

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



«APPROVED»

Recto: Rector of the University

Idrissova E.K.

Based on the decision of the

Educational-Methodological Committee

№ 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>6B01729- Foreign Languages (English -Turkish (IP))</i>
<i>EP type</i>	<i>Innovative EP</i>
<i>EP distinctive features</i>	<i>Dual training</i>

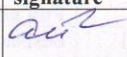
Matriculated in 2025 year

Құрастырушылар: /Разработчики:/ Developers:

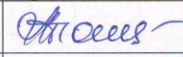
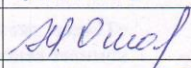
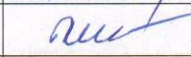
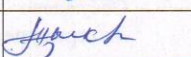
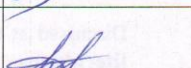
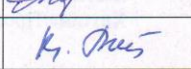
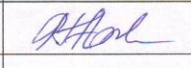
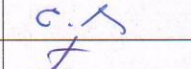
Тілдер және әдебиет бойынша мұғалімдерді даярлау бағыты бойынша Академиялық комитет құрамы:/ Состав академического комитета по направлению подготовки учителей по языкам и литературе:/

The members of the academic committee on the direction of training of teachers in languages and literature:

АК төрағасы:/ Председатель АК: /Chairman of the AC:

	Аты жөні/ФИО/ Full name	Қызметі, атағы, дәрежесі/ Должность, звание, степень/ Position, title, rank	Қолы/подпись/ signature
1.	Даулетова А.Б.	Қазақ филологиясы кафедрасы, ф.ғ.к., доцент м.а.	

АК мүшелері, академиялық персонал: / Члены академического комитета, академический персонал: /Members of the Academic Committee, academic staff:

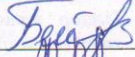
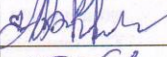
	Аты жөні/ФИО/ Full name	Қызметі, атағы, дәрежесі/ Должность, звание, степень/ Position, title, rank	Қолы/подпись/ signature
1	Бейсембаева С.Б.	Орыс тілі және әдебиеті кафедрасының менгерушісі, ф.ғ.к.	
2	Ошақбаева Ж.Б.	Орыс тілі және әдебиеті кафедрасының, ф.ғ.к., аға оқытушы	
3	Исаева Ж.И.	Қазақ филологиясы кафедрасының менгерушісі ф.ғ.к., доцент	
4	Жылкыбай Г.Қ.	Қазақ филологиясы кафедрасы ф.ғ.к., доцент	
5	Сейтова М.Е.	Педагогикалық шетел тілдері кафедрасының менгерушісі, PhD, қауым.проф.м.а.	
6	Қазыханқызы Л.	Педагогикалық шетел тілдері кафедрасы, PhD, аға оқытушы	
7	Ризаходжаева Г.А.	Педагогикалық шетел тілдері кафедрасы, PhD, доцент	
8	Мағжан С.	Қазақ филологиясы кафедрасы ф.ғ.к., аға оқытушы	
9	Кошенова Т.И.	Қазақ филологиясы кафедрасы ф.ғ.к., доцент	

АК мүшесі, жұмыс беруші өкілі:/ Член академического комитета, представитель работодателя:/ Member of the Academic Committee, employer representative:

	Аты жөні/ФИО/ Full name	Қызметі, атағы, дәрежесі/ Должность, звание, степень/ Position, title, rank	Қолы/подпись/ signature
1	Урумова Р.К	Ататүрік атындағы №17 мектеп- гимназиясы КММ директоры	
2	Исраилова М.К.	М.Пошанов атындағы №21 мектеп зерттеуші-мұғалімі, жанартылған бағдарлама бойынша тренер, деңгейлік бойынша қалалық модератор	
3	Момбеков А.	Р.Исетов атындағы №20 жалпы білім беретін мектеп КММ директоры	

АК мүшесі, білімгерлер өкілі:/ Член академического комитета, представитель обучающихся:/ Member of the Academic Committee, representative of students:

	Аты жөні/ФИО/	Қызметі, атағы, дәрежесі/ Должность,	Қолы/подпись/
--	---------------	--------------------------------------	---------------

	Full name	звание, степень/ Position, title, rank	signature
1	Бейсенбаева Б.	8D01705-Қазақ тілі мен әдебиеті ББ докторанты	
2	Абдуллаева М.	7M01738-Орыс тілі мен әдебиеті ББ магистранты	
3	Бердибай Ж.	6B01719-Шетел тілі: екі шетел тілі (ағылшын және түрік) ББ студенті	

Сыртқы сарапшы/Внешний эксперт/External expert:

№	Аты жөні/ФИО/ Full name	Қызметі, атағы, дәрежесі/ Должность, звание, степень/ Position, title, rank	Қолы/подпись/ signature
1	Бекеева П.М.	Түркістан қаласы білім бөлімінің «№ 33 жалпы білім беретін мектеп» КММ директоры	
2	Бесимбаев У.К.	«М.Жұмабаев атындағы №15 мектеп-гимназия» КММ директоры	
3	Нысанкулова Л.Ж.	Түркістан қаласы білім бөлімінің «28 мектеп-лицей» КММ директоры	

«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

Contents

1. General information	5
2. Programme rationale	8
3. Teacher's professional competences	9
4. Program structure and learning outcomes	12
4.1. Structure of the pedagogical component	12
4.2 Structure of the subject component	26
4.3 The structure of the compulsory component	67
4.4 Progression of the studies	72
4.5 Requirements for the successful completion of curriculum	80
5. Description of pre-service teachers' work	80
6. Evaluation methods/Assessment	81
6.1 Assessment	81
6.2 External evaluation	82
7. Faculty requirements	84
7.1 Faculty Requirements	84
7.2 Additionally Required Faculty	84
7.3 Required professional development of faculty	84
7.4 Required additional administrative staff	84
8. Resources	85
8.1. Library Resources	85
8.2. IT Resources	85
8.3 Infrastructure	85
9. Additional information	85
9.1 Additional materials	85
9.2 E-learning	86
10. Approval	87
APPENDIX 1: Main principles of the curriculum	88
Literature	98

1. General information

1.1. Curriculum title	Foreign languages	
1.2. Curriculum developing team	Leader university	Member universities
	Buketov Karaganda University	Shoqan Ualikhanov Kokshetau University
		Altynsarin Arkalyk Pedagogical Institute
		Kozybayeva North Kazakhstan University
		Kazakh National Women's Teacher Training University
		Shakarim University of Semey
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) " <i>Foreign languages</i> " 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) "*Foreign languages*" is a teacher education programme for pre-service teachers who wish to specialize in teaching two foreign languages in educational establishments (schools, colleges, high schools). EP consists of a pedagogical component 60 credits (incl. pedagogical practice), a compulsory component 56 credits, and a subject component 124 credits (incl. a final thesis of 8 credits).

Subject component consists of 4 modules: "Theoretical and applied aspects of foreign languages", "Technologies for teaching foreign languages: methodology and linguodidactics", "Foreign languages, culture, communication", "Foreign languages in the professional field: application".

EP is aimed at training a teacher of two (2) foreign languages, including English (by demand), and a second language which is determined by each regional university independently, depending on social needs and the labor market of a particular region. A graduate of the EP should have a good command of the methodological foundations and principles of teaching both languages and the latest technologies of foreign language teaching including STEM, CLIL, project-communicative approach, critical thinking development technology, etc. A specific feature in this EP is the communicative-contrastive (comparative) nature of the construction of the educational process based on communicative skills of students at the interlingual level in their native and first foreign language. The EP is also aimed at preserving linguistic and cultural pluralism, the development of a multilingual personality and multilingualism in general in Kazakhstan. The EP also provides linguistic resources for the professional growth and opportunities of the graduates to enter the global community.

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 pre-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 foreign languages: linguistic competence**
 1. Pre-service teachers have an understanding of the phonetic, grammatical, morphological, lexical, graphic, and word-formation system of the studied foreign languages;
 2. Pre-service teachers are able to use available basic knowledge in building adequate communication in foreign languages and demonstrate appropriate speech behavior;
- **Competence area for Technologies of teaching English: methodology and linguodidactics**
 3. Pre-service teachers have the opportunity to model the foreign language educational process;
 4. Pre-service teachers are able to design various communicative situations based on standard methods and language norms and introduce them into the foreign language educational process;
 5. Pre-service teachers are capable of effective communicative interaction through perception, understanding and interpretation of a foreign language text and its linguistic expression;
 6. Pre-service teachers are able to choose and use content, strategies and learning tools as well as manage learning activities and define

goals having skills of reflection and introspection; 7. Pre-service teachers are able to determine adequate strategies of speech behavior in a specific communicative situation and correctly apply language units with a national-cultural component; • Competence area for Language, culture, communication 8. Pre-service teachers know the national customs, traditions, and realities of the countries where the language is spoken and used in intercultural communication, and they are able to use country-specific information; 9. Pre-service teachers are able to interact effectively with representatives of other cultures, carry out social and intercultural interaction with individuals, groups and society, and to realize communicative intention in various communication situations; 10. Pre-service teachers know the national and cultural characteristics of the social and speech behavior of native speakers of the language, and they are tolerant of social, cultural and personal differences; 11. Pre-service teachers have critical thinking skills, and they are able to distinguish the important issues from the secondary, strategically anticipate problems and solve them; • Competence area for Language in the professional sphere: application 12. Pre-service teachers are able to apply interdisciplinary knowledge and carry out language activities integrating knowledge, skills and abilities from different subject areas; 13. Pre-service teachers are able to demonstrate skills in working with digital and multimedia resources in foreign languages and apply modern ICT in the professional sphere; 14. Pre-service teachers are able to critically analyze, process and systematize professionally significant information, and carry out research activities and apply empirical research methods in the profession; 15. Pre-service teachers are able to adequately respond to the statements of a discussion partner in communicative situations and express their own opinion using argumentation as well as emotional-expressive and evaluative means of language.
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.
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.	
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.

4.2 Structure of the subject component

Module name and main disciplines	Academic credits
THEORETICAL AND APPLIED ASPECTS OF FOREIGN LANGUAGES/LINGUISTIC	31
University Component	16
Fundamentals of the theory of foreign languages studied	5

Introduction to Linguistics	3
Second foreign language (Listening and understanding)	4
Second foreign language (Speaking and writing)	4
Optional Component	15
Functional stylistics	3
Lingua-stylistics	
Functioning of the studied foreign languages in various spheres of speech communication	3
Interpretation of a foreign language text	
Comparative Linguistics	3
Linguistic Typology	
Pedagogical aspects of bilingualism	3
Theory of Multilingualism Language contacts	
Intercultural communication and multilingualism	3
Relative-comparative typology of the languages studied	
TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES: METHODOLOGY AND LINGUODIDACTICS	25
University Component	15
Computer applications and resources in learning and teaching foreign languages	3
Methodology and linguodidactics of teaching 1 foreign language	6
Methodology and linguodidactics of teaching 2 foreign language	6
Optional Component	10
Development of critical thinking and reflection	3
Technologies of criterion assessment	
Criteria and descriptors for assessing learning achievements	3
Innovative pedagogical approaches in teaching a foreign language	
IT technologies in foreign language training	4
Strategies for teaching foreign languages	
Language assessment in the classroom, stages and tools of assessment	4
FOREIGN LANGUAGES, CULTURE, COMMUNICATION	28
University Component	20
Second foreign language (level B1)	4
Practical phonetics and listening in a first foreign language	3
Second foreign language (level B2)	4

Main foreign language (level B1)	4	
Main foreign language (level B2)	5	
Optional Component	8	
Linguistics and Country studies	5	
Cultural diversity of the countries of the languages studied		
Language Teaching and Media literacy		
Foreign Literature and Creative Writing	3	
Foreign Literature		
Foreign languages and digital communication		
FOREIGN LANGUAGES IN THE PROFESSIONAL FIELD: APPLICATION	30	
University Component	24	
Professionally oriented main foreign language (C1level)	8	
Professionally oriented main foreign language (C2 level)	6	
Professionally oriented second foreign language (C1 level)	6	
Professionally oriented second foreign language (C2 level)	4	
Optional Component	6	
Primary foreign language for academic purposes	3	
Academic English		
Language communication in the professional sphere	3	
Multilingual business discourse		
Business Discourse Practice (primary and second languages)		
FINAL ATTESTATION	8	
Total academic credits	122	

Theoretical and applied aspects of foreign languages 31 academic credits

This module gives pre-service teachers an understanding of the theoretical foundations of the foreign languages as systems in a comparative aspect and provides them with knowledge about the theory of phonetics, grammar, lexicology, the history of the studied foreign languages, as well as their functional use to integrate theoretical basic knowledge in the professional field.

Course title	Fundamentals of the theory of foreign languages studied
Component	Subject component, University component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 academic credits
Academic	5

credits	
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: Competence area for theoretical and applied aspects of foreign languages (1) Pre-service teachers know the structure of the studied languages as a system and have an understanding of the phonetic, grammatical, morphological, lexical, graphic, and word-formation system. They know how to use the existing basic knowledge in building adequate communication and demonstrate the correct speech behavior corresponding to the norms of the language being studied. Pre-service teachers develop linguistic, linguocultural, communicative, research and professional competencies on the basis of studying the functioning of the modern system of the studied foreign language.
Learning outcomes	Pre-service teachers demonstrating competence can: - demonstrate knowledge of the theoretical base of the studied foreign languages: the basics of phonetics, grammar, lexicology, the history of the studied foreign languages; - integrate theoretical basic knowledge into the professional field; - solve terminological difficulties when studying linguistic texts or discussing them; - apply the skills of reading scientific literature; conduct research on languages in a comparative aspect.
Course title	Introduction to Linguistics
Component	Subject component, University component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) Pre-service teachers investigate the system of linguistic

	knowledge, which includes knowledge of the basic phonetic, lexical, grammatical, word-formation phenomena and patterns of language functioning with the presence of different points of view on the same problem. They form an understanding of the relationship of languages, the history of their development, functioning and changes in the process of interaction with each other, the main problems of linguistic relativity, manifestations of national culture, and its originality in the language. They master the methodology of linguistic analysis of the material.
Learning outcomes	Pre-service teachers demonstrating competence can: • understand the theoretical foundations of the science of languages, the classification of languages; • investigate linguistic phenomena, analyze and generalize them using the methods of linguistic analysis on the example of the studied foreign and native languages; • apply linguistic terminology, use linguistic methods in various types of professional and social activities; • apply knowledge of languages in conducting research as part of writing scientific papers; • integrate theoretical basic knowledge into the professional field.

Course title	Second foreign language (Listening and understanding)
Component	Subject component, University component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) Pre-service teachers have knowledge of grammatical structures, vocabulary, knowledge of morphological and syntactic foundations to fulfill communicative goals in oral and written form (threshold level). They develop their skills of language activity: listening and reading in accordance with the level of learning a second foreign language. They

	also form the skills of implementing a communicative intention in accordance with the type of dialogue (micro-dialogue, exchange of information, opinion), the sphere of communication and speech topics.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply in speech phonological, lexical, grammatical phenomena and patterns of the language being studied in accordance with the requirements of the international standard for foreign language proficiency, which provides for a level approach (A1); • implement communicative intentions by language means appropriate in a particular situation in a sociocultural context; • carry out intercultural communication, taking into account the national and cultural specifics of the language being studied.
Course title	Second foreign language (Speaking and writing)
Component	Subject component, University component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) Pre-service teachers have knowledge of grammatical structures, vocabulary, knowledge of morphological and syntactic foundations to fulfill communicative goals in oral and written form (threshold level). They develop their skills of language activity: speaking and writing in accordance with the level of learning a second foreign language. They also form the skills of implementing a communicative intention in accordance with the type of dialogue (micro-dialogue, exchange of information, opinion), the sphere of communication and speech topics.

Learning outcomes	Pre-service teachers demonstrating competence can: • apply in speech phonological, lexical, grammatical phenomena and patterns of the language being studied in accordance with the requirements of the international standard for foreign language proficiency, which provides for a level approach (A2); • implement communicative intentions by language means appropriate in a particular situation in a sociocultural context; • carry out intercultural communication, taking into account the national and cultural specifics of the language being studied.
Course title	Functional stylistics
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) Pre-service teachers develop the skills to build texts in a foreign language to achieve their coherence, consistency and integrity, depending on the scope of speech communication. They practice ways of expressing factual, conceptual and background information in a foreign language text in accordance with the functional style. They also determine the components of the pragmatic potential of the text, functional styles.
Learning outcomes	Pre-service teachers demonstrating competence can: • select and adequately apply lexical units depending on the context and speech situation; • identify and produce various types of written\oral texts in a foreign language, taking into account their communicative functions, functional styles, in compliance with grammatical and syntactic norms; • observe the stylistic norms of the text, taking into account the stylistic characteristics of the text;

	determine belonging to the functional style and uses the information received to solve practical professional problems.
Course title	Interpretation of a foreign text
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) During the course, pre-service teachers form knowledge of the basic concepts, features, types, ways of using stylistic techniques and techniques used in literary texts, and features of literary discourse. They identify and interpret stylistic means and techniques that express the author's main idea and emotional attitude. They also conduct a complete stylistic analysis of a literary text in a foreign language. Pre-service teachers develop their analytical and critical thinking skills when understanding and discussing foreign-language fiction.
Learning outcomes	Pre-service teachers demonstrating competence can: - identify the general principles of stylistic organization of speech and writing; - carry out stylistic differentiation of the lexical composition of artistic, scientific and newspaper texts; - identify and interpret stylistic means and techniques on the example of foreign language fiction; - analyze literary texts and discuss interpersonal and intercultural interaction of characters, ideas of authors.
Course title	Lingua-stylistics
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31

	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 theoretical and applied aspects of foreign languages (1) Pre-service teachers form their understanding of various styles related to linguistics (speech styles, genre styles, individual author styles), expressive, emotional, and evaluative properties of language. They investigate the main theories of the origin of fiction, the structural division of the text system, the most important concepts of a foreign language text as background knowledge, implications, language levels and variants, discourse, style and genre. Pre-service teachers develop their skills in interpreting the ways of the emergence, development and functioning of languages.
Learning outcomes	Pre-service teachers demonstrating competence can: - analyze authentic texts and speech turns in oral and written form; - interpret the structural division of the text system, various aspects of stylistic techniques; - apply practical stylistics, use language tools depending on the content of speech, the communication environment, and the purpose of the statement.
Course title	Functioning of studied foreign languages in various spheres of speech communication
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) During the course, pre-service teachers form an understanding of modern theories about the relationship

	between language and culture, the relationship between language and society, the functioning of national languages at the present stage, and the description of specific language situations. Pre-service teachers analyze language policy, language legislation, and language conflicts. They develop their communicative and linguocultural competencies in the professional communication of a foreign language teacher.
Learning outcomes	Pre-service teachers demonstrating competence can: - analyze in oral and written form authentic texts and speech turns in foreign languages related to different functional styles of the language; - demonstrate knowledge of interdisciplinary connections in different fields and understand their importance for research activities; - independently conduct scientific research based on the latest achievements of Kazakh and foreign foreign philology.

Course title	Relative - comparative typology of the languages studied
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) Pre-service teachers examine the linguistic typology in terms of its structure, history, and basic methods and models of object description. They rely on modern achievements in the field of typological (comparative) description of foreign languages at different levels of the system and can conduct comparative analysis of the studied foreign and native languages to improve their professional level.
Learning outcomes	Pre-service teachers demonstrating competence can: - apply the acquired knowledge in research and teaching activities; - recognize the markers of a person's speech characteristics (social status, ethnicity, etc.) at all

	levels of the language; • understand the conceptual and linguistic world view of a native speaker of a foreign language; • choose and justify their point of view and logically and consistently present the acquired knowledge and conduct a typological analysis of the language material.	
Course title	Comparative linguistics	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) During the course, pre-service teachers develop their knowledge of the basic theories in comparative linguistics, methods and techniques of comparison for the formation of skills for conducting a comparative study of native and foreign languages (comparative phonetics, comparative grammar, lexicology, morphology) in intralingual and interlingual comparison. They are able to use interlingual comparison as one of the effective elements in the choice of educational material, the preparation of tests, taking into account interlingual interference.	
Learning outcomes	Pre-service teachers demonstrating competence can: • conduct independent study of the foreign language system; • apply methods and techniques of comparative research of foreign languages; • apply adequate terminology and conceptual apparatus in their own research and scientific texts; • apply the methods of comparative linguistics in their own scientific work; • compare facts, systems of native and foreign languages to prevent common mistakes in the process of teaching a foreign language.	

Course title	Linguistic typology
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) Pre-service teachers understand the relationship of typology with other areas of linguistics and foreign language teaching methods and build their knowledge of the comparative typology of languages (phonological typology, morphological typology, lexical systems, syntactic systems). They apply the methods of typological analysis and types of typological research (universal typology, special, general, particular, classification, etc.). Pre-service teachers develop their ability to identify and consider the most important language characteristics, and to determine the impact of interference at the language levels.
Learning outcomes	Pre-service teachers demonstrating competence can: • identify and consider the most important language characteristics; • note and classify facts, differences and similarities of languages in accordance with the type of typological research.

Course title	Intercultural communication and multilingualism
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1)

	Pre-service teachers investigate the key concepts and theories of intercultural communication, the types, forms, models, and structural components of intercultural communication. Pre-service teachers get familiarized with the norms, rules and styles of intercultural communication, the mental characteristics, and national customs of representatives of different cultures, as well as the linguistic world view of speakers of foreign language.	
Learning outcomes	Pre-service teachers demonstrating competence can: • apply general theoretical and methodological knowledge in the practice of comparing languages and typological description of a particular language; • use the methodology of comparative and proper typological description of languages; • apply ethical and moral norms of behavior in a foreign cultural environment, linguistic norms of oral communication culture, ethical and moral norms of behavior adopted in the country of the language being studied; • recognize stereotypes and ways to overcome them, as well as the etiquette norms of countries of the studied language.	
Course title	The theory of multilingualism Language contacts	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) During the course, pre-service teachers develop the theoretical knowledge of the phenomenon of multilingualism. They analyze modern approaches to the definition of the term, the main elements and characteristics, the role and significance of multilingualism as a component of globalization, the causes, the type of thinking that is	

	formed in individuals who speak several languages, and the influence of cultural values. Pre-service teachers develop their understanding of multilingualism as a sociocultural phenomenon that poses new challenges for the education system. They develop their sociocultural competence in a multicultural space.	
Learning outcomes	Pre-service teachers demonstrating competence can: • apply aspects of the theory of multilingualism; • identify and analyze the features of interlingual interactions, interlingual connections that underlie code switching; • process scientific literature and analyze language material; • apply the acquired knowledge, skills, and abilities in the formation of professional competence.	
Course title	Pedagogical aspects of bilingualism	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Theoretical and applied aspects of foreign languages 31 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 theoretical and applied aspects of foreign languages (1) During the course, pre-service teachers develop their knowledge of the theoretical foundations of the formation of a bilingual personality (methodological approaches, principles, means of formation). They also investigate the theoretical and methodological approaches to the study of bilingual education, the characteristics and structural components of bilingual education, and the challenges of bilingualism from the point of view of educational needs. Pre-service teachers analyze the experience of organizing bilingual education abroad, and pedagogical aspects that contribute to the successful development of a foreign language on the basis of bilingualism in the educational process.	

Learning outcomes	Pre-service teachers demonstrating competence can: • select authentic material in the process of teaching a foreign language, taking into account the native and another foreign language; • apply knowledge in the organization of reflective, creative activities of students in foreign language lessons, considering the educational needs and knowledge of native and foreign languages of students; • apply the acquired knowledge, skills, and abilities in the formation of professional competence.
Technologies for teaching foreign languages: methodology and linguodidactics 25 academic credits	
During the module pre-service teachers master the methods of organizing and managing educational activities of students based on innovative pedagogical approaches that allow achieving the goals of a foreign language lesson in the most effective way. They use the best applications, web platforms and ICT resources to develop listening, speaking, reading and writing skills in foreign language education. In the module pre-service teachers get acquainted with current trends in the development of teaching methods of 1 and 2 foreign languages, the basic requirements for a modern foreign language lesson in accordance with the principles of modern lesson modeling based on the updated content of education at school. Pre-service teachers develop skills in developing evaluation material, and their abilities to integrate scientific knowledge of foreign language teaching methods in research and teaching activities, as well as skills in introspection and reflection. Pre-service teachers formulate a methodological task, learn to select language material, techniques, and teaching tools, as well as build educational actions of students by mastering the teaching material and solving methodological challenges.	
Course title	Methodology and linguodidactics of teaching 1 foreign language
Component	Subject component, University component
Cycle	Major disciplines
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 academic credits
Academic credits	6
Course/competence	The purpose of this course is to improve the following areas of pedagogical competence:

description	Competence area for pedagogy and didactics (1,2) During the course, pre-service teachers acquire theoretical knowledge on the linguistic and didactic foundations of teaching foreign languages, which expands and deepens the foundations of linguistic and methodological competence. Pre-service teachers investigate a wide range of issues related to the training of foreign language teachers considering the current trends in updating the content of education in Kazakhstan. This course equips pre-service teachers with the necessary knowledge about professional, pedagogical, and educational activities for teaching a foreign language at school and involves mastering the skills and abilities to navigate the flow of scientific and educational information, as well as the ability to select, analyze and evaluate new information on the methodology of teaching a foreign language in order to use it in educational and pedagogical activities.	
Learning outcomes	Pre-service teachers demonstrating competence can: - use modern methods, means and forms of teaching foreign languages at school when planning and analyzing practical classes in English language, depending on the didactic goal, planned results, the content of the material being studied and the age characteristics of students; - carry out research in the field of language teaching, and conduct a comparative analysis of various linguodidactic systems, approaches, principles, content, and teaching technologies; - critically rethink a variety of techniques and ways of mastering foreign languages; - formalize the results of research in the form of linguodidactic and methodological developments, and term papers; - apply methods in linguistically diverse classes considering an inclusive approach, and promote intercultural awareness of students.	
Course title	Methodology and linguodidactics of teaching 2 foreign language	
Component	Subject component, University component	
Cycle	Major disciplines	

Module	Technologies for teaching foreign languages: methodology and linguodidactics 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) Pre-service teachers analyze the basic provisions of linguodidactics and practice the methodology of teaching a second foreign language. They investigate the specific features of the processes of mastering a second foreign language.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply and integrate scientific knowledge of the methodology of teaching a second foreign language in professional and scientific activities; • analyze and summarize the progressive educational experience of foreign language teaching; • use technologies and online tools for teaching and learning a second foreign language

Course title	Computer applications and resources in learning and teaching foreign languages
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 foreign language teaching technologies: methodology and linguodidactics (1, 2) • Competence area for professional sphere: application (2) The aim of this course is to develop knowledge, skills and abilities in the use of computer applications and resources based on artificial intelligence for teaching and learning English. During the training, the future teacher acquires

	research, linguodidactic and communicative competencies. The relevance of the course is based on the use of digital and artificial intelligence-based technologies as an educational resource that helps improve language skills, complementing them with other teaching methods, thereby ensuring participation in a linguistically rich learning environment.
Learning outcomes	Pre-service teachers demonstrating competence can: • use virtual technologies and resources when teaching foreign languages; • simulate, implement, and evaluate the learning process for teaching a foreign language using modern teaching and assessment methods and virtual technologies; • effectively use cognitive-interactive technologies, methods and means of education to ensure the planned level of personal and professional development; • generalize and disseminate innovative methodological experience in the field of teaching foreign languages.
Course title	Innovative pedagogical approaches in teaching a foreign language
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 foreign language teaching technologies: methodology and linguodidactics (2) • Competence area for professional sphere: application (1, 2) During the course, pre-service teachers improve their pedagogical skills in teaching foreign languages by using innovative pedagogical approaches, which promote the formation of students' skills in independent acquisition of knowledge. At the same time, pre-service teachers acquire organizational, managerial and research competences. In the

	course, pre-service teachers examine competence-based and culturological approaches aimed at developing students' mental activity. Pre-service teachers identify critical problem-solving skills, gain experience in self-study of educational materials, conduct research and acquire qualities that will be useful in their professional activities as foreign language teachers.	
Learning outcomes	Pre-service teachers demonstrating competence can: • use systematized theoretical and practical knowledge for setting and solving research problems in the field of teaching foreign languages; • creatively choose pedagogical approaches in teaching and learning that are most adequate to the learning conditions; • activate the cognitive activity of students by using interactive teaching methods, and by introducing independent research of scientific sources in a foreign language; • develop personal and professional competencies by strengthening confidence in the use of various methods (CLIL, gamification, etc.) when teaching foreign languages.	
Course title	IT technologies in foreign language training	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Technologies for teaching foreign languages: methodology and linguodidactics 5academic credits	
Academic credits	3	
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for foreign language teaching technologies: methodology and linguodidactics (3) During the course, pre-service teachers develop their information technology competence by using educational technologies in the educational process in hybrid, and blended format of foreign language learning. They also develop their self-organization and self-education skills necessary for online\offline\hybrid classroom management.	

	Pre-service teachers focus on the development of students' reflective abilities through the formation and development of critical thinking. They develop their abilities to comprehend systemic ideas about modern distance \ hybrid educational technologies that are the most effective in teaching English language, as well as their basic readiness to use these technologies in their professional activities as teachers.	
Learning outcomes	Pre-service teachers demonstrating competence can: • understand the goals, objectives, means, principles, advantages, main opportunities of distance learning; • activate the cognitive activity of students by using Internet technologies (videoconferencing, interactive applications, training courses); • plan and conduct foreign language lessons using distance learning technologies; • use innovative approaches in assessment both in offline and online environments.	
Course title	Technologies of criterion assessment	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 foreign language teaching technologies: methodology and linguodidactics (3) During the course, pre-service teachers familiarize themselves with the technology of criteria-based evaluation of competence outcomes. They form a creative approach to the organization of quality control of learning, and develop their professional skills related to setting goals and selecting the content of the material to test students' language knowledge. They also choose methods, forms, and means of evaluating learning of foreign languages, and to develop test tasks by using information technologies and global methodological and pedagogical experience. During the course, pre-service teachers form their personal self-	

	improvement and develop their psychological, pedagogical, methodological competences as teachers.
Learning outcomes	Pre-service teachers demonstrating competence can: • design the educational process using modern methods and technologies of teaching and diagnostics; • apply the basic psychological and pedagogical methods, techniques and tools necessary for the implementation of professional functions of a teacher; • use the acquired knowledge in professional activities to improve the foreign language educational process.
Course title	Language assessment in the classroom, stages and tools of assessment
Component	Subject component, Optional component
Cycle	Major disciplines
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 explore the technological foundations of the criterion assessment in foreign language lessons and the specifics of the control and regulatory component of the educational process. They also investigate the theoretical provisions of the criterion assessment (principles, methods, types and forms of assessment), as well as the role of monitoring and evaluation of educational and cognitive activity of students in foreign language lessons.
Learning outcomes	Pre-service teachers demonstrating competence can: • carry out self-monitoring and self-assessment of their learning achievements; • apply basic modern means of assessment of learning outcomes and diagnostics (testing, rating, monitoring, portfolio), know the types of evaluation of learning outcomes in English: the order of organization, carrying out and compiling

	of assessment and measuring materials in English; • make assessment and measurement materials in English, the criteria and scales for evaluating competences; • monitor the results of students' learning achievements.	
Course title	Criteria and descriptors for assessing learning achievements	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 develop their understanding of the possibilities and the functions of assessment in the learning process, and the technological foundations of criterion-based assessment in foreign language lessons. They investigate the theoretical provisions of criterion-based assessment (principles, methods, types and forms of assessment), as well as the role of control and assessment of students' learning and cognitive activities in foreign language lessons.	
Learning outcomes	Pre-service teachers demonstrating competence can: • apply modern methods of formative and summative assessment, criteria, descriptors and other tools for objective assessment of students' learning achievements to provide objective, continuous and reliable information and feedback between teacher, student, and parents to identify the quality of learning and features of the organization of the language learning process, as well as to inform governing bodies on the quality of educational services provided; • use the algorithm of development of tasks and evaluation to differentiate the significance of grades received for different activities; • foster a sense of responsibility for learning	

	outcomes through the development of students' reflection, self-regulation and self-assessment skills and create conditions for students' continuous self-improvement by establishing regular feedback; • promote the formation of unified standards, quality mechanisms and assessment tools.	
Course title	Strategies for teaching foreign languages	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 investigate the regularities of the organization of the educational process for secondary school students to master a foreign language. They become well-versed in scientifically based approaches when choosing educational strategies and means of teaching foreign languages.	
Learning outcomes	Pre-service teachers demonstrating competence can: • use different models of the organization of foreign language training; • manage the project activities of students; • organize the interaction between the teacher and the student through a personality-oriented approach by using critical thinking development techniques.	
Course title	Development of critical thinking and reflection	
Component	Subject component, Optional component	
Cycle	Major disciplines	
Module	Technologies for teaching foreign languages: methodology and linguodidactics 25 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 develop their understanding of critical thinking techniques through interactive inclusion of students in the educational process. They make informed decisions, work with information, and analyze different aspects of language phenomena. They also develop their personal qualities such as critical thinking, reflection, communication, creativity, mobility, independence, tolerance, as well as responsibility for their own choices and results of their activities as teachers.	
Learning outcomes	Pre-service teachers demonstrating competence can: • operate with analytical activities, identify cause-and-effect connections; • consider new ideas and knowledge in the context of already existing ones; • identify errors in reasoning; • distinguish a fact that can always be verified from an assumption and personal opinion, stimulate independent research creative activities to launch mechanisms of self-education and self-organization; • orientate in sources of information, use different reading strategies, adequately understand what has been read, sort information in terms of its importance, "sift out" secondary information, critically assess new knowledge, draw conclusions and generalizations; • organize teacher-student interaction through a learner-centred approach using critical thinking and reflection.	
Foreign languages, culture, communication 28 academic credits		
The module develops pre-service teachers' speaking, listening, reading, and writing skills to apply the studied foreign languages for personal, social, and professional purposes. During the module, pre-service teachers are provided with an introduction to the theory and practice of intercultural communication. They explore the diversity of cultural perception and the essence of media information literacy and its role in modern society, as well as the necessity to form these professional competences of a foreign		

language teacher.	
Course title	Main foreign language (level B1)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	4
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B1/B2 level. Pre-service teachers also get familiarized with the social and cultural features of the countries of the studied language.
Learning outcomes	Pre-service teachers demonstrating competence can: • competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable, debatable form of information exchange in accordance with the level of foreign language proficiency (B1/B2); • use lexical and grammatical constructions correctly and appropriately; • understand by ear and read text material containing specific vocabulary on the topics presented in the programme.

The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B1/B2 level. Pre-service teachers also get familiarized with the social and cultural features of the countries of the studied language.	
Pre-service teachers demonstrating competence can: • competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable, debatable form of information exchange in accordance with the level of foreign language proficiency (B1/B2); • use lexical and grammatical constructions correctly and appropriately; • understand by ear and read text material containing specific vocabulary on the topics presented in the programme.	
Course title	Main foreign language (level B2)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B1/B2 level. Pre-service teachers also get familiarized with the

	social and cultural features of the countries of the studied language.
Learning outcomes	Pre-service teachers demonstrating competence can: - competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable, debatable form of information exchange in accordance with the level of foreign language proficiency (B1/B2); - use lexical and grammatical constructions correctly and appropriately; - understand by ear and read text material containing specific vocabulary on the topics presented in the programme.

Course title	Practical phonetics and listening in a first foreign language
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: - Competence area for integration of language, culture and communication (3) - Competence area for interaction (3, 4) Pre-service teachers distinguish and understand native speakers, including in sound recordings; explore various practical applications of theoretical phonetic knowledge, such as in teaching pronunciation in a foreign language, reading, and writing according to B1B2 levels of instruction.

Learning outcomes	Pre-service teachers demonstrating competence can: - distinguish and understand native speakers, including in sound recordings, according to the B1B2 level of foreign language proficiency - summarize the content of listened text - understand and read to the fullest extent possible text material, containing specific vocabulary on topics presented in a programme in accordance with the level of foreign language B1B2
Course title	Second foreign language (level B1)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	4
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: - Competence area for integration of language, culture and communication (3) - Competence area for interaction (3, 4) Pre-service teachers investigate the laws of construction of written and oral speech in a second foreign language. They explore the grammatical constructions and phonetic features of the studied second language, as well as the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main second foreign language at B1/B2 level. Pre-service teachers get familiarized with the social and cultural features of the countries of the studied second language.
Learning outcomes	Pre-service teachers demonstrating competence can: - competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable, debatable form of information exchange in accordance with the level B1/B2 proficiency in a second foreign language; - use lexical and grammatical constructions correctly and appropriately in a second foreign language; - understand by ear and read text material containing specific vocabulary in a second foreign language on

	the topics presented in the programme.
Course title	Second foreign language (level B2)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	4
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers investigate the laws of construction of written and oral speech in a second foreign language. They explore the grammatical constructions and phonetic features of the studied second language, as well as the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main second foreign language at B1/B2 level. Pre-service teachers get familiarized with the social and cultural features of the countries of the studied second language.
Learning outcomes	Pre-service teachers demonstrating competence can: • competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable, debatable form of information exchange in accordance with the level B1/B2 proficiency in a second foreign language; • use lexical and grammatical constructions correctly and appropriately in a second foreign language; • understand by ear and read text material containing specific vocabulary in a second foreign language on the topics presented in the programme.
Course title	Foreign languages and digital communication
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic

	credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers investigate the media and their types, as well as the meaning of media messages in foreign languages. They also analyze the media in terms of their representation of gender and ethnicity, as well as commercial culture. Pre-service teachers deconstruct media content and its influence on people and different spheres of life, as well as ways of controlling it for personal and professional purposes. They also get familiarized with the media-language. Pre-service teachers gain readiness to realize the social significance of their future profession and become motivated to carry out professional activities as teachers.
Learning outcomes	Pre-service teachers demonstrating competence can: • demonstrate visual literacy; • use media skills in professional activities as teachers; • analyze digital media of various media industries; • determine the impact of the media, the advantages and potential negative consequences of media content; • identify and apply methods to improve media literacy of both individuals and society as a whole.
Course title	Language teaching and media literacy
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4)

	Pre-service teachers build their understanding of the range of skills and abilities for analyzing, evaluating, and creating foreign-language messages in different media types, genres, and forms. They practice being producers of media messages in a foreign language, understand the advantages and limitations of each media type, and create media texts in a foreign language independently.	
Learning outcomes	Pre-service teachers demonstrating competence can: • demonstrate visual and media literacy in a foreign language; • use media skills in a foreign language professional activity; • analyze digital media of different media sectors in a foreign language; • identify ways of deconstructing media content, and its impact on people and different spheres of life, as well as the ways of controlling it for personal and professional use; • use media content in a foreign language for professional purposes as teachers.	

Course title	Foreign Literature and Creative Writing
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers explore the history of literature, the most important historical and literary processes, and the work of the most-known writers of foreign countries. They investigate literary genres, the basics of creative writing, and the basic principles and elements of writing in foreign languages.
Learning outcomes	Pre-service teachers demonstrating competence can: • implement in practice various forms of creative

	writing in foreign languages; • distinguish literary genres and critically evaluate various forms of foreign literature; • find arguments during the analysis of artistic and genre features of a foreign language text; • interpret the studied works of verbal art based on modern cultural terminology and analytical techniques.	
Course title	Foreign literature	
Component	Subject component, University Component	
Cycle	Major disciplines	
Module	Foreign languages, culture, communication 28 academic credits	
Academic credits	3	
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) During the course, pre-service teachers get familiarized with the main periods, trends and concepts in the theory and history of foreign literature. They reveal the specifics of the theory of literature and history of foreign literature as humanities sciences that are necessary for successful intercultural communication. They also address current theoretical problems of contemporary literary studies and introduce the different types of interpretations of the literary works in question. Pre-service teachers develop their understanding of the history of literature, the most important historical and literary processes, and the work of most-known writers of foreign countries. They investigate the literary genres, the basics of creative writing, and the basic principles and elements of writing in foreign languages.	
Learning outcomes	Pre-service teachers demonstrating competence can: • distinguish between literary genres and critically evaluate various forms of foreign literature; • find arguments when analyzing the artistic and genre characteristics of a foreign language text; • interpret the written work under study based on	

	contemporary cultural terminology and analytical techniques; • teach the main stages and periods in the history of foreign literature and the theoretical concepts of classical and modern literary studies; • work with original literary texts in foreign languages; • understand the artistic and humanistic values of classical and modern literature; • use scientific literature, internet resources and acquired knowledge for comprehensive analysis and commentaries of texts in foreign languages; • apply current knowledge of foreign literature to intercultural communication.	
Course title	Cultural diversity of the countries of the languages studied	
Component	Subject component, University Component	
Cycle	Major disciplines	
Module	Foreign languages, culture, communication 28 academic credits	
Academic credits	5	
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) Pre-service teachers analyze the characteristic linguistic and cultural features and national-cultural specifics of speech communication of the countries of the studied languages. They investigate the history, geography, socio-political life, state structure, economy, as well as traditions and customs of the country of the studied language.	
Learning outcomes	Pre-service teachers demonstrating competence can: • navigate the interlanguage and intercultural differences of the countries of the languages being studied; • use socioculturally marked vocabulary; • apply the principles of intercultural communication considering the cultural and linguistic-cultural characteristics of the countries of the languages	

	studied.
Course title	Linguistic and Country Studies
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages, culture, communication 28 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for integration of language, culture and communication (3) • Competence area for interaction (3, 4) During the course, pre-service teachers select and present information on the national and cultural specificity of speech communication in the learning process to ensure the communicative competence of foreign language learners. They build their understanding of the economic, socio-political, historical, geographical, and other knowledge related to the content and form of speech communication of a given foreign language. To ensure the educational and pedagogical objectives of learning, pre-service teachers include the provision of communication needs implemented in the foreign language learning process.
Learning outcomes	Pre-service teachers demonstrating competence can: • orientate in inter-linguistic and inter-cultural differences of the countries of the languages being studied; • use the socio-culturally marked vocabulary, the characteristic linguistic and cultural features and national-cultural specificity of speech communication of the countries of the studied languages, including history, geography, social and political life, governmental system, economy, traditions, and customs of the country of the studied language; • apply the principles of intercultural communication taking into account the cultural and linguistic-cultural features of the countries where the language is spoken.

Foreign languages in the professional sphere: application 30 academic credits	
The module develops pre-service teachers' written and oral skills for practical use in the professional sphere, as well as for building professional foreign language communication on various topics in academic, professional, and business communication situations.	
Course title	Professionally oriented main foreign language (C1 level)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages in the professional sphere: application 30 academic credits
Academic credits	8
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) Pre-service teachers determine the functional varieties of dialogical and polylogical communication in foreign language. They research the theoretical foundations of professional activity as a foreign language teacher and demonstrate the skills of foreign language communication for special professional purposes in accordance with the level of proficiency C1-C2. They also learn to speak a foreign language fluently in any field of activity using special vocabulary in accordance with the Pan-European competences of foreign language proficiency (CEFR). Pre-service teachers develop their skills of listening, reading, writing and speaking in the format of international exams (tests) IELTS and TOEFL.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply the basics of oral and written communication within the subjects studied in the course, in accordance with the level of proficiency C1C2 and with the sphere and situation of communication; • organize and conduct a discussion in various forms of polemical communication on various professional topics; • search, formalize, structure, and systematize

	knowledge, self-education, self-knowledge and self-development; • express thoughts adequately using the main foreign language and its tools; • apply knowledge and skills in the field of grammar, vocabulary, stylistics to the extent required by international IELTS and TOEFL exams in their work as teachers.	
Course title	Professionally oriented main foreign language (C2 level)	
Component	Subject component, University Component	
Cycle	Major disciplines	
Module	Foreign languages in the professional sphere: application 30 academic credits	
Academic credits	6	
Course/ competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) Pre-service teachers determine the functional varieties of dialogical and polylogical communication in foreign language. They research the theoretical foundations of professional activity as a foreign language teacher and demonstrate the skills of foreign language communication for special professional purposes in accordance with the level of proficiency C1-C2. They also learn to speak a foreign language fluently in any field of activity using special vocabulary in accordance with the Pan-European competences of foreign language proficiency (CEFR). Pre-service teachers develop their skills of listening, reading, writing and speaking in the format of international exams (tests) IELTS and TOEFL.	
Learning outcomes	Pre-service teachers demonstrating competence can: • apply the basics of oral and written communication within the subjects studied in the course, in accordance with the level of proficiency C1C2 and with the sphere and situation of communication; • organize and conduct a discussion in various forms of polemical communication on various professional topics;	

	• search, formalize, structure, and systematize knowledge, self-education, self-knowledge and self-development; • express thoughts adequately using the main foreign language and its tools; • apply knowledge and skills in the field of grammar, vocabulary, stylistics to the extent required by international IELTS and TOEFL exams in their work as teachers.
Course title	Professionally oriented second foreign language (C1 level)
Component	Subject component, University Component
Cycle	Major disciplines
Module	Foreign languages in the professional sphere: application 30 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) Pre-service teachers explore the functional varieties of dialogic and polylogical communication in a second foreign language. They develop their knowledge, skills, and abilities in mastering a second foreign language in accordance with the level of proficiency C1-C2. They also develop their abilities to speak fluently in a second foreign language in any field of activity. Pre-service teachers improve their listening, reading, writing, and speaking skills in the format of international exams (tests) of a second foreign language (TestDaF, DELF, TOPIK, etc).
Learning outcomes	Pre-service teachers demonstrating competence can: • apply the basics of oral and written communication within the subjects studied in the course, in accordance with the level of proficiency C1-C2, and with the sphere and situation of communication in a second foreign language; • organize and conduct a discussion in various forms of

	polemical communication on various professional topics in a second foreign language; • express thoughts adequately using the second foreign language and its tools; • apply the necessary knowledge in the field of grammar, vocabulary, stylistics to the extent required by international exams (TestDaF, DELF, TOPIK, etc).	
Course title	Professionally oriented second foreign language (C2 level)	
Component	Subject component, University Component	
Cycle	Major disciplines	
Module	Foreign languages in the professional sphere: application 30 academic credits	
Academic credits	4	
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) Pre-service teachers explore the functional varieties of dialogic and polylogical communication in a second foreign language. They develop their knowledge, skills, and abilities in mastering a second foreign language in accordance with the level of proficiency C1-C2. They also develop their abilities to speak fluently in a second foreign language in any field of activity. Pre-service teachers improve their listening, reading, writing, and speaking skills in the format of international exams (tests) of a second foreign language (TestDaF, DELF, TOPIK, etc).	
Learning outcomes	Pre-service teachers demonstrating competence can: • apply the basics of oral and written communication within the subjects studied in the course, in accordance with the level of proficiency C1-C2, and with the sphere and situation of communication in a second foreign language; • organize and conduct a discussion in various forms of polemical communication on various professional topics in a second foreign language; • express thoughts adequately using the second foreign language and its tools;	

	• apply the necessary knowledge in the field of grammar, vocabulary, stylistics to the extent required by international exams (TestDaF, DELF, TOPIK, etc).	
Course title	Primary foreign language for academic purposes	
Component	Subject component, Optional Component	
Cycle	Major disciplines	
Module	Foreign languages in the professional sphere: application 30 academic credits	
Academic credits	3	
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) Pre-service teachers investigate the basic concepts, types, forms, and functions of academic communication. They explore the genre varieties of scientific style and culture of academic communication. They also analyze the features of organization of the structure and content of academic discourse, forms of presentation, as well as methods of analysis and argumentation. Pre-service teachers get familiarized with the rules of academic writing and learn to recognize different types of information.	
Learning outcomes	Pre-service teachers demonstrating competence can: • interpret, prove, argue your own point of view on the basis of certainty, consistency, validity, logic, clarity of presentation of your position, draw conclusions and conclusions in the field of professional activity; • read and critically evaluate academic literature and other forms of texts; • use the language style when writing academic papers (essays, reports, abstracts, dissertations, analysis of literary works) in foreign languages.	
Course title	Academic English	
Component	Subject component, Optional Component	
Cycle	Major disciplines	

Module	Foreign languages in the professional sphere: application 30 academic credits
Academic credits	3
Course/competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) During the course, pre-service teachers develop the 4 language skills: academic reading, academic writing (essays, business letters, etc.), speaking, listening based on academic texts, and practical learning tools that develop critical thinking. Pre-service teachers explore the basic concepts, types, forms, and functions of academic communication. They analyze the genre varieties of academic style and culture of academic communication. They also investigate the characteristics of organization of the structure and content of academic discourse, forms of presentation, as well as ways of analysis and argumentation.
Learning outcomes	Pre-service teachers demonstrating competence can: • create a list of terms and expressions, express thoughts in the form of an essay, follow the rules of the academic English language; • interpret, argue their own point of view on the basis of certainty, consistency, validity, logic, clarity of their position, draw conclusions and conclusions in the field of professional activity; • read and critically appraise academic literature and other forms of texts; • use language style when writing academic papers (essays, reports, thesis, dissertations, analyses of literary works) in foreign languages; • follow the rules of spelling and punctuation, format the written work according to certain stylistic norms; • apply correct citation in English, refer to different scientific sources, search for sources and collect data in the form of quotations from other texts.
Course title	Business Discourse Practice (primary and second languages)

Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Foreign languages in the professional sphere: application 30 academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) Pre-service teachers analyze the features of various genres of official business discourse, and their structure and content, as well as the main methods of analysis of official business discourse. Pre-service teachers develop their theoretical knowledge on problems related to the sphere of business communication, and they learn to apply professionally-oriented oral and written discourse in foreign languages.
Learning outcomes	Pre-service teachers demonstrating competence can: • conduct professional communication in oral and written form in Russian and foreign languages, and work with professional texts in a foreign language; • apply various methods of organizing reproductive and productive types of speech activity for organizing teamwork and managing experimental activities.

Course title	Multilingual business discourse
Component	Subject component, Optional Component
Cycle	Major disciplines
Module	Foreign languages in the professional sphere: application 30 academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of pedagogical and subject competence: • Competence area for language in the professional sphere (4) • Competence area for professional development (8,9) During the course, pre-service teachers consider multilingual discourse in the following aspects, namely 1) linguistic, i.e.

	language use proper; 2) cognitive aspect of knowledge, information, perception transfer; 3) interactive aspect of interaction of subjects of speech activity in social situations. They build their understanding of the characteristics of multilingual business discourse and its regularities. They analyze the movement of information within a communicative situation, carried out through the exchange of replicas of speech with a pronounced social content. Pre-service teachers learn to apply multilingual business discourse in their future professional activities as teachers. They also apply knowledge of the structure of dialogic interaction between representatives of different cultures, in conditions of interethnic or intercultural communication.
Learning outcomes	Pre-service teachers demonstrating competence can: • communicate in various languages, both orally and in written form, and work with professional business texts in foreign languages; • realize dialogical interaction between representatives of different cultures, in the conditions of international or intercultural communication; • apply different ways and methods of organizing reproductive and productive speech activities to organize team work and manage experimental activities.

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 of XX century. Formation of a poly-ethnic structure of the population. Kazakhstan in the Soviet period (February-October, 1917 - August, 1991) Kazakhstan - Independent State. The Modern period in the country's history (December 1991 - up to the present).	5
<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, 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	2	
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>Methods of scientific research</i> It is studied in order to develop the skills of research activities and readiness of students to conduct research work. The course examines the place of science in the system of social relations, methods and levels of scientific knowledge, the main stages of the implementation of scientific research.	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 foreign languages					5	5		

studied 10 academic credits									
Introduction to Linguistics 3 academic credits	3								
Second foreign language (A1, A2) 6 academic credits	3	3							
Functional style 3 academic credits						3			
Interpretation of a foreign language text 3 academic credits									
Linguistics 3 academic credits									
Functioning of the studied foreign languages in various spheres of speech communication 3 academic credits									
Relative- comparative typology of the languages studied 3 academic credits									3
Comparative Linguistics 3 academic credits									
Linguistic Typology 3 academic credits									
Intercultural communication and multilingualism 3 academic credits	3								
Theory of Multilingualism Language contacts									

3 academic credits									
Pedagogical aspects of bilingualism 3 academic credits									
Methodology and linguodidactics of teaching 1 foreign language 8 academic credits					4	4			
Methodology and linguodidactics of teaching 2 foreign language 7 academic credits						4	3		
Computer applications and resources in learning and teaching foreign languages 5 academic credits							5		
Innovative pedagogical approaches in teaching a foreign language 5 academic credits									
IT technologies in foreign language training 5 academic credits									
Technologies of criterion assessment 5 academic credits				5					
Language assessment in the classroom, stages and tools of assessment 5 academic credits									

Criteria and descriptors for assessing learning achievements 5 academic credits									
Strategies for teaching foreign languages 3 academic credits		3							
Development of critical thinking and reflection 3 academic credits									
Main foreign language (level B1/B2) 9 academic credits			4	5					
Practical phonetics and listening in a first foreign language 4 academic credits		4							
Second foreign language (level B1\B2) 8 academic credits			4	4					
Foreign languages and digital communication 3 academic credits		3							
Language Teaching and Media literacy 3 academic credits									
Foreign Literature and Creative Writing 4 academic credits							4		
Foreign Literature 4 academic credits									
Cultural diversity of the countries of				4					

the languages studied 4 academic credits								
Linguistics and Country studies 4 academic credits								
Professionally oriented main foreign language (C1/C2 level) 10 academic credits					5	5		
Professionally oriented second foreign language (C1/C2 level) 8 academic credits					4	4		
Primary foreign language for academic purposes 7 academic credits							7	
Academic English 7 academic credits								
Business Discourse Practice (primary and second languages) 3 academic credits								3
Multilingual business discourse 3 academic credits								
Language communication in the professional sphere 3 academic credits								
FINAL ATTESTATION – 8 academic credits								
Final attestation								8
Academic credits in total	30	30	30	30	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 (*Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project*);
- the minimum average achievement score.

5. Description of pre-service teachers' work

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

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

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

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

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

6. Evaluation methods/Assessment

6.1 Assessment

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

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

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

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

Assessment by letter system	Digital equivalent of points	% content	Assessment according to the traditional system
A	4.0	95-100	Excellent
A-	3.67	90-94	
B+	3.33	85-89	Good

B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactory
C-	1.67	60-64	
D+	1.33	55-59	
D	1.0	50-54	
FX	0.5	25-49	Unsatisfactory
F	0	0-49	

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

6.2 External evaluation

1) Design of new educational programmes Internal quality assurance system

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

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

on the quality of curricula and (or) disciplines/modules.

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

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

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

For the improvement of the quality assurance of the educational programmes, the universities need to:

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

3) Accreditation

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

7. Faculty requirements

7.1 Faculty Requirements

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

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

7.2 Additionally Required Faculty

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

7.3 Required professional development of faculty

On the basis of the Law of the Republic of Kazakhstan "On Education" (2007; with amendments dated 27.12.2019) and other regulatory legal acts regulating the activities of higher education organizations in the Republic of Kazakhstan, a teacher who carries out professional activity in a higher education organization has the right for professional development at least once every five years for a duration of no more than four months.

The development of professional competences is also one of the priorities adopted in the Republic of Kazakhstan "Concepts of lifelong learning (continuing education)" (2021).

7.4 Required additional administrative staff

Vice-rector for academic affairs is responsible for planning and monitoring the implementation of educational services.

Responsibility for arranging and coordinating the implementation of the specific steps of the procedure and the quality of the outputs rests with the

heads of divisions.

8. Resources

8.1. Library Resources

The library collection is an integral part of the information resources and includes educational, teaching, scientific and other literature.

Availability of a library fund of educational and scientific literature: in the format of printed and electronic publications for the last ten years, providing 100% of the disciplines of the curricula, including those published in the languages of instruction. Updating of the library fund should be carried out in accordance with the regulations of the Republic of Kazakhstan.
--

8.2. IT Resources

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

8.3 Infrastructure

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

9. Additional information

9.1 Additional materials

Inclusion is one of the most important cross-cutting principles of the curriculum (see more in Annex 1.). Inclusion in education means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. The teacher education emphasizes on pre-service teachers' perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design
--

for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. It is important that not only the specialized teachers (special education teachers) but all teachers can work in an inclusive educational environment. Thus, competences of all pre-service teachers need to be developed in areas such as:

Knowledge of the concepts and principles of inclusive education:

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

Practical applications in teaching:

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

9.2 E-learning

The rapid development of digital technologies requires the study of not only specific software tools, but the development of pre-service teachers' competences on using virtual learning environments and tools in teaching and choosing pedagogical methods suitable for learning processes in digital learning environments (psychological and didactic justification). For this the universities need:

- to create provisions for the professional development of pre-service teachers with the effective use of digital technology;
- to develop competences of pre-service teachers on understanding how individual educational needs of their students can be considered when using digital tools or in virtual learning environments;
- to develop digital competences of pre-service teachers on using digital learning environments and tools in assessment, such as gamification, digital tests and quizzes, and other formats of digital evaluation;
- to promote pre-service teachers' capabilities in assessing their digital competences and the use of digital tools in pedagogical processes in relation to the requirements of the employers (schools) daily operations;

- to put into practice the integration of education, science, and industry, and involve professional communities in teaching school students the basics of applying and using digital technology, and perform an independent assessment of the practical skills acquired;
- to include digitalization into the educational process for in-service teachers to increase efficiency and practical application of digitalization in education;
- to promote the implementation of global standards in digitalization in initial teacher education (i.e. International Society for Technology in Education (ISTE) and the establishment of an expert community of educators in digitalization.

10. Approval

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

APPENDIX 1: Main principles of the curriculum

Competence-based approach

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

After defining the degree level competences, the learning outcomes of study units and study modules should 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

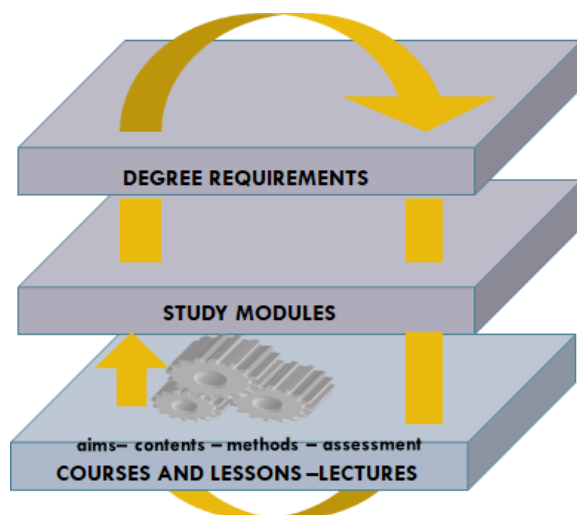
outcomes. Thus, when choosing the active learning methods, it should always be considered from the perspective of which methods support the attainment of the intended learning outcomes in a best possible way.

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 (Lunenbergh, 2010). Thus, it is important, that teacher educators support the student teachers' to become reflective practitioners with

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

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

Interdisciplinary learning

Content and Language Integrated Learning (CLIL)

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

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

In terms of the curriculum implementation, the CLIL approach is inclusive and flexible; it includes a range of models that can be adapted according to the age, ability and needs of the students (Coyle, 2007). Thus, implementing CLIL varies based on the context. In primary stage, language learning can be

embedded across the curriculum and link with one or more subjects of the curriculum. For example, through specific themes or projects (e.g. lifestyle, sports, and holidays).

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

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

STEM (Science, Technology, Engineering, Mathematics) education

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

Active learning includes student centered active methods, such that project based education, and benefitting from diverse out of classroom learning environments and communities of learners and ICT. On the hand, Science education should also focus on competences with an emphasis on learning through science and shifting from STEM to STEAM (A = All) by linking science with other subjects and disciplines (Hazelkorn, Ellen & Ryan, Charly & Beernaert, Yves & Constantinou, Costas & Deca, Ligia & Grangeat, Michel &

Karikorpi, Mervi & Lazoudis, Angelos & Pintó, Roser & Welzel-Breuer, Manuela (2015). Science Education for Responsible Citizenship. 10.2777/12626). In the ITE curricula in Kazakhstan, the A should include at least developing the English linguistic skills of teacher students (KAZ ITE D-3 Framework Report).

Digitalisation in Education and Teachers' Digital competence development

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

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

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

Inclusion in education and recognition of different learners

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

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

Teachers' professional development and change management

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

Development and growing as a teacher can be understood in different ways: 1) growing understanding of one's content area, in order to become more familiar with what to teach; 2) getting more practical experience as a teacher, in order to become more familiar with how to teach; 3) building up a repertoire of teaching

strategies, in order to become more skilful as a teacher; 4) finding out which teaching strategies work best for the teacher, in order to become more effective as a teacher, and 5) continually increasing understanding of what works for students, in order to become more effective in facilitating student learning (Åkerlind, 2007).

It is important to notice, that professional development of teachers is often a slow process. Furthermore, the development is not a linear continuum, but instead, the development may be interrupted by various reasons (Beijaard, Meijer & Verloop, 2004). Some teachers may experience change and development as threatening and change processes often include feelings of anxiety or uncertainty (Postareff et al., 2008). Such negative emotions towards the change may narrow the teacher's attention (Fredrickson, 2001). Therefore, it is important to ensure that teachers receive enough support from diverse sources (e.g. peers, supervisors, work environment) and encouraging feedback. It is also important for teachers to understand, that failures are part of the teachers' professional development, and mistakes should be seen as learning opportunities. When teachers have the possibility to share experiences and engage in collaboration with their peers, it has been shown to have positive influences of their learning and development (Voogt, et al., 2011). When teachers feel well and are engaged in their work, they are more likely to engage in pedagogical practices that promote their development (Fredrickson, 2001). The development of teaching is, at best, a continuous process, and thus, teachers should be encouraged to reflect on their own teaching on a continuous basis to increase their pedagogical awareness (Parpala & Postareff, 2021).

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

Literature

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, 20(2), p. 107-128.

Berry, A. (2004). Self study in teaching about teaching. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices*. Dordrecht: Springer. 1295-1332.

Biggs, J. (1996). Enhancing Teaching through Constructive Alignment. *Higher Education*, 32, p. 347-364.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Maidenhead, UK: Open University Press.

Boud, D. & Falchikov, N. (2006): Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education*, 31(4), p. 399-413

Cao, Y., Postareff, L., Lindblom-Ylänne, S. & Toom, A. (2021). A survey research on Finnish teacher educators' research-teaching integration and its relationship with their approaches to teaching. *European Journal of Teacher Education*.

Cochran-Smith, M. (2005). Teacher Educators as Researchers: Multiple Perspectives. *Teaching and Teacher Education*, 21(2), p. 219–225.

Coyle, D. (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), p. 543–562.

Coyle, D. (2008). CLIL - a Pedagogical Approach From the European Perspective. In *Encyclopedia of Language and Education*, edited by N. Hornberger, p. 1200–1214. Boston: Springer US.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Dalton-Puffer, C. (2008). Outcomes and Processes in Content and Language Integrated Learning (CLIL): Current Research From Europe. In *Future Perspectives for English Language Teaching*, edited by W. Delanoy, and L. Volkmann, p. 1–19. Heidelberg: Carl Winter.

Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and teacher Education*, 21(5), p. 563-577.

De Zarobe, Y. R. (2008). CLIL and Foreign Language Learning: A Longitudinal Study in the Basque Country. *International CLIL Research Journal*, 1(1), p. 60–73.

European Agency. *Profile of Inclusive Teachers*. <https://www.european-agency.org/projects/te4i/profile-inclusive-teachers>

Eurydice. 2006. *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Eurydice.

Fimyar, O., Yakavets, N., & Bridges, D. (2014). The contemporary policy agenda. In D.Bridges (Ed), *Educational Reform and Internationalisation. The case of school reform in Kazakhstan* (pp. 53-68). Peterborough, UK: Printondemand-worldwide.

Feinstein, N. W., Allen, S., & Jenkins, E. (2013). Outside the pipeline: Reimagining science education for nonscientists. *Science*, 340(6130), p. 314-317

Flores, M.A. (2018). Linking Teaching and Research in Initial Teacher Education: Knowledge Mobilisation and Research-informed Practice. *Journal of Education for Teaching*, 44 (5), p. 621–636.

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), p. 813–828.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: the broaden-and-build theory of positive emotions. *American psychologist*, 56(3), p. 218.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), p. 95-105.

Guskey, T.R. (1989). Attitude and perceptual change in teachers. , 13, p. 439-453.

Hazelkorn, E., Ryan, C., Beernaert, Y., Constantinou, C., Deca, L., Grangeat, M., Karikorpi, M., Lazoudis, A., Pintó, R. & Welzel-Breuer, M. (2015). *Science Education for Responsible Citizenship*. European Commission: Directorate-General for Research and Innovation, Science with and for Society.

Hökkä, P., Eteläpelto, A., & Rasku-Puttonen, H. (2012). The professional agency of teacher educators amid academic discourses. *Journal of Education for Teaching*, 38(1), p. 83-102.

IAC (2018). Analytical Report. Monitoring and assessment of implementation of a flexible form of management in universities. IAC.

Jones, S. (2003). Measuring the quality of higher education: linking teaching quality measures at the delivery level to administrative measures at the university level. *Quality in Higher Education*, 9(3), 223-229.

Koohang, A., Britz, J., & Seymour, T. (2006). Panel Discussion. Hybrid/blended learning: Advantages, Challenges, Design and Future Directions. In *Proceedings of the 2006 Informing science and IT education joint conference* (p. 155-157).

Krokfors, L., Kynäslähti, H., Stenberg, K., Toom, A., Maaranen, K., Jyrhämä, R., Byman, R. & Kansanen, P. (2011). Investigating Finnish Teacher Educators' Views on Research-based Teacher Education. *Teaching Education*, 22(1), p. 1–13.

López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. *Computers & education*, 56(3), p. 818-826.

Lunenberg, M. (2010). Characteristics, scholarship and research of teacher educators. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (p. 676-680). Oxford, UK: Elsevier.

McLaughlin, C., Winter, L., Kurakbayev, K., Kambatyrova, A., Torrano, D., Fimyar, O., Ramazanova, A. (2016). The Improvement of Secondary Education Curriculum of Kazakhstan in the Context of Modern Reforms (unpublished report). Astana: Nazarbayev University Graduate School of Education.

Marsh, D. (2012). *Content and Language Integrated Learning (CLIL). A Development Trajectory*. Cordoba: Servicio de Publicaciones de la Universidad de Córdoba.

Mehisto, P., Marsh, D. & Frigols, M. J. (2008). *Uncovering CLIL Content and Language Integrated Learning in Bilingual and Multilingual Education*. London: Macmillan.

Moore, T. J., Stohlmann, M. S., Wang, H. H., Tank, K. M., Glancy, A. W., & Roehrig, G. H. (2014). Implementation and integration of engineering in K-12 STEM education. In *Engineering in Pre-College Settings: Synthesizing Research, Policy, and Practices* (p. 35-60). West Lafayette: Purdue University Press.

OECD (2014). Reviews of National Policies for Education: Secondary Education in Kazakhstan. Retrieved from: <http://dx.doi.org/10.1787/9789264205208-en>

OECD (2020). *Raising the Quality of Initial Teacher Education and support for early career teachers in Kazakhstan*. OECD Education Policy Perspectives, No. 25, OECD Publishing, Paris.

"On Education" (2007) Law of the Republic of Kazakhstan; with amendments dated 27.12.2019.

On approval of the Lifelong Learning (continuing education) Concept (2021). Resolution No. 471 of the Government of the Republic of Kazakhstan dated 8 July 2021.

Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments: Definitions and directions. *Quarterly review of distance education*, 4(3), p. 227-33.

Parpala, A., & Postareff, L., (2021). Supporting high-quality teaching in higher education through the HowUteach self-reflection tool. *Ammattikasvatuksen aikakauskirja*, 4, 2021.

Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2008). A follow-up study of the effect of pedagogical training on teaching in higher education. *Higher Education*, 56(1), p. 29-43.

Prosser, M., & Trigwell, K. (2014). Qualitative Variation in Approaches to University Teaching and Learning in Large First-Year Classes. *Higher Education*, 67, p. 783-795.

Pyhältö, K., Pietarinen, J., & Soini, T. (2012). Do comprehensive school teachers perceive themselves as active professional agents in school reforms? *Journal of Educational Change*, 13(1), p. 95-116.

Salamanca Statement. (1994). *The Salamanca statement and framework for action on special needs education*. Salamanca: UNESCO, Ministry of education and Science. <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf>

Saloviita, T. 2018. Attitudes of Teachers Towards Inclusive Education in Finland.
<https://www.tandfonline.com/doi/full/10.1080/00313831.2018.1541819>

Sharplin, E., Ibrasheva, A., Shamatov, D., Rakisheva, A. (2020). Analysis of Teacher Education in Kazakhstan in Context of Modern International Practice. *Bulletin of KazNU, Pedagogical Series*, 64(3), pp. 12-27.

SESPE (State Educational Standard for Primary Education). (2015) Available from: <http://nao.kz/loader/fromorg/2/22> Accessed: 29 November 2021.

Silova, I., and G. Steiner-Khamisi. (2008). *How NGOs React: Globalization and Education Reform in the Caucasus, Central Asia, and Mongolia*. Bloomfield, CT: Kumarian Press.

The Universal Declaration of Human Rights (1948).
<https://www.un.org/en/aboutus/universal-declaration-of-human-rights>

Timperley, H. S., & Phillips, G. (2003). Changing and sustaining teachers' expectations through professional development in literacy. *Teaching and teacher education*, 19(6), p. 627-641.

Toom, A., Kynäslähti, H., Krokfors, L., Jyrhämä, R., Byman, R., Stenberg, K., Maaranen, K., & Kansanen, P. (2010). Experiences of a research-based approaches to teacher education: Suggestions for future policies. *European Journal of Education*, 45(2), p. 331-344.

Tran, N., Charbonneau, J., Benitez, V.V., David, M.A., Tran, G., & Lacroix, G. (2016). Tran et al conference ISBT 2010.

Tynjälä, P., Häkkinen, P., & Hämäläinen, R. (2014). TEL@ work: Toward integration of theory and practice. *British Journal of Educational Technology*, 45(6), p. 990-1000.

Yakavets, N., Bridges, D. & Shamatov, D. 2017. 'On constructs and the construction of teachers' professional knowledge in a post-Soviet context', *Journal of Education for Teaching: International Research and Pedagogy*. 1-22.

Visser-Wijnveen, G. J., Van Driel, J. H., Van Der Rijst, R.M., Verloop, N. & Visser, A. (2010). The Ideal Research-teaching Nexus in the Eyes of Academics: Building Profiles. *Higher Education Research & Development*, 29 (2), p. 195–210.

Voogt, J., Westbroek, H., Handelzalts, A., Walraven, A., McKenney, S., Pieters, J., & De Vries, B. (2011). Teacher learning in collaborative curriculum design. *Teaching and teacher education*, 27(8), p. 1235-1244.

Åkerlind, G. S. (2007). Constraints on academics' potential for developing as a teacher. *Studies in higher education*, 32(1), p. 21-37.

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
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 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 (Kaınastırma) 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 оқу үдерісіндегі дербес оқыту	4				+				+				

/ Öğretim Planlaması ve Bireyselleştirilmesi / Планирование преподавания и индивидуализация обучения/ Teaching Planning and Individualization of Learning													
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, 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					+							
Екінші шетел тілі (A1 деңгейі, A2 деңгейі)/ Second Foreign Language (A1 level, A2 level)/ Второй иностраннный язык (уровень A1, уровень A2)/ İkinci yabancı dil (A1 düzeyi, A2 düzeyi)	8					+							
Оқытылатын шетел тілдері теориясының негіздері/ Fundamentals of the Theory of Foreign Languages Studied/ Основы теории изучаемых иностранных языков/ Öğretilen Yabancı Dil Teorisinin Temelleri	5		+				+						
Функционалдық стилистика/ Functional stylistics/	3		+								+		

Функциональная стилистика/ Dilin İşlevsel Stilleri													
Лингвостилистика/ Лингвостилистика/ Üslûpbilim/ Linguo-stylistics			+								+	+	
Сөйлесудің әртүрлі салаларында оқытылатын шетел тілдерінің қолданылуы/ Farklı İletişim Alanlarında Öğretilen Yabancı Dillerin Kullanımı/ Функционирование изучаемых иностранных языков в различных сферах речевого общения /Functioning of the Studied Foreign Languages in Various Spheres of Speech Communication	3												+
Басқа тілдері мәтінді түсіндіру/ Yabancı dildeki bir metnin yorumlanması / Интерпретация иноязычного текста / Interpretation of a foreign language text							+						+
Салыстырылмалы лингвистика/ Karşılaştırmalı Dilbilim / Сопоставительная лингвистика/ Comparative Linguistics	3						+						
Лингвистикалық типология/ Dilsel Tipoloji/ Лингвистическая типология / Linguistic Typology /			+				+						
Билингвизмнің педагогикалық тұстары/ İki Dilliliğin Pedagojik Yönleri / Педагогические аспекты билингвизма/ Pedagogical Aspects of Bilingualism	3			+									
Мультилингвизм теориясы Тілдік байланыстар/ Çokdillik Teorisi Dilsel bağlar / Теория мультилингвизма Языковые контакты/ Theory of Multilingualism Language contacts								+	+				
Мәдениетаралық байланыс және мультилингвизм/ Kültürlerarası İletişim ve Çok Dillilik / Межкультурная коммуникация и мультилингвизм/ Intercultural communication and multilingualism	3										+		+
Оқытылатын тілдердің салыстырмалы-салғастырмалы типологиясы/ Öğretilen dillerin karşılaştırmalı tipolojisi / Сравнительно-сопоставительная типология изучаемых языков/ Relative-comparative typology of the languages studied							+						
Шетел тілдерін үйрену мен оқытудағы компьютерлік қосымшалар мен ресурстар/ Computer applications and resources in learning and teaching foreign languages/	3							+	+		+		

Компьютерные приложения и ресурсы в изучении и преподавании иностранных языков/ Yabancı dil öğrenme ve öğretmede bilgisayar uygulamaları ve kaynakları													
1 шетел тілін оқытудың әдістемесі және лингводидактика/ Methodology and linguodidactics of teaching 1 foreign language/ Методика и лингводидактика преподавания 1 иностранного языка/ / Methods and linguodidactics of teaching 1 foreign language	6							+	+				
2 шетел тілін оқытудың әдістемесі және лингводидактика/ Methodology and linguodidactics of teaching 2 foreign language/ Методика и лингводидактика преподавания 2 иностранного языка/ / Methods and linguodidactics of teaching 2 foreign language	6							+	+				
Сыни тұрғыдан ойлауды дамыту/ Eleştirel Düşüncenin Gelişimi /Развитие критического мышления и размышления/ Development of critical thinking and reflection	3								+				
Критерийалдық бағалау технологиялары/ Kriter Değerlendirme Teknolojileri/ Технологии критериального оценивания/ Technologies of criterion assessment									+				
Оқу жетістіктерін бағалаудың критерийлері мен дескрипторлары/ Eğitimsel Başarıların Değerlendirilmesine Yönelik Kriterler ve Tanımlayıcılar / Критерии и дескрипторы оценивания учебных достижений/ Criteria and descriptors for assessing learning achievements									+			+	
Шет тілін оқытудағы инновациялық педагогикалық тәсілдер/ Yabancı Dil Öğretiminde Yenilikçi Pedagojik Yaklaşımlar / Инновационные педагогические подходы в преподавании иностранного языка/ Innovative pedagogical approaches in teaching a foreign language	3			+					+				
Басқа тілдегі дайындық кезіндегі IT технологиялар/ Yabancı Dil Eğitiminde Bilişim Teknolojileri/ IT технологии при иноязычной подготовке/ IT technologies in foreign language training								+	+				
Шетел тілдерін оқыту стратегиялары/ Yabancı Dil Öğretme Stratejileri / Стратегии обучения иностранным языкам/ Strategies for Teaching Foreign Languages	4						+						
Сыныпта тілді бағалау, бағалау кезеңдері мен									+				

құралдары/ Sınıfta Dil Değerlendirmesi, Aşamaları ve Değerlendirme Araçları/ Оценивание языка в классе, этапы и инструменты оценивания/ Language assessment in the classroom, stages and tools of assessment													
Екінші шетел тілі (B1 деңгейі) / İkinci Yabancı Dil (B1 seviye)/ Второй иностранный язык (уровень B1)/ Second foreign language (level B1)	4				+					+			
Практикалық фонетика және бірінші шет тілін тыңдау/ Birinci Yabancı Dilde Uygulamalı Fonetik ve Dinleme/Практическая фонетика и аудирование первого иностранного языка/ Practical Phonetics and Listening in a First Foreign Language	3						+					+	
Негізгі шетел тілі (B1 деңгейі)/ Temel Yabancı Dil (B1 seviye) / Основной иностранный язык (уровень B1)/ Main foreign language (level B1)	4				+					+			
Екінші шетел тілі (B2 деңгейі/ İkinci Yabancı Dil (B2 seviye) / Второй иностранный язык (уровень B2)/ Second foreign language (level B2)	4				+					+			
Негізгі шетел тілі (B2 деңгейі)/ Temel Yabancı Dil (B2 seviye) / Основной иностранный язык (уровень B2)/ Main foreign language (level B2)	5				+					+			
Лингвоелтану/ Dilbilim ve Ülke Çalışmaları / Лингвострановедение/ Linguistics and Country Studies	5										+		+
Оқытылатын тілдер елдерінің мәдени алуандығы/ Okutulan Diller Ülkelerinin Kültürel Çeşitliliği / Культурное многообразие стран изучаемых языков/ Cultural Diversity of the Countries of the Languages studied											+		
Тілдерді оқыту және медиасауаттылық/ Dil Öğretimi ve Medya Okuryazarlığı / Преподавание языков и медиаграмотность/ Language Teaching and Media literacy									+		+		
Шетел әдебиеті және шығармашылық жазу/ Yabancı Edebiyat ve Yaratıcı Yazarlık / Зарубежная литература и творческое письмо/ Foreign Literature and Creative Writing	3										+		
Шетел әдебиеті/ Yabancı Dil Edebiyatı / Зарубежная литература/ Foreign Literature											+		
Шетел тілдері және цифрлық коммуникация/ Yabancı Diller ve Dijital İletişim/ Иностранные языки и цифровая								+	+		+		

коммуникация/ Foreign Languages and Digital Communication													
Кәсіби бағдарланған негізгі шетел тілі (C1 деңгейі)/ Mesleki Odaklı Temel Yabancı Dil (C1 seviye)/ Профессионально-ориентированный основной иностранный язык (уровень C1)/ Professionally oriented main foreign language (C1 level)	8											+	
Кәсіби бағдарланған екінші шетел тілі (C1 деңгейі)/ Mesleki Odaklı İkinci Yabancı Dil (C1 seviyesi) / Профессионально-ориентированный второй иностранный язык (уровень C1)/ Professionally oriented second foreign language (C1 level)	6											+	
Кәсіби бағдарланған негізгі шетел тілі (C2 деңгейі)/ Mesleki Odaklı Temel Yabancı Dil (C2 seviye)/ Профессионально-ориентированный основной иностранный язык (уровень C2)/ Professionally oriented main foreign language (C2 level)/	6											+	
Кәсіби бағдарланған екінші шетел тілі (C2 деңгейі)/ Mesleki Odaklı İkinci Yabancı Dil (C2 seviyesi)/ Профессионально-ориентированный второй иностранный язык (уровень C2)/ Professionally oriented second foreign language (C2 level)	4											+	
Академиялық мақсаттағы негізгі шетел тілі/ Akademik Amaçlı Temel Yabancı Dil / Основной иностранный язык для академических целей/ Primary Foreign Language for Academic Purposes	3											+	
Академиялық ағылшын тілі/ Akademik İngilizce /Академический английский язык/ Academic English												+	
Кәсіби саладағы тілдік коммуникация/ Mesleki Alanda Dilsel İletişim / Языковая коммуникация в профессиональной сфере/ Language Communication in the Professional Sphere	3										+		
Іскерлік дискурс практикасы (негізгі және екінші тілдер)/ İş Söylem Uygulaması (Birincil ve İkincil Diller) / Практика делового дискурса (основной и второй языки)/ Business Discourse Practice (primary and second languages)										+			
Көптілді іскерлік дискурс/ Çok Dilli İş Söylemi / Полиязычный деловой дискурс/ Semi-lingual business										+			

discourse													
-----------	--	--	--	--	--	--	--	--	--	--	--	--	--

**Matrix of Learning Outcomes and Subjects Included in the Education Register/
6B01729 Foreign Languages (English-Turkish (IP))**

LEARNING OUTCOMES	Graduates of the educational program: LO1 – To conduct professional communication in oral and written form in native and foreign languages, to work with professional texts in a foreign language; to carry out dialogic interaction between representatives of different cultures in the conditions of international or intercultural communication; to apply various ways and methods of organizing reproductive and productive types of speech activity to organize teamwork and manage experimental activities. LO2 – To master the basics of oral and written communication in a foreign language within the topics studied in the course, in accordance with the level of C1, C2 proficiency and with the sphere and situation of communication; to apply knowledge and skills in the field of grammar, vocabulary, style to the extent required by the international exams IELTS and TOEFL, TestDaF, DELF, TOPIK, etc. LO3 – Implements pedagogical research as a reflective practice. LO4 – To competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable form of information exchange in accordance with the B1, B2 level of proficiency in the first and second foreign languages; to correctly and appropriately use lexical and grammatical constructions containing specific vocabulary on the topics presented in the program. LO5 – Uses IT technologies, Web resources and innovative approaches in organizing, conducting assessment, monitoring the results of students' academic achievements, as well as compiling control and measurement materials on English language assessment both offline and online environments; organize teacher-student interaction based on a student-centered approach using critical thinking and reflection. LO6 – Uses media content in a foreign language for professional purposes; applies the principles of intercultural communication and knowledge in the field of foreign literature. LO7 – Interprets knowledge and understanding in individual and age differences of children. LO8 – To integrate the theoretical basic knowledge of the studied foreign languages into the professional sphere; to carry out intercultural communication, taking into account the national and cultural specifics of the language being studied in accordance with the requirements of the international standard for foreign language proficiency, which corresponds to levels. LO9 – To find and use interdisciplinary knowledge for professional development, as well as for solving research and practical tasks in the framework of teaching foreign languages and literature. LO10 – Be able to freely operate with concepts and categories in the field of linguistics in the process of carrying out professional activities. LO11 – To apply linguistic means depending on the content of speech, the context of communication, the purpose of the statement, taking into account stylistic norms; to conduct a comparative typological analysis of the language material, taking into account the comparison of the systems of native and foreign languages in order to prevent common mistakes in teaching a foreign language; to organize the reflective, creative activity of students in foreign language lessons, taking into account the educational needs and knowledge of native and foreign languages by students. LO12 – Uses modern methods of teaching foreign languages at school, taking into account the age characteristics of students and using IT technologies; conducts research in the field of language teaching; carries out a comparative analysis of various linguodidactic systems, approaches, principles, content, and teaching technologies, such as STEM and CLIL.
------------------------------	---

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
6B01729 Шетел тілдері (ағылшын-түрік (ІР))/ 6B01729- Yabancı Dil (ingilizce -türkçe (ІР))/ 6B01729 Иностранные языки (английский-турецкий (ІР))/
6B01729 Foreign Languages (English and Turkish (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 Постреквизит Çekişmeler Sonra görüşecek Prerequisites Post-Requisite
		I		II		III		IV		
		1	2	3	4	5	6	7	8	
Жалпы білім беретін пәндер (ЖБП) циклі /Genel Eğitim Dersler Döngüsü(GED)/ Цикл общеобразовательных дисциплин (ООД)/Cycle of general education (CGE)- 56акад.кр./akademik kredit/ academ.credits Міндетті компонент МК/ Zorunlu bileşen ZB/ Обязательный компонент ОК/ Required component RC - 51акад.кр./akademik kredit/ academ.credits Тандау компоненті (ТК)/ Seçmeli bileşen SB/Компонент по выбору КВ/ Component of Choice CC – 5 акад.кр./akademik kredit/ academ.credits										
Тарихи және философиялық құзыреттіліктер модулі / Tarihsel ve Felsefi Yeterlilikler Modülü / Модуль историко-философских компетенций/ Module of historical and philosophical competencies	10									
Қазақстан тарихы/Kazakistan Tarihi/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 ve İletişimTehnolojileri /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									
Дене шынықтыру/Beden Eğitimi/Физическая культура/Physical Culture	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	5			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										
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность жизнедеятельности/Ecology and Life 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/ PEDAGOJİK 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	4			4						

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			3						
Инклюзивті білім беру ортасы / Kapsayıcı (Kaynaştırma) Eğitim Ortamları / Инклюзивная образовательная среда / Inclusive Educational	3					3				
Балалардың жас ерекшелік және физиологиялық даму ерекшеліктері / Çocuk Gelişiminde Yaş ve Fizyolojik Gelişim Özellikleri / Возрастные и физиологические особенности развития детей/ Age and Physiological Features of the Development of Children/	3		3							
Оқытуды жоспарлау және дербес оқыту / Öğretimin Planlaması ve Bireyselleştirilmesi / Планирование преподавания и индивидуализация обучения/ Teaching Planning and Individualization of Learning	4						4			
Модуль-Оқыту және үйрету үшін бағалау/ Modül- Öğretme 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 инновация / 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 – 130 акад.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 KB/ 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 Ataturk	3			3						
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/История тюркских государств/Turkic States history										
Ясауитану/Yesevilik Bilgisi/Ясавиведение/Yassawi Study	3				3					
ПӘНДІК КОМПОНЕНТ/ KONU BİLEŞENİ / ПРЕДМЕТНЫЙ КОМПОНЕНТ/ SUBJECT COMPONENT -114 акад.кр./akademikkredit/ academ.credits										
Шетел тілдерінің теориялық-қолданбалы тұстары/лингвистикалық модуль/ Yabancı dillerin teorik ve uygulamalı yönleri/ dilbilim modülü /Theoretical and applied aspects of foreign languages/linguistics module/	31									

Теоретико-прикладные аспекты иностранных языков/лингвистический модуль										
Тіл біліміне кіріспе/ Dilbilime Giriş // Введение в языкознание/ Introduction to Linguistics	3	3								Пре: жоқ пост: жоқ
Екінші шетел тілі (тыңдау және түсіну)/ İkinci Yabancı Dil (Dinleme ve Anlama)/ Второй иностранный язык (аудирование и понимание)/ Second Foreign Language (Listening and Understanding)	4	4								Пост: Екінші шетел тілі (A2)
Екінші шетел тілі (сөйлеу және жазу)/ İkinci Yabancı Dil (Konuşma ve Yazım)/ Второй иностранный язык (устная речь и правописание)/ Second Foreign Language (Speaking and Writing)	4	4								
Оқытылатын шетел тілдері теориясының негіздері/ Fundamentals of the Theory of Foreign Languages Studied/ Основы теории изучаемых иностранных языков/ Öğretilen Yabancı Dil Teorisinin Temelleri	5		5							
Функционалдық стилистика/ Functional stylistics/ Функциональная стилистика/ Dilin İşlevsel Stilleri	3					3				
Лингвостилистика/ Лингвостилистика/ Üslûpbilim/ Linguo-stylistics										
Сөйлесудің әртүрлі салаларында оқытылатын шетел тілдерінің қолданылуы/ Farklı İletişim Alanlarında Öğretilen Yabancı Dillerin Kullanımı/ Функционирование изучаемых иностранных языков в различных сферах речевого общения /Functioning of the Studied Foreign Languages in Various Spheres of Speech Communication	3					3				
Басқа тілдері мәтінді түсіндіру/ Yabancı dildeki bir metnin yorumlanması / Интерпретация иноязычного текста / Interpretation of a foreign language text										
Салыстырылмалы лингвистика/ Karşılaştırmalı Dilbilim / Сопоставительная лингвистика/ Comparative Linguistics	3					3				
Лингвистикалық типология/ Dilsel Tipoloji/ Лингвистическая типология / Linguistic Typology /										
Билингвизмнің педагогикалық тұстары/ İki Dilliliğin Pedagojik Yönleri / Педагогические аспекты билингвизма/ Pedagogical Aspects of Bilingualism	3						3			

Мультилингвизм теориясы Тілдік байланыстар/ Çokdillik Teorisi Dilsel bağlar / Теория мультилингвизма Языковые контакты/ Theory of Multilingualism Language contacts									
Мәдениетаралық байланыс және мультилингвизм/ Kültürlerarası İletişim ve Çok Dillilik / Межкультурная коммуникация и мультилингвизм/ Intercultural communication and multilingualism	3							3	
Оқытылатын тілдердің салыстырмалы-салғастырмалы типологиясы/ Öğretilen dillerin karşılaştırmalı tipolojisi / Сравнительно-сопоставительная типология изучаемых языков/ Relative-comparative typology of the languages studied									
Шетел тілдерін оқыту технологиялары: әдістеме және лингводидактика/ Yabancı dil öğretim teknolojileri: metodoloji ve linguadidaktik / Технологии обучения иностранным языкам: методика и лингводидактика/ Technologies for teaching foreign languages: methodology and linguodidactics	25								
Шетел тілдерін үйрену мен оқытудағы компьютерлік қосымшалар мен ресурстар/ Computer applications and resources in learning and teaching foreign languages/ Компьютерные приложения и ресурсы в изучении и преподавании иностранных языков/ Yabancı dil öğrenme ve öğretmede bilgisayar uygulamaları ve kaynakları	3		3						Пре: жоқ пост: жоқ
1 шетел тілін оқытудың әдістемесі және лингводидактика/ Methodology and linguodidactics of teaching 1 foreign language/ Методика и лингводидактика преподавания 1 иностранного языка/ / Methods and linguodidactics of teaching 1 foreign language	6							6	Пре: жоқ пост: жоқ
2 шетел тілін оқытудың әдістемесі және лингводидактика/ Methodology and linguodidactics of teaching 2 foreign language/ Методика и лингводидактика преподавания 2 иностранного языка/ / Methods and linguodidactics of teaching 2 foreign language	6							6	Пре: жоқ пост: жоқ
Сыни тұрғыдан ойлауды дамыту/ Eleştirel Düşüncenin Gelişimi /Развитие критического мышления и размышления/ Development of critical thinking and reflection	3						3		
Критерийалдық бағалау технологиялары/ Kriter Değerlendirme Teknolojileri/ Технологии критериального оценивания/ Technologies of criterion assessment									

Оқу жетістіктерін бағалаудың критерийлері мен дескрипторлары/ Eğitimsel Başarıların Değerlendirilmesine Yönelik Kriterler ve Tanımlayıcılar / Критерии и дескрипторы оценивания учебных достижений/ Criteria and descriptors for assessing learning achievements										
Шет тілін оқытудағы инновациялық педагогикалық тәсілдер/ Yabancı Dil Öğretiminde Yenilikçi Pedagojik Yaklaşımlar / Инновационные педагогические подходы в преподавании иностранного языка/ Innovative pedagogical approaches in teaching a foreign language	3							3		
Басқа тілдегі дайындық кезіндегі IT технологиялар/ Yabancı Dil Eğitiminde Bilişim Teknolojileri/ IT технологии при иноязычной подготовке/ IT technologies in foreign language training										
Шетел тілдерін оқыту стратегиялары/ Yabancı Dil Öğretim Stratejileri / Стратегии обучения иностранным языкам/ Strategies for Teaching Foreign Languages	4								4	
Сыныпта тілді бағалау, бағалау кезеңдері мен құралдары/ Sınıfta Dil Değerlendirmesi, Aşamaları ve Değerlendirme Araçları/ Оценивание языка в классе, этапы и инструменты оценивания/ Language assessment in the classroom, stages and tools of assessment										
Шетел тілдері, мәдениет, коммуникация/ Yabancı diller, kültür, iletişim / Иностранные языки, культура, коммуникация/ foreign languages, culture, communication	28									
Екінші шетел тілі (B1 деңгейі) / İkinci Yabancı Dil (B1 seviye)/ Второй иностранный язык (уровень B1)/ Second foreign language (level B1)	4			4						Пре: Екінші шетел тілі (A2) Пост: Екінші шетел тілі (B2 деңгейі)
Практикалық фонетика және бірінші шет тілін тыңдау/ Birinci Yabancı Dilde Uygulamalı Fonetik ve Dinleme/Практическая фонетика и аудирование первого иностранного языка/ Practical Phonetics and Listening in a First Foreign Language	3			3						
Негізгі шетел тілі (B1 деңгейі)/ Temel Yabancı Dil (B1 seviye) / Основной иностранный язык (уровень B1)/ Main foreign language (level B1)	4			4						Пре: Пост: Негізгі шетел тілі (B2 деңгейі)

Екінші шетел тілі (B2 деңгейі)/ İkinci Yabancı Dil (B2 seviye) / Второй иностранный язык (уровень B2)/ Second foreign language (level B2)	4				4					Пре: Екінші шетел тілі (B1)
Негізгі шетел тілі (B2 деңгейі)/ Temel Yabancı Dil (B2 seviye) / Основной иностранный язык (уровень B2)/ Main foreign language (level B2)	5				5					Пре: Негізгі шетел тілі (B1) Пост: Кәсіби бағдарланған негізгі шетел тілі (C1)
Лингвистика/ Dilbilim ve Ülke Çalışmaları / Лингвострановедение/ Linguistics and Country Studies	5						5			
Оқытылатын тілдер елдерінің мәдени алуандығы/ Okutulan Diller Ülkelerinin Kültürel Çeşitliliği / Культурное многообразие стран изучаемых языков/ Cultural Diversity of the Countries of the Languages studied										
Тілдерді оқыту және медиасауаттылық/ Dil Öğretimi ve Medya Okuryazarlığı / Преподавание языков и медиаграмотность/ Language Teaching and Media literacy										
Шетел әдебиеті және шығармашылық жазу/ Yabancı Edebiyat ve Yaratıcı Yazarlık / Зарубежная литература и творческое письмо/ Foreign Literature and Creative Writing	3							3		
Шетел әдебиеті/ Yabancı Dil Edebiyatı / Зарубежная литература/ Foreign Literature										
Шетел тілдері және цифрлық коммуникация/ Yabancı Diller ve Dijital İletişim/ Иностранные языки и цифровая коммуникация/ Foreign Languages and Digital Communication										
Кәсіби саладағы шетел тілдері: қолданылуы/ Mesleki alanda yabancı diller: uygulaması/ Иностранные языки в профессиональной сфере: применение /Foreign languages in the professional field: application/	30									
Кәсіби бағдарланған негізгі шетел тілі (C1 деңгейі)/ Mesleki Odaklı Temel Yabancı Dil (C1seviye)/ Профессионально-ориентированный основной иностранный язык (уровень C1)/ Professionally oriented main foreign language (C1 level)	8					8				Пре: Негізгі шетел тілі (B2 деңгейі) Пост: Кәсіби бағдарланған екінші шетел тілі (C2 деңгейі)

Кәсіби бағдарланған екінші шетел тілі (C1 деңгейі)/ Mesleki Odaklı İkinci Yabancı Dil (C1 seviyesi) / Профессионально-ориентированный второй иностранный язык (уровень C1)/ Professionally oriented second foreign language (C1 level)	6					6			Пре: Екінші шетел тілі (B2 деңгейі) Пост: Кәсіби бағдарланған екінші шетел тілі (C2 деңгейі)
Кәсіби бағдарланған негізгі шетел тілі (C2 деңгейі)/ Mesleki Odaklı Temel Yabancı Dil (C2 seviye)/ Профессионально-ориентированный основной иностранный язык (уровень C2)/ Professionally oriented main foreign language (C2 level)/	6					6			Пре: Кәсіби бағдарланған негізгі шетел тілі (C1 деңгейі) пост: жоқ
Кәсіби бағдарланған екінші шетел тілі (C2 деңгейі)/ Mesleki Odaklı İkinci Yabancı Dil (C2 seviyesi)/ Профессионально-ориентированный второй иностранный язык (уровень C2)/ Professionally oriented second foreign language (C2 level)	4						4		Пре: Кәсіби бағдарланған екінші шетел тілі (C1 деңгейі) Пост: жоқ
Академиялық мақсаттағы негізгі шетел тілі/ Akademik Amaçlı Temel Yabancı Dil / Основной иностранный язык для академических целей/ Primary Foreign Language for Academic Purposes	3						3		
Академиялық ағылшын тілі/ Akademik İngilizce /Академический английский язык/ Academic English									
Кәсіби саладағы тілдік коммуникация/ Mesleki Alanda Dilsel İletişim / Языковая коммуникация в профессиональной сфере/ Language Communication in the Professional Sphere	3						3		
Іскерлік дискурс практикасы (негізгі және екінші тілдер)/ İş Söylem Uygulaması (Birincil ve İkincil Diller) / Практика делового дискурса (основной и второй языки)/ Business Discourse Practice (primary and second languages)									
Көптілді іскерлік дискурс/ Çok Dilli İş Söylemi / Полиязычный деловой дискурс/ Semi-lingual business discourse									
Қорытынды аттестаттау / Final Sınav/ Итоговая аттестация/ Final Attestation - / 8 акад.кп./ 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								8	

или подготовка и сдача комплексного экзамена/Writing and defending a diploma work, diploma project or preparing and passing of Complex exam										
Жалпы барлыгы/ Genel Toplam /Общий итог/ General:	254	33	35	33	33	30	30	30	30	