

Ministry of Science and Higher Education of the Republic of Kazakhstan  
NPJSC «Karaganda University named after academician E.A. Buketov»

"APPROVED"  
by the decision of the Board  
NAO "Karaganda University  
named after academician E.A. Buketov"  
Protocol 3 from 21.06.2024  
Prof. Dulatbekov N.O.



"APPROVED"  
by the decision of the Board of Directors  
NAO "Karaganda University  
named after academician E.A. Buketov"  
Protocol 5 from 21.06.2024



**EDUCATIONAL PROGRAM**

« 7M01101 – Pedagogy and psychology»

Level: Master

Karaganda

2024

**APPROVAL SHEET**  
**EDUCATIONAL PROGRAM “7M01101 – Pedagogy and psychology”**

“AGREED”

Head of the Department of Education of Karaganda region



G.S. Zhunusova  
2024 y.

“AGREED”

Rector of “Bolashaq” Academy PI



G.M. Rysmagambetova  
2024 y.

“AGREED”

Vice-rector for academic affairs of Karaganda  
University of Kazpotreboyozyuz



G.N. Nakipova  
2024 y.

**Educational program the direction of training** « 7M01101- Pedagogy and psychology» was developed on the basis of:

–Law of the Republic of Kazakhstan dated July 27, 2007 № 319-III "On education"

–Law of the Republic of Kazakhstan dated July 11, 1997 №. 151-I. «On Languages in the Republic of Kazakhstan»

–State compulsory standard of postgraduate Education of May 5, 2020 №. 182

–National frame of qualifications of March 16, 2016 the Republican tripartite commission on social partnership and regulation of the social and labor relations

| <b>№</b> | <b>Passport of the educational program:</b> | <b>Pages</b> |
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|----------|---|--------------|

–The Order of the Ministry of Education and Science of the Republic of Kazakhstan of 2.04.2018 №152 «About the approval of Rules of the organization of educational process for credit technology of training»

–The qualifier of the directions of training with the higher and postgraduate education of October 13, 2018 № 569.

– State compulsory standard of primary education. Approved by the resolution of the government of the Republic of Kazakhstan of August 23, 2012 №. 1080. Resolution of the government of the Republic of Kazakhstan of August 15, 2017 №. 484,

– Professional standard «Teacher» (Appendix to the order of the Chairman of the Board of the National Chamber of businessmen of the Republic of Kazakhstan "Atameken" dated June 8, 2017 № 133).

Recommended by the decision of the Academic Council of the University to enter into force on September 3, 2020.

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Content:

1. Passport of the educational program: «7M01101 - Pedagogy and psychology»
2. Code and classification of the field of education, areas of training: 7M01 - Pedagogical sciences, "7M011 - Pedagogy and psychology"

3. Group of educational programs: M001-Pedagogy and psychology
4. Volume of credits: 120 academic credits
5. Form of training: full-time education
6. Language of education: Kazakh, Russian
7. Degree awarded: Master of Pedagogical Sciences
8. Type of EP: current educational program
9. Level according to the ISCE: Level 7
10. Level according to the NQF: Level 7
11. Level according to the IQF: Level 7
12. Distinctive features of the EP:  
Partner university (in JEP)-  
Partner university (for TDEP)-
13. The number of the appendix to the license for the direction of training: KZ83LAA00018495, date of issue 28.07.2020, addition 016
14. The name of the accreditation body and the validity period of the accreditation of the EP: certificate of SA-A №0174/3 IQAA agency of 23.12.2019. It is valid till 20.12.2024.
15. The purpose of the EP: Training of highly qualified and competitive specialists in the field of pedagogy and psychology, in demand by the domestic education system, motivated to research activities, possessing socio-personal values in the context of scientific thinking and worldview.
16. Qualification characteristics of the graduate:
  - a) List of graduate positions: graduates can acquire professional competencies in the following professions: "Pedagog is a psychologist in an educational institution, a teacher of psychology and pedagogy in colleges, universities", according to professional standards approved by the Order of the Deputy Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" №. 133 dated June 8, 2017.
  - b) Scope and objects of professional activity of the graduate:
    - higher educational institutions;
    - pedagogical colleges;
    - general education schools and preschool organizations;
    - the system of additional education (a teacher in universities and pedagogical colleges; a teacher-psychologist in the field of school and pre-school education, an employee of pedagogical scientific institutions)
  - c). Types of professional activity of the graduate:
    - scientific research;
    - teaching;

- diagnostic and advisory;
- organizational and managerial;
- cultural and educational.

d).Functions of the graduate's professional activity:

- training – translates educational information, teaches to acquire knowledge independently, constructs training sessions taking into account linguistic needs and requests of students, uses new learning technologies, including ICT, etc.;
- educating – introduces students to the system of social values, observes the pedagogical tact, the rules of pedagogical ethics, shows respect for the personality of students, builds the educational process taking into account the national priorities of Kazakhstan, etc.;
- methodical – provides methodological support of the educational process, plans to improve their skills, defines methods and techniques, develops educational materials in accordance with the objectives of the classes, etc.;
- research – studies the level of assimilation of the content of education by students, explores the educational environment, uses the results of the diagnosis of individual characteristics of students;
- social and communicative – carries out interaction with the professional community and with all stakeholders of education, initiates innovative ideas that unite the stakeholders of education, etc.

## Formulation of learning outcomes based on competencies

| Type of competencies                                     | Code of learning outcomes | Learning outcome (according to Bloom's taxonomy)   |
|--|---------------------------|--|
| 1. Behavioral skills and personal qualities: Softskills) | LO 1                      | Uses knowledge as a necessary framework in which products of research activity for determination of heuristic potential are placed   |
|  | LO 2                      | Shows norms of speech etiquette in the professional sphere of communication  |
|  | LO 3                      | Owens a speech and language kompentention: dialogue technology, public speech, etc.  |
| 2 Digital competencies: (Digital skills):                | LO 4                      | Applies at the professional level the advanced innovative technologies to the solution of pedagogical tasks, will be able to develop innovative projects for use in educational process  |
|  | LO 5                      | Applies methodological and methodical knowledge in carrying out scientific research, pedagogical and educational work; writing of scientific articles, theses, performances at conferences, symposiums, round tables, discussions and debates.                               |
|  | LO 6                      | Develops models of research work according to requirements of its relevance, scientific novelty and practical importance.  |
|  | LO 7                      | Applies at the professional level of knowledge of psychology and pedagogical cycles  |
| 3. Professional competencies: (Hardskills)               | LO 8                      | Estimates methods of conceptualization of the interesting property and the basic concept, definition of postulates, axioms and formalizm, makes and checks hypotheses, develops models of measurement and defines rules of scientific interpretation of the received results |
|  | LO 9                      | Applies professional knowledge in various production situations, practical skills of application psychological knowledge in activity of the educational psychologist   |
|  | LO 10                     | Capable to broaden psychology and pedagogical and scientific horizons, to transfer result when teaching psychology and pedagogical disciplines   |



### Determination of modules of disciplines in accordance with the results of learning outcomes

| Code of learning outcomesf | Name of the module  | Name of disciplines   | Volume (ECTS) |
|----------------------------|---|---|---------------|
| LO 1, LO 2                 | Philosophical and historical aspects of social and humanitarian knowledge | History and philosophy of science   | 4             |
| LO 3, LO 1                 |   | Pedagogy of higher education  | 4             |
| LO 4, LO 2                 |   | Management psychology   | 4             |
| LO 1, LO 2                 |   | Pedagogical practice  | 4             |
| LO 3, LO 4                 | Professional languages  | Foreign language (professional)   | 4             |
| LO 4, LO 4                 |   | Professional foreign terminology in pedagogy and psychology/ Professional terminology of a teacher                      | 5             |
| LO 7, LO 9                 | Science and innovation  | Commercialization of the results of scientific and technical activities/<br>Fundamentals of educational monitoring      | 5             |
| LO 4, LO 10                |   | Innovations in the field of pedagogy and psychology/ Actual problems of modern science in foreign countries             | 5             |
| LO 3, LO 7                 | Fundamentals of psychological and pedagogical training                    | Methods and methodology of psychological and pedagogical training of future specialists for professional activity       | 5             |
| LO 1, LO 2                 |   | Methods of psychological and pedagogical teaching disciplines at the University   | 4             |
| LO 8, LO 2                 |   | Educational and methodological support of the educational process at the University                                     | 4             |
| LO 5, LO 8                 | Fundamentals of research and management training                          | Methodology and methods of pedagogical training research (in English)/ Pedagogical diagnostics (in English)             | 5             |
| LO 2, LO 6                 |   | The quality management system of education/ Cultural - historical and activity approaches in psychology and education   | 5             |
| LO 6, LO 10                |   | Pedagogical measurements (in English)/ Gaming training technology (in English)  | 5             |
| LO 3, LO 7                 |   | Psycho - pedagogical diagnosis (in English)/ Psycho-pedagogical bases of deviantology (in English)                      | 4             |
| LO 3, LO 2                 |   | Higher education management/ Organization and planning of scientific research in the education system                   | 6             |
| LO 2, LO 7                 |   | Psychological and pedagogical coaching in professional activity/Fundamentals of professional communication of a teacher | 5             |
| LO 1, LO 8                 |   | Research practice   | 14            |
|                            | Research work   | Scientific-research work of a master student, including internship and execution master's thesis (SRWM)                 | 24            |
|                            | Final attestation   | Design and defense of master's thesis   | 8             |

## Matrix of achievability of learning outcomes

| NN   | Name of disciplines   | Brief description of the discipline<br>(30-40 words)  | Number of credits | Generated learning outcomes (codes) |      |      |      |      |      |      |      |      |       |
|--|---|---|-------------------|-------------------------------------|------|------|------|------|------|------|------|------|-------|
|  |   |   |                   | LO 1                                | LO 2 | LO 3 | LO 4 | LO 5 | LO 6 | LO 7 | LO 8 | LO 9 | LO 10 |
| Cycle of basic disciplines<br>University component |   |   |                   |                                     |      |      |      |      |      |      |      |      |       |
| D1   | History and philosophy of science                           | It is studied with the aim of forming knowledge about the significance of scientific knowledge in its tendency to development and sociocultural profile. Questions about the philosophy, methodology of science, science as a cognitive activity and tradition are considered.  | 4                 | +                                   | +    |      |      |      |      |      |      |      |       |
| D2   | Pedagogy of higher education                                | Studied to form ideas about the modern paradigm of higher education and the theory of scientific activity in higher education. The issues of pedagogy, education of professionals-specialists, professional skills of teaching in educational organizations, pedagogical control and evaluation of knowledge in higher education are considered.  | 4                 | +                                   |      | +    |      |      |      |      |      |      |       |
| D3   | Management psychology                                       | It is studied with the aim of forming knowledge about the psychological laws of managerial activity, skills in analysis of socio-psychological principles, the characteristics of the psychology of management, the personal characteristics of the leader.   | 4                 |                                     |      | +    | +    |      |      |      |      |      |       |
| D4   | Pedagogical practice  | As a result of mastering the internship program, undergraduates should: be guided by the regulatory and legal documents regulating the educational process in higher education organizations; plan and organize their activities and the activities of students; choose methods to achieve the set learning goals; analyze pedagogical activities; use modern technologies; independently conduct classes at the university | 4                 | +                                   | +    |      |      |      |      |      |      |      |       |
| D5   | Foreign language (professional)                             | It is studied in order to form the skills of speaking, reading, writing and auditing for effective communication in situations of professional communication, writing texts in a specialty, oral bilateral translation in situations of professional communication.   | 4                 |                                     |      | +    | +    |      |      |      |      |      |       |
| Cycle of basic disciplines<br>Component of choice  |   |   |                   |                                     |      |      |      |      |      |      |      |      |       |
| D6   | Professional foreign terminology in pedagogy and psychology | The course is designed to introduce undergraduates to professional growth by expanding the foreign language professional lexical minimum; forms the ability to conduct a conversation on professionally oriented topics; enrichment of background knowledge with encyclopedic and intellectual-cultural information about the specialty; development of professional and educational and scientific                         |                   |                                     |      | +    | +    |      |      |      |      |      |       |

|  |   |   |   |  |  |   |   |  |  |   |  |   |  |   |
|--|---|---|---|--|--|---|---|--|--|---|--|---|--|---|
|  |   | speech of undergraduates in various forms.  | 5 |  |  |   |   |  |  |   |  |   |  |   |
|  | Professional terminology of a teacher                                   | The course is aimed at the formation of the terminological culture of the teacher and considers the concepts, specifics and systematization of professional terminology; stages and levels of development of terminological culture of the teacher; professional and didactic means of teaching terminology; contributes to the formation of terminological competence.   |   |  |  | + | + |  |  |   |  |   |  |   |
| D7   | Commercialization of the results of scientific and technical activities | It is studied in order to form skills to use the results of scientific and technical activities, including the results of intellectual activity in order to withdraw new or improved goods aimed at extracting income to the market.  |   |  |  |   |   |  |  | + |  | + |  |   |
|  | Fundamentals of educational monitoring                                  | The course is aimed at the formation of knowledge of the theoretical foundations of educational monitoring; familiarization with the content and technology of monitoring activities; examines the theoretical approaches of the monitored process, the basics of pedagogical monitoring, evidence-based design and diagnostics of the state and development of the learning process in a modern university.                                    | 5 |  |  |   |   |  |  | + |  | + |  |   |
| D8   | Innovations in the field of pedagogy and psychology                     | The course is aimed at transferring a system of knowledge about the social, scientific prerequisites of pedagogical innovation and the sources of ideas for its development, about categories, typology, patterns of innovation in education. The structure of innovative activity, innovative technologies of education and upbringing, various types of innovative educational institutions and prospects for their development are revealed. | 5 |  |  |   |   |  |  |   |  |   |  | + |
|  | Actual problems of modern science in foreign countries                  | The course reveals the main foreign pedagogical concepts, key trends in the modern development of scientific and educational activities of countries, the experience of international cooperation, issues of mobility of scientists, interaction of scientists on the principle of network structures, the demand for research results and their innovativeness, orientation of scientific research on regional features                        |   |  |  |   |   |  |  |   |  |   |  | + |
| Cycle of profile disciplines<br>University component |   |   |   |  |  |   |   |  |  |   |  |   |  |   |

|   |   |  |   |   |   |   |   |  |   |  |   |   |  |
|---|---|--|---|---|---|---|---|--|---|--|---|---|--|
| D9  | Methods and methodology of psychological and pedagogical training of future specialists for professional activity | The course is designed to master the psychological and pedagogical methods and methods of preparing future specialists for professional activities, considers the psychological and pedagogical methods of modern education and ways to improve the efficiency and psychodiagnostics of the problems of a professionally oriented person, studies the features and content of managing an institute based on innovation, humanity, approaches to innovations in the field of competence.   | 5 |   |   |   | + |  |   |  | + |   |  |
| D10   | Methods of psychological and pedagogical teaching disciplines at the University                                   | The course is designed for students to acquire integrated knowledge of both domestic and foreign educational systems on the methodological foundations of teaching. In the course of training, they will learn to apply practical skills and skills of searching and making competent decisions on pedagogical and methodological tasks of teaching, the introduction of modern teaching technologies, diagnostics, and control in the learning process. They will be able to organize productive professional communication to develop heuristic potential. | 4 | + | + |   |   |  |   |  |   |   |  |
| D11   | Educational and methodological support of the educational process at the University                               | The course was introduced with the aim of developing methodological culture, forming knowledge, skills to develop and use in professional activities various components of educational, methodological and information support necessary for the effective organization of the educational process at the university; mastering the norms of speech etiquette in the professional sphere of communication.   | 4 |   |   | + |   |  |   |  |   | + |  |
| Cycle of profile disciplines<br>Component of choice |   |  |   |   |   |   |   |  |   |  |   |   |  |
| D12   | Methodology and methods of pedagogical training research (in English)   | The course was introduced in order to familiarize undergraduates with the methodological principles of teaching, mastering the basic rules, principles and laws of scientific, research and methodological activities, the basics of scientific worldview, the practice of effective use of resources and scientific organization of work, familiarization with the logic of building and conducting research  | 5 |   |   |   |   |  | + |  |   | + |  |
|   | Pedagogical diagnostics (in English)  | The course is designed to provide undergraduates with a system of knowledge about the classification of diagnostic tools, their evaluation criteria, the most well-known methods of pedagogical diagnostics, principles and rules of conducting surveys, methods of processing and interpreting results, ethical norms of psychodiagnosis. As a result, students will acquire the skills of quality assessment,  |   |   |   |   |   |  | + |  |   | + |  |

|     |   |  |   |  |   |   |   |  |  |   |  |  |  |   |
|-----|---|--|---|--|---|---|---|--|--|---|--|--|--|---|
|     |   | criteria for the selection of diagnostic techniques and their use in professional activities.  |   |  |   |   |   |  |  |   |  |  |  |   |
| D13 | The quality management system of education                                | The course examines the issues of education quality management; the role of management culture, initiatives and creativity in quality management in the education system; clarifies pedagogical quality as an indicator of assessing the quality of the activities of educational organizations; determines the technology of education quality management.  | 5 |  | + |   |   |  |  | + |  |  |  |   |
|     | Cultural - historical and activity approaches in psychology and education | The course contains the main aspects of the cultural-historical and activity approach in psychology and education, the methodology of learning and designing education, understanding the psychological patterns and principles of building the educational process; formation of professional competencies necessary for the implementation of professional activities.   |   |  |   | + |   |  |  | + |  |  |  |   |
| D14 | Pedagogical measurements (in English)                                     | The course was introduced in order to form the ability to carry out pedagogical measurements in the organization of research activities; skills of using scientifically based methods in psychological and pedagogical activities; skills of using modern technologies for organizing data collection, processing and interpretation   | 5 |  |   |   |   |  |  | + |  |  |  | + |
|     | Gaming training technology (in English)                                   | The course was introduced in order to form the skills of developing a model of gaming technologies in accordance with the requirements of their relevance, scientific novelty and practical significance, the development of abilities to expand psychological, pedagogical and scientific horizons, skills in the use of gaming technologies in teaching psychological and pedagogical disciplines.                               |   |  |   |   |   |  |  | + |  |  |  | + |
| D15 | Higher education management   | The course was introduced with the aim of forming a system of knowledge about the management of higher education; mastering the methods of analyzing information arrays that monitor the development of higher education; introspection of managerial activities; the ability to organize productive communication in the teaching staff, to demonstrate the norms of speech etiquette in the professional sphere of communication | 6 |  | + | + |   |  |  |   |  |  |  |   |
|     | Organization and planning of scientific research in the education system  | The course was introduced in order to form the readiness of undergraduates to organize, plan and conduct scientific and pedagogical research; develop adequate diagnostic tools for pedagogical experiment; objective assessment and interpretation of the results; participate in scientific discussion; knowledge of the norms of speech etiquette in the professional sphere of communication.                                  |   |  |   | + | + |  |  |   |  |  |  |   |

|     |   |  |    |   |   |   |  |  |  |  |   |  |  |
|-----|---|--|----|---|---|---|--|--|--|--|---|--|--|
|     |   |  |    |   |   |   |  |  |  |  |   |  |  |
| D16 | Psychological and pedagogical coaching in professional activity | The course is designed to form basic theoretical knowledge and practical skills of a professional coach; organizing and conducting coaching trainings; setting and achieving goals, building a career, using time management techniques; application of coach technologies in the educational process; coaching in the work with the family on the upbringing of children.   | 5  |   | + |   |  |  |  |  | + |  |  |
|     | Fundamentals of professional communication of a teacher         | The course is designed to identify the role of interaction in the pedagogical process; determining the actual problems of the development of the communicative competence of future teachers, the formation of the teacher's own communicative culture and is aimed at developing communicative competencies for effective interaction in the course of the implementation of professional activities.   |    |   |   | + |  |  |  |  | + |  |  |
| D17 | Research practice   | Research practices are organized in accordance with the profile of the master's program and are aimed at forming the required competencies of undergraduates. During the practice, the individual educational trajectory, the topic of the master's thesis, as well as the type of professional activity chosen by the graduate student are taken into account. The practice includes the implementation of a list of tasks by a master student on the profile of his future activity. | 14 | + |   |   |  |  |  |  | + |  |  |

### Coordination of the planned learning outcomes with the methods of teaching and evaluation within the module

| learning outcomes | Planned learning outcomes for the module   | Training method                | Evaluation methods  |
|-------------------|--|--------------------------------|---------------------|
| LO 1              | Uses knowledge as a necessary framework in which products of research activity for determination of heuristic potential are placed   | interactive lecture            | test                |
| LO 2              | Shows norms of speech etiquette in the professional sphere of communication  | discussion                     | project preparation |
| LO 3              | Owens a speech and language kompentention: dialogue technology, public speech, etc.  | discussion                     | project preparation |
| LO 4              | Applies at the professional level the advanced innovative technologies to the solution of pedagogical tasks, will be able to develop innovative projects for use in educational process  | project training               | presentations       |
| LO 5              | Applies methodological and methodical knowledge in carrying out scientific research, pedagogical and educational work; writing of scientific articles, theses, performances at conferences, symposiums, round tables, discussions and debates.                               | Inverted class (Flipped Class) | writing an essay    |
| LO 6              | Develops models of research work according to requirements of its relevance, scientific novelty and practical importance.  | round table                    | portfolio           |
| LO 7              | Applies at the professional level of knowledge of psychology and pedagogical cycles  | interactive lecture            | test                |
| LO 8              | Estimates methods of conceptualization of the interesting property and the basic concept, definition of postulates, axioms and formalizm, makes and checks hypotheses, develops models of measurement and defines rules of scientific interpretation of the received results | interactive lecture            | test                |
| LO 9              | Applies professional knowledge in various production situations, practical skills of application psychological knowledge in activity of the educational psychologist   | discussion                     | project preparation |
| LO 10             | Capable to broaden psychology and pedagogical and scientific horizons, to transfer result when teaching psychology and pedagogical disciplines   | case methods                   | colloquium          |

## 17. Criteria for assessing the achievability of learning outcomes

| Codes of LO | Criteria  |
|-------------|---|
| LO 1        | <b>Knows:</b> the theoretical foundations of the organization of research activities; methodological foundations of research work, scientific creativity; methods and techniques of behavior of theoretical and empirical scientific research.  |
|             | <b>Can:</b> analyze the trends of modern science, identify promising areas of scientific research; use experimental and theoretical research methods in professional activities.  |
|             | <b>Owens:</b> modern methods of scientific research and research tools; skills to improve and develop their scientific potential.   |
| LO 2        | <b>Knows:</b> the system of universal values, norms of speech etiquette in the professional sphere of communication.  |
|             | <b>Can:</b> take into account the value-semantic orientations of various social, national, religious, professional communities and groups in society in the process of professional communication.  |
|             | <b>Owens:</b> methods of realization of universal values in the activity and in the professional sphere of communication.   |
| LO 3        | <b>Knows:</b> the importance of professional contacts in the oral and written sphere of communication for the enrichment of professional experience.  |
|             | <b>Can:</b> correlate language tools with the conditions and tasks of communication, and use them in specific areas, situations.  |
|             | <b>Owens:</b> the technology of public speaking, oratory, the ability to correlate the information received with the available knowledge and make professionally significant conclusions.   |
| LO 4        | <b>Knows:</b> the psychological and pedagogical essence of innovations, classification and types of innovations in theoretical teachings.   |
|             | <b>Can:</b> use the basic classifications of innovations to determine their essence and form in innovative activity, develop innovative projects for use in the educational process.  |
|             | <b>Owens:</b> innovative technologies for solving psychological and pedagogical tasks, innovative techniques to create conditions for psychological and pedagogical support of the educational process.   |
| LO 5        | <b>Knows:</b> features of the organization and conduct of scientific and pedagogical research, features of the design of scientific and pedagogical text.   |
|             | <b>Can:</b> observe, critically analyze the information received, evaluate it; competently develop the apparatus of scientific and pedagogical research and its program, see the problem, formulate a hypothesis; conduct an experiment and summarize its results; formalize the results of research activities in accordance with existing requirements. |
|             | <b>Owens:</b> modern technologies for organizing data collection, processing and interpretation, theoretical and empirical methods of scientific research; culture of scientific research in the field of pedagogical sciences, organizational-structural and lexico-stylistic norms of scientific speech design.   |
| LO 6        | <b>Knows:</b> theoretical and empirical research methods, their characteristics; theory and technology of modeling psychological and pedagogical processes and phenomena; methodological approaches to scientific research, the structure of the scientific apparatus of research.  |
|             | <b>Can:</b> develop a model of research work in accordance with the requirements of its relevance, scientific novelty and practical significance.   |
|             | <b>Owens:</b> methods of designing the process under study, modeling skills, and development of research methods based on the goals and objectives.   |
| LO 7        | <b>Knows:</b> the essence, structure, content of psychological and pedagogical cycles.  |
|             | <b>Can:</b> analyze, model the pedagogical process in educational organizations.  |
|             | <b>Owens:</b> the general pedagogical level of knowledge on pedagogical cycles, technologies for ensuring the pedagogical process in educational organizations.   |
| LO 8        | <b>Knows:</b> the essence of pedagogical measurements necessary for effective management of the quality of education in the system of updated education.  |
|             | <b>Can:</b> develop measurement models and determine the rules of scientific interpretation of the results obtained.  |
|             | <b>Owens:</b> technology of pedagogical measurement of the quality of education.  |
| LO 9        | <b>Knows:</b> theoretical aspects of the implementation of the pedagogical process in the education system.   |
|             | <b>Can:</b> use modern scientific psychological and pedagogical research in the field of pedagogy and psychology in the organization of the pedagogical process in education.   |



|              |  |
|--------------|--|
|              | <b>Owns:</b> practical skills of applying pedagogical knowledge in the activities of a teacher-psychologist.   |
| <b>LO 10</b> | <b>Knows:</b> about the need to improve and expand the pedagogical and scientific horizons; modern methods and technologies of organizing and implementing the educational process at various educational levels in various educational institutions; methods of systematization and generalization of methodological experience.                                      |
|              | <b>Can:</b> transmit the result when teaching pedagogical disciplines, develop methods, technologies and teaching techniques, analyze the results of the process of their use in educational organizations; use elements of theoretical and practical knowledge in the process of methodological support of the educational process.                                   |
|              | <b>Owns:</b> the principles and rules of technology of teaching pedagogical disciplines, the skills of formulating a specific pedagogical task and choosing effective teaching methods; ways of implementing modern methods and technologies of organizing and implementing the educational process at various educational levels in various educational institutions; |

### 18. The graduate model of the educational program

#### Graduate Attributes:

- Has professionalism in the field of psychological and pedagogical activity
- He knows the methodology of teaching psychological and pedagogical disciplines
- Is able to organize and conduct scientific and pedagogical research
- He carries out organizational and managerial activities in educational organizations
- Has Emotional intellect
- Has Social intelligence
- Has Critical thinking

| Types of competencies                                     | Description of competencies  |
|---|--|
| 1. Behavioral skills and personal qualities (Soft skills) | Competences of the developed emotional sphere<br>Competences of developed social relations<br>Competences of the developed analytical-synthetic activity                 |
| 2. Digital competencies (Digital skills)                  | Information literacy competencies<br>Digital content selection competencies<br>Digital technology development competencies   |
| 3. Professional competencies (Hardskills)                 | Theoretical and practical competences for work in educational organizations<br>Teaching Competences<br>Research competences<br>Organizational and managerial competences |

#### Developers:

Members of the working group:

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The educational program is considered and recommended on council of faculty from 21.02.2024 protocol № 7

The educational program is considered at a meeting of the Academic Council of the University and is recommended for a statement from 24.04.24 protocol № 5

The educational program is considered and approved at a meeting of the academic council from 24.05.24 protocol № 3

Member of the Board-Vice-Rector for Academic affairs  M.M.Umarkulova

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