

KAZAKH HUMANITARIAN AND LEGAL INNOVATIVE UNIVERSITY

**MODULAR EDUCATIONAL PROGRAMS**  
**8D01101 - "PEDAGOGY AND PSYCHOLOGY"**

Semey, 2019

Discussed and approved at a meeting of the Department of Pedagogy and Psychology

Protocol No № 5 от «20» XII 2018 г.

Protocol No. 5 dated V 24, 2019 was considered and recommended for approval at a meeting of the Council of the Faculty of Humanities.

Protocol No. 5 dated V 30, 2019 was considered and recommended for approval at a meeting of the educational and methodological council of the university.

Approved at a meeting of the Academic Council of the University

Protocol No. 9 dated V 30, 2019

## **Structure of the MOS**

1. Passport of the modular educational program 8D01101 - "Pedagogy and psychology"
2. Competence model of a doctoral candidate
3. Modular construction of the educational program
4. Forms of modules
5. Approved end-to-end working scientific plan of the modular educational program for the entire period of study

## **Passport of the educational program 8D01101 - "Pedagogy and psychology"**

The modular educational program (MOP) was compiled in accordance with the Law of the Republic of Kazakhstan dated July 27, 2007 "On Education", based on the provisions of the State Educational Standard of the Republic of Kazakhstan "approved by the Decree of the Government of the Republic of Kazakhstan dated August 23, 2012 No. 1080" State Compulsory Standard of Postgraduate Education Section 2. Doctoral studies ", Rules for organizing the educational process on credit technology of education, Model curriculum of the specialty 6D010300 - Pedagogy and psychology (order No. 425 of August 5, 2016), Professional standard "Teacher", annex to order No. 133 of June 8, 2017.

There are 25 credits in the modules of the DB block (VC-10 credits, of which pedagogical practice - 5 credits, CV-15).

The PD block includes disciplines of the university component (VC) - 10 credits; research practice amounting to 8 credits, research work of a doctoral student including the completion of a doctoral dissertation 24 credits and Final Attestation - 12 credits.

The educational program for the preparation of a Doctor of Philosophy (PhD) has a scientific and pedagogical focus and involves fundamental educational, methodological and research training and in-depth study of disciplines in relevant areas of science for the system of higher and postgraduate education.

The purpose of the modular educational program: scientific and scientific and pedagogical training of a highly educated specialist in the field of pedagogy and psychology, competitive in the world educational space in the context of globalization and modernization of science and society

### **Objectives of the educational program:**

- provide fundamental, theoretical and methodological training for doctoral students in the specialty "6D010300 - Pedagogy and Psychology" to solve the problems of psychological and pedagogical support of the educational process in institutions of various types, psychological support for all subjects, psychological and pedagogical assessment of pedagogical activity and educational results of various institutions;
- to form in students systemic knowledge and a critical assessment of modern problems studied and discussed within the framework of specialization in pedagogy and psychology of higher education;
- to form in students a comprehensive understanding of the methods used to analyze and study actual problems of education;
- to form in students the ability to carry out independent scientific research and competence in formulating their own conclusions on this specialization;
- to form the ability to develop, conceptualize and implement projects to create new knowledge of significant scientific importance in this area;
- to form the ability to contribute to the development of the latest areas of pedagogy and psychology of the higher school of original scientific research;
- deepening the theoretical and practical training of doctoral students.

### **The doctoral candidate must:**

- know the achievements of the world system of higher education; psychological and pedagogical patterns and mechanisms of interpersonal interaction in the conditions of professional activity; patterns of psychological and pedagogical phenomena and processes;
- know the specifics of the formation and development of education in the Republic of Kazakhstan at the present stage, in terms of integration into the world community;

- be able to make qualified conclusions on topical issues in the psychological and pedagogical field, often in the absence of complete data, be able to clearly express their ideas and conclusions, both for specialists and for non-specialists;
- be able to use modern technologies for diagnosing and evaluating the quality of the educational process, taking into account the experience of international and foreign studies;
- to conduct mini-research on topical issues of pedagogy and psychology of higher education;
- be able to identify priority areas, problems and prospects of the educational policy of the Republic of Kazakhstan;
- be able to conduct a comparative pedagogical study of education reforms in the world;
- be able to assess individual problems of reforming secondary and higher education in Kazakhstan and give their recommendations on deepening the reform of secondary and higher education;

## COMPETENCE MODEL OF A GRADUATE

### LEARNING COMPETENCE:

#### Knowledge:

- methodology for the integration of interdisciplinary knowledge (didactics of higher education and a special field);
- a special area in integration with innovative technologies for the formation of professional competencies of students and researchers;
- theories and practices of social interaction in a multicultural and multilingual environment

#### Skills and abilities:

- conducts all types of classes at the university based on the integration of knowledge in a special field and in the field of didactics of higher education;
- conducts all classes at the university using innovative technologies for the formation of professional competencies of students and researchers

### EDUCATIONAL COMPETENCE:

#### Knowledge:

- Pedagogy of higher education;
- student psychology;
- features of the educational process at the university;
- principles and methods of integrating social values in the formation of professionally significant qualities of future specialists;
- principles and methods of integration of universal and ethno-national values;
- factors contributing to the social cohesion of society, civic identity, Kazakhstani patriotism

#### Skills and abilities:

- observes pedagogical tact, rules of pedagogical ethics;
- shows respect for the personality of students;
- adheres to a democratic style in relations with students;
- shows commitment to the highest social values, to the ideas of humanistic pedagogy;
- shows involvement in the system of universal and national values in their unity;
- builds the educational process taking into account the national priorities of Kazakhstan;
- shows the ability to resist any kind of discrimination, extremism.

### METHODOLOGICAL COMPETENCE:

#### Knowledge:

- methods of development and implementation of educational programs of higher education specialties, as well as taking into account the training of multilingual staff;

#### Skills and abilities:

- determines the individual trajectories of education of students, researchers, taking into account global trends and strategies for the development of higher education;

- integrates the content of linguistic and non-linguistic disciplines within the framework of educational programs of higher and postgraduate education, taking into account the training of multilingual personnel;
- determines the content of the course (module).

### **RESEARCH COMPETENCE:**

#### **Knowledge:**

- philosophy of science and education;
- methodology of psychological and pedagogical research;
- methodology of fundamental and applied research in a special field;
- methods of drawing up and development of research projects;
- methods of organizing and conducting scientific research in the field of pedagogy, psychology and in a special field.

#### **Skills and abilities:**

develops new knowledge in a special area, in the field of theory and methodology of vocational education;  
 predicts the results of ongoing scientific research in the context of social, economic, environmental consequences of introducing scientific results into practice;  
 supervises scientific research of students, undergraduates, doctoral students to conduct psychological observation;  
 develop and implement experimental research schemes,  
 apply in practice a variety of additional methods of psychological research (testing, interviews, questionnaires, etc.);  
 competently and psychologically correctly conduct various forms of psychological counseling;  
 carefully and correctly apply the means and tools of psychological diagnostics;  
 carry out complex monitoring on the basis of psychological and pedagogical diagnostics, analysis and synthesis; be capable of pedagogical reflection;  
 computer psychodiagnostics and qualified work with computer diagnostic systems with subsequent psychological interpretation of large data arrays.

### **SOCIAL AND COMMUNICATIVE COMPETENCE:**

#### **Knowledge:**

principles, methods, means of socio-economic adaptation of students to changes in society;  
 in the field of communication technology, pedagogical rhetoric and conflictology, communication strategies.

#### **Skills and abilities:**

initiates professional interaction with colleagues and foreign partners to improve the practice of education;–  
 the ability to establish the necessary contacts with other people, to be understood, to communicate easily, the skills of working in a group;–  
 creation of a psychological climate in the group and in the team, disharmony of interpersonal relations;–  
 - skills of innovative methods.

### **PERSONAL AND PROFESSIONAL COMPETENCES:**

#### **Skills and abilities:**

- willingness to independently acquire new knowledge necessary for professional activities;
- the ability to take part in scientific discussions in the academic and professional environment, as well as to publish the original results of research in academic publications of various levels;
- ability to be responsible for the results of professional activity;
- ability to successful and positive business communication in the state and other languages;
- sociability, tolerance, oratory skills;
- a high degree of activity in the development and application of new methods, forms and means of training and education;
- the ability to freely express one's thoughts, adequately using a variety of language means;
- ability for successful and positive business communication in the state and other languages, sociability, tolerance.



**List of modules included in the educational program of scientific and pedagogical doctoral studies**

| No. module | Module name   | competencies  | List of disciplines included in module   | block | semester | Volume loans | The form control    | Total loans modulo |
|------------|---|---|--|-------|----------|--------------|---------------------|--------------------|
| M1         | Philosophy and methodology of pedagogy                    | educational, educational, research, personal and professional           | Philosophy and methodology of pedagogy   | DB VK | 1        | 5            | exam                | 5                  |
| M2         | Organization professional activity                        | educational, methodical, research, personal and professional            | Psychological readiness for professional pedagogical activities  | PD VK | 1        | 5            | exam                | 10                 |
|            |   |   | Teaching practice  | DB VK | 1        | 5            | exam                |                    |
| M3         | Methodology and methods of psychology research            | research, personal and professional                                     | 1. Pedagogical design and pedagogical expertise<br>2. Scientific activity in higher education                | DB VK | 1        | 5            | exam                | 42                 |
|            |   |   | 1. Scientometrics 2. Ethnopedagogical and ethnopsychological research in Kazakhstan                          | DB VK | 2        | 5            | exam                |                    |
|            |   |   | Research practice  | PD VK | 3        | 8            | report              |                    |
|            |   |   | Scientific - research work of doctoral students, including the passage internships and doctoral dissertation | NIRD  | 1-6      | 24           | differential report |                    |
| M4         | Features of research activities and problems of acmeology | social and communicative, educating, teaching                           | 1. Pedagogical acmeology<br>2. Pedagogical and psychological innovation                                      | DB VK | 2        | 5            | exam                | 10                 |
|            |   |   | Fundamentals of research activities  | PD VK | 1        | 5            | exam                |                    |
| M5         | Fundamentals of Education Management                      | socio-communicative, educational, methodical, personal and professional | 1. Management in education and management psychology<br>2. Research culture of the teacher                   | PD VK | 2        | 5            | exam                | 10                 |

|    |                   |        |  |       |   |    |            |  |
|----|-------------------|--------|--|-------|---|----|------------|--|
|    |                   |        | 1. Psychological and pedagogical deontology<br>2. Theoretical and methodological foundations of psychology | PD VK | 2 | 5  | exam       |  |
| M6 | final examination | social | Registration of a doctoral dissertation  | ИА    | 6 | 10 | protection |  |

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|--|--|--|-------------------------------|--|--|---|--|----|
|  |  | communicative,<br>educational, methodical,<br>personal and<br>professional, educational,<br>research | Doctoral dissertation defense |  |  | 2 |  | 12 |
|--|--|--|-------------------------------|--|--|---|--|----|

**Meaning:**

**DB - basic disciplines**

**VC - university component**

**VC - elective component**

**PD - major disciplines**

**NIRD - Research work of a doctoral student, including an internship and a doctoral dissertation**

**IA - final certification**

## Module forms

### Form No. 1 Philosophy and methodology of pedagogy

|  |  |
|--|--|
| <b>Module name and code</b>  | <b>Philosophy and methodology of pedagogy M1</b>   |
| <b>Name of disciplines included in the structure of the module</b> | Philosophy and methodology of pedagogy   |
| <b>Responsible for the development of the module</b>               | Teaching staff of the Department of Pedagogy and Psychology  |
| <b>Module type</b>   | DB VK  |
| <b>Module level (BA/MA/PhD);</b>                                   | PhD  |
| <b>Number of hours per week:</b>                                   | General - 3 hours: lectures - 2, practical - 1   |
| <b>Amount of credits</b>   | 5  |
| <b>Form of study</b>   | daytime  |
| <b>Semester</b>  | 1  |
| <b>Module Prerequisites</b>  | Pedagogy   |
| <b>Module content</b>  | The purpose of the course: Formation of a holistic presentation of doctoral students about the pedagogical patterns of education and upbringing in different philosophical concepts and methodology of pedagogy<br>Summary: The subject and basic concepts of educational activity. Methodology and methodology of scientific research. Basic methods of information retrieval for scientific research. Methods of work on the manuscript of scientific research, features of the preparation and design of the dissertation. Information search for scientific research and scientific electronic library. Science as a specific form of activity.<br>Philosophy as |

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|                              | the highest level of methodological knowledge. Philosophy of Pedagogy. Levels of pedagogy methodology.  |
| <b>Learning Outcomes</b>     | <p>Know: theory of science (epistemology and semiotics); structure and innovative technologies of educational and research activities; the essence of the concepts of "philosophy of education" (pedagogical philosophy), "methodology of pedagogy", "methodology of psychological and pedagogical research"; the place and role of educational and research activities in the formation of the student's academic competencies; the essence of the strategy of scientific research, the methodological foundations of psychological and pedagogical research; methods of psychological and pedagogical research, in particular, their selection for solving research problems; structure, content and features of the methodological culture of the teacher-researcher.</p> <p>Be able to: apply research methods; organize the research process; build trajectories for achieving educational and research goals and objectives; analyze and interpret philosophical and pedagogical knowledge; select methodological approaches in accordance with the subject of research; use empirical, theoretical, mathematical and static methods when working on psychological and pedagogical research; analyze scientific works (dissertations) evaluate their quality; carry out analysis, introspection of the progress and results of the research process.</p> <p>Own: the conceptual and categorical apparatus of this educational activity; time structure of the process implementation of educational activities (hierarchy of educational projects, educational tasks as a minimum temporary "unit" of educational activities, assessment, self-assessment and reflection of its results).</p> |
| <b>Form of final control</b> | Exam  |
| Literature                   | <p>Kraevsky V.V. Methodology of pedagogical research. M., 2005</p> <p>Methodology of pedagogical research / Ed. by G.A. Piskunov. G.V. Vorobiev. M., 2007</p> <p>Kodzhaspirova G.N., Kodzhaspirov A.Yu. Dictionary of Pedagogy. Rostov-on-Don, 2005</p> <p>N.D. Khmel Theory and technology for the implementation of the Holistic Pedagogical Process.: Almaty, 2001.</p> <p>N.D. Khmel, G.T. Khairullin, B.I. Mukanova Pedagogy: Textbook - Almaty: Print-S, 2005.</p>  |

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|             | <p>Shatalov VF City in the clouds. story, essay, thoughts / V. F. Shatalov. - Donetsk: "Donbass", 2008.</p> <p>E.F. Karpievich, T.I. Krasnova Working with text. Series "Modern technologies of university education"; Issue 1 / Belarusian State University. Center for Problems of Education Development. Minsk: Propylaea, 2003</p> <p>Babansky Yu.K. Problems of improving the effectiveness of pedagogical research. - M., 2002.</p> <p>Botvinnikov A.D. Organization and methodology of pedagogical research.-M., 2001. Introduction to scientific research in pedagogy / Ed. V.I. Zhuravleva - M., 2008.</p> <p>Zagvyazinsky VI, Atakhanov R. Methodology and methods of psychological and pedagogical research. - M., 2003. Methodological problems of the development of pedagogical science / Ed. P.R. Atutova, M.N. Skatkina, Ya.S. Turbovsky. - M.: Pedagogy, 1985.</p> <p>Polonsky V.M. Evaluation of the quality of scientific and pedagogical research. - M.: Pedagogy, 1987. - 144s.</p> <p>Ruzavin G.I. Methodology of scientific research: Textbook, manual for universities. - M.: UNITI-DANA. 1999.</p> <p>Gershunsky B.S. Philosophy of education for the XXI century (in search of practice-oriented educational concepts). – M., 1998.- 608 pages.</p> <p>Gusinsky NE. Turchaninova Yu.I. Introduction to the philosophy of education. – M.: Logos, 2003.</p> <p>Taubaeva Sh. Methodology and methods of pedagogical research. To help the beginning researcher. – Astana: Republican Scientific and Practical Center “Daryn”, 2009. - 244s.</p> <p>Справочная литература:</p> <p>Коджаспирова Г.Н., Коджаспиров А.Ю. Словарь по педагогике. – М.: ИКЦ “Март”. – Ростов-Д.: Изд. Центр “Март”, 2005. – 448с.</p> <p>Российская педагогическая энциклопедия: В 2-т.т. – М.: Большая Российская энциклопедия. 1993.- 608 с. Современный словарь по педагогике / Сост.: Рапацевич Е.С. – Мн.: “Современное слово”. 2001. – 928 с. Нормативная литература:</p> <p>Конституция Республики Казахстан. – Алматы: Казахстан, 1999. – 96 с.</p> <p>Закон Республики Казахстан “Об образовании”. Астана, Акорда. 27 июля 2007 года. Конвенция о правах ребенка // Учитель Казахстана. – 5 июля 1995.</p> <p>Государственная программа развития образования Республики Казахстан на 2011 – 2020 годы. – Астана. 2010. Концепция непрерывного педагогического образования педагога новой формации Республики Казахстан.</p> <p>Концепция высшего педагогического образования Республики Казахстан. – Алматы, 2005. – 32с.</p> <p>Интернет-источник:<br/> <a href="http://ecsosman.hse.ru/data/2012/01/21/1269291043/книга.pdf">http://ecsosman.hse.ru/data/2012/01/21/1269291043/книга.pdf</a>.</p> |
| Update date | annually   |

**Form No. 2 Organization of professional activities**

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|---------------------------------|--|
| Название Module name and cipher | <b>Organization of professional activities of M2</b> |
|---------------------------------|--|

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|---|---|
| Name of the disciplines included in structure of the module | Psychological readiness for professional pedagogical activity           |
|   | Teaching practice   |
| Responsible for development of the module                   | Teaching staff of the Department of Pedagogy and Psychology             |
| Тип Module Type   | PD VK<br>DB VK  |
| Уровень Module Level (BA/MA/PhD);                           | PhD   |
| Number of hours per week:                                   | Total – 3 hours: lectures - 2, practical – 1<br>teaching practice - 150 |

|                                   |   |
|-----------------------------------|---|
| Number of credits                 | 5<br>5  |
| Form of study                     | full-time   |
| Semester                          | 1<br>1  |
| Пререквизиты Module prerequisites | Psychology  |
| Content Module content            | <p><b>Цель of the Course Goal module:</b> the identification and use of individual differences in psychological readiness of teachers to professional activities to enhance the degree of activity and efficiency of participation in the solution of problems of development of enterprises, the construction of a theoretically and empirically grounded model of pedagogical readiness of the team to the professional activities, and also formation at doctoral students professional competencies ensure readiness for pedagogical activity in higher education institutions, the design of the educational process in accordance with the profile of the preparation and conduct of certain types of training sessions with the use of innovative educational technologies; to develop practical skills and skills of professional-pedagogical and educational work in higher educational institutions</p> <p><b>Краткое Summary:</b> The main theoretical approaches to the study of the problem of psychological readiness for professional activity. Theoretical substantiation of criteria of psychological readiness of teachers for professional activity. Research of psychological readiness of teachers for professional activity. State of knowledge of the problem of psychological readiness for professional activity activities.</p> <p>Psychological features of the formation of readiness for professional activity in the conditions of studying at the university. Creative skills in the structure of psychological readiness for professional activity.</p> |
| The results of learning           | <p><b>to know:</b> fundamentals of a psychology of personality and social psychology; biological and psychological features of human perception and assimilation of educational material; the psychological characteristics of adolescence and related behaviors; the impact on the results of the pedagogical activities of individual differences of students; psychological peculiarities of pedagogical activity; features of the organization of the educational process; the principles of the organization of educational work; particularly methodical work at the University;</p> <p><b>be able:</b> use fundamental psychological knowledge in the organization of the educational process, in transformation and presentation of educational material based on modern achievements, issues and trends in psychology and pedagogy; to interact with the team in the process of educational activities;</p> <p><b>to possess:</b> ability to participate in the work of the research groups in the solution of scientific and scientific- educational tasks; to understand the fundamentals of organizational, scientific-methodological and training-methodological work in high school; ability to plan and solve task own professional and personal development.</p>  |
| Форма Final control form          | Exam, report  |
| Literature                        | <p>Allahverdyan, A. G. Psikhologiya nauki : uchebnoe posobie [Psychology of Science: textbook] . : Moscow Psychological and Social Institute of Flint,1998.</p> <p>Allahverdyan, A. G. Psikhologiya nauki : uchebnoe posobie [Psychology of Science: textbook] . : Moscow Psychological and Social Institute of Flint,1998.</p> <p>Albrecht, N. V. Efficiency of development of professional mobility of future specialists in the process of activity-oriented training in business communication . General theoretical and practical problems of linguodidactics: materials Mezhdunar. scientific and practical work. conf. / GO HPE " Ros. state. Prof.-ped. un-t". — Yekaterinburg,2008 — , pp. 3-12.</p> <p>Amirova, L. A. Professional and pedagogical mobility of teachers as a target setting of higher pedagogical education — , 2004 , no. 1 , pp. 55-60.</p>   |



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|                  | <p>Atmakhova, L. N. New approaches, qualifications, and skills. Assessment компетентности of the teacher's competence // Preschooleducation. - 2008. - No. 5. - pp. 18-27.</p> <p>Afonkina, Yu . A. How рождается professional skills are born // Preschool education. — 2002. - No. 12. - pp.76-79.</p> <p>Veliyev, E. M. System of continuing professional education - Moscow: Slovo, 2005. - 341 p</p> <p>. Zimnyaya, I. A. Educational psychology [Text]: Textbook for universities - Moscow: Издательская Logos Publishing Corporation, 2010<br/>— , 384 p.</p> <p>Markova, V. V. Formation of the need for professional and moral self -improvement of a teacher .Pedagogical education and science. - 2004. - No. 5. - Pp . 53-59.</p> <p>Ball G. A. Modern humanism and education: Socio-philosophical and psychological-pedagogical aspects. -Moscow: Lista-M, 2003. - 128 seconds c</p> |
| Дата Update date | annually  |

### Form No. 3 Methodology and methods психологии of research psychology

|  |   |
|--|---|
| Название Module name and cipher                                    | <b>Methodology and methods психологии исследования of research psychology.</b>  |
| Name of the disciplines included in структуру the module structure | 1. Pedagogical design and pedagogical expertise<br>2. Psychological readiness for teaching activities   |
|  | 1. Scientometrics<br>2. Ethnopedagogical and ethnopsychological research in the Republic of Kazakhstan  |
|  | Research practice   |
|  | Научно - Research work of doctoral students, including прохождение internships and выполнение doctoral dissertations dissertations  |
| Responsible for разработку module development                      | Teaching staff of the Department of Pedagogy and Psychology   |
| Тип Module Type  | DB<br>KV DB<br>KV ПД<br>VK<br>User<br>ID<br>NIRD  |
| Уровень Module Level (BA/MA/PhD);                                  | PhD   |
| Number of hours per week:  | General – 3 hours: lectures - 2, practical-1 Total<br>– 3 hours: lectures – 2, practical – 1 Research<br>practice - 240<br>Научно Research исследовательская work of doctoral students, including прохождение internships and<br>выполнение doctoral dissertations – 3450 |
| Number of credits  | 5<br>5<br>8<br>24   |
| Form of study  | full-time   |
| Semester   | 1<br>2<br>3<br>1-6  |

Преквизиты Module prerequisites

Psychology

|                           |  |
|---------------------------|--|
| Содержание Module content | <p><b>Purpose:</b> formation of professional and research competencies that contribute to the qualified conduct of scientific research within the chosen topic of dissertation research, study of the latest theoretical, methodological and technological achievements of domestic and foreign science – - consolidation of practical skills and application of modern methods of scientific research, analysis, processing and interpretation of experimental data in dissertation research</p> <p><b>Brief content:</b> History of design in education. Theoretical foundations of pedagogical design. Subjects and objects of project activity. Logic of organizing project activities. Types of pedagogical projects. The main objects of pedagogical design. Results and evaluation of project activities in the field of education. Requirements for participants in pedagogical design.</p> <p>The goal and objectives of scientometrics. History, theory and methodology of scientometrics. Subject and object of scientometrics. The main categories of scientometrics. The place наукометрии of scientometry in the system of science studies. Модели Scientometrics models. Mathematical models in scientometrics. Estimated scientometrics: theory and application с of ss; citation and анализ network analysis; cartography of the structure of science. Scientometrics and research of science..</p>   |
| The results of learning   | <p><b>to Know:</b> the formation of system knowledge of doctoral students in the field of pedagogical design on scientometrics as an interdisciplinary area of study and the ability to create task types and activity programs finds reflection in the forms design (direct practical activities at the production facility), modeling (conceptual replacement simplify object), design (theoretical way of creating technical artifacts and other objects of nature); the place and the role of educational and research activities in the formation of the academic competencies of students; the essence of strategy of scientific research, Metodologicheskie the basics of psychological and pedagogical research; methods of psycho- pedagogical, ethnopedagogical and ethno-psychological research in particular, the selection of solutions to address the research objectives; the structure, the contents and the characteristics of the methodological culture of the teacher-researcher.</p> <p><b>Be able to:</b> design educational activities; carry out joint pre-documentation activities. to apply use scientometric methods in research activities in accordance with the field of scientific interest; perform scientometric processing and scientometric analysis of data, build statistical distributions and calculate indicators;</p> <p>use при работе над психолого-педагогическим исследованием empirical, theoretical, mathematical and static methods when working on psychological and pedagogical research и статические ; analyze scientific works (dissertations) evaluate their quality;осуществлять analyze and introspect the progress and results of the research process.</p> <p><b>Possess:</b> the conceptual and categorical apparatus of this educational activity; use methods for measuring and comparing the scientific and technical potential of various countries and corporations; distribute publications by country and by branch of science; осуществить analyze the world's scientific activity in the subject area.</p> |
| Форма Final control form  | Exam, dif / s, report  |
| Literature                | <p>"Rules for the organization and conduct of professional practice and rules for determining organizations as bases of practice" order of the Minister Education and Science Republics Kazakhstan dated 29 January 29 2016 , 2016 on the basis of Order No. 107</p> <p>of the State Educational PK Institution of Postgraduate Education of the Republic of Kazakhstan, approved by the Resolution Government of the Republic of Kazakhstan dated 23.08.2012 года</p> <p>No. 1080 dated 23.08.2012.</p> <p>State mandatory standard of postgraduate education "Doctoral studies" Resolution Government of the Republic of Kazakhstan dated 13.05.2016 No. 292.</p> <p>Regulation on practice in программам postgraduate education programs of KazGUIU of 2015 г.</p> <p>Practice as the basis of professional training of teachers of educational institutions. Алма-Ата, 2011. – 77.</p> <p>Жоғары мектеп педагогикасының тарихында педагогикалық практиканы ұйымдастыру және жетілдіру проблемасы</p>   |

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|                  | <p>/ Proceedings международной of the International scientific and practical Conference. – Almaty: KazNAU Publ., 2015. Standard training programs for teaching practice. – Almaty, 2007.</p> <p>Selevko G. K. Pedagogicheskie tekhnologii na osnove didakticheskogo i metodicheskogo sovershenstvovaniya UVP [Pedagogical technologies based on didactic and methodological improvement of UVP].:Series: Encyclopedia of Educational Technologies, 2005.</p> <p>Methods of educational work: Учебное Textbook for студентов university students. ped. ucheb.institutions / L. A. Байкова, L. K.Grebenkina, O. V. Eremkina et al.; Ed. ред. V. A. Slastenina - M.: Izdat. centre "Academy", 2002.</p> <p>Хмель N. D. Hops Theory and technology of implementing a holistic pedagogical process: Study guide (To help teachers, postgraduates, undergraduates, and students) - Almaty: Abai State University, 2002</p> |
| Дата Update date | annually   |

#### Form No 4 Features of research activities and problems of acmeology

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| Название Module name and cipher                                    | <b>Features of research activities and problems of acmeology M4</b>  |
| Name of the disciplines included in структуру the module structure | <ol style="list-style-type: none"> <li>1. Pedagogical acmeology</li> <li>2. Pedagogical and psychological innovation</li> </ol>  |
| Responsible for разработку module development                      | Fundamentals of research activities<br>Teaching staff of the Department of Pedagogy and Psychology   |
| Тип Module Type  | pd sq<br>ПД VK User ID   |
| Уровень Module Level (BA/MA/PhD);                                  | PhD  |
| Number of hours per week:  | Total – 3 hours: lectures - 2, practical – 1<br>Total -3 hours: lectures – 2, practical – 1  |
| Number of credits  | 5<br>5   |
| Form of study  | full-time  |
| Semester   | 2<br>1   |
| Пререквизиты Module prerequisites                                  | Psychology, pedagogy   |
| Content Module content   | <p><b>Цель of the Course Goal module:</b> study of the system of acmeological knowledge and practical development of students' skills of independent research work, formation of skills to solve a range of acmeological problems and tasks in various fields of professional activity.</p> <p><b>Brief content:</b> Main methods, types and stages of the research process. Informatics and information support of research. Information and search engines. Use keywords and phrases to search for information. Organization of work with literature, methods of obtaining and recording information. Structure of the research work. Rules for completing a research paper. Acmeology as a new branch of science. Designing the success of teaching activities at уровне the acme level. Acmeological concept развития of professional development. Applied acmeology and its types. Legal status of a teacher-psychologist and main areas of activity. Basic ethical principles of the activity of a teacher-psychologist. General rules for working with subjects of the educational process.</p> |
| Результаты Learning outcomes                                       | <b>to know:</b> the methodology of acmeology and the specifics of pedagogical activity as a special sphere of human activity and self -development of the individual; the main categories and concepts of the relevant sections of the discipline, requirements for the professional competence of the teacher; the main theoretical provisions, laws, principles, concepts, processes, technologies, tools, operations of scientific activity. General methodology  |

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|                          | <p>scientific thought, creativity, general scheme of organization of scientific research, current trends in the development of the educational system</p> <p><b>to be able to:</b> analyze pedagogical phenomena на based on the acmeological approach, choose goals and ways их to achieve them in the humanistic paradigm of pedagogical activity, justify and design your own pedagogical activity, use methods of scientific knowledge; critically analyze and evaluate modern scientific achievements. Generate new ideas in solving research and practical problems, identify promising areas of scientific research; use experimental and theoretical методы research methods in professional activities, master the resources of educational systems and design their development, build effective management communications <b>own:</b> conducting the initial stages of scientific research in the field of professional activity. Search for a scientific темы research topic, selection of appropriate bibliographic publications and information material on теме the research topic, methods of analysis and critical evaluation of various theories, concepts, approaches to building a system of continuing education, practical основами management basics; setting and solving psychological and pedagogical problems. analyze pedagogical phenomena на based on the acmeological approach, choose goals and ways их to achieve them in the humanistic paradigm of pedagogical activity, to establish and develop contacts in pedagogical communication and research search, to justify and design their own their own pedagogical activities, to establish and develop contacts in pedagogical communication and research search</p> |
| Форма Final control form | Exam  |
| Literature               | <p>Acmeology: methodology, methods and technologies. Materials of the scientific session/ Under total. ed. Derkach A. A. 1998 г. Bodalev A. A. The pinnacle of adult development. Characteristics and conditions of achievement, Moscow, 1998. Derkach A. A. Acmeology. RAGS Publishing House. Moscow 2002</p> <p>Derkach A. A., Kuzmina N. V. Acmeology is the science of ways to achieve the heights of professionalism. - M., 1993.</p> <p>Samples of P. I. Methods and Metodologiya psikhologo-pedagogicheskogo issledovaniya / [Methodology of psychological and pedagogical research]. St. Petersburg, 2004</p> <p>Solovyova N. N. Basis of preparation for research activities and registration of its results / M.: APKsPPRO, 2005.</p> <p>Volkov Yu. G. How to write a diploma, term paper, or essay / Rostov-on-Don: "Phoenix", 2003.</p> <p>Zhuravlev V. I. Vvedenie v nauchnoe issledovanie po pedagogike [Introduction to scientific research in pedagogy] .: Prosveshchenie Publ., 1988.</p> <p>Bobrikova L. V. We write an abstract, report, final qualification work: Training manual / L. V. Bobrikova, N. I. Vinogradova Street.- M.: I. Ts. "Academy", 2002.</p>   |
| Дата Update date         | annually  |

### Form No 5 Fundamentals управления of education management

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| Название Module name and cipher                                    | <b>Fundamentals управления of education management M5</b>  |
| Name of the disciplines included in структуру the module structure | <p>1. Management in education and психология management psychology</p> <p>2. Teacher's research culture педагога</p> <p>1. Psychological and pedagogical deontology</p> <p>2. Theoretical and methodological foundations of psychology</p> |
| Responsible for разработку module development                      | Teaching staff of the Department of Pedagogy and Psychology  |
| Тип Module Type  | PD KV<br>pd sq   |
| Уровень Module Level (BA/MA/PhD);                                  | PhD  |
| Number of hours per week:  | Total – 3 hours: lectures - 2, practical – 1   |

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|                                   | Total – 3 hours: lectures - 2, practical – 1   |
| Number of credits                 | 5<br>5   |
| Form of study                     | full-time  |
| Semester                          | 2<br>2   |
| Пререквизиты Module prerequisites | Psychology   |
| Content Module content            | <p><b>Цель of the Course Goal module:</b> to acquaint students with professional retraining with the resource capabilities of the human factor in managing organizations in modern conditions and to form a holistic view of the professional ethics of a teacher as a system of principles and moral norms of professional activity.</p> <p><b>Brief content:</b> Professional pedagogical activity, general culture and ethics of pedagogical work. Professional competence and culture of the teacher. Scientific research in the professional activity of the pedagogical direction. Evolution of managerial thought. Teaching staff Management: concept, system. Problems of management in education. Regularities, principles, and functions of management in education. The role of control in системе the education system. Modern types of control. The role of the leader in modern management. Концепции Leadership concepts and their specifics in education. Management culture, its types and content. Features of managerial culture in educational structures in a multiethnic environment.</p>  |
| The results of learning           | <p><b>to know:</b> the importance of innovative management in education in establishing and understanding the formation of interpersonal relations in educational environment; activities of the psychologist in the use of means and methods of innovation management in education and the value of the factors influencing on the formation, development and strengthening of innovation management in education, fundamentals of pedagogical deontology, its principles, basic categories and concepts the ratio of the concepts of "ethics" and "ethics"; the main stages of the development of ethical and normative foundations of social ethics, norms and standards of behavior and activity of the teacher;</p> <p><b>to be able:</b> determine the characteristics of innovative management in education, implement measures to develop strategies and tactics aimed at the formation, development and strengthening of innovative management in education, work with regulatory, program, and methodological documentation; resolve contradictions and dilemmas in pedagogical activities; improve their personal and professional skills. moral qualities and positions necessary in future professional activity</p> <p><b>to possess:</b> the conceptual apparatus of the subject under study; methods of solving problematic ethical situations from the standpoint of pedagogical and social deontology; the ethical code of a social teacher; basic skills and methods of activity in the field of theory and practice of professional ethics of a teacher.</p> |
| Форма Final control form          | Exam   |
| Literature                        | <p>Ileuova A. K. Monitoring the development of the regional education management system. Almaty: Kitap Publ., 2002. Baimoldas T. M. Pedagogical management and modern управление school management. - Almaty: Yeylym Publ., 2001.</p> <p>Koishibaev B. A. Pedagogical monitoring of integrated education. (Thesaurus and models) - Almaty: ГЫЛЫМ, 2001.</p> <p>Zhusupova K. A. Management in сфере higher education. – Almaty, 2004</p> <p>Dracheva E. L., Yulikov L. I. Management: study.for students. institutions of medium Prof. educational institutions. - M.: PublishingCenter "Academy", 2013.</p> <p>Менеджмент Organization management: [Electronic resource]: [electronic textbook] / A.V. Tebekin, B. S. Kosarev. - electron.dan. - Moscow: KNORUS, 2011.</p>   |

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|                  | <p>Fundamentals of management: [Electronic resource]: [electronic textbook ] . Plakhova, T. M. Anurina, S. A. Legostaeva, Moscow: KNORUS, 2015.</p> <p>Edging, Immanuel Lectures on ethics / Edging, Immanuel ; And. И. Edging ; commonly. ed., comp. and the introduction. st. A. A. Huseynova ; per translated from German. A. K. Sudakova and V. V. Krylovoi. Moscow: Respublika, 2008. - 431 p. (Library of Ethical Thought).</p> <p>Krasnikova E. A. [Ethics and psychology of professional activity: a textbook for students of educational institutions of secondary professional education ] . 2-е, испр. and add-ons. Moscow: INFRA-M : FORUM PUBL., 2009 - , 223p.</p> <p>Kuzmenko, G. N.. Ethics: учебное textbook // Moscow: INFRA-M: Whole Mir Publ., 2010 - , 143 p. (in Russian) - (Higher education.).</p> <p>Levitan K. M. Fundamentals of pedagogical deontology: учебное textbook for higher education / M.: Nauka Publ., 1994. - 192 p.</p> <p>Mishatkina T. V. Educational ethics: study guide for студентов university students / Rostov n / A; Minsk: PHOENIX: TetraSystems, 2004 - , 303 p. (in Russian) (Higher education).</p> <p>Rozhdestvensky Yu. V. Dictionary of Terms (general education thesaurus): morale; morality; ethics // Moscow: Flinta: Nauka Publ., 2002.</p> <p>Shchurkova N.E.. Ethics of school life / M. : Ped.society Russia, 2000.</p> |
| Дата Update date | annually   |

### Form No 6 Final certification

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| Название Module name and cipher                                    | Final certification  |
| Name of the disciplines included in структуре the module structure | <ol style="list-style-type: none"> <li>1. Execution of a doctoral dissertation</li> <li>2. Defense of a doctoral dissertation</li> </ol>   |
| Responsible for разработку module development                      | Faculty состав of the Department   |
| Тип Module Type  | PD OK  |
| Уровень Module Level (BA/MA/PhD);                                  | PhD  |
| Number of hours per week:  | Registration and defense of a doctoral dissertation - 360  |
| Number of credits  | 12   |
| Form of study  | full-time  |
| Semester   | 6  |
| Пререквизиты Module prerequisites                                  | Psychology, pedagogy   |
| Содержание Module content  | Knowledge of the main categories and concepts of psychological science, the structure психики of the human psyche, individual psychological characteristics of the individual.   |
| Результаты Learning outcomes                                       | <p><b>To know:</b> achievements of the world system of higher education; psychological and pedagogical patterns and mechanisms of interpersonal interaction in the context of professional activity; patterns of psychological and pedagogical phenomena and processes; specifics of the formation and development of education in the Republic of Kazakhstan at the present stage, in the context of integration into the world community;</p> <p><b>To be able</b> to make a qualified opinion on topical issues in psychological and pedagogical sphere, often in the absence of complete data, to be able to clearly Express their ideas and opinions both for professionals and for non-experts; use of modern technologies of diagnostics and evaluation of the quality of the educational process with account of the experience of international and foreign research; conduct a mini- research on actual problems of pedagogy and psychology of higher school; to determine the priority directions, problems and prospects of educational policy Republics Kazakhstan; conduct a comparative analysis of the</p> |

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|                       | <p>pedagogical research реформ of education reforms in the world; assess individual problems реформирования of secondary and higher education reform in Kazakhstan and make recommendations on deepening the reform of secondary and higher education высшей школы</p> <p><b>To possess:</b> skills and application of appropriate information technology for management projects; skills for theoretical analysis, identify problems and trends of development of the theory and practice of higher education; to conduct a comparative pedagogical research on relevant topics; skills comprehensive analysis of the process of reforming the Kazakhstani system of education and its international cooperation; knowledge about the expertise of the educational process about the examination of innovation in education, functions and procedures of the examination; skills use of scientifically grounded methods in psychological- pedagogical activity; the modern scientifically substantiated technologies of the organization of the collection of professionally important information, processing data; modern technologies of design and organization of scientific research in professional activities</p>   |
| Form of final control | Defense of doctoral dissertations  |
| Literature            | <p>Kraevsky V. V. Methodology of pedagogical research. Moscow, 2005</p> <p>Metodologiya pedagogicheskikh issledovaniya [Methodology of pedagogical research]. G. V. Vorobyova. Moscow, 2007</p> <p>Kojaspirova G. N., Kojaspirov A. Yu. Dictionary of Pedagogy. Rostov-on-Don, 2005</p> <p>N. D. Khmel' Theory and technology of implementing a holistic pedagogical approach The process.: Almaty2001.</p> <p>N. D. Khmel, G. T. Khairullin, B. I. Mukanova Pedagogy: Tutorial - Almaty: PPrint-S, 2005.</p> <p>Shatalov V. F. City in the clouds. novella, essay, thoughts / V. F. Shatalov. — Donetsk: "Donbass", 2008.</p> <p>E. F. Karpievich, T. I. Krasnova Street Working with text. Series "Modern technologies of university education"; issue 1 / Belarusian State University. Center for Problems of Education Development, Moscow: Propylaeum Publ., 2003</p> <p>Vygotsky L. S. Collected Works, vol. 1. Moscow: Pedagogika Publ., 1982.</p> <p>Druzhinin V. N. Structure and logic of psychological research. Moscow: IP RAS, 1993.</p> <p>Druzhinin V. N. Experimental psychology. Moscow: INFRA-M PUBL., 1997.</p> <p>Lomov B. F. Methodological and theoretical problems of psychology. Moscow: Nauka Publ., 1984.</p> <p>Mazilov V. A. Teoriya i metod v psikhologii [Theory and method in psychology]. Yaroslavl: MAPN, 1998.</p> <p>Markova L. A. Historians and sociologists of the science of the social nature of scientific knowledge //Modern Western Sociology of Science: Critical analysis. - M., 1988.</p> <p>Ogurtsov A. P. Ethnomethodology and ethnographic study of science . Modern Western sociology of Science. - M.,1988.</p> <p>Rubinstein S. L. Fundamentals of general psychology. - M., 1990.</p> |
| Дата Update date      | annually   |



