



 Announcements

 Registry of the EP ▾

Submission of applications

Registry of educational programs

 OVPO passport

 Administrative reports

 Support

< Back

Higher and Postgraduate Educational Programs

☐ Project EP ☒ Participant of project EP

OHPE (Developer)

non-profit joint-stock company "Abai Kazakh National Pedagogical University"

Title of project EP

Co-developers

Non-commercial joint-stock company "K.Zhubanov Aktobe regional university" non-profit joint-stock company "Shakarim U
Taraz University named after M.Kh. Dulaty NPJSC

Date of registration in the Registry

11.06.2024

Registration number

6B01500458

Date of EP passport updating

10.07.2026 23:16

Field of education

6B01 Pedagogical sciences

Direction of personnel training

6B015 Training of teachers in Natural science subjects

Group of educational programs

B014 Teacher training in geography

Educational program

6B01516 Geography (IP)

EP purpose

Training of geography teachers with subject training in the field of modern geography, general professional, comm
competencies, capable of organizing the educational and educational process, carrying out professional activities

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

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

Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

ЕДИНАЯ ПЛАТФОРМА
ВЫСШЕГО ОБРАЗОВАНИЯ

English

Professional standard has been added at developing EP

Professional standard №1

Professional standard

2024

CCEA

Professions

Profession №1

Profession

Уровень по ОРК

Labor functions

Profession №2

Profession

Уровень по ОРК

Labor functions

Volume of the credits

Degree to be conferred

Period of study

Date of approval EP on the Academic Council

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

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

The license number on the direction of training

The training format is online

EP accreditation existence

Atlas of new professions

Профессиональные стандарты для педагогов

6

Педагогии колледжей и других органи

6

Проведение мониторинга образовательных достижений обучающихся.
Осуществление научно-методической деятельности.
Осуществление учебного процесса с учетом индивидуальных способностей и потребностей обучающихся.
Осуществление деятельности руководителя учебной группы.

Учителя средней школы

6

Осуществление учебного процесса.
Оценивание учебных достижений обучающихся.
Осуществление классного руководства.
Осуществление учебно-методической деятельности.
Приобщение обучающихся к систематическому обучению.

240

Bachelor

4

27.04.2026

17.05.2023

☒

KZ49LAM00007465

☐

☒

не предусмотрено



 Announcements

 Registry of the EP

Submission of applications

Registry of educational programs

 OVPO passport

 Administrative reports

 Support

The formed educational outcomes

№	Educational outcome	Code	Reflects the labor function
1	To collect and 	ON1	Приобщение обучающихся к системе ценностей.  Осуществление учебно-методическ Осуществление научно-методической деятельности.
2	Generalize and 	ON2	Осуществление научно-методической деятельности.  Осуществление учебного проц Осуществление учебно-методической деятельности.
3	Apply IT to expand the 	ON3	Осуществление учебного процесса.  Осуществление научно-методической деятельн Осуществление учебно-методической деятельности.
4	To recognize 	ON4	Осуществление учебно-методической деятельности.  Осуществление учебного проц Осуществление научно-методической деятельности.
5	Critically select 	ON5	Осуществление учебного процесса.  Осуществление учебно-методической деятельн Осуществление научно-методической деятельности.
6	To understand 	ON6	Осуществление учебно-методической деятельности.  Осуществление учебного проц Осуществление научно-методической деятельности.
7	Use physical- 	ON7	Осуществление научно-методической деятельности. Осуществление учебно-методической деятельности.  Осуществление учебного проц
8	Possess intercultural 	ON8	Осуществление учебного процесса.  Осуществление классного руководства. Оценивание учебных достижений обучающихся. Проведение мониторинга образовательных достижений обучающихся. Осуществление учебного процесса с учетом индивидуальных способностей и потреби
9	To understand 	ON9	Осуществление учебного процесса.  Оценивание учебных достижений обучающихся Приобщение обучающихся к системе ценностей. Осуществление учебного процесса с учетом индивидуальных способностей и потреби
10	To systematiz 	ON1	Осуществление учебно-методической деятельности.  Осуществление учебного проц Осуществление научно-методической деятельности.
11	To comprehen 	ON1	Осуществление научно-методической деятельности. Осуществление деятельности руководителя учебной группы. Проведение мониторинга образовательных достижений обучающихся. Осуществление классного руководства.
12	To apply theoretical 	ON1	Осуществление научно-методической деятельности. Осуществление учебного процесса с учетом индивидуальных способностей и потреби Осуществление деятельности руководителя учебной группы. Проведение мониторинга образовательных достижений обучающихся. Осуществление учебного процесса.  Оценивание учебных достижений обучающихся



Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

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	Objective: to develop knowledge on the basics of ecology and life safety, allowing to analyze environmental processes and assess the socio-ecological consequences of anthropogenic activities, as well as methods of protection in emergency situations. Students can: assess the impact of environmental factors on human health; predict environmental processes for planning life safety measures; make decisions in adverse environmental and emergency situations, taking into account the possible consequences of accidents and catastrophes.	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	Assessment and Development	Improving pedagogical competence in the field of pedagogy and didactics, deepening understanding of the role of assessment in the learning process; developing ethical and constructive assessment skills at various stages of the educational process, as well as involving students in self-assessment and mutual assessment procedures; mastering technologies, principles, stages and assessment tools, including formative and summative assessment, feedback and level determination educational competence of students.	BD
8	Age and Physiological Features of the Development of Children	The purpose is to improve the following areas of pedagogical competence: competence area for pedagogy and didactics. 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.	BD

 Announcements

 Registry of the EP

Submission of applications

Registry of educational programs

 OVPO passport

 Administrative reports

 Support

9	Psychology in Education and Concepts of Interaction and Communication	competence area for pedagogy and didactics; competence area for interaction. 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
10	Education Science and Key Learning Theories	The purpose is to improve the following areas of pedagogical competence: competence area for pedagogy and didactics. 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.	BD
11	Methods and Technologies of Geography Teaching	The development of modern methods and technologies of teaching geography; the formation of subject and meta-subject competencies of students; the development of skills in planning, organizing, teaching and evaluating the educational process, choosing effective pedagogical models and technologies, creating a favorable educational environment, using digital resources, as well as compliance with the norms and principles of copyright and personal data protection.	BD
12	Geology with the Basics of Geomorphology	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. Pre-service teachers apply knowledge of the general and theoretical foundations of physical geography.	BD
13	General Earth	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. Pre-service teachers apply knowledge of the general and theoretical foundations of physical geography.	BD
14	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 course, students will 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
15	Research and Innovation in Education	The purpose is to improve the following areas of pedagogical competence: competence area for professional development; competence area for interaction. 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



Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

16	Inclusive Educational Environment	competence area for pedagogy and didactics; competence area for teachers’ work 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	Cartography with the Basics of Topography	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. During the course, pre-service teachers learn about modern cartography, which is a ramified system of scientific disciplines and technical branches, all of them closely connected with each other and with many other branches of science and technology. Pre-service teachers develop the necessary knowledge of cartography and acquire skills in using geographic maps in science and practice.	BD
18	Teaching Planning and Individualization of Learning	The purpose is to improve the following areas of pedagogical competence: competence area for pedagogy and didactics. 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.	BD
19	Pedagogical Research	The purpose is to improve the following areas of pedagogical competence: competence area for professional development. 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.	BD
20	Regionalism	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for Research. During the course, pre-service teachers examine the features of regionalization of the modern world, the formation of regions and the theoretical dimension of these processes, and compare the features of regional processes in different civilizational environments, based on the new methodological and theoretical model of regionalization.	BD
21	Biogeography	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers learn about the regularities of geographical distribution and location of living organisms and their communities on Earth. They also learn to apply the acquired knowledge in practice in order to consolidate and expand knowledge.	BD
22	Fundamentals of Geoecology	The purpose is to develop knowledge of the interaction between nature and society, foster environmental thinking and ecological culture, and build skills in assessing, conserving, and rationally using the environment. During the course, students become familiar with the state of natural systems, the impact of human economic activities on the environment, contemporary environmental issues, and approaches to solving them. They acquire skills in environmental analysis, observation, map work, comparison, field research, and modeling for assessing environmental conditions and developing environmental protection measures.	BD



Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

23	Hydrology and Protection of Water Resources	competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers study water bodies and protection of water resources. They also examine the issues of rational and integrated use of water resources in the economy, and the challenges of ecology and nature protection. Pre-service teachers identify the main sources of water pollution, apply methods of assessment and analysis of natural and wastewater.	BD
24	Modern Toponymy	The purpose is to improve the following areas of subject competence: competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers study the principles of toponym formation and their use in teaching and research. They also conduct a study of place names in the field, collect and analyze toponymic information, obtaining information about local uses of place names and their applications. Pre-service teachers develop their knowledge of the principles of toponymic formation and acquire skills to use them in teaching and research.	BD
25	Geography of Industrial and Agricultural Regions of Kazakhstan	The purpose is to develop competencies in the theory and methodology of geographical science, practical methods of teaching geography, and value-oriented competencies. During the course, future teachers become familiar with the industrial and agricultural regions of Kazakhstan, the specifics of raw material extraction and processing, the development of the industrial and agricultural sectors, and the factors that enhance the country's competitiveness. Students expand their knowledge of the role of economic sectors in Kazakhstan's economy, assess the natural resource potential of different regions, and acquire practical skills for applying this knowledge in their professional activities.	BD
26	Tourist and Recreational Resources of Kazakhstan	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for Research; competence area for Value-oriented competences. During the course, pre-service teachers study the scope of tourism needs of both natural and socio-economic nature. They acquire skills in summarizing the set of phenomena and relations of recreational tourism for the purpose of recreation, entertainment, and treatment.	BD
27	Integration of Kazakhstan with Border Regions	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for Research. During the course, pre-service teachers learn about the issues of integration of Kazakhstan with frontier regions, the improvement of competitiveness of the region in conditions of market economy, and the employment and living standards of the population of the region at the expense of full use of its industrial and resource potential. They develop the necessary knowledge in the field of integration of Kazakhstan border regions and acquire skills in comparing the economy of the border regions with the aim of economic growth of the country.	BD
28	Geography of Cities and Rural Settlements	The purpose is to improve the following areas of subject competence: competence area for Research. During the course, pre-service teachers study the features of the main types of settlements. They learn about the issues of urban and rural settlements, urbanization, the impact of urbanization on the environment, urban agglomeration functions of rural areas. Pre-service teachers analyze the differences between cities and rural settlements, and acquire the competencies of management and development, and preservation of environmental quality in cities and rural settlements.	BD
29	Environment and Sustainable Development	The purpose of this course is to study the issues of the current state of the environment and sustainable development of the regions. Students can: explore human-environmental interactions, environmental crises and ways to overcome them; analyze nature protection, sustainable development of the Republic of Kazakhstan; apply various methods of monitoring various indicators using geoinformation technologies to determine the sustainable development of regions; assess the state of the environment and sustainable development of the country.	BD



Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

30	Cultural Geography	competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. During the course, pre-service teachers study the spatial cultural differences and territorial distribution of cultures resulting from the interaction of nature and society. They develop theoretical knowledge of cultural and socioeconomic geography.	BD
31	Meteorology and Climatology	The purpose is to improve the following areas of subject competence: competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers study modern ideas about circulation processes in the atmosphere, new challenges related to anthropogenic influence on the Earth's climate, and climate changes in the past and present. In the process of practical work, pre-service teachers acquire elementary skills in experimentation, get acquainted with the instruments, acquire skills in the simplest meteorological, gradient and actinometric observations.	BD
32	Recreational Geography	The purpose is to improve the following areas of subject competence: competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers learn about the recreational resources and the prospects for tourism development in different regions of the world, and the comprehensive description of the recreational resources of the territory. They examine issues related to the role of recreation and tourism in the socio-economic development of countries. Pre-service teachers develop their understanding of the impact of recreational activities on public health. They also use various variations of research activities to understand the content of geography instruction.	BD
33	Methods of Geographical Research	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for Research. During the course, pre-service teachers study the basic methods and sources of geographic information relevant for geographic research. They develop the necessary knowledge of geographic research methods and their abilities to process the data obtained.	PD
34	Geoeconomics	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. During the course, pre-service teachers learn the basic categories of geo-economics, the structure and territorial model of the world economy, and indicators of economic development of the countries of the world. They also examine the issues of redistribution of resources and global income. Pre-service teachers learn the necessary knowledge of social and economic geography and develop practical skills to demonstrate their knowledge in practice.	PD
35	Economic, Political and Social Geography of the World	The purpose is to develop a systematic understanding of the sectoral structure of the economies of countries and regions of the world, the spatial organization of socio-economic processes, and the patterns of location and development of the world economy, as well as to enhance skills in analyzing contemporary socio-economic development trends in different countries and regions.	PD
36	Country Studies	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers study the regions of the world, comprehensive geographic zoning, and methods of comparing countries. They also learn about the physical and geographical, historical and cultural, political and geographical zoning of the countries of the world. They also learn about theoretical aspects, history, geographical essence and purpose of country study as a discipline in geographical education. Pre-service teachers develop the necessary knowledge of the principles, laws and categories of country studies, as well as their main challenges and values.	PD



Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

37	Socio-Economic Geography of Kazakhstan	competence area for theory and methodology of geographical science; competence area for Research. During the course, pre-service teachers learn about the trends in theoretical and applied economics in Kazakhstan. They develop the necessary knowledge of the social and economic geography of Kazakhstan and acquire skills in assessing the current state of economic and geographical position of Kazakhstan in relation to the transit position of the territory.	PD
38	Physical Geography of Kazakhstan	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography; competence area for Value-oriented competences. Pre-service teachers learn to apply the knowledge of the theoretical foundations of physical geography of Kazakhstan.	PD
39	Landscape Studies	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers learn about the basics of classical landscape science, its modern directions, the objects of landscape research. The mastered competencies allow pre-service teachers to analyze natural components and elements of landscape complexes or geosystems of different types, factors of their differentiation and integration, structural organization and dynamics.	PD
40	Physical Geography of Continents and Oceans	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. During the course, pre-service teachers acquire knowledge about the internal structure of the Earth and especially detailed knowledge about the structure of the solid Earth shell - the lithosphere and its upper boundary - the relief of the Earth's surface. They develop basic general professional theoretical knowledge of geomorphology with the basics of geology, biogeography, soil geography with the basics of soil science, landscape science, and socio-economic geography. They also use various opportunities to demonstrate their knowledge in practice (when performing independent and group tasks).	PD
41	Economics of Environmental Management	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. Pre-service teachers develop their competences in basic theoretical knowledge of the fundamentals of natural resource economics. They also acquire skills in summarizing and analyzing global and domestic experiences in the economic valuation of natural resources.	PD
42	Soil Geography	The development of soil formation processes as a result of the interaction of natural factors and environmental conditions, the study of patterns of spatial distribution of various types of soils depending on changes in geographical conditions; consideration of the role of the pedosphere as an important information factor in geographical research at various levels, as well as the analysis of anthropogenic impact on the state of soil cover.	PD
43	Geography of the Population	The purpose is to improve the following areas of subject competence: competence area for Research. During the course, pre-service teachers study the characteristics of human-environment interaction. They also examine the issues of human interaction with the environment, and the issues of modern human development in the global world. Pre-service teachers acquire skills in analyzing and evaluating the issues of preservation of the environment, order and welfare in the conditions of rapid changes.	PD
44	Human Geography	The purpose is to improve the following areas of subject competence: competence area for Research. During the course, pre-service teachers study the characteristics of human-environment interaction. They also examine the issues of human interaction with the environment, and the issues of modern human development in the global world. Pre-service teachers acquire skills in analyzing and evaluating the issues of preservation of the environment, order and welfare in the conditions of rapid changes.	PD



Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

Support

45	Geoglobalistics	competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. During the course, pre-service teachers study global challenges, global processes and globalization, the history of the formation of the global world, and the set of processes occurring on Earth. They become proficient in summarizing the analytical materials that characterize the formation of global understanding.	PD
46	GIS Technologies in Geography	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. During the course, pre-service teachers acquire skills in processing geographic information by using geographic information system technologies. They learn about the methods and means of carrying out the search of necessary information for certain physical and economic-geographical research.	PD
47	The Basics of STEAM Education in Geography Teaching	The purpose is to develop STEAM competence and to build students' skills in designing and organizing the educational process using digital technologies within the STEAM approach. During the course, the content and current trends in the development of digital technologies used for didactic support of STEAM education are examined. Students master the basics of creative activity in organizing the learning process within the STEAM concept and study the principles of integrating science, technology, engineering, arts, and mathematics. Particular attention is paid to developing skills in designing STEAM lessons and creating educational materials using digital tools.	PD
48	Geoconflictology	The purpose is to improve the following areas of subject competence: competence area for Research. During the course, pre-service teachers explore in unity the geographical, political, and other interacting factors that influence the emergence and development of political conflicts. They build their understanding of the basic ideas of political geography and geopolitics, and the emergence and nature of political conflict.	PD
49	Geopolitics	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography; competence area for Research. During the course, pre-service teachers study geopolitical processes in the modern world. They learn to consider the characteristics of the geopolitical position of the countries of the world and the Republic of Kazakhstan, and study the factors affecting geopolitical security and integration processes. Pre-service teachers develop their knowledge of the theoretical foundations of geopolitics and the current state of the world geopolitical processes at global and regional levels. They also learn about modern geopolitical processes, and develop their skills in assessing the impact of the political situation on the organization of space.	PD
50	Comprehensive Field Physical-Geographical Studies	The aim is the comprehensive study of natural complexes, the identification of their structure and interrelationships, and the development of skills in field observation and analysis of natural processes. The course examines relief, climate, soils, vegetation, and water bodies as interconnected components of the natural environment. Special attention is given to the acquisition of practical skills in field observations, measurements, sample collection, mapping, route-based surveys, as well as comparative analysis of natural components and processes.	PD
51	Modern Methods of Teaching Natural Sciences Using AI	The purpose is to develop knowledge of the theoretical and methodological foundations of modern natural science education, foster a scientific worldview, and build skills in applying modern digital technologies and artificial intelligence tools in educational practice. During the course, students become familiar with the modern scientific worldview, key ideas, achievements, and methods of the natural sciences. The role of science and scientific knowledge in addressing global challenges and ensuring sustainable development of society is also considered. Particular attention is paid to the use of artificial intelligence technologies and digital educational tools in teaching natural science disciplines, as well as to the development of skills for their effective application in professional practice.	PD

Announcements

Registry of the EP

Submission of applications

Registry of educational programs

OVPO passport

Administrative reports

	  ЕДИНАЯ ПЛАТФОРМА ВЫСШЕГО ОБРАЗОВАНИЯ	English 	
52	Analysis of Earth Remote Sensing Data Using Geoinformation Technology Methods	remote sensing data and to develop spatial thinking through the use of geoinformation technologies. The course covers methods for processing satellite and aerial imagery, map creation, monitoring, and assessment of environmental changes. Special attention is given to the application of Geographic Information Systems (GIS), satellite image analysis, digital cartography, spatial analysis, and modeling for solving scientific and practical tasks.	PD
53	Fundamentals of Applied Behavior Analysis	The purpose of the discipline is to develop the ability, based on the principles of applied behavior analysis (ABA), to critically analyze behavioral functions based on data and to develop individual interventions in an inclusive educational environment. Students can: operationalize behavior, collect and analyze data (including ABC analysis), identify behavioral functions, develop and apply behavioral plans, teach alternative behavior, manage crisis situations, and evaluate the effectiveness, safety, and ethics of interventions.	PD
54	Methods of Designing and Solving Geographical Problems in School Geography	The purpose is to develop geographical thinking, build skills in analyzing natural and socio-economic processes, and foster the ability to solve geographical problems independently using modern educational technologies. During the course, students learn modern methods of teaching geography, including project-based and problem-based learning, inquiry-based approaches, and the use of maps and geographic information. Particular attention is paid to developing skills in analyzing and comparing geographical phenomena and processes, modeling, and applying information and communication technologies to support educational and research activities.	PD
55	Natural Sciences	The purpose is to improve the following areas of subject competence: competence area for theory and methodology of geographical science; competence area for practical methods of teaching geography. Pre-service teachers develop their understanding of the integrity of the natural-scientific world view. They evaluate and analyze the laws of nature, and promote their practical use in the interests of man. They improve independent learning and activities, working individually or with a pair.	PD