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**1. Concept of the Educational program**

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| **Mission of the University** | Generating new competencies, training a leader who translates research thinking and culture. |
| **University Values** | * Openness - open 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** | * Deep subject knowledge, their application and continuous expansion in professional activity
* Information and digital literacy and mobility
* 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** | The educational program "6B01710 – Kazakh language and Literature" (IP) reflects: the multi-level structure of the educational system, the possibility of fundamental education that ensures the operation of a multi-level system of continuing education (bachelor's degree); ensures the formation of scientific competencies of students; takes into account the development of the region and the region (subjects related to the implementation of inclusive education); pays attention to the constant replenishment and updating of material and technical resources, internationalization of programs, the ability to take into account the individual needs and abilities of students. |
| **Academic Integrity and Ethics Policy** | The university has taken measures to maintain academic integrity and academic freedom, protection from any type of intolerance and discrimination:• Rules of academic integrity (order No. 212 of October 10, 2022);• Anti-corruption standard (order No. 221 n/a dated 12/07/2021).• Code of Ethics (Order No. 212 of October 10, 2022) |
| **Regulatory and legal framework for the development of EP** | 1.Law of the Republic of Kazakhstan “On Education”;2. Model rules for the activities of educational organizations implementing educational programs of higher and (or) postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 with amendments and additions dated December 29, 2021. No. 6143. 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. 2524. State mandatory standards for higher and postgraduate education, approved by order of the Ministry of Education and Science of July 20, 2022 No. 2;5. Rules for organizing the educational process in credit technology of education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152; with changes and additions from 09/23/2022. No. 796. Qualification reference book for positions of managers, specialists and other employees, approved by order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated December 30, 2020 No. 553.7. Methodological recommendations for introducing ECTS principles into the educational process and expanding academic freedom. Appendix to the order of the Minister of Science and Higher Education. of the Republic of Kazakhstan dated February 12, 2024 No. 578. Guidelines for the development of educational programs for higher and postgraduate education, Appendix 1 to the order of the Director of the National Center for the Development of Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan dated May 4, 2023 No. 601 н/қ |
| **Organization of the educational process** | * Implementation of the principles of the Bologna Process
* Student-centered learning
* Availability
* Inclusivity
 |
| **Quality assurance of EP** | * Internal quality assurance system
* Involvement of stakeholders in the development of the EP and its evaluation
* Systematic monitoring
* Updating the content (updating)
 |
| **Requirements for applicants** | They are established in accordance with the Standard Rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018, with changes and additions dated June 2, 2023. No. 252 |
| **Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs(SSN)** | For students with SEN (special educational needs) and persons with disabilities (PSI), tactile PVC tiles, specially equipped toilets, a mnemonic diagram, and shower bars have been installed in educational buildings and student dormitories. Special parking spaces have been created. Crawler lift installed. There are desks for people with limited mobility (PLM), signs indicating the direction of movement, ramps. In the educational buildings (main building, building No. 8) there are 2 rooms with six working places adapted for users with disorders of the musculoskeletal system (DMS).For visually impaired users, the SARA™ CE Machine (2 pcs.) is available for scanning and reading books. The library website is adapted for the visually impaired. There is a special NVDA audio program with a service. The JIC website http://lib.ukgu.kz/ is open 24/7.An individual differentiated approach is provided for all types of classes and in the organization of the educational process. |

**2. PASSPORT OF THE EDUCATIONAL PROGRAM**

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| **Purpose of the EP** | Training of a highly qualified specialist-teacher capable of carrying out professional activities as a teacher of the Kazakh language and literature in secondary education organizations of all types and types with a non-Kazakh language of instruction |
| **Tasks of the EP** | **-** the formation of socially responsible behavior in society, an understanding of the significance of professional ethical norms and adherence to these norms;- providing basic undergraduate training that allows you to continue learning throughout life, to successfully adapt to changing conditions throughout their professional careers;- ensuring the conditions for acquiring a high general intellectual level of development, mastering literate and developed speech, a culture of thinking and the skills of scientific organization of labor in the field of;- 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** | **•** 6 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);• 6th Level of European Qualification Framework for Life long Learning). |
| **Connection of EP with the professional sphere** | • Professional standard "Teacher" (Order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500).• Professional standard "Teacher" (Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated November 20, 2023 No. 591).• Professional standard "Forensic psychological and philological research". 17.04.2024 |
| **Name of the degree awarded** | After successful completion of this educational program, the graduate is awarded the degree: "Bachelor of Education "6B01710– Kazakh language and literature".code and name of the educational program |
| **List of qualifications and positions** | According to the educational program 6B01710 – "Kazakh language and literature", bachelors can work: teacher, researcher, methodologist, expert, proofreader, translator-referent, secretary-referent. May hold primary positions 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 Ministry of Labor and Social Protection of the Republic of Kazakhstan dated May 5, 2020 No. 182-p-m |
| **Field of professional activity** | - philology, linguistics and literary criticism; - area of study of the Kazakh language and literature; - the sphere of mass communication. |
| **Objects of professional activity** | - average profile (secondary school),- organizations that require translators;- in the media; and the editors of newspapers and magazines, radio and television, publishing houses;- organizations engaged in social and humanitarian activities- specialized scientific organizations, libraries. |
| **Subjects of professional activity** | - scientific works, analytical articles, reports and reviews;-studying proccess;- entrepreneurial activities;- translations; editorial offices of newspapers and magazines, radio and television, publishing houses; |
| **Types of professional activity** | - educational (pedagogical);- organizational and managerial;- research;- other types of professional activity that require the use of fundamental linguistic and literary knowledge based on practical knowledge of foreign languages. |
| **Learning outcomes** | **LO 1** Develops analytical thinking, acquires skills in research activities; conducts high-quality work on the processing of scientific data; increases subjectivity and responsibility for the implementation of scientific activities; forms its own point of view.**LO 2** Knows about society as a unified system and a person, about the role of spiritual processes in modern society, the legal interests of the parties in the field of protecting the rights of individuals and legal entities, economic and social conditions of doing business, about the impact of harmful and dangerous factors on humans and the natural environment, basic concepts.**LO 3** Forms educational and educational tasks in the pedagogical process, selects types, forms and methods of teaching, applies methods and means, principles and patterns of educational process management based on the knowledge gained. Organizes, plans and makes decisions on the use of an inclusive model of teaching students in inclusive, general education in special classes and at home.**LO 4** Will master the basic concepts and terms of pedagogical psychology, knows the main areas of practical application of psychological and pedagogical knowledge, analyzes the patterns of cognitive and personal development of a person, facts and phenomena in the process of education and upbringing.**LO 5** Applies an integrated approach to solving the problems of designing, examining and correcting the educational environment at various levels, understands and uses in practice the concept of continuous learning as part of the process of cognitive and personal development of a person, and also applies the basic concepts and theories of communication and interaction at the personal, social and network levels.**LO 6** Distinguishes between human concepts and their significance in understanding learning and designing the educational process, learning theories and their significance in understanding learning and designing the educational process; applies learning theories and pedagogical models suitable for a comprehensive learning process.**LO 7** Can recognize the initial stages of each student, their learning potential and specific support needs, as well as take into account the individual needs of their students with respect to specific support, guidance, learning and evaluation.**LO 8** Uses innovative learning and teaching strategies, as well as methods and tools for designing, conducting and evaluating the educational process and/or extracurricular activities based on long-term, medium-term, short-term lesson plans/lessons, educational and extracurricular activities on the subject; uses the results of experiments and/or the collected data analyzes and draws conclusions.**LO 9** Explains theoretical concepts about the phonetic system and sound structure, patterns, internal features of the Kazakh language; uses phonetic terminology and transcription; uses methods of complex phonetic analysis; teaches phonetics of the language in theory and in practice.**LO 10** Explains the lexical and phraseological system, the main categories of the Kazakh literary language; understands paradigmatic, syntagmatic connections in lexical and phraseological units, the ratio of lexical units.**LO 11** Analyzes words in the context of the meaning of the text; explains the scientific and theoretical foundations of word formation; explains the system of word-formation analysis and word-formation suffixes; explains the scientific theory of morphology of the Kazakh language; has competence knowledge of the word transformation system.**LO 12** Explains the syntactic structure and syntax theory of the Kazakh language; identifies the units of the syntactic concept; composes sentences in accordance with the norms of the modern Kazakh literary language; conducts a comprehensive analysis of phrases, types of sentences.**LO 13** Uses oratory and logical thinking; explains national values, the history of Kazakh oral literature, folklore and folklore studies; characterizes literary and cultural monuments common to ancient Turkic literature; understands and comments on the poetry of poets and storytellers.**LO 14** Characterizes the main literary motives in Kazakh literature; explains the formation and development of written literature; masters the heritage of figures of Kazakh literature of the period of independence; presents works related to prose, poetry and drama, innovative searches in the genre of satire, innovative literary studies and literary criticism.**LO 15** Understands the formation, development, trends and concepts of the history of world literature; compares Kazakh and world literature; explains the relationship between the author and the hero; learns the basic concepts of literary genes and types, literary schools, various trends and styles; explains subject concepts, rules, methods of theoretical analysis.**LO 16** Conducts linguistic, logical analysis of the text; improves the skills of oral and written speech of students; determines the main idea and content of the text; demonstrates general language competence and knowledge of punctuation marks and spelling rules; conducts spelling analysis. |

**3. Competencies of an EP graduate**

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| **GENERAL COMPETENCIES** (SOFTSKILLS). Behavioral skills and personal qualities |
| GC 1. Competence in managing one's literacy | 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. The ability to express thoughts, feelings, facts and opinions in the professional field.GC 1.3. The ability for 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 the 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 4.1. 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 life to ensure a full-fledged social and professional activity through the methods and means of physical culture.GC 5.2.The ability for socio-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 at study, at work, at home and at leisure. |
| GC 6. Entrepreneurialcompetence | 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 quickly changing task conditions, make decisions, allocate resources and manage time.GC 6.3. The ability to work with consumer requests. |
| GC 7. Cultural awareness and self-expression | GC 7.1. The ability to show worldview, civil and moral positions.GC 7.2. The ability to be tolerant of the traditions and culture of other peoples of the world, to have high spiritual qualities. |
| **PROFESSIONAL COMPETENCIES** (HARDSKILLS). |
| Theoretical knowledge and practical skills specific to this field | PC 1. Willingness to use systematic theoretical and practical special knowledge to identify and solve didactic, scientific, educational, social and communicative problems in the field of Kazakh linguistics |
| PC 2. Be able to show the skills of changing language tools, as they relate to a certain language style |
| PC 3. Preparation for the use of systematic theoretical and practical specialized knowledge to identify and solve didactic, scientific, educational, social and communicative problems in the field of linguistics and literary studies. |
| PC 4. The possibility of carrying out all types of professional activities in the specialty. |
| PC 5. Be able to understand the principles and comparative historical methods in the process of teaching the Kazakh language in a general education institution.. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO8** | **LO9** | **LO10** | **LO11** | **LO12** | **LO13** | **LO14** | **LO15** | **LO16** |
| GC 1.1 |  | + | + |  |  |  |  | + |  |  |  |  |  |  | + |  |
| GC 1.2 |  |  | + | + | + |  |  |  | + |  |  | + |  | + |  |  |
| GC 1.3 |  |  |  |  |  | + |  |  | + |  |  |  |  |  |  | + |
| GC 2.1 |  | + |  |  |  | + |  | + |  |  |  |  |  | + |  |  |
| GC 2.2 | + |  |  |  |  |  |  |  |  | + | + | + |  |  |  |  |
|  GC 3 |  | + | + |  |  |  |  | + | + |  |  |  | + |  |  |  |
| GC 4.1 |  | + | + |  |  |  |  | + |  | + |  |  |  |  | + |  |
| GC 4.2 | + |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |
| GC 5.1 |  |  |  |  |  |  |  | + |  | + |  |  |  | + |  |  |
| GC 5.2 |  | + |  | + |  |  |  |  |  | + |  |  |  |  |  | + |
| GC 5.3 |  |  |  | + |  |  |  |  | + | + |  | + |  |  |  |  |
| GC 5.4 |  | + |  |  | + |  |  |  | + | + |  |  |  |  | + |  |
| GC 6.1 |  |  |  |  | + |  |  |  |  |  | + | + |  |  |  |  |
| GC 6.2 |  |  |  | + | + |  |  |  |  |  | + | + |  |  |  |  |
| GC 6.3 |  |  | + | + |  | + |  + |  |  |  |  |  |  | + |  |  |
| GC 7.1 |  |  |  | + |  |  |  |  |  | + |  |  |  |  |  | + |
| GC 7.2 |  |  |  |  |  |  |  |  | + | + | + |  |  |  |  |  |
| PC 1 |  | + |  |  |  | + |  | + |  |  |  | + |  |  | + |  |
| PC 2 |  |  |  | + |  + | + |  |  | + | + |  |  |  | + |  |  |
| PC 3 |  |  |  | + | + | + |  |  |  |  | + |  |  |  | + |  |
| PC 4 |  |  |  | + | + | + | + |  |  |  | + |  |  |  |  | + |
| PC 5 |  |  |  | + | + | + | + |  |  |  |  |  |  |  |  | + |

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

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| **№** | **Module**  | **Cycle**  | **Component** | **Name of the discipline** | **Brief description of the discipline** | **Quan-ty loans** | **Formed LO (codes)** |
| **LO 1** | **LO 2** | **LO 3** | **LO 4** | **LO 5** | **LO 6** | **LO 7** | **LO 8** | **LO 9** | **LO 10** | **LO****11** | **LO 12** | **LO 13** | **LO 14** | **LO 15** | **LO 16** |
| 1 | Module of Historical and Philosophical Competencies | GED | OC | History of Kazakhstan  | Purpose: Formation of an objective idea of the history of Kazakhstan based on a deep understanding and scientific analysis of the main stages, patterns and originality of the historical development of Kazakhstan.Contents: Ancient people and the formation of nomadic civilization. Turkic civilization and the great steppe. Kazakh Khanate. Kazakhstan in the era of modern times. Kazakhstan as part of the Soviet administrative-command system. Declaration of Independence of Kazakhstan.State system, socio-political development, foreign policy and international relations of the Republic of Kazakhstan. Methods and techniques of historical description for the analysis of the causes and consequences of events in the history of Kazakhstan. | 5 |  | *v* |  |  |  |  |  | v |  | v |  | v |  |  |  |  |
|  | GED | OC | Philosophy  | Purpose: The formation of a holistic idea among students about philosophy as a special form of knowledge of the world, about its main sections, problems and methods of studying them in the context of future professional activity. And also the formation of philosophical reflection, introspection and moral self-regulation among students.Contents: Emergence of a culture of thinking. Subject and method of philosophy. Fundamentals of philosophical understanding of the world: questions of consciousness, spirit and language. Being. Ontology and metaphysics. Cognition and creativity. Education, science, technology and technology. Human philosophy and the world of values. Ethics. Philosophy of values. The subject of aesthetics as a field of philosophical knowledge. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. "Mangіlіk El" and "Modernization of Public Consciousness" are a new Kazakhstan philosophy. | 5 |  | v |  |  |  |  |  | v |  | v |  |  |  |  |  |  |
| 2 | Module of Socio-Political Knowledge  | GED | OC  | Social and Political Studies  | Purpose::the formation of knowledge about social and political activities, explaining social and political processes and phenomena.Contents: 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. | 4 | **v** | **v** |  |  |  |  |  | **v** |  | **v** |  |  |  |  |  |  |
|  | GED  | OC  | Cultural Studies and Psychology  | Purpose: the formation of scientific knowledge of history, modern trends, current problems and methods for the development of culture and psychology, the skills of a systematic analysis of psychological phenomena.Contents: Morphology, language, semiotics, anatomy of culture. Culture of nomads, proto-Turks, Turks. Medieval culture of Central Asia. Kazakh culture at the turn of the XVIII - XIX centuries, XX century. Cultural policy of Kazakhstan. State Program "Cultural Heritage". National consciousness, motivation. Emotions, intellect. The will of man, the psychology of self-regulation. Individual typological features. Values, interests, norms are the spiritual basis. The meaning of life, professional self-determination, health. Communication of the individual and groups. Socio-psychological conflict. Models of behavior in conflict. | 4 | **v** | **v** |  | v |  |  | v | **v** |  | **v** |  |  |  |  |  |  |
| 3 | Тhe Basis of Social and Physical Development | GED  | HsC | Ecosystem and Law | Purpose: formation of integrated knowledge in the field of economics, law, anti-corruption culture, ecology and life safety, entrepreneurship, methods of scientific research. Content: fundamentals of safe interaction between man and nature, productivity of ecosystems and the biosphere. Entrepreneurial activity in conditions of limited resources, increasing the competitiveness of business and the national economy. Regulation of relations in the field of ecology and human life safety. Knowledge and observance of Kazakhstan law, obligations and guarantees of subjects, state regulation of public relations to ensure social progress. Application of scientific research methods. | 5 | *v* | *v* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BD | EC  | Muкhtar Studies  | Purpose: To form 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 suretteri", "Okagan azamat", "Kokserek", the play Enlik-Kebek and the stories "Kili Zaman", "Karash-Karash" okigasy", the monograph "Abai Kunanbayev", the epic novel "Abai Zholy". | 3 |  |  |  |  |  | v | v | **v** |  |  |  |  |  |  |  |  |
|  |  | Abay Studies | Purpose: Preservation of the “National code” in the project “Kazakhtanu” based on the creativity of A. Kunanbayev 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.Auezova “The Way of Abai”. K. Tokayev “Abai and Kazakhstan in the XXI century”, role, significance. |  |  |  |  |  |  | v | v | **v** |  |  |  |  |  |  |  |  |
|  |  |  | Basics of financial literacy | The purpose of the discipline is to study personal and family financial resources, which are critical to achieving financial well-being.Contents of the discipline. Financial planning and consumer safety. Basic methods and techniques for effective spending and saving money. Protecting and investing your own financial resources. The role and significance of personal finance, its capabilities for achieving financial stability. Filtering out a lot of dubious financial information. Incentives for independent management of responsibilities and optimal financial capabilities of the consumer. Making smart financial decisions when building a professional career. |  |  | **v** |  | **v** |  |  |  | **v** |  | **v** |  |  |  |  |  |  |
|  |  |  | Service to Society | Purpose: Formation of socially significant skills and competencies based on the assimilation of academic programs, carrying out socially useful activities related to the disciplines studied at the university. Content: The concept and meaning of Service learning, the history of the formation and development of the concept of Service Learning. The key components of Service Learning, socially useful activities in children and youth, the organization of the volunteer movement in the world and Kazakhstan practice, the profile orientation of Service Learning. International practice of learning through socially useful activities. General principles and methodology for the development of social projects. Methods of analysis of implemented social projects |  |  | ѵ |  | ѵ |  |  |  | ѵ |  | ѵ |  |  |  |  |  |  |
|  |  |  | Fundamentals of Anti-Corruption Culture | Purpose: Formation of an anti-corruption worldview, strong moral foundations of personality, civic position, stable skills of anti-corruption behavior. Content: Overcoming legal nihilism, formation of the foundations of the legal culture of students, in the field of anti-corruption legislation. Formation of conscious perception, attitude to corruption. Moral rejection of corrupt behavior, corrupt morality, ethics. Mastering the skills necessary to counter corruption. Creating an anti-corruption standard of conduct. Anti-corruption propaganda, dissemination of ideas of legality, respect for the law. Activities aimed at understanding the nature of corruption, awareness of social losses from its manifestations, the ability to defend one's position in a reasoned manner, to look for ways to overcome manifestations of corruption. |  | *v* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | GED | OC | Physical Training | Purpose: 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.Contents: 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. Strelnikova, K. Buteyko, K. Dinaiki, joint gymnastics according to Bubnovsky. | 8 | **v** |  |  |  |  |  |  |  |  | **v** |  | **v** |  |  |  |  |
| 4 | Instrumental and Communicative Module | GED  | OC  | Kazakh (Russian) Language  | Purpose: 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.Contents. Levels А1, А2, В1, В2-1, В2-2 (В2, С1 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. | 10 | **v** | **v** |  |  |  |  | v | **v** |  | **v** |  |  |  |  |  |  |
|  |  | GED  | OC  | Foreign Language  | Purpose: a 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 competenceContents. 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’s communication: social, social - cultural, educational and professional, modeled by forms: oral and written communication, written speech works, listening. Demonstration of language material’s understanding in texts on educational program, knowledge of terminology and critical thinking development. | 10 | **v** | **v** |  |  |  |  | v | **v** |  |  |  |  |  |  |  |  |
|  |  | GED | OC | Information and Communication Technologies  | Purpose:: 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 activitiesContents: 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 | v | v | v |  | v |  |  |  | v |  |  |  |  |  |  |  |
| 5 | Basics of Psychological and Pedagogical Preparation | BD | HsC | Psychology in education and concepts of interaction and communication | Future teachers have knowledge of modern psychological theories and models, as well as about the functioning of the personality and its personal qualities. They can apply this knowledge in teaching activities in different educational contexts. Future teachers contribute to the favorable development of students by developing dialogue, interaction and communication in the educational process. | 5 |  |  | *v* | *v* |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Psychological and Pedagogical Assessment (2nd year Pedagogical Practice) | Opening of creative possibilities, direction of researches in pedagogical activity; consolidation and deepening of students' knowledge in the course of theoretical training; to introduce the functional tasks and professional and pedagogical activities of a school teacher; acquaintance with the main educational work at school and the work of the class teacher. Acquaintance with the program, with practical tasks, reporting documents; Observation time in practice; The student studies the course of study, students of the class assigned to him, participates in all classes, prepares a plan prepared by the school psychologist and holiday lesson plans organized by the class teacher;They carry out their main tasks, pedagogical and psychological tasks, organize educational activities, prepare the necessary materials. Understands the structure and content of teaching subjects in various types and types of educational institutions. | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | Module Support For Students As Individuals | BD | HsC | Educational Science and Key Theories of Learning | Future teachers study the basics of pedagogical science, such as conceptual ideas about a person, leading to various theories of learning and pedagogical models. Based on the understanding of theoretical concepts, future teachers can make appropriate pedagogical choices for various educational situations. | 3 |  |  | *v* | *v* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | Introduction to the Teaching Profession (1st year Educational Practice) | Purpose: To formulate in students systematic knowledge about the features of the grammatical structure of the language being studied as a single integrated system by getting acquainted with the theoretical concepts of domestic and foreign linguists. Contents: The grammatical structure of the studied language. The main sections of the grammar are morphology and syntax, their correlation. Methods for describing the grammatical system. Parts of speech, their classification. The problem and criteria for distinguishing parts of speech. Grammatical categories of parts of speech. Verb. Classification of verbs. Grammatical categories of time, type, inclination, voice. The theory of valency. The main units of the syntactic level: the phrase, sentence, text. General principles of the description of word combinations as syntactic units. The concept of valency. | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| BD | HsC | Age and Physiological Features of the Development of Children | The discipline introduces the formation of the psyche, its functioning and patterns of development. Teaches to observe the development of students and, accordingly, plan and implement age-appropriate learning processes, taking into account the individual needs of students; act creatively and adequately in different situations and support the learning and well-being of learners. | 4 |  |  | *v* | *v* |  |  |  |  |  |  |  |  |  |  |  |  |
| BD | HsC | Inclusive Educational Environment  | The discipline provides an opportunity to take into account the diversity of students and determine their individual needs in the learning process; support student learning and inclusion in the educational process using appropriate ICTs, learning and assistive technologies; support the well-being of students from a psychological and ethical point of view, in cooperation with the community (teachers, students, parents / guardians), taking into account the standard of living and learning of students. | 4 |  |  | *v* |  | *v* |  |  |  |  |  |  |  |  |  |  |  |
| BD | HsC | Training Planning and Independent Learning | Future teachers are familiar with educational programs in their field of teaching, as well as with pedagogical principles and intersecting topics for the development of a certain level of education, such as entrepreneurship and sustainable development. Future teachers have the skills to apply teaching technologies based on pedagogical and independent research and individualize learning, taking into account the versatility of students and the principles of inclusion in the learning process. | 4 |  |  |  | *v* |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Teaching and Assessment For Learning  | BD | HsC | Teaching Methods and Technologies | Future teachers have a comprehensive understanding of teaching strategies and methodologies and can use them in planning, teaching, and evaluating innovative methods that meet specific pedagogical conditions, specific school conditions, and student capabilities. Future teachers will be able to create a favorable inclusive, physical and online learning environment at different stages of the educational process. Future teachers will understand and be able to apply copyright and data protection rules when planning teaching materials. Future teachers have the necessary knowledge in didactics, teaching technologies and methods of motivating students, are able to provide the necessary pedagogical assistance to students. | 4 |  |  |  |  | *v* |  |  |  |  |  |  |  |  |  |  |  |
| BD | HsC | Assessment and Development | Future teachers have a deep understanding of the essence of assessment in the educational process and can provide ethically constructive assessment at different stages of the educational process and involve students in the assessment. Future teachers identify, differentiate and use various assessment technologies, principles, stages, tools for assessing their field of knowledge (including formative and aggregate assessment, self-assessment, mutual assessment, etc.). They are able to critically evaluate, analyze and further develop their own concepts and experiences regarding the assessment. | 4 |  |  | *v* |  |  |  |  |  |  |  |  |  |  |  |  |  |
| КП |  | Pedagogical Approaches (3rd year Pedagogical Practice) | Psychologically study the students of the class in the course of educational and methodological pedagogical practice, teach the future teacher to correctly design the development of the child and the process of forming him as a person, to have a psychologically and pedagogically correct and positive impact on him. and find better ways to work with themFormation of professional suitability of the future teacher; practical consolidation of the student's theoretical knowledge in pedagogy, psychology and methods of teaching the Kazakh language and literature; plan and organize the independent work of future specialists, introduce them to advanced innovative practices in modern school conditions, analyze and summarize the pedagogical experience of excellent teachers, prepare them to master it, acquaint students with the methodological foundations of the subject of the Kazakh language and literature, adapt, provide didactic materials and learn how to use visual aids, carefully choosing teaching methods. | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Teacher as a Reflective Practitioner | BD | HsC | Pedagogical Research | This course provides future teachers with a theoretical basis for pedagogical research. Future teachers have the skills to search for and critically select theoretical knowledge from various reliable sources, use research results in the development of their pedagogical thinking and practice, and are willing to promote research-based learning and education, as well as their own continuous development and professional growth. | 4 |  |  |  |  | *v* | *v* |  |  |  |  |  |  |  |  |  |  |
| BD | HsC | Research, Development and Innovation | In order to maintain the relevance and the possibility of continuous development of themselves and their professional activities, future teachers acquire new knowledge based on research and conduct practical research in an ethical manner in various fields related to the development of education and the teaching profession, innovative approaches to teaching, as well as training and guidance of students. Future teachers adopt development-oriented thinking and are able to develop, update and apply innovative approaches and teaching technologies in the context of ongoing changes in society and the educational environment. | 4 |  |  | *v* | *v* |  |  |  |  |  |  |  |  |  |  |  |  |
| PD |  | Research and Innovation in Education (4th year Pedagogical Practice) | To deepen the theoretical training of students, improve their professional skills acquired in previous teaching and research experience, and form their readiness for creativity. Comprehensive use of theoretical knowledge gained in the educational process, the acquisition of practical skills, qualifications and professional experience in the field of philology, as well as the development of best practices. Formation of the flexibility of pedagogical thinking, creativity, analysis of pedagogical phenomena, facts. | 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Phonetics system of the Kazakh Language | PD | HsC | The history of Kazakh Writing | Future teachers develop the formation of Kazakh writing, deepening the understanding of sound-sign, sound-letter, letter-sign communication, as well as knowledge of the history of Kazakh writing. They conduct a theoretical analysis of the former and modern forms of the Kazakh alphabet. Future teachers learn to provide their students with information about the formation of Kazakh writing and explain and analyze the historical stages of the development of Kazakh writing. | 6 |  |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |
| PD | HsC | Spelling and Punctuation of the Kazakh Language | Future teachers conduct theoretical differentiation of the rules of writing and linguistics of words of the Kazakh language. They learn to master the spelling rules and the theory of punctuation marks of the Kazakh language. | 5 |  |  |  |  |  |  |  |  | *v* |  |  |  |  |  |  |  |
| PD | HsC | Kazakh Metalanguage and the Basics of Academic Writing | Future teachers study the basics of academic writing, its rules and types, structure, principles and methods. | 5 |  |  |  |  | *v* | *v* |  |  |  |  |  |  |  |  |  |  |
| PD | HsC | Phonetics of the Kazakh Language and the Basics of Learning | During the course, future teachers study the basics of correct oral and written speech by mastering the phonological and phonetic theoretical foundations of the language, the peculiarities of the phonetics of the Kazakh language, sound formation, the nature of linguistic patterns. Trainee teachers master the phonetic and phonological features of the language, its laws, and the formation of skills for using phonetic analysis in their professional activities. | 5 |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |
| 10 | History of Kazakh Literature and Methodical Fundamentals of Teaching | PD | HsC | Kazakh Folklore and the Basics of its Teaching | Future teachers study the social significance and features of folklore, folklore and written literature, types of folk literature. They learn to form students'' understanding of the nature and origin, distribution, preservation of the heritage of Kazakh folklore, as well as the classification of genres. Future teachers learn to form students'' ability to analyze and expand their worldview through folklore. They learn to teach their students to analyze theoretical knowledge about the origin of Kazakh folklore, genre features, collect information, understand and interpret various texts. | 4 |  |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |
| PD | HsC | Literature of the Ancient and Khan Eras and the System of Education | Future teachers study the content of literature common to the Turkic-speaking peoples and the literature of the Kazakh Khanate, the works of scientists who studied the literature of this period. They determine the place of ancient literary relics in Kazakh literature, understand the influence of the ancient Turkic world and the heritage of the Khan era on the spiritual development of students, on the formation of their socio-political and social views. They can give full-fledged theoretical knowledge to students on the history of Kazakh literature of the ancient and Han eras, the content of the works of outstanding representatives, explaining the basics of literature of this era and involving students in their own research. Future teachers demonstrate the basics of national literature in the process of teaching. | 5 |  |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |
| PD | HsC | Kazakh Literature and Teaching System of the XIX-early XX Centuries | Future teachers study the development and stages of literature of the XIX and early XX centuries and the biographies of outstanding writers of this period. In order to be able to understand and explain the importance of the course, they will get acquainted with creative searches, basic research and notes about them. They also study the development of literary genres, translations, literary criticism and prose. They learn to show students the influence of historical and social conditions of the XIX-early XX centuries on literary trends. They consider the thematic foundations of the work of poets and writers, the continuity of eras, the continuity of traditions and ways to explain it in the educational system. | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |
| PD | HsC | Kazakh Literature in the Years of Independence and the Education System | Future teachers study the development of Kazakh literature during the years of independence, the deepening of the national character in Kazakh poetry, the theme of independence in the work of poets. Also, in the course of the analysis, works written at the turn of the XX-XXI centuries are studied in connection with public opinion. They conduct scientific and theoretical analysis, explanatory work on the literary process and artistic creativity of the years of independence, discuss ways of artistic and aesthetic development. Future teachers will learn to teach students to understand the influence of literature of that period on their spiritual development, the formation of socio-political, social views. | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |
| PD | HsC | Modern Kazakh Literature and Teaching System | Future teachers analyze the direction and content of modern Kazakh literature. They introduce their students to the work of modern poets and writers, learn to understand the ideological and artistic features of their works. | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |
| PD | HsC | Theory of Literature | Future teachers study methods of analysis and examination of a work of art, mastering the basics of theoretical concepts in literature. They demonstrate the theoretical foundations of the field of literature necessary for a teacher of the Kazakh language at school. They also get acquainted with the definition of the literary process, genera and types of literature, artistic techniques, trends and trends. Future teachers study the features of fiction as art, its ideological essence and social nature, the laws of development and the principles of the analysis of a work of art. They learn to master theoretical concepts and categories in literary studies. They also learn to master the methods of analyzing any type of text and teach students to recognize the aesthetic nature of a work of art. | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* | *v* |  |
| PD | HsC | Theory and Technology of Teaching Kazakh Literature | Trainee teachers get acquainted and analyze methods and technologies of teaching literature, as well as ways of their application. They demonstrate them in practice and give an explanation and analysis of the selected methods and types of technologies for teaching Kazakh literature. | 4 |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |  |
| PD | HsC | World Literature and Education System | Future teachers study the patterns of development of world literature, artistic features of works through the prism of social characteristics of the world. Thanks to the study of world literature, the worldview of future teachers is expanding. They learn to master the main directions of world literature through the analysis of literary works. They analyze and compare the connections and features of world literature and Kazakh literature. They also analyze the connection of the artistic significance of works with the social situation in modern culture. Future teachers learn to explain to their students the laws of the development of world literature and understand the significance and specifics of teaching works of world literature within the school curriculum. | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* | *v* |  |
| PD | EC | Hermeneutical Analysis of a Work of Art | Teachers preparing for work study the concept of hermeneutical analysis of a literary text and methods of analysis. They analyze historical and literary texts and teach methods of their analysis. | 4 |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  | *v* |
| PD | EC | The Theory of Nomination and the Basics of Writing a Text | Future teachers study the basics of nomination and text composition and learn to use them in their professional activities. They explain the ways in which nominations appear in the language. They study the composition of the text as an indicator of the ideal representation of thematic thought |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  | *v* |
| PD | EC | Language Space and Ecology of the Kazakh Language | Future teachers are studying ways to preserve and expand the use of the Kazakh language. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* |
| 11 | Lexicological System of the Kazakh Language | PD | HsC | Lexicology of the Kazakh Language and the Basics of Teaching | Future teachers get acquainted with the theoretical features of the vocabulary of the Kazakh language and the methods of correct use of each word in literary, literate speech, teach them the structure of the word, vocabulary, meaning in theory and in practice. They understand the role of the vocabulary and structure of the Kazakh language, phraseology, the meaning of words in literate, literary and cultural speech, can explain the literary, official, scientific use of words in the form of speech. | 4 |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |  |  |
| PD | HsC | Text and Linguoculturological Analysis | Future teachers study the scientific and theoretical concept of the text and expand their understanding. They study the text, explain the basic theory and linguistic and cultural analysis of the text. They demonstrate the methods of linguistic and cultural analysis of the text and explain the meaning of linguistic and cultural analysis. | 5 |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  | *v* |
| PD | HsC | Fundamentals of Functional Literacy and Learning | Future teachers preparing to work at school learn to identify and systematize the general linguistic knowledge and understanding of the logical analysis of students in each school from the point of view of reading literacy. They conduct practical linguistic analysis and form logical and grammatical literacy skills, as well as improve reading literacy | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | *v* |
| PD | HsC | Word Formation of the Kazakh Language and the Basics of Learning | Future teachers learn to teach the theory of word formation, concepts and units of word formation, synchronous and diachronic types of word formation analysis. They learn to show the ways of word formation and word-formation techniques and develop their knowledge about the word-formation character of the words of the Kazakh language, as well as about the functions of word-formation units and word-formation techniques. | 5 |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |
| 12 | Grammatical System of the Kazakh Language and the Basics of Learning | PD | HsC | Historical Grammar of the Kazakh Language | Future teachers learn to explain to their students the historical foundations and grammar of the Kazakh language with the help of scientific and theoretical concepts. | 4 |  |  |  |  |  |  |  |  |  |  | *v* | *v* |  |  |  |  |
| PD | HsC | Morphology of the Kazakh Language and the Basics of Learning | Future teachers study morphological categories in the Kazakh language and learn to teach the word transformation system of the Kazakh language. They learn to give knowledge about grammatical categories in the Kazakh language. They also develop their understanding of grammatical concepts. | 5 |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |  |  |
| PD | HsC | The Syntax of the Kazakh Language and the Basics of Learning | Future teachers can explain the features of the structure of phrases and sentences of the Kazakh language, signs, syntax theory. They study the theoretical foundations of the structure, types of phrases and sentences in the Kazakh language and the importance of this subject in terms of the correct transmission of thought. They also study the signs and functions of the types of phrases and sentences in the Kazakh language. Future teachers learn how to train students to analyze sentence types. | 8 |  |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |
| PD | HsC | Comparative Grammar | Future teachers learn to teach representatives of other nationalities, demonstrate language features and use them in language teaching, comparing the grammar of the Kazakh-Russian language. | 5 |  |  |  |  |  |  |  |  |  |  | *v* |  |  |  |  |  |
| PD | HsC | Theory and Technology of Teaching the Kazakh Language | Future teachers develop their own ways of teaching the Kazakh language through a demonstration of teaching technology and an explanation of its theoretical foundations. They learn to consider and analyze the theory and technology of teaching the Kazakh language at school, as well as explain the methods and technologies of teaching the Kazakh language. Explain the basics of the theory and technology of teaching the Kazakh language. | 4 |  |  |  |  |  |  |  | *v* |  |  |  |  |  |  |  |  |
| PD | HsC | Templates of Lessons in the Kazakh Language and Literature | Future teachers demonstrate the theoretical foundations of the Kazakh language and literature and learn the correct and effective use and application of methods and techniques of teaching the Kazakh language and literature in practice | 5 |  |  |  |  |  |  |  | *v* |  |  |  |  |  |  |  |  |
|  | Module of Final Certification |  |  | Writing and Defendinig a Thesis, a Graduate Work, or Preparing and Passing a Comprehensive Exam | Purpose: To deepen and consolidate the theoretical knowledge of students, develop creative and solid experience in practical action, analyze phenomena, situations, events of social life, determine the consequences and connections between them.Contents: Knowledge of the theoretical foundations of linguistics and literary criticism. The ability to substantiate the relevance, theoretical and practical significance of the topic of the diploma; conduct experimental research work related to the topic of the diploma, taking into account real environmental conditions; processing of experimental results. The ability to draw up a plan, collect materials, conduct a survey, work with material obtained in the course of practice: analysis Be able to concretize the research methods of research work and draw conclusions in accordance with the purpose of the practice. |  |  |  |  |  |  |  |  | *v* |  |  |  |  |  |  |  |  |

**5. SUMMARY TABLE REFLECTING THE VOLUME OF DISBURSED LOANS BY EP MODULES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course of training | Semester | Amount of the mastered modules | Amount of the studied disciplines  | Amount of KZ credits | Total in hours | Total KZ credits | Amount |
| Compulsory component | University component | Optional component | Theoretical training | Physical education | Training practice | Production practice | Pre-diploma practice | Final attestation | exam | D.Сr.t |
| 1 | 1 | 5 | 4 | 3 |  | 28 | 2 |  |  |  |  | 900 | 30 | 6 | 1 |
| 2 | 5 | 4 | 2 | 1 | 27 | 2 | 1 |  |  |  | 900 | 30 | 5 | 3 |
| 2 | 3 | 4 | 1 | 6 |  | 28 | 2 |  |  |  |  | 900 | 30 | 6 | 1 |
| 4 | 7 | 3 | 4 |  | 26 | 2 |  | 2 |  |  | 900 | 30 | 6 | 2 |
| 3 | 5 | 5 | 1 | 6 |  | 30 |  |  |  |  |  | 900 | 30 | 6 | 1 |
| 6 | 5 |  | 5 |  | 24 |  |  | 6 |  |  | 900 | 30 | 5 | 1 |
| 4 | 7 | 4 |  | 5 | 1 | 33 |  |  |  |  |  | 990 | 33 | 6 |  |
| 8 | 2 |  | 1 |  | 4 |  |  | 15 |  | 8 | 810 | 27 |  | 2 |
| **Total** | **37** | **13** | **32** | **2** | **200** | **8** | **1** | **23** |  | **8** | **7200** | **240** | **40** | **11** |

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

|  |  |
| --- | --- |
| **Learning strategies** | Student–centered learning: The student is the center of teaching/learning and an active participant in the learning and decision-making process.Practice-oriented training: orientation to the development of practical skills. |
| **Teaching methods** | Conducting lectures, seminars, various types of practices with:• the use of innovative technologies:• problem-based learning;• case study;• work in a group and creative groups;• discussions and dialogues, intellectual games, olympiads, quizzes;• reflection methods, projects, benchmarking;• Bloom's taxonomies;• presentations;• rational and creative use of information sources:• multimedia training programs;• electronic textbooks;• digital resources. • machine learning methodsOrganization of independent work of students, individual consultations. |
| **Monitoring and evaluation of the achievability of learning outcomes** | Current control on each topic of the discipline, control of knowledge in classroom and extracurricular classes (according to syllabus). Assessment forms:• survey in the classroom;• testing on the topics of the academic discipline;• control works;• protection of independent creative works;• discussions;• trainings;• colloquiums;• essays, etc.Boundary control at least twice during one academic period within the framework of one academic discipline.Intermediate certification is carried out in accordance with the working curriculum, academic calendar.Forms of conducting:• exam in the form of testing;• oral examination;• written exam;• combined exam;• project defense;• protection of practice reports.Final state certification. |

**7. EDUCATIONAL AND RESOURCE SUPPORT FOR EP**

|  |  |
| --- | --- |
| **Information Resource Center** | The information and educational center includes 6 subscriptions, 16 reading rooms, 2 electronic resource centers (ERC). The basis of the IEC network infrastructure consists of 180 computers connected to the Internet, 110 automated workstations, 6 interactive whiteboards, 2 video consoles, 1 video conferencing system, 3 A4 scanners, an autonomous server with MS Windows AIBS IRBIS-64 software (6-modular basic kit).7 days a week, 24 hours on-line library fund http://lib.ukgu .kz is available to users on the website and is listed in the electronic catalog. Thematic databases have been created: "Almamater", "Works of scientific readers", "Electronic Archive". Online 24/7 http://articles.ukgu.kz/ru/pps available from any device via the link.Catalogs are processed electronically. The EC consists of 9 databases: "Books", "Articles", "Periodicals", "Proceedings of the teaching staff of the SKU", "Rare books", "Electronic Fund", "SKU in print", "Readers" and "SKU".For its users, the IEC offers 3 options for access to electronic information resources: from the electronic catalog terminals in the catalog hall and departments of the IOC; the university information network for faculties and departments; remote access to electronic information resources of the library via http://lib.ukgu.kz/web-сайты.Access to international and national resources: «SprіngerLink», «Полпред», «Web of Science», «ЕВЅСО», «Эпиграф», electronic versions of open access scientific journals, "Зан", "Republican Interuniversity Electronic Library of the Russian Academy of Sciences", "Literature", digital library "Аknurpress", "Smart-kitar", "Kitar.kz", etc.The IEC is designed for students with special needs and disabilities, the library's website is adapted to the work of visually impaired users. |
| **Material and technical base** | Students of the specialty "6B01710-Kazakh language and literature" (IP) study in the academic building No.8, located at T. Tazhibaeva Street, 2. The total area of the academic building is 9506.2 sq.m. useful area - 5627.2 sq.m, lecture halls - 3 (No.201 - 125.82 sq.m, No.301 - 124.70 sq.m, No.10 - 57.37 sq.m.), practical, seminar rooms classes - 6 (No. 206 - 31.72 sq.m., No. 207 - 14.76 sq.m., No. 407-31.08 sq.m., No. 314-33.32 sq.m., No. 104 - 35.50 sq.m., No. 106 - 50.12 sq.m., multimedia hall 2 (No. 407 -31.08 sq.m, No. 206 -31.72 sq.m), computer classes - 2 (No. 106 - 50.12 sq.m.) meters, No. 409 - 32.14 sq.m, ERK-118.8 sq.m). |

