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Higher and Postgraduate Educational Programs

☐ Project EP ☒ Participant of project EP

OHPE (Developer)

Non-profit joint-stock company «Arqalyq Pedagogical University named after Ybyrai Altynsarin»

Title of project EP

Co-developers

NLC "Korkyt Ata KU" Kokshetau University named after Sh. Ualikhanov NPJSC
Non-commercial joint-stock company "K.Zhubanov Aktobe regional university" Manash Kozybayev North Kazakhstan University
NJC «KazNWTTU» non-profit limited company "Atyrau University named after Kh. Dosmukhamedov"
non-profit joint-stock company "Shakarim University" Taraz University named after M.Kh. Dulaty NPJSC
Non-profit limited company "Sarsen Amanzholov East Kazakhstan University" Zhetysu University named after Ilyas Zhansulyan

Date of registration in the Registry

04.06.2024

Registration number

6B01100085

Date of EP passport updating

08.07.2026 22:29

Field of education

6B01 Pedagogical sciences

Direction of personnel training

6B011 Pedagogy and Psychology

Group of educational programs

B001 Pedagogy and psychology

Educational program

6B01102 Psychology (IP)

EP purpose

Preparation of a psychologist of an educational institution for the implementation of the tasks of psychological support of the educational process.

EP type

Innovative EP

Level on NQF

6

Level on SQF

6

EP distinctive features

No

Language of education

Russian Kazakh multilingual

Professional Standard for EP

Exists



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№	Name of professional standard		
1	Professional standards for teachers of educational organizations		

Professional standards (career standards)

Professional standard has been used at developing EP

☒

Professional standard №1

Professional standard

Профессиональные стандарты для педагогов

Approval year

2024

CCEA

.....

Professions

Profession №1

Profession

Педагог-психолог, психолог

Уровень по ОРК

6

Labor functions

Проведение психолого-педагогического мониторинга условий образовательной среды

Проведение диагностики психолого-педагогического профиля и предназначения.

Осуществление учебно-методической работы в планировании и разработке развивающих программ

Создание прикладных научно-практических технологий психолого-педагогической помощи

Оказание психолого-педагогической помощи участникам образовательного процесса

Volume of the credits

240

Degree to be conferred

Bachelor

Period of study

4

Date of approval EP on the Academic Council

27.04.2026

Date when EP was approved by the Republican Educational and Methodological Board of the Ministry of Science and Higher Education of the Republic of Kazakhstan

17.05.2023

☒Existence of the annex to the license for the direction of personnel training

The license number on the direction of training

KZ49LAM00007465

☐The training format is online

☒EP accreditation existence

Atlas of new professions

қарастырылмаған

Regional standard

қарастырылмаған



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№	Educational outcome	Code	Reflects the labor function
1	Develops and	ON	Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение психолого-педагогического мониторинга условий образовательной среды. Проведение диагностики психолого-педагогического профиля и предназначения.
2	Applies up-to-	ON	Проведение диагностики психолого-педагогического профиля и предназначения. Создание прикладных научно-практических технологий психолого-педагогической помощи Проведение психолого-педагогического мониторинга условий образовательной среды. Осуществление учебно-методической работы в планировании и разработке развивающих Оказание психолого-педагогической помощи участникам образовательного процесса.
3	Implements	ON	Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение психолого-педагогического мониторинга условий образовательной среды. Создание прикладных научно-практических технологий психолого-педагогической помощи Осуществление учебно-методической работы в планировании и разработке развивающих
4	Facilitates	ON	Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение психолого-педагогического мониторинга условий образовательной среды.
5	Interprets	ON	Проведение психолого-педагогического мониторинга условий образовательной среды. Проведение диагностики психолого-педагогического профиля и предназначения. Оказание психолого-педагогической помощи участникам образовательного процесса.
6	Puts into	ON	Проведение диагностики психолого-педагогического профиля и предназначения. Проведение психолого-педагогического мониторинга условий образовательной среды. Создание прикладных научно-практических технологий психолого-педагогической помощи
7	Complies with	ON	Осуществление учебно-методической работы в планировании и разработке развивающих Создание прикладных научно-практических технологий психолого-педагогической помощи Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение диагностики психолого-педагогического профиля и предназначения. Проведение психолого-педагогического мониторинга условий образовательной среды.
8	Orients and	ON	Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение психолого-педагогического мониторинга условий образовательной среды. Осуществление учебно-методической работы в планировании и разработке развивающих
9	Assesses the	ON	Проведение психолого-педагогического мониторинга условий образовательной среды. Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение диагностики психолого-педагогического профиля и предназначения. Осуществление учебно-методической работы в планировании и разработке развивающих Создание прикладных научно-практических технологий психолого-педагогической помощи
10	Carries out	ON	Проведение психолого-педагогического мониторинга условий образовательной среды. Проведение диагностики психолого-педагогического профиля и предназначения. Оказание психолого-педагогической помощи участникам образовательного процесса. Осуществление учебно-методической работы в планировании и разработке развивающих Создание прикладных научно-практических технологий психолого-педагогической помощи
11	Evaluates the	ON	Осуществление учебно-методической работы в планировании и разработке развивающих Оказание психолого-педагогической помощи участникам образовательного процесса. Проведение диагностики психолого-педагогического профиля и предназначения. Проведение психолого-педагогического мониторинга условий образовательной среды.



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12	Implements	ON	Создание прикладных научно-практических технологий психолого-педагогической помощи Проведение психолого-педагогического мониторинга условий образовательной среды. Проведение диагностики психолого-педагогического профиля и предназначения. Осуществление учебно-методической работы в планировании и разработке развивающих

Data on disciplines

Nº	Name of discipline	Short description of discipline	Cycle
1	Fundamentals 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.	GED
2	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.	GED
3	Fundamentals of Financial Literacy	The course 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.	GED
4	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.	GED
5	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 situations, taking into account the possible consequences of accidents, catastrophes, natural disasters.	GED
6	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.	GED
7	Fundamentals of Social Pedagogy and Psychology	This course is a discipline in which students classify the main categories of social pedagogy and social psychology, evaluate the professional activities of a social pedagogue, and creatively solve socio-pedagogical situations and socio-psychological problems.In addition, students develop and design individual and group behavior correction programs for learners with deviant and delinquent behavior.	BD

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		  ЕДИНАЯ ПЛАТФОРМА ВЫСШЕГО ОБРАЗОВАНИЯ	English 	
8	Assessment and Development	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.	BD	
9	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. Pre-service teachers who demonstrate competence can: recognize the individual starting points of different students, their learning potential and specific support needs; consider the individual needs of their students for specific support, guidance, teaching and assessment; introduce various methodological solutions for inclusion and for providing specific support.	BD	
10	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. Pre-service teachers who demonstrate competence can: distinguish between concepts of human and their importance for understanding learning and the design of an educational process; differentiate between learning theories and their importance for understanding learning and the design of an educational process; apply learning theories and pedagogical models suitable for versatile learning processes.	BD	
11	Psychology in Education and Concepts of Interaction and Communication	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 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.	BD	
12	Developmental Psychology	Pre-service teachersget familiar with the classification of age periodization. They understand and develop their ability to consider the age characteristics of students in the learning process.Pre-service teachers demonstrating competence can: demonstrate knowledge of the psychological and pedagogical foundations of age psychology; characterize the stages of age-related personal development in ontogenesis; the leading type of activity and the social situation of development at each age stage; comprehend various theories of personal development.	BD	
13	Fundamentals of Artificial Intelligence	The discipline is aimed at studying the basic concepts, methods and algorithms underlying the creation and application of artificial intelligence. Within the framework of this subject, students study the theoretical foundations of machine learning, neural networks, natural language processing algorithms and computer vision. They will also get acquainted with the ethical, social and legal aspects of the application of artificial intelligence in various spheres of life.	BD	

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14	Bullying in the Adolescent Environment and Fundamentals of Suicidology	social causes and consequences of the phenomenon of bullying among adolescents. Within the framework of the discipline, the theoretical foundations of suicidal behavior, risk factors, and strategies for its prevention are analyzed. Students acquire methods for assessing adolescents’ emotional states, identifying at-risk groups, and providing timely psychological support.In addition, the course examines the mechanisms for organizing preventive work within school and family environments. The aim of the discipline is to develop professional competencies aimed at fostering a safe and supportive educational environment.	BD
15	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. Pre-service teachers design a small-scale research project to familiarize themselves with research-based development of their work as teachers. They identify their research topic/questions, conduct the literature review and design the methodology for the data collection and analysis, including ethical aspects of research. After the course, pre-service teachers are able to develop and update their pedagogical activities based on ethically conducted research and development and carry out or participate in research projects. They are also able to present their research and development results using various professional forms and channels.	BD
16	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.	BD
17	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 technologies and methods of motivating students being able to provide necessary pedagogical assistance to students.	BD
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 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.	BD
19	Research Methods in Pedagogy and Psychology	Acquaintance with the methodological foundations and methods of scientific and pedagogical research; students’ mastering a set of scientific and pedagogical research methods; the formation of skills for planning, organizing and conducting a pedagogical experiment; the formation of skills and abilities to process the results of research work and the design of the received materials in the form of a scientific work (report, term papers, reports, articles, etc.).	BD

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20	Introduction to Psychological and Pedagogical Specialty	pedagogical profession and ethics of the teacher - psychologist, the formation of systemic knowledge about the functions of the teacher-psychologist in educational institutions, explaining to future teachers about the goals in education, to reveal their philosophical, social and humanitarian essence and diversity.	BD
21	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. Pre-service teachers who demonstrate competence can: recognize the nature of pedagogy and its basic terminology; identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; follow the changes in the field of education and consider how they influence own work as a teacher.	BD
22	Methods of Teaching Psychology	Mastering scientific and methodological knowledge about the features of teaching psychology as a school subject, the ability to apply this knowledge in the practice of teaching psychology, developing ideas about the principles of structuring psychology as a school subject and how to organize the development of its content. To form an idea of the theoretical foundations of teaching, to teach basic practical skills. necessary in teaching.	BD
23	International Standards for the Protection of Children's Rights	Pre-service teachers get familiar with the system and structure of international protection of children's rights. They learn to evaluate the effectiveness of international protection of children's rights. Pre-service teachers demonstrating competence can: use in practice knowledge of the main ways and forms of international protection of children's rights.	BD
24	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 behavioral functions; design and apply behavior support plans; teach functionally equivalent alternative behavior; manage crisis situations; and assess outcomes.	BD
25	Media and Cyberpsychology	During this course, pre-service teachers form a holistic view of media and cyberpsychology as a new scientific and practical branch of knowledge. They learn about its current tasks and development prospects in modern conditions of progressive digitalization of society, as well as the specifics of the organization and implementation of professional activities of a psychologist in the Internet environment.	BD
26	Ethnopsychology	It studies of the psychological characteristics, national traditions and customs of the peoples of the Republic of Kazakhstan, and in particular, the traditions of raising children, the genesis of ethnic stereotypes, methods and means of education in the psychology of psychology. It contributes to the formation of ethnopedagogical and ethnopsychological skills, and their creative use in teaching.	BD
27	Special Psychology and Pedagogy	Pre-service teachers get familiar with the methodological and theoretical foundations of special pedagogy and special psychology. They learn about the terminology and categorical apparatus of these sciences, and they also learn to assess child's development based on knowledge of special pedagogy and special psychology. Pre-service teachers demonstrating competence can: carry out an objective assessment of the achievement of the educational results of students with preserved development and disabilities; make, together with other specialists, a psychological and pedagogical characteristic of a student with disabilities.	PD



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28	Practice on Child and Adolescent Psychotherapy	features, patterns, and underlying principles and specific problems of child and adolescent psychotherapy. They also get familiarized with the ethical norms and rules in the work of a child psychotherapist. Pre-service teachers learn to distinguish the main forms, directions and methods of child and adolescent psychotherapy (individual, group, environment therapy, play psychotherapy, etc.)	PD
29	Organization of Psychosocial Service in an Educational Institution	Pre-service teachers get familiar with the role, functions and tasks of psychosocial services in an educational institution. They learn to design, organize and implement psychosocial service activities in practice. Pre-service teachers demonstrating competence can: determine the role, functions and tasks of the psychosocial service in an educational institution; apply the principles of the organization of psychosocial work; justify the use of normative documents regulating psychosocial work in educational institutions; interact with specialists of various social services on issues of mental development of children and adolescents in the organization of psychosocial work.	PD
30	Ethics and Professional Standards of a Psychologist in Education	Pre-service teachers get familiar with the characteristics of regulatory and legal analysis of various problematic situations in the professional activities of a teacher-psychologist. They also become training professionals who have knowledge of the ethical aspects of service activities and are able to use them in practice. Pre-service teachers demonstrating competence can: justify the use of ethical principles and professional standards of a psychologist; carry out their activities in accordance with the professional standard and in accordance with ethical, moral and ethical norms and rules of conduct; demonstrate techniques and techniques of pedagogical communication in the educational process; manage conflicts and stresses in the course of professional activity; evaluate the activities of a psychologist from a professional and ethical standpoint.	PD
31	Psychological and pedagogical support of students' parents with special educational needs	The course is aimed at mastering the content of professional, ethically and scientifically grounded work with parents of children with special educational needs. Future specialists develop skills in psychological and pedagogical support of parents, counseling, establishing cooperation, identifying family resources, and effectively organizing a support system. It also fosters a culture of interaction in an inclusive environment.	PD
32	Cognitive Neuropsychology	Pre-service teachers are familiar with the main cognitive and neuropsychological syndromes of disorders of higher mental functions and the neuropsychological factors underlying these syndromes, the methods of cognitive and neuropsychology; formulate principles for constructing a neuropsychological diagnostic study.	PD
33	Psychological and Pedagogical Diagnosis of Personality	It knows the current state of psychodiagnostics, psychological service and psychodiagnostics, features of psychodiagnosis as a practice, the place of psychodiagnosis in the system of psychological knowledge. It forms an understanding of the technology organization of psychological and pedagogical diagnostics in various areas of social and educational practice; knows the scientific theoretical foundations of psychological and pedagogical diagnostics, the requirements for assessing the qualities of psychodiagnostic methods and their most well-known types.	PD
34	Experimental Psychology	Experimental psychology reveals the basic principles and techniques of scientific research in psychology. Forms an idea of the theoretical and practical foundations of the experimental method in psychology, ways of its application in research work. As a result of studying the course, students will apply basic empirical methods in practice, interpret and present the results of psychological research.	PD
35	Promoting Well-being and Risk Prevention	Pre-service teachers get familiar with the main forms of crisis behavior in modern society and the specifics of their manifestation in the youth environment. They learn to use the main provisions of the concepts and the theoretical approaches to the development of child well-being and risk prevention. Pre-service teachers demonstrating competence can: analyze, evaluate and compare information about the state and dynamics of crisis manifestations in the youth environment; apply methods for preventing disorders in psychological development; help maintain health in all its manifestations: at the level of the physical body, a stable mental balance, a healthy lifestyle.	PD

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		  ЕДИНАЯ ПЛАТФОРМА ВЫСШЕГО ОБРАЗОВАНИЯ	English 	
36	Socio-Psychological Intervention	psychological intervention, the forms of work of the helplines, family psychologists, and offices that provide social and psychological assistance and support.Pre-service teachers demonstrating competence can: apply systematized psychological and pedagogical knowledge of social and psychological intervention and support for children in difficult life situations; organize and carry out preventive work to prevent school and social disadaptation and deviant and delinquent behavior in children; create conditions for successful cooperation of a psychologist for psychological intervention in the personal space with the goal of stimulating positive changes.	PD	
37	Social, Behavioral and Emotional Assessment	Pre-service teachers get familiar with the basics of social pedagogy and social psychology, and the current behavioral and emotional development theories. They learn to apply knowledge in teaching to support child's development. Pre-service teachers demonstrating competence can: assess social, behavioral and emotional well-being and the severity of the risks of psychosocial development; consider the needs of the subjects of training and support the development of their personality and self-esteem; evaluate the activities of the subjects of the educational process from a professional and ethical standpoint.	PD	
38	Psychology of Child-Parent Relations	Pre-service teachers get familiar with the role and importance of the family in the development of the child's personality at different stages of ontogenesis and the family life cycle. They learn to motivate the development of stable bonds of the child-parent relationships. Pre-service teachers demonstrating competence can: characterize parent-child relationships with an indication of the reasons for violations of these relationships; analyze problems of parent-child relationships; carry out psychodiagnostic and correctional work with the family in order to support and develop child-parent relationships.	PD	
39	Assessment of the Child's Well-being	Pre-service teachers get familiar with the current child well-being risks: auto-destructive and disruptive behavior. They learn to assess child's well-being. Pre-service teachers demonstrating competence can: support the emotional and psychological well-being of the subjects of the educational process; critically evaluate values, attitudes, ethical principles and methods of work to ensure well-being; describe approaches to understanding the well-being and components of the child's well-being.	PD	
40	Assessment of Child 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.	PD	
41	Development of the Child's Personality	During the course, pre-service teachers form their competences in the field of modern theories of personality of children in psychology and pedagogy. Pre-service teachers demonstrating competence can: use knowledge of general patterns, driving forces and mechanisms of mental development; age features of child personality development; retrieve knowledge of the basic theories of child personality in psychology, concepts and approaches in modern child psychology in practical activities; select means and methods of training and education adequate to the child's age capabilities.	PD	
42	Support of the Child's Socialization	Pre-service teachersget familiar with the main forms of psychological and pedagogical support for enhancing the socialization of a child (care, partnership, cooperation). They learn to create programs of service and interaction with other specialists aimed at personal development. Pre-service teachers demonstrating competence can: compare the types, levels of adaptation, socialization of the child and the most appropriate adaptive mechanisms; carry out professional activities to support the process of the child's socialization; prevent injuries, to ensure the safety of children's life and health; solve the problems of professional self-development, self-education, conscious educational planning.	PD	

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43	Risk Assessment of Psychosocial Child Development	risks: auto-destructive and destructive behavior. They learn to use knowledge and understanding of classical and modern psychotherapeutic trends and programs aimed at prevention and correction of deviations in social and personal status and development of a person, as well as occupational risks in various activities. Pre-service teachers demonstrating competence can: observe, study and conduct a detailed and systematic study of the risks and factors of psychosocial development, their occurrence in society; describe the components of a child's well-being; assess the degree of expression of risks of psychosocial development.	PD
44	Monitoring and Examination of the Child's Cognitive Activity	Pre-service teachers get familiar with the specifics of monitoring and examining a child's cognitive activity. They learn to apply modern methods of tracking and peer reviewing students. Pre-service teachers demonstrating competence can: conduct in practice the types of activities of a psychologist: monitoring and examination;develop and implement a program to monitor and examine a child's cognitive activity, conduct monitoring activities and expert evaluations of a child's cognitive activity, describe the results of monitoring and examination of the child's cognitive activity.	PD
45	Assessment of the Features of Student Development	During the course, pre-service teachers learn the patterns and mechanisms of development of students, the indicators of the qualitative transition from one age group to another, the changes occurring in the structure of personality, motivational and cognitive spheres, as well as in the activity and communication of children. Pre-service teachers demonstrating competence can: apply knowledge about the developmental features of children to assess their psycho-physical condition; conduct an assessment of the developmental features of students conduct an assessment procedure, followed by its description and interpretation timely identify and correct minor deviations in the physical, intellectual, speech and emotional development of students, which will contribute to the preservation of their mental and physical health.	PD
46	Consulting in Education	During the course, pre-service teachers develop the basic knowledge in the theory and practice of counseling in education. They learn about the basic methodological and practical principles of working with the subjects of education. Pre-service teachers build their understanding of the functional-role structure of interpersonal relations in the educational process.	PD
47	Conflictology in Education	During the course, pre-service teachers are provided with a set of theoretical knowledge,and practical technologies and methods for analyzing and managing conflicts in education. Pre-service teachers get familiar with the characteristics of professional conflict resolution and prevention measures. They also learn to develop a set of practical skills in conflict prevention and resolution.	PD
48	Prevention of Crisis Behavior	Pre-service teachers get familiar with the signs and characteristics of students' crisis behavior. They learn to provide preventive, counseling, and remedial assistance to children who find themselves in difficult situations. Pre-service teachers demonstrating competence can: determine the main forms of crisis behavior in modern society and the specifics of their manifestation in the youth environment; analyze, evaluate and compare information about the state and dynamics of crisis manifestations in the youth environment; conduct training work to prevent crisis behavior and overcome crisis situations in students and develop self-confidence.	PD
49	Conflict Resolution Strategies	Pre-service teachers get familiar with the patterns and mechanisms of development of interpersonal relationships in a group, the causes, dynamics, and strategies for resolving social conflicts. They also learn to apply constructive conflict resolution techniques in practice.	PD
50	Prevention of Deviant Behavior	Pre-service teachers get familiar with the typology of deviant behavior, the influence of risk factors on the socialization of the younger generation, with the main directions of prevention of deviant behavior. They learn to conduct psychological and pedagogical diagnosis of deviant behavior of students.	PD

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51	Differential Psychology	differences, and the sources of their formation, structure and ways of manifestation. Pre-service teachers' psychological culture is increased in practice and they are acquainted with different groups of individual differences and methods of their diagnosis. Pre-service teachers demonstrating competence can: use knowledge of basic tendencies and laws of development and functioning of various mental processes, properties and states of the personality in norm and at mental deviations; principles and features of methods of psychological diagnostics and change, various properties, states in norm and at mental deviations.	PD
52	Theories of Personality	During the course, pre-service teachers build their understanding of personality psychology as a theoretical and practical field of human knowledge, aimed at the study of patterns of functioning of normal and abnormal development of personality in nature, society and the individual life course of a person. Pre-service teachers demonstrating competence can: use knowledge of the basic theories of personality in psychology, concepts and approaches in modern personality psychology in practice; analyze, compare and compare different approaches, schools and trends using well-known personality theories of modern psychology; use of personality research methods in practice.	PD
53	Career Guidance Technologies	Pre-service teachers get familiar with professionography and the psychological classification of occupations. They learn to assist students in choosing their future occupation and in selecting occupation-oriented training courses. Pre-service teachers demonstrating competence can: make a professiogram for different types of professional activity; determine ways of forming students' psychological readiness for professional activity; conduct consultations, interviews, and trainings to activate professional self-determination. identify the professional interests of students and advise their parents (legal representatives) on the choice of future profession; develop career guidance programs and activities for students.	PD
54	Profession as a Choice of Life Path	Pre-service teachers develop their understanding of the profession as a choice of life path, as well as psychological readiness for professional and personal self-determination. Pre-service teachers demonstrating competence can: determine the general and specific patterns and individual characteristics of the professional self-determination of a person at different age stages; plan and organize events within the framework of the vocational guidance activities of a teacher-psychologist and social pedagogue.	PD
55	Stress Resistance	Pre-service teachers get familiar with the concept of "stress" from the modern scientific point of view, with the structure, typology and types of stress reactions, as well as the causes and mechanisms of its manifestation. They learn to apply in practice the basic strategies and tactics, and methods of constructive stress management.	PD
56	Assessment of Normotypic and Special Development	Pre-service teachers get familiar with the characteristics of the development of normotypical and special children. They learn to develop draft documents on the results of psychological and pedagogical evaluation of normotypical and special children. They also learn the technology of preparing conclusions on the results of psychological and pedagogical evaluation. Pre-service teachers demonstrating competence can: apply knowledge about the criteria of normotypic and special development of a child; evaluate the normotypic and special development of a child;conduct evaluation procedures with their subsequent description and interpretation; make inclusion programmes for children, considering their normotypicity and characteristics.	PD
57	Psychological and Pedagogical Bases of Communication	Students study the basics of communication, its types, functions and mechanisms, a person can not live, work, satisfy their material and spiritual needs without communicating with other people. Formation of students ' systematic understanding of the main features of communication in the family, its laws at various stages of ontogenesis. Knowledge of the mechanisms and laws of age development of human communication.	PD



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58	Profiling of Training	the profile of students. They learn the organizational and methodological, psychological and pedagogical aspects in the context of the key problems of planning and organization of the transition of schools to profile education. Pre-service teachers demonstrating competence can: determine the relationship of profiling training with professional self-determination of schoolchildren, the essence of profile training in the system of technological education, taking into account the specific content of the educational field "technology"; apply in practice methods of identifying the interests and aptitudes of schoolchildren with the purpose of profile training analyze and evaluate the dependence of the content of programs of profile training on its types.	PD
59	Family Pedagogy	Formation of students' understanding of the role of the family in the social formation of the individual, knowledge of the theoretical foundations of family pedagogy, ideas about ways and means of family education, conditions for the organization of interaction between educational institutions and the family in solving educational tasks. Formation of students' readiness to carry out complex interaction with parents of preschool and school-age children.	PD
60	Family Support and Encouragement	Pre-service teachers get familiar with the fundamental understanding of the family and the basics of family psychology. They learn to provide psychological and pedagogical support to families from the perspective of positive attitudes towards family and marital relationships. Pre-service teachers demonstrating competence can: apply the recommendations for the accompaniment and support of various psychological and pedagogical models of child-parent relationships; carry out psychological and pedagogical diagnostics of families in need of support and psychological and pedagogical support; use in practice the best techniques and methods of accompanying and supporting families.	PD
61	Psychological Adaptation and Rehabilitation	Pre-service teachers get introduced to basic rehabilitation and adaptation work and their techniques. They develop important life skills through observation, modeling, education, and practice. They also learn rehabilitation work with people with special needs and mental illness.	PD
62	Psychological Counseling	Pre-service teachers get familiarized with the principles, forms and content of psychological counseling for the application of psychological tools and techniques to provide effective psychological care to students. Pre-service teachers demonstrating competence can: correctly assess the psychological state and psychological situation of the person being counseled; distinguish the emotional and cognitive aspects of the student's problem; determine the psychological peculiarities of people in a problem situation; apply age features in consulting aid to participants of educational process with the purpose of providing normal conditions, promoting children's development in the process of learning and upbringing.	PD
63	Artificial Intelligence in Psychological Counseling	The purpose of the course is to introduce the capabilities of artificial intelligence systems in the fields of psychological diagnostics, emotional state analysis, online counseling, and psychological support. During the course, students study the operating principles of chatbots, virtual assistants, emotion recognition algorithms, and data analysis tools. In addition, ethical issues related to the use of artificial intelligence, confidentiality, professional responsibility, and the specifics of human-technology interaction are examined. As a result of studying the course, students acquire the skills for the effective and safe application of artificial intelligence tools in psychological practice.	PD
64	Modern Monitoring of a Psychologist	Pre-service teachers learn to use the knowledge and understanding of the specifics of conducting modern monitoring in various educational institutions. Pre-service teachers demonstrating competence can: orient in modern approaches to the organization of modern monitoring, design and develop a program of modern monitoring of different educational institutions activity, conduct monitoring and examination of educational institutions.	PD

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65	Expert Activity of a Psychologist	foundations of the expert activity of a psychologist. They learn to use the knowledge of methods and approaches of examination to the organization and content of the activity in identifying the risks of the educational environment. Pre-service teachers demonstrating competence can: describe approaches to the examination of educational activity, goals and functions of examination, analyze and foresee the results of examination taking into account the risks of the educational environment; identify the risks of the educational environment using psychological methods.	PD
66	Psychological Bases of Training	Knowledge of the features of psychological training technology that simulates key content and functional aspects of the psychologist's activities as a leading psychological training, the formation of students' professional and personal competence, the actualization of their personal and creative potential, the organization of the personal and professional growth of future psychologists. It promotes the formation and development of skills and abilities necessary for personal and professional growth.	PD