

«ИЛІЯС ЖАНСУГІРОВ АТЫНДАҒЫ ЖЕТІСУ УНИВЕРСИТЕТІ» КЕ АҚ
НАО «ЖЕТЫСУСКИЙ УНИВЕРСИТЕТ ИМЕНИ ИЛЬЯСА ЖАНСУГУРОВА»
NP JSC «ZHETYSU UNIVERSITY OF THE NAME OF ILYAS ZHANSUGUROV»

БЕКІТІЛДІ/ УТВЕРЖДЕНА/ APPROVED

Басқарма отырысында/на заседании Правления/

at the meeting of Board /

Хаттаманың/Протокол/ Protocol № 9 «10» 04 2024

Басқарма төрағасы – Ректор/ Председатель

Правления – Ректор/ Chairman of the Board-Rector

з.ғ.д., профессор Е. Бурибаев/

д.ю.н., профессор Е. Бурибаев /

d.l.s., Professor Y. Buribayev



**БІЛІМ БЕРУ БАҒДАРЛАМАСЫ
ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА
EDUCATIONAL PROGRAM**

6B01602 – Тарих және қоғамтану (IP)

6B01602 – История и обществоведение (IP)

6B01602 –History and social science (IP)

**БАКАЛАВРИАТ
BACHELOR'S DEGREE**

Талдықорған/ Талдықорған/ Taldykorgan, 2024

The educational program 6B01602 – « History and social science » (IP) is developed in accordance with the following regulatory documents:

1. The Law of the Republic of Kazakhstan «On Education» dated 27.07.2007, No.319-III;
2. Order of the Minister of Education and Science of the Republic of Kazakhstan dated 20.04.2011, No.152 «Rules for the organization of the educational process on credit technology of education»;
3. Order of the Minister of Education and Science of the Republic of Kazakhstan dated 20.07.2022, No 2 «On approval of the State Mandatory Standards of Education at All levels of Education»;

Developers:

Chairman of the academic committee for the development of Educational Program		Ashkeeva Nursharkhan, candidate of political sciences, Head of educational programs of the social and humanitarian direction
Members of the academic committee for the development of Educational Program		
Academic personnel	<i>J. Uay -</i>	Ishkalova Gulbanu, Ph.D, Lecturer at the Higher School of Humanities.
	<i>Abul</i>	Kaliyeva Bekzat, Lecturer at the Higher School of Humanities.
		Kalelova Zhadyra, Lecturer at the Higher School of Humanities.
Employers-consultants	<i>[Signature]</i>	Rozakova Inkar , Deputy Director for Academic Affairs of KSU "Secondary School-Lyceum No. 5 named after M. Lomonosov" State Institution "Department of Education for the city of Taldykorgan of the Department of Education of the Zhetysu region".
	<i>[Signature]</i>	Baigenzhenova Altynshash , Director of KSU" Secondary School No. 4 " of the State Institution "Department of Education for the city of Taldykorgan of the Department of Education of the Zhetysu region".
Student consultants	<i>[Signature]</i>	Abzhapar Dias, 3rd year student of the history educational program, Higher School of Humanities.
	<i>[Signature]</i>	Ospanov Galymzhan, Head of the State Institution Center for the Protection of Historical and Cultural Heritage of the Zhetysu Region" KSU "Department of Culture, Archives and Documentation of the Zhetysu Region"

The educational program was reviewed and recommended for approval at the meetings:

Academic Council of the University

Protocol № 7 from « 26 » 03 2024

Chairman of Academic Council *[Signature]* B. Taubayev

Higher School Council

Protocol № 6 from « 22 » 02 2024

Dean *[Signature]* Zh. Yesenbek

Academic committee of Higher School

Protocol № 6 from « 10 » 02 2024

Chairman Academic committee of Higher School *[Signature]* G. Syrlybayeva



1. PASSPORT OF THE EDUCATIONAL PROGRAM

1.1 Context

Registration number: 6B01600077

Code and classification of the domain of education: 6B01 Pedagogical science

Code and classification of the direction of preparation: 6B016 Training of teachers in humanitarian subjects

Group of educational programs: B015 Teacher training in humanitarian subjects

Name of educational program: 6B01602 – «History and social science» (IP)

Type of EP: Innovative

Program type: First cycle: baccalaureate level 6 NQF / ORC / ISCED

Degree awarded: bachelor of education in the educational program 6B01602 – «History and social science» (IP)

Total credits: 240 academic credits

The typical duration of training: 4 years

Language of study: Russian, Kazakh

License to engage in educational activities: The Educational program is implemented on the basis of the Appendix to the License №KZ36LAA00018662 dated August 24, 2020 in the direction of training 6B016 – «Training of teachers in humanitarian subjects», issued by the Committee for control in the field of education and science of the Ministry of education and science of the Republic of Kazakhstan.

Accreditation:

1) **Institutional accreditation:** An Independent Agency for quality assurance in education, certificate number HE-IA-000010 dated 23.04.2024, period of validity of accreditation 23.04.2024-22.04.2029;

2) **Specialized accreditation:** -

3) **EP rating:**-

Professional standards for the development of OP: The educational program 6B01602 – «History and social science» (IP) is developed in accordance with the professional standard "Teacher", "Professional Standards for Educators of Educational Institutions".

This Educational Programme 6B01602 – «History and social science» (IP) is a national teacher education curriculum, which has been designed in collaboration by various Kazakh universities and with international consulting.

Leader university: K. Zhubanov Aktobe Regional University

Member universities: Abai Kazakh National Pedagogical University, Altysarin Arkalyk Pedagogical Institute, Amanzholov East Kazakhstan University, Shakarim University, South Kazakhstan State Pedagogical University.

1.2 Place of NJSC "Zhetysu University named after Ilyas Zhansugurov" in the system of higher and postgraduate education of the Republic of Kazakhstan

Zhetysu University named after Ilyas Zhansugurov is a large regional multidisciplinary university of the Zhetysu region, which provides three-stage training (bachelor's, master's and doctoral PhD) in a wide range of specialties.

Mission: Training of competitive personnel that meets the needs of industrial and innovative development of the economy of the Zhetysu region and the Republic of Kazakhstan.

Strategic goal:

1. Providing high-quality training of competitive personnel;

2. Modernization of the content of higher and postgraduate education in the context of global trends.

Positions of the university in national and international rankings:

3. 804th place in the world according to the UI GreenMetric World University Rankings 2024 sustainable development rating. 10th place among 28 universities in Kazakhstan;

4. QS World University Rankings: 701 - 750 place in the Asia 2025 ranking, 46th place in the QS World University Rankings: Asia 2025 – Central Asia;

5. 6th place among 95 universities of the Republic of Kazakhstan in the ARES rating;

1.3 Profile of the educational program

Rationale: The educational program is aimed at training teaching staff with the award of a bachelor's degree in the educational program 6B01602 – «History and social science» (IP). The program includes transformations in the updated education system of the Republic of Kazakhstan, caused by the modernization of the education system and the need to form a new value system, focused on training competitive history specialists.

The program contains a transition from traditional education, caused by the entry of Kazakhstan into a single world educational space, in which the student, as a passive object, becomes an active subject of the educational process when the role and functions of the teacher change. The program for training bachelors in the direction of «History and social science» offers a consistent study of various branches of modern historical science, to gain knowledge about the most important facts of history, about the features of various historical eras and the essence of the historical process. Trends in the development of Kazakhstan at the present stage in the context of a demographic explosion and an increase in the number of secondary educational institutions in the labor market show the demand for specialists in the educational program «History and social science» (IP).

Labor market research in accordance with employers' requests: The specifics of the socio-economic development of the Zhetisu region, the program of industrial development of the Zhetisu region cause a set of higher and postgraduate education ZhU named after I.Zhansugurov to meet the need for specialists, scientific and pedagogical personnel. This allows you to effectively and efficiently taking into account market needs and the educational policy of Kazakhstan to use the available resources to implement EP: personnel potential, material base, information resources, and established partnerships with educational organizations.

The analysis of interaction with employers showed a fairly high demand for graduates of the specialty History, not only in the education system of the city of Taldykorgan and Zhetisu region, but also in research centers and government bodies.

Opinions of employers about the quality of training EP «History and social science» (IP) is in the process of students teaching practice, the results of which they receive the characteristics of the practice heads, principals, and the results of employment and feedback from employers. In the characteristics of students EP 6B01602 – «History and social science» there is a fairly high level of theoretical training, the ability to apply knowledge in practice, their compliance with the modern requirements of the future teacher.

The purpose of the educational program: Training of teachers-historians-social scientists with universal and subject-specific competencies that contribute to high-quality vocational education, professional competence in teaching history and social studies, the development of methodological support for the educational process, social mobility, competitive and in demand in the labor market.

Distinctive features of the program

<i>Area of professional activity</i>	The field of education
<i>Objects of professional activity</i>	Secondary schools, lyceums, gymnasiums, colleges
<i>Branch of the EP</i>	CGA «Secondary school No. 17» GA «Department of Education for the city of Taldykorgan of the Department of Education of the Zhetisu Region»
<i>Base of practice</i>	Secondary educational institutions are the bases of practice for testing the professional competencies of graduates; - SMKE «Museum of History Local Lore named after Mukhamedzhan Tynyshbayuly of Zhetisu Region»; - MSI «Center for the Protection of the Historical and Cultural Heritage of the Zhetisu region», MSI «State Archive of Zhetisu Region»; - Institute of Archeology named after A.Kh. Margulan.

<i>Academic mobility</i>	Students have the opportunity to expand academic mobility within the framework of external and internal mobility (Kazakhstan and the CIS, as well as foreign partner universities; Department of Social and Cultural Anthropology of the University of Zurich.
<i>Scholarship programs</i>	State educational order, grant of local executive bodies

1.4 Profile of the graduate

Graduate Attributes according to Dublin Descriptors:

Graduate attributes according to Dublin Descriptors:

- 1) demonstrate knowledge and understanding in the field of study based on advanced knowledge in the field of study;
- 2) apply knowledge and understanding at a professional level, formulate arguments and solve problems in the field of study;
- 3) collect and interpret information in order to form opinions with due regard to social, ethical and scientific considerations;
- 4) apply theoretical and practical knowledge for solving practical and professional tasks in the field under study;
- 5) learning skills necessary for independent further study in the field under study;
- 6) know scientific research and academic writing methods and apply them in the field under study;
- 7) apply knowledge and understanding of facts, phenomena, theories and complex dependencies between them in the field under study;
- 8) understand the meaning of principles and culture of academic honesty.

Graduates competences due to EP:

KC1 – Pre-service teachers have basic knowledge and understanding of learning and students and are able consider the diversity of students in learning/teaching process and support their well-being in psychologically and ethically sound manner considering their life and learning contexts.

KC2 – Pre-service teachers are capable to design, implement, assess, and develop learning and guidance processes in different kinds of learning environments in a pedagogically meaningful way including ability to utilize different digital resources in a manner that supports learning.

KC3 – Pre-service teachers are able to communicate in different interactive relationships and partner networks in a meaningful manner both in face-to-face and online settings with regard to the goals set for the activity in question.

KC4 – Pre-service teachers are capable of working in different collaboration networks and have the ability to create new relationships that are appropriate for the development of one's own and one's community activities.

KC5 – Pre-service teachers are able to teach in accordance with the tri-lingual approach in secondary education and participate in the global professional community.

KC6 – Pre-service teachers are familiar with the international and national agreements and documents as well as legislation that affects his/her institution's and his/her work.

KC7 – Pre-service teachers are able to (a) to perceive his / her own activities in relation to the activities of his/her organization, and (b) work in a meaningful way to create positive relationships between the partners outside the school (families, regional actors, working life).

KC8 – Pre-service teachers are able to reflect and critically assess their values, attitudes, ethical principles and work methods as a teacher and are able to set new goals to his/her own and his/her organization's pedagogical development.

KC9 – Pre-service teachers are able to develop his / her own and his / her organization's pedagogical activities in relation to the anticipated changes at regional, national and international level.

KC10–Pre-service teachers are able to produce, seek and critically select theoretical knowledge that, combined with experiential knowledge, serves the development of both him/her and his/her

community's theory-in-use, and the ability and willingness to use knowledge to promote learning and own professional growth.

KC11 – Pre-service teachers master the methods of historical knowledge;

KC12 – Pre-service teachers have knowledge and understanding of historical processes;

KC13 – Pre-service teachers have the ability to apply basic historical concepts and terms;

KC14 – Pre-service teachers have developed skills of analysis of historical phenomena and processes, and different types of historical sources;

KC15 – Pre-service teachers have knowledge and application of historical chronology, spatial and historical thinking;

KC16 – Pre-service teachers develop a sense of the individual in the spirit of patriotism, national unity and preservation of traditions;

KC17 – Pre-service teachers develop a sense of legal values, and of a law-abiding and responsible a citizen as a subject of public process on the basis of humanistic and universal human values;

KC18 – Pre-service teachers' knowledge of the methodology of historical research, and their culture of critical thinking;

KC19 – Pre-service teachers have the ability to formulate and solve scientific problems based on basic knowledge in the field of theory and methodology of historical science, as well as apply interdisciplinary knowledge in the research.

KC20 – Pre-service teachers are able to assess the surrounding reality on the basis of ideological positions, formed by a knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical knowledge.

KC21 – Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview

KC22 – Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan.

KC23 – Pre-service teachers are able to analyse the causes and consequences of the events in the history of Kazakhstan.

KC24 – Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society.

KC25 – Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness.

KC26 – Pre-service teachers are able to assess situations and provide arguments for their own assessments of developments in the social and work environment.

KC27 – Pre-service teachers are able to assess situations in various spheres of interpersonal, social and professional communication and enter into communication in oral and written forms in Kazakh, Russian and foreign languages.

KC28 – Pre-service teachers are able to use in their personal activities various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information.

KC29 – Pre-service teachers are able to maintain a healthy lifestyle to achieve productive social and professional activities through the methods and means of physical education.

KC30 – Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge.

Upon completion of the study of the compulsory disciplines of the GED cycle, the student will be able to:

- 1) Pre-service teachers are able to assess the surrounding reality on the basis of ideological positions, formed by a knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical knowledge;
- 2) Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview;
- 3) Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan;
- 4) Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society;
- 5) Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness;
- 6) Pre-service teachers are able to assess situations in various spheres of interpersonal, social and professional communication and enter into communication in oral and written forms in Kazakh, Russian and foreign languages;
- 7) Pre-service teachers are able to use in their personal activities various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information;
- 8) Pre-service teachers are able to maintain a healthy lifestyle to achieve productive social and professional activities through the methods and means of physical education;
- 9) Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge.

Learning outcomes:

LO1 – Analyzes global and local historical events, processes and phenomena in relation to each other, correlates their similarities and highlights the key facts;

LO2 – Able to navigate in currently relevant social events and processes; analyzes and evaluates religious and spiritual-cultural phenomena and processes in modern society, demonstrates their own civic position about them;

LO3 – Applies interdisciplinary knowledge and experience for the advancement of their world outlook and their historical and moral development in conformity with the social, business, cultural, legal and ethical norms of the kazakh society;

LO4 – Capable of applying knowledge in education and psychology for the upbringing, development and organization of the lives and activities of schoolchildren according to the principles of personalized, competent and inclusive approach;

LO5 – Capable of constructive communication and interacting in both spoken and written Kazakh, Russian and foreign languages for interpersonal, social, professional and research activities;

LO6 – Chooses the direction and methodology of the research based on scientific methods and approaches for the creation of new knowledge in the field of history and sociology;

LO7 – Carries out the search for necessary information, data collection, the work with historical sources, archived materials, museum exponents, using modern approaches and methods;

LO8 – Uses organizational skills, while maintaining the mentoring-educational processes at school, exhibits the knowledge of basic management in enhancing secondary general education, uses the skill of entrepreneurship;

LO9 – Capable of monitoring the instructional and educational processes in secondary school, together with analyzing and assessing their results;

LO10 – Capable of conducting both individual and group research in the area of secondary general education and humanities on the local, regional and republican levels in compliance with the norms of pedagogical ethics and principles of academic integrity;

LO11 – Capable of developing professionally and educating themselves throughout their life; contemplates and critically assesses personal values, attitude, ethical principles, working methods, moreover, sets new goals for perfecting historical and sociological education at schools with the purpose of sustainable development, advancement of their organization and personal professional wellbeing;

LO12 – Capable of developing the skill of emotional intelligence and leadership for creating a favorable atmosphere in collaborations with parental and pedagogic public.

Employment opportunity:

The analysis of interaction with employers showed a high demand for graduates of ZhSU named after I.Zhansugurov in the education system of Taldykorgan and Zhetisu region. This is also confirmed by a large percentage of employment of graduates in the specialty "History".

Objects of professional activity: teachers of history of secondary schools, lyceums, gymnasium, colleges; heads of research circles on history, specialists of museums and archival institutions; Tutors to prepare for the UNT on history, specialists of local education authorities and akimats.

Bachelor of history has the right to continue training in the master's degree in «History and social science».

2. THE CONTENTS OF THE EDUCATIONAL PROGRAM

2.1 Modules description

№ Mo- du- le	Code and name of the module	№ and name of the discipline	Num ber of credi- ts	Cycle of discip- lines	Generated module learning outcomes
1.	SH-1 «Social humanitarian»	1) History of Kazakhstan 2) Philosophy 3) Social and Political knowledge module (sociology, cultural studies, political science, psychology) 4) Economics and entrepreneurship 5) Ecology and life safety basics 6) Basics of law and anti-corruption culture 7) Methods of scientific research 8) Ilyastanu 9) Fundamentals of Financial Literacy 10) Physical training	31	GED	To assess situations in various areas of interpersonal, social and professional communication, taking into account the basic knowledge of sociology, political science, cultural studies and psychology; to build a personal educational trajectory throughout life for self-development and career growth, to focus on a healthy lifestyle to ensure full-fledged social and professional activities through methods and means of physical culture
2.	SLI-2 «Supporting learners as individuals»	1) Psychology in Education and Concepts of Interaction and Communication 2) Educational Science and Key Theories of	17	BD	This module provides an overview of psychological theories, concepts, and models which help to understand the pupils' individual needs and

		Learning			individual differences in learning. The module provides the pre-service teachers with competences to acknowledge
		3) Age and Physiological Features of the Development of Children			individualization of learning and the diversity of learners in teaching. The module highlights the importance of enhancing learner well-being through creating and maintaining a psychologically safe educational environment.
		4) Inclusive Educational Environment			
		Teaching Planning and Individualization of Learning			
3.	TAL-3 «Teaching and assessment for learning»	1) Teaching Methods and Technologies	9	BD	This module provides the teacher students with competencies to carry out interactive and student-centered teaching and assessment aligned with learning objectives. The module highlights the use of digital tools and technologies and the ability to update and apply teaching technologies in the context of ongoing changes in the society and the educational environment. This module supports the pre-service teachers' competence to communicate and collaborate in various partnership networks to enhance own pedagogical activity.
		2) Assessment and Development			
4.		1) Pedagogical Research	9	BD	This module focuses on the methodological foundations of pedagogy, and it provides understanding of how pedagogical research informs teaching practices. The module helps the pre-service teachers to develop their reflection skills to become aware of themselves as teachers and to develop their own teaching as well as the ability to set new goals for pedagogical development to ensure lifelong learning. The module also addresses the ethical aspects of the teachers' work and its
		2) Research, Development and Innovation			

					development.
5.	TFL-5 «Teacher as a facilitator of learning (pedagogical practice)»	<p>1) Introduction to the teaching profession (1st year pedagogical practice)</p> <p>2) Psychological and pedagogical assessment (2nd year pedagogical practice)</p> <p>3) Pedagogical approaches (3rd year pedagogical practice)</p> <p>4) Research and innovation in education (pedagogical practice)</p>	25	BD	<p>This module focuses on the transformation of theoretical knowledge into practical skills through two pedagogical practice periods/courses, as well as the formation of a teacher's professional identity that meets the requirements of teaching profession today and in the future. During the module, pre-service teachers also establish practice-based research skills promoting the continuous process of professional growth.</p> <p>Pedagogical practice is organized in four periods/courses, one per study year, and each having their specific learning outcomes where the competences of pre-service teachers are progressively deepened from orientation and observation to designing educational processes and conducting own lessons, and developing own work environment through practice-based research activities.</p>
6.	C-6 «Informational and communicative»	<p>1) Information and communication technology (in English)</p> <p>2) Foreign language</p> <p>3) Kazakh (Russian) language</p> <p>4) Fundamentals of artificial intelligens</p> <p>5)Methods and technology of distance education</p> <p>6) Visual History</p> <p>7) Fundamentals of applied behavior analysis</p>	30	GED MD	<p>Use various types of information and communication technologies in personal activities: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information; engage in communication in oral and written forms in Kazakh, Russian and foreign languages to solve problems of interpersonal, intercultural and industrial (professional) communication.</p>
7.	UDHC-7 «Unity and diversity of history and its	<p>1) Ancient civilizations and the ancient world</p> <p>2) East and West in the</p>	27	MD	<p>The module provides basic knowledge about processes and events in the history of</p>

	concepts»	<p>Middle Ages</p> <p>3) World in Modern Age (East)</p> <p>4) World in Modern Age (West)</p> <p>5) Search for development and movement for national independence in the East</p> <p>6) Features of West civilization development in the modern world</p>			the world. Pre-service teachers develop basic skills and professional competence of a historian. Disciplines proposed within the module are aimed at creating a favourable, intellectually stimulating learning environment so that Pre-service teachers can define and apply important historical concepts, interpret events in the context of the past and the present, predict possible ways of development of different historical civilizations, and understand the unity and diversity of history.
8.	HKVA-8 «History of Kazakhstan. Values and approaches»	<p>1) History and culture of ancient Kazakhstan</p> <p>2) History, culture and law of medieval Kazakhstan</p> <p>3) Transformation of Kazakh society: historical dynamics</p> <p>4) Modern History of Kazakhstan</p> <p>5) Intellectual history of Kazakhstan / Turkic civilization in the past and present / Daily history of Kazakhstan during the Soviet period</p> <p>6) National liberation struggle of the Kazakh people / History of the Alash movement/ Collectivization in Kazakhstan</p>	27	MD	The module presents knowledge on main stages of the Government establishment on the land of Kazakhstan, ethno-genesis of Kazakhs, and the system of nomadic civilization. The module develops historical consciousness, and respect to the history of motherland. The complex approach of studying the motherland history create conditions for the development of research, thinking and communication skills of pre-service teachers.
9.	AH-9 «Applied history»	<p>1) Archaeology</p> <p>2) Ethnology</p> <p>3) Auxiliary historical disciplines</p> <p>4) Methods of teaching history</p> <p>5) Local history/ Historical geography/ Historical demography</p>	22	MD BD MD	During this module, pre-service teachers learn to identify various sources of historical information and their nature. According to the evidence, pre-service teachers develop their skills in understanding the information structure of historical phenomena. Pre-service teachers gain knowledge on sources,

					including physical evidence which in comparison with written ones, does not include primary storytelling about historical events. Pre-service teachers develop their research skills by making historical conclusions based on the evidence, i.e. creating historical reconstructions. The data provided by the module forms general picture of studied historical events.
10.	RWHS-10 «Research work in historical science»	1) Source study 2) Historiography 3) Academic writing 4) Interdisciplinary approach in modern research 5) Practical training (archaeological, museum, archival)	28	MD	In this module, pre-service teachers gain knowledge and skills of conducting historical research through various types of practical work, in which they are introduced to the basic tools of scientific research used in history. The module provides pre-service teachers knowledge on methods of analysis of historical sources, including digital methods of processing historical sources. The module supports pre-service teachers' ability to draw conclusions based on research and communicate them both in writing and orally.
		6) Writing and defending a thesis (project) or passing a comprehensive exam		MC	
11.	SRR-11 «Society. Right. Religion»	1) Religions and legal regulation in modern Kazakhstan 2) Social studies 3) Theory and history of State and law 4) History of world religions / Integration and disintegration processes in the modern world / Social studies of religion	15	MD	The module establishes knowledge and understanding of the structures of society, viewing it as a civil, ethnocultural, confessional community. It develops pre-service teachers' skills for identification and critical analysis of social phenomena that are political, spiritual, legal and interdisciplinary. During the module, pre-service teachers gain knowledge and understanding of structures of society, perceiving it as a civil, ethnocultural, and confessional community. Pre-service teachers also develop skills in political, spiritual, and legal

					culture based on knowledge of the laws of social development.
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2.2 Information about disciplines

№	Name of the discipline	Brief description of the discipline (30-50 words)	Number of credits	Formed learning outcomes (codes)
Cycle of general education disciplines compulsory component				
1.	History of Kazakhstan	«History of Kazakhstan» studies the history of the development of human society on the territory of Kazakhstan from ancient times to the present day, taking into account the latest data from historical science related to the reassessment of events and facts. When studying the course, attention is paid to the specifics of the socio-cultural, political, economic and geopolitical situation of Kazakhstan. The subject of the «History of Kazakhstan» is the study of the emergence and development of the Kazakh ethnic group, state-legal systems, economy, culture, public and social relations in Kazakhstan at various stages of history.	5	LO1
2.	Philosophy	Deals with the main stages of development of world and Kazakh philosophical thought and worldview trends. It studies the General theoretical problems of being and consciousness, describes the experience of world philosophical thought in the study of universal problems of worldview. It is aimed at developing holistic views of the world and understanding the reality of the modern era. Reveals the basic philosophical concepts, categories and methods of philosophical knowledge.	5	LO3
3.	Information and communication technology (in English)	Studies modern methods and means of professional communication, carried out by means of information technologies for search, collection, storage, processing and dissemination of information. Develops skills in working with databases, table processors, e-technologies, Smart and cloud technologies.	5	LO7
4.	Social and Political knowledge module (sociology, cultural studies, political science, psychology)	It contains socio-political and psychological knowledge, reflecting the laws, mechanisms and facts necessary for the knowledge of the depth of objective and subjective processes of development of society and man. Interaction between scientific disciplines - sociology,	8	LO2

		cultural studies, political science, psychology, is based on the principles of information complementarity, integration and methodological integrity of research approaches.		
5.	Kazakh (Russian) language	It contains the classification of types of texts. It studies the vocabulary, morphology and syntax of the Kazakh (Russian) language. It is aimed at mastering lexical topics related to various spheres of life and activity of society, in accordance with the level of language proficiency. Reveals the culture of speech and communication.	10	LO5
6.	Foreign language	Aimed at the development of levels A2, B1, B2 (pan-European scale of foreign language proficiency) in accordance with the adapted national level model of teaching languages of the trinity, contains modern trends in learning and practical knowledge of foreign languages in everyday communication and professional activities.	10	LO5
7.	Physical training	Studies the features of physical culture and sports. Reveals the main forms of physical culture in the educational and extracurricular time. It is aimed at the formation of a healthy lifestyle, personality of the student, his physical perfection and self-regulation.	8	LO12
Cycle of general education disciplines <i>Optional component</i>				
8.	1) Economics and entrepreneurship	The purpose is to familiarize students with the economic problems of modern society, the formation of economic thinking and gaining knowledge in the field of theoretical foundations and practical skills in the field of entrepreneurship. It is focused on the formation of students' comprehensive understanding of the laws of the functioning of the economy, obtaining business education aimed at acquiring applied competencies in various fields of entrepreneurial activity, reveals the features of creating and successfully running their own business.	5	LO 3
	2) Ecology and life safety basics	Purpose – to form knowledge on the basics of ecology and life safety, allowing to analyze environmental processes, assess the socio-ecological consequences of anthropogenic activities, methods and technologies of protection in emergency situations. Develops skills to assess the impact of environmental factors on human health; predict environmental processes for planning and implementing measures to improve life safety; make decisions in adverse environmental and emergency		LO 3

		situations, taking into account the possible consequences of accidents, catastrophes, natural disasters.		
	3) Basics of law and anti-corruption culture	The aim is to familiarize students with the main branches and institutions of law, the basics of an anti-corruption culture, as well as the laws of the emergence, development and functioning of the state and law. The course forms the skills of an anti-corruption culture and a high level of theoretical knowledge about the main functions of law in the state and society, its impact on the development of law-based state, civil society.		LO 3
	4) Methods of scientific research	The goal is to form knowledge about the principles, technologies, practical methods and techniques of conducting scientific research based on modern achievements of scientists. Forms the basic foundations of scientific culture and ethics, flexible perception of scientific texts, skills of effective application of acquired knowledge in planning and organizing research work, the ability to analyze and summarize research results.		LO6
	5) Ilyastanu	The purpose of the discipline is to develop a deep-thinking personality with high aesthetic taste, appreciating literature, art, traditions, culture and language of the Kazakh people through a deep and comprehensive study of the works of Ilyas Zhansugurov. Forms an understanding of the importance of the works of Ilyas Zhansugurov in the development of the Kazakh literary language; skills of intellectual and creative thinking, the ability to cherish the values of national and spiritual heritage.		LO3
	6) Fundamentals of Financial Literacy	The course "Fundamentals of Financial Literacy" is aimed at gaining knowledge and skills in the field of personal finance management. Also, as part of the course, students will learn how to use in practice all kinds of tools in the field of finance, save and increase savings, plan a budget competently, learn how to analyze financial information and navigate financial products to choose an adequate investment strategy. Promotes the acquisition of knowledge and skills in the field of personal finance management.		LO3
Cycle of basic disciplines University Component				
9.	Psychology in Education and Concepts of Interaction and	Pre-service teachers are familiar with the modern psychological theories and models, as well as personality functioning and individual properties. They can apply the knowledge in	4	LO 11, LO 12

	Communication	their teaching in diverse educational contexts. Pre-service teachers support positive development of learners by fostering dialogue, interaction, and communication in the educational process. They are able to communicate, interact, and collaborate with pupils' families as well as in various other partnership networks and create new relationships suitable for the development of their own pedagogical activity.		
10.	Age and Physiological Features of the Development of Children	Pre-service teachers are familiar with the formation of psyche, its functioning, and the patterns of development. Pre-service teachers can observe the development of their students, and accordingly, plan and implement age-appropriate learning processes considering individual needs of students. Pre-service teachers act creatively and appropriately in different situations and support learning and well-being of the learners.	3	LO4
11.	Educational Science and Key Theories of Learning	Pre-service teachers explore the basics of educational science such as the conceptions of man leading to various learning theories and pedagogical models. Based on their understanding of the theoretical concepts, pre-service teachers are able to make appropriate pedagogical choices for various learning situations.	3	LO 11, LO 12
12.	Pedagogical Research	This course provides pre-service teachers with a theoretical foundation on pedagogical research. Pre-service teachers possess skills to seek and critically select theoretical knowledge from various reliable sources, utilize research findings in the development their pedagogical thinking and practice, and adopt willingness to promote research-based learning and education as well as their own continuing development and professional growth.	4	LO9 LO11
13.	Teaching Methods and Technologies	Pre-service teachers have a comprehensive understanding of teaching strategies and methodologies, and can apply them in planning, teaching, and assessment in innovative ways matching the specific pedagogical situations, conditions of a specific school and the capabilities of students. Pre-service teachers are able to design suitable inclusive physical and online learning environments at different stages of the educational process. Pre-service teachers understand and can apply the regulations of copyright and data protection in their learning material planning. Pre-service teachers possess necessary knowledge of didactics, learning	5	LO 6

		technologies and methods of motivating students being able to provide necessary pedagogical assistance to students.		
14.	Psychological and pedagogical assessment (pedagogical practice)	Pre-service teachers familiarize themselves with the features of the integral pedagogical process of an educational institution and the formation of analytical-reflexive, research, design, and other skills in the field of psychological and pedagogical support of the educational process.	2	LO4, LO9
15.	Inclusive Educational Environment	Pre-service teachers have the ability to consider the diversity of learners and identify their individual needs in the learning / teaching process. Pre-service teachers support students' learning and inclusion in the educational process by using suitable ICT, teaching and assistive technologies. Pre-service teachers maintain students' well-being from psychological and ethical perspective in collaboration with the community (teachers, students, parents/guardians) considering the context of students' life and learning.	3	LO 4
16.	Assessment and Development	Pre-service teachers have a thorough understanding of the meaning of assessment in learning process and are able to provide constructive assessment in ethical manner in different phases of learning processes and engage learners in assessment. Pre-service teachers identify, differentiate, and use different assessment technologies, principles, stages, and assessment tools in their own field of expertise (including formative and summative assessment and self-and peer- assessment, etc). They can critically evaluate and analyze their understanding and practices concerning assessment and develop them further.	4	LO9, LO11
17.	Methods of teaching history	Reveals the content, organization and methods of training in accordance with the age characteristics of students, guided by the goals of modern schools, the tasks of training conscious, fully developed people. Studies the theoretical foundations and practical skills of the teacher of history, contributing to the formation of interest in the future profession, readiness for it, personal and professional qualities of the teacher.	5	LO 4 LO 11
18.	Teaching Planning and Individualization of Learning	Pre-service teachers are familiar with the curriculum in their area of teaching and the guiding pedagogical principles and cross-cutting development themes of a specific level of education, such as entrepreneurship and sustainable development. Pre-service teachers possess the necessary skills of individualization	4	LO6, LO8

		of teaching, considering the diversity of students and their inclusion to the learning process, as well as the use of teaching technologies, based on pedagogical and independent research.		
19.	Pedagogical approaches (pedagogical practice)	During this course, pre-service teachers go through a comprehensive professional development where they improve in practice their professional practices and develop their pedagogical and subject-specific competences necessary for a teacher (preschool teacher, primary school teacher, subject teacher, assistant class teacher / curator).	6	LO 6, LO 8 LO 9
20.	Research, Development and Innovation	To stay up-to-date and be able to continuously develop themselves and their work, pre-service teachers acquire new research-based knowledge and conduct practice-based research in an ethical manner in various networks concerning the development of education and teacher profession, innovative approaches to learning, as well as learning and guidance of students. Pre-service teachers adopt development-oriented mindset and are able to develop, update and apply innovative teaching approaches and technologies in the context of ongoing changes in society and the educational environment.	5	LO6, LO11
21.	Research and innovation in education (pedagogical practice)	The course focuses on establishing pre-service teachers' developmental approach towards their own professional activities and work environment. The course also emphasizes the development of pre-service teachers' collaborative, problem-solving and leadership skills. They deepen their pedagogical skills and develop research skills as well as practical skills (didactics) in accordance with their area of specialization.	15	LO6, LO9 LO11
Cycle of profile disciplines <i>University Component</i>				
1.	Ancient civilizations and the ancient world	Pre-service teachers interpret the peculiarities of the history of ancient civilizations from the middle of IV century BC until the middle of the I millennium AD. Pre-service teachers develop a value-based relationship to the ancient history of mankind, understanding them in interrelationships and sharing their cultural differences. Pre-service teachers also develop skills in working with sources and ability to critically analyse different information. Pre-service teachers develop creative thinking through solving historical problems and ability to generate new ideas	5	LO1
2.	Archeology	The course goals: studying the history of ancient	4	LO 7

		states, societies based on material sources. It helps students to master the methods of archaeological excavations, techniques of field research. The discipline informs students about the evolution of ancient people, religious beliefs' formation, the stages of human culture, material production, ideology and worldview, social relations.		
3.	Introduction to the teaching profession (pedagogical practice)	Pre-service teachers familiarize themselves with the educational process and the context of the educational institution and its adaptation to the conditions of future professional activity.	2	LO 8, LO 9 LO 12
4.	Interdisciplinary approach in modern research	The aim of this course is theoretical and practical preparation of pre-service teachers-historians to design a research activity on the basis of interdisciplinary approach ("Archaeology", "Ethnology", "Source Science", "Archival Business", "Museum Studies", "Academic Writing", etc.). During the course, pre-service teachers' understanding of scientific concepts and processes as well as their research skills are developed. The result of the course is an archival and museum practice.	4	LO 7
5.	History and culture of ancient Kazakhstan	Pre-service teachers develop an understanding of the history of Kazakhstan as part of the world history and of the role of ancient populations and tribes in the era of the Great Resettlement of Peoples and their contribution to the world culture. Pre-service teachers understand that Kazakhstan land is considered as a kind of «bridge» linking civilizations. Pre-service teachers form reflection skills, understand how to increase cognitive activity with the help of various tools, develop critical thinking by modelling the way of thought and action of an ancient man in various situations.	5	LO 1
6.	Practical training (archive, museum)	This practice deepens pre-service teachers' knowledge about the organization of archival business and implements practical familiarity with the principles of organization and cataloguing of archival funds. It also develops pre-service teachers' practical skills of work in the depositories, reception and issuance of documents. Pre-service teachers also improve their research skills in working with archival cases, digital thinking by translating large amounts of archive data into an array of historical sources suitable for further research. By conducting this practice, pre-service teachers improve their knowledge about the museum business, develop skills in working with the main directions of scientific research work at	2	LO 3 LO 7

		the museum, including work on the establishment of a scientific fund, and the compilation of a scientific exhibition. During the practice, pre-service teachers carry out analysis and classification of historical materials, sources and documents of the museum, critically assess the reliability of sources and their historical value, and develop their skills in using modern media.		
7.	Practical training (archaeological)	Pre-service teachers deepen their knowledge and skills in collecting data on archaeological sites and cultures. They conduct field excavations, work with archaeological monuments and materials, and analyse the methods of excavation of monuments. By conducting this practice, pre-service teachers develop their practical skills of scientific work in the field.	2	LO 3 LO 11
8.	Historiography	The course develops pre-service teachers' ability to separate facts from their interpretation, provides them knowledge to determine how suitable research methods are chosen by the author of the document, and to analyse and highlight the reasons for writing texts. Historiography is studied as a source of historical memory. Pre-service teachers improve creative thinking, the ability to compare various texts on the basis of style, the nature of text, and determine the time of creation and author of the document.	4	LO 6, LO 7
9.	Source study	The course establishes a comprehensive view of the development of the system of historical sources, methodological approaches to the study of different types of historical sources, which develops pre-service teachers' metacognitive skills. Pre-service teachers improve critical thinking skills required in the analysis of categories and concepts of source science, and work with historical sources. They also develop digital and data management skills.	3	LO 7
10.	East and West in the Middle Ages	Pre-service teachers study the stages of development, problems and specific character of development of Eastern and Western countries, assess major historical events, including the opening of the New World and the Great Geographical Discoveries. Pre-service teachers also examine the place of the medieval East and West in the history of the world civilizations as well as the history of the world religions. Due to the interdisciplinary approach of the course, pre-service teachers form innovative and adaptive thinking, i.e. the ability to understand the	4	LO 2

		conceptual content of different disciplines and being able to think, decide, and present applied and deep answers.		
11.	Ethnology	The course aim: studying of ethnographic sources, research methods, the ethnological science's formation, ethnological schools, the principles of classifying the world's nations, the theoretical aspects of ethnogenesis, ethnic history, psychology, the culture's foundations, the concepts of interethnic communication, ethnic conflicts and ways to prevent it. Students will acquire the different aspects of terminology.	4	LO 2
12.	Auxiliary historical disciplines	Pre-service teachers gain knowledge on various auxiliary or special historical disciplines - historical chronology, toponymy, heraldry, numismatics, faleristics, onomastics and others, and the history of their establishment and development. Pre-service teachers learn new skills (chronological and genealogical tables, coin classification, etc.), develop the ability to manage a lot data, and apply an interdisciplinary approach in research.	4	LO 3
13.	Academic writing	During the course pre-service teachers develop knowledge about the conceptual apparatus in the field of academic writing and practical skills in the creation of various types of scientific text (articles, abstracts, essays, thesis work). Pre-service teachers learn to create applications for participation in various competitions, conferences, as well as to prepare presentations of their work. Pre-service teachers also develop skills of logical, dialectical, analytical, critical thinking, ability to analyse and compare events and phenomena, and skills to acquire new knowledge using modern ICT.	5	LO 5 LO 10
14.	History, culture and law of medieval Kazakhstan	The course provides a consistent study of the problems of the history of Kazakhstan of VI - early XVIII centuries. Pre-service teachers study the development of the Turkic-speaking world and its influence on ethno-socio-political processes in the territory of Kazakhstan, the role of medieval cities along the Great Silk Road, the rise of the Kazakh Khanate and its relations with the Iran-Turko-China-Slavic world, and the impact of the Mongol Empire's right on the Kazakhs. Pre-service teachers are able to analyse historical sources, establish cause-and-effect relationships, and apply an interdisciplinary approach to research. Pre-service teachers also develop flexibility and adaptability, and the ability to master new	5	LO 1

		learning skills.		
15.	World in Modern Age (East)	The course develops value-based attitude of pre-service teachers to the history of the East in the modern age and helps them to determine the place of Eastern civilizations in world history. Pre-service teachers understand the differences in the development of the Eastern countries, their culture and world view, i.e. they develop intercultural communication perceptions. Pre-service teachers develop skills of critical thinking and skills to work with historical texts. Pre-service teachers also improve their digital competence of analyzing primary and secondary information sources.	4	LO 1
16.	World in the Modern Age (West)	Pre-service teachers study the history of the West in the modern age and develop a value-based attitude to the history of the West. Pre-service teachers understand the differences in the development of Western countries, know the concept of the «industrial revolution» and are able to evaluate its meaning. The course also develops the notion of Western democracy (the Great French Revolution, democratic movements in England) and determine the place of Western civilizations in the world history. Pre-service teachers apply the knowledge gained in the process of learning in their professional activities and develop abilities to work in different cultural conditions and to solve tasks, cooperation skills and creative interaction in a group.	5	LO 1
17.	Transformation of Kazakh society: historical dynamics	The course provides pre-service teachers with the development of professional competences through the study of the history of Kazakhstan of modern age (XVIII- beginning of XX centuries) based on theories of social history and new imperial history. Pre-service teachers develop the ability to determine a deeper meaning and meaning of transformation of the Kazakh society in XVIII – beginning of XX centuries. Pre-service teachers improve their skills in analysing historical processes that have influenced the transformation of Kazakh society and understand the similarities and differences between the values and beliefs of their own culture and the cultures of other peoples. Pre-service teachers can interpret and use different types of sources including folklore when writing research work. Pre-service teachers can also determine the influence of cultural aspects on the historical development of the country and develop cognitive and metacognitive skills.	5	LO 1

18.	Religions and legal regulation in modern Kazakhstan	Pre-service teachers improve their understanding on theological definition of religion, world, and main national religions, the set pattern of the origin, development and dissemination of religion, and their inclusion into the world culture. Pre-service teachers study the law of the Republic of Kazakhstan on "About religious activity and religious associations", the rules governing religious activity in modern Kazakhstan, creating an understanding of the diversity of the world. Pre-service teachers develop their understanding of legal culture, flexible thinking in the perception of the modern legal and religious situation. Pre-service teachers understand and appreciate the similarities and differences between the customs and beliefs of their own culture and other cultures of the world, and build social and ethical responsibility.	4	LO 2
19.	Modern History of Kazakhstan	The course provides knowledge about the historical beginnings and continuity of Kazakh statehood, the contradictions and consequences of Soviet reforms in Kazakhstan, the acquisition and stages of formation of the independent state of Kazakhstan, the Kazakh model of economic development, the policy of forming a new historical consciousness and worldview. The course develops skills in critically assessing the historical past and explains ways to solve modern social problems.	3	LO 2
20.	Search for development and movement for national independence in the East	Pre-service teachers improve knowledge of the world in an era of great change, the collapse of the colonial system and the peculiarities of its development, the place and role of Eastern civilizations in the cultural achievements of mankind. Pre-service teachers know how to apply knowledge in political and cultural history, and know the methods of oral history. Pre-service teachers develop economic literacy skills by identifying economic problems in the development of the eastern countries of the period under review. Having studied the effects of changes in the economy and public policies of a given country, pre-service teachers can estimate costs of certain policies. Pre-service teachers develop collaboration skills through project work in small groups, as well as research and communication skills. Pre-service teachers possess cognitive skills in assessing the most important problems of the Modern Age.	4	LO 1, LO 2
21.	Features of West civilization	The course allows pre-service teachers to comprehend the main trends of world	5	LO 1

	development in the modern world	transformation in the XX - beginning of XXI centuries. Pre-service teachers develop ideas about the originality of cultural and historical communities, the origin and development of globalization processes, and the uniqueness of specific historical culture in the context of the development of modern Western civilization. Pre-service teachers develop the ability to cope with changes, to learn from the experience of all mankind, to respond to the experiences of another person as well as improve their global awareness skills.		
22.	Social studies	During the course pre-service teachers acquire knowledge about the basics of the functioning of the socio-political and legal system in modern society, trends in the development of the economy and spiritual culture. The course establishes the type of creative thinking of pre-service teachers needed to achieve the desired results. Pre-service teachers can set goals, develop tasks and work processes to study the social processes of the modern world. They also develop creative thinking, research skills for the study of human activity in society using interdisciplinary methods (history, anthropology, cultural studies, economics, geography, political science, psychology and sociology).	3	LO 2, LO 3
23.	Theory and history of State and law	The course provides pre-service teachers with the formation of basic knowledge about State bodies and legal institutions in different historical periods with all their features, political and legal categories, and the legal knowledge necessary for daily life. Pre-service teachers study the origin, development, and processes of change in types and forms of the state and law, develop a high level of legal culture and respect for the law on the basis of modern achievements of legal science. The course develops pre-service teachers' skills to navigate in modern conditions and prevent conflicts.	3	LO 2
Cycle of profile disciplines <i>Optimal component</i>				

24.	1) Fundamentals of artificial intelligence	The discipline is aimed at studying the basic concepts, methods and algorithms underlying the creation and application of artificial intelligence. In this subject, students will learn the theoretical foundations of machine learning, neural networks, natural language processing algorithms and computer vision. They will also become familiar with the ethical, social and legal aspects of using artificial intelligence in various areas of life.	5	LO 3
	2) Methods and technology of distance education	The methodological issues of distance learning and e-learning methods are considered, the features of organizing the educational process using distance educational technologies are studied, taking into account the achievements of science, modern educational practice and advanced pedagogical experience.		LO 4 LO 11
	3) Visual history	The course forms knowledge about rethinking of historical reality in the context of the history of images, where the concept of "image" is based on visualization, and reliance is made on sensory experience. The course develops pre-service teachers' visual literacy, visual thinking, technological literacy, visual culture, skills of reconstruction and image interpretation. Pre-service teachers study methods of documenting visual information (video, photography), and technologies of perception, analysis, and interpretation of visual documents. Pre-service teachers improve their skills in the application of qualitative methods of cognition and analysis of visual sources (filmed documents, television, video recordings, photo documents), skills of information processing, and their ability to effectively use digital and media technologies to achieve research goals.		LO 1 LO 7
	4) Fundamentals of applied behavior analysis	Course goal — to develop the ability, grounded in Applied Behavior Analysis (ABA), to critically analyze data-based functions of behavior; design and implement individualized interventions in inclusive educational settings; and evaluate their effectiveness, safety, and ethical soundness. Develops skills to: operationalize behavior; collect and analyze data (incl. ABC); identify		LO 4

		behavioral functions; design and apply behavior support plans; teach functionally equivalent alternative behavior; manage crisis situations; and assess outcomes.		
25.	1) Local history	1) Pre-service teachers possess a method of search and design of materials, monuments of history and culture of their native land, methods of planning and conducting local studies, and organization of excursion and field events. They develop research skills through a practical study of the history of their region.	5	LO 1
	2) Historical geography	2) Pre-service teachers understand the territorial organization of society and nature, the influence of the geographical environment on the development of mankind, including the culture of the population of the region. The course improves pre-service teachers' spatial thinking and analytical skills, and develops technological literacy for the effective use of new technologies in professional activities. Pre-service teachers critically analyse geographical information, as well as determine the historical and geographical characteristics of individual historical sites. They develop creativity, skills in using computer modelling, and dialogical skills.		LO 1
	3) Historical demography	3) The course develops pre-service teachers' understanding about the current problems of modern demographic science in Kazakhstan. Pre-service teachers can relate the phenomena and events of Kazakhstan's demographic past with the general paradigm of the world-historical development of human society. Pre-service teachers also develop digital literacy, data management skills, analytical and critical thinking on the basis of analysis of the demographic situation and reasoned information, skills of processing information on demography by using qualitative and quantitative methods, demographic analysis and forecasting. They also improve their ability to work independently and in a team by creating a collaborative atmosphere and showing leadership qualities.		LO 1
26.	1) History of world religions	1) The history of the origin of religions is considered in a broad cultural and historical context: from archaic, ethnic to national and	5	LO 2

	<p>2)Integration and disintegration processes in the modern world</p>	<p>world religions, their genesis, characteristics, geography of distribution; the main historical forms of religion, their historical interaction and relationships in culture; fundamental categories and problems of the science of the history of religion are revealed.</p> <p>2)During the course, pre-service teachers expand their knowledge and understanding of integration and disintegration processes in modern age. They study the causes and evaluate the consequences of these processes at the global and regional level. Pre-service teachers also analyse the importance of international organizations in the development of political, economic, cultural cooperation, as well as the role and place of the Republic of Kazakhstan as a subject of contemporary international relations. Pre-service teachers improve their ability to work and act in different cultural societies and geographic conditions, to interact constructively with different people, to understand and accept others' points of view, and to assess the conditions of intercultural communication.</p>		<p>LO 1</p>
	<p>3) Social studies of religion</p>	<p>3) Pre-service teachers study the main stages, development trends and modern problems of religious institutions in the world, including in Kazakhstan as well as the basic concepts, categories and concepts of sociology of religion. The course develops pre-service teachers' skills in mastering the methods of collecting and analysing sociological information and their ability to produce, select, process and analyse data on social processes and social communities. The course also improves pre-service teachers' skills in critical analysis of information about various beneficial and destructive manifestations of religion in the history and sociology of culture, as well as the current state and correlation of freedom of thought and religion, and the prospects for the development of religion in Kazakhstan and the world.</p>		<p>LO 2</p>

27.	<p>1) National liberation struggle of the Kazakh people</p> <p>2) History of the movement Alash</p> <p>3) Collectivization in Kazakhstan</p>	<p>1) Considers the problems of studying, methodological approaches to the study of the national liberation movements of the Kazakh people against the colonial policies of tsarism, the Central Asian khanates and Soviet power. Reveals the causes and objectives of popular uprisings in Kazakhstan, their complex and contradictory nature.</p> <p>2) Studies ideas and views of the Kazakh intelligentsia, activity of the Alash intelligentsia on revival of the Kazakh statehood. Forms national consciousness, respect for the Motherland; promotes education of young people in the spirit of strengthening the independence of the Republic on the example of the struggle of the Alash intelligentsia.</p> <p>3) Examines the complex socio-economic processes of Kazakhstan in the 20-30 years of the twentieth century, provides a scientific basis for the policy of forced collectivization. Studies the consequences, nature and content of collectivization; goals and consequences of the rapid destruction of the traditional way of life of the Kazakh people.</p>	3	<p>LO 1</p> <p>LO 1</p> <p>LO 1</p>
28.	<p>1) Intellectual history of Kazakhstan</p> <p>2) Turkic civilization in the past and present</p>	<p>1) Pre-service teachers improve knowledge about the main intellectual processes in Kazakhstan, and demonstrate the ability to understand the significance of the diversity of human creativity. Pre-service teachers understand the features of the processes of origination, development and dissemination of new ideas and concepts. Pre-service teachers study, analyse and discuss the fundamental works and research of Kazakh thinkers, as well as socio-political, religious, historical and cultural sources.</p> <p>2) Pre-service teachers study Turkic civilization as interaction of nomadic and sedentary ways of living, which resulted in a special integration role of Turks in Eurasia leading to a different kind of civilization. As part of the course, pre-service teachers develop a holistic view of the place and role of the Turkic people and States in the world-historical process as well as historical thinking and social memory on the basis of learning historical experience gained by the Turkic people and contributing to the</p>	5	<p>LO 1</p> <p>LO 1</p>

	3) Daily history of Kazakhstan during the Soviet period	intellectual development and social adaptation of pre-service teachers. 3) The aim of the course is to study the sphere of everyday life of a Soviet man, factors influencing behaviour, individual's socio-political preferences in everyday life. Pre-service teachers develop research and intercultural competence based on a variety of oral, written and material sources on everyday life of Kazakh society in the Soviet period. During the course through case-study, pre-service teachers improve critical thinking, reflection, and develop socio-emotional skills to successfully resolve conflict situations and to maintain positive relations in the society. During the research work, pre-service teachers apply methods of oral history, economic history, micro- and macro-history, and demonstrate an interdisciplinary approach in the study (ethnology, historical demography, anthropology, cultural studies, social psychology).		LO 1
Final attestation <i>Optinal component</i>				
1	Writing and defending a thesis (project) or passing a comprehensive exam	The result of the State Attestation Commission is the writing and defense of a diploma thesis (project) or passing a comprehensive exam (in the disciplines: "Methodology of Teaching History", "World History", "History of Kazakhstan"). A diploma thesis is a final work that includes a summary of the results of a student's independent research of a current problem that corresponds to the profile of the educational program. A diploma project is a student's final work that includes an independent solution to applied problems that correspond to the profile of the educational program, completed in the form of a business project, model, as well as the preparation of creative projects and other and (or) project approaches.	8	LO2 LO7 LO9 LO10 LO12

2.3 Structure of the educational program

The structure of the educational program was developed in accordance with the State Mandatory Standard of Higher and Postgraduate Education (Order No. 2 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022)

2.4 Innovative technologies and teaching methods used in the educational process

In order to form the key competencies of the graduate and the results of training in the OP "6B01602-«History and social science» (IP)", the teaching staff uses the following innovative technologies and teaching methods:

- ICT (information and communication technologies: Padlet, Kahut testing),
- Case study, design, portfolio, SWOT analysis, sociogram,
- Critical thinking technologies (Venn diagram, JIGSAW, brain attack, association, ZOOM),
- Work in small groups (team).
- Design technology.
- Analysis of specific situations (case study).
- Role-playing and business games.
- Modular training.
- Contextual learning.
- Development of critical thinking.
- Problem-based learning.
- Individual training.
- Advanced independent work.
- Interdisciplinary training.
- Experience-based learning.

In the case of restrictive measures, the introduction of a state of emergency, the occurrence of social, natural and man-made emergencies, the organization of the educational process can be implemented using distance learning technologies online or in a mixed format. Online training sessions provide for the process of educational interaction in real time: video conferences (GoogleMeet, Skype, Discord, MOODLE, ZOOM, Google Classroom, Microsoft Teams, Hangouts, Cisco WebEx Meetings, etc.).

2.5 Features of the implementation of the educational program for students with special educational needs

If there are persons with special educational needs in the students contingent in the educational program, this educational program is adapted to the special educational needs of such students.

A special procedure for the development of the discipline "Physical culture" is established for persons with special educational needs taking into account the state of their health. The choice of places of practical training for persons with disabilities is carried out taking into account the state of health of students and accessibility requirements. Conducting current, intermediate and final certification at the University takes into account the individual psychophysical characteristics of persons with disabilities. Students with special educational needs are provided with printed and (or) electronic educational resources in forms adapted to limit their health.

Individual support is provided or the social adaptation of students with special educational needs, which is continuous and comprehensive. Support of students with special educational needs is determined by the goals, content and methods of the educational process, aimed at preventing emerging problems of educational adaptation, preventing the timely formation of the necessary competencies.

Support includes:

- organizational and pedagogical support, which is aimed at monitoring the study of students with special educational needs in accordance with the schedule of the educational process in an inclusive learning environment;
- psychological and pedagogical support, which is carried out for students with special educational needs, having problems in learning, communication and social adaptation, is aimed at the study, development and correction of the student's personality and the adequacy of the formation of competencies, using psychodiagnostic procedures, psychological prevention and correction of personal distortions;
- preventive and health support, which provides for the solution of tasks aimed at improving the adaptive capacity of students with special educational needs;

- social support, solving a wide range of tasks of a social nature, on which depends the successful study of students with special educational needs. It includes assistance in solving household problems, living in a hostel, transport issues, social payments, allocation of material assistance, organization of leisure, summer recreation, their involvement in student self-government, organization of volunteer movement, etc.

3. PROVISION OF THE EDUCATIONAL PROGRAM

3.1 human resources

The educational program is staffed with pedagogical and teaching staff in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 05, 2024 No. 4 «On approval of qualification requirements for educational activities and a list of documents confirming compliance with them».

3.2 Material and technical base

The University has 3 academic buildings, an educational and laboratory complex, a library, a military department, 3 dormitories, an educational and recreational training ground "Kulager" on Lake Balkhash, a sports and educational training ground "Karlygash", a stadium for 1000 seats.

The material and technical base of the OP is completed according to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 05, 2024 No. 4 «On approval of qualification requirements for educational activities and a list of documents confirming compliance with them».

3.3 Information and library support

Completed in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 05, 2024 No. 4 «On approval of qualification requirements for educational activities and a list of documents confirming compliance with them».

3.4 Social resources

For those who want to improve their qualifications or get additional education, the university has a Center for Advanced Training and additional Education. On the basis of the center, university students can take free language training in English and prepare for the exam to confirm the international level of English language proficiency – IELTS.

To develop the entrepreneurial competencies of students and young scientists, the University has a department of science and commercialization of scientific projects, a Startup Academy. The Startup Academy provides all the necessary infrastructure for the youth of the Zhetisu region to develop innovative and entrepreneurial activities and increase the number of small and medium-sized businesses. The Academy conducts training trainings and seminars, is engaged in purposeful search, selection and development of startup projects, as well as consulting support on the development of startups and measures of state support for entrepreneurship, organization of mentoring, providing expert support, conducting grant competitions.

In their free time, students can study for free in gyms and in sections for several sports. Active work in this direction is carried out by the University Sports Club, which is engaged in the formation and promotion of the values of a healthy lifestyle, uniting students into teams to demonstrate their needs and abilities in a freely chosen sport, organizing and conducting physical culture, sports and wellness events, organizing youth participation in sports competitions of various levels.

The sports base of the university is a multifunctional stadium with a standard football field, with sectors for long jumps, grenade throwing and treadmills, boxing, gymnastics, wrestling halls and a gym equipped with modern sports equipment.

The University has created favorable conditions for the formation of competencies of social interaction, active life position, civic consciousness, self-organization and self-government, system-activity character.

The Department of Educational and Social Work and the Youth Center are engaged in the development of creative activity of students in the socio-cultural environment of the University. In order to reveal the diverse creative abilities of students, the university operates: the Department of the Assembly of the Peoples of Kazakhstan; dance and vocal and instrumental ensembles, student theater, debaters club, volunteer clubs, KVN teams, literary, intellectual clubs, labor association "Zhasyl El", association of public police assistants "Zhas Kyran", military-patriotic club "Erlık" and others.

4. PLAN FOR THE FURTHER DEVELOPMENT OF THE EDUCATIONAL PROGRAM

№	Event content	Realization term	Responsible person
Educational and methodical direction			
1	Updating the content of disciplines aimed at the formation of professional competencies, skills, skills, culture of a history teacher	2025-2029	Head of EP, developers ABOUT
2	Advanced training in courses organized by the Center of Pedagogical Excellence of AEO "Nazarbayev Intellectual Schools"	2025-2029	Head of EP, developers ABOUT
Research direction			
1	Conducting a scientific seminar on the organization of research work of history students	2025-2029	Developers ABOUT,PTS
2	Participation in projects on offer	2025-2029	Developers ABOUT,PTS
Educational direction			
1	Activation of regional and republican cultural events.	2025-2029	Developers ABOUT,PTS
Advanced training			
1	Advanced training at courses organized by NCPC "Orleu"	2025-2029	Head of EP, developers ABOUT
2	Participation in seminars, trainings.	2025-2029	Developers ABOUT,PTS
Career guidance			
1	Conducting a seminar with representatives of educational organizations in Taldykorgan in order to study the labor market for the training of history teachers	2025-2029	Head of EP, developers ABOUT
2	Participation in the Atameken ratings, development of the OP on conclusions and proposals	2025-2029	Head of EP, developers ABOUT