

EDUCATIONAL INSTITUTION "ALIKHAN BOKEIKHAN UNIVERSITY"

Faculty of Humanities

**MODULAR EDUCATIONAL PROGRAM**

**6B01303 «Primary Education» (IP)**

Semey, 2024

Developed by the Department of Pedagogy and Psychology

Discussed And approved on meeting departments pedagogy And psychology

(protocol No. 7 from « 27 » 01 . 2024 years) .

Reviewed And recommended To approval on meeting Academic advice By quality humanitarian faculty

(protocol No. 2 from "23" 02. 2024) .

Reviewed And recommended To approval on meeting educational and methodological advice university

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## **1. Explanatory note of the modular educational program 6B01303 Primary education (IP)**

The modular educational program (MEP) is based on the following regulatory documents:

- State standard of higher and postgraduate education, approved by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2;
- Rules for organizing the educational process using credit technology of education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152;
- Standard rules for the activities of higher and (or) postgraduate education organizations, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595;
- Professional standard "Teacher", approved by the order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" on December 15, 2022 No. 500.

The MEP is developed as a set of consecutive training modules for the entire period of study and is aimed at mastering the competencies necessary for the assignment of the awarded degree of Bachelor of Education of the OP Primary Education (IP)

The educational program 6B01303 Primary Education (IP) is an innovative educational program for teacher training. This educational program was developed by the Kostanay Regional University named after A.Baitursynov in cooperation with the West Kazakhstan University named after M. Utemisov, Kokshetau University named after Sh.Ualikhanov, Pavlodar Pedagogical University named after Alkey Margulan, S.Amanzholov East Kazakhstan University, M.H.Dulati Taraz University.

The general education disciplines ( GED ) block (total 56 credits , OK-51, VK-5 ) include disciplines common to all educational programs, during the study of which the graduate must master the following knowledge: knowledge of the laws of development of society and its socio-political, legal, as well as cultural and historical values, the basics of computer science, language communication and understanding of the principles of a healthy lifestyle, knowledge of information about the political life of the country.

The BD block (45 credits in total) includes disciplines of the higher education component (HEC) - 45 credits. The modules of these disciplines form a complex of knowledge: the formation of professional qualities, covering deep scientific-theoretical and methodological knowledge, practical skills and abilities in historical-theoretical and industry sciences in the field of education .

The PD block (131 credits in total) includes disciplines of the university component (UC) - 71 credits and components of choice (EC) - 60 credits. The modules of these disciplines allow the formation of a set of key and special competencies acquired by the graduate, including the formation of professional qualities, including theoretical and empirical knowledge, as well as skills and abilities for practical actions, the ability to analyze and solve pedagogical problems of a theoretical and practical nature in the field of education and upbringing.

The criterion for completion of the educational process is the student's mastery of at least 240 credits, of which 232 credits are theoretical training and 8 are final certification.

The MOS consists of 18 modules .

During the discussion of the IEP, the social partners noted that the content of the EP quite fully reflects the necessary competencies of future primary school teachers . The social partners who took part in the discussion of the IEP : Ospanov R.R., Director of KSU Secondary School No. 38; Shiyanova K.Z., Director of KSU Secondary School No. 3; Sepsekenova A.Z. , Director of KSU Secondary School No. 39 named after Alikhan Bokeikhan; Raimkhanov H.A., Director of KSU Secondary School No. 41; Zhumakulova A.M., Director of KSU Secondary School No. 42 with a school boarding school.

The goal is to prepare a primary education teacher who has general, pedagogical and subject-specific competencies and is capable of successfully carrying out professional activities based on constructive coordination and modern educational trends.

**Expected results of the educational program :**

- ON 1. Demonstrate knowledge of the idea of a modern rule of law to instill skills in financial literacy, entrepreneurship, leadership, and receptiveness to innovation based on scientific research while adhering to the principles of academic integrity and ensuring safety standards.
- ON 2. Able to constructively communicate and interact orally and in writing in Kazakh, Russian and foreign languages at the level of interpersonal, social, professional and research activities;
- ON 3. Able to organize a working environment, consciously work in accordance with international and national documents, principles, legislation and rules of the national education system in conjunction with the activities of their organization and multidisciplinary cooperation;
- ON 4. Are capable of professional development and lifelong learning; reflect on and critically evaluate their values, attitudes, ethics, working methods, and set new goals for improving initial education for the benefit of sustainable development, the development of their organization and professional well-being;
- ON 5 . Able to apply knowledge of pedagogy and psychology for the education, development, organization of life and activities of children of primary school age, taking into account the principles of personality-oriented, competence-based, inclusive approaches;
- ON 6 . Able to design a safe, barrier-free, developmental subject-spatial environment for all children, including children with special educational needs;
- ON 7. Apply professional knowledge related to outlook, awareness of the theory of primary school disciplines , the logic of constructing a school course for grades 1-4 ;
- ON 8. Demonstrate skills in using technologies and methods of teaching and assessing specific subjects in primary school offline and online, including in the context of a small school;
- ON 9. Are able to model and facilitate active and integrated learning to develop functional literacy, inquiry skills and creativity, supporting the development and well-being of each learner.
- ON 10. They are able to manage the educational process based on national and regional characteristics, monitor the educational process, analyze and use its results to improve their own teaching.
- ON 11. Able to independently and in a team conduct research work in the field of primary education at the local, regional, national, or international level, observing the norms of pedagogical ethics and principles of academic honesty.
- ON 12. Able to develop emotional intelligence skills and leadership qualities to create an atmosphere of well-being within the framework of cooperation and co-creation with the parent and teaching community.

To create special conditions for obtaining education for individuals with special educational needs, the graduate's competency model is supplemented with professional competencies that ensure the adaptive nature of the main educational program. For this purpose, courses are introduced into the catalog of courses of the additional educational program "Minor" to develop the ability of individuals with special educational needs to successfully socialize in society and actively adapt to the labor market, taking into account the characteristics of the disease.

## **1.COMPETENCE-BASED MODEL GRADUATE**

### **General education competence**

- aimed at forming the ideological, civic and moral positions of the future specialist, competitive on the basis of knowledge of information and communication technologies, building communication programs in Kazakh, Russian and foreign languages, orientation towards a healthy lifestyle, self-improvement and professional success;
- form a system of general competencies that ensure the socio-cultural development of the personality of a future specialist based on the formation of his ideological, civic and moral positions;
- develop the ability for interpersonal social and professional communication in Kazakh, Russian and foreign languages;
- promote the development of information literacy through the mastery and use of modern information and communication technologies in all areas of their lives and activities;
- develop skills for self-development and education throughout life;
- form a personality capable of mobility in the modern world, critical thinking and physical self-improvement;
- evaluate the surrounding reality on the basis of ideological positions formed by knowledge of the fundamentals of philosophy, which ensure scientific understanding and study of the natural and social world using methods of scientific and philosophical knowledge, reveal the meaning of the content and specific features of the mythological-religious and scientific worldview;
- to demonstrate a civic position based on a deep understanding and scientific analysis of the main stages, patterns, and uniqueness of the historical development of Kazakhstan, to use methods and techniques of historical description to analyze the causes and consequences of events in the history of Kazakhstan;
- assess situations in various areas of interpersonal, social and professional communication, taking into account basic knowledge of sociology, political science, cultural studies, psychology, arguing their own assessment of everything that is happening in the social and industrial spheres, as well as synthesizing knowledge of these sciences as a modern product of integrative processes;
- use scientific methods, techniques for researching a specific science, as well as the entire socio-political cluster, make a choice of methodology, analysis and generalize the results of the research;
- develop one's own moral and civic position based on social, business, cultural, legal and ethical norms of Kazakhstani society;
- to apply in practice knowledge in the field of social and humanitarian sciences that has worldwide recognition, to synthesize new knowledge and present it in the form of socially significant humanitarian products;
- engage in oral and written communication in Kazakh, Russian and foreign languages, using linguistic and speech tools based on grammatical knowledge to solve problems of interpersonal, intercultural and industrial (professional) communication, as well as analyze information, actions and deeds of communication participants in accordance with the communication situation;

- use various types of information and communication technologies in personal activities: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information;
- build a personal educational trajectory throughout life for self-development and career growth, focus on a healthy lifestyle to ensure full social and professional activity through the methods and means of physical education;
- know and understand the basic laws of the history of Kazakhstan, the foundations of philosophical, socio-political, economic and legal knowledge, communication in oral and written forms in Kazakh, Russian and foreign languages;
- apply acquired knowledge for effective socialization and adaptation in changing socio-cultural conditions, possess skills in quantitative and qualitative analysis of social phenomena, processes and problems.

## **General professional competence**

- classical provisions of school didactics ;
  - new achievements in the field of psychological and pedagogical science ;
  - traditional technologies and didactic teaching aids, including ICT;
  - features of the physiology and psychology of children of primary school age;
  - hygienic principles of organizing the educational process and daily routine for children of six years of age and abnormal children ;
  - pedagogical technologies of differentiated and integrated learning, developmental learning, features and specifics
- competency-based approach to teaching;
- methods for developing students' research skills and developing their language competencies;
  - principles and methods of developing communicative, informational, legal, environmental, and professional competencies
- students;
- methods of pedagogical goal setting for designing new models and strategies of the educational process;
  - basic theories and concepts of management of the educational process, educational systems of comprehensive schools;
  - principles and mechanisms for the integration and continuity of school, post-secondary and higher education;
  - theoretical concepts and provisions in the field of modern linguistics and linguistics ( for teaching staff involved in multilingual education programs ) ;
  - languages used in the educational environment ; for academic and professional purposes ( for teaching staff involved in multilingual education programs ) ;
  - know the history of the development and formation of pedagogical science , the current state of primary education in our country and abroad ;
  - o the main aspects of the social development of the individual , the peculiarities of its socialization in society , types and forms of deviant behavior .
  - design educational lessons taking into account the linguistic needs and requests of students;
  - use new teaching technologies, including ICT;
  - conduct standard training sessions;
  - plan educational activities taking into account the principles of integration and continuity of education at all levels of secondary education (primary, basic secondary, general secondary);
  - acquire new knowledge necessary for everyday professional activities and continuing education in a Master's degree program;
  - be able to use information and training technologies in the field of professional activity;
  - organizing and ensuring optimal social, environmental and educational conditions for children with disabilities in general education organizations;

- design educational activities for primary school students taking into account their psychophysiological characteristics.
- primary school pedagogy;
- innovative technologies for teaching and educating children of primary school age;
- educational potential of academic subjects (subject areas) ;
- the basic principles of integration of educational content and their relationship with the national values of Independent Kazakhstan;
- methods for developing positive self-esteem in students, motivation for learning languages, civic identity and linguistic tolerance.
- observe pedagogical tact and the rules of pedagogical ethics;
- show respect for the individuality of students;
- adhere to a democratic style in relationships with students;
- demonstrate commitment to the highest social values, to the ideas of humanistic pedagogy;
- demonstrate involvement in the system of universal and national values in their unity;
- build the educational process taking into account the national priorities of Kazakhstan;
- demonstrate the ability to resist any form of discrimination and extremism;
- develop cultural awareness and linguistic competence;
- to promote the development of a favorable educational environment for the realization of the cultural and linguistic needs of students;
- to form a tolerant attitude towards another culture, towards another way of life.
- to study and generalize advanced pedagogical experience in the field of education, modern technologies and techniques in interaction with students, their parents and teachers;
- organizing various types of activities with parents on issues of raising children.

### **Special competence**

- methods of self-determination for acquiring additional knowledge;
- methods for implementing individual professional development plans;
- principles and methods of constructing situational pedagogical tasks;
- principles and methods of developing educational and program documentation;
- designing a modern lesson in primary school, taking into account the updated education system.
- plan to improve your qualifications;
- select information from Internet sources;
- determine methods and techniques, develop general educational skills and abilities of students;
- develop educational materials in accordance with the specified objectives of the lessons and/or in accordance with the instructions and requirements;
- create a favorable environment for students to learn;
- design educational activities for children with special educational needs.
- principles and methods of research of the educational environment, research of educational practice;
- research methods in pedagogy;
- methods of psychological and pedagogical monitoring of students' activities.
- use the results of diagnostics of individual characteristics of students;
- identify learning needs and difficulties;
- use reflection methods in the context of research practice;



- plan and conduct research into the educational environment;
- carry out comprehensive monitoring based on psychological and pedagogical diagnostics, analysis and synthesis, be capable of pedagogical reflection ;
- work with scientific literature .
- basics of psychology of communication and professional communication;
- forms and methods of cooperation in the professional community, including the online community;
- forms and methods of interaction with various social groups (external stakeholders of education);
- the basics of professional leadership.
- involve students in the system of additional education;
- initiate innovative ideas that unite education stakeholders (various creative associations, groups, etc.)

**Table 1. Sequence of mastering disciplines in the process of developing special competencies**

No.	Competencies	List of general education (GE), basic ( GE) , core ( GE ) disciplines and the sequence of their study		Expected results
		list of disciplines	follower the importance of their study (family)	
Major disciplines (elective component)				
1	General professional competence	1. Global Perspectives in Education	3rd semester	<p><b>To know:</b> global trends in the development of society and the economy and their impact on education, including primary education; the role of primary school in modern society and its impact on the formation of the personality and development of students; modern international practices in the field of primary education, based on the best world practices and research.</p> <p><b>To be able to:</b> analyze and evaluate the problems and risks of primary education taking into account international experience and modern research; apply modern educational approaches and methods that correspond to global trends and the needs of modern society; plan and organize the educational process, taking into account international standards and recommendations.</p> <p><b>Skills:</b> develop and implement innovative educational programs and projects that contribute to improving the quality of primary education; interact with colleagues, parents and educational specialists to share experiences and best practices from different countries; work with data and conduct research in the field of primary education to identify effective strategies and methods.</p>

		2. Local history		<p><b>Know:</b> the basic principles and methods of local history work with primary school students; cultural, historical and natural features of the region where the school is located; resources and materials suitable for local history work with primary school children.</p> <p><b>Be able to:</b> plan and organize local history lessons, integrating content into various subject areas; create interactive and engaging lessons using local history methods and techniques; evaluate and adapt educational materials in accordance with the age characteristics of primary school students.</p> <p><b>Skills:</b> work with local sources of information (museums, archives, local experts) to prepare teaching materials and deliver lessons; engage in dialogue and collaboration with parents and the community to support and expand local history work in extracurricular activities; evaluate the effectiveness of local history classes and adjust your practice in accordance with the feedback received.</p>
		3. Leisure pedagogy		<p><b>To know:</b> the historical and cultural foundations of organizing leisure activities in educational practice; pedagogical principles and methods underlying the successful organization of leisure activities for children of primary school age; legal aspects regulating the activities of leisure centers and clubs for children.</p> <p><b>To be able to:</b> plan and organize a variety of leisure activities, taking into account the interests and needs of children of primary school age; adapt programs of leisure activities in accordance with pedagogical tasks and educational standards; evaluate the effectiveness and efficiency of leisure activities with children and make adjustments to the work based on feedback.</p> <p><b>Skills:</b> master methods of organizing creative, sports, game and educational activities within the framework of leisure activities; work in a team with other teachers and specialists to jointly create and conduct leisure activities; develop personal qualities necessary for effective interaction with children and their parents in the context of organizing leisure activities.</p>

		4. Ethnopedagogy		<p><b>To know:</b> the historical and cultural foundations of folk educational traditions; the essence and principles of folk pedagogy, its role in the formation of values and skills among various ethnic groups.</p> <p>The practical significance of folk educational traditions in modern educational practice.</p> <p><b>To be able to:</b> analyze and interpret folk educational practices and traditions taking into account their influence on modern educational processes; apply folk pedagogical methods and techniques in working with students of various ethnic and cultural groups; develop and adapt educational programs, integrating folk educational traditions to achieve interethnic understanding and strengthen cultural identity.</p> <p><b>Skills:</b> to master methods of collecting and analyzing information about folk educational traditions; to carry out pedagogical interaction with students based on respect for cultural characteristics and traditions; to develop educational materials and methods that promote the development of interethnic dialogue and respect for cultural diversity.</p>
2	Special competence	1. Methods of teaching literary reading	6th semester	<p><b>Know:</b> the main theoretical aspects and principles of teaching literary reading in primary school; classical and modern works of children's literature, adapted for different ages and levels of preparation of students; methods and strategies for developing skills in reading comprehension, analysis and interpretation of text.</p> <p><b>To be able to:</b> plan and organize literature lessons taking into account the age characteristics of children and learning goals; select and adapt literary works for teaching various aspects of reading; apply various methods and techniques for working with text.</p> <p><b>Skills:</b> master techniques for assessing and adapting teaching materials and methods depending on the needs and level of preparation of students; conduct effective discussions of literary works with students, developing their analytical skills and critical thinking; use technology in teaching reading to make the process more interactive and attractive for children.</p>

3	Special competence	1. Children's literature and text analysis	6th semester	<p><b>To know:</b> the main stages of development of domestic and foreign children's literature: from antiquity to modern times, key trends and representatives; important provisions of the scientific theory of children's literature, including theories of development of literary taste and aesthetic education in children; psychological and pedagogical characteristics of primary school students and their influence on the perception and understanding of literary works.</p> <p><b>To be able to:</b> analyze and interpret children's literary works, taking into account the age and psychological characteristics of the target audience; apply methods and techniques for adapting and integrating literary works into the educational process, taking into account educational standards; evaluate the effectiveness of reading and text analysis methods among younger students and make adjustments to their practice based on the analysis of the results.</p> <p><b>Skills:</b> Design and deliver children's literature lessons that focus on developing children's aesthetic perception, emotional intelligence, and critical thinking; facilitate discussions and debates about literary works with students, encouraging their active participation and self-expression; use a variety of educational technologies to create interactive and engaging children's literature lessons.</p>
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	General professional competence	2. Methods of teaching foreign languages in primary school		<p><b>To know:</b> the main methods and approaches to teaching a foreign language in primary school, including the communicative approach, game technologies and differentiated approach to learning; features of age psychology and cognitive development of children of the primary school age group and their influence on the process of teaching a foreign language; regulatory requirements and educational standards for teaching foreign languages in primary school.</p> <p><b>Be able to:</b> plan and conduct foreign language lessons, taking into account the variety of methods and technologies for motivating and engaging students; select and adapt educational materials and resources for effective foreign language teaching, taking into account the level of students' language proficiency; assess students' language achievements and adjust the educational process in accordance with the individual needs and successes of each student.</p> <p><b>Skills:</b> master techniques for organizing language practice, communicative tasks and game formats that promote the development of oral and written skills in a foreign language; be able to create an atmosphere of trust and support that promotes active participation of students in language communication; apply modern educational technologies and resources to enrich the educational process and stimulate interest in learning a foreign language.</p>
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	Special competence	3. Workshop on developing speech activity		<p><b>Know :</b> theoretical foundations of speech development of children of different ages and levels of language proficiency, basic aspects and principles of formation of speech culture of students, psychological and pedagogical theories and models of development of speech activity.</p> <p><b>Be able to:</b> plan and organize lessons and activities aimed at developing oral and written speech in children of different age groups, select and use a variety of methods and techniques to stimulate the development of speech skills, including play and communication tasks, diagnose and assess the level of development of students' speech activity and adapt the educational process taking into account the individual needs of each child.</p> <p><b>Skills:</b> master techniques for organizing lessons and classes that promote the development of articulation skills, auditory perception, lexical and grammatical structure of speech, be able to create a comfortable and supportive atmosphere for the development of confidence and self-expression in oral and written speech, apply modern educational technologies and resources for effective teaching and development of students' speech activity.</p>
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	General professional competence	4. Basics of modern Kazakh/Russian language		<p><b>To know :</b> the main grammatical, lexical and stylistic aspects of the modern Kazakh/Russian language; theoretical foundations and methods of teaching the native language in primary school, including the communicative approach and the use of various educational technologies; the role of the native language in the formation of the personal and cultural identity of students.</p> <p><b>To be able to:</b> professionally navigate the system of the native language: correctly use grammatical constructions, form and interpret texts of different types and genres; plan and conduct lessons in the native language taking into account the age, psychological and cultural characteristics of primary school students; adapt educational materials and resources for effective teaching and development of students' communication skills.</p> <p><b>Skills:</b> master techniques for developing oral and written speech in the native language, including the organization of dialogic and monologue statements; create and evaluate conditions for the development of students' communication skills, including the ability to listen, argue and speak in front of an audience; apply modern educational methods and technologies to support and develop students' language competencies, including the use of digital resources and interactive educational platforms.</p>
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		5. Pedagogical rhetoric		<p><b>To know :</b> the basics of public speaking and its application in teaching activities; principles of business speech and their importance for professional interaction within the educational environment; theoretical foundations of effective communicative interaction in the educational and working environment of teachers.</p> <p><b>To be able to:</b> apply basic techniques and methods of public speaking to successfully conduct classes, interact with students, parents and colleagues; build and maintain business relationships with participants in the educational process based on professional and ethical communication competence; apply the skills of argumentation, persuasion and conflict management within the framework of pedagogical activity.</p> <p><b>Skills:</b> master techniques of public speaking and presentations in front of audiences of various compositions; effectively use linguistic and non-verbal means of communication to achieve educational goals and maintain professional relationships; apply modern educational technologies and resources to develop communication skills and improve the quality of pedagogical interaction.</p>
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		6. Content and Language Integrated Learning (CLIL) in Primary School		<p><b>To know :</b> the basic principles and concepts of content-language integrated learning (CLIL); the theoretical foundations of the interaction of content and language components of learning within the framework of CLIL; methods and strategies for integrating language learning with the teaching of subject disciplines in primary school.</p> <p><b>Be able to:</b> plan and design lessons and learning modules that include integrated teaching of content and language, taking into account the educational standards and needs of students; select and adapt teaching materials and resources for effective teaching based on CLIL methods; assess students' language and content achievements and adjust the learning process in accordance with their individual needs.</p> <p><b>Skills:</b> be proficient in teaching techniques in the language of instruction (e.g. English) in the context of subject teaching (e.g. mathematics, natural science); be able to organise collaborative learning and group work to develop language skills and assimilate educational material; apply modern educational technologies and resources to support integrated teaching of content and language in primary school.</p>
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		7. A junior schoolchild in the world of foreign language and culture		<p><b>To know :</b> the basic concepts and approaches to teaching a foreign language through culture and culture through language at the initial stage of education; the peculiarities of the psychological and pedagogical development of primary school students and their influence on the process of studying a foreign language and culture; various methods and techniques that facilitate the integration of cultural aspects into the process of teaching a foreign language and the formation of intercultural competence.</p> <p><b>To be able to:</b> plan and organize lessons and activities aimed at learning a foreign language through cultural contexts and teaching culture through language; select and adapt teaching materials, games, multimedia resources and other educational tools to create a stimulating and interactive learning environment; develop students' intercultural skills, respect for foreign cultures and languages, promoting their personal and socio-cultural development.</p> <p><b>Skills:</b> master techniques for organizing language practice and communicative tasks integrated with elements of cultural study; use a variety of educational technologies and methods to activate language and cultural learning in primary school students; apply game and interactive approaches for student participation in research projects representing cultural aspects of countries and languages.</p>
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4	Special competence	1. Development of research activities of primary school students	6th semester	<p><b>To know:</b> the basic principles and methods of organizing creative and research activities of primary school students; the theoretical foundations of the research approach in education and their importance for the development of critical thinking in primary school students; various methods of data collection and information analysis used in research projects in primary school; principles of evaluation and critical assessment of various research works of students and the creation of educational and methodological content based on them.</p> <p><b>Be able to:</b> plan and organize lessons and activities that promote the development of students' research skills; create educational scenarios and tasks that stimulate creative thinking and independent work of younger students; adapt educational materials and resources for conducting research projects in accordance with the needs and age characteristics of students; evaluate the results of research activities, support and motivate students in their academic achievements.</p> <p><b>Skills:</b> possess the teamwork and collaboration techniques necessary to organize collective research projects; demonstrate the ability to work with data and information obtained as a result of research work to create presentations and reports; apply modern educational technologies, including the use of digital tools, to support students' research projects.</p>
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		2. Creating projects in elementary grades		<p><b>To know:</b> the basic principles and methods of creating project activities in primary school; the principles of inclusive education and how they can be integrated into project work; the main stages of designing and managing projects in the context of primary education; various approaches to integrating subject knowledge and activity tasks within the framework of project work.</p> <p><b>To be able to:</b> plan and organize project activities that correspond to the interests and abilities of primary school students.</p> <p>Develop topics and tasks for individual and group projects, taking into account the diversity of students' learning needs; use a variety of methods for assessing and supporting students in the process of completing projects; create conditions for cooperation and teamwork within project groups.</p> <p><b>Skills:</b> master techniques for motivating and involving students in the process of creating creative products within the framework of project activities; demonstrate the ability to organize and manage the process of creating projects, including the distribution of roles and resources; apply information and communication technologies to support and promote project initiatives.</p>
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5	Special competence	1. Art education in primary school	4th semester	<p><b>Know:</b> Basic principles of integrating art into the educational process of primary school ; various types of art technologies and their potential in teaching and education ; o features of national and regional cultures and their influence on the use of art in educational practice ; theoretical foundations for the development of students' personal growth through art technologies.</p> <p><b>To be able to:</b> Design and develop teaching materials and teaching aids using various types of art technologies ; and integrate art technologies into the teaching of various subjects, taking into account the needs and specifics of each student ; adapt the educational process using art technologies to support the individual development and independence of students.</p> <p><b>Skills:</b> Skills in planning and delivering lessons using art technologies ; skills in differentiating instruction based on the needs and developmental level of each student ; skills in collaborating with colleagues and parents to effectively support the educational process based on art technologies.</p>
		2. Fine arts and labor in primary school		<p><b>To know:</b> Basic principles and methods of integrating fine arts and artistic work into the educational process ; theoretical foundations for developing creative abilities in children through fine arts ; the importance of artistic development in the formation of the personality of students.</p> <p><b>Be able to:</b> Plan and conduct lessons, integrating fine arts and artistic work into the teaching of various subjects; organize creative tasks and projects that promote the development of students' artistic skills; adapt teaching methods to the individual needs and abilities of each student.</p> <p><b>Skills:</b> Skills in creating and using educational materials that support the development of students' creative abilities ; skills in conducting creative projects and works using various techniques and materials (for example, drawing, modeling, applique, etc.) ; skills in assessing and supporting students' artistic growth, including feedback and individualization of approaches.</p>

6	General professional competence	1. Digital learning and media literacy in primary education	7th semester	<p><b>Know:</b> Basic principles of media literacy and their role in the educational process ; the influence of media on the emotional, mental and physical well-being of children ; digital risks and safety measures on the Internet for younger students ; basic technologies and tools used for teaching and developing children in the digital environment.</p> <p><b>Be able to:</b> Apply media literacy principles when assessing and selecting educational materials for children ; develop and conduct training sessions aimed at developing digital skills in primary school students ; implement methods and strategies for the safe use of digital technologies for educational purposes.</p> <p><b>Skills:</b> Skills in working with various digital tools and platforms designed for the education and development of children ; skills in monitoring and evaluating students' digital literacy and taking measures to improve them ; skills in communicating and interacting with parents and colleagues on issues of digital safety and the development of digital skills in children.</p>
		2. STEAM education for primary school students		<p><b>Know:</b> Basic principles of media literacy and their role in the educational process ; the influence of media on the emotional, mental and physical well-being of children ; digital risks and safety measures on the Internet for younger students ; basic technologies and tools used for teaching and developing children in the digital environment.</p> <p><b>Be able to:</b> Apply media literacy principles when assessing and selecting educational materials for children ; develop and conduct training sessions aimed at developing digital skills in primary school students ; implement methods and strategies for the safe use of digital technologies for educational purposes.</p> <p><b>Skills:</b> Skills in working with various digital tools and platforms designed for the education and development of children ; skills in monitoring and evaluating students' digital literacy and taking measures to improve them ; skills in communicating and interacting with parents and colleagues on issues of digital safety and the development of digital skills in children.</p>

Special competence	3. Cognitive development and critical thinking of primary school students		<p><b>Know:</b> Definition of critical thinking and its key elements ; theoretical foundations of critical thinking in the educational process ; various strategies and methods for developing critical thinking.</p> <p><b>Be able to:</b> Demonstrate critical thinking skills in their own practice ; apply various strategies for developing critical thinking in the classroom and in extracurricular activities ; create educational scenarios and tasks that contribute to the development of critical thinking in students.</p> <p><b>Skills:</b> Analyze information critically and objectively ; formulate and evaluate arguments ; solve problems and make informed decisions based on evidence ; develop students' ability to think critically in various fields of knowledge and in life situations.</p>
	4. Theatre pedagogy		<p><b>Know:</b> Basic principles of creating a favorable psychological climate in the educational environment ; factors that contribute to the development of a creative atmosphere in lessons and extracurricular activities ; features and methods of lifelong learning.</p> <p><b>Be able to:</b> Create and maintain positive relationships with students based on mutual understanding and respect ; organize lessons and extracurricular activities in such a way as to promote the development of students' creative abilities ; apply a variety of methods and techniques to stimulate interest in learning and self-development of students throughout their lives.</p> <p><b>Skills:</b> Ability to communicate effectively with different categories of students and colleagues ; mentoring and supporting students in their personal and academic development ; ability to reflect and self-analyse in the context of improving teaching practice and creating a stimulating educational environment.</p>



		5. Robotics in Primary Education		<p><b>Know:</b> Basic principles of using information and communication technologies (ICT) in the educational environment ; o main types of educational software and online resources for teaching and interacting with students ; o main aspects of digital literacy and cybersecurity ; o modern requirements and standards in the field of using ICT in educational practice.</p> <p><b>Be able to:</b> Effectively use educational software to create and adapt learning materials ; and integrate ICT into the learning process to support active learning and interaction with students ; o evaluate and select appropriate digital resources and technologies based on the educational goals and needs of students ; o ensure digital security and data protection in the educational environment.</p> <p><b>Skills:</b> Working with the basic functions of educational platforms and programs for creating interactive educational materials ; organizing effective online interaction with students, including the use of webinars, forums, chats and e-mail ; developing and adapting training courses using modern technologies and resources ; resolving technical problems and issues related to the use of ICT in educational practice.</p>
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7	Special competence	1. Safe school environment and child well-being	8th semester	<p><b>To know:</b> Basic principles of a successful school environment; various strategies and technologies for teaching and educating primary school students; features of inclusive and personality-oriented approaches in education; forms and methods for assessing the academic performance and development of students in primary school; processes and methods for modeling strategies for solving pedagogical problems.</p> <p><b>To be able to:</b> Apply theoretical knowledge about well-being to create and maintain a psychologically comfortable educational environment ; design and adapt educational programs and teaching practices in accordance with the individual needs of students and the conditions of the school environment ; and use a variety of pedagogical methods and technologies for the effective teaching and education of primary school students ; and adapt educational materials and assignments to take into account the characteristics of students, taking into account the inclusive approach ; o carry out regular assessment and analysis of learning results to adjust teaching activities.</p> <p><b>Skills:</b> Communication skills to interact with students, their parents and colleagues; organizational skills to plan and manage the educational process in primary school ; diagnostic skills to identify the educational needs and achievements of students ; technological skills to use modern educational technologies and programs.</p>
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		2. Prevention of school bullying		<p><b>To know:</b> The basic principles of the value of childhood and their importance in the context of the educational process of primary school ; ethical principles and standards of pedagogical activity ; methods and strategies for preventing bullying and creating a safe and supportive educational environment ; the basics of psychological support and building trusting relationships with students and their parents.</p> <p><b>To be able to:</b> Apply knowledge about the value of childhood and psychological safety to create a favorable educational environment ; develop and implement strategies to prevent and respond to bullying ; establish and maintain trusting and empathetic relationships with students and their families ; demonstrate tact and ethics in all aspects of interaction with participants in the educational process.</p> <p><b>Skills:</b> Communication skills for effective interaction with students, their parents and colleagues ; conflict management and mediation skills for resolving conflicts and disputes in the school environment ; skills of psychological support and assistance to students in solving personal and educational problems.</p>
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		3. Tutoring in Primary Education		<p><b>To know:</b> The basic principles and concepts of inclusive education ; the diversity of needs of students with different types of learning and development (intellectual, physical, behavioral, talented, etc.) ; methods and strategies of differentiated teaching aimed at the individual development of each student ; how to collaborate with parents and colleagues to support the overall well-being and development of students.</p> <p><b>Be able to:</b> Design and adapt educational programmes and teaching practices to take into account inclusive approaches ; plan and implement individualised learning plans and supports for students with different needs ; create and maintain a positive and supportive learning environment for all students ; collaborate with parents and colleagues to work together to improve teaching and education.</p> <p><b>Skills:</b> Communication skills for effective interaction with students, their parents and other specialists ; skills in adapting educational material and teaching methods depending on the individual needs of students ; the ability to conduct adequate assessment and monitoring of the educational progress of students, taking into account their characteristics ; skills in responding to challenges associated with behavioral and other difficulties of students in the learning process.</p>
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		4. Modern technologies in primary education		<p><b>To know:</b> Basic principles and concepts of modern approaches to primary education ; various educational technologies and their application in teaching primary school students ; best practices and research in the field of using technologies in the educational process ; alternative approaches to teaching and their effectiveness in various learning contexts.</p> <p><b>To be able to:</b> Design and adapt teaching materials using modern educational technologies; use various pedagogical strategies to integrate technologies into the primary school educational process; evaluate the effectiveness of using technologies in teaching and make the necessary adjustments to one's teaching practice.</p> <p><b>Skills:</b> Skills in working with various educational technologies such as interactive whiteboards, online platforms, educational applications, etc.; skills in adapting and modifying learning tasks and materials to individualize learning using technology; skills in using data and assessment tools to analyze and improve one's teaching activities in the context of technology-supported learning.</p>
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**Table 2. Sequence of mastering the disciplines of social and professional interaction**

Well	Supporting disciplines	Competencies	Expected result
1	2	3	
1	History of Kazakhstan	General education competence	<p><b>Know:</b> demonstrate knowledge and understanding of the main stages in the development of the history of Kazakhstan;</p> <p><b>To be able to:</b> correlate the phenomena and events of the historical past with the general paradigm of the world-historical development of human society through critical analysis; to be able to objectively and comprehensively comprehend the immanent features of the modern Kazakhstani development model;</p> <p><b>Possess:</b> possess the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan; systematize and give a critical assessment of historical phenomena and processes of the history of Kazakhstan</p>
1	Foreign language	General education competence	<p><b>Know :</b> the minimum vocabulary and language material of topics and subtopics in this discipline (social and everyday and socio-cultural spheres of communication).</p> <p><b>To be able to:</b> understand by ear not only individual phrases and frequently used words, but also longer statements on topics directly related to him/her, understand the main content of short simple messages on the radio, at the airport, at the train station; understand when reading the content of short, simple texts, advertisements, brochures, menus, bus and train schedules, short simple personal letters, e-mails; communicate in simple typical situations requiring the exchange of information within the framework of familiar topics and activities, be able to talk about family, living conditions, school activities; write a simple personal letter, note, autobiography.</p> <p><b>To have:</b> understanding of foreign language dialogic and monologue speech within the framework of general cultural and professional topics; a foreign language at a level that allows one to carry out basic types of speech activity; various methods of oral and written communication; skills of adequate response in situations of everyday, academic and professional communication; listening, reading and writing skills.</p>

1	Kazakh language (Russian)	General education competence	<p><b>To know:</b> theoretical foundations of the course (language, its functions, forms of speech, text, its features, styles of speech, functional and semantic types of speech); features of dialogic and monologue speech; types of scientific information and the specifics of its implementation in a scientific text; elements of structural and semantic analysis and semantic analysis of a scientific text, components of a speech situation, intentions of the speaker.</p> <p><b>To be able to:</b> make the correct choice and use of language and speech means to solve certain problems of communication and cognition based on knowledge of a sufficient volume of vocabulary, a system of grammatical knowledge, pragmatic means of expressing intentions; compose everyday, socio-cultural, official-business texts in accordance with generally accepted norms, functional focus, using lexical, grammatical and pragmatic material of a certain certification level that is adequate to the set goal; convey the factual content of texts, formulate their conceptual information, describe the inferential knowledge (pragmatic focus) of both the entire text and its individual structural elements; interpret the information in the text, explain, within the scope of certification requirements, the stylistic and genre specifics of texts in the socio-cultural, socio-political, official-business and professional spheres of communication; participate in communication in various situations of different spheres of communication in order to realize one's own intentions and needs (everyday, educational, social, cultural), declaring them ethically correctly, meaningfully complete, lexically, grammatically and pragmatically adequate to the situation; discuss ethical, cultural, socially significant issues in discussions, express one's point of view, defend it with arguments, critically evaluate the opinion of interlocutors; build programs of speech behavior in situations of personal, social and professional communication in accordance with the norms of language, culture, specifics of the sphere of communication, certification requirements; request and provide information in accordance with the communication situation, evaluate the actions and deeds of participants, use information as a tool for influencing the interlocutor in situations of cognition and communication in accordance with certification requirements.</p> <p><b>To possess:</b> skills of producing oral and written speech in accordance with the communicative goal and professional sphere of communication; skills of language proficiency in various situations of everyday, socio-cultural, professional communication; skills of searching for and processing information in Russian; types of speech activity.</p>
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1	Information and communication technologies	General education competence	<p><b>Know:</b> what economic and political factors contributed to the development of information and communication technologies; features of various operating systems, architecture.</p> <p><b>Be able to:</b> identify key trends in information and communication technologies; use information resources to search for and store information; work with spreadsheets, consolidate data, build graphs; apply methods and means of information security; design and create simple websites; process vector and raster images; create multimedia presentations; use various communication platforms; calculate and evaluate supercomputer performance indicators; use various forms of e-learning to expand professional knowledge; use various cloud services.</p> <p><b>Skills:</b> to have skills development of database structure; design and creation of presentations; obtaining data from the server; creation of video files; work with Smart applications; work with services on the e-government website.</p>
3	Philosophy	General education competence	<p><b>Know:</b> basic philosophical concepts and categories, patterns of development of nature, society and thinking; the essence of philosophical categories, the terminology of philosophy and the structure of philosophical knowledge, the functions of philosophy, methods of philosophical research; the place and role of philosophy in public life;</p> <p><b>To be able to:</b> use the foundations of philosophical knowledge to form a worldview position; analyze worldview, socially and personally significant philosophical problems; navigate the system of philosophical knowledge as a holistic idea of the foundations of the universe and the prospects for the development of planetary society; understand the characteristic features of the modern stage of development of philosophy</p> <p><b>To possess:</b> skills of philosophical analysis of various types of worldview; skills of philosophical thinking to develop a systemic, holistic view of the problems of society; skills of analysis of texts with philosophical content .</p>



2	Sociology	General education competence	<p><b>Know:</b> patterns and stages of the historical process, basic historical facts, dates, events and names of world and domestic historical figures; basic events and processes of domestic history in the context of world history.</p> <p><b>To be able to:</b> critically perceive, analyze and evaluate historical information, factors and mechanisms of historical changes; analyze civil and ideological positions in society, form and improve one's views and beliefs, transfer a philosophical worldview to the area of material and practical activity; use various philosophical methods to analyze trends in the development of modern society, philosophical and legal analysis</p> <p><b>Possess:</b> skills of a holistic approach to the analysis of social problems; methods of philosophical, historical and cultural research, techniques and methods of analyzing social problems; cause-and-effect relationships in the development of Kazakhstani society; the place of man in the historical process and political organization of society; skills of respectful and careful attitude to historical heritage</p>
2	Political science	General education competence	<p><b>To know:</b> the main stages of development of political knowledge in the history of civilization; schools and directions of modern political science; political life of society; political system and its institutions; the essence of political processes in the country and the world.</p> <p><b>To be able to:</b> analyze the features of political systems and the functioning of political institutions; critically evaluate theoretical approaches of political science; identify the interrelations and patterns of the political process; compare political systems, institutions and actors in an intercountry and subnational context, based on the knowledge gained and the methods mastered.</p> <p><b>Possess:</b> have skills (gain experience) in working with primary sources on the course topics; analysis of regulatory legal acts and other documents; search, processing and analysis of information; solving problems related to the assessment of the political course; working in groups, project activities, business games; public speaking; academic writing; possess the skills of expressing one's thoughts and opinions in interpersonal and business communication in a foreign language; skills of extracting the necessary information from the original text in a foreign language.</p>

2	Cultural studies	General education competence	<p><b>To know:</b> the main theories of culture, the basic concepts of cultural studies; the main directions of the methodology of modern cultural analysis; the history of the formation of world culture and civilization, theoretical features of the basic cultural concepts, various interpretations of culture and civilization in world and domestic literature; current problems of the development of modern culture; the idea of culture as a socio-historical phenomenon; patterns of development of world cultures, as well as the typology of the classification of cultures; basic knowledge of the history of the most important cultures of mankind; about the methods of acquiring, storing and transmitting the basic values of culture - about the diversity and intrinsic value of various cultures; forms and types of culture, patterns of their functioning and development, the main cultural and historical regions - the history of Kazakh culture, its place in the system of world culture and civilization.</p> <p><b>To be able to:</b> identify the features of a given culture and its dominant values; explain the specifics of intercultural communication; be able to conduct independent professional activity in a dynamically changing multicultural society; navigate the cultural environment of modern society; explain the phenomenon of culture and its role in human life; navigate cultural issues, independently understand the influence of cultural factors on the behavior of individuals.</p> <p><b>Possess:</b> practical skills in preserving and enhancing national and world cultural heritage; practical skills in the practical use of knowledge and skills in matters of taking into account the specifics of cultural behavior of various individuals and groups in the modern conditions of the formation of civil society in the Republic of Kazakhstan.</p>
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2	Psychology	General education competence	<p><b>To know :</b> the meaning and place of psychology in the system of sciences ; the main directions of personality development in modern psychology ; personal values and meanings in professional self-determination ; the relationship and mutual influence of the psyche and body ; techniques and methods of effective communication .</p> <p><b>To be able to :</b> interpret basic psychological theories and concepts ; use methods and mechanisms for regulating emotions in everyday life ; identify patterns of behavior in a conflict situation and conduct self-diagnosis .</p> <p><b>Skills:</b> determining individual psychological characteristics of a person, value-semantic ideas in the professional self-determination of a person; recognizing psychological influence and effective communication.</p>
1,2	Physical culture	General education competence	<p><b>To know:</b> the role of physical culture in the development and training of a specialist; the fundamentals of the state policy of the Republic of Kazakhstan in the field of physical culture and sports; the theoretical and methodological foundations of physical culture; the main achievements of the Republic of Kazakhstan in the field of physical culture; hygienic and organizational foundations of physical culture and sports.</p> <p><b>To be able to:</b> use in life practical skills and abilities that ensure the preservation and strengthening of health, the development and improvement of psychophysical abilities and qualities; use physical education, sports and health activities to achieve life and professional goals; apply the rules for the safe conduct of physical exercise and sports.</p> <p><b>Possess :</b> skills in organizing sports and mass competitions; exercises in professional and pedagogical physical training, general physical training, special physical training, as well as apply special games in practice; a system of practical skills that ensure the preservation and strengthening of health, the development and improvement of psychomotor abilities and qualities.</p>

2	1. Fundamentals of economic and legal knowledge	General education competence	<p>To know: methods of scientific research in economics, various theories of entrepreneurial activity, financial literacy and market economy, types of entrepreneurial activity, sphere of entrepreneurship, to master various quantitative and qualitative methods for creating a future own business, entrepreneurial calculations, analytical calculations and forecasts, the main provisions of the Constitution and current legislation of the Republic of Kazakhstan, the system of government bodies and the scope of their powers, the mechanism of interaction of substantive and procedural law, the essence of corruption and the reasons for its origin, current legislation in the field of combating corruption.</p> <p>To be able to: analyze and justify the reality of business plans, market segmentation, competently and professionally assess the market situation for organizing your business, creatively approach the solution of various business problems, possess practical skills of independent economic work in the field of entrepreneurship, calculate a personal budget, have clear initial information and a quick and correct orientation to economic indicators, analyze events and actions from the point of view of the field of legal regulation and be able to refer to the necessary regulations, navigate the current legislation, using the law to protect your rights and interests, use spiritual and moral mechanisms to prevent corruption.</p> <p>Skills: acquire practical skills in constructing graphs and charts illustrating various economic models, independently conducting economic work in the field of entrepreneurship, quickly and correctly navigate the actual initial information and calculated economic indicators, determine levels of financial security, have skills in identifying economic problems when analyzing specific situations and solving them taking into account the actions of economic laws at the micro and macro levels, conducting discussions on legal issues, on issues of applying standards in the modern period, analyzing a situation of conflict of interest and moral choice</p>
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2	2. Fundamentals of scientific and ecological knowledge	General education competence	<p>To know: forms and methods of pre-scientific, scientific and non-scientific knowledge, modern approaches to socio-humanitarian knowledge and their commensurability; basic epistemological models, the nature of transformations of the concept of rationality; the basics of ecology and safe human life in the environment, environmental factors and their impact on living organisms, methods for identification, elimination of the impact of harmful factors on humans and the environment, and ensuring comfortable conditions for human life and activity;</p> <p>Be able to: formulate and solve problems that arise in the course of scientific research and require in-depth professional knowledge; modify existing methods and develop new ones based on the objectives of a specific study; select methods of protection against hazards applicable to the area of one's professional activity and select ways to ensure comfortable living conditions;</p> <p>Possess : skills in conducting independent scientific research and scientific-pedagogical activities that require broad education in the relevant area; the ability to apply methodological and methodological knowledge in conducting scientific research; skills in ensuring life safety in professional activities, everyday conditions and in emergency situations.</p>
1	Psychology in education and concepts of interaction and communication	Special competence	<p><b>Know:</b> have knowledge of modern psychological theories and models, as well as of personality functioning and its individual characteristics.</p> <p><b>Be able to:</b> The knowledge gained enables them to effectively apply psychological concepts in their teaching activities in a variety of educational contexts. Future teachers contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process.</p> <p><b>Skills:</b> Interact and collaborate with students' families and engage in a variety of partnerships to create new relationships needed to develop one's teaching practice.</p>

1	Educational science and key learning theories	General professional competence	<p><b>Know:</b> understanding of the main theories of learning and pedagogical models, knowledge of the age and individual characteristics of students, psychological aspects of motivation, attention, memory and thinking, awareness of various teaching methods and strategies and their application depending on the goals and context, knowledge of methods for assessing educational achievements, including formative and summative assessment, understanding of modern information and communication technologies and their application in the educational process.</p> <p><b>Be able to:</b> distinguish and use relevant theories and models depending on the educational situation, be able to develop curricula and lesson plans based on educational standards and students' needs, be able to effectively organize and conduct educational activities, supporting active participation and motivation of students, be able to develop and use various assessment tools to monitor and evaluate students' progress, be able to communicate effectively with students, parents and colleagues, and maintain a positive climate in the classroom.</p> <p><b>Skills:</b> classroom management skills, creating a favorable educational environment and resolving conflict situations, the ability to critically analyze information, draw informed conclusions and make decisions based on data, readiness to implement innovations and experiment with new teaching methods and technologies, the ability to analyze one's own teaching activities, identify and correct errors, strive for professional development, empathy, the ability to work in a team, the ability to understand and support the emotional states of students.</p>
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3	Inclusive educational environment	General professional competence	<p><b>Know</b> : pedagogical theories and methods, the ability to develop curricula and plan lessons, the ability to adapt educational materials to different levels of student preparation,</p> <p><b>To be able to:</b> the ability to apply various methods of assessing students' knowledge, understanding the age-related developmental characteristics of children and adolescents, the ability to effectively communicate with students, colleagues, parents and guardians, the ability to integrate ICT into curricula to improve the effectiveness of learning, the ability to resolve conflicts and maintain discipline, the ability to support inclusive learning and the inclusion of all students in the educational process, knowledge of the basics of ICT and the ability to use them in the educational process,</p> <p><b>Skills:</b> teamwork and collaboration skills, skills in identifying and supporting students with special educational needs, ability to create and maintain a positive psychological climate in the classroom, skills in working with educational and assistive technologies</p>
1	Age-related physiological characteristics of children's development	General professional competence	<p><b>Know:</b> the processes of formation of the psyche, its functioning and development patterns, understanding the characteristics of the mental and physical development of children of different age groups, knowledge of various methodological approaches and teaching methods, including inclusive practices, understanding the principles and methods of diagnosing the educational needs and potential of students.</p> <p><b>To be able to:</b> the ability to observe the development of students and assess their individual needs, the ability to plan the educational process that corresponds to the age and individual characteristics of students, the ability to adapt curricula and approaches in accordance with the individual needs of students, the ability to creatively and adequately respond to various pedagogical situations.</p> <p><b>Skills:</b> skills of effective communication with students, their parents and colleagues, skills of using various methodological solutions for inclusion and providing specific support to students, ability to manage a classroom, create a favorable learning atmosphere and maintain discipline, skills of objective and fair assessment of students' knowledge and skills, as well as providing constructive feedback.</p>

3	Teaching planning and individualization of learning	General professional competence	<p><b>Know:</b> a complete understanding of the content and structure of the educational program in their field of teaching, an understanding of the basics of pedagogy, including modern methods and approaches to teaching, deep knowledge in the field of entrepreneurship, sustainable development and other cross-cutting topics important for a certain level of education, an understanding of the principles of inclusive education and methods of their implementation in the educational process, knowledge of modern educational technologies and means of their application in the educational process.</p> <p><b>To be able to:</b> adapt teaching materials and methods to the individual needs of each student, work with students of different ages, levels of preparation and cultural background, develop and apply teaching methods that take into account the diversity of students, including those with special educational needs, effectively use digital and information technologies in the educational process, conduct pedagogical research and use its results to improve the quality of education.</p> <p><b>Skills:</b> ability to effectively communicate with students, parents and colleagues, ability to plan and organize the educational process, manage time and resources, ability to analyze educational processes and results, assess students' academic performance, skills in critical analysis of information, ability to make informed decisions in the educational process, ability to creatively approach solving pedagogical problems and developing educational materials.</p>
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2	Teaching methods and technologies	Special competence	<p><b>To know:</b> teaching strategies and methodologies; pedagogical models and their application in various learning situations; copyright and data protection rules; fundamentals of didactics and teaching technology; principles of inclusion and creation of suitable learning environments.</p> <p><b>To be able to:</b> plan teaching materials and lessons taking into account innovative methods; apply different teaching methods depending on the school conditions and students' capabilities; create inclusive, physically comfortable and online learning environments; use learning technologies to improve the effectiveness of lessons; apply copyright and data protection rules when creating and distributing teaching materials.</p> <p><b>Skills:</b> selecting and adapting teaching models to specific learning situations; using teaching methods creatively and diversifyingly; organizing and supporting an inclusive learning environment; guiding and motivating students, supporting their academic achievements; providing pedagogical assistance and support to students in the learning process.</p>
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3	Assessment and development	General professional competence	<p><b>Know:</b> understanding of different assessment methods (formative and summative), their purposes and approaches, knowledge of the basics of learning and developmental psychology in order to adapt assessment methods to the needs of students, knowledge of ethical standards and principles that must be observed when conducting assessment, understanding how assessment fits into the overall educational process and contributes to the achievement of educational goals.</p> <p><b>Be able to:</b> design tests, assignments and other assessment materials that are consistent with learning objectives, analyse assessment results, draw conclusions and interpret data to further improve the learning process, provide constructive and motivating feedback to students so that they can improve their performance, apply a variety of assessment methods to take into account the individual characteristics and needs of students.</p> <p><b>Skills:</b> effective communication with students and their parents about the purposes, process and results of assessment, the ability to continuously reflect on their teaching practice and self-assessment in order to improve their assessment methods, skills in using modern technologies to conduct and analyze assessment, the ability to plan and organize assessment activities so that they are timely and effective, skills in engaging students in the process of self-assessment and peer assessment in order to develop their critical thinking and independence in learning.</p>
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3	Educational research	Special competence	<p><b>Know:</b> an understanding of the nature of pedagogy and its basic terminology; knowledge of the central areas of research in pedagogy; the difference between everyday thinking and scientific knowledge; an awareness of current changes in the field of education; an understanding of how these changes may affect the work of a teacher.</p> <p><b>To be able to:</b> search for and critically select theoretical knowledge from various reliable sources; use research results to develop pedagogical thinking and practice; analyze changes in the educational sphere; assess the impact of these changes on one's own pedagogical activity.</p> <p><b>Skills:</b> willingness to promote research-based learning and education; participation in one's own continuous development and professional growth through research activities; application of theoretical knowledge in practical activities; development of pedagogical thinking based on scientific research.</p>
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4	Research, Development and Innovation	Special competence	<p>Know: knowledge of research methods in education, including qualitative and quantitative methods, understanding of the theoretical foundations of pedagogy and psychology of education, awareness of modern innovative teaching methods and technologies, knowledge of ethical norms and standards for conducting scientific research, understanding of methods of collecting, processing and analyzing data.</p> <p>To be able to: formulate research questions, conduct literature reviews and develop research methodology, apply research results in one's professional activities to improve the educational process, critically analyze information collected during the research process and use it to develop and update teaching practice, present research results to various professional audiences through written reports, presentations and other forms of communication.</p> <p>Skills: skills for self-assessment and analysis of one's professional performance to identify areas for improvement, skills for ethical conduct of research and handling of data, ability to collaborate with colleagues, universities and other stakeholders on research projects, skills for documenting research work and presenting research results.</p>
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1	Conceptual foundations of mathematical education	General professional competence	<p><b>Know:</b> basic mathematical concepts such as numbers, operations, fractions, decimals, geometric figures and their properties, measurements, logical and mathematical laws; knowledge of basic mathematical laws and rules, such as the laws of arithmetic, properties of geometric figures, the laws of commutativity and associativity; understanding of various methods of teaching mathematics in primary school, including game-based methods, the use of specific materials, interactive lessons.</p> <p><b>Be able to:</b> explain mathematical concepts to children clearly and understandably, using simple language and examples from their everyday lives, applying knowledge in a variety of contexts; demonstrate the application of mathematical knowledge in a variety of contexts that help students see its relevance and applicability, use mathematical models and resources, use mathematical models, games, graphs and other visualizations to explain and demonstrate mathematical concepts.</p> <p><b>Skills:</b> developing mathematical intuition, helping students develop an intuitive understanding of mathematical concepts and how to solve them, working with a variety of teaching materials, the ability to select and use a variety of teaching materials and resources to support the learning of mathematics, developing communication skills; supporting students in developing the skills to explain their solutions and thoughts about mathematics, discussing mathematical ideas in a group.</p>
1	Nature and Society	General professional competence	<p><b>Know:</b> basic theories of mental development; spheres of mental activity; research and diagnostic methods.</p> <p><b>Be able to:</b> apply knowledge in practice; conduct diagnostics and analyze the results.</p> <p><b>Skills:</b> communication skills; empathy and tolerance; self-regulation and professional development.</p>

2	Primary school pedagogy	General professional competence	<p><b>Know</b> : general patterns of development; age periodization; the essence and content of training; methods, types and forms of training; the essence of the educational process; diagnostics of the educational process; personality-oriented education.</p> <p><b>To be able to</b> : plan the educational process; organize educational activities; apply various teaching and education methods; interact with parents and colleagues.</p> <p><b>Skills</b>: communication skills; organizational skills; self-development and professional growth.</p>
3	Psychology of preschool and primary school age	Special competence	<p><b>To know</b>: fundamental achievements of child psychology and key stages of its development; world and domestic theories of mental development of preschool and primary school children; main stages of personality formation in childhood and their influence on mental development; methods of research and diagnostics of various aspects of mental activity and personality of children, including cognitive, emotional, social and motor spheres.</p> <p><b>To be able to</b>: apply theoretical knowledge to analyze and evaluate the mental development of preschool and primary school children; conduct methods of research and diagnosis of mental processes and personality traits; evaluate and interpret the results of psychological diagnostics in order to develop individualized psychological programs and recommendations.</p> <p><b>Skills</b>: to have communication skills for working with children and their parents, teachers, and other specialists in the educational process; to use various methods and techniques for working with children of different ages and to develop their psychological resources; to adapt psychological knowledge and methods to specific pedagogical situations and conditions of preschool and primary school education.</p>

2	Theory and technology of educational work in primary school	General professional competence	<p><b>To know:</b> theoretical foundations of educational work technology in primary school based on national values; the essence of the educational process and its role in the educational process of primary school; various forms and methods of educational work adapted to the needs and age characteristics of primary school students; modern concepts and models of education used in domestic and foreign pedagogical practice.</p> <p><b>To be able to:</b> apply theoretical knowledge to analyze and develop educational programs and strategies in primary school; plan and organize educational activities aimed at forming value orientations and moral qualities of students; use various methods and technologies of educational work to support social adaptation and personal development of children.</p> <p><b>Skills:</b> work with a team of teachers and parents to create a favorable educational environment in primary school; evaluate the effectiveness of educational activities and adapt their practice based on the results and feedback; have communication skills to effectively interact with students, their parents and colleagues.</p>
2	Methods of language education for primary school students	General professional competence	<p><b>Know:</b> the basics of psychology and pedagogy for children of primary school age; theoretical foundations of language development in children; modern approaches to teaching reading and writing in primary school; features of the formation of language skills in children with different levels of language proficiency.</p> <p><b>To be able to:</b> plan and conduct Russian language lessons taking into account age-related characteristics; use game and interactive teaching methods to stimulate language development; assess the language achievements of younger students and develop individual educational routes.</p> <p><b>Skills:</b> working with educational technologies and modern educational resources; knowledge of methods for developing oral and written speech; adapting educational materials to the needs of a specific group of children.</p>

3	Methods of teaching literacy and calligraphy	Special competence	<p><b>To know:</b> theoretical foundations of the process of teaching literacy to children; psychophysiological aspects of literacy development; basics of calligraphy and its importance for the development of writing skills; principles of constructing the educational process for teaching literacy and calligraphy.</p> <p><b>Be able to:</b> plan and conduct lessons on teaching reading and writing, taking into account the age and individual characteristics of students; apply various methods and technologies for teaching literacy; assess the level of literacy of students and develop corrective measures.</p> <p><b>Skills:</b> organize the educational process using modern educational technologies; conduct work on the formation of calligraphic skills; use various teaching aids and materials for effective teaching of literacy and calligraphy.</p>
2	Methods of teaching mathematics with practical training in solving problems	Special competence	<p><b>Know:</b> basic methods of teaching mathematics adapted for primary school students; methods and techniques for organizing the educational process that promote the development of mathematical thinking; basic mathematical concepts and facts necessary for the initial course of mathematics; theoretical foundations for solving mathematical problems and their classification.</p> <p><b>Be able to:</b> plan and conduct mathematics lessons, taking into account the age and individual characteristics of students; apply various methods and technologies for teaching mathematics; conduct practical exercises on solving mathematical problems with students, taking into account various solution methods.</p> <p><b>Skills:</b> use modern educational technologies and resources to support the teaching of mathematics; analyze and evaluate the level of mathematical literacy of students and develop corrective measures; develop logical and algorithmic thinking of students through mathematical problems and games.</p>



2	Methods of teaching natural science and knowledge of the world in primary school	Special competence	<p><b>Know:</b> basic methods of teaching mathematics adapted for primary school students; methods and techniques for organizing the educational process that promote the development of mathematical thinking; basic mathematical concepts and facts necessary for the initial course of mathematics; theoretical foundations for solving mathematical problems and their classification.</p> <p><b>Be able to:</b> plan and conduct mathematics lessons, taking into account the age and individual characteristics of students; apply various methods and technologies for teaching mathematics; conduct practical exercises on solving mathematical problems with students, taking into account various solution methods.</p> <p><b>Skills:</b> use modern educational technologies and resources to support the teaching of mathematics; analyze and evaluate the level of mathematical literacy of students and develop corrective measures; develop logical and algorithmic thinking of students through mathematical problems and games.</p>
4	Features of the educational process in a small primary school	General professional competence	<p><b>To know:</b> the specifics of organizing the educational process in small primary schools; the theoretical foundations of differentiating instruction and individualizing approaches to students; the principles of forming groups and individual educational routes; the basic methods and techniques of working with students, taking into account the specifics of class groups.</p> <p><b>To be able to:</b> plan and organize educational activities, taking into account the variety of levels of preparation and individual needs of students; apply various forms and methods of work that contribute to the activation of the educational process in the conditions of a small school; possess technologies for diagnosing the knowledge and skills of students for subsequent adjustment of the educational process.</p> <p><b>Skills:</b> work with different age groups and individual educational needs; effectively organize extracurricular activities and interaction with parents; use modern educational technologies and information resources to support learning and education in a small school.</p>

4	Distance learning in primary grades	Special competencies	<p><b>To know:</b> theoretical foundations of distance learning and its methodology in the context of primary school; principles and methods of assessing learning on distance platforms; features of creating educational content for online learning taking into account inclusive learning; interdisciplinary approaches to organizing interactive interaction in a distance mode.</p> <p><b>Be able to:</b> plan and organize learning activities using various distance learning technologies; create and adapt educational materials and resources for online learning, taking into account the needs of different learners; apply methods and techniques for interacting with learners in a distance environment, maintaining their active participation and motivation.</p> <p><b>Skills:</b> use a variety of educational platforms and tools to conduct distance learning; evaluate the effectiveness of distance learning and adapt your practice based on the data and feedback; work in a team and interact with colleagues to create joint educational projects.</p>
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### 3. List of modules included in the educational program

Name and module number	Name of disciplines	Block	Semester	Volume of loans by discipline	Form of control	Total credits per module
<b>M.1 Module of historical and philosophical knowledge</b>	And the history of Kazakhstan	GED UC	1	5	GE	10
	Philosophy	GED UC	5	5	Exam	
<b>M.2 Module of socio-political knowledge</b>	Sociology	GED UC	3	2	Exam	8
	Political science	GED UC	3	2	Exam	
	Cultural studies	GED UC	3	2	Exam	
	Psychology	GED UC	3	2	Exam	
<b>M.3 Instrumental and communication module</b>	Russian/Kazakh language	GED UC	1,2	10	Exam	25
	Foreign language	GED UC	1,2	10	Exam	
	Information and communication technologies	GED UC	1	5	Exam	
<b>M.4 Health Promotion Module</b>	Physical culture	GED UC	1,2,3,4	8	Differential credit	8
<b>M.5 Economic, legal and scientific-ecological knowledge</b>	1. Fundamentals of economic and legal knowledge	GED UC	2	3	Exam	5
	2. Fundamentals of scientific and ecological knowledge	MD UC	2	2	Exam	
	1. Conceptual foundations of mathematical education	MD UC	1	4	Exam	7

<b>M. 6 Conceptual foundations of mathematics education and key learning theories</b>	2. Educational science and key learning theories	MD UC	2	3	Exam	
<b>M. 7 Psychology in education and age-related physiological characteristics of children's development</b>	1. Psychology in education and concepts of interaction and communication	MD UC	1	4	Exam	7
	2. Age-related physiological characteristics of children's development	MD UC	2	3	Exam	
<b>M.8 Fundamentals of the teaching profession</b>	Pedagogical practice "Introduction to the teaching profession"	MD UC	2	2	Differential credit	7
	Primary school pedagogy	MD UC	3	5	Exam	
<b>M.9 Cultural heritage and perspectives in education</b>	1. Global Perspectives in Education	MD CC	3	5	Exam	10
	2. Local history	MD CC	3		Exam	
	3. Leisure pedagogy	MD CC	3		Exam	
	4. Ethnopedagogy	MD CC	3		Exam	
	5. Nature and Society	MD UC	2	5	Exam	
<b>M. 10 Pedagogical competence in assessment and development in primary school</b>	1. Pedagogical practice "Psychological and pedagogical assessment"	BD UC	2	2	Differential credit	19
	2. Theory and technology of educational work in primary school	MD UC	3	5	Exam	
	3. Teaching methods and technologies	BD UC	4	5	Exam	
	4. Assessment and development	BD UC	5	4	Exam	

	5. Inclusive educational environment	BD UC	5	3	Exam	
<b>M.11 Fine Arts and Creativity in Primary School</b>	1. Art education in primary school	MD UC	4	5	Exam	5
	2. Fine Arts and Labor in Primary School	MD UC	4		Exam	
<b>M.12 Research and innovation activities in education</b>	1. Development of research activities of primary school students	MD UC	4	5	Exam	38
	2. Creating projects in elementary grades	MD UC	4		Exam	
	3. Educational research	BD UC	5	4	Exam	
	4. Psychology of preschool and primary school age	MD UC	5	5	Exam	
	5. Teaching planning and individualization of learning	BD UC	6	4	Exam	
	6. Research, Development and Innovation	BD UC	7	5	Exam	
	7. Pedagogical practice "Research and innovation in education"	MD UC	8	15	Differential credit	
<b>M.13 Methods of teaching and organization of the educational process in primary school</b>	1. Methods of teaching literacy and calligraphy	MD UC	4	5	Exam	33
	2. Methods of teaching mathematics with practical training in solving problems	MD UC	4	6	Exam	
	3. Methods of teaching natural science and knowledge of the world in primary school	MD UC	5	6	Exam	
	4. Pedagogical practice "Pedagogical approaches"	BD UC	6	6	Differential credit	

	5. Distance learning in primary grades	MD UC	7	5	Exam	
	6. Features of the educational process in a small primary school	MD UC	7	5	Exam	
<b>M.1 4 Literary education and reading</b>	1. Methods of language education for primary school students	MD UC	5	5	Exam	10
	2. Methods of teaching literary reading	MD CC	6	5	Exam	
<b>M.15 Language education and communicative competences in primary school</b>	1 . Children's literature and text analysis	MD CC	6	15	Exam	15
	2. Methods of teaching foreign languages in primary school	MD CC			Exam	
	3. Workshop on developing speech activity	MD CC			Exam	
	4. Basics of modern Kazakh/Russian language	MD CC			Exam	
	5. Pedagogical rhetoric	MD CC			Exam	
	6. Content and Language Integrated Learning (CLIL) in Primary School	MD CC			Exam	
	7. A junior schoolchild in the world of foreign language and culture	MD CC			Exam	
<b>M.16 Integrated approaches in primary education</b>	1. Digital learning and media literacy in primary education	MD CC		15	Exam	15

	2.STEAM education for primary school students	MD CC	7		Exam	
	3. Cognitive development and critical thinking of primary school students	MD CC			Exam	
	4.Theatrical pedagogy	MD CC			Exam	
	5.Robotics in primary education	MD CC			Exam	
<b>M.17 Safety, Wellbeing and Technology in Primary Education</b>	1. Safe school environment and child well-being	MD CC	8	10	Exam	10
	2. Prevention of school bullying	MD CC			Exam	
	3. Tutoring in Primary Education	MD CC			Exam	
	4. Modern technologies in primary education	MD CC			Exam	
<b>M.18 Final certification</b>	Final certification	FE	8	8	IA	8
<b>Total</b>						<b>240</b>