce öğretiminde tiyatroya uyarlama/ Театрализация в процессе обучения английского языка/ Theatricalization in in English language teaching	3								+					+
Мамандандырылған ағылшын тілі/ İngilizce konusunda uzmanlaşmak/ Специализированный английский язык/	3						+	+						

Subject-specific English														
Көпшілік алдында сөйлеу және дипломатия/ Topluluk Önünde Konuşma ve Diploması/ Ораторское искусство и дипломатия/ Public speaking and diplomacy	3						+		+					
Ғылыми зерттеудің әдісі және жобалауы/ Bilimsel araştırmanın yöntemi ve tasarımı/ Методика и проектирование научного исследования/ Methodology and design of scientific research	7						+						+	
Іскерлік ағылшын тілі/İş İngilizcesi/Деловой английский язык/Business English	7					+				+				

5. Description of students' work

Students' work includes contact teaching, individual, pair and group work, assignments, exams, etc. 1 Academic credits = 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	Digital equivalent of	% content	Assessment according to the
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letter system	points		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.

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 be 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.

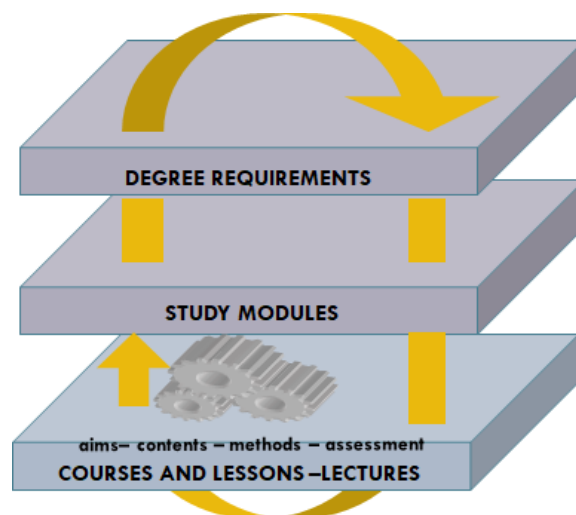


Figure 1. Illustration of constructive alignment

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 & Kingdon, 2005; Pyhältö et al. 2012).

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**Learning outcomes and subject matrix included in the Register of Educational Programs
6B01721 – English (IP)**

LEARNING OUTCOMES	Graduates of the educational program: OH1- Develops and implements a support system for students as individuals in an inclusive environment. OH2- Applies up-to-date teaching and assessment methods, using dialogue and communication. OH3- Implements pedagogical research as a reflective practice. OH4- Interprets knowledge and understanding in individual and age differences of children. OH5- Pre-service teachers apply their knowledge of the phonetic, grammatical, morphological, lexical, graphic, and word-formation systems of the studied languages to realize oral and written communication within social and professional contexts. OH6- Pre-service teachers are able to model the foreign language educational process, taking into account the educational needs of each student. OH7- Pre-service teachers demonstrate proficiency in selecting and utilizing appropriate content, strategies, and teaching aids; manage educational activities at all levels of education; predicts the possibilities of criteria-based assessment, an inclusive environment and digitalization in the pedagogical process in the teacher's education system; demonstrates the possibilities of self-assessment, introspection, self-control. OH8- Pre-service teachers are capable of effective communicative interaction through the perception, understanding and interpretation of a foreign language text and its linguistic expression in accordance with their language proficiency level. OH9- Pre-service teachers are able to interact proficiently with representatives of other cultures; to carry out social and intercultural interaction with individuals, a team, society; implement communicative intention in various professional, academic and business communication situations. OH10- Pre-service teachers know national customs, traditions and apply them in intercultural communication; know how to use geographic information. OH11- Pre-service teachers are able to apply interdisciplinary knowledge; to perform language activities, integrating knowledge, skills and abilities from different subject areas for decision-making in the professional field. OH12- Pre-service teachers are able to critically analyze process and systematize professionally significant information, conduct research activities in their field, applying empirical research methods. OH13- Pre-service teachers demonstrate proficiency in navigating various social communication situations, expressing their own opinions, judgments using persuasive arguments, they are able to work in a team, present the results of project and research activities, strive for professional and personal growth.
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Subject names	Credits	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/Экономика, Основы Предпринимательства и бизнеса/Economics, Fundamentals of Entrepreneurship and Business	5											+		+
Құқық және сыбайлас жемқорлыққа қарсы саладағы зерттеу дағдылары/ Hukuk ve rüşvetle mücadele kültüründe araştırma becerileri/ Исследовательские навыки в области права и антикоррупционной культуры/ Research skills in law and anti-corruption culture	5									+		+		
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность /жизнедеятельности/Ecology and Life Safety	5											+		+
Ғылыми зерттеу әдістері / Bilimsel araştırma yöntemleri/ Методы научного исследования/ Methods of scientific research	5											+	+	
Қаржылық сауаттылық /Finansal okuryazarlık /Финансовая грамотность/ Financial literacy	5											+		+
Білім берудегі психология және өзара әрекеттесу мен коммуникация	4		+				+					+		

тұжырымдамалары /Eğitimde Psikoloji ve Etkileşim-İletişim Kavramları / Психология, взаимодействие и коммуникация в образовании / Psychology in Education and Concepts of Interaction and Communication														
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					+						+		
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 ve Teknikleri / Методы и технологии преподавания / Teaching Methods and Technologies /	5		+						+			+		
Бағалау және дамыту / Değerlendirme ve Geliştirme / Оценивание и развитие /	4			+			+		+					

Assessment and Development														
Педагогикалық зерттеулер / Pedagojik Araştırmalar / Педагогические исследования / Pedagogical Research	4		+	+				+						
Зерттеулер, даму және инновация / Araştırma, Geliştirme ve Yenilikçilik / Исследования, развитие и инновации / Research, Development and Innovation	5		+	+				+						
Ататүрік принциптері/Atatürk İlkeleri/Принципы Ататюрка/Principles of Ataturk	3										+			
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/История тюркских государств/Turkic States history											+			
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					+								
Тіл біліміне кіріспе/ Dilbilime Giriş // Введение в языкознание/ Introduction to Linguistics	3					+						+		
Ағылшын тілі фонетикасы мен грамматикасындағы заманауи	3					+						+		

тенденциялары/İngilizce fonetik ve dilbilgisindeki modern eğilimler/Современные тенденции в фонетике и грамматике английского языка/Modern trends in English phonetics and grammar														
Ағылшын тілі теориясының негіздегі/İngiliz dili teorisinin temelleri/Основы теории английского языка/Fundamentals of the theory of English language	5					+						+		
Ағылшын, қазақ/орыс тілдерінің салыстырмалы типологиясы/İngilizce, Kazakça/Rusça dillerinin karşılaştırmalı tipolojisi/Сравнительная типология английского, казахского/русского языков/Comparative typology of English, Kazakh/Russian	6					+						+		
Грамматика, лексика және фонология/Dilbilgisi, kelime bilgisi ve fonoloji/Грамматика, лексика и фонология/Grammar, vocabulary and phonology	6					+				+				
Функционалдық стилистика/ İşlevsel stilistik/ Функциональная стилистика/ Functional stylistics	3					+						+		
Ағылшын тілінің стилистикасы және лексикологиясы/ İngiliz dilinin stilistik ve sözlükbilimi/ Стилистика и лексикология английского языка/ English language stylistics and lexico	3					+						+		
Ағылшын тілін оқу және үйретуге арналған компьютерлік қосымшалар және ресурстар / İngilizce öğrenmek ve öğretmek için bilgisayar	5				+			+						

uygulamaları ve kaynakları/ Компьютерные приложения и ресурсы для изучения и преподавания английского языка/ Computer applications and resources for learning and teaching English														
Ағылшын тілін оқытудың әдістемесі және лингводидактикасы/İngilizce öğretiminin metodolojisi ve dilbilimsel didaktiği/Методика и лингводидактика преподавания английского языка/English language teaching methodology and linguodidactics	6		+							+				
Когнитивті-интерактивтік технологиялар негізінде оқытуды жобалау және үлгілеу / Bilişsel-etkileşimli teknolojilere dayalı eğitim tasarımı ve modellenmesi/ Проектирование и моделирование процесса обучения на основе когнитивно-интерактивных технологий/ Design and simulation of learning based on cognitive-interactive technologies	4					+			+					
Жаңартылған білім беру мазмұнындағы жаңа технологиялар / Güncellenen eğitim içeriğinde yeni teknolojiler/ Новые технологии в обновленном содержании образования/ New technologies in the updated content of education	5				+	+								
Білім берудегі smart-технологиялар/ Eğitimde akıllı teknolojiler/ Smart-технологии в образовании / Smart technologies in education	5					+			+					
Ағылшын тілін қашықтықтан оқытуда IT-технологияларды пайдалану/İngilizce uzaktan öğreniminde BT teknolojilerinin kullanımı/Использование IT-технологий в	5					+			+					

обучении английскому языку в условиях дистанционного обучения/Use of IT-technologies in online teaching of English language														
Критерийлік бағалау технологиялары/Kriter değerlendirme teknolojileri/Технологии критериального оценивания/ Technologies of criteria evaluation	5				+			+						
Әртүрлі мектеп типтерінде ағылшын тілін оқытудың арнайы бағдарланған әдістері/ Farklı okul türlerinde İngilizce öğretmeye yönelik özel odaklı yöntemler/ Специально-ориентированная методика обучения английского языка в разных типах школ /Specifically targeted methods of teaching English in different types of school	6	+	+											
Ағылшын тілін ерте оқыту әдістері/ Erken İngilizce dilini öğrenme yöntemleri/ Методика раннего обучения английскому языку/ Methods of early English teaching	5		+		+									
Ағылшын тілін оқытудағы CLIL - технологиясы/ İngilizce öğretiminde CLIL teknolojisi/ CLIL - технологии в обучении английскому языку/ CLIL technologies in teaching English	5						+						+	
Ағылшын тілін оқытудағы STEM және STEAM технологиялары/ İngilizce öğretiminde STEM ve STEAM teknolojileri/ STEM и STEAM технологии в обучении английскому языку / STEM and STEAM technologies in teaching English	5						+						+	
Әртүрлі мектеп типтерінде ағылшын тілін	5				+			+						

оқытудың зияткерлік әдістері мен технологиялары/ Farklı okul türlerinde İngilizce öğretiminin entelektüel yöntemleri ve teknolojileri/ Интерактивные методы и технологии обучения английскому языку в различных типах школ/ Interactive methods and technologies for teaching English in different types of schools														
Ауызша және жазу практикасы (B1 деңгейі)/ Sözlü ve yazılı uygulama (B1 düzeyi)/ Практика устной и письменной речи (уровень B1)/ Oral and written practice (B1 level)	6					+				+				
Ауызша және жазу практикасы (B2 деңгейі)/ Sözlü ve yazılı uygulama (B2 düzeyi)/ Практика устной и письменной речи (уровень B2)/ Oral and written practice (B2 level)	5					+				+				
Лингвистикалық ел тану және мәдениетаралық білім беру/Dilsel etnografya ve kültürlerarası eğitim/ Лингвострановедение и межкультурное образование/Culture-oriented linguistics and intercultural education	3							+		+				
Мәдениет және мәдениетаралық білім беру: отандық және шет елдік бағыт/ Kültür ve kültürlerarası eğitim: yerli ve yabancı yönler/ Культура и межкультурное образование: отечественное и зарубежное направление/Culture and intercultural education: national and foreign	3								+		+			
Ағылшын тілі және жаһандық коммуникация /İngilizce ve Küresel	3					+				+	+			

İletişim/Английский язык и глобальная коммуникация/English language and global communication														
Медиасауаттылық және цифрлық коммуникация/Medya okuryazarlığı ve dijital iletişim/Медийная грамотность и цифровая коммуникация/Media literacy and digital communication	3				+			+						
Кәсіби бағдарланған ағылшын тілі (C1 деңгейі)/ Mesleki İngilizce (C1 seviyesi)/ Профессионально ориентированный английский язык (уровень C1)/ Professional English (C1 level)	6					+				+				
Ағылшын әдебиеті және шығармашылық хат/ İngiliz edebiyatı ve yaratıcı yazarlık/ Английская литература и креативное письмо/ English literature and Creative Writing	5								+		+			
Кәсіби бағдарланған ағылшын тілі (C2 деңгейі)/ Mesleki İngilizce (C2 seviyesi)/ Профессионально ориентированный английский язык (уровень C2)/ Professional English (C2 level)	5					+				+				
Академиялық мақсаттардағы ағылшын тілі/ Akademik amaçlar için İngilizce / Английский язык для академических целей / English for academic purposes	5					+				+				
Ағылшын тілін оқытудағы театрға бейімдеу/ İngilizce öğretiminde tiyatroya uyarlama/ Театрализация в процессе обучения английского языка/ Theatricalization in in English language teaching	3						+						+	
Мамандандырылған ағылшын тілі/ İngilizce	3					+	+							

konusunda uzmanlaşmak/ Специализированный английский язык/ Subject-specific English														
Көпшілік алдында сөйлеу және дипломатия/ Topluluk Önünde Konuşma ve Diplomasi/ Ораторское искусство и дипломатия/ Public speaking and diplomacy	3						+		+					
Ғылыми зерттеудің әдісі және жобалауы/ Bilimsel araştırmanın yöntemi ve tasarımı/ Методика и проектирование научного исследования/ Methodology and design of scientific research	7						+						+	
Іскерлік ағылшын тілі/İş İngilizcesi/Деловой английский язык/Business English	7					+				+				

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
6B01721 –Ағылшын тілі (ІР) /6B01721 – İngilizce dil (ІР) / 6B01721 - Английский язык / 6B01791 – English language (ІР) /6B01721– (ІР)

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	
		I		II		III		IV		Постреквизит	
		1	2	3	4	5	6	7	8	Çekişmeler	
Жалпы білім беретін пәндер (ЖБП) циклі /Genel Eğitim Dersler Döngüsü(GED)/ Цикл общеобразовательных дисциплин (ООД)/Cycle of general education (CGE)- 56акад.кр./akademik kredit/ academ.credits											Sonra görüşecek
Міндетті компонент МК/ Zorunlu bileşen ZB/ Обязательный компонент ОК/ Required component RC - 51акад.кр./akademik kredit/ academ.credits											Prerequisites
Тандау компоненті (ТК)/ Seçmeli bileşen SB/Компонент по выбору KB/ Component of Choice CC – 5 акад.кр./akademik kredit/ academ.credits											Post-Requisite
Тарихи және философиялық құзыреттіліктер модулі / Tarihsel ve Felsefi Yeterlilikler Modülü / Модуль историко-философских компетенций/ Module of historical and philosophical competencies	10										
Қазақстан тарихы/KazakistanTarihi/История Казахстана/History of Kazakhstan	5		5								
Философия /Felsefe/Философия/Philosophy	5	5									
Аспаптық және коммуникациялық модуль/ Enstrümantasyon ve iletişim modülü / Инструментальный и коммуникационный модуль/ Instrumental and communication module	25										
Қазақ (орыс) тілі/Kazak (Rus) Dili /Казахский (русский) язык/Kazakh(Russian) Language	10	5	5							Қазақ (орыс) тілі A1- пре - жоқ, пост A2/ B1- пре A2, пост- B2/	

										C1 пре B2, C1-пост жоқ
Шетел тілі/Yabancı dil/Иностранный язык/ForeignLanguage	10	5	5							Ағылшын тілі 1 сем- A2- пре - жоқ, пост B1/ B1- пре A2, пост- жоқ 2 сем-B2- пре жоқ, пост -C1/ C1 пре B2, C1-пост жоқ
Ақпараттық-коммуникациялық технологиялар /Bilişim veİletişimTeknolojileri Информационно-коммуникационные технологии /Information and communication technology	5			5						
Әлеуметтік-саяси білім модулі/ Sosyo-politik bilgi modülü / Модуль социально-политических знаний/ Module of socio-political knowledge	8									
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					
Денсаулықты нығайту модулі/ Sağlğın teşviki modülü /Модуль укрепления здоровья / Health Promotion module	8									
Денешынықтыру/BedenEğitimi/Физическая культура/PhysicalCulture	8	2	2	2	2					
Модуль-Қоғамдық даму негіздері/ Modül - Sosyal gelişimin temelleri / Модуль-Основы общественного развития/ Module- The basis of social development	5									
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/Экономика, Основы Предпринимательства и бизнеса/Economics, Fundamentals of Entrepreneurship and Business										
Құқық және сыбайлас жемқорлыққа қарсы саладағы зерттеу дағдылары/ Hukuk ve yolsuzlukla mücadele kültüründe araştırma becerileri/										

Исследовательские навыки в области права и антикоррупционной культуры/ Research skills in law and anti-corruption culture	5			5						
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность /жизнедеятельности/EcologyandLife Safety										
Ғылыми зерттеу әдістері / Bilimsel araştırma yöntemleri/ Методы научного исследования/ Methods of scientific research										
Қаржылық сауаттылық /Finansal okuryazarlık /Финансовая грамотность/ Financial literacy										
Базалық және бейіндеуші пәндер циклі/ Temel ve profiloluşturma disiplinleri /Базовые и профилирующие дисциплины/ Basic and profile disiplins 190 акад.кр./akademik kredit/ academ.credits										
Базалық пәндер циклі / Temel disiplinleri /Базовые дисциплины Basic and profile disiplins. ПЕДАГОГИКАЛЫҚ КОМПОНЕНТ/ PEDAGOGİK BİLEŞEN / ПЕДАГОГИЧЕСКИЙ КОМПОНЕНТ/ PEDAGOGICAL COMPONENT -60 акад.кр./akademik kredit/ academ.credits										
Модуль-Білім алушыны тұлға ретінде қолдау / Modül - Öğretmen Adaylarının Birey Olarak Desteklenmesi / Модуль-Поддержка обучающихся как личностей / Module- Supporting learners as individuals / – 17 акад.кр./akademik kredit/ academ.credits										
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			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	4						4			

обучения/ Teaching Planning and Individualization of Learning										
Модуль-Оқыту және үйрету үшін бағалау/ Modül- Öğretim ve Öğrenmenin Değerlendirilmesi / Модуль-Преподавание и оценивание для обучения / Module-Teaching and assessment for learning / – 9 акад.кп./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 / Modül- Bir Yansıtıcı Uygulayıcı Olarak Öğretmen /Модуль-Учитель как рефлексирующий практик / Module-Teacher As A Reflective Practitioner/ – 9 акад.кп./akademikkredit/ academ.credits										
Педагогикалық зерттеулер / Pedagojik Araştırmalar / Педагогические исследования / Pedagogical Research	4				4					
Зерттеулер, даму және инновациялар / Araştırma, Geliştirme ve Yenilikçilik / Исследования, развитие и инновации / Research, Development and Innovation	5							5		
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.кп./akademikkredit/ academ.credits										
Мұғалім кәсібіне кіріспе (оқу практикасы1-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							Пре: - Пост: психологиялық-педагогикалық практика
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					Пре: оқу практикасы Пост: педагогикалық практика
Педагогикалық технология (педагогикалық практика, 3-курс) / Pedagojik Yaklaşımlar (Pedagojik Uygulama, 3. sınıf)/ Педагогическая технология (Педагогическая практика, 3 курс)/ Pedagogical approaches (3rd year, pedagogical practice)	6						6			Пре: психологиялық-педагогикалық практика Пост: өндірістік-

										педагогикалық практика
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	Пре: өндірістік-педагогикалық практика
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 -83 акад.кр./akademikkredit/ academ.credits Тандау компоненті (ТК)/ Seçmeli bileşen SB/ Компонент по выбору КВ/ Component of Choice CC - 47 акад.кр./ akademik kredit/ academ.credits)										
Модуль – Түркі дүниесі/ Modül – Türk Dünyası/ Модуль – Тюркский мир/ Module – Turkic World	16									
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	5								Пре: жоқ Пост: Түрік (Қазақ) тілі – (Деңгей 2-A2, C1)
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		5							Пре: Түрік (Қазақ) тілі – (Деңгей 1-A1, B2) Пост: жоқ
Ататүрік принциптері/Atatürk İlkeleri/Принципы Ататюрка/Principles of Atatürk	3			3						
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/История тюркских государств/TurkicStateshistory										
Ясауитану/Yesevilik Bilgisi/Ясавиведение/Yassawi Study	3				3					
ПӘНДІК КОМПОНЕНТ/ KONU BİLEŞENİ / ПРЕДМЕТНЫЙ КОМПОНЕНТ/ SUBJECT COMPONENT -114 акад.кр./akademikkredit/ academ.credits										
Ағылшын тілінің теориялық негіздері модулі/ İngilizce dil teorik temelleri modülü/ Модуль теоритические основы английского языка/ Basic English theory module	22									

Тіл біліміне кіріспе/ Dilbilime Giriş/ Введение в языкознание/ Introduction into linguistics	5	5								Пост: Ағылшын тілі фонетикасы мен грамматикасындағы заманауи тенденциялары	
Ағылшын тілі фонетикасы мен грамматикасындағы заманауи тенденциялары/İngilizce fonetik ve dilbilgisindeki modern eğilimler/Современные тенденции в фонетике и грамматике английского языка/Modern trends in English phonetics and grammar	3		3							Пре: тіл біліміне кіріспе Пост: Ағылшын тілін оқытудың әдістемесі және лингводидактикасы	
Ағылшын тілі теориясының негіздері/İngiliz dili teorisinin temelleri/Основы теории английского языка/Fundamentals of the theory of English language	5				5					Пре: жоқ Пост: жоқ	
Ағылшын, қазақ/орыс тілдерінің салыстырмалы типологиясы/İngilizce, Kazakça/Rusça dillerinin karşılaştırmalı tipolojisi/Сравнительная типология английского, казахского/русского языков/ Comparative typology of English, Kazakh/Russian	6					6					
Грамматика, лексика және фонология/Dilbilgisi, kelime bilgisi ve fonoloji/Грамматика, лексика и фонология/Grammar, vocabulary and phonology											
Функционалдық стилистика/ İşlevsel stilistik/ Функциональная стилистика/ Functional stylistics											
Ағылшын тілінің стилистикасы және лексикологиясы/ İngiliz dilinin stilistik ve sözlükbilimi/ Стилистика и лексикология английского языка/ English language stylistics and lexico	3							3			
Шет тілін оқытудың әдісі мен технологиясы модулі/ Yabancı dil öğretiminde yöntem ve teknoloji modülü/ Модуль методика-технология обучения иностранному языку/Methods and technology of teaching a foreign language module	25										
Ағылшын тілін оқу және үйретуге арналған компьютерлік қосымшалар және ресурстар / İngilizce öğrenmek ve öğretmek için bilgisayar uygulamaları ve kaynakları/ Компьютерные приложения и ресурсы для изучения и преподавания английского языка/ Computer applications and resources for learning and teaching English	5			5						Пре: жоқ Пост: жоқ	
Ағылшын тілін оқытудың әдістемесі және лингводидактикасы/İngilizce öğretiminin metodolojisi ve dilbilimsel didaktiği/Методика и лингводидактика преподавания английского языка/English language teaching methodology and	6			6						Пре: Ағылшын тілі фонетикасы мен грамматикасындағы	

linguodidactics										заманауи тенденциялары	
Когнитивті-интерактивтік технологиялар негізінде оқытуды жобалау және үлгілеу / Bilişsel-etkileşimli teknolojilere dayalı eğitimin tasarımı ve modellenmesi/ Проектирование и моделирование процесса обучения на основе когнитивно-интерактивных технологий/ Design and simulation of learning based on cognitive-interactive technologies	4				4					Пре: жоқ Пост: жоқ	
Жаңартылған білім беру мазмұнындағы жаңа технологиялар / Güncellenen eğitim içeriğinde yeni teknolojiler/ Новые технологии в обновленном содержании образования/ New technologies in the updated content of education	5						5				
Білім берудегі smart-технологиялар/ Eğitimde akıllı teknolojiler/ Smart-технологии в образовании / Smart technologies in education											
Ағылшын тілін қашықтықтан оқытуда IT-технологияларды пайдалану/İngilizce uzaktan öğreniminde BT teknolojilerinin kullanımı/Использование IT-технологий в обучении английскому языку в условиях дистанционного обучения/Use of IT-technologies in online teaching of English language	5						5				
Критерийлік бағалау технологиялары/Kriter değerlendirme teknolojileri/Технологии критериального оценивания/ Technologies of criteria evaluation											
Ағылшын тілін оқытудың біріктірілген арнайы бағытталған технологиялары модулі / İngilizce Dil Öğretimi için Bütünleşik Özel Odaklı Teknolojiler Modülü / Модуль интегрированные специально ориентированные технологии обучения английскому языку/Integrated specifically targeted technologies of English Language teaching	16										
Өртүрлі мектеп типтерінде ағылшын тілін оқытудың арнайы бағдарланған әдістері/ Farklı okul türlerinde İngilizce öğretmeye yönelik özel odaklı yöntemler/ Специально-ориентированная методика обучения английского языка в разных типах школ /Specifically targeted methods of teaching English in different types of school	6					6				Пре: жоқ Пост: жоқ	
Ағылшын тілін ерте оқыту әдістері/ Erken İngilizce dilini öğrenme yöntemleri/ Методика раннего обучения английскому языку/ Methods of early English teaching	5							5		Пре: жоқ Пост: жоқ	
Ағылшын тілін оқытудағы CLIL - технологиясы/ İngilizce öğretiminde CLIL	5						5				

teknolojisi/ CLIL - технологии в обучении английскому языку/ CLIL technologies in teaching English											
Ағылшын тілін оқытудағы STEM және STEAM технологиялары/ İngilizce öğretiminde STEM ve STEAM teknolojileri/ STEM и STEAM технологии в обучении английскому языку / STEM and STEAM technologies in teaching English											
Әртүрлі мектеп типтерінде ағылшын тілін оқытудың зияткерлік әдістері мен технологиялары/ Farklı okul türlerinde İngilizce öğretiminin entelektüel yöntemleri ve teknolojileri/ Интерактивные методы и технологии обучения английскому языку в различных типах школ/ Interactive methods and technologies for teaching English in different types of schools											
Тіл, мәдениет, байланыс модулі / Dil, kültür, iletişim modülü / Модуль язык, культура, коммуникация/ Language, culture, communication module	17										
Ауызша және жазу практикасы (B1 деңгейі)/ Sözlü ve yazılı uygulama (B1 düzeyi)/ Практика устной и письменной речи (уровень B1)/ Oral and written practice (B1 level)	6	6								Пре: Жок Пост: Ауызша және жазу практикасы (B2 деңгейі)	
Ауызша және жазу практикасы (B2 деңгейі)/ Sözlü ve yazılı uygulama (B2 düzeyi)/ Практика устной и письменной речи (уровень B2)/ Oral and written practice (B2 level)	5		5							Пре: Ауызша және жазу практикасы (B1 деңгейі) пост: Кәсіби бағдарланған ағылшын тілі(C1 деңгейі)	
Лингвистикалық ел тану және мәдениетаралық білім беру/Dilsel etnografya ve kültürlerarası eğitim/ Лингвострановедение и межкультурное образование/Culture-oriented linguistics and intercultural education	3							3			
Мәдениет және мәдениетаралық білім беру: отандық және шет елдік бағыт/ Kültür ve kültürlerarası eğitim: yerli ve yabancı yönler/ Культура и межкультурное образование: отечественное и зарубежное направление/Culture and intercultural education: national and foreign											
Ағылшын тілі және жаһандық коммуникация /İngilizce ve Küresel İletişim/Английский язык и глобальная коммуникация/English language and global communication	3							3			
Медиасаваттылық және цифрлық коммуникация/Medya okuryazarlığı ve dijital iletişim/Медийная грамотность и цифровая коммуникация/Media literacy and digital communication											

Кәсіби саладағы ағылшын тілі модулі / Mesleki İngilizce modülü / Модуль английский язык в профессиональной сфере/Professional English module	34											
Кәсіби бағдарланған ағылшын тілі (C1 деңгейі)/ Mesleki İngilizce (C1 seviyesi)/ Профессионально ориентированный английский язык (уровень C1)/ Professional English (C1 level)	6					6				Пост: Кәсіби бағдарланған ағылшын тілі(C2 деңгейі)		
Ағылшын әдебиеті және шығармашылық хат/ İngiliz edebiyatı ve yaratıcı yazarlık/ Английская литература и креативное письмо/ English literature and Creative Writing	5					5						
Кәсіби бағдарланған ағылшын тілі (C2 деңгейі)/ Mesleki İngilizce (C2 seviyesi)/ Профессионально ориентированный английский язык (уровень C2)/ Professional English (C2 level)	5						5			Пре: Кәсіби бағдарланған ағылшын тілі(C1 деңгейі)		
Академиялық мақсаттардағы ағылшын тілі/ Akademik amaçlar için İngilizce / Английский язык для академических целей / English for academic purposes	5							5		Пре: жоқ Пост:жоқ		
Ағылшын тілін оқытудағы театрға бейімдеу/ İngilizce öğretiminde tiyatroya uyarlama/ Театрализация в процессе обучения английского языка/ Theatricalization in in English language teaching	3							3		Пре: жоқ Пост:жоқ		
Мамандандырылған ағылшын тілі/ İngilizce konusunda uzmanlaşmak/ Специализированный английский язык/ Subject-specific English	3							3				
Көпшілік алдында сөйлеу және дипломатия/ Topluluk Önünde Konuşma ve Diplomasi/ Ораторское искусство и дипломатия/ Public speaking and diplomacy												
Ғылыми зерттеудің әдісі және жобалауы/ Bilimsel araştırmanın yöntemi ve tasarımı/ Методика и проектирование научного исследования/ Methodology and design of scientific research	7								7			
Іскерлік ағылшын тілі/İş İngilizcesi/Деловой английский язык/Business English												
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			
Жалпы барлығы/ Genel Toplam /Общий итог/ General:	254	33	31	35	35	29	31	30	30			