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Higher and Postgraduate Educational Programs

☐ Project EP ☒ Participant of project EP

OHPE (Developer)

Karaganda Buketov University NPJSC

Title of project EP

Co-developers

Kokshetau University named after Sh. Ualikhanov NPJSC NJC «KazNWTTU»

Date of registration in the Registry

06.06.2024

Registration number

6B01700257

Date of EP passport updating

03.08.2026 10:16

Field of education

6B01 Pedagogical sciences

Direction of personnel training

6B017 Training of teachers in Languages and Literature

Group of educational programs

B018 Teacher training in foreign language

Educational program

6B01709 Foreign languages (IP)

EP purpose

Training of a teacher of two foreign languages and literature for all types of regional schools with the knowledge of teaching 1 and 2 foreign languages, the organization of the educational process based on foreign language teaching CLIL, project-communicative approach, critical thinking development technology, etc.)

EP type

Innovative EP

Level on NQF

6

Level on SQF

6

EP distinctive features

No

Language of education

Russian Kazakh English

Professional Standard for EP

Exists

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



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developing EP

Professional standard №1

Professional standard

Профессиональные стандарты для педагогов

Approval year

2024

CCEA

.....

Professions

Profession №1

Profession

Педагогии колледжей и других органи

Уровень по ОРК

6

Labor
functions

- Осуществление учебно-методической деятельности
- Проведение мониторинга образовательных достижений обучающихся.
- Поддержание общественного доверия к профессии и приобщение обучающихся к си
- Осуществление психолого-педагогической поддержки и учебно-воспитательного пр
- Осуществление учебного процесса с учетом индивидуальных способностей и потреб
- Осуществление деятельности руководителя учебной группы.
- Оценивание знаний, умений и навыков детей
- Осуществление научно-методической

Profession №2

Profession

Учителя средней школы

Уровень по ОРК

6

Labor
functions

- Поддержание общественного доверия к профессии и приобщение обучающихся к си
- Осуществление учебно-методической деятельности.
- Приобщение обучающихся к системе ценностей.
- Осуществление учебно-методической деятельности
- Осуществление учебного про
- Осуществление психолого-педагогической поддержки и учебно-воспитательного пр
- Оценивание знаний, умений и навыков детей
- Оценивание учебных достижений обу
- Осуществление классного руководства.

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 ar
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



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Atlas of new professions

қарастырылмаған

Regional standard

қарастырылмаған

The formed educational outcomes

Nº	Educational outcome	Code	Reflects the labor function
1	Conducts profession	ON1	Осуществление учебного процесса. Поддержание общественного доверия к профессии и приобщение обучающихся к сис
2	Demonstrates	ON2	Осуществление учебного процесса. Осуществление учебно-методической деятельн Осуществление учебно-методической деятельности
3	Conducts pedagogic	ON3	Осуществление научно-методической деятельности. Осуществление учебно-методической деятельности. Осуществление учебно-методической деятельности
4	Constructs well-	ON4	Осуществление учебного процесса. Оценивание знаний, умений и навыков детей
5	Uses IT technologi	ON5	Осуществление учебного процесса. Осуществление учебного процесса с учетом индивидуальных способностей и потреб Проведение мониторинга образовательных достижений обучающихся. Оценивание учебных достижений обучающихся. Осуществление классного руковод Осуществление деятельности руководителя учебной группы.
6	Uses foreign-	ON6	Приобщение обучающихся к системе ценностей. Осуществление классного руковод Осуществление деятельности руководителя учебной группы. Осуществление учебн
7	Interprets knowledge	ON7	Осуществление учебного процесса с учетом индивидуальных способностей и потреб Осуществление деятельности руководителя учебной группы. Осуществление класс Осуществление психолого-педагогической поддержки и учебно-воспитательного про
8	Integrates fundament	ON8	Осуществление учебного процесса. Поддержание общественного доверия к профессии и приобщение обучающихся к сис
9	Identifies and applies	ON9	Осуществление учебно-методической деятельности. Осуществление научно-методической деятельности. Осуществление учебно-методической деятельности
10	Demonstrates	ON1	Осуществление учебно-методической деятельности. Осуществление учебного проц
11	Applies language	ON1	Осуществление учебного процесса с учетом индивидуальных способностей и потреб Осуществление учебного процесса. Осуществление психолого-педагогической поддержки и учебно-воспитательного про
12	Applies modern	ON1	Осуществление учебно-методической деятельности. Осуществление научно-методической деятельности. Осуществление учебного проц



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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 objective is to familiarize students with the fundamental branches and institutions of law, the foundations of anti-corruption culture, as well as the patterns of emergence, development, and functioning of the state and law. The course cultivates anti-corruption awareness and a high level of theoretical knowledge concerning the primary functions of law within the state and society, its impact on the development of the rule of law and civil society, and the value of inclusion as an integral component of a just and equitable legal order. Particular emphasis is placed on fostering students' understanding of the importance of human rights for all individuals, regardless of their social, cultural, physical, or other characteristics.	GED
5	Ecology and Life Safety Basics	Purpose – the goal is to develop knowledge of the fundamentals of ecology, sustainable development, and life safety, enabling the analysis of ecological processes, the assessment of the socio-environmental consequences of anthropogenic activities, the assurance of environmental safety, and the application of methods and technologies for protection in emergency situations. Develops the ability to assess the impact of environmental factors on human health; to forecast ecological processes for planning and implementing measures aimed at enhancing life safety and ensuring environmental security; and to make informed decisions in adverse environmental and emergency situations, taking into account the potential consequences of accidents, disasters, and natural hazards within the framework of sustainable development principles.	GED
6	Economics and Entrepreneurship	Objective – to familiarize students with the economic challenges of modern society, develop economic thinking, and provide knowledge of the theoretical foundations and practical skills in the field of entrepreneurship. The program is aimed at forming a comprehensive understanding of the functioning of the economy, while delivering business education focused on acquiring applied competencies in various areas of entrepreneurial activity. Special attention is given to issues of sustainable development, efficient resource use, and the implementation of lean production principles as key elements of effective and environmentally responsible business practices. The course also explores the specifics of creating and successfully managing a business, taking into account modern requirements for environmental and social responsibility in entrepreneurship.	GED



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7	Assessment and Development	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
8	Age and Physiological Features of the Development of Children	The aim of the course 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
9	Educational Science and Key Theories of Learning	The purpose of this course 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
10	Psychology in Education and Concepts of Interaction and Communication	The aim of the course is to improve the following areas of pedagogical competence: 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
11	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
12	Research, Development and Innovation	The aim of the course course 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.	BD
13	Inclusive Educational Environment	The aim of the course is to improve the following areas of pedagogical competence: 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

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14	Teaching Methods and Technologies	pedagogical competence: Competence area for pedagogy and didactics. 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
15	Teaching Planning and Individualization of Learning	The aim of the course is to improve the following areas of pedagogical competence: Competence area for pedagogy and didactics. 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
16	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.	BD
17	Business Discourse Practice	Pre-service teachers analyze the features of various genres of official business discourse, and their structure and content, as well as the main methods of analysis of official business discourse. Pre-service teachers develop their theoretical knowledge on problems related to the sphere of business communication, and they learn to apply professionally-oriented oral and written discourse in foreign languages.	BD
18	Language Communication in the Professional Sphere	The course is aimed at achieving a practical level of proficiency in modern communication technologies for professional interaction in a foreign language, taking into account the diversity of cultures, forms the skills of using modern communication technologies in foreign language professional communication, skills in using modern communication tools in the process of intercultural interaction, taking into account cultural characteristics in oral and written forms in a foreign language.	BD
19	Semi-Lingual Business Discourse	During the course, pre-service teachers consider multilingual discourse in the following aspects, namely 1) linguistic, i.e. language use proper; 2) cognitive aspect of knowledge, information, perception transfer; 3) interactive aspect of interaction of subjects of speech activity in social situations. They build their understanding of the characteristics of multilingual business discourse and its regularities. They analyze the movement of information within a communicative situation, carried out through the exchange of replicas of speech with a pronounced social content. Pre-service teachers learn to apply multilingual business discourse in their future professional activities as teachers. They also apply knowledge of the structure of dialogic interaction between representatives of different cultures, in conditions of interethnic or intercultural communication.	BD
20	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



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21	Linguistic Typology	areas of linguistics and foreign language teaching methods and build their knowledge of the comparative typology of languages (phonological typology, morphological typology, lexical systems, syntactic systems). They apply the methods of typological analysis and types of typological research (universal typology, special, general, particular, classification, etc.). Pre-service teachers develop their ability to identify and consider the most important language characteristics, and to determine the impact of interference at the language levels.	BD
22	Intercultural Communication and Multilingualism	Pre-service teachers investigate the key concepts and theories of intercultural communication, the types, forms, models, and structural components of intercultural communication. Pre-service teachers get familiarized with the norms, rules and styles of intercultural communication, the mental characteristics, and national customs of representatives of different cultures, as well as the linguistic world view of speakers of foreign language.	BD
23	The Theory of Multilingualism - Language Contacts	During the course, pre-service teachers develop the theoretical knowledge of the phenomenon of multilingualism. They analyze modern approaches to the definition of the term, the main elements and characteristics, the role and significance of multilingualism as a component of globalization, the causes, the type of thinking that is formed in individuals who speak several languages, and the influence of cultural values. Pre-service teachers develop their understanding of multilingualism as a sociocultural phenomenon that poses new challenges for the education system. They develop their sociocultural competence in a multicultural space.	BD
24	Relative-Comparative Typology of the Languages Studied	Pre-service teachers examine the linguistic typology in terms of its structure, history, and basic methods and models of object description. They rely on modern achievements in the field of typological (comparative) description of foreign languages at different levels of the system and can conduct comparative analysis of the studied foreign and native languages to improve their professional level.	BD
25	Comparative Linguistics	During the course, pre-service teachers develop their knowledge of the basic theories in comparative linguistics, methods and techniques of comparison for the formation of skills for conducting a comparative study of native and foreign languages (comparative phonetics, comparative grammar, lexicology, morphology) in intralingual and interlingual comparison. They are able to use interlingual comparison as one of the effective elements in the choice of educational material, the preparation of tests, taking into account interlingual interference.	BD
26	Development of Critical Thinking and Reflection	Pre-service teachers develop their understanding of critical thinking techniques through interactive inclusion of students in the educational process. They make informed decisions, work with information, and analyze different aspects of language phenomena. They also develop their personal qualities such as critical thinking, reflection, communication, creativity, mobility, independence, tolerance, as well as responsibility for their own choices and results of their activities as teachers.	BD
27	Computer Applications and Resources in Learning and Teaching Foreign Languages	During the course, pre-service teachers master the methodological foundations of modeling and designing the learning process, as well as the implementation of cognitive-interactive technologies in the learning process. At the same time, pre-service teachers develop foreign language and cognitive-methodological competence. These competencies help them to organize the educational process on the basis of an organizational and activity approach, a feedback system and monitoring of learning outcomes for each student individually. They practice teaching the foreign language in accordance with their individual capabilities, including interest, internal motivation, self-efficacy, embodiment, cognitive load, and self-regulation.	BD
28	Strategies for Teaching Foreign Languages	Pre-service teachers investigate the regularities of the organization of the educational process for secondary school students to master a foreign language. They become well-versed in scientifically based approaches when choosing educational strategies and means of teaching foreign languages.	BD



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29	Innovative Pedagogical Approaches in Teaching a Foreign Language	in teaching foreign languages by using innovative pedagogical approaches, which promote the formation of students' skills in independent acquisition of knowledge. At the same time, pre-service teachers acquire organizational, managerial and research competences. In the course, pre-service teachers examine competence-based and culturological approaches aimed at developing students' mental activity. Pre-service teachers identify critical problem-solving skills, gain experience in self-study of educational materials, conduct research and acquire qualities that will be useful in their professional activities as foreign language teachers.	BD
30	AI Technologies in Foreign Language Training	The course examines and explores modern artificial intelligence technologies and their application in foreign language education. Special attention is given to the use of intelligent digital tools for developing communicative competence, automating the learning process, and enhancing the effectiveness of foreign language teaching and learning.	BD
31	Methodology of Teaching Foreign Language	It is studied in order to form the professional competence of a foreign language teacher. As a result of mastering the course, the student should know:current trends in the development of methodology, content, and structure of the foreign language teaching system, methods of formation and development of foreign language communicative competencies, qualification requirements for a foreign language teacher; be able to: use modern technologies in teaching foreign languages, apply methods and techniques of teaching a foreign language, analyze pedagogical activity, plan and conduct classes and extracurricular activities in a foreign language.	PD
32	Practical Grammar of the English Language	This discipline is aimed at developing and improving the skills and abilities of using grammatical phenomena in all types of speech activity, creating the necessary grammatical base for oral and written translation of authentic texts in English; the ability to correctly use learned grammatical phenomena.	PD
33	Second Foreign Language (level A1)	The purpose of the course is the formation of communicative competence as an ability and readiness for foreign language communication at the intercultural level, the implementation of intercultural communication, i.e. the construction of foreign language behavior. The course content is based on the lexical, grammatical phenomena and patterns of the studied language and the implementation of intercultural communication.	PD
34	Second Foreign Language (level A2)	The purpose of studying the course is the formation of socially sufficient communicative competence as the ability and readiness for foreign language communication at the intercultural level. The content of the course is based on lexical, grammatical phenomena and patterns of the language being studied; implementation of intercultural communication, i.e. construction of other-speech behavior, taking into account the national and cultural specifics of the societies that speak the language being studied.	PD
35	Second Foreign Language (B1 level)	The purpose of the course is the formation of communicative competence. Intercultural and communicative competence is understood as the ability and readiness for foreign language communication at the intercultural level. The content of the course is aimed at developing a culture of communication: the use of a foreign language as a means of communication, education and self-education, an instrument of cooperation and interaction in the modern world.	PD
36	Second Foreign Language (B2 level)	The course is designed to develop active skills in oral and written speech; study and systematization of vocabulary and grammatical structures; mastering the stylistic features characteristic of various types of speech activity; familiarization with the skills of using in communicative and professional activities in a foreign language cultural and historical realities, norms of etiquette and the specifics of the so-called. "linguistic behaviour".	PD
37	Communicative Training of the Second Language	Forms the basis of communication, taking into account cross-cultural characteristics, introduces the general theoretical foundations of verbal and non-verbal communication, as well as socio-psychological problems and ways of overcoming that arise when representatives of different cultures interact.	PD

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	 	ЕДИНАЯ ПЛАТФОРМА ВЫСШЕГО ОБРАЗОВАНИЯ	English 	
38	Practice of Oral and Written Speech of a Second Foreign Language	basic phonetic, lexical, grammatical, word-formation phenomena and patterns of functioning of the second foreign language, its functional varieties. Ethical and moral norms of behavior adopted in a foreign cultural society.	PD	
39	Professionally Oriented Main Foreign Language (C1 level)	The purpose of the course is the foreign language training of students for communication in the professional sphere in 4 types of speech activity in accordance with levels C1. As a result of mastering the course, the student must possess specialized foreign terminology, the competence of conducting business correspondence, to know the types and types of business letters, to be able to conduct a dialogue and a monologue of a professionally oriented nature.	PD	
40	Professionally Oriented Main Foreign Language (C2 level)	The purpose of the course is the foreign language training of students for communication in the professional sphere in 4 types of speech activity in accordance with levels C2. As a result of mastering the course, the student must possess specialized foreign terminology, the competence of conducting business correspondence, to know the types and types of business letters, to be able to conduct a dialogue and a monologue of a professionally oriented nature.	PD	
41	Professional Second Foreign Language	The course presents a wide range of complex voluminous texts in a second foreign language, recognizing the hidden meaning. Students will be able to express ideas spontaneously and fluently without having to struggle with words and phrases. They can use language flexibly and effectively in social, scientific and professional activities; create accurate, well-structured, and detailed text on complex topics.	PD	
42	Linguistics	Pre-service teachers form their understanding of various styles related to linguistics (speech styles, genre styles, individual author styles), expressive, emotional, and evaluative properties of language. They investigate the main theories of the origin of fiction, the structural division of the text system, the most important concepts of a foreign language text as background knowledge, implications, language levels and variants, discourse, style and genre. Pre-service teachers develop their skills in interpreting the ways of the emergence, development and functioning of languages.	PD	
43	Main Foreign Language (level B1)	Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language on the level B1. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B1 level. Pre-service teachers also get familiarized with the social and cultural features of the countries of the studied language.	PD	
44	Main Foreign Language (level B2)	Pre-service teachers inquire into the laws of construction of written and oral speech in foreign language on the level B2. They explore the grammatical constructions and phonetic features of the studied language and the lexical features of the speech figures when reproducing speech in accordance with the level of proficiency in the main foreign language at B2 level. Pre-service teachers also get familiarized with the social and cultural features of the countries of the studied language.	PD	
45	Fundamentals of the Theory of Foreign Languages Studied (Phonetics, Grammar)	At the end of the course, future teachers know the structure of the studied languages as a system and have an idea of phonetic, and grammatical systems. They know the sound structures and articulation of sounds, understand the differences in pronunciation between languages, and know the basic grammatical concepts and sentence structures. They are able to use the available basic knowledge to build adequate communication and demonstrate correct speech behavior corresponding to the norms of the language being studied.	PD	
46	Practical Phonetics and Listening in a First Foreign Language	Pre-service teachers distinguish and understand native speakers, including in sound recordings; explore various practical applications of theoretical phonetic knowledge, such as in teaching pronunciation in a foreign language, reading, and writing according to B1/B2 levels of instruction.	PD	



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47	Introduction to Linguistics	theoretical problems, such as the origin of languages, social characteristics of language, language and speech, language and thinking, internal structure of languages, classification of languages of the world, linguistic map of the world. The relevance of the course is aimed at the analysis of typological characteristics of languages with basic concepts and terms of linguistics, theoretical approaches to the language. The course provides pre-service teachers with an overview of linguistic analysis, ranging from the study of the sounds of human speech to the structure and meaning of sentences, language mastering, and all that develops pre-service teachers' common language competence. Pre-service teachers express willingness to participate in foreign oral and written communication activities.	PD
48	Academic English	During the course, pre-service teachers develop the 4 language skills: academic reading, academic writing (essays, business letters, etc.), speaking, listening based on academic texts, and practical learning tools that develop critical thinking. Pre-service teachers explore the basic concepts, types, forms, and functions of academic communication. They analyze the genre varieties of academic style and culture of academic communication. They also investigate the characteristics of organization of the structure and content of academic discourse, forms of presentation, as well as ways of analysis and argumentation.	PD
49	Primary Foreign Language for Academic Purposes	Pre-service teachers investigate the basic concepts, types, forms, and functions of academic communication. They explore the genre varieties of scientific style and culture of academic communication. They also analyze the features of organization of the structure and content of academic discourse, forms of presentation, as well as methods of analysis and argumentation. Pre-service teachers get familiarized with the rules of academic writing and learn to recognize different types of information.	PD
50	Technologies of Criterion Assessment	During the course, pre-service teachers familiarize themselves with the technology of criteria-based evaluation of competence outcomes. They form a creative approach to the organization of quality control of learning, and develop their professional skills related to setting goals and selecting the content of the material to test students language knowledge. They also choose methods, forms, and means of evaluating learning of foreign languages, and to develop test tasks by using information technologies and global methodological and pedagogical experience. During the course, pre-service teachers form their personal self-improvement and develop their psychological, pedagogical, methodological competences as teachers.	PD
51	Lexicology	This course introduces students to the scientific study of the English vocabulary system. It explores the structure, origin, meaning, and development of words, focusing on key aspects such as word formation, semantic change, lexical meaning, and word classification. Through both theoretical and practical components, students will analyze the structure of the English lexicon, study the relationships between words, and consider the influence of historical, cultural, and social factors on vocabulary development.	PD
52	Linguistic and Country Studies	During the course, pre-service teachers select and present information on the national and cultural specificity of speech communication in the learning process to ensure the communicative competence of foreign language learners. They build their understanding of the economic, socio-political, historical, geographical, and other knowledge related to the content and form of speech communication of a given foreign language. To ensure the educational and pedagogical objectives of learning, pre-service teachers include the provision of communication needs implemented in the foreign language learning process.	PD
53	Criteria and Descriptors for Assessing Learning Achievements	Pre-service teachers develop their understanding of the possibilities and the functions of assessment in the learning process, and the technological foundations of criterion-based assessment in foreign language lessons. They investigate the theoretical provisions of criterion-based assessment (principles, methods, types and forms of assessment), as well as the role of control and assessment of students' learning and cognitive activities in foreign language lessons.	PD

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54	Functioning of Studied Foreign Languages in Various Spheres of Speech Communication	modern theories about the relationship between language and culture, the relationship between language and society, the functioning of national languages at the present stage, and the description of specific language situations. Pre-service teachers analyze language policy, language legislation, and language conflicts. They develop their communicative and linguocultural competencies in the professional communication of a foreign language teacher.	PD
55	Language Assessment in the Classroom, Stages and Tools of Assessment	Pre-service teachers explore the technological foundations of the criterion assessment in foreign language lessons and the specifics of the control and regulatory component of the educational process. They also investigate the theoretical provisions of the criterion assessment (principles, methods, types and forms of assessment), as well as the role of monitoring and evaluation of educational and cognitive activity of students in foreign language lessons.	PD
56	History of the Country of the Studied Language	This course covers key topics from the general field of historical linguistics, focusing on the development of the English language. It explores the origins of English, tracing its roots to the dialects of the West Germanic tribes and the subsequent formation of its analytical structure. The course examines the development of the phonological system and vocabulary of the English language, highlighting the evolution of its sound system, word formation, and semantic changes over time. Students will gain a deeper understanding of how historical processes shaped the structure and lexicon of the English language, providing them with essential insights into its linguistic history.	PD
57	Functional Stylistics	The aim of this course is familiarizing the pre-service teachers with the laws of the functioning of the language in various spheres of speech communication, mastering the basic terminology of stylistics and developing representation of sociolinguistic and pragmatic aspects of various functional styles of the English language at all levels (phonetic, lexical-phraseological, morphological, syntactic units). The relevance of the course is to highlight the main problems of the style of the English language, to use language expressive means correctly. Pre-service teachers develop their knowledge about the functional and style system of the English language, become proficient in linguistic methods of research, and find expressive means in the text and determine their functions.	PD
58	Foreign Literature	The course is designed to master theoretical knowledge on the history of world literature, the main patterns of its development, the work of the largest representatives of foreign literature of the late XX-XXI centuries. The course is aimed at mastering the culture of thinking, the ability to perceive, analyze, generalize information, set a goal and choose ways to achieve it; the ability to demonstrate knowledge of the main provisions and concepts in the field of theory and history of foreign literature, philological analysis and interpretation of the text, an understanding of the history, current state and prospects for the development of philology.	PD
59	Foreign Languages and Digital Communication	Pre-service teachers investigate the media and their types, as well as the meaning of media messages in foreign languages. They also analyze the media in terms of their representation of gender and ethnicity, as well as commercial culture. Pre-service teachers deconstruct media content and its influence on people and different spheres of life, as well as ways of controlling it for personal and professional purposes. They also get familiarized with the media-language. Pre-service teachers gain readiness to realize the social significance of their future profession and become motivated to carry out professional activities as teachers.	PD
60	IT Technologies in Foreign Language Training	During the course, pre-service teachers develop their information technology competence by using educational technologies in the educational process in hybrid, and blended format of foreign language learning. They also develop their self-organization and self-education skills necessary for online, offline, hybrid classroom management. Pre-service teachers focus on the development of students' reflective abilities through the formation and development of critical thinking. They develop their abilities to comprehend systemic ideas about modern distance hybrid educational technologies that are the most effective in teaching English language, as well as their basic readiness to use these technologies in their professional activities as teachers.	PD

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61	Interpretation of a Foreign Text	concepts, features, types, ways of using stylistic techniques and techniques used in literary texts, and features of literary discourse. They identify and interpret stylistic means and techniques that express the author's main idea and emotional attitude. They also conduct a complete stylistic analysis of a literary text in a foreign language. Pre-service teachers develop their analytical and critical thinking skills when understanding and discussing foreign-language fiction.	PD
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