

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



**Educational program**

6B01704 Foreign language (IP)

Registration Number	6B01700313
Code and Classification of Education	6B01 Pedagogical sciences
Code and Classification of Areas of Training	6B017-Teacher training in languages and literature
Group of educational programs (EP)	Foreign language teacher training
Type of EP	Innovative
ISCE level	6
NQF level	6
IQF level	6
Language learning	Kazakh, Russian, English
The complexity of EP	240 credits
Distinctive features of EP	-
Partner University (JEP) -	-
University artner (DDEP) -	-

Developers:

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The educational program was considered at a meeting of the Academic Quality Committee of the "Philology" faculty, Minutes № 4 « 17 » 03 2025y.

Chairman of the Committee Shakenova M.T.

The EP was considered and recommended for approval at Educational-methodical meeting of M. Auezov SKU  
Minutes № 4 « 18 » 03 2025y.

Chairman of the UMS E. Imangaliyev

The EP was approved by the decision of the Academic Council of the University  
Minutes № 10 « 27 » 03 2025y.

The educational program has been updated taking into account the new model of inclusive education and coordinated with the Shymkent City Education Department.  
Director of the Methodological Center  
Department of Education of Shymkent: \_\_\_\_\_ A.U. Tursynova

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## 1. CONCEPT OF THE EDUCATIONAL PROGRAM

<b>Mission of the University</b>	Generating new competencies, training a leader who translates research thinking and culture.
<b>University Values</b>	<ul style="list-style-type: none"> <li>– Openness - open to change, innovation and cooperation.</li> <li>– Creativity - generates ideas, develops them and turns them into values</li> <li>– Academic freedom - free to choose, develop and act.</li> <li>– Partnership - creates trust and support in a relationship where everyone wins.</li> <li>– Social responsibility - ready to fulfill obligations, make decisions and be responsible for their results.</li> </ul>
<b>Graduate Model</b>	<ul style="list-style-type: none"> <li>– Deep subject knowledge, their application and continuous expansion in professional activity</li> <li>– Information and digital literacy and mobility</li> <li>– Research skills, creativity and emotional intelligence</li> <li>– Entrepreneurship, independence and responsibility for their activities and well-being</li> <li>– Global and national citizenship, tolerance to cultures and languages</li> </ul>
<b>The uniqueness of the educational program</b>	<ul style="list-style-type: none"> <li>• Orientation to the regional labor market and social order through the formation of professional competencies of the graduate, adjusted to the requirements of stakeholders</li> <li>• Practical orientation and emphasis on the development of critical thinking and entrepreneurship, the formation of a wide range of skills that will allow to be functionally literate and competitive in any life situation and be in demand in the labor market</li> </ul>
<b>Academic Integrity and Ethics Policy</b>	<p>The university has taken measures to maintain academic integrity and academic freedom, protection from any type of intolerance and discrimination:</p> <ul style="list-style-type: none"> <li>• Rules of academic integrity (order No. 212 of October 10, 2022);</li> <li>• Anti-corruption standard (order No. 8 n/a dated 08/01/2025).</li> <li>• Code of Ethics (Order No. 212 of October 10, 2022)</li> </ul>
<b>Regulatory and legal framework for the development of EP</b>	<ol style="list-style-type: none"> <li>1. Law of the Republic of Kazakhstan “On Education”;</li> <li>2. «Model Rules for the Activities of Organisations of Higher and Postgraduate Education», approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated June 24, 2024. No. 307;</li> <li>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 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 26, 2024. No. 372;</li> <li>4. State mandatory standards for higher and postgraduate education, approved by order of the Ministry of Education and Science of July 20, 2022 No. 2 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated March 04, 2025. No. 90;</li> <li>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 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated April 29, 2024. No. 203;</li> <li>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 December 30, 2020 No. 553 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated June 20, 2024. No. 207;</li> <li>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</li> </ol>

	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 н/к
<b>Organization of the educational process</b>	<ul style="list-style-type: none"> <li>– Implementation of the principles of the Bologna Process</li> <li>– Student-centered learning</li> <li>– Availability</li> <li>Inclusivity</li> </ul>
<b>Quality assurance of EP</b>	<ul style="list-style-type: none"> <li>– Internal quality assurance system</li> <li>– Involvement of stakeholders in the development of the EP and its evaluation</li> <li>– Systematic monitoring</li> <li>Updating the content (updating)</li> </ul>
<b>Requirements for applicants</b>	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 as reworded by order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 26, 2024. No. 372
<b>Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs (SSN)</b>	<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 <a href="http://lib.ukgu.kz/">http://lib.ukgu.kz/</a> 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

<b>Aim of the EP</b>	Training of a teacher of two foreign languages and literature for all types of regional schools with the knowledge of the methodology of teaching 1 and 2 foreign languages, the organization of the educational process based on foreign language teaching technologies (STEM, CLIL, project-communicative approach, critical thinking development technology, etc.)
<b>Tasks of the EP</b>	<ul style="list-style-type: none"> <li>• Formation of socially responsible behavior in society, understanding the importance of professional ethical standards and following these standards;</li> <li>• Providing basic bachelor's training, which allows continuing education throughout life, successfully adapting to changing conditions throughout their professional career;</li> <li>• Providing conditions for acquiring a high general intellectual level of development, mastery of a competent and developed speech, a culture of thinking and skills of the scientific organization of labor in the field of foreign philology;</li> <li>• Creation of conditions for intellectual, physical, spiritual, aesthetic development to ensure the possibility of their employment in the specialty or to continue training at subsequent levels of training;</li> <li>• Creating conditions for the formation of in-demand knowledge and skills, a conscious attitude towards improving the well-being of the population and protecting the planet in the context of the SDGs</li> </ul>
<b>Harmonization of EP</b>	<ul style="list-style-type: none"> <li>• 6th level of the National Qualifications Framework of the Republic of Kazakhstan;</li> <li>• Dublin descriptors of the 6th level of qualification;</li> <li>• 1 cycle of a Framework for Qualification of the European Higher Education Area);</li> <li>• 6<sup>th</sup> Level of European Qualification Framework for Lifelong Learning).</li> </ul>
<b>Connection of the EP with the professional sphere</b>	Professional standard "Teacher", approved by the order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500. Professional standards for "Teachers of educational organizations", approved by the Order of the Minister of Enlightenment of the Republic of Kazakhstan dated February 24, 2025, No. 31
<b>Name of the degree awarded</b>	After successful completion of this EP, the graduate is awarded the degree: Bachelor of Education of the EP " <u>6B01704 Foreign language (IP)</u> ".
<b>List of qualifications and positions</b>	Teacher in organizations of preschool education and training, primary, primary and specialized schools; in specialized schools; in secondary technical and professional educational organizations 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 the order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated December 30, 2020 No. 553.
<b>Field of professional activity</b>	<ul style="list-style-type: none"> <li>• administrative and managerial sphere;</li> <li>• education and science;</li> <li>• the sphere of culture and intercultural communication;</li> <li>• the sphere of international relations;</li> <li>• the sphere of publishing;</li> <li>• the sphere of mass media;</li> <li>• information and analytical sphere.</li> </ul>
<b>Objects of professional activity</b>	The objects of professional activity of graduates are educational organizations of continuous and continuous foreign language education: <ul style="list-style-type: none"> <li>- organization of preschool education and training</li> <li>- primary, primary and specialized schools;</li> <li>- specialized school;</li> <li>- secondary technical and professional educational organizations</li> </ul>
<b>Subjects of professional activity</b>	<ul style="list-style-type: none"> <li>- organization of the educational process in the basic basic foreign language;</li> <li>- organization of the educational process in a professionally oriented foreign language;</li> <li>- organization of the language learning process for academic purposes;</li> <li>- organization of the educational process in the second foreign language</li> </ul>
<b>Types of professional activity</b>	<ul style="list-style-type: none"> <li>- educational;</li> <li>- methodical;</li> <li>- research;</li> <li>- social and communicative.</li> </ul>

<p><b>Learning outcomes</b></p>	<p>LO1 To conduct professional communication in oral and written form in native and foreign languages, to work with professional texts in a foreign language; to carry out dialogic interaction between representatives of different cultures in the conditions of international or intercultural communication; to apply various ways and methods of organizing reproductive and productive types of speech activity to organize teamwork and manage experimental activities;</p> <p>LO 2 To master the basics of oral and written communication in a foreign language within the topics studied in the course, in accordance with the level of C1, C2 proficiency and with the sphere and situation of communication; to apply knowledge and skills in the field of grammar, vocabulary, style to the extent required by the international exams IELTS and TOEFL, TestDaF, DELF, TOPIK, etc;</p> <p>LO 3 To implement pedagogical research as a reflective practice;</p> <p>LO 4 To competently build both oral and written argumentation of a problematic topic in the form of monologue, dialogic speech, in a debatable form of information exchange in accordance with the B1, B2 level of proficiency in the first and second foreign languages; to correctly and appropriately use lexical and grammatical constructions containing specific vocabulary on the topics presented in the program;</p> <p>LO 5 Uses IT technologies, Web resources and innovative approaches in organizing, conducting assessment, monitoring the results of students' academic achievements, as well as compiling control and measurement materials on English language assessment both offline and online environments; organize teacher-student interaction based on a student-centered approach using critical thinking and reflection;</p> <p>LO 6 To use media content in a foreign language for professional purposes; applies the principles of intercultural communication and knowledge in the field of foreign literature;</p> <p>LO 7 To interpret knowledge and understanding in individual and age differences of children;</p> <p>LO 8 To integrate the theoretical basic knowledge of the studied foreign languages into the professional sphere; to carry out intercultural communication, taking into account the national and cultural specifics of the language being studied in accordance with the requirements of the international standard for foreign language proficiency, which corresponds to levels;</p> <p>LO 9 To find and use interdisciplinary knowledge for professional development, as well as for solving research and practical tasks in the framework of teaching foreign languages and literature;</p> <p>LO 10 To be able to freely operate with concepts and categories in the field of linguistics in the process of carrying out professional activities;</p> <p>LO 11 To apply linguistic means depending on the content of speech, the context of communication, the purpose of the statement, taking into account stylistic norms; to conduct a comparative typological analysis of the language material, taking into account the comparison of the systems of native and foreign languages in order to prevent common mistakes in teaching a foreign language; to organize the reflective, creative activity of students in foreign language lessons, taking into account the educational needs and knowledge of native and foreign languages by students;</p> <p>LO 12 To carry out the educational process and evaluate the educational achievements of students using modern methods, means and forms of teaching foreign languages, applying IT technologies and Artificial Intelligence, taking into account the age characteristics of students; conducting research work in the field of teaching languages; carries out a comparative analysis of various linguodidactic systems, approaches, principles, content, teaching technologies, such as STEM, CLIL;</p>
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### 3. COMPETENCIES OF THE GRADUATE OF THE EDUCATIONAL PROGRAM

<b>GENERAL COMPETENCIES (SOFT SKILLS).</b> Behavioral skills and personality traits	
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	SS 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	SS 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. SS 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 academic competencies	SS 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. SS 5.2. The ability for socio-cultural development based on the manifestation of citizenship and morality. SS 5.3. The ability to build a personal educational trajectory throughout life for self-development, career growth and professional success. SS 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. Entrepreneurial competence	SS 6.1. The ability to be creative and entrepreneurial in a variety of environments. SS 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 ability to express yourself	SS 7.1. The ability to show worldview, civil and moral positions. SS 7.2. The ability to be tolerant of the traditions and culture of other peoples of the world, to have high spiritual qualities.
<b>PROFESSIONAL COMPETENCIES (HARDSKILLS)</b>	
Theoretical knowledge and practical skills specific to this area	HS 1. The ability to demonstrate knowledge of the main provisions and concepts in the field of theory and history of the language and literature being studied, communication theory, philological analysis and text interpretation, understanding of the history, current state and prospects for the development of philology.
	HS 2. The ability to apply the acquired knowledge in the field of theory and history of the main language and literature studied, communication theory, philological analysis and text interpretation in their own research activities.
	HS 3. The ability to conduct classes and extracurricular activities in language and literature in general educational institutions and educational institutions of secondary vocational education.
	HS 4. The ability to master the skills of translating various types of texts (mainly scientific and journalistic, as well as documents) from foreign languages and into foreign languages, annotating and summarizing documents, scientific papers and works of art in foreign languages.
	HS 5. The ability to master the skills of participating in the development and implementation of various types of projects in educational and cultural institutions, in the socio-pedagogical, humanitarian, organizational, book publishing, mass media and communication spheres.
	HS 6. The ability to organize an independent professional labor process, has the skills to work in professional teams, is able to provide the work of these teams with appropriate materials for all of the above types of professional activities.

**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	LO13
GC1	+								+				
GC2		+	+				+					+	
GC3		+	+										
GC4		+											+
GC5		+									+		
GC6		+											
GC7		+						+			+		
PC1				+	+	+			+			+	
PC2				+	+	+		+			+		
PC3			+				+			+			+
PC4	+			+		+		+	+				
PC5			+		+	+	+		+			+	
PC6							+			+	+		+

#### 4. MATRIX OF INFLUENCE OF MODULES AND DISCIPLINES ON THE FORMATION OF LEARNING OUTCOMES AND INFORMATION ON LABOR INTENSITY

№	The name of modules	Cycle	Component	The name of disciplines	Discipline Summary	Number of credits	Формируемые РО (коды)													
							LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12		
1	Historical and Philosophical Competencies	GED	OC	History of Kazakhstan	<p>The aim: 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.</p> <p>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.</p>	5												v	v	
2		GED	OC	Philosophy	<p>The aim: 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.</p> <p>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. "Mangilik El" and "Modernization of Public Consciousness" are a new Kazakhstan philosophy.</p>	5														v

3	Socio-Political Knowledge	GED	OC	Social and Political Studies	The aim: 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		
4		GED	OC	Cultural Studies and Psychology	The aim: 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	
5	The Basis of Social and Physical Development	GED	EC	Ecosystem and Law	The aim: Formation of integrated knowledge in the field of economics, law, anti-corruption culture, ecology and life safety, entrepreneurship, scientific research methods. Contents: Fundamentals of safe human-nature interaction, ecosystem and biosphere productivity. The entrepreneurial activity of society 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 compliance of Kazakhstan's law,	5												v		

				obligations and guarantees of subjects, state regulation of public relations to ensure social progress. Application of scientific research methods.															
6			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. 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.</p>													v		
7	BD	EC	Abay Studies	<p>The aim: based on the creativity of A.Kunanbayev, the preservation of the «national code» and in the project «Kazakhstan»</p> <p>Contents: 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.Aueyzoa «The Way of Abai». K. Tokayev «Abai and Kazakhstan in the XXI century», role, significance.</p>	3														v
8			Mukhtar Studies	<p>The aim: 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.</p> <p>Contents: The life and creative path of M. Auezov Semipalatinsk, Tashkent, St. Petersburg periods. M. Auezov's activity in the magazines «Sholpan», «Abai».</p>															v

				M. Aueзов's journalism. An artistic review of the short stories "Korgansyzydyn 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".																	
9			Foundations of Anticorruption Culture	The aim: Formation of an anti-corruption worldview, strong moral foundations of a personality, civic position, stable skills of anti-corruption behavior. Contents: 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.																	v
10			Basics of artificial intelligence	Aim: 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. 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.																	v
11		GED	OC	Physical Training	The aim: 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.	8	v														

				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.														
12	Instrumental and Communicative Module	GED	OC	Kazakh (Russian) language	The aim: 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 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.	10	v					v						
13		GED	OC	Foreign language	The aim: 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 competence Contents. 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						
14		GED	OC	Information and Communication	Aim: formation of the ability to critically evaluate and analyze processes, methods of searching, storing and	5	v					v						

				Technologies	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.														
15	Basics of Psychological and Pedagogical Preparation	BD	HsC	Psychology, Interaction and Communication in Education	Aim: The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics; Area of competence for interaction. Future teachers have knowledge about modern psychological theories and models, as well as about the functioning of personality and its individual properties. They can apply this knowledge in their teaching activities in various educational contexts. Future teachers contribute to the beneficial development of students by facilitating dialogue, interaction and communication in the educational process. They are able to communicate, interact, and collaborate with students' families, as well as through various other types of partnerships, and create new relationships suitable for the development of their own teaching activities.	5		v									v		
16				Psychological and Pedagogical Assessment (Pedagogical Practice 2nd year)	The aim: Formation of professional competencies of future teachers in the design, construction and organization of educational work at school. Content: The essence and features of the educational process, educational work, education systems of the school and class. Functions and content of the classroom teacher's activity. Skills in planning educational work at school and in the classroom, organization of a classroom team and individual educational work with students. Skills of pedagogical support, work with difficult and gifted children, methods of cooperation with parents of students. career guidance work with students. Methods of diagnostics of the effectiveness of educational work.	2			v	v				v				v	
17		BD	HsC	Educational Science and key theories of	The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the	3		v										v	

	Support For Students As Individuals			learning	field of pedagogy and didactics. Future teachers study the 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, future teachers can make appropriate pedagogical choices for various learning situations.														
18		BD	HsC	Age and Physiological Features of the Development of Children	The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics. Future teachers are familiar with the formation of the psyche, its functioning and patterns of development. Future teachers can monitor the development of their students and, accordingly, plan and implement age-appropriate learning processes, taking into account the individual needs of students. Future teachers act creatively and adequately in various situations and support the learning and well-being of students.	1			v	v									
19		BD	HsC	Inclusive Educational Environment	The aim: Familiarization with modern world and domestic theories of inclusive education, the formation of future teachers' professional competencies in the design and organization of inclusive education. Content: Social significance and features of inclusive education. Patterns, principles and models of inclusive education, regulatory 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.	4							v		v				
20		BD	HSC	Teaching planning and Individualization of learning	The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics. Future teachers are familiar with the educational program in their field of teaching, as well as with the guiding pedagogical principles and cross-cutting topics of developing a certain level of education, such as entrepreneurship and sustainable development. Future teachers have the skills to individualize teaching, taking into account the diversity of students and the principles of inclusion in the learning process, and the use of teaching technologies based on pedagogical and independent	4										v			

					research.														
21	Teaching and Assessment For Learning	BD		Introduction to the Teaching Profession ( Pedagogical Practice 1st year )	<p>The aim: The development of psychological thinking of students based on the study and assimilation of knowledge of various mental phenomena, taking into account the age characteristics of the development of the human psyche.</p> <p>Content: Introduction to psychology. Conscience. Personality. Activity. Cognitive processes. Psychology of will, emotions, feelings. Temperament. Personality. Abilities. Structure, functions, patterns of the psyche, cognitive processes, conditions, factors, mechanisms of development of the psyche in ontogenesis. Methodological foundations of age psychology, concepts, categories, mechanisms, nature of age transformations. Features, causes and factors, conditions and prospects of positive personality development at different age stages of human psyche development.</p>	4			v										
22		BD	HsC	Teaching Methods and Technologies	<p>The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics. Future teachers have a comprehensive understanding of teaching strategies and methodologies and can apply them in planning, teaching, and evaluation in innovative ways appropriate to specific pedagogical situations, school conditions, and student opportunities. Future teachers are able to create suitable inclusive, physical and online learning environments at different stages of the educational process. Future teachers understand and can apply copyright and data protection rules when planning their teaching materials.</p>	4	v		v										
23		BD	HsC	Assessment and Development	<p>The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the field of pedagogy and didactics. Future teachers 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 involve students in assessment. Future teachers identify, differentiate, and use various assessment technologies, principles, stages, and tools for evaluating their field of knowledge (including formative and summative assessment, self-assessment, and mutual assessment, etc.). They are able to critically</p>	4			v										

					evaluate and analyze their understanding and practices related to assessment, and develop them further.													
24	Teacher as a Reflective Practitioner	PD		Pedagogical Approaches ( Pedagogical Practice 3rd year)	The purpose of this practice is the comprehensive development of future teachers, practical improvement of professional and subject competencies necessary for working as a teacher (preschool teacher, elementary school teacher, subject teacher, assistant class teacher / curator).	3			v			v						v
25		BD	EC	Pedagogical Research	This course provides future teachers with a theoretical foundation 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 show a willingness to promote research-based learning and education, as well as their own continuous development and professional growth.	4							v					
26				Action Research	Purpose: to develop students' competencies as a teacher-researcher, skills of systematic, reflexive, corrective, and analytical research of their own pedagogical practice and activities. Action Research as an informal method of systematic, reflective, analytical research aimed at identifying problematic issues in professional practice. The history of the emergence of the Action Research method in world pedagogy. Contribution to the development of Action Research as research in action by K. Levin, J. Dewey, D. Collier, S. Corey, V. Borg and others. Global practice of Action Research: "research in action", "joint research", "independent research", "study of actions", "contextual research of actions". Kazakh practice of Action Research in education. The leading principles of Action Research are the unity of research and teaching practice, collaboration, synergy and teamwork of research practitioners. The stages of the Action Research method are: problem statement, data collection, planning further actions, implementation of an action plan, data analysis after transformations, reflection. Pedagogical reflection of a teacher-researcher as an analysis and awareness of a teacher's own practical activity in order to analyze and correct it, improve and self-develop. The Action Research method in the practice of a verbal teacher.						v							

27		BD	EC	Research, Development and Innovation	The purpose of this course is to improve the following areas of pedagogical competence: Area of competence for professional development; Area of competence for interaction. In order to maintain 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 a development-oriented mindset and are able to develop, update, and apply innovative learning approaches and technologies in context.	4	v											v	
28				Lesson Study	The aim: To form and improve the understanding of written texts of an academic nature, both educational and research. Familiarization of students with the basic necessary concepts, terms and modern concepts of academic writing. Content: Referencing of journalistic texts: news reports, analytical articles, etc. Abstracting and annotating scientific texts. Types of abstracts. Design of abstracts. Theses. Making a bibliographic list in a foreign language. Academic essay. Scientific work in a foreign language. Abstract of scientific work (master's thesis) in a foreign language.						v								v
29		BD		Research and Innovation in Education (Pedagogical Practice 4th year)	The aim: This practice is aimed at shaping future teachers' attitudes towards the development of their own professional activities and working environment. In addition, the course focuses on developing skills in collaboration, problem solving, and leadership. They deepen their teaching skills and develop research skills as well as practical skills (didactics) according to their specialization. During the internship, future teachers also collect and analyze data, test a hypothesis, or conduct experiments as part of a research plan. They formulate conclusions and explore various forms and channels of dissemination of research results in a professional manner.	8			v				v						v
30		PD	UC	Second foreign language (level A1)	The purpose of studying the course is the formation of communicative competence as the ability and readiness for foreign language communication at the intercultural level. The content of the course is built around basic	3									v				

					topics such as First Contacts, Acquaintance, Profession, Biography, Residence, Clothing and Shopping.															
31	Theoretical and applied aspects of foreign languages/Linguistic module	BD	UC	Introduction into linguistics	The aim of this course is to familiarize pre-service teachers with general theoretical problems, such as the origin of languages, social characteristics of language, language and speech, language and thinking, internal structure of languages, classification of languages of the world, linguistic map of the world. The relevance of the course is aimed at the analysis of typological characteristics of languages with basic concepts and terms of linguistics, theoretical approaches to the language. The course provides pre-service teachers with an overview of linguistic analysis, ranging from the study of the sounds of human speech to the structure and meaning of sentences, language mastering, and all that develops pre-service teachers' common language competence. Pre-service teachers express willingness to participate in foreign oral and written communication activities.	3													v	
32		BD	EC	Intercultural communication and multilingualism	Pre-service teachers investigate the key concepts and theories of intercultural communication, the types, forms, models, and structural components of intercultural communication. Pre-service teachers get familiarized with the norms, rules and styles of intercultural communication, the mental characteristics, and national customs of representatives of different cultures, as well as the linguistic world view of speakers of foreign language.	3	v						v							
33		BD	EC	The theory of multilingualism - language contacts	During the course, pre-service teachers develop the theoretical knowledge of the phenomenon of multilingualism. They analyze modern approaches to the definition of the term, the main elements and characteristics, the role and significance of multilingualism as a component of globalization, the causes, the type of thinking that is formed in individuals who speak several languages, and the influence of cultural values. Pre-service teachers develop their understanding of multilingualism as a sociocultural phenomenon that poses new challenges for the education system. They develop their sociocultural competence in a multicultural space.								v							v
34		BD	EC	Pedagogical aspects of bilingualism	During the course, pre-service teachers develop their knowledge of the theoretical foundations of the															

				formation of a bilingual personality (methodological approaches, principles, means of formation). They also investigate the theoretical and methodological approaches to the study of bilingual education, the characteristics and structural components of bilingual education, and the challenges of bilingualism from the point of view of educational needs. Pre-service teachers analyze the experience of organizing bilingual education abroad, and pedagogical aspects that contribute to the successful development of a foreign language on the basis of bilingualism in the educational process.														
35	PD	UC	Second foreign language (level A2)	The purpose of studying the course is the formation of socially sufficient communicative competence as the ability and readiness for foreign language communication at the intercultural level. The content of the course is based on lexical, grammatical phenomena and patterns of the language being studied; implementation of intercultural communication, i.e. construction of other-speech behavior, taking into account the national and cultural specifics of the societies that speak the language being studied.	3									v				
36			Fundamentals of the theory of foreign languages studied (phonetics, grammar)	At the end of the course, future teachers know the structure of the studied languages as a system and have an idea of phonetic, and grammatical systems. They know the sound structures and articulation of sounds, understand the differences in pronunciation between languages, and know the basic grammatical concepts and sentence structures. They are able to use the available basic knowledge to build adequate communication and demonstrate correct speech behavior corresponding to the norms of the language being studied.	5											v	v	
37	BD	UC	Fundamentals of the theory of foreign languages studied (lexiology, history of language)	At the end of the course, future teachers know the structure of the studied languages as a system and have an idea of the morphological, lexical, graphic, and word-formation system. Students will know the basic principles of lexicology and history of the studied foreign languages, including the structure and development of lexical units in languages, their historical roots, and evolution, which will allow them to more deeply understand and analyze the lexical aspects and historical contexts of these languages. On the basis of studying the functioning of the modern system of the	5											v	v	

				studied foreign language, future teachers form linguistic, linguoculturological, communicative, research, and professional competencies.														
38		BD	EC	Linguistics	Pre-service teachers form their understanding of various styles related to linguistics (speech styles, genre styles, individual author styles), expressive, emotional, and evaluative properties of language. They investigate the main theories of the origin of fiction, the structural division of the text system, the most important concepts of a foreign language text as background knowledge, implications, language levels and variants, discourse, style and genre. Pre-service teachers develop their skills in interpreting the ways of the emergence, development and functioning of languages.	3	v	v										v
39		BD	EC	Functional stylistics	The aim of this course is familiarizing the pre-service teachers with the laws of the functioning of the language in various spheres of speech communication, mastering the basic terminology of stylistics and developing representation of sociolinguistic and pragmatic aspects of various functional styles of the English language at all levels (phonetic, lexical-phraseological, morphological, syntactic units). The relevance of the course is to highlight the main problems of the style of the English language, to use language expressive means correctly. Pre-service teachers develop their knowledge about the functional and style system of the English language, become proficient in linguistic methods of research, and find expressive means in the text and determine their functions.								v					v
40		BD	EC	Functioning of studied foreign languages in various spheres of speech communication	During the course, pre-service teachers form an understanding of modern theories about the relationship between language and culture, the relationship between language and society, the functioning of national languages at the present stage, and the description of specific language situations. Pre-service teachers analyze language policy, language legislation, and language conflicts. They develop their communicative and linguocultural competencies in the professional communication of a foreign language teacher.		v											
41		BD	EC	Interpretation of a foreign text	During the course, pre-service teachers form knowledge of the basic concepts, features, types, ways of using stylistic techniques and techniques used in literary texts, and features of literary discourse. They identify and		v											

					interpret stylistic means and techniques that express the author's main idea and emotional attitude. They also conduct a complete stylistic analysis of a literary text in a foreign language. Pre-service teachers develop their analytical and critical thinking skills when understanding and discussing foreign-language fiction.																
42	Technologies of teaching foreign languages: methodology and linguodidactics	BD	EC	Comparative linguistics	During the course, pre-service teachers develop their knowledge of the basic theories in comparative linguistics, methods and techniques of comparison for the formation of skills for conducting a comparative study of native and foreign languages (comparative phonetics, comparative grammar, lexicology, morphology) in intralingual and interlingual comparison. They are able to use interlingual comparison as one of the effective elements in the choice of educational material, the preparation of tests, taking into account interlingual interference.	3													v		
43		BD	EC	Relative - comparative typology of the languages studied	Pre-service teachers examine the linguistic typology in terms of its structure, history, and basic methods and models of object description. They rely on modern achievements in the field of typological (comparative) description of foreign languages at different levels of the system and can conduct comparative analysis of the studied foreign and native languages to improve their professional level.														v		
44		BD	EC	Linguistic typology	Pre-service teachers understand the relationship of typology with other areas of linguistics and foreign language teaching methods and build their knowledge of the comparative typology of languages (phonological typology, morphological typology, lexical systems, syntactic systems). They apply the methods of typological analysis and types of typological research (universal typology, special, general, particular, classification, etc.). Pre-service teachers develop their ability to identify and consider the most important language characteristics, and to determine the impact of interference at the language levels.														v	v	
45		BD	EC	Strategies for teaching foreign languages	Pre-service teachers investigate the regularities of the organization of the educational process for secondary school students to master a foreign language. They become well-versed in scientifically based approaches when choosing educational strategies and means of teaching foreign languages.	4															v

46		BD	EC	Development of critical thinking and reflection	Pre-service teachers develop their understanding of critical thinking techniques through interactive inclusion of students in the educational process. They make informed decisions, work with information, and analyze different aspects of language phenomena. They also develop their personal qualities such as critical thinking, reflection, communication, creativity, mobility, independence, tolerance, as well as responsibility for their own choices and results of their activities as teachers.						v							
47		BD	EC	Criteria and descriptors for assessing learning achievements	Pre-service teachers develop their understanding of the possibilities and the functions of assessment in the learning process, and the technological foundations of criterion-based assessment in foreign language lessons. They investigate the theoretical provisions of criterion-based assessment (principles, methods, types and forms of assessment), as well as the role of control and assessment of students' learning and cognitive activities in foreign language lessons.	4		v			v							
48		BD	EC	Language assessment in the classroom, stages and tools of assessment	Pre-service teachers explore the technological foundations of the criterion assessment in foreign language lessons and the specifics of the control and regulatory component of the educational process. They also investigate the theoretical provisions of the criterion assessment (principles, methods, types and forms of assessment), as well as the role of monitoring and evaluation of educational and cognitive activity of students in foreign language lessons.						v							
49		BD	EC	Technologies of criterion assessment	During the course, pre-service teachers familiarize themselves with the technology of criteria-based evaluation of competence outcomes. They form a creative approach to the organization of quality control of learning, and develop their professional skills related to setting goals and selecting the content of the material to test students' language knowledge. They also choose methods, forms, and means of evaluating learning of foreign languages, and to develop test tasks by using information technologies and global methodological and pedagogical experience. During the course, pre-service teachers form their personal self-improvement and develop their psychological, pedagogical, methodological competences as teachers.						v							

50		PD	UC	Methodology of teaching 1 foreign language	It is studied in order to form the professional competence of a foreign language teacher. As a result of mastering the course, the student should know: current trends in the development of methodology, content, and structure of the foreign language teaching system, methods of formation and development of foreign language communicative competencies, qualification requirements for a foreign language teacher; be able to: use modern technologies in teaching foreign languages, apply methods and techniques of teaching a foreign language, analyze pedagogical activity, plan and conduct classes and extracurricular activities in a foreign language.	4					v								v
51		PD	UC	Linguodidactics of teaching 1 foreign language	It is studied in order to form the professional competence of future teachers of a foreign language. Upon completion of the course, students should have the following knowledge and skills: understanding of linguistic aspects of the language; current trends in the development of linguodidactics, the structure and content of the foreign language teaching system, methods of formation and development of communication skills in a foreign language, as well as qualification requirements for foreign language teachers; be able to apply modern educational technologies, use a variety of methods of teaching a foreign language, the ability to conduct research in the field of teaching a foreign language, including research on the effectiveness of teaching methods and the development of new educational materials.	4					v								v
52		PD	UC	Methodology of teaching 2 foreign language	At the end of the course, students analyze the main provisions of the methodology of the second foreign language and work out the methodology of teaching a second foreign language. They study the peculiarities of the processes of mastering a second foreign language.	3					v								v
53		PD	UC	Linguodidactics of teaching 2 foreign language	Upon completion of the course, students and future teachers analyze the main provisions of the linguodidactics of a second foreign language; Students understand how a second foreign language adapts to different contexts and societies and know the specifics of the processes of mastering a second foreign language in order to adapt their approach to teaching to the specific community and cultural characteristics in which they work.	4					v								v



57	Foreign languages, culture, communication	BD	UC	Practical phonetics and listening in a first foreign language	Pre-service teachers distinguish and understand native speakers, including in sound recordings; explore various practical applications of theoretical phonetic knowledge, such as in teaching pronunciation in a foreign language, reading, and writing according to B1/B2 levels of instruction.	4		v											v	
58		BD	EC	Linguistic and country studies	During the course, pre-service teachers select and present information on the national and cultural specificity of speech communication in the learning process to ensure the communicative competence of foreign language learners. They build their understanding of the economic, socio-political, historical, geographical, and other knowledge related to the content and form of speech communication of a given foreign language. To ensure the educational and pedagogical objectives of learning, pre-service teachers include the provision of communication needs implemented in the foreign language learning process.	3	v					v								
59		BD	EC	Cultural diversity of the countries of the languages studied	Pre-service teachers analyze the characteristic linguistic and cultural features and national-cultural specifics of speech communication of the countries of the studied languages. They investigate the history, geography, socio-political life, state structure, economy, as well as traditions and customs of the country of the studied language.								v							
60		BD	UC	Main foreign language (level B1)	Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language on the level B1. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B1 level. Pre-service teachers also get familiarized with the social and cultural features of the countries of the studied language.	4				V										
61		BD	UC	Main foreign language (level B2)	Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language on the level B2. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B2 level. Pre-service teachers also get familiarized with the social	5				v										

					and cultural features of the countries of the studied language.														
62		PD	UC	Second foreign language (B1 level)	The purpose of the course is the formation of communicative competence. Intercultural and communicative competence is understood as the ability and readiness for foreign language communication at the intercultural level. The content of the course is aimed at developing a culture of communication: the use of a foreign language as a means of communication, education and self-education, an instrument of cooperation and interaction in the modern world.	5				v									
63	Professional Final Module	PD	UC	Second foreign language (B2 level)	The course is designed to develop active skills in oral and written speech; study and systematization of vocabulary and grammatical structures; mastering the stylistic features characteristic of various types of speech activity; familiarization with the skills of using in communicative and professional activities in a foreign language cultural and historical realities, norms of etiquette and the specifics of the so-called. "linguistic behaviour".	4				v									
64		BD	EC	Foreign literature	The course is designed to master theoretical knowledge on the history of world literature, the main patterns of its development, the work of the largest representatives of foreign literature of the late XX-XXI centuries. The course is aimed at mastering the culture of thinking, the ability to perceive, analyze, generalize information, set a goal and choose ways to achieve it; the ability to demonstrate knowledge of the main provisions and concepts in the field of theory and history of foreign literature, philological analysis and interpretation of the text, an understanding of the history, current state and prospects for the development of philology.	4						v							
65	Module of Final Certification	BD	EC	Foreign literature and creative writing	Pre-service teachers explore the history of literature, the most important historical and literary processes, and the work of the most-known writers of foreign countries. They investigate literary genres, the basics of creative writing, and the basic principles and elements of writing in foreign languages.							v							v
66		BD	EC	Media Literacy and the use of Artificial Intelligence	Aim: Formation of media information literacy and critical thinking for solving problems in translation activities. Content. The specificity of the impact of mass communications on the development of society.	3					v	v							



					foreign language in any field of activity. Pre-service teachers improve their listening, reading, writing, and speaking skills in the format of international exams (tests) of a second foreign language (TestDaF, DELF, TOPIK, etc).														
71		BD	UC	Professionally oriented main foreign language (C2 level)	The purpose of the course is the foreign language training of students for communication in the professional sphere in 4 types of speech activity in accordance with levels C2. As a result of mastering the course, the student must possess specialized foreign terminology, the competence of conducting business correspondence, to know the types and types of business letters, to be able to conduct a dialogue and a monologue of a professionally oriented nature.	5		v											
72		PD	EC	Academic English	During the course, pre-service teachers develop the 4 language skills: academic reading, academic writing (essays, business letters, etc.), speaking, listening based on academic texts, and practical learning tools that develop critical thinking. Pre-service teachers explore the basic concepts, types, forms, and functions of academic communication. They analyze the genre varieties of academic style and culture of academic communication. They also investigate the characteristics of organization of the structure and content of academic discourse, forms of presentation, as well as ways of analysis and argumentation.	5		v											
73		PD	EC	Primary foreign language for academic purposes	Pre-service teachers investigate the basic concepts, types, forms, and functions of academic communication. They explore the genre varieties of scientific style and culture of academic communication. They also analyze the features of organization of the structure and content of academic discourse, forms of presentation, as well as methods of analysis and argumentation. Pre-service teachers get familiarized with the rules of academic writing and learn to recognize different types of information.			v											
74		PD	EC	Language communication in the professional sphere	The course is aimed at achieving a practical level of proficiency in modern communication technologies for professional interaction in a foreign language, taking into account the diversity of cultures, forms the skills of using modern communication technologies in foreign language professional communication, skills in using modern communication tools in the process of	3							v						

					intercultural interaction, taking into account cultural characteristics in oral and written forms in a foreign language.														
75		PD	EC	Business discourse practice (primary and second languages)	Pre-service teachers analyze the features of various genres of official business discourse, and their structure and content, as well as the main methods of analysis of official business discourse. Pre-service teachers develop their theoretical knowledge on problems related to the sphere of business communication, and they learn to apply professionally-oriented oral and written discourse in foreign languages.				v										
76		PD	EC	Semi-lingual business discourse	During the course, pre-service teachers consider multilingual discourse in the following aspects, namely 1) linguistic, i.e. language use proper; 2) cognitive aspect of knowledge, information, perception transfer; 3) interactive aspect of interaction of subjects of speech activity in social situations. They build their understanding of the characteristics of multilingual business discourse and its regularities. They analyze the movement of information within a communicative situation, carried out through the exchange of replicas of speech with a pronounced social content. Pre-service teachers learn to apply multilingual business discourse in their future professional activities as teachers. They also apply knowledge of the structure of dialogic interaction between representatives of different cultures, in conditions of interethnic or intercultural communication.				v										
77		PD		Industrial (Pedagogical Practice 4th year)	This practice is aimed at shaping future teachers' attitudes towards the development of their own professional activities and working environment. In addition, the course focuses on developing skills in collaboration, problem solving, and leadership. They deepen their teaching skills and develop research skills as well as practical skills (didactics) according to their specialization. During the internship, future teachers also collect and analyze data, test a hypothesis, or conduct experiments as part of a research plan. They formulate conclusions and explore various forms and channels of dissemination of research results in a professional manner.	10			v			v	v						
78				Writing and Defending a	The aim: Research of an actual problem and development of a set of measures to solve it based on the analysis of	8													v

			Thesis, a Graduate Work, or Preparing and Passing a Comprehensive Exam	sources, experimental results; improvement of research skills. Content: Selection of the topic of the thesis / preparation for the comprehensive exam. Formation of the execution schedule. Collection, analysis and generalization of materials. Formulation of the main provisions. Selection of methods and conduct of the experiment. Formulation of conclusions, conclusions and recommendations. Registration of work, submission for standard control, verification of uniqueness. Preparation of a report for the defense. Presentation of work for pre-defense. Receiving a review, review and admission to the defense. Protection of work / passing a comprehensive exam.														
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**5. A SUMMARY TABLE REFLECTING THE VOLUME OF CREDITS MASTERED BY MODULES OF THE EDUCATIONAL PROGRAM**

Course	Term	The number of mastered modules	Number of disciplines studied			Number of credits KZ					Total in hours OC	Total credits KZ HSC	Number	
			OC	HSC	EC	Theoretical training	Physical education	Education al practice	Industrial practice	Final certification			EC	Theoretical training
1	1	5	4		3	28	2				900	30	6	1
	2	6	4	1	3	27	2	1			900	30	5	3
2	3	4	2	2	3	28	2				900	30	6	1
	4	6	3	2	2	24	2		4		900	30	5	2
3	5	4		3	3	30					900	30	6	
	6	5		1	4	24			6		900	30	4	1
4	7	3			3	20					600	20	2	1
	8	3			3	20					600	20	3	
	9	1							10	8	600	20		1
Total		10	8	10	24	201	8	1	20	8	7200	240	37	10

## 6. STRATEGIES, TEACHING METHODS AND ARTIFICIAL INTELLIGENCE, MONITORING AND ASSESSMENT

<b>Learning strategies</b>	<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>
<b>Teaching methods</b>	<p>Conducting lectures, seminars, various types of practices with:</p> <ul style="list-style-type: none"> <li>• the use of innovative technologies;</li> <li>• problem-based learning;</li> <li>• case study;</li> <li>• work in a group and creative groups;</li> <li>• discussions and dialogues, intellectual games, olympiads, quizzes;</li> <li>• reflection methods, projects, benchmarking;</li> <li>• Bloom's taxonomies;</li> <li>• presentations;</li> <li>• * rational and creative use of information sources;</li> <li>• * multimedia training programs;</li> <li>• * electronic textbooks;</li> <li>• * digital resources.</li> <li>• * machine learning methods</li> </ul> <p>Organization of independent work of students, individual consultations.</p>
<b>Monitoring and evaluation of the achievability of learning outcomes</b>	<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"> <li>• survey in the classroom;</li> <li>• testing on the topics of the academic discipline;</li> <li>• control works;</li> <li>• protection of independent creative works;</li> <li>• discussions;</li> <li>• trainings;</li> <li>• colloquiums;</li> <li>• essays, etc.</li> </ul> <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"> <li>• exam in the form of testing;</li> <li>• oral examination;</li> <li>• written exam;</li> <li>• combined exam;</li> <li>• project defense;</li> <li>• protection of practice reports.</li> </ul> <p>Final state certification.</p>

## 7. EDUCATIONAL AND RESOURCE SUPPORT FOR EDUCATIONAL PROGRAM

<p><b>Information Resource Center</b></p>	<p>The structure of the Educational Information Center includes 6 subscriptions, 16 reading rooms, 2 electronic resource centers (ERC). The basis of the network infrastructure of the Educational and Information Center is 180 computers with Internet access, 110 workstations, 6 interactive whiteboards, 2 video doubles, 1 video conferencing system, 3 A-4 format scanners, JIC software - AIBS "IRBIS-64" under MS Windows (basic set of 6 modules), stand-alone server for uninterrupted operation in the IRBIS system.</p> <p>The library fund is reflected in the electronic catalog available to users on the site <a href="http://lib.ukgu.kz">http://lib.ukgu.kz</a> on-line 24 hours 7 days a week.</p> <p>Thematic databases of their own generation: "Almamater", "Proceedings of SKSU scientists", "Electronic archive" have been created. Online access from any device 24/7 via the external link <a href="http://articles.ukgu.kz/ru/ppp">http://articles.ukgu.kz/ru/ppp</a>.</p> <p>Catalogs are processed electronically. EC consists of 9 databases: "Books", "Articles", "Periodicals", "Proceedings of the teaching staff of SKSU", "Rare Books", "Electronic Fund", "SKGU in Print", "Readers" and "SKU".</p> <p>The EIC provides its users with 3 options for accessing its own electronic information resources: from the "Electronic Catalog" terminals in the catalog hall and in the EIC subdivisions; through the information network of the university for faculties and departments; remotely on the library website <a href="http://lib.ukgu.kz/">http://lib.ukgu.kz/</a>.</p> <p>Open access to international and republican resources: "SpringerLink", "Polpred", "Web of Science", "EBSCO", "Epigraph", to electronic versions of scientific journals in the public domain, "Zan", "RMEB", "Adebiet", Digital library "Aknurpress", "Smart-kitar", "Kitar.kz", etc.</p> <p>For people with special needs and disabilities, the library website has been adapted to the work of visually impaired users.</p>
<p><b>Material and technical basis</b></p>	<p>Linguistic laboratories:</p> <ul style="list-style-type: none"> <li>- 111 Chinese study room</li> <li>- 425 room for translation skills</li> </ul> <p>Seminar/practical classrooms:</p> <ul style="list-style-type: none"> <li>-413 undergraduate study room</li> <li>-411 vocabulary study room</li> <li>-416 French study room</li> <li>-420 German study room</li> <li>-419 speech practice study room</li> <li>-407 media literacy study room</li> <li>methods room</li> <li>- 412 teacher's office</li> </ul> <p>The university uses several electronic platforms: IS University (university), Prometheus, Microsoft Teams, Platonus. Mobile versions have Microsoft Teams, Prometheus (iOS, Android), IS University (web application). These platforms have a technical lockdown function. The Microsoft Teams platform has access to the video stream service, and the ZOOM and WEBEX platforms are also used.</p> <p>The platforms have the function of cloud-based indefinite storage of video recordings, as well as written works, such as thesis, master's theses and term papers.</p> <p>The automated information system of the ISHEI <a href="http://www.asu.ukgu.kz">http://www.asu.ukgu.kz</a> consists of virtual workplaces for the administration of the educational process, an office registrar mode, a teacher's personal account, a personnel department, a test center, dean's offices, departments with a centralized database and educational computers. Institutions united in a single space through a corporate network, as well as for remote work with access from the external environment.</p> <p>For students/undergraduates/doctoral students there is an information educational portal.ukgu.kz. All students have personal accounts on the portal.ukgu.kz platform, combined into a single educational system. The user's page is called the <b>Student's Personal Page</b>, which contains information about the educational process:</p> <ul style="list-style-type: none"> <li>• Personal data;</li> <li>• Schedule of exams;</li> <li>• Online applications;</li> <li>• List of classes;</li> <li>• Progress;</li> <li>• Rating;</li> <li>• Timetable of classes</li> <li>• Training and methodology complex;</li> </ul>

## **AGREEMENT LIST**

On the Educational Program 6B01704 “Foreign language”

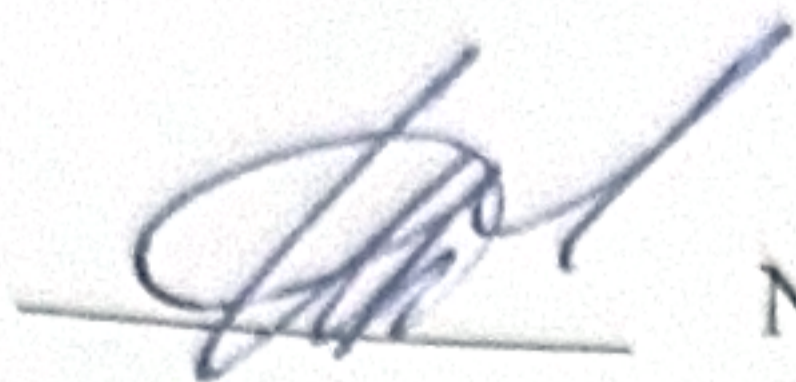
Director of DAA \_\_\_\_\_ Naukenova A.S.

Director of DASC \_\_\_\_\_ Nazarbek U.B.

APPROVAL SHEET

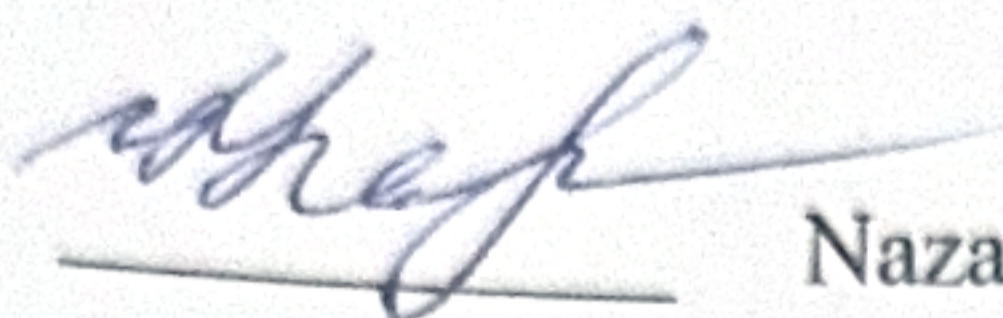
On the Educational Program 6B01704 "Foreign language (IP)"

Director of DAA



Naukenova A.S.

Director of DAsc



Nazarbek U.B.

**РЕЦЕНЗИЯ**

на образовательную программу 6B01704 – Иностранные языки (IP)  
разработанной в ЮКУ им. М. Ауэзова, г.Шымкент

Oscar school - элитная, лингвистически ориентированная частная школа в городе Шымкент. В школе углубленно изучаются китайский и французский языки, школа известна своими дополнительными программами, такими как робототехника. Также учебное заведение предлагает различные дополнительные кружки и спортивные секции.

В условиях современной рыночной экономики одним из приоритетных направлений системы образования является подготовка конкурентоспособных кадров, обладающих высоким уровнем профессиональной, языковой и межкультурной компетентности. Образовательная программа 6B01704 – «Иностранные языки (IP)» отвечает требованиям времени и направлена на формирование всесторонне развитой личности, способной к эффективному профессиональному и социальному взаимодействию в поликультурной среде.

Содержание программы является актуальным, так как учитывает современные подходы к преподаванию иностранных языков, включая интеграцию педагогических технологий, развитие критического мышления и навыков академического письма, а также реализацию предметно-языкового интегрированного обучения (CLIL) и преподавания английского языка как иностранного (TESOL). Эти дисциплины носят практикоориентированный характер и предоставляют студентам возможность получить международно признанную квалификацию.

Результаты обучения данной программы достижимы и соответствуют заявленным целям: они обеспечивают развитие профессиональных компетенций в области преподавания иностранных языков, понимание основ педагогики, владение методами преподавания и оценки, а также формируют готовность к реализации образовательной деятельности в учреждениях общего среднего и среднего профессионального образования.

Особое внимание уделяется элективным дисциплинам, расширяющим возможности профессионального выбора и формирующим устойчивые навыки коммуникации, аналитического мышления и культурного взаимодействия. Это способствует подготовке педагогов нового поколения, способных адаптироваться к требованиям глобального образовательного пространства.

Таким образом, модульная образовательная программа 6B01704 – «Иностранные языки (IP)» представляет собой современный и качественный образовательный продукт, соответствующий государственным образовательным стандартам и международным требованиям. Программа учитывает региональные и национальные потребности в педагогических кадрах, а также открывает широкие возможности для академической мобильности и профессионального роста выпускников.

Директор лингвистической школы OSCAR



Нурбекова Ж. Б.

**Экспертное заключение**  
на образовательную программу 6В01704 – Иностранные языки (IP)

Современная ситуация на казахстанском рынке образовательных услуг характеризуется ростом конкуренции. При этом ключевым фактором конкурентоспособности организаций образования выступает качество предоставляемых образовательных услуг, устанавливаемое при помощи различных механизмов оценки качества. Одним из приоритетных направлений является подготовка конкурентоспособных кадров на основе непрерывного развития интеллектуального и духовного потенциала личности. Сфера иноязычного образования не является исключением, в связи с этим модульная образовательная программа 6В01704 – «Иностранные языки (IP)» является необходимой, а её содержание – актуальным.

Цели образовательной программы согласуются с миссией вуза, а также с запросами работодателей и студентов. Программа направлена на формирование профессиональных, академических и межкультурных компетенций, необходимых для успешной педагогической деятельности в условиях современной образовательной среды.

Образовательная программа соответствует Национальной рамке квалификации Республики Казахстан. Результаты обучения и компетенции основаны на Дублинских дескрипторах, заложенных в профессиональных стандартах, и выражаются через систему ключевых компетенций. Выделяются пять главных результатов обучения: знание и понимание; применение знаний и пониманий; формирование суждений; коммуникативные способности; навыки обучения и способности к самообразованию.

Содержание образовательной программы соответствует требованиям ГОСО от 20 июля 2022 года №2, отраслевой рамке квалификаций в сфере образования от 23 ноября 2016 года и профессиональному стандарту «Педагог» от 15 декабря 2022 года №500. Программа имеет модульную структуру и включает четыре основных раздела: общий модуль, междисциплинарный модуль, модуль специальности, а также дополнительные модули, выходящие за рамки специальности.

В образовательной программе присутствуют компоненты, ориентированные как на теоретическую, так и на практическую подготовку к профессиональной деятельности: методика иноязычного образования и оценивания, цифровые технологии в обучении иностранным языкам, CLIL, TESOL, а также учебно-методическая (педагогическая) практика. Компоненты модулей выстроены в строгой логической последовательности: от освоения базовых понятий до применения углублённых профессиональных знаний и умений.

В программе чётко отражены параметры учебной нагрузки студентов и преподавателей как в кредитах, так и в академических часах, что соответствует требованиям кредитной системы обучения и обеспечивает прозрачность образовательного процесса.

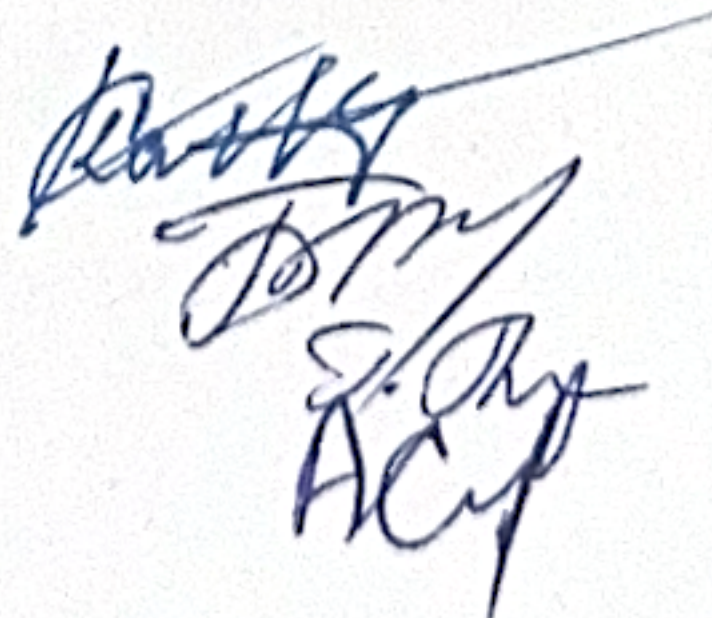
В результате освоения модульной образовательной программы 6В01704 – «Иностранные языки (IP)» выпускнику присваивается квалификация «**Бакалавр образования**». Программа способствует подготовке педагогов, способных эффективно работать в многоязычной образовательной среде и адаптироваться к изменениям в национальном и международном контексте.

Председатель экспертной комиссии:



Ә.О. Ыбырайым

Члены экспертной комиссии:



С.Е. Калдыкозова  
Б.Т. Тасполатов  
Г.А. Абдикаримова  
А.С. Швайковский