

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

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



Educational program

6B01703 English language (IP)

Registration Number	6B01700312
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 # 4 «27» 03 2025y.

The educational program has been updated taking into account the new standards of the Ministry of Education and Science of the Republic of Kazakhstan. The update was carried out in accordance with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan.

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1. CONCEPT OF THE EDUCATIONAL PROGRAM

University Mission	Generation of new competencies, training of a leader who translates research and entrepreneurial thinking and culture
University Values	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Deep subject knowledge, their application and continuous expansion in professional activity. • Information and digital literacy and mobility in rapidly changing conditions. • Research skills, creativity and emotional intelligence. • Entrepreneurship, independence and responsibility for their activities and well-being. • Global and national citizenship, tolerance to cultures and languages.
The uniqueness of the educational program	<ul style="list-style-type: none"> • Orientation to the regional labor market and social order through the formation of professional competencies of the graduate, adjusted to the requirements of stakeholders • 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
Academic Integrity and Ethics Policy	<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"> • 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	<ol style="list-style-type: none"> 1. Law of the Republic of Kazakhstan “On Education”; 2. Model rules for the activities of educational organizations implementing educational programs of higher and (or) postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 with amendments and additions dated December 29, 2021. No. 614 3. Standard rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education, approved by order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 with amendments and additions dated 06/02/2023. No. 252 4. State 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. 79 6. Qualification reference book for positions of managers, specialists and other employees, approved by order of the Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated 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. 57 8. Guidelines for the development of educational programs for higher and postgraduate education, Appendix 1 to the order of the Director of the National Center for the Development of Higher Education of the Ministry of Education and Science of the Republic of Kazakhstan dated May 4, 2023 No. 601 n/k
Organization of the	• Implementation of the principles of the Bologna Process

educational process	<ul style="list-style-type: none"> • Student-centered learning • Availability • Inclusivity
Quality assurance of the Educational program	<ul style="list-style-type: none"> • Internal quality assurance system • Involvement of stakeholders in the development of the Educational Program and its evaluation • Systematic monitoring • Actualization of the content (updating)
Requirements for applicants	<p>They are established in accordance with the Standard Rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018, with changes and additions dated June 2, 2023. No. 252</p>
Conditions for the implementation of educational programs (EP) for persons with disabilities and special educational needs(SSN)	<p>For students with SEN (special educational needs) and persons with disabilities (PSI), tactile PVC tiles, specially equipped toilets, a mnemonic diagram, and shower bars have been installed in educational buildings and student dormitories. Special parking spaces have been created. Crawler lift installed. There are desks for people with limited mobility (PLM), signs indicating the direction of movement, ramps. In the educational buildings (main building, building No. 8) there are 2 rooms with six working places adapted for users with disorders of the musculoskeletal system (DMS).For visually impaired users, the SARA™ CE Machine (2 pcs.) is available for scanning and reading books. The library website is adapted for the visually impaired. There is a special NVDA audio program with a service. The JIC website http://lib.ukgu.kz/ is open 24/7.</p> <p>An individual differentiated approach is provided for all types of classes and in the organization of the educational process.</p>

2. PASSPORT OF THE EDUCATIONAL PROGRAM

Aim of the EP	Training of English language teachers with a high level of language competence and pedagogical skills, able to work at all levels of education, in various types of schools, proficient in modern technologies and reasonable methods of teaching a foreign language, including STEM and CLIL.
Tasks of the EP	<ul style="list-style-type: none"> • Formation of socially responsible behavior in society, understanding the importance of professional ethical standards and following these standards; • Providing basic bachelor's training, which allows continuing education throughout life, successfully adapting to changing conditions throughout their professional career; • 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; • 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; • Establishing conditions for the development of in-demand knowledge and skills, as well as a conscious attitude towards enhancing the welfare of society and conserving the planet within the framework of the SDGs.
Harmonization of EP	<ul style="list-style-type: none"> • 6th level of the National Qualifications Framework of the Republic of Kazakhstan; • Dublin descriptors of the 6th level of qualification; • 1 cycle of a Framework for Qualification of the European Higher Education Area); • 6th Level of European Qualification Framework for Lifelong Learning).
Connection of the EP with the professional sphere	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 standard for teachers of educational organizations, Order of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025 No. 31.
Name of the degree awarded	After successful completion of this EP, the graduate is awarded the degree: Bachelor of Education in the EP "6B01730-Foreign language: two foreign languages".
List of qualifications and positions	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.
Field of professional activity	<ul style="list-style-type: none"> • administrative and managerial sphere; • education and science; • the sphere of culture and intercultural communication; • the sphere of international relations; • the sphere of publishing; • the sphere of mass media; • information and analytical sphere.
Objects of professional activity	The objects of professional activity of graduates are educational organizations of continuous and continuous foreign language education: <ul style="list-style-type: none"> - organization of preschool education and training - primary, primary and specialized schools; - specialized school; - secondary technical and professional educational organizations
Subjects of professional activity	<ul style="list-style-type: none"> - organization of the educational process in the basic basic foreign language; - organization of the educational process in a professionally oriented foreign language;

	<ul style="list-style-type: none"> - organization of the language learning process for academic purposes; - organization of the educational process in the second foreign language
Types of professional activity	<ul style="list-style-type: none"> - educational; - educational; - methodical; - research; - social and communicative.
Learning outcomes	<p>LO1 To develop and implement a system to support students as individuals in an inclusive environment;</p> <p>LO 2 To apply relevant teaching and assessment methods, using dialogue and communication;</p> <p>LO 3 To implement pedagogical research as a reflective practice;</p> <p>LO 4 To interpret knowledge and understanding in the individual and age differences of children;</p> <p>LO 5 To apply knowledge of phonetic, grammatical, morphological, lexical, graphic, word-formation systems, and studied languages to carry out verbal and written communication in conditions of social and professional communication;</p> <p>LO 6 To carry out the educational process and evaluate the educational achievements of students using digital technologies and artificial intelligence, and to model the foreign language educational process taking into account the educational needs of each student;</p> <p>LO 7 To be able to choose and use the content, strategies and means of teaching; to manage learning activities at all levels of education; to predict the possibilities of critical assessment, an inclusive environment and digitalization in the pedagogical process in the teacher's education system; to demonstrate the possibilities of self-assessment, introspection, self-control;</p> <p>LO 8 To be able to interact effectively through perception, understanding and interpretation of a foreign language text and its linguistic expression in accordance with the level of language acquisition;</p> <p>LO 9 To be able to interact proficiently with representatives of other cultures; to carry out social and intercultural interaction with individuals, a team, society; implement communicative intention in various professional, academic and business communication situations;</p> <p>LO 10 To know national customs, traditions and apply them in intercultural communication; know how to use geographic information;</p> <p>LO 11 To apply interdisciplinary knowledge; to perform language activities, integrating knowledge, skills and abilities from different subject areas for decision-making in the professional field;</p> <p>LO 12 To critically analyze process and systematize professionally significant information, conduct research activities in their field, applying empirical research methods;</p> <p>LO 13 To demonstrate proficiency in navigating various social communication situations, expressing their own opinions/judgments using persuasive arguments, they are able to work in a team, present the results of project and research activities, strive for professional and personal growth.</p>

3. COMPETENCIES OF THE GRADUATE OF THE EDUCATIONAL PROGRAM

GENERAL COMPETENCIES (SOFT SKILLS). 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.
PROFESSIONAL COMPETENCIES (HARDSKILLS)	
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 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
GC1	+								+				
GC2		+	+				+					+	
GC3		+	+										
GC4		+											+
GC5		+									+		
GC6		+											
GC7		+						+			+		
PC1				+	+	+			+			+	
PC2				+	+	+		+			+		
PC3			+				+			+			+
PC4	+			+		+		+	+				
PC5			+		+	+	+		+			+	
PC6							+			+	+		+

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

№	The name of modules	Cycle	Component	The name of disciplines	Discipline Summary	Number of credits	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO		
							1	2	3	4	5	6	7	8	9	10	11	12	13	
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.</p> <p>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.</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.</p>	5												v		

				Philosophy of history. Philosophy of religion. "Mangilik El" and "Modernization of Public Consciousness" are a new Kazakhstan philosophy.															
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	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	v										
5	The Basis of Social and Physical	GED	EC	Ecosystem and Law	The aim: Formation of integrated knowledge in the field of economics, law, anti-corruption culture, ecology and life safety,	5	v												v

	Development			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, obligations and guarantees of subjects, state regulation of public relations to ensure social progress. Application of scientific research methods.														
6			Entrepreneurship and Financial Literacy	The purpose: Training skills in entrepreneurial activity organization, in managing personal and family financial resources, which are key to achieving financial well-being. 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.		v												v
7		BD	EC	Abay Studies	The aim: based on the creativity of A.Kunanbayev, the preservation of the «national code» and in the project «Kazakhtanu» 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	3											v	v

				«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.																	
8			Mukhtar Studies	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. Contents: 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 "Korgansyzydyn 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".													v	v			
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	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.														v	v		

				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.														
11	GED	OC	Physical Training	<p>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.</p> <p>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.</p>	8													v
12	GED	OC	Kazakh (Russian) language	<p>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.</p> <p>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</p>	10					v								V

					texts on the educational program, knowledge of terminology and development of critical thinking.														
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 Technologies	Aim: formation of the ability to critically evaluate and analyze processes, methods of searching, storing and processing information, methods of collecting and transmitting information through digital technologies. Development of new "digital" thinking, acquisition of knowledge and skills in the use of modern information and communication technologies in various activities Contents: Introduction and architecture of computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and Telecommunications. Cybersecurity. Internet technologies. Cloud and Mobile technologies. Multimedia technologies. Smart technology. E-technologies. Electronic business. Electronic government.	5							v						
15	Basics of Psychological and Pedagogical	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.	5			v										v

	Preparation				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.														
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
17	Support For Students As Individuals	BD	HsC	Educational Science and key theories 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 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.	3	v			v	v								
18		BD	HsC	Age and Physiological Features of the	The purpose of this course is to improve the following areas of pedagogical competence: Competencies in the field of pedagogy and	4					v								

			Development of Children	of 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.														
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	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 research.	4							v					
21		BD		Introduction to the Teaching Profession	The aim: The development of psychological thinking of students based on the study and (assimilation of knowledge of various mental	1			v	v								

				<p>Pedagogical Practice 1st year)</p> <p>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>														
22	Teaching and Assessment For Learning	BD	HsC	<p>Teaching Methods and Technologies</p> <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	<p>Assessment and Development</p> <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,</p>	4		v					v						

				self-assessment, and mutual assessment, etc.). They are able to critically evaluate and analyze their understanding and practices related to assessment, and develop them further.															
24	Teacher as a Reflective Practitioner	PD		Pedagogical Approaches (comprehensive development of future teachers, Pedagogical Practice 3rd year)	The purpose of this practice is the 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					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				v										

					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.																
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	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	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	8			v			v	v						v	v	

				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.															
30	Theoretical fundamentals of English language	BD	EC	Modern trends in English phonetics and grammar	The purpose of this course is to introduce future teachers to current trends in English phonetics and grammar. The relevance of the course is aimed at meaningful language learning as a means of communication through the skills of grammatically and phonetically correct foreign speech. This course includes theoretical provisions (rules) and a practical section (exercises) and contributes to the formation of intercultural competence. Future teachers can carry out intercultural interaction, taking into account cultural differences.	3					v								
31				Grammar, vocabulary and phonology in the context	The purpose of the course is to familiarize future teachers with the main directions of phonetic theory, to form a scientific linguistic worldview, and to provide students with scientific knowledge about the phonetic, grammatical, and lexical system of modern English and its functioning. The relevance of this course is aimed at understanding interdisciplinary connections with courses in general linguistics, theoretical phonetics, lexicology, as well as with a workshop on the culture of speech communication. In the process of teaching the course, future teachers acquire socio-cultural and linguistic competencies. Students can demonstrate knowledge of phonetic, lexical and grammatical phenomena of the studied foreign language, which are used in the field of everyday and professional communication and allow it to be used as a means of personal communication.					v									
32		BD	HsC	Foundations of the theory of the English language (theoretical grammar,	The purpose of this course is to form the student's knowledge of the main stages of the historical, linguistic and cultural development of the language, the current state of the theoretical aspects of the language being studied. The	5					v								

			theoretical phonetics, lexicology, History of Language)	relevance of the course is to train a specialist with the necessary knowledge in the field of linguistics. The course promotes the development of linguistic competence among future teachers, according to which future teachers know the general directions of theoretical grammar, phonetics, stylistics, basic English language variants, operate with key morphological and syntactic categories, master the structure of English words, the main methods of word formation, figurative phraseology. The course teaches future teachers to think in English and apply knowledge in the context of real situations.														
33	BD	EC	Lexicology of the English language	The purpose of this course is to familiarize future teachers with such a section of linguistics as stylistics, its main categories, functional styles, stylistic techniques, descriptions of the main methods of stylistic text analysis, the use of corpus stylistics, as well as the study of lexicology and lexicography. The relevance of the course is aimed at reviewing stylistics, studying lexical phenomena characteristic of different styles of language and the main variants of the English language, using online programs and other digital tools. As a result of studying this course, the student develops the ability to purposefully use language and speech units in different contextual situations.	5					v								
34			Functional stylistics	The purpose of this course is to familiarize future teachers with the patterns of language functioning in various areas of speech communication, to master the basic terminology of stylistics and to form an idea among future teachers of the sociolinguistic and pragmatic aspects of various functional styles of the English language at all levels (phonetic, lexicophraseological, morphological, syntactic units). The relevance of the course lies in highlighting the main problems of the stylistics of the English language, the correct use of linguistic expressive means. Future teachers have knowledge of the functional and stylistic system of the English language, possess linguistic research methods,						v								

				are able to find expressive means in the text and determine their functions.															
35		BD	EC	Introduction into linguistics	The purpose of this course is to familiarize future teachers with general theoretical problems such as the origin of languages, the social characteristics of language, language and speech, language and thinking, the internal structure of languages, the classification of the languages of the world, the linguistic map of the world. The relevance of the course is aimed at analyzing the typological characteristics of languages with basic concepts and terms of linguistics, theoretical approaches to language. The course provides an overview of linguistic analysis, starting from the study of human speech sounds and ending with the structure and meaning of sentences, language acquisition, which forms the general linguistic competence of future teachers. The student expresses willingness to participate in foreign language oral and written communication activities.	5					v								
36				Comparative typology of English, Kazakh/Russian	The purpose of this course is to form knowledge about the typological description and classification of languages, about the methodology of typological study. The relevance of the course is aimed at comparing the most common features of the structure of languages in their interrelation and interdependence, as well as the features of interlanguage differences between English and native languages. The course includes sections corresponding to all levels at which comparative analysis of English and Kazakh/Russian languages (phonetic, morphological, syntactic, lexical) is possible. This course promotes the development of lexical competence. The student can determine the contextual meaning of a word, compare its meaning with his native language, and identify a specific national language using personal linguistic experience.						v			v					
37	Methods and technology of teaching a	BD	EC	New technologies in the updated content of	The purpose of this course is to study and master modern educational technologies, taking into account the updated content of education. As a result of mastering the course, future teachers	5		v										v	

	foreign language		education	acquire general cultural and professional competence aimed at forming an understanding of the problems of applying new approaches to the diagnosis and assessment of students' educational achievements in the process of learning English. Future teachers learn to use modern pedagogical technologies that take into account the peculiarities of language acquisition by students in preschool, primary and secondary education, which allows them to make a cognitive and correct choice of pedagogical technologies and methods of teaching a foreign language that are suitable for the learning process of students and for the professional development of future teachers in the field of foreign language teaching methods.														
38			Technologies of criteria evaluation	The purpose of this course is to familiarize future teachers with the technology of criterion-based assessment of learning outcomes, as well as to form a creative approach among future teachers to organizing quality control of learning, developing professional skills related to setting goals, selecting the content of the material to test students' knowledge, choosing methods, forms and means of evaluating learning outcomes, developing test tasks., including on the basis of information technology and foreign methodological and pedagogical experience; able to use this knowledge in professional activities to improve the educational process. The course is aimed at the formation of personal self-improvement, the development of psychological, pedagogical, and methodological competencies.							v							
39		PD	HsC	English language teaching methodology and linguodidactics	The purpose of this course is to acquire theoretical knowledge on the linguistic and didactic foundations of teaching English, which expands and deepens the foundations of linguistic and methodological competence. The course content covers a wide range of issues related to the training of foreign language teachers, taking into account current trends in updating the content of education in Kazakhstan. This course equips future teachers with the necessary knowledge about professional,	6					v							v

				pedagogical and educational activities for teaching a foreign language at school and involves mastering the skills and abilities to navigate the flow of scientific and educational information, the ability to select, analyze and evaluate new information on the methodology of teaching English in order to use it in educational and pedagogical activities.														
40	BD	EC	Design and simulation of learning based on cognitive-interactive technologies	The aim: Formation and development of critical thinking skills through speaking and listening in students in various communicative situations, argumentation of their judgments, decision-making in collective/individual formats. Content: The concept of "critical thinking" and its characteristics. The main theoretical provisions of the development of critical thinking in listening and oral colloquial speech. Fast and slow thinking. Why learn to think critically? Skepticism and objectivity: how to be attentive? Language and analysis capabilities. Reassessment of the significance of random events. Time, attention and interaction with others.	5						v	v						
41			Use of IT technologies in the online teaching of English language	The purpose of this course is to develop information technology competence based on the use of distance learning technologies in the educational process at various educational levels. The course develops the self-organization and self-education skills needed to manage a classroom online or remotely. The course is aimed at developing the reflexive abilities of future teachers through the formation and development of critical thinking, the ability to comprehend the systemic ideas of future teachers about modern distance learning technologies that are most effective in teaching, as well as basic readiness to use these technologies in their professional activities.								v						
42	BD	EC	Smart technologies in education	The aim of the course is to transform future teachers from passive recipients into active users of smart technologies in the educational process, and they will learn how to implement smart technologies and integrate them into the English language learning process. In the learning	5		v				v	v						

				process, future teachers have a good understanding of digital technologies and the existing fleet of devices (computers, tablets, interactive whiteboards, portable projectors) that they use to achieve their pedagogical, linguistic, and communicative goals. Future teachers acquire the necessary skills for successful operation and effective operation of smart technologies in the context of digital transformations in education. Also, future teachers develop critical thinking skills, as adaptation to the new realities of digital smart education requires systematic, consistent, creative ideas and organized strategies for solving problems.														
43				Computer applications and resources for learning and teaching English	The purpose of this course is to provide future teachers with knowledge, skills and abilities in the use of computer applications and resources for learning and teaching English. In the process of learning, the student acquires research, linguistic and didactic and communicative competencies. The relevance of the course lies in using digital technologies as an educational resource that helps language learners improve their language skills by supplementing them with other teaching methods, thereby providing an engaged, linguistically rich learning environment.							v						
44	Language, culture, communication	BD	HSC	Oral and written practice (B1 level)	The purpose of this course is: Achieving the level of language training for conducting classes in English. The ability of future teachers to develop a lesson plan and correctly identify, differentiate and use educational and didactic material in accordance with the level of training and stages of classes. They are able to critically evaluate and analyze the course of the lesson and its stages.	6					v			v				
45		BD	HSC	Oral and written practice (B2 level)	The purpose of this course is to increase the initial level of foreign language proficiency achieved at the previous stage of training, and to master the necessary and sufficient level of communicative competence for students to solve social and communicative tasks in various spheres of everyday life, culture, as well as for	8					v			v	v			

				further self-education.																	
46	BD	EC	English language and global communication	The aim of the course is to understand international and intercultural communications in the multimedia world. The thematic course will cover a variety of global issues, including: the diversity of news and mass communications; new trends in global business communications and mass media; advances in technology; global sources and communication systems; cultural contexts; theories of symbolic interaction, structuring, convergence, world systems and electronic colonialism; ethical and legal issues the role and impact of advertising and public relations on the global market.	3												v	v			
47			Media Literacy and artificial intelligence	The aim: Familiarization with the social activities of newspapers and magazines, as well as distinguishing elements of changing socially useful vocabulary. Content: Modern media. Speech functions. Types of communication. Practice of oral and written speech. Types of media. Internet and mass media. Types of articles. Methods of transmitting information. Analytical financial press and its syntactic organization. The text of mass media and its structure. The title of the article in the newspaper. Syntactic features of the topic. Features of the advertising text and its purpose. Types of advertising. Technology of AI use in media.														v	v		
48	BD	EC	Culture and intercultural education: national and foreign	The purpose of this course is: how to understand one's own and others' cultural identity, the cultural assumptions that each of us carries, the nuances of intercultural interaction and their potential for (non-)understanding and growth. You will learn about different communication styles, how values can change from country to country, and how you can more easily assess and adapt to different contexts. Emphasis on the development of social and personal qualities: citizenship, patriotism, commitment to ethical standards; responsibility; attracting foreign teaching specialists within the framework of the Academic Mobility Program.	5													v	v		

49				Culture-oriented linguistics and intercultural education	The course allows students to gain a general understanding of the country of the language being studied, including the language of historical, geographical, economic, socio-political, cultural and general information. Future teachers expand their knowledge about the nature of countries, the foundations of a generally recognized system, the main trends in the development of countries, the constitutional foundations of the state, and the high cultural traditions of the intended ones. The ability to conduct a comparative analysis of one's own country and the country of the language being studied.											v	v		
50	Integrated specially-oriented English language teaching technologies	BD	HSC	Specially oriented methods of teaching English in various types of schools	The course is aimed at developing knowledge of the main directions and principles of the development of variable foreign language education in the Republic of Kazakhstan. Future teachers differentiate the linguistic aspects of foreign language speech activity, apply knowledge of the features of teaching a foreign language at different levels of secondary school, in schools with early learning of a foreign language, studying the features of the content and structure of the process of teaching a foreign language in schools with specialized foreign language learning and specialized schools. They will also study the psychological and pedagogical prerequisites for development, learning difficulties in a multilingual environment, author's methods, and bilingual education in an early learning environment.	5		v		v		v							
51		PD	EC	CLIL technologies in teaching English	The course is aimed at developing an understanding of the importance of developing interpersonal communication skills, intercultural relations, and language abilities that are in demand by today's employers. Demonstrate knowledge and understanding of the purpose, content and organization of the educational process using CLIL technology. Future teachers	6		v				v	v					v	

			are able to integrate specific terms and certain language constructions into the learning process, which contribute to the replenishment of vocabulary with subject terminology and prepares it for further study and application of acquired knowledge and skills.																
52			STEM and STEAM technologies in teaching English	The course is aimed at developing knowledge and understanding of the leading principles and main trends in the development of the modern system of variable foreign language education. Future teachers are able to apply STEAM and STEAM technologies in teaching a foreign language, analyze and summarize advanced achievements and pedagogical experience. They are able to differentiate and critically approach the choice of material for students in accordance with the goals and form of organization of the educational process.			v				v	v							
53		BD	EC	Methods of early English teaching	The purpose of the course is to provide knowledge about approaches and methods of teaching English at an early stage of learning in the context of modern foreign language education. Future teachers get acquainted with the main methods and approaches that are used in the process of teaching English to children at the preschool stage of education, since it is during this period that children reach their maximum potential in terms of language acquisition.	5				v									
54				Interactive methods and technologies for teaching English in different types of schools	The purpose of this course is to familiarize future teachers with the methods and technologies of teaching English, enhance cognitive activity, and develop a creative approach to using interactive approaches based on knowledge of advanced pedagogical technologies in teaching a foreign language.					v			v	v					
55	English in the professional field	BD	HSC	Professional English (C1 level)	The purpose of this course is to ensure mastery of the norms of the language in the field of communication in its oral and written forms, mastering special vocabulary. The process of studying the discipline is aimed at the formation and development of competencies, understanding, comprehension and practical	6					v			v	v				

				mastering of a foreign language in professionally-oriented speech communication situations.															
56		PD	EC	English academic purposes for	This course involves mastering the emergence of phenomena of speech activity using vocabulary and rules, lexical and grammatical properties, as well as readiness to use a foreign language for assessment, and the use of information in a foreign language to solve research and professional tasks, prescriptions in professional activities; drafting a professionally oriented, communicative and specialized specialty within the framework of the future English language careers.	6									v	v			
57				Subject-specific English	The purpose of this course is to enhance the following areas of pedagogical competence: - area of competence for professional development; - the area of competence for interaction; - area of competence for the working environment of teachers; subject and general areas of competence: language in the professional field: application. Teaching foreign language professionally oriented communication with the development of personal qualities of the student, knowledge of the culture of the country of the studied language and the acquisition of special and business skills based on professional and linguistic knowledge.													v	v
58		BD	HsC	Professional English (C2 level)	The course is designed to train future teachers of a specific specialty and is focused on learning language tools (grammar, vocabulary, phonetics) and communicative functions appropriate to the use of the language associated with the specialty, taking into account the needs of future teachers' professional interests (professionally relevant topics and situations used in language learning, authentic assignments, problematic texts, discussion of topical issues related to future professional activity, etc.), which contributes to the motivation of learning a foreign language.	6										v		v	
59		PD	EC	Business English	The aim: Learning Business English allows you to develop English language skills that will be useful in the office or other business	5										v			

				environment. The course supports a wide range of activities to develop interviewing skills, write business emails in English, and explore business topics and issues.																
60				Public speaking and diplomacy	This course is designed to explore key areas of linguistic skills required for diplomatic and professional communication. It offers a unique combination of academic and practical classes, communicate orally and in writing in English.											v		v		
61		PD	EC	English Literature and Creative Writing	The course offers the opportunity to combine creative and critical approaches, develop independent thinking and analytical abilities. Future teachers receive knowledge in the field of literature, ranging from Old English to the modern period, including American. The course is also aimed at developing creative writing skills at a professional level. The development of creative writing skills allows you to systematize and practically apply the knowledge gained during the completed period of study in English, necessary for effective writing, both in the field of literature and in the field of writing related to future professional activities.	6										v	v			
62				Theatrics in English language teaching	This course is aimed at exciting and easy learning of language material, activating it in the process of communication, theatricalization and presenting an understanding of theatricalization as an interactive educational technology in English lessons. This course promotes the development of open dialogical communication, an emotional component, and the expansion of students' horizons, which allows them to expand the range of foreign language learning opportunities.											v				
63	Professional Final Module	BD	HsC	Methodology and design of scientific research	The course defines science and its classification, defines the method and methodology of scientific research, introduces the main sources of scientific information, the structure of educational and scientific work, the specifics of the preparation, design and protection of student papers (term papers, theses, abstracts, reports).	7													v	v
64		PD		Industrial (Pedagogical	This practice is aimed at shaping future teachers' attitudes towards the development of their own	10	v											v		

				Practice 4th year) 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.														
65	Module of Final Certification			Writing and Defending a Thesis, Graduate Work, or Preparing and Passing a Comprehensive Exam	The aim: Research of an actual problem and development of a set of measures to solve it based on the analysis of 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.	8	v											

5. A SUMMARY TABLE REFLECTING THE VOLUME OF DISBURSED CREDITS 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 AND METHODS OF TEACHING, MONITORING AND EVALUATION

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

7. EDUCATIONAL AND RESOURCE SUPPORT OF THE EDUCATIONAL PROGRAM

Information Center	Resource	<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 http://lib.ukgu.kz 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</p>
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	<p>any device 24/7 via the external link http://articles.ukgu.kz/ru/ppp.</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 http://lib.ukgu.kz/.</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>Material and technical basis</p>	<p>Linguistic laboratories:</p> <ul style="list-style-type: none"> - 111 Chinese study room - 425 room for translation skills <p>Seminar/practical classrooms:</p> <ul style="list-style-type: none"> -413 undergraduate study room -411 vocabulary study room -416 French study room -420 German study room -419 speech practice study room -407 media literacy study room <p>methods room</p> <ul style="list-style-type: none"> - 412 teacher's office <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 http://www.asu.ukgu.kz 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 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 Student's Personal Page, which contains information about the educational process:</p> <ul style="list-style-type: none"> • Personal data; • Schedule of exams; • Online applications; • List of classes; • Progress; • Rating; • Timetable of classes • Training and methodology complex;

AGREEMENT LIST

On the Educational Program 6B01730 “Foreign language: two foreign languages”

Head of DAA _____A.S.Naukenova

Head of DASc _____U.B.Nazarbek

Head of DE&C _____T.S.Bazhirov

REVIEW

on the Educational Program 6B01730“Foreign language: two foreign languages”,
developed by M.Auezov SKU, Shymkent

Specialized Gymnasium No. 8 with instruction in three languages named after Muhammad KhaidarDulati is the oldest and most prestigious educational institution in the city of Shymkent. At school, English is studied in-depth from the 2nd grade, OIVT - from the 2nd grade. The intensive course of German and French is studied from the 8th grade.

In a market economy, one of the priority areas of education is the training of competitively capable personnel based on the continuous development of the intellectual and spiritual potential of the individual. The sphere of foreign language education is no exception, in this regard, the modular educational program "6B01730-Foreign language: two foreign languages" for students of the specialty two foreign languages is necessary, and its content is relevant.

The learning outcomes are achievable, provide the foundations of pedagogy and mutual understanding between representatives of cultures and languages in various spheres of international, socio-political, economic and cultural life; form models of pedagogical activity in the course of solving practical problems; contribute to the realization of professional activities in educational institutions, while in general education schools.

Extended elective disciplines aimed at learning foreign languages in the field of education form critical thinking and the ability to formulate ideas and concepts in a reasoned manner in students in various communicative situations. The components of the modular educational program are professionally oriented. For example, the disciplines TESOL and CLIL are intensive training programs that allow you to get qualified to work as a teacher and methodologist in English anywhere in the world. The description of the disciplines clearly informs about the content and results of training.

Thus, this program takes into account the educational needs of students of a regional and republican nature, and beyond, and the modular principle of construction and the credit system of training, play an important role in drawing up an individual educational trajectory of a student and provide an opportunity for international academic mobility, within the framework of integration processes taking place in the world.

**Director of Specialized Gymnasium
No. 8 M.Kh.Dulati**

Sakhova Ainur Alibekovna

Export report

On Educational Program 6B01730 “Foreign language: two foreign languages”

The current situation in the market of Kazakhstan of educational services is characterized by increased competition. At the same time, the key factor in the competitiveness of educational organizations is the quality of the educational services provided, established through various quality assessment mechanisms. One of the priority areas is the training of competitively capable personnel on the basis of the continuous development of the intellectual and spiritual potential of the individual. The sphere of foreign language education is no exception, in connection with this, the “6B01730-Foreign language: two foreign languages” module study program for the preparation of foreign teachers is necessary, and its content is relevant.

The aim of the study program is consistent with the mission of the university, as well as the requests of employers and students.

The study program corresponds to the National qualification framework of the Republic of Kazakhstan. Learning outcomes based on Dublin descriptors embedded in professional standards are expressed through competencies. At the same time, 12 main learning outcomes stand out.

The content of the study program complies with GESE of July 20, 2022 no 2, the industry qualifications framework in the field of education of November 23, 2016, and the Confessional Pedagogue standard of October 15, 2022 no 500. The study program has a modular structure, consists of the main sections: general modules, interdisciplinary modules, specialty modules, additional modules that go beyond the scope of qualifications and the module of further education. The educational program contains components focused on theoretical and practical preparation for professional activity: methods of foreign language education and assessment, digital technologies in teaching English, TESOL, CLIL, educational and methodological (pedagogical) practice.

The components of the module are in strict logical sequence from easier to more complex.

The study program reflects the amount of the academic load of students and teachers in loans, as well as in hours, which corresponds to the parameters of the credit system of education.

As a result of mastering the Educational Program 6B01730 “Foreign language: two foreign languages”, the graduate is awarded the academic degree of a bachelor of education.

Chairman of the Expert Commission:

Ph.D., Associate Professor K.M.Urazbayev

Members of the Expert Commission:

Usenova A.M.
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AGREEMENT LIST

On the Educational Program 6B01703 "English language (IP)"

Head of DAA  A.S. Naukenova

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ЭКСПЕРТНОЕ ЗАКЛЮЧЕНИЕ

на образовательную программу
«6B01703 – Английский язык (IP)»

1. Актуальность образовательной программы

Образовательная программа «6B01703 – Английский язык (IP)» является актуальной и востребованной в условиях международной интеграции, цифровой трансформации образования и повышенного спроса на квалифицированных педагогов, владеющих иностранными языками.

Рост межкультурных коммуникаций, расширение международных образовательных программ, внедрение CLIL, онлайн-обучения и билингвальных подходов усиливают необходимость подготовки учителей нового типа — педагогов, владеющих современными методиками, цифровыми инструментами и профессиональной педагогической компетентностью.

Программа соответствует стратегическим целям Республики Казахстан по модернизации образования, повышению языковой грамотности населения и развитию многоязычного образования.

2. Соответствие ОП сформулированным целям, согласующимся с миссией вуза, запросами работодателей и студентов

Цели образовательной программы согласованы с миссией вуза, направленной на подготовку конкурентоспособных, социально ответственных специалистов, способных эффективно работать в национальной и международной образовательной среде.

Программа учитывает:

- потребности работодателей: школы, лицеи, гимназии, колледжи, языковые центры;
- ожидания студентов, стремящихся овладеть современными методиками обучения иностранным языкам;
- тенденции внедрения цифровых образовательных инструментов и коммуникативных подходов.

Содержание элективов, практик и модулей разработано с учетом рекомендаций работодателей и педагогических стандартов.

3. Соответствие Национальной рамке квалификаций Республики Казахстан

Программа структурирована в соответствии с уровнями Национальной рамки квалификаций (НРК) и соответствует уровню 6 (бакалавриат), включая:

- формирование знаний теоретического и практического характера;
- освоение профессиональных навыков для решения комплексных педагогических задач;
- развитие самостоятельности, ответственности и лидерских качеств в профессиональной деятельности.

Результаты обучения и компетенции отражают требования НРК к уровневым квалификациям и обеспечивают преемственность подготовка-квалификация-трудоустройство.

4. Отражение в ОП результатов обучения и компетенций, основанных на Дублинских дескрипторах, заложенных в профессиональных стандартах/ отраслевых рамках

В программе чётко сформулированы результаты обучения, охватывающие:

- знания и понимание фундаментальных теорий фонетики, грамматики, лексикологии, межкультурной коммуникации;

- применение знаний в педагогической деятельности, в том числе в условиях инклюзивного и цифрового образования;
- коммуникативные навыки, необходимые для профессионального взаимодействия;

-навыки обучения и самообразования, соответствующие концепции непрерывного профессионального развития.

- умение анализировать и адаптировать учебные материалы;
- развитие критического мышления, профессиональной речи, навыков самооценки;
- владение цифровыми инструментами обучения языкам.

Результаты обучения коррелируют с Дублинскими дескрипторами, профессиональными стандартами педагогов и отраслевыми квалификационными рамками в области педагогики и филологии.

5. Соответствие Государственному общеобязательному стандарту образования (ГОСО РК)

Программа полностью соответствует требованиям ГОСО РК по направлению подготовки педагогов:

- соблюдены условия по минимальному и максимальному объёму кредитов;
- обеспечена обязательная доля практик и научно-исследовательской работы;
- реализованы требования к структуре образовательных модулей и типам учебных занятий;

- учтены компетенции, определённые государственным стандартом образования.

Соответствие ГОСО подтверждается наличием типовых учебных планов, корректной структурой модулей и учебных результатов.

6. Структура и содержание образовательной программы, применение модульного принципа их построения

Структура образовательной программы логична, системна и построена на модульном принципе, что обеспечивает:

- гибкость учебного процесса;
- возможность формирования индивидуальной образовательной траектории;
- интеграцию теоретических дисциплин с педагогической практикой;
- междисциплинарность и вариативность в выборе элективных курсов.

Модульная система включает базовые, профильные и элективные дисциплины, дополняемые практиками, проектной и научной деятельностью студентов. Это способствует развитию профессионально-педагогических компетенций, методологических навыков и культуроведческого мировоззрения.

7. Наличие в образовательной программе компонентов для подготовки к профессиональной деятельности, развивающих ключевых компетенций, интеллектуальные и академические навыки отражающих изменяющиеся требования общества

Образовательная программа содержит широкий комплекс дисциплин и практических модулей, ориентированных на формирование профессионально-педагогических, коммуникативных, аналитических, цифровых и исследовательских компетенций.

Особое внимание уделено:

- развитию навыков критического и литературоведческого анализа;
- формированию академической грамотности (научное письмо, методология исследования);
- освоению цифровых инструментов в обучении казахскому языку и литературе;
- развитию навыков межкультурной коммуникации и публичных выступлений;
- формированию профессиональной педагогической культуры и этики.

Компетенции программы соответствуют современным требованиям общества, заказам работодателей и тенденциям развития образования.

8. Логическая последовательность дисциплин и отражение основных требований в учебных планах и программах обучения

Программа демонстрирует чёткую логическую структуру:

- дисциплины общего и базового цикла закладывают фундаментальные знания по языку и методике;

- профильные дисциплины последовательно развивают навыки преподавания, филологического анализа и методики обучения;
- специальные курсы и элективы обеспечивают углубление знаний по выбранным направлениям.

Учебный план отражает принципы постепенного усложнения материала, преемственности тем и системного формирования компетенций. Рабочие программы дисциплин согласованы между собой и соответствуют требованиям ГОСО РК, НРК и профессиональных стандартов.

9. Отражение в образовательной программе системы учёта учебной нагрузки студентов и преподавателей в кредитах, её соответствие параметрам кредитной системы обучения

ОП корректно использует кредиты ECTS для определения учебной нагрузки студентов и преподавателей.

Обеспечено:

- соответствие 1 кредит = 30 академическим часам;
- распределение контактных, самостоятельных и аудиторных часов;
- прозрачность расчёта нагрузки по всем видам учебной деятельности;
- соответствие международным и национальным требованиям кредитной технологии.

Система учета нагрузки позволяет студентам формировать индивидуальные образовательные траектории и обеспечивает гибкость обучающего процесса.

10. Наличие в программах производственной практики для закрепления теоретического материала, выраженного в учебной нагрузке в кредитах

В программу включены все необходимые виды практик:

- учебная практика (ознакомительная);
- производственная педагогическая практика;
- преддипломная практика.

Каждая практика выражена в кредитах и встроена в учебный план в соответствии с логикой профессиональной подготовки. Практики обеспечивают:

- применение теоретических знаний в реальных условиях школы;
- развитие профессиональных навыков учителя казахского языка и литературы;
- формирование умений планировать уроки, проводить занятия, анализировать результаты обучения;

- взаимодействие с наставниками и работодателями.

Практикоориентированность программы является её сильной стороной.

11. Сведение о ППС, участвующих в реализации ОП

Профессорско-преподавательский состав кафедры, реализующей образовательную программу «6В01703 – Английский язык (IP)» Южно-Казахстанского университета им. М.Ауэзова, соответствует квалификационным требованиям МОН РК и обеспечивает высокое качество образовательного процесса.

12. Квалификация, получаемая в результате освоения ОП

По завершении программы студенты получают степень бакалавр образования по образовательной программе «6В01703 – Английский язык (IP)». Присваиваемая квалификация соответствует требованиям ГОСО РК, профессиональным стандартам педагога и обеспечивает выпускникам конкурентоспособность на рынке труда Южного Казахстана и страны в целом.

13. Рекомендации

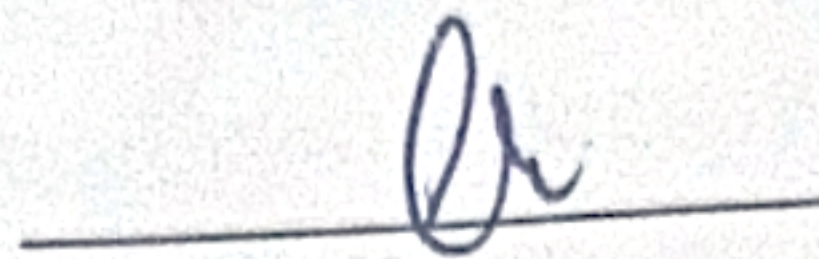
1. Усилить цифровую подготовку, включив больше практики по использованию интерактивных платформ, AI-инструментов в преподавании языков.
2. Развивать дисциплины, направленные на CLIL, TBLT и современные технологии языкового обучения.
3. Расширить сотрудничество с образовательными учреждениями для прохождения практик.
4. Усилить исследовательский компонент (дебаты, проекты, публикации, конференции).

5. Рассмотреть обновление содержания лингвистических дисциплин с учётом современных тенденций прикладной лингвистики.

Общий вывод

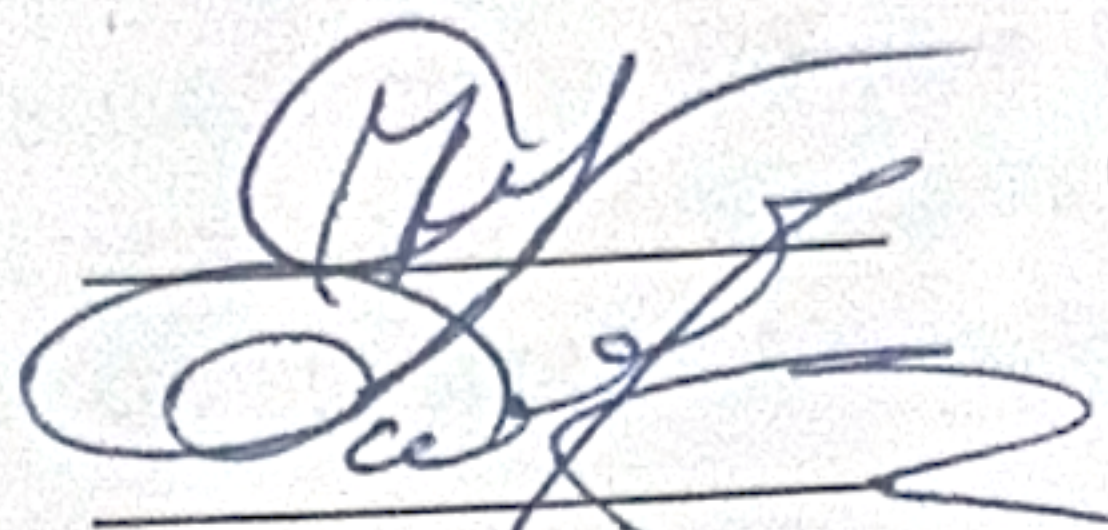
Образовательная программа «6В01703 – Английский язык (IP)» соответствует современным требованиям высшего образования Республики Казахстан, профессиональным стандартам и ожиданиям работодателей. Программа обладает чёткой компетентностной структурой, логикой построения модулей, достаточной практикоориентированностью и потенциалом для дальнейшего развития.

Председатель комиссии



Ыбырайым Ә.О.


Члены комиссии



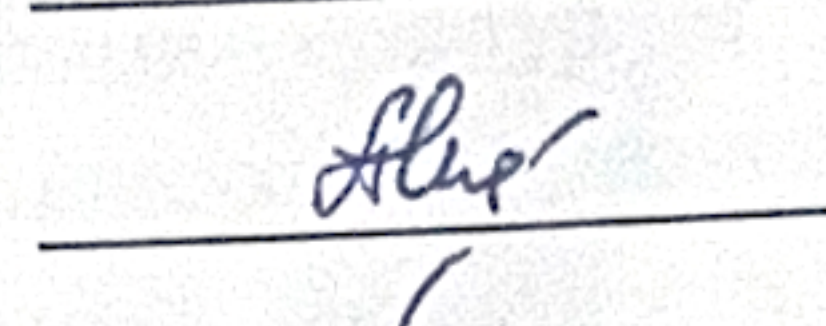
С.Е. Қалдықозова



Б.Т. Тасполатов



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А.С. Швайковский