

MINISTRY OF SCIENCES AND HIGHER EDUCATION OF THE REPUBLIC
OF KAZAKHSTAN
M.O. AUEZOV SOUTH KAZAKHSTAN UNIVERSITY













«APPROVED»
Chairman of the Board-Rector
D.Zh.Ahmed-Zaki
2025

EDUCATION PROGRAMME

6B01507 – Geography (IP)

Registration number	6B01500527
Code and classification of the field of Education	6B01-Pedagogical science
Code and Classification of Areas of Training	6B015-Training of teachers in natural science subjects
Group of educational programs (EP)	B014
Type of EP	innovation
ISCE level	6
NQF level	6
IQF level	6
Language learning	Kazakh, Russian
The complexity of EP	240 credits
Distinctive features of EP	
Partner University (JEP) -	
University partner (DDEP) -	-

Developers:

Full Name	Position	Signature
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Bahbai D	student of the EP-23-21k group	
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Sikhimbayev A.E.	Director of the NGO " BIOS"	
Bimuratova A.A.	Director of secondary school No. 62 named after N.Torekulov	
Nysanbayeva Zh.T.	Director of the IT school-Lyceum No. 24 named after S.Yerubayev	
Kaikenov G.Zh.	The director of the gymnasium No. 26 named after Zhambyl	
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The OP was considered at a meeting of the Academic Quality Committee of the «Natural Sciences and Pedagogy» Higher School,

Minutes # 6 «17» 02 2025 y.

Chairman of the Committee  A.Z. Tursynbaev

The EP was considered and recommended for approval at Educational-methodical meeting of M. Auezov SKU

Minutes # 4 «18» 03 2025 y.

Chairman of the EMM  E. Imangaliyev

The EP was approved by the decision of the Academic Council of the University

Minutes # 10 «21» 03 2025 y.

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1. Concept of the Educational program

Mission of the University	Generation of new competencies, preparation of a leader who translates research thinking and culture
University Values	<ul style="list-style-type: none"> – Openness– to change, innovation and cooperation. – Creativity – generates ideas, develops them and turns them into values. – Academic freedom – free to choose, develop and act. – Partnership – creates trust and support in a relationship where everyone wins. – Social responsibility – ready to fulfill obligations, make decisions and be responsible for their results.
Graduate Model	<ul style="list-style-type: none"> – Deep subject knowledge, their application and continuous expansion in professional activity. – Information and digital literacy and mobility in rapidly changing conditions. – Research skills, creativity and emotional intelligence. – Entrepreneurship, independence and responsibility for their activities and well-being. – Global and national citizenship, tolerance to cultures and languages.
Uniqueness of the EP	Development of research, geoinformation and digital skills, development of functional literacy, critical thinking, interdisciplinarity and development of flexible skills, student-centered learning principles.
Academic Integrity and Ethics Policy	<p>The university has implemented measures to ensure academic integrity and academic freedom, as well as to protect against any form of intolerance and discrimination:</p> <ul style="list-style-type: none"> • Academic Integrity Rules (Order No. 212-ҢҚ dated 10.10.2022); • Anti-Corruption Standard (Order No. 9-ҢҚ dated 08.01.2025); • Code of Ethics (Order No. 212-ҢҚ dated 10.10.2022)
Regulatory and legal framework for the development of EP	<ol style="list-style-type: none"> 1. Law of the Republic of Kazakhstan “On Education”; 2. Model rules for the activities of educational organizations implementing educational programs of higher and (or) postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 with amendments and additions dated December 29, 2021. No. 614 3. Standard rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 with amendments and additions dated 06/02/2023. No. 252 4. State General Education Standard of Higher and Postgraduate education" Order No. 2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, as amended by Order No. 90 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 03/04/2025 5. Rules for organizing the educational process in credit technology of education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152; with changes and additions from 09/23/2022. No. 79 6. Qualification reference book for positions of managers, specialists and other employees, approved by order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated

	<p>December 30, 2020 No. 553.</p> <p>7. Methodological recommendations for introducing ECTS principles into the educational process and expanding academic freedom. Appendix to the order of the Minister of Science and Higher Education. of the Republic of Kazakhstan dated February 12, 2024 No. 57</p> <p>8. Guidelines for the development of educational programs for higher and postgraduate education, Appendix 1 to the order of the Director of the National Center for the Development of Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan dated May 4, 2023 No. 601 n/k</p> <p>9. The State general education standard of secondary education. Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022 No. 348</p>
Organization of the educational process	<ul style="list-style-type: none"> – Implementation of the principles of the Bologna Process – Student-centered learning – Availability – Inclusivity
Quality assurance of EP	<ul style="list-style-type: none"> – Internal quality assurance system – Involvement of stakeholders in the development of the Educational Program and its evaluation – Systematic monitoring – Actualization of the content (updating)
Requirements for applicants	<p>They are established in accordance with the Standard Rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018, with changes and additions dated June 2, 2023. No. 252</p>
Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs (SSN)	<p>For students with SEN (special educational needs) and persons with disabilities (PSI), tactile PVC tiles, specially equipped toilets, a mnemonic diagram, and shower bars have been installed in educational buildings and student dormitories. Special parking spaces have been created. Crawler lift installed. There are desks for people with limited mobility (PLM), signs indicating the direction of movement, ramps. In the educational buildings (main building, building No. 8) there are 2 rooms with six working places adapted for users with disorders of the musculoskeletal system (DMS). For visually impaired users, the SARA™ CE Machine (2 pcs.) is available for scanning and reading books. The library website is adapted for the visually impaired. There is a special NVDA audio program with a service. The JIC website http://lib.ukgu.kz/ is open 24/7.</p> <p>An individual differentiated approach is provided for all types of classes and in the organization of the educational process.</p>

2. Passport of the Educational program

Purpose of the EP	Training of geography teachers with subject training in the field of modern geography, general professional, communicative and digital competencies, capable of organizing the educational and educational process, carrying out professional activities in the pedagogical field.
Tasks of the EP	<ul style="list-style-type: none"> - formation of socially responsible behavior in society, understanding the importance of professional ethical standards and following these standards; - providing basic undergraduate training to enable them to continue their studies throughout their lives, to adapt successfully to changing conditions throughout their professional careers; - providing conditions for the acquisition of a high general intellectual level of development, mastering competent and developed speech, culture of thinking and skills of scientific organization of work in the field of training future teachers of biology in accordance with the updated content of secondary education; - training of a multilingual biology teacher with knowledge of Kazakh, English and Russian languages and methods of teaching biology in three languages in secondary schools; - creation of conditions for intellectual, physical, spiritual, aesthetic development to ensure the possibility of their employment in the specialty or continuing education at subsequent levels of education; - establishing conditions for the development of in-demand knowledge and skills, as well as a conscious attitude towards enhancing the welfare of society and conserving the planet within the framework of the SDGs.
Harmonization of EP	<ul style="list-style-type: none"> • 6th level of the National Qualifications Framework of the Republic of Kazakhstan; • Dublin descriptors of the 6th level of qualification; • 1 cycle of a Framework for Qualification of the European Higher Education Area); • 6thLevel of European Qualification Framework for Life long Learning).
Connection of EP with the professional sphere	Professional standard for teachers of educational organizations, Order of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025 No. 31
Name of the degree awarded	Upon successful completion of this educational program, the graduate is awarded the degree of Bachelor of Education in the educational program 6B01507 – Geography IP".
List of qualifications and positions	Graduates of the OP «6B01507 – Geography IP» can hold positions in various educational institutions, educational institutions without presenting work experience requirements in accordance with the qualification requirements of the Qualification Directory of positions of managers, specialists and other employees, approved by Order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan No. 553 dated 12/30/2020.
Field of professional activity	The sphere of professional activity is the field of education and science.
Objects of professional activity	educational activities
Subjects of professional activity	The subjects of the bachelor's professional activity in EP «6B01507 – Geography (IP)»: implementation of the development of curricula, textbooks, teaching and methodological complexes, teaching and upbringing methods; organization of the educational process, develop, implement, evaluate and develop learning and leadership processes in various types of educational environments, develop their own teaching activities and the activities of their organization in to communicate, produce, seek, and critically select theoretical knowledge from various reliable sources and through various information and communication technologies.
Types of	A bachelor in the educational program «6B01507 – Geography IP» can perform

professional activity	<p>the following types of professional activities:</p> <ul style="list-style-type: none"> - Pedagogical - Educational - Upbringing / Educational guidance
Learning outcomes	<p>LO1- To collect and interpret information for the formation of knowledge, taking into account social, ethical and scientific considerations, critically evaluate their values, attitudes, ethical principles and teaching methods, set new goals for their own pedagogical development;</p> <p>LO2 - Generalize and analyze cause-and-effect relationships between phenomena and processes occurring in the geographical environment to interpret the idea of unity and integrity of nature of the organic unity of man with nature;</p> <p>LO3 - Apply IT to expand the geographical worldview of modern society and develop demonstration experiments and practical work, use CLIL technologies and artificial intelligence for subject-language teaching of natural subjects.</p> <p>LO4 - To recognize and understand fundamental scientific concepts that have fundamental methodological and theoretical significance for understanding and mastering geographical sciences, to argue their own position of applying and integrating knowledge from other fields of sciences to solve global and local environmental problems;</p> <p>LO5 - Critically select theoretical knowledge based on concepts in the field of geography with the help of various information and communication technologies and use the knowledge to improve geography education and their own professional growth;</p> <p>LO6 - To understand the features and properties of geographical maps and distinguish cartographic methods of image and apply in practice various spatial data using geoinformation methods and technologies to understand the spatial-temporal model of objects of nature;</p> <p>LO7 - Use physical-geographical and economic-geographical methods for conducting research in the educational process and apply field, geoinformation, statistical methods to solve practical problems;</p> <p>LO8 - Possess intercultural and communicative competence, apply skills of independent continuation of further education and build professional relationships in pedagogical and social activities; purposefully use means and methods that ensure the preservation and strengthening of health in professional activities;</p> <p>LO9 - To understand the psychological and pedagogical problems of teaching and educating students with disabilities in inclusive education, to take into account the diverse abilities of students in the learning process, to ethically support their psychological well-being in the life and educational context;</p> <p>LO10 - To systematize and generalize the acquired knowledge of geography to predict the dynamics of the consequences of geographical, ecological processes and phenomena, to model various geographical processes for research, experiment and prediction of geographical objects, processes and phenomena;</p> <p>LO11 - To comprehensively and objectively cover the main stages of the history, evolution of the forms of statehood and civilization of the Kazakh people, to know the methods of scientific research and academic writing, to understand the importance of the principles and culture of academic honesty, use research, entrepreneurial, and work skills in an environment of uncertainty.</p> <p>LO12 - To carry out the educational process and evaluate the educational achievements of students using digital technologies and artificial intelligence, to design the conditions of educational activity in accordance with the set goals of geography education.</p>

3. Competencies of a graduate of the EP

GENERAL COMPETENCIES (SOFTSKILLS). Behavioral skills and personal qualities	
GC 1. Competence in managing one's literacy	GC 1.1. The ability to self-learn, self-develop and constantly update their knowledge within the chosen trajectory and in an interdisciplinary environment. GC 1.2. Ability to express thoughts, feelings, facts and opinions in the professional field. GC 1.3. The ability to mobility in the modern world and critical thinking.
GC 2. Language competence	GC 2.1. The ability to build communication programs in the state, Russian and foreign languages. GC 2.2. The ability for interpersonal social and professional communication in the conditions of intercultural communication.
GC 3. Mathematical competence and competence in the field of science	GC 3.1. The ability and willingness to apply their educational potential, experience and personal qualities acquired during the study of mathematical, natural science, technical disciplines at the university to solve professional problems.
GC 4. Digital competence, technological literacy	GC 3.1. The ability to demonstrate and develop information literacy through the mastery and use of modern information and communication technologies in all areas of their lives and professional activities. GC 4.2. The ability to use various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, protecting and disseminating information.
GC 5. Personal, social and educational competencies	GC 5.1. The ability for physical self-improvement and focus on a healthy lifestyle to ensure full-fledged social and professional activities through the methods and means of physical culture. GC 5.2. The ability to social and cultural development based on the manifestation of citizenship and morality. GC 5.3. The ability to build a personal educational trajectory throughout life for self-development, career growth and professional success. GC 5.4. The ability to successfully interact in a variety of socio-cultural contexts during study, work, home and leisure.
GC 6. Entrepreneurial competence	GC 6.1. The ability to be creative and entrepreneurial in a variety of environments. GC 6.2. The ability to work in a mode of uncertainty and rapidly changing task conditions, make decisions, allocate resources and manage your time. GC 6.3. The ability to work with consumer requests.
GC 7. Cultural awareness and self-expression	GC 7. - the ability to know and understand the traditions and culture of the peoples of Kazakhstan, is tolerant to the traditions and culture of other peoples of the world, is aware of the installation of tolerant behavior; is not subject to prejudice, has high spiritual qualities, is formed as an intelligent person.
PROFESSIONAL COMPETENCIES (HARD SKILLS).	
Theoretical knowledge and practical skills specific to this field	PC1 - Be able to generalize and analyze the cause-and-effect relationships between phenomena and processes occurring in a geographical environment to present the idea of the unity and integrity of nature, the organic unity of man with nature.
	PC2 - Ability to apply modern teaching methodologies and assessment tools in the learning process, and to develop teachers' professional skills through reflection, analysis, and experimentation (observation).
	PC3 - Ability to explain and justify natural, economic, and social factors that shape and transform the geographic environment of human habitation at levels ranging from global to local, in order to identify and substantiate the diversity

	of factors and the presence of complex, non-linear interrelationships between them.
	PC4 - Ability to know and understand the features and properties of geographic maps, as well as to distinguish cartographic methods of representation and principles for understanding the spatial–temporal models of natural objects.
	PC5 - Ability to apply IT to expand the geographic worldview of modern society, to design demonstration experiments and practical tasks, as well as to create geographic maps; to obtain, store, process, and transmit geographic information; and to use CLIL technologies for subject–language integrated learning of natural sciences, enhancing students’ intercultural knowledge and developing tasks aimed at improving analytical and critical thinking.
	PC6 - Ability to design and implement educational solutions using digital technologies, methods, and artificial intelligence technologies.
	PC7 - Skills in educational management for automation and interactive learning.

3.1 Matrix of correlation of the learning outcomes of the educational program as a whole with the competences formed

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12
GC 1	✓	✓	✓									
GC 2	✓			✓	✓							
GC 3		✓				✓					✓	
GC 4	✓			✓					✓			
GC 5		✓	✓									✓
GC 6		✓									✓	✓
GC 7					✓						✓	✓
PC 1				✓	✓		✓					
PC 2		✓				✓		✓				
PC 3		✓				✓		✓				
PC 4			✓							✓	✓	
PC 5							✓		✓	✓		
PC 6								✓	✓	✓	✓	
PC 7		✓	✓	✓				✓			✓	✓

					Being. Ontology and metaphysics. Cognition and creativity. Education, science, technology and technology. Human philosophy and the world of values. Ethics. Philosophy of values. The subject of aesthetics as a field of philosophical knowledge. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. "Mangilik El" and "Modernization of Public Consciousness" are a new Kazakhstan philosophy.													
	Socio-Political Knowledges	GED	CC	Sociology and Politology	<p>Purpose of the discipline: The goal of forming knowledge about social and political activities, explaining social and political processes and phenomena.</p> <p>Content: Consideration of the system of socio-ethical values of the society. Ways to use social, political, cultural, psychological institutions, features of youth policy in the modernization of Kazakhstani society and solve conflict situations in society and professional environment based on them. To study the methods of analysis and interpretation of political institutions and processes, ideas about politics, power, state and civil society, to understand and use the methods and methods of sociological, comparative analysis, to understand the meaning and content of the political situation in the modern world. Analysis and classification of the main political institutions. Socialization, identity and deviant behavior: the role of an inclusive approach</p>	4												
		GE D	CC	Cultural Studies and Psychology	<p>Purpose of the discipline: The formation of scientific knowledge of history, modern trends, current problems and methods for the development of culture and psychology, the skills of a systematic analysis of psychological phenomena.</p> <p>Contents: Morphology, language, semiotics, anatomy of culture. Culture of nomads, proto-Turks, Turks. Medieval culture of Central Asia. Kazakh culture at the turn of the XVIII - XIX centuries, XX century. Cultural</p>	4												

					policy of Kazakhstan. State Program "Cultural Heritage". National consciousness, motivation. Emotions, intellect. The will of man, the psychology of self-regulation. Individual typological features. Values, interests, norms are the spiritual basis. The meaning of life, professional self-determination, health. Communication of the individual and groups. Socio-psychological conflict. Models of behavior in conflict. Social and psychological foundations and development of an inclusive culture in modern society. Psychological characteristics and conditions for professional adaptation of individuals with special needs. Psychological support and tolerance as a way of social integration of people with special needs. Social and psychological barriers to interaction of people with special needs in modern society.														
	Socio-ethnic Development	GE D	EC	Ecosystem and Law	<p>Purpose: Formation of integrated knowledge in the field of economics, law, ecology and life safety, research methods to achieve sustainable development of society.</p> <p>Contents: Fundamentals of safe interaction between man and nature, productivity of ecosystems and the biosphere. Improving the competitiveness of entrepreneurial activity of society, business and the national economy in conditions of limited resources within the framework of sustainable development goals of Kazakhstan. Systemic understanding of environmental issues and principles of sustainable development. Knowledge and observance of Kazakhstan's rights, duties and guarantees of subjects, state regulation public relations to ensure social progress. Inclusion is a strategy of international law.</p>	5													
		GE D	EC	Entrepreneurship and Financial Literacy	<p>The purpose: Training skills in entrepreneurial activity organization, in managing personal and family financial resources, which are key to achieving financial well-being.</p> <p>Content: Entrepreneurship: essence, contents and conditions of formation. Legal forms of entrepreneurship. Risks in entrepreneurship. Business planning in entrepreneurship. Organization of entrepreneurial transactions. Culture and ethics of entrepreneurship. Financing of entrepreneurial activity.</p>														

				The concept, goals and objectives of financial literacy. Money, settlements, and payments. Personal finance: income, expenses, budget. Taxes and taxation of individuals. Pensions and insurance. Banking services for the population. Bankruptcy of individuals and financial risks. Pyramid scheme and personal financial security.														
		BD	EC	Abai Studies	Purpose of the discipline:based on the creativity of A.Kunanbayev, the preservation of the «national code» and in the project «Kazakhstan» Content:Historical overview of the history of Kazakhstan and Kazakh literature of the XIX-XX centuries. Studies of Abai's legacy of the XX-XXI century. Chronology of Abai's creativity. Abai is a great poet, ethnographer, founder of Kazakh written literature. Abai is the compiler of the code of laws «The Position of Karamola», social significance. Abai is a thinker, religious scholar, philosopher. The role of Abai in education and science, the concept of a «Holistic person». «Words of Edification»by Abai, an epic novel by M.Aueyzova«The Way of Abai» . K. Tokayev«Abai and Kazakhstan in the XXI century», role, significance.	3												✓
		BD	EC	Muhtar Studies	Purpose of the discipline:Formation of a historical, literary idea of M. Auezov's work in the context of literary history, patriotism and cultural and spiritual position. Development of artistic thinking, skills of independent research activity. Content: The life and creative path of M. Auezov Semipalatinsk, Tashkent, St. Petersburg periods. M. Auezov's activity in the magazines «Sholpan», «Abai». M. Auezov's journalism. An artistic review of the short stories "Korgansyzdyn kuni", "Kyr suretter", "Okagan azamat", "Kokserek", the play Enlik-Kebek and the stories "Kili Zaman", "Karash-Karash" okigasy", the monograph "Abai Kunanbayev", the epic novel "Abai Zholy".													✓
		BD	EC	Fundamentals of artificial intelligence	Purpose: To develop competencies in the use of knowledge and practical application of artificial intelligence tools and methods, in alignment with the priorities of the AI-Sana program.				✓									✓

				<p>Contents: Introduction to Artificial Intelligence (AI). Development of practical skills and abilities, including: using AI tools; working with large language models (LLMs); utilizing no-code AI platforms; employing generative AI tools; image recognition; natural language processing (NLP); and data visualization through AI. Understanding the application of AI in various fields and exploring its potential through the integration of AI-Sana program approaches</p>														
		BD	EC	<p>Fundations of of Anticorruption Culture</p>	<p>Purpose of the discipline:formation of an anti-corruption worldview, strong moral foundations of a personality, civic position, stable skills of anti-corruption behavior.</p> <p>Content: Overcoming legal nihilism, formation of the basics of students' legal culture in the field of anti-corruption legislation. Formation of a conscious perception/attitude towards corruption.Moral rejection of corrupt behaviour, corrupt morality and ethics.Development of skills necessary to fight corruption.Development of anti-corruption standards of conduct.Anticorruption propaganda, dissemination of lawfulness and respect for the law. Activities aimed at understanding the nature of corruption, awareness of social damage caused by its manifestation, ability to defend one's position with arguments, seeking ways to overcome manifestation of corruption.</p>													✓
		GE D	CC	<p>Physical Training</p>	<p>Purpose of the discipline:the formation of social and personal competencies and the ability to purposefully use the means and methods of physical culture that ensure the preservation and strengthening of health in preparation for professional activity; to the persistent transfer of physical exertion, neuropsychic stresses and adverse factors in future work.</p> <p>Content: Implementation of physical culture and health and training programs. A complex of general development and special exercises. Sports (gymnastics, sports and outdoor games, athletics, etc.). Control and self-control during classes, insurance and self-insurance. Refereeing competitions, Means of professionally applied physical training. Modern health-improving systems: the breathing system according to A.</p>	8												✓

					Strelnikova, K. Buteyko, K. Dinaiki, joint gymnastics according to Bubnovsky.													
Additional modules beyond the qualification framework																		
	Communication and Physical Training	GED	CC	Kazakh (Russian) language	<p>Purpose of the discipline: formation of students' intercultural and communicative competence in the process of foreign language education at a sufficient level A2 and a level of basic sufficiency B1. Student reaches B2level of common European competence if the language level at the start is higher than B1level of common European competence.</p> <p>Content: Levels A1, A2, B1, B2 are presented in the form of cognitive-linguocultural complexes, consisting of spheres, themes, sub-themes and typical situations of international standard'scommunication: social, social - cultural, educational and professional, modeled by forms: oral and written communication, written speech works, listening.Demonstration of language material'sunderstanding in texts on educational program, knowledge of terminology and critical thinking development.Purpose of the discipline:formation of communicative competence using the Kazakh (Russian) language in the socio-cultural, professional and public life, improvement of the ability to write academic texts.</p> <p>Content:Levels A1, A2, B1, B2-1, B2-2 (B2, C1 Russian language) are presented in the form of cognitive-linguocultural complexes, consisting of spheres, themes, sub-themes and typical situations of communication of the international standard: social, social - cultural, educational and professional, modeled by forms: oral and written communication, written speech works, listening. Demonstration of understanding of the language material in the texts on the educational program, knowledge of terminology and development of critical thinking.</p>	10		✓	✓									
		GED	CC	Foreign language	<p>Purpose of the discipline: formation of students' intercultural and communicative competence in the process of foreign language education at a sufficient level A2 and a level of basic sufficiency B1. Student reaches B2level of common European competence if the</p>	10	✓	✓										

				language level at the start is higher than B1 level of common European competence. Content: Levels A1, A2, B1, B2 are presented in the form of cognitive-linguocultural complexes, consisting of spheres, themes, sub-themes and typical situations of international standard communication: social, social-cultural, educational and professional, modeled by forms: oral and written communication, written speech works, listening. Demonstration of language material understanding in texts on educational program, knowledge of terminology and critical thinking development.															
		GED	CC	Information and Communication Technologies	Purpose of the discipline: formation of the ability to critically evaluate and analyze processes, methods of searching, storing and processing information, methods of collecting and transmitting information through digital technologies. Development of new "digital" thinking, acquisition of knowledge and skills in the use of modern information and communication technologies in various activities Contents: Introduction and architecture of 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. Electronic business. Electronic government.	5													

INTERDISCIPLINE MODULES

	Basics of Psychological and Pedagogical Preparation	BD	HsC	Psychology in Education and Concepts of Interaction and Communication	Purpose: to master modern psychological theories, concepts of formation, development, functioning of the human psyche, functioning of personality and individual properties, application in teaching to support the positive development of students, mastering competencies for interaction, communication and cooperation in partner networks, to create new relationships, to develop their own teaching activities. Contents: Basic concepts and terms of educational psychology, basic practical applications of psychological knowledge; patterns, facts and phenomena of cognitive and personal development of a person in the processes of	4														
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				learning and upbringing; an integrated approach to the design, implementation, evaluation and development of educational environments; the concept of continuous learning as part of the process of cognitive and personal development of a person; basic concepts and theories communication and interaction at the individual, social and interpersonal levels; methods of communication and interaction that are most suitable for facilitating learning in various forms (offline, online, mixed, hybrid); features of behavior in a group.														
		BD	HsC	Educational Science and Key Theories of Learning	Purpose: to expand and form knowledge about learning theories, modern didactic concepts and innovative learning technologies Content: fundamentals of pedagogical science, such as conceptual representations of a person, leading to various theories of learning and pedagogical models. Based on an understanding of theoretical concepts, students can make appropriate pedagogical choices for different learning situations.	3											✓	
	Supporting Learners as Individuals	BD	HsC	Inclusive Educational Environment	The purpose of the discipline is to familiarize students with modern international and domestic theories of inclusive education, and to develop professional competencies in designing and organizing inclusive education for future teachers. Content: Social significance and features of inclusive education. Patterns, principles and models of inclusive education, regulatory and legal documents regulating the activities of inclusive education in a mass school. Approaches and technologies for organizing inclusive education in educational institutions. Methods of psychological and pedagogical support and creation of a comfortable environment for inclusive education of children with special educational needs. Problems of creating an inclusive educational environment.	3											✓	
		BD	HsC	Age and Physiological Features of the Development of Children	The purpose of the discipline is to provide future teachers with up-to-date knowledge about the anatomical and physiological features of the body of children and adolescents, their relationship with the environment, and to equip them with knowledge about the patterns underlying the preservation and strengthening of the health of schoolchildren, maintaining their high	3											✓	

					efficiency in various types of educational activities. Contents: The growth and development of the body; the development of the nervous system, the formation of higher nervous activity and its formation in the process of child development. Features of the development of sensory, endocrine, musculoskeletal, respiratory, digestive, blood and cardiovascular systems. The basics of protecting the health of schoolchildren, familiarization with the rules of a healthy lifestyle.													
	Teaching and Assessment for Learning	BD	HsC	Teaching Planning and Individualization of Learning Geography	The purpose to develop individualization skills in teaching, taking into account the diversity of students and the use of geography teaching technologies, based on pedagogical and independent research. Contents: Theoretical foundations of educational process planning, types and structure of planning, individualization and differentiation of learning, use of modern educational technologies, monitoring and evaluation of individual learning outcomes, practical implementation of planning and individualization.	4					✓							
		BD	HsC	Teaching Methods and Technologies Geography	The purpose to develop professional knowledge, skills and abilities in the use of effective methods, techniques and modern educational technologies aimed at improving the quality of geographical education. Contents: methodological system of geography teaching, modeling strategies and technologies for solving specific pedagogical problems, planning, guidance, teaching and evaluation, the use of knowledge, forms, methods and technologies of geography teaching in accordance with the conditions of a particular school and the capabilities of students, pedagogical models suitable for their learning, the use of a suitable learning environment in their teaching, knowledge and application of the norms and principles of copyright and data protection	5					✓							
		BD	HsC	Assessment and Development	Purpose: to develop theoretical knowledge and practical skills in the field of assessing students' educational achievements. Content: Students have a deep understanding of the importance of assessment in the learning process and are able to provide constructive assessment in an ethical manner at various stages of the learning process and	4						✓						

					involve students in assessment. Students can identify, differentiate, and use various assessment technologies, principles, stages, and tools for evaluating their field of expertise (including formative and summative assessment, self-assessment, and mutual assessment, etc.). They are able to critically evaluate and analyze their understanding and practices related to assessment, and develop them further.														
	Teacher as a Reflective Practitioner	BD	HsC	Pedagogical Research	<p>Purpose: to develop students' knowledge, skills and abilities necessary for independent planning, conducting and analyzing pedagogical research aimed at solving urgent problems of education and upbringing.</p> <p>Content. Theoretical foundations of pedagogical research. They have the skills to search for and critically select theoretical knowledge from various reliable sources, use research results in developing their pedagogical thinking and practice, and show a willingness to promote research-based learning and education, as well as their own continuous development and professional growth.</p>	4													✓
		BD	HsC	Action Research	<p>Purpose: to develop students' skills in planning, implementing, and analyzing the effectiveness of using Action Research approaches in geography teaching.</p> <p>Content: the implementation of the approach for the study of the Lesson Study class is considered, the stages of this approach are: planning, conducting a research lesson, analyzing it, rescheduling taking into account the results obtained in the learning process. The characteristics of the stages are discussed in order to analyze the reaction of the "studied" students to the method used, as well as the experience gained for further improvement of teaching methods. The stages of the implementation of the Action Research approach are described, and examples of the implementation of the Action Research approach in a real classroom are given.</p>														✓
		BD	HsC	Research, Development and Innovation of Geography	<p>Purpose: to form a research- and development-oriented mindset, the ability to develop, update and apply innovative approaches and technologies for teaching geography in the context of ongoing changes in society and the educational environment.</p> <p>Content: teaching skills using research-based</p>	5													✓

				approaches, critical thinking in collecting and using data for software development, scientific research or development, collaboration between universities and stakeholders, documentation of their own research activities and presentation of results using various forms of communication															
		BD	HsC	Lesson Study	<p>Purpose: to develop students' skills in planning, implementing and analyzing the effectiveness of using Lesson Study approaches in geography teaching.</p> <p>Content: the implementation of the approach for the study of the Lesson Study class is considered, the stages of this approach are: planning, conducting a research lesson, analyzing it, rescheduling taking into account the results obtained in the learning process. The characteristics of the stages are discussed in order to analyze the reaction of the "studied" students to the method used, as well as the experience gained for further improvement of teaching methods.</p>														✓
		BD		Introduction to the teaching profession (1st year pedagogical practice)	<p>This practice is aimed at developing the following areas of pedagogical competence:</p> <ul style="list-style-type: none"> - Competencies in the field of pedagogy and didactics - The area of competence for interaction - The area of competence for the working environment of teachers - Area of competence for professional development <p>The purpose of this course is to familiarize future teachers with the features of the holistic pedagogical process of an educational institution and to develop analytical, reflective, research, design and other skills in the field of psychological and pedagogical support of the educational process.</p>	1													✓
		BD		Psychological and pedagogical assessment (2nd year pedagogical practice)	<p>This practice is aimed at developing the following areas of pedagogical competence:</p> <ul style="list-style-type: none"> - Competencies in the field of pedagogy and didactics - The area of competence for interaction - The area of competence for the working environment of teachers - Area of competence for professional development <p>The purpose of this course is to familiarize future teachers with the features of the holistic pedagogical process of an educational institution and to develop analytical,</p>	2													✓

				reflective, research, design and other skills in the field of psychological and pedagogical support of the educational process.														
		BD	Pedagogical Approaches (pedagogical practice, 3rd year)/dual	<p>Purpose: comprehensive development of future teachers, improvement of professional qualifications in practice and the formation of subject competencies necessary for work as a teacher (Preschool Teacher, Primary School teacher, subject teacher, assistant/curator of the class teacher).</p> <p>Content: independent design and organization of a constructive and inclusive educational process, selection of appropriate and suitable educational materials, innovative pedagogical approaches and active learning, taking into account the use of educational technologies and the digital environment, the use of subject knowledge and didactics, the use of methods and technologies of formative and aggregate assessment, support for the development of students ' skills of reflection, self - assessment and mutual assessment.</p>	3													
		BD	Industrial Practice (pedagogical, 4th year)	<p>The purpose of industrial pedagogical practice I is to deepen theoretical knowledge in general scientific, cultural, psychological, pedagogical, methodological and basic and professional disciplines, as well as to refine knowledge of disciplines during practice, the formation of pedagogical skills and competencies.</p> <p>Contents: Knowledge of all the basic actions of the teacher and the class teacher in the integrity system using the experience of teachers-methodologists; mastering the basics of student work with parents; mastering deep psychological and pedagogical methods of personality in unity through the study and analysis of the educational situation, mastering methods of analysis and introspection of various forms of educational work.</p>	10													

SPECIALITY MODULES

	Geographical Picture of the World	PD	EC	Theory and concept of modern geography	Purpose: to have the necessary knowledge and modern theories and concepts in the field of geographical science and education. Content: conceptual ideas, fundamental methodological and theoretical values; research methods of geographical science that are most suitable for facilitating learning; changes in the field of geographical science, taking into account the prospects for their development.	5		✓		✓									
		PD	EC	Natural sciences	Purpose: to form a holistic view of the patterns of development of natural phenomena and processes, of fundamental scientific knowledge Content: the integrity of the natural science picture of the world, assessment, analysis of the laws of nature and promotion of their practical use in the interests of man. Improve self-study and activities by working individually or in pairs.	5		✓			✓								
	Physical Geography	PD	EC	General Geography	Purpose: to study the structure of the general geographical shell, patterns of development, components and natural complexes of its structures at various levels. Contents: The history of Earth science in general. Geographical shell, its structural and characteristic features. Differentiation of space. The influence of common planetary factors on the geographical envelope. The circulation of matter and energy in a geographical shell. The solid, water and air layer of the Earth. The doctrine of the landscape sphere of the earth. Natural zonality.	5		✓				✓							
		PD	EC	Geology and the basics of Geomorphology	Purpose: to acquire knowledge about the internal structure of the Earth, and especially detailed knowledge about the structure of the solid Earth's shell, the lithosphere, and its upper boundary, the relief of the Earth's surface. Content: Basic theoretical knowledge of geomorphology with the basics of geology, biogeography, soil geography with the basics of soil science, landscape science, socio-economic geography. Using various opportunities to demonstrate your knowledge in practice (when performing independent and group tasks).	5		✓											
		PD	EC	Physical Geography of Parts	Purpose: To form ideas about the geographical location of continents and oceans, the stages of formation of	5		✓											

				of the World and Oceans	natural complexes and their physical and geographical features. Contents: Physical and geographical position of the continents. The history of the discovery and exploration of continents and oceans, common features and characteristics of natural components. The formation of the main natural landscapes and regional patterns of nature that determine the features of the continents. Parts of the globe. Eurasia, North America, South America, Africa, Australia and Antarctica Review of the nature of the oceans. Geographical nomenclature.													
		PD	EC	Landscape Studies	The purpose is to introduce students to the basics of classical landscape studies, its modern trends, and objects of landscape research. Contents: Introduction. Natural components and elements of landscape complexes or geosystems of different types, factors of their differentiation and integration, structural organization and dynamics.			✓										
		PD	EC	Meteorology and Climatology	Purpose: to acquire basic knowledge about the atmosphere as part of the climate system, and the physical and chemical processes taking place in it that shape the weather and climate of our planet. Contents: Modern ideas about circulation processes in the atmosphere, new problems related to anthropogenic influence on the Earth's climate, climate changes in the past and present. In the course of practical work, future teachers acquire basic experimentation skills, get acquainted with instruments, and acquire skills in basic meteorological, gradient, and actinometric observations.	5		✓										
		PD	EC	Hydrology and Hrotection of Water Resources	Purpose: to provide students with the theoretical knowledge and practical skills necessary to study water bodies, their regime, dynamics, and protection from pollution and depletion. Content: water bodies and protection of water resources. Issues of rational and integrated use of water resources in agriculture, solving problems of ecology and nature protection. Students will apply methods of assessment and analysis of natural and wastewater.	5		✓										
	Social geography	PD	EC	Geopolitics	Purpose: to study the geopolitical processes in the modern world Content: Features of the geopolitical situation of the	5			✓									

				countries of the world and the Republic of Kazakhstan. Factors affecting geopolitical security and integration processes. Theoretical foundations of geopolitics and the current state of global geopolitical processes at the global and regional levels. Modern geopolitical processes and assessment of the impact of the political situation on the organization of space.														
		PD	EC	Geoeconomics	<p>Objective: to study the main categories of geoeconomics, the structure and territorial model of the world economy and indicators of the economic development of the countries of the world.</p> <p>Content: Economic indicators, external and internal economic policies of individual countries and large regions of the world, fundamentals of environmental economics, sustainable development, legal foundations of environmental management for environmental impact assessment. Future teachers have the necessary knowledge in the field of social and economic geography and gain practical skills to demonstrate knowledge in practice.</p>	5				✓								
		PD	EC	Geography of Cities and Rural Settlements	<p>The purpose of this course is to provide students with a systematic knowledge of the location, structure, functioning and development of urban and rural settlements.</p> <p>Content: Features of the main types of settlements. The main issues of urban and rural settlements, urbanization, the impact of urbanization on the environment, urban agglomerations, the functions of rural areas. Students will analyze the differences between cities and rural settlements, master the competencies of management and development, and environmental quality conservation in cities and rural settlements.</p>	5				✓								
		PD	EC	Population Geography	<p>Purpose: To form knowledge about the processes of population settlement and reproduction in the world, labor resources, as well as demographic, religious composition, migration, linguistic features.</p> <p>Contents: theoretical and practical foundations of demographic processes taking place in the modern world. They also study the basic concepts and terms of population geography, covering the totality of demographic processes, sources of population</p>	6				✓								

				information, and the history of demographic research in the world. Students are able to navigate current trends in global population change, carry out social monitoring of the development of regions at various hierarchical levels, and have the skills to analyze and forecast demographic indicators.															
		PD	EC	Regional Geography	<p>Purpose: to study the regions of the world, integrated geographical zoning and methods of comparing countries.</p> <p>Contents: physical-geographical, historical-cultural, political-geographical zoning of the countries of the world. Theoretical aspects, history, geographical essence and purpose of regional studies as an academic discipline in the geographical education system. Students have the necessary knowledge about the principles, laws and categories of regional studies, as well as its main problems and values.</p>	4													
		PD	EC	Medical Geography	<p>The purpose is to form knowledge about the impact of the geographical environment on public health and to acquire skills in analyzing and assessing the geographical spread of the disease.</p> <p>Content: the study of the impact of natural and socio-economic conditions on the health of the world's population, as well as geographical factors of the spread of the disease and the impact of the geographical environment on the health of the population.</p>	4													
		PD	EC	Modern Toponymy	<p>Purpose: to possess knowledge about the principles of toponymic formation and the skills to use them in the learning process and scientific research.</p> <p>Content: principles of toponymic formation and their use in teaching and research. The course examines the issues of studying geographical names on the ground, collecting and analyzing toponymic information, obtaining information about the local use of geographical names and their application.</p>														
	The Interaction of Society and Nature	PD	EC	Economics of Environmental Management	<p>Purpose: to develop the skills of generalization and analysis of international and domestic experience in the field of economic assessment of natural resources.</p> <p>Content: The subject, goals and objectives of</p>	4													

				environmental economics. The place of environmental economics in the system of sciences. Basic concepts and categories: natural resources, environment, environmental management, damage, environmental risk, sustainable development. The relationship between economics and ecology.														
		PD	EC	Environment and Sustainable Development	<p>Purpose: to provide students with a set of knowledge and skills necessary to understand and solve environmental problems, as well as to promote sustainable development.</p> <p>Contents: Basic concepts, environmental issues, natural resource management, environmental policy and legislation, sustainable development, environmental education and awareness, the role of technology in sustainable development, environmental projects and initiatives, global environmental issues:</p>	4												
		PD	EC	Climate Change and its Consequences	<p>Purpose: to understand modern climate change, its causes, consequences, and possible adaptation and improvement measures</p> <p>Contents: Causes and mechanisms of modern climate change. Assessment of the effects of climate change. Effects of climate change, adaptation to climate change, modeling and forecasting of climate change, the role of geographers in studying and solving problems related to climate change</p>	4											✓	
		PD	EC	Geoconflictology	<p>Purpose: to study the interrelationship of geographical, political and other factors influencing the emergence and development of conflicts</p> <p>Content: During the course, students study in unity the geographical, political and other interacting factors that influence the emergence and development of political conflicts. They form their understanding of the basic ideas of political geography and geopolitics, as well as the origin and nature of political conflicts.</p>	4												✓
		PD	EC	Geoglobistics	<p>Purpose: To provide students with a systematic understanding of the processes of globalization, their geographical aspects, as well as the development of analytical skills to assess the global problems of our time and ways to solve them sustainably in the context of the interaction of nature and society..</p> <p>Contents: Introduction to geoglobistics, global</p>													✓

					problems, global processes and globalization, the history of the formation of the global world and the totality of processes occurring on Earth. Global governance and international cooperation. Generalizations of analytical materials														
	Geography of Kazakhstan	PD	EC	Physical Geography of Kazakhstan	<p>The purpose of the discipline is to study the diversity of relief, orographic features and natural conditions of Kazakhstan, geographical patterns and features of their distribution.</p> <p>Contents: Physical and geographical location and borders of Kazakhstan. The history of the study of the territory of Kazakhstan. Tectonic-geological structure, relief. Climate, climate-forming factors. Internal waters. Soil-vegetation and wildlife. Natural zones of Kazakhstan, patterns of distribution. Physical and geographical zoning. Ecological status, geocological zoning. Characteristics of physical and geographical features of individual regions.</p>	5													
		PD	EC	Economic and Social Geography of Kazakhstan	<p>Purpose: to familiarize the population with the patterns of development and location of the economy of Kazakhstan and its individual economic regions, to determine the role and place of Kazakhstan in the modern world.</p> <p>Contents: Economic and geographical location of Kazakhstan, natural conditions and resources, population and labor resources, sectoral composition of the economy and their characteristics, economic relations with the countries of the world, environmental problems of the republic, tourist and recreational resources, transport and logistics, the role of Kazakhstan in global cooperation, geopolitics of Kazakhstan, economic and geographical zoning of Kazakhstan</p>	5						✓		✓					
		PD	EC	Tourist and Recreational Resources of Kazakhstan	<p>The purpose of the course is to study and analyze various types of resources in Kazakhstan that can be used for the development of tourism and recreation.</p> <p>Content: Natural recreational resources, cultural and historical resources, recreational territories and facilities, economics of tourism and recreation, sustainable tourism development They acquire skills in generalizing the totality of phenomena and relations of recreational tourism for the purpose of recreation, entertainment and</p>	6						✓		✓					

					treatment														
		PD	EC	Industrial Regions of Kazakhstan	<p>The purpose of the course is to identify and analyze the industrial regions of the country, to study their location, specialization, as well as their impact on the economic development of Kazakhstan</p> <p>Content: Study of industrial regions of Kazakhstan, Analysis of the location of productive forces, extraction of raw materials, production and processing of materials and energy, manufacture of machinery and various goods, as well as provision of services to the population in accordance with the regions of the country. They develop their knowledge about the impact of industry on the economy of Kazakhstan and acquire skills in assessing the reserves of raw materials and natural resources of the earth.</p>							✓		✓					
	Digitalization of geographical education	PD	EC	Cartography with the basics of Topography	<p>The purpose of the discipline is to form systematic knowledge, skills and abilities in the field of mapping and orientation of terrain and to determine locations on a topographic map.</p> <p>Contents: Classification of maps by content. Basic properties of a topographic map. Topographic map, terrain plan, diagrams. The content of topographic maps, symbols, and features of the relief display on topographic maps. Orientation on the terrain. Methods of measuring distances on the ground and on the map. Ground measurements and their scaling to create a diagram, a plan of an area or a tourist route using artificial intelligence.</p>	5							✓						
		PD	EC	GIS Technologies in Geography	<p>Purpose: to teach students how to use geoinformation systems to solve geographical problems, analyze spatial data, and create maps.</p> <p>Content: Goals and objectives of geoinformation mapping. Geoinformation concept. Principles of GIS technology creation. Standard GIS functions. Image processing. Characteristics of GIS. General requirements for GIS. General geographic analysis. Spatial and temporal analysis. Methodological aspects of GIS application. Comparison of advantages and disadvantages of GIS and assessment of the level of their use. The use of artificial intelligence programs in virtual mapping. They get acquainted with the methods and</p>	5							✓		✓				

					means of searching for the necessary information for conducting certain physical, economic and geographical research.															
	Research skills in geography	PD	EC	Methods of Geographical Research	<p>Purpose: to study various geographical methods, tools and their application in industry and complex geographical research.</p> <p>Contents: Analysis of the main methods of geomorphological, soil, geobotanical, complex physical-geographical, geophysical, geochemical, landscape-ecological and applied physical-geographical research, organization and application of field physical-geographical research and facilities in complex geographical hospitals, development of modern methods and facilities for physical-geographical research. They develop the necessary knowledge about geographical research methods and the ability to process the data obtained.</p>	4														
		PD	EC	GIS in Geographical Research	<p>The purpose of this course is to master GIS technologies for use as a powerful innovative means of teaching geography in general education institutions.</p> <p>Content: modern geoinformation methods that ensure the collection, storage, processing, display and dissemination of data. They also develop skills in using modern geoinformation methods in geographical research. Future teachers learn to develop, present, defend, and disseminate research results.</p>	4														
		PD	EC	Digital Transformation of Geographical Education	<p>The purpose of the course is to identify the main problems and identify the prospects of digitalization in the field of geographical education, to study the introduction of information and communication technologies and the use of technical means of teaching in schools using digital resources.</p> <p>Content: The main problems and determine the prospects of digitalization in the field of geographical education. The introduction of information and communication technologies and the use of technical teaching tools in schools using digital resources. Future teachers develop their knowledge of the digital culture of</p>															

					modern education and the ability to use digital technologies to transform digital solutions.															
	Module of final Certification	PD		Research and Innovation in Education (pedagogical practice, 4th year)	<p>Purpose:The goal is to form future teachers' attitudes towards the development of their own professional activities and working environment.</p> <p>Content: During this internship, future teachers also collect and analyze data, test hypotheses, or conduct experiments as part of a research plan created during the Research, Development, and Innovation course. They formulate conclusions and explore various forms and channels of dissemination of research results in a professional manner.</p>	8		✓		✓	✓	✓	✓	✓						✓
		PD		Writing and Defending a Thesis, a Graduate Work , or Preparing and Passing a Comprehensive Exam	<p>Purpose: to form an idea of the general provisions on the design and protection of diploma works, preparation for final certification exams.</p> <p>Content: general provisions of the diploma work, selection and approval of the topic of the diploma work, scientific supervision of the preparation of the diploma work, the procedure for the formation of the content (plan) of the diploma work, selection and study of sources of information, collection and processing of practice material, basic requirements for the content and design of the diploma work, Protection of the diploma work, General.</p>	8	✓	✓	✓	✓	✓	✓			✓			✓		✓

5. Summary table reflecting the volume of credits mastered by modules of the educational program

Course of training	Semester	Amount of the mastered modules	Amount of the studied disciplines			Amount of KZ credits					Total in hours	Total KZ credits	University component	Amount	
			Compulsory component	University component	Optional component	Theoretical training	Physical education	Educational practice	Manufacturing practice	Final Certification	Compulsory component			Optional component	Theoretical training
1	1	7	4		2	28	2				900	30	6	1	
	2	7	3		2	27	2	1			900	30	6	2	
2	3	9	1	4	2	29	2				930	31	6	2	
	4	8		3	3	25	2	2			870	29	5	2	
3	5	7	1	2	3	27			3		900	30	6	1	
	6	5			4	30					900	30	6		
4	7	9		1	7	34			10		1320	44	6	3	
	8	3							8	8	480	16		1	
итого		55	9	10	23	200	8	3	21	8	7200	240	41	12	

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

Learning strategies	<p>Student–centered learning: The student is the center of teaching/learning and an active participant in the learning and decision-making process.</p> <p>Practice-oriented training: orientation to the development of practical skills.</p>
Teaching methods	<p>Conducting lectures, seminars, various types of practices with:</p> <ul style="list-style-type: none"> • the use of innovative technologies; • problem-based learning; • case study; • work in a group and creative groups; • discussions and dialogues, intellectual games, olympiads, quizzes; • reflection methods, projects, benchmarking; • Bloom's taxonomies; • presentations; • * rational and creative use of information sources: • * multimedia training programs; • * electronic textbooks; • * digital resources. • * machine learning methods <p>Organization of independent work of students, individual consultations.</p>
Monitoring and evaluation of the achievability of learning outcomes	<p>Current control on each topic of the discipline, control of knowledge in classroom and extracurricular classes (according to syllabus). Assessment forms:</p> <ul style="list-style-type: none"> • survey in the classroom; • testing on the topics of the discipline; • control works; • protection of independent work; • discussions; • trainings; • colloquiums; • essays, etc. <p>Boundary control at least twice during one academic period within the framework of one academic discipline.</p> <p>Intermediate certification is carried out in accordance with the working curriculum, academic calendar.</p> <p>Forms of conducting:</p> <ul style="list-style-type: none"> • exam in the form of testing; • oral examination; • written exam; • combined exam; • project protection; • protection of practice reports. <p>Final state certification.</p>

Educational and resource support for EP

<p>Educational Information Center</p>	<p>The structure of the JRC includes 6 subscriptions, 16 reading rooms, 2 electronic resource centers (ERC). The basis of the JRC network infrastructure consists of 180 computers with Internet access, 110 automated workstations, 6 interactive whiteboards, 2 video duals, 1 video conferencing system, 3 A-4 format scanners, 3. JRC software - AIBS "IRBIS-64" for MSWindows (basic set of 6 modules), stand-alone server for uninterrupted operation in the IRBIS system.</p> <p>The library collection is reflected in the electronic catalog available to users on the website http://lib.ukgu.kz on-line 24 hours 7 days a week.</p> <p>Thematic databases of our own generation have been created: "Almamater", "Proceedings of SKSU Scientists", "Electronic Archive". Online access from any device 24/7 via the external link http://articles.ukgu.kz/ru/ppp.</p> <p>Working with catalogs in electronic form. EC consists of 9 databases: "Books", "Articles", "Periodicals", "Proceedings of the teaching staff of SKSU", "Rare books", "Electronic fund", "SKSU in print", "Readers" "SKSU".</p> <p>JRC provides its users with 3 options for accessing its own electronic information resources: from the "Electronic Catalog" terminals in the catalog hall and JRC departments; through the university information network for faculties and departments; remotely on the library website http://lib.ukgu.kz/.</p> <p>Access to international and republican resources is open: "SpringerLink", "Plenipotentiary Representative", "Web of Science", "EBSCO", "Epigraph", to electronic versions of scientific journals in open access, "Zan", "RMEB", "Adebiet", Digital library "Aknurpress", "Smart-kitar", "Kitap.kz", etc.</p> <p>For persons with special needs and disabilities in the JIC, the library website has been adapted for use by users with low vision</p>
<p>Material and technical base</p>	<p>Specialized classroom with interactive whiteboard - 106, 204. Classrooms - 205, 203, 301, 303 (Building No. 7, Baitursynov Street).</p> <p>Secondary School No. 62 named after N. Torekulov</p> <p>IT School-Lyceum No. 24 named after S. Yerubaev</p> <p>School-Gymnasium No. 26 named after Zhambyl</p> <p>School-Lyceum No. 7 named after K. Spatayev</p>

Professional standards

1. Professional standard “Teacher” (order of the Acting Minister of Education of the Republic of Kazakhstan dated 24. 02 2025 No. 31)

