**PROPOSAL FORM FOR AN ACADEMIC PROGRAMME**

**History and social science**

Approved for 2023-2027

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# 1. General information

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| **1.1. Curriculum title** | **History and social science** |
| **1.2. Curriculum developing team:** | |  |  | | --- | --- | | **Leader university** | **Member universities** | | K. Zhubanov Aktobe Regional University | Abai Kazakh National Pedagogical University | |  | Altysarin Arkalyk Pedagogical Institute | |  | Amanzholov East Kazakhstan University | |  | Shakarim University | |  | South Kazakhstan State Pedagogical University | |
| **1.3. Type of curriculum**  (in accordance with the National Qualifications Framework | BACHELOR'S DEGREE  Level 6 |
| **1.4. Total academic credits** | 240 academic credits |
| **1.5. Study mode** | full-time |
| **1.6. Expected program duration** | 4 years |
| **1.7. Short curriculum description** Curriculum goals and objectives | This Educational Programme (EP) "*History and social science*" is a national teacher education curriculum, which has been designed in collaboration by various Kazakh universities and with international consulting. Due to the nature of a national curriculum, the descriptive texts within the curriculum do not provide specific information but highlight general pedagogical principles and cross-cutting themes (see also Annex 1.). The more detailed descriptions of e.g. methodologies and assessment will be identified in the implementation plans of the universities, considering also institutional and regional specific conditions.  Educational programme (EP) "*History and social science*" is a teacher education programme for pre-service teachers who wish to specialize in teaching historical education in educational establishments (schools, colleges, high schools). EP consists of a pedagogical component 60 credits (incl. pedagogical practice), a compulsory component 56 credits, and a subject component 124 credits (incl. a final thesis of 8 credits).  Subject component consists of 5 modules: "Unity and diversity of history and its concepts", "History of Kazakhstan. Values and attitudes", "Applied history", "Research work in history", "Social studies, Basics of law, and Religious studies".  EP "History and social science" is a new integrated programme, which includes a symbiosis of disciplines aimed at shaping pre-service teachers' critical historical thinking and consciousness. The EP meets the needs of secondary schools for history teachers having the necessary competences to also teach the basics of law and religious studies. The experience of the EP developers allowed to consider the needs of pre-service teachers and regional peculiarities. Given the academic freedom of universities in Kazakhstan, the educational programme provides an opportunity to expand, diversify the optional courses, depending on the interest, needs of students, but maintaining the ratio of 60 ℅ compulsory, 40 ℅ optional course.  EP provides an equal opportunity for learning without compromising pre-service teachers' rights and interests, preserving the principles of equality, respect, tolerance. It is interdisciplinary, student-oriented, scientifically integrated and problem-oriented by nature, and the selection of courses is guided by the topical issues of history and society and corresponds also to the international course descriptors.  EP is based on the principles of constructive alignment, where teaching and assessment methods, as well as subject-specific courses are selected to ensure the achievement and measurement of the competences outlined in the EP. The EP also follows an inclusive approach considering the multi-ethnic and multi-confessional composition of per-service teachers and their versatile needs for support of learning. |
| **1.8 Main principles of the curriculum** | |
| **Competence-based teacher education**  A teacher’s expertise combines competence in pedagogy and their own subject-specific field with theoretical and practical teaching competence in different kinds of operating environments. A teacher has mastery of the knowledge and skill requirements of their subject-specific field and thus is able to teach and supervise young people and adults studying for the same subject.  The competence of a teacher is focused on planning, guidance, teaching and assessment. For this reason, teacher must have sufficient theoretical knowledge of learning and competence development. In addition, modern working life emphasises cooperation and networking, development skills, and the support and maintenance of the well-being of oneself and one’s community.  A teacher’s competence is influenced by changes in the labour market, the structures of education and society as a whole, and all these elements are emphasised in the dynamic nature of a teacher's work. Work characterized by continual change in the variety of working environments places an emphasis on the teacher’s ability to assess and adjust their own activities. Self-assessment skills are an essential part of developing one’s professional identity. A teacher is making value decisions all the time, which means that the consideration of questions of professional ethics is one of the professional skills needed. Change requires the development of expertise, the ability to learn, as well as the ability to reform and renew the way things are done as part of a community.  **Competence-based teacher education curriculum**  The competence-based teacher education curriculum is formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Each of the entities includes modules and related courses. The courses’ learning outcomes describe the competences required in teaching work and are placed in the NQF system’s (National Qualifications Framework) reference level six.  **The curriculum is guided by the following main principles:**   * Competence-based learning * Constructive alignment * Student-centred learning and active learning methodologies * Research-based teaching * Interdisciplinary learning * Inclusion * Teacher professional development and change management   (see Appendix for more details) | |

# 2. Programme rationale

In the context of the Education Modernization Project funded by the World Bank, several universities providing pre-service teacher education have designed and revised in international collaboration thirty (30) pre-service teacher education curricula according to the principles of competence-based education that ensure a holistic development of pre-service teachers’ competences. Moreover, the student-centered approach better prepares pre-service teachers to teaching profession by providing practical examples, experiments and experiences, which pre-service teachers can transfer to their classroom practices considering better the versatile needs and wellbeing of their students.

In order to match the requirements of the renewed primary and secondary education, teachers’ professional competences need to be re-evaluated and completed. The new approaches in secondary education need to be reflected in pre-service teacher education and the pre-service teachers’ profiles. Furthermore, these thirty (30) revised or new pre-service teacher education curricula have been designed to better improve pre-service teachers’ various generic competences that are essential in teacher’s profession. Several important and cross- cutting pedagogical principles that Kazakhstan education system aims to develop, such as inclusiveness and interdisciplinarity, have been taken into consideration in the design and implementation of the curricula. In addition, these curricula emphasize the development of pre-service teachers’ research skills in a way that they become practitioners who are constantly reflecting and evaluating their own practices and the practices of their schools to develop their own work and their work community, and the whole sector of education.

# 3. Teacher’s professional competences

Teachers’ professional competences are defined as consisting of **pedagogical competences** and **subject-specific competences** as well as **generic competences**. The competence-based teacher education curriculum is thus formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Competence areas and competences have been defined separately for each entity.

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| **3.1. Pedagogical and Generic Competence Areas/Learning Outcomes** |
| * **Competence area for pedagogy and didactics**  1. Pre-service teachers have basic knowledge and understanding of learning and students and are able consider the diversity of students in learning/teaching process and support their well-being in psychologically and ethically sound manner considering their life and learning contexts. 2. Pre-service teachers are capable to design, implement, assess, and develop learning and guidance processes in different kinds of learning environments in a pedagogically meaningful way including ability to utilize different digital resources in a manner that supports learning.  * **Competence area for interaction**  1. Pre-service teachers are able to communicate in different interactive relationships and partner networks in a meaningful manner both in face-to-face and online settings with regard to the goals set for the activity in question. 2. Pre-service teachers are capable of working in different collaboration networks and have the ability to create new relationships that are appropriate for the development of one's own and one's community activities. 3. Pre-service teachers are able to teach in accordance with the tri-lingual approach in secondary education and participate in the global professional community.  * **Competence area for teachers´ work environment**  1. Pre-service teachers are familiar with the international and national agreements and documents as well as legislation that affects his/her institution´s and his/her work. 2. Pre-service teachers are able to (a) to perceive his / her own activities in relation to the activities of his/her organization, and (b) work in a meaningful way to create positive relationships between the partners outside the school (families, regional actors, working life).  * **Competence area for professional development**  1. Pre-service teachers are able to reflect and critically assess their values, attitudes, ethical principles and work methods as a teacher and are able to set new goals to his/her own and his/her organization´s pedagogical development. 2. Pre-service teachers are able to develop his / her own and his / her organization's pedagogical activities in relation to the anticipated changes at regional, national and international level. 3. Pre-service teachers are able to produce, seek and critically select theoretical knowledge that, combined with experiential knowledge, serves the development of both him/her and his/her community's theory-in-use, and the ability and willingness to use knowledge to promote learning and own professional growth. |
| **3.2 Subject-specific and Generic Competence Areas/ Learning Outcomes** |
| * **Competence area for understanding fundamental historical processes**   1. Pre-service teachers master the methods of historical knowledge;  2. Pre-service teachers have knowledge and understanding of historical processes;  3. Pre-service teachers have the ability to apply basic historical concepts and terms;   * **Competence area for the application of historical knowledge skills**   4. Pre-service teachers have developed skills of analysis of historical phenomena and processes, and different types of historical sources;  5. Pre-service teachers have knowledge and application of historical chronology, spatial and historical thinking;   * **Competence area for civil competences**   6. Pre-service teachers develop a sense of the individual in the spirit of patriotism, national unity and preservation of traditions;  7. Pre-service teachers develop a sense of legal values, and of a law-abiding and responsible a citizen as a subject of public process on the basis of humanistic and universal human values;   * **Competence area for Research competence**   8. Pre-service teachers’ knowledge of the methodology of historical research, and their culture of critical thinking;  9. Pre-service teachers have the ability to formulate and solve scientific problems based on basic knowledge in the field of theory and methodology of historical science, as well as apply interdisciplinary knowledge in the research. |
| **3.3 Compulsory component: Competence Areas/ Learning Outcomes** |
| * **Competence area for worldview, historical, and moral development**  1. Pre-service teachers are able to assess the surrounding reality on the basis of ideological positions, formed by a knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical knowledge. 2. Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview 3. Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan. 4. Pre-service teachers are able to analyse the causes and consequences of the events in the history of Kazakhstan.  * **Competence area for social, cultural, and civic development**  1. Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society. 2. Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness. 3. Pre-service teachers are able to assess situations and provide arguments for their own assessments of developments in the social and work environment.  * **Competence area for interpersonal social and professional communication**  1. Pre-service teachers are able to assess situations in various spheres of interpersonal, social and professional communication and enter into communication in oral and written forms in Kazakh, Russian and foreign languages. 2. Pre-service teachers are able to use in their personal activities various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information. 3. Pre-service teachers are able to maintain a healthy lifestyle to achieve productive social and professional activities through the methods and means of physical education. 4. Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge. |

# 4. Program structure and learning outcomes

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| 4.1. Structure of the pedagogical component |
| The extent of the Pedagogical Component shall be 60 academic credits, including teaching practice. This component is common for all curricula in initial teacher education. The Pedagogical Component has been jointly created by all the involved universities in a collaborative design process. The component is flexible and leaves space for individual universities to implement it according to their specific situation and needs.  The overall structure of the pedagogical studies component:   |  |  | | --- | --- | | **Module name and main disciplines** | **Academic credits** | | **SUPPORTING LEARNERS AS INDIVIDUALS** | **17** | | Psychology in Education and Concepts of Interaction and Communication | 4 | | Educational Science and Key Theories of Learning | 3 | | Age and Physiological Features of the Development of Children | 3 | | Inclusive Educational Environment | 3 | | Teaching Planning and Individualization of Learning | 4 | | **TEACHING AND ASSESSMENT FOR LEARNING** | **9** | | Teaching Methods and Technologies | 5 | | Assessment and Development | 4 | | **TEACHER AS A REFLECTIVE PRACTITIONER** | **9** | | Pedagogical Research | 4 | | Research, Development and Innovation | 5 | | **TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE)** | **25** | | Introduction to the teaching profession (1st year pedagogical practice) | 2 | | Psychological and pedagogical assessment (2nd year pedagogical practice) | 2 | | Pedagogical approaches (3rd year pedagogical practice) | 6 | | Research and innovation in education (4th year pedagogical practice) | 15 | | **Total academic credits** | **60** |   The modules, courses, their learning outcomes, and relation to competence areas in more detail:   |  | | --- | | **Supporting learners as individuals 17 Academic credits** | | This module provides an overview of psychological theories, concepts, and models which help to understand the pupils’ individual needs and individual differences in learning. The module provides the pre-service teachers with competences to acknowledge individualization of learning and the diversity of learners in teaching. The module highlights the importance of enhancing learner well-being through creating and maintaining a psychologically safe educational environment. |  |  |  | | --- | --- | | Course title | **Psychology in Education and Concepts of Interaction and Communication** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1) * Competence area for interaction (3, 4)   Pre-service teachers are familiar with the modern psychological theories and models, as well as personality functioning and individual properties. They can apply the knowledge in their teaching in diverse educational contexts. Pre-service teachers support positive development of learners by fostering dialogue, interaction, and communication in the educational process. They are able to communicate, interact, and collaborate with pupils’ families as well as in various other partnership networks and create new relationships suitable for the development of their own pedagogical activity. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * understand the basic concepts and terms of educational psychology, and the main practical applications of psychological knowledge; * understand the patterns, facts, and phenomena of cognitive and personal development of a person in the processes of education and upbringing; * apply an integrated approach to design, implementation, evaluation, and development of educational environments; * understand the concept of continuous learning as a part of the process of cognitive and personal development of a person. * apply basic communication and interaction concepts and theories at the individual, community, and network levels; * select the methods of communication and interaction that are most appropriate to facilitate learning in various forms (offline, online, blended, hybrid); * recognize the patterns of group dynamics and act in ways that promote community development and well-being. |  |  |  | | --- | --- | | Course title | **Educational Science and Key Theories of Learning** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 3 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1, 2)   Pre-service teachers explore the basics of educational science such as the conceptions of man leading to various learning theories and pedagogical models. Based on their understanding of the theoretical concepts, pre-service teachers are able to make appropriate pedagogical choices for various learning situations. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * distinguish between concepts of human and their importance for understanding learning and the design of an educational process; * differentiate between learning theories and their importance for understanding learning and the design of an educational process; * apply learning theories and pedagogical models suitable for versatile learning processes. |  |  |  | | --- | --- | | Course title | **Age and Physiological Features of the Development of Children** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 3 | | Course/ competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (2)   Pre-service teachers are familiar with the formation of psyche, its functioning, and the patterns of development. Pre-service teachers can observe the development of their students, and accordingly, plan and implement age-appropriate learning processes considering individual needs of students. Pre-service teachers act creatively and appropriately in different situations and support learning and well-being of the learners. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * recognize the individual starting points of different students, their learning potential and specific support needs; * consider the individual needs of their students for specific support, guidance, teaching and assessment; * introduce various methodological solutions for inclusion and for providing specific support. |  |  |  | | --- | --- | | Course title | **Inclusive Educational Environment** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 3 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (2) * Competence area for teachers´ work environment (6, 7)   Pre-service teachers have the ability to consider the diversity of learners and identify their individual needs in the learning / teaching process. Pre-service teachers support students’ learning and inclusion in the educational process by using suitable ICT, teaching and assistive technologies. Pre-service teachers maintain students’ well-being from psychological and ethical perspective in collaboration with the community (teachers, students, parents/guardians) considering the context of students’ life and learning. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * identify the individual educational needs that affect participation and learning in a diverse group of students; * use ICT and assistive technologies to support students’ learning and inclusion in the educational process. * teach values and attitudes beneficial to collaboration and inclusivity; * support collaboration in the community (teachers, students, parents/guardians). |  |  |  | | --- | --- | | Course title | **Teaching Planning and Individualization of Learning** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1, 2)   Pre-service teachers are familiar with the curriculum in their area of teaching and the guiding pedagogical principles and cross-cutting development themes of a specific level of education, such as entrepreneurship and sustainable development. Pre-service teachers possess the necessary skills of individualization of teaching, considering the diversity of students and their inclusion to the learning process, as well as the use of teaching technologies, based on pedagogical and independent research. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * understand the main principles and requirements of the curriculum in their area of teaching and apply them in planning and conducting educational activities; * identify factors and conditions that affect students’ learning; * apply in practice the principles of inclusion as well as individualized teaching and guidance (adapting curricula, developing differentiated lessons) by considering the needs of the students and support the development of their personality and self-esteem, including career guidance. |  |  | | --- | | **Teaching and assessment for learning 9 Academic credits** | | This module provides the teacher students with competencies to carry out interactive and student-centered teaching and assessment aligned with learning objectives. The module highlights the use of digital tools and technologies and the ability to update and apply teaching technologies in the context of ongoing changes in the society and the educational environment. This module supports the pre-service teachers’ competence to communicate and collaborate in various partnership networks to enhance own pedagogical activity. |  |  |  | | --- | --- | | Course title | **Teaching Methods and Technologies** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teaching and assessment for learning 9 Academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1, 2)   Pre-service teachers have a comprehensive understanding of teaching strategies and methodologies, and can apply them in planning, teaching, and assessment in innovative ways matching the specific pedagogical situations, conditions of a specific school and the capabilities of students. Pre-service teachers are able to design suitable inclusive physical and online learning environments at different stages of the educational process. Pre-service teachers understand and can apply the regulations of copyright and data protection in their learning material planning. Pre-service teachers possess necessary knowledge of didactics, learning technologies and methods of motivating students being able to provide necessary pedagogical assistance to students. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * select pedagogical models suitable for teaching; * apply teaching methods in a creative and varied manner, considering the opportunities offered by learning technologies; * use a suitable inclusive learning environment in their teaching; * acknowledge and apply the norms and principles of copyright and data protection; * apply guidance methods to motivate students and to support their learning achievements. |  |  |  | | --- | --- | | Course title | **Assessment and Development** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teaching and assessment for learning 9 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (2)   Pre-service teachers have a thorough understanding of the meaning of assessment in learning process and are able to provide constructive assessment in ethical manner in different phases of learning processes and engage learners in assessment. Pre-service teachers identify, differentiate, and use different assessment technologies, principles, stages, and assessment tools in their own field of expertise (including formative and summative assessment and self-and peer- assessment, etc). They can critically evaluate and analyze their understanding and practices concerning assessment and develop them further. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * use and apply a variety of methods and tools of assessment and feedback (formative and summative assessment); * apply pedagogical principles in defining and recognizing competence levels of learners; * understand the importance and support the development of students’ self- and peer-assessment skills. |  |  |  | | --- | --- | | **Teacher as a reflective practitioner 9 Academic credits** | | | This module focuses on the methodological foundations of pedagogy, and it provides understanding of how pedagogical research informs teaching practices. The module helps the pre-service teachers to develop their reflection skills to become aware of themselves as teachers and to develop their own teaching as well as the ability to set new goals for pedagogical development to ensure lifelong learning. The module also addresses the ethical aspects of the teachers’ work and its development. |  |  |  | | --- | --- | | Course title | **Pedagogical Research** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a reflective practitioner 9 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for professional development (10)   This course provides pre-service teachers with a theoretical foundation on pedagogical research. Pre-service teachers possess skills to seek and critically select theoretical knowledge from various reliable sources, utilize research findings in the development their pedagogical thinking and practice, and adopt willingness to promote research-based learning and education as well as their own continuing development and professional growth. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * recognize the nature of pedagogy and its basic terminology; * identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; * follow the changes in the field of education and consider how they influence own work as a teacher. |  |  |  | | --- | --- | | Course title | **Research, Development, and Innovation** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a reflective practitioner 9 Academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for professional development (8, 9) * Competence area for interaction (5)   To stay up-to-date and be able to continuously develop themselves and their work, pre-service teachers acquire new research-based knowledge and conduct practice-based research in an ethical manner in various networks concerning the development of education and teacher profession, innovative approaches to learning, as well as learning and guidance of students. Pre-service teachers adopt development-oriented mindset and are able to develop, update and apply innovative teaching approaches and technologies in the context of ongoing changes in society and the educational environment.  Pre-service teachers design a small-scale research project to familiarize themselves with research-based development of their work as teachers. They identify their research topic/questions, conduct the literature review and design the methodology for the data collection and analysis, including ethical aspects of research. After the course, pre-service teachers are able to develop and update their pedagogical activities based on ethically conducted research and development and carry out or participate in research projects. They are also able to present their research and development results using various professional forms and channels. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * evaluate their own professional activities and work environment to find areas for improvement; * apply a research-based approach to their professional activities and carry out independent research work; * consider and apply ethical aspects of research procedures; * apply critical thinking in data collection and utilization for the development of initial teacher education; * participate in scientific design research and / or develop cooperation between universities and stakeholders; * document their own research activities and present the results using various forms of communication. |  |  |  | | --- | --- | | **Teacher as a facilitator of learning (Pedagogical practice) 25 Academic credits** | | | This module focuses on the transformation of theoretical knowledge into practical skills through two pedagogical practice periods/courses, as well as the formation of a teacher’s professional identity that meets the requirements of teaching profession today and in the future. During the module, pre-service teachers also establish practice-based research skills promoting the continuous process of professional growth.  Pedagogical practice is organized in four periods/courses, one per study year, and each having their specific learning outcomes where the competences of pre-service teachers are progressively deepened from orientation and observation to designing educational processes and conducting own lessons, and developing own work environment through practice-based research activities.  All practice periods have some prerequisites and pre-service teachers must have completed a certain amount of subject and/or pedagogical studies before they can conduct their pedagogical practice, the number of credits may vary between the faculties and/or educational programmes. |  |  |  | | --- | --- | | Course title | **Introduction to the teaching profession (1st year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 2 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   Pre-service teachers familiarize themselves with the educational process and the context of the educational institution and its adaptation to the conditions of future professional activity.  The prerequisite for the course is that the Pre-service teachers have completed the courses "*Psychology in Education and Concepts of Interaction and Communication*" and "*Age and physiological features of the development of children*" of the pedagogical component before entering their first pedagogical practice. | | Learning outcomes | **Pre-service teachers** **who demonstrate competence can:**   * understand the regulatory and legislative framework of the education system of the Republic of Kazakhstan, and the documents regulating educational institutions; * distinguish the main documents for maintaining school records (work plans of the educational institution, Kundelik electronic diary, short-term, medium-term and long-term lesson planning, etc.); * comprehend the theoretical and applied aspects of pedagogy and educational psychology in the educational process at school considering social, age, psychophysical and individual characteristics of students, as well as their special educational needs. |  |  |  | | --- | --- | | Course title | **Psychological and pedagogical assessment (2nd year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 2 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   Pre-service teachers familiarize themselves with the features of the integral pedagogical process of an educational institution and the formation of analytical-reflexive, research, design, and other skills in the field of psychological and pedagogical support of the educational process.  The prerequisite for the course is that the Pre-service teachers have completed the course "*Pedagogical Research*" of the pedagogical component before entering their second pedagogical practice. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * + comprehend the psychological and pedagogical foundations of teaching strategies (critical thinking, functional literacy, collaborative learning, self-education, self-improvement, criteria-based learning);   + apply psychological and pedagogical diagnostic methods to evaluate the needs of a group of students, and understand how the support processes of the student welfare services function in schools;   + understand teacher’s work from the socio-pedagogical aspect and reflect own professional identity as a future teacher;   + establish effective dialogue to reinforce students’ positive and responsible learning behaviours;   + collaborate with all stakeholders of the educational process;   + analyze and develop a holistic pedagogical process in its various forms (lesson, seminar, round table, debate, etc.), and conduct various forms of subject-related extracurricular activities. |  |  |  | | --- | --- | | Course title | **Pedagogical approaches** **(3rd year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 6 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   During this course, pre-service teachers go through a comprehensive professional development where they improve in practice their professional practices and develop their pedagogical and subject-specific competences necessary for a teacher (preschool teacher, primary school teacher, subject teacher, assistant class teacher / curator).  The prerequisite for the course is that the Pre-service teachers have completed the courses "*Methods and Technologies of Teaching*", "*Assessment and Development*", and "*Inclusive Educational Environment*" of the pedagogical component before entering their third pedagogical practice. | | Learning outcomes | **Pre-service teachers** **who demonstrate competence can:**   * + design and organize independently a constructive and inclusive educational process;   + choose purposeful and suitable learning materials, innovative pedagogical approaches, and active teaching considering also the use of educational technologies and digital environments;   + apply subject-specific knowledge and didactics;   + apply formative and summative assessment methods and techniques, and support the development of students’ reflection, self- and peer-assessment skills;   + establish dialogical atmosphere with all stakeholders of the educational process to solve problems and conflict situations and to promote safe learning environment. |  |  |  | | --- | --- | | Course title | **Research and innovation in education (4th year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 15 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   The course focuses on establishing pre-service teachers’ developmental approach towards their own professional activities and work environment. The course also emphasizes the development of pre-service teachers’ collaborative, problem-solving and leadership skills. They deepen their pedagogical skills and develop research skills as well as practical skills (didactics) in accordance with their area of specialization.  During this practice period pre-service teachers also collect and analyze data,test the hypothesis, or make experimentationsaccording to the research plan created in the course *“Research, Development, and Innovation”.* They make conclusions and explorevarious forms and channels of communicating the research results in a professional manner.  The prerequisite for the course is that the Pre-service teachers have completed the courses "*Teaching planning and individualization of learning*" and "*Research, development and innovation*" of the pedagogical component. | | Learning outcomes | **Pre-service teachers** **who demonstrate competence can:**   * + design and organize independently a constructive and inclusive educational process to test hypothesis, make pedagogical experimentations and/or collect data according to their research plan;   + apply innovative teaching and learning strategies, and methods and tools for designing, conducting and assessing an educational process and/or extracurricular activities based on long-term, medium-term, short-term lesson / lesson plans, and educational and out-of-class activities in the subject;   + analyze the results of their experimentations and/or data collected and draw conclusions;   + document their research activities and present the results in a professional manner using various forms of communication;   + evaluate their professional activities in relation to the activities of the organization and through experimentations and practice-based research create ideas for improvement of their work and their work environment. | |
| 4.2 Structure of the subject component |
| |  |  | | --- | --- | | **Module name and main disciplines** | **Academic credits** | | **UNITY AND DIVERSITY OF HISTORY AND ITS CONCEPTS** | **25** | | **University Component** | **25** | | Ancient civilizations and the ancient world | 5 | | East and West in the Middle Ages | 4 | | World in Modern Age (East) | 4 | | World in Modern Age (West) | 4 | | Search for development and movement for national independence in the East | 4 | | Features of West civilization development in the modern world | 4 | | **HISTORY OF KAZAKHSTAN. VALUES AND APPROACHES** | **31** | | **University Component** | **19** | | History and culture of ancient Kazakhstan | 4 | | History, culture and law of medieval Kazakhstan | 6 | | Transformation of Kazakh society: historical dynamics | 5 | | Modern History of Kazakhstan | 4 | | **Optional Component** | **12** | | Intellectual history of Kazakhstan | 6 | | Turkic civilization in the past and present | | Daily history of Kazakhstan during the Soviet period | | Media content on the history of Kazakhstan | 6 | | Oral history: theory and practice | | Media and historical memory | | **APPLIED HISTORY** | **24** | | **University Component** | **12** | | Archaeology | 4 | | Ethnology | 4 | | Auxiliary historical disciplines | 4 | | **Optional Component** | **12** | | Anthropology basis | 6 | | Problems of historical understanding Historical consciousness | | Visual history | | Local history | 6 | | Historical geography | | Historical demography | | **SCIENTIFIC RESEARCH IN HISTORY** | **20** | | **University Component** | **20** | | Source study | 4 | | Historiography | 4 | | Academic writing | 4 | | Interdisciplinary approach in modern research | 4 | | Practical training (archaeological, museum, archival) | 4 | | **SOCIAL STUDIES. BASICS OF LAW. AND RELIGIOUS STUDIES** | **16** | | **University Component** | **11** | | Religions and legal regulation in modern Kazakhstan | 4 | | Social studies | 4 | | Theory and history of State and law | 3 | | **Optional Component** | **5** | | Secularization and transformation | 5 | | Integration and disintegration processes in the modern world | | Social studies of religion | | **FINAL ATTESTATION** | **8** | | **Total academic credits** | **124** | |
| |  | | --- | | **Unity and diversity of history and its concepts 25 academic credits** | | The module provides basic knowledge about processes and events in the history of the world. Pre-service teachers develop basic skills and professional competence of a historian. Disciplines proposed within the module are aimed at creating a favourable, intellectually stimulating learning environment so that Pre-service teachers can define and apply important historical concepts, interpret events in the context of the past and the present, predict possible ways of development of different historical civilizations, and understand the unity and diversity of history. |  |  |  | | --- | --- | | Course title | **Ancient civilizations and the ancient world** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Unity and diversity of history and its concepts 25 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (8)   Pre-service teachers interpret the peculiarities of the history of ancient civilizations from the middle of IV century BC until the middle of the I millennium AD. Pre-service teachers develop a value-based relationship to the ancient history of mankind, understanding them in interrelationships and sharing their cultural differences. Pre-service teachers also develop skills in working with sources and ability to critically analyse different information. Pre-service teachers develop creative thinking through solving historical problems and ability to generate new ideas | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * classify the main stages of development of ancient civilizations; * assess the multivariate development of ancient civilizations on the basis of the principles of historism; * analyse historical events, processes and phenomena in the history of ancient civilizations in interrelationships, to relate the general and to highlight certain facts; * characterize the main factors of the appearance and historical evolution of the largest ancient civilizations; * interpret and evaluate the texts of ancient authors; * critically analyse the impact of geographical and climatic factors on the development of civilizations of the ancient world. | | |  |  | | --- | --- | | Course title | **East and West in the Middle Ages** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Unity and diversity of history and its concept 25 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1) * Area of competenc Competence area for e Application of historical knowledge skills (4) * Competence area for Research competence (8, 9)   Pre-service teachers study the stages of development, problems and specific character of development of Eastern and Western countries, assess major historical events, including the opening of the New World and the Great Geographical Discoveries. Pre-service teachers also examine the place of the medieval East and West in the history of the world civilizations as well as the history of the world religions. Due to the interdisciplinary approach of the course, pre-service teachers form innovative and adaptive thinking, i.e. the ability to understand the conceptual content of different disciplines and being able to think, decide, and present applied and deep answers. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * distinguish the main trends of processes that occurred in society, economy, religion, culture, development of the structures of everyday life of a medieval peasant; * describe the historical and cultural identity of medieval civilization; * determine the place and significance of medieval history in the general historical process, * explain the influence of the Middle Ages on the social and political realities of the modern age; * develop and maintain historical arguments in various literary forms, develop relevant questions and use actual data; * interpret the ethical aspects of the study of historical research. |  |  |  | | --- | --- | | Course title | **World in Modern Age (East)** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Unity and diversity of history and its concepts 25 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (8)   The course develops value-based attitude of pre-service teachers to the history of the East in the modern age and helps them to determine the place of Eastern civilizations in world history. Pre-service teachers understand the differences in the development of the Eastern countries, their culture and world view, i.e. they develop intercultural communication perceptions. Pre-service teachers develop skills of critical thinking and skills to work with historical texts. Pre-service teachers also improve their digital competence of analyzing primary and secondary information sources. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * classify the main stages of development of the East in the modern age; * analyse historical events, processes and phenomena in the history and culture of the Eastern civilizations in the modern age; * assess and interpret the primary historical sources of the modern age; * critically analyse and test existing knowledge on the basis of new ideas and concepts; * discuss scientific topics, substantiate and present their views, * assess the contribution of the representatives of the intellectual elite of the East to the world civilization, development of culture and science of the modern age; * interpret and assess the primary historical sources of the modern age; * consider the discussion problems of the new history of the East through the analysis of the works of leading domestic and foreign historiographers; * interpret the statements of the historical figures of the East of the modern age. |  |  |  | | --- | --- | | Course title | **World in the Modern Age (West)** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Unity and diversity of history and its concepts 25 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for of historical knowledge skills (5) * Competence area for Research competence (2)   Pre-service teachers study the history of the West in the modern age and develop a value-based attitude to the history of the West. Pre-service teachers understand the differences in the development of Western countries, know the concept of the «industrial revolution» and are able to evaluate its meaning. The course also develops the notion of Western democracy (the Great French Revolution, democratic movements in England) and determine the place of Western civilizations in the world history. Pre-service teachers apply the knowledge gained in the process of learning in their professional activities and develop abilities to work in different cultural conditions and to solve tasks, cooperation skills and creative interaction in a group. | | Learning outcomes | **The pre-service teachers demonstrating competence can:**   * distinguish the main trends of processes that occurred in society, economy, religion, culture, development of the structures of everyday life of the West in the modern age; * critically analyse and evaluate historical sources of European and American authors of the modern age to identify civilizational features of the development of the Western countries of the modern age; * use modern information technology to acquire new knowledge; * determine the place and significance of the western civilization in the general historical process, * conduct a comparative and historical analysis of the civilization development of Western countries; * critically analyse and evaluate the information received; * discuss in small groups the influence of Western civilization on modern political and economic processes. |  |  |  | | --- | --- | | Course title | **Search for development and movement for national independence in the East** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Unity and diversity of history and its concepts 25 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 3) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8)   Pre-service teachers improve knowledge of the world in an era of great change, the collapse of the colonial system and the peculiarities of its development, the place and role of Eastern civilizations in the cultural achievements of mankind. Pre-service teachers know how to apply knowledge in political and cultural history, and know the methods of oral history. Pre-service teachers develop economic literacy skills by identifying economic problems in the development of the eastern countries of the period under review. Having studied the effects of changes in the economy and public policies of a given country, pre-service teachers can estimate costs of certain policies. Pre-service teachers develop collaration skills through project work in small groups, as well as research and communication skills. Pre-service teachers possess cognitive skills in assessing the most important problems of the Modern Age. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * characterize the stages and driving forces of the development of Eastern civilizations in the modern age; * determine the peculiarities of development, socio-economic and political factors affecting the «awakening of the East» and the course of the historical development of the world; * analyse the integrity of the historical process and the place of man in it, the role of tolerance and humanism in the history of the modern age; * apply arguments and prove their point of view while working in a team; * recommend project results for professional use; * analyse the relationship between the search for development and the evolution of national independence movements in the East during the collapse of the colonial system. |  |  |  | | --- | --- | | Course title | **Features of West civilization development in the modern world** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Unity and diversity of history and its concepts 25 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Area of competenc Competence area for e Research competence (8)   The course allows pre-service teachers to comprehend the main trends of world transformation in the XX - beginning of XXI centuries. Pre-service teachers develop ideas about the originality of cultural and historical communities, the origin and development of globalization processes, and the uniqueness of specific historical culture in the context of the development of modern Western civilization. Pre-service teachers develop the ability to cope with changes, to learn from the experience of all mankind, to respond to the experiences of another person as well as improve their global awareness skills. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge of key events in recent history, their causes and consequences in their professional activity; * describe the processes of formation of post-industrial society in Western countries; * explain the establishment and development of new nation states; * improving the skills of global awareness, analyse critically the various historical concepts and their components; * distinguish historical myths and historical truth through deep understanding of historical reality; * critically analyse and verify information relating to the various aspects of the development of modern western civilization represented in domestic and international medias; * assess and interpret trends in relationships between different organizational structures of the modern times. |  |  | | --- | | **History of Kazakhstan. Values and approaches 31 academic credits** | | The module presents knowledge on main stages of the Government establishment on the land of Kazakhstan, ethno-genesis of Kazakhs, and the system of nomadic civilization. The module develops historical consciousness, and respect to the history of motherland. The complex approach of studying the motherland history create conditions for the development of research, thinking and communication skills of pre-service teachers. |  |  |  | | --- | --- | | Course title | **History and culture of ancient Kazakhstan** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2) * Competence area for Application of historical knowledge skills (4)   Pre-service teachers develop an understanding of the history of Kazakhstan as part of the world history and of the role of ancient populations and tribes in the era of the Great Resettlement of Peoples and their contribution to the world culture. Pre-service teachers understand that Kazakhstan land is considered as a kind of «bridge» linking civilizations. Pre-service teachers form reflection skills, understand how to increase cognitive activity with the help of various tools, develop critical thinking by modelling the way of thought and action of an ancient man in various situations. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * determine the role and place of Kazakhstan in the world history and cultural processes of the world; * analyse the origins and features of the beginning of civilizations in the Great Steppe; * classify different approaches in the study of ancient history of Kazakhstan; * practice constructive interaction in the educational environment for the implementation of project works; * distinguish and evaluate information about the history and culture of Kazakhstan by the degree of importance; * manage cognitive load in the sphere of problems on history and culture of Kazakhstan. |  |  |  | | --- | --- | | Course title | **History, culture and law of medieval Kazakhstan** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (9)   The course provides a consistent study of the problems of the history of Kazakhstan of VI - early XVIII centuries. Pre-service teachers study the development of the Turkic-speaking world and its influence on ethno-socio-political processes in the territory of Kazakhstan, the role of medieval cities along the Great Silk Road, the rise of the Kazakh Khanate and its relations with the Iran-Turko-China-Slavic world, and the impact of the Mongol Empire’s right on the Kazakhs. Pre-service teachers are able to analyse historical sources, establish cause-and-effect relationships, and apply an interdisciplinary approach to research. Pre-service teachers also develop flexibility and adaptability, and the ability to master new learning skills. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * characterize the cultural and civilizational appearance of medieval Kazakhstan; * critically assess the features of the ethno-political situation in the Turko-Mongolian era on the territory of Kazakhstan; * describe the process of building of the Kazakh peoples and juzes; * highlight general and special features in the development of culture, including world religions and writing in the territory of medieval Kazakhstan; * classify Turkic runic script, Arab-Persian, Chinese sources; * analyse the background, process of establishment and development of the Kazakh statehood; * use oral history techniques in their research. |  |  |  | | --- | --- | | Course title | **Transformation of Kazakh society: historical dynamics** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Civil competence (6) * Competence area for Research competences (8)   The course provides pre-service teachers with the development of professional competences through the study of the history of Kazakhstan of modern age (XVIII- beginning of XX centuries) based on theories of social history and new imperial history. Pre-service teachers develop the ability to determine a deeper meaning and meaning of transformation of the Kazakh society in XVIII - beginning of XX centuries. Pre-service teachers improve their skills in analysing historical processes that have influenced the transformation of Kazakh society and understand the similarities and differences between the values and beliefs of their own culture and the cultures of other peoples. Pre-service teachers can interpret and use different types of sources including folklore when writing research work. Pre-service teachers can also determine the influence of cultural aspects on the historical development of the country and develop cognitive and metacognitive skills. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the essence and critically analyse administrative and territorial reforms of the Russian Empire * assess the activities of Kazakh educators, elites and intellectuals; * compare the essence, objectives, causes and historical background of the peoples' liberation movements * apply skills of historical description, as well as analysis of causes and consequences of historical events in time and space; * carry reasoned discussion, appealing the data of foreign and domestic studies; * critically analyse different types of sources and modern concepts about the imperial period of Kazakhstan’s history; * analyse the peculiarities of periods of development of national culture; * assess the impact of global processes on a country’s history and culture. |  |  |  | | --- | --- | | Course title | **Intellectual history of Kazakhstan** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (9)   Pre-service teachers improve knowledge about the main intellectual processes in Kazakhstan, and demonstrate the ability to understand the significance of the diversity of human creativity. Pre-service teachers understand the features of the processes of origination, development and dissemination of new ideas and concepts. Pre-service teachers study, analyse and discuss the fundamental works and research of Kazakh thinkers, as well as socio-political, religious, historical and cultural sources. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * identify and use a variety of sources on intellectual history; * analyse the history of Kazakhstan in a socio-political, cultural and historical context; * interpret information about the main intellectual events and figures in Kazakhstan; * interpret the vision of the Soviet intellectuals on education and science development issues in Kazakhstan; * interpret the views of representatives of “Alash” on the problem of public education; * independently state a hypothesis about alternative development of Kazakh society in the Soviet period on the basis of the works of the representatives of the “Alash” party. |  |  |  | | --- | --- | | Course title | **Turkic civilization in the past and present (elective course)** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (9)   Pre-service teachers study Turkic civilization as interaction of nomadic and sedentary ways of living, which resulted in a special integration role of Turks in Eurasia leading to a different kind of civilization. As part of the course, pre-service teachers develop a holistic view of the place and role of the Turkic people and States in the world-historical process as well as historical thinking and social memory on the basis of learning historical experience gained by the Turkic people and contributing to the intellectual development and social adaptation of pre-service teachers. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the main trends that determined the development of the history of the Turkic peoples and Turkic peoples and states in Eurasian and world history; * analyse the main stages and features of the origination and development of the history of the Turkic peoples and states; * apply the basic approaches and methods in the study of the history of the Turkic peoples and states; * interpret the features of the history of the Turkic peoples of the states in the humanitarian knowledge system; * apply methods of collection and analysis of sources and literature, concerning the history of Turkic peoples and states. |  |  |  | | --- | --- | | Course title | **Daily history of Kazakhstan during the Soviet period** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (9)   The aim of the course is to study the sphere of everyday life of a Soviet man, factors influencing behaviour, individual's socio-political preferences in everyday life. Pre-service teachers develop research and intercultural competence based on a variety of oral, written and material sources on everyday life of Kazakh society in the Soviet period. During the course through case-study, pre-service teachers improve critical thinking, reflection, and develop socio-emotional skills to successfully resolve conflict situations and to maintain positive relations in the society. During the research work, pre-service teachers apply methods of oral history, economic history, micro- and macro-history, and demonstrate an interdisciplinary approach in the study (ethnology, historical demography, anthropology, cultural studies, social psychology). | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * characterize the influence of socio-economic development of Kazakhstan on everyday life of the population in XX century; * analyse information on the level of development and condition of everyday household culture of the Kazakh people during the Soviet period; * make decisions in critical situations based on accumulated knowledge from different fields of social and humanitarian sciences; * critically analyse the behaviour of ordinary citizens in stressful situations; * compare the leading trends of social development of the Soviet society with the developed Western countries Based on both contemporary and foreign research data; * explain events and processes that took place on the territory of Kazakhstan, comparing with the processes of internal political and economic development of the Soviet Union and their influence on the life of an ordinary person, determining their interaction and interdependence; * reconstruct the daily life of Kazakh citizen of the Soviet period; * apply an interdisciplinary approach to historical research. |  |  |  | | --- | --- | | Course title | **Media content on the history of Kazakhstan** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (3) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8, 9)   The aim of the course is to develop the ability of pre-service teachers to use the basics of media production and content management on the history of Kazakhstan. Pre-service teachers develop the ability to analyse various media documents, including audio, graphics, work with original sources, and improve the skills of working with electronic media regarding the history of Kazakhstan. Pre-service teachers understand the thematic diversity of social media, and deepen knowledge of the legal and ethical culture of users as authors of texts. Pre-service teachers also develop the ability to interact with the virtual audience, the literacy in the use of new means of communication, and improve the design of thinking for setting objectives, determining ways of solutions, and describing processes for achieving the goal. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * distinguish special sites and services specializing in free distribution of media content; * develop and conduct public presentations of media projects on the history of Kazakhstan; * create independent content on the history of Kazakhstan for public distribution to both specialists and the general public on various media vehicles using information channels and social networks; * classify the main media sources on the history of Kazakhstan, including audio, graphics; * critically evaluate and develop content that uses new media forms; * search, critically analyse and synthetize information, apply system approach to solve the tasks; * create a virtual environment and demonstrate the ability to interact with it; * use modern means of communication. |  |  |  | | --- | --- | | Course title | **Oral history: theory and practice** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (3) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8, 9)   Pre-service teachers study the theory of oral history as a scientific direction in history, as well as the Kazakh oral-historical tradition of passing history from generation to generation, as well as modern technology of researching the history of a particular person and society through biographical story-interview, recorded through the media. Pre-service teachers discuss the teachers' experience with oral sources in school and understand the methods of collecting, fixing, storing, deciphering, and analysing oral historical sources. Pre-service teachers improve the skills of source analysis, interpretation and use of oral historical sources in history lessons and develop communicative competence of researcher through relationships and interaction with the respondents. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the main directions in the oral history; * choose informants depending on the criteria, conditions of the study; * make research questions, the text of the questionnaire and set tasks in the implementation of historical projects on oral history; * choose methods of solving the research tasks; * collect oral historical sources through interviews or questionnaires; * comment and interpret oral memories of informants; * develop the research hypothesis, plan the directions of future research; * critically analyse the results of the study. |  |  |  | | --- | --- | | Course title | **Media and historical memory** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | History of Kazakhstan: Values and approaches 31 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * + Competence area for Understanding fundamental historical processes (3) * Competence area for Application of historical knowledge skills (4, 5)   + Competence area for Research competence (8, 9)   Pre-service teachers study human contact with the history reflected in various media formats such as television, printed materials, photography, radio, movies, the Internet and digital media. Pre-service teachers consider basic definitions and concepts of memory learning and determine how media interacts, build up and expands the memory of individuals and societies. Pre-service teachers consider ways of historical reconstruction, different viewpoints that reinterpret the historical past, discuss mythologization and politicization of history in media, and rethink the problems of historical and collective memory. Pre-service teachers improve digital skills, research skills in relation to media sources, critical analysis, and self-reflection in the process of research, and the ability to distinguish and evaluate information. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * determine how modern media influence the perception of oneself as a person and a citizen; * characterize the spread of historical narratives with the help of movies and television, radio, printed media, Internet resources; * distinguish history and memory by studying the fundamental concepts of historical memory, cultural memory and memory technology; * critically analyse different types of sources; * design and conduct research work on the study of historical memory; * critically analyse and test mythologization and politicization of history in media. |  |  | | --- | | **Applied history 24 academic credits** | | During this module, pre-service teachers learn to identify various sources of historical information and their nature. According to the evidence, pre-service teachers develop their skills in understanding the information structure of historical phenomena. Pre-service teachers gain knowledge on sources, including physical evidence which in comparison with written ones, does not include primary storytelling about historical events. Pre-service teachers develop their research skills by making historical conclusions based on the evidence, i.e. creating historical reconstructions. The data provided by the module forms general picture of studied historical events. |  |  |  | | --- | --- | | Course title | **Archaeology** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (8)   The course includes the study of the history of ancient states and societies on the basis of material sources. Pre-service teachers master the methods of archaeological excavations, and the methodical techniques of field research works. Pre-service teachers also master information about the evolution of ancient people, origination of religious beliefs, stages of human culture development, material production, ideology and worldview, and social relations. Pre-service teachers develop analytical thinking, team-work skills, ethical norms of research, and digital skills. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge about the object, the subject of archaeology, the nature and types of archaeological sources; * systematize types of archaeological monuments, artefacts and ecofacts; * distinguish the main stages of field research and methods of archaeological excavations; * analyse material sources in accordance with the ethical norms of research; * demonstrates the skills of analytical thinking establishing a connection between epochs, highlighting the essential in the life of ancient person and their society; * characterize archaeological cultures in the territory of Kazakhstan; * describe archaeological sources and enter them into a digital database; * state a hypothesis, give examples from the life of ancient person operating with the ethical norms of research; * develop the skills of cooperation for solving research problems. |  |  |  | | --- | --- | | Course title | **Ethnology** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competences (8)   The course establishes an idea about the history of the development of ethnology, about the goals and objectives of this branch of historical science. Pre-service teachers study the basic methods of collecting field ethnological material, possess knowledge in the field of theory and practical mastery of ethnological tools, analyse problems of inter-ethnic communication, critically assess world, regional, national religions, peculiarities of development of traditional religious beliefs, develop social skills such as empathy and tolerance. Pre-service teachers' ability to learn independently is improved through research projects. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * carry out scientific and educational, methodical activities in historical and cultural centres, district, city, regional historical and local history museums, Friendship houses; * carry out analysis and research based on ethnological data; * explain the ethnic and cultural diversity aspects of life; * analyse and explain ethno- and socio-cultural, ethno-political, ethno-social factors in the historical development of national communities; * apply methods of research on particular ethnic groups through direct contact with their culture; * compare and contrast different cultures, religions for research projects. |  |  |  | | --- | --- | | Course title | **Auxiliary historical disciplines** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (9)   Pre-service teachers gain knowledge on various auxiliary or special historical disciplines - historical chronology, toponymy, heraldry, numismatics, faleristics, onomastics and others, and the history of their establishment and development. Pre-service teachers learn new skills (chronological and genealogical tables, coin classification, etc.), develop the ability to manage a lot data, and apply an interdisciplinary approach in research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * critically analyse, classify various primary sources, including visual and material sources such as paintings, coins, medals, maps, photographs and films; * apply the main methods of research of special historical disciplines in the process of work on sources; * make chronological and genealogical tables, distinguish types of calendars, the origin of historical and geographical names; * work creatively with paleographic, chronological material and maps; * create inclusive digital educational content for students using data from auxiliary historical disciplines. |  |  |  | | --- | --- | | Course title | **Anthropology basis** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (9)   The course provides pre-service teachers with an introduction to history, theory, and basic concepts of anthropology. During the course, pre-service teachers develop a holistic view on the relationship and interaction of the human being with the world, normative value-based on the recognition of diversity and equality of cultures. Pre-service teachers develop skills of planning, forecasting, regulation and transformation of both social reality in general and individual spheres of socio-cultural practice. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply conceptual and categorical apparatus of discipline; * get historical and anthropological information by «slow» commented reading of texts-sources, developing innovative and creative thinking; * interpret the basic facts about the establishment and historical evolution of ethno-lingo-cultural communities; * illustrate, advocate for normative value-based on the recognition of diversity and equality of cultures. |  |  |  | | --- | --- | | Course title | **Problems of historical understanding Historical consciousness** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2, 3) * Competence area for Application of historical knowledge skills (4)   The course introduces pre-service teachers to the basics of chronological thinking, historical comprehension, improves the skills of historical analysis and interpretation as tools of historical understanding of the past. Pre-service teachers distinguish various aspects of the functioning of the historical consciousness at the collective and individual level, expand their understanding of the historical consciousness, and develop cognitive and epistemic skills, as well as stories with a deep understanding of the subject area and subject pedagogy as required by a history teacher. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * interpret information about human activities and the development of society in time and space; * identify different points of view on the use of historical experience and the evaluation of history and historical consciousness; * discuss and analyse the understanding of history on historical and modern examples; * integrate the acquired knowledge and apply them in teaching, research, creative work. |  |  |  | | --- | --- | | Course title | **Visual history** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (9)   The course forms knowledge about rethinking of historical reality in the context of the history of images, where the concept of "image" is based on visualization, and reliance is made on sensory experience. The course develops pre-service teachers’ visual literacy, visual thinking, technological literacy, visual culture, skills of reconstruction and image interpretation. Pre-service teachers study methods of documenting visual information (video, photography), and technologies of perception, analysis, and interpretation of visual documents. Pre-service teachers improve their skills in the application of qualitative methods of cognition and analysis of visual sources (filmed documents, television, video recordings, photo documents), skills of information processing, and their ability to effectively use digital and media technologies to achieve research goals. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * compare and evaluate the stages of study of visual sources; * simulate the past on the basis of assessment of the recorded information elements by comparing with other sources of information; * analyse, evaluate, compare visual information; * choose the types of visual sources depending on the research objectives; * use different technologies building the historical reality. |  |  |  | | --- | --- | | Course title | **Local history** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Civil competence (6)   Pre-service teachers possess a method of search and design of materials, monuments of history and culture of their native land, methods of planning and conducting local studies, and organization of excursion and field events. They develop research skills through a practical study of the history of their region. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply the features of local history work during work with scientific materials (archival, material) and research literature; * apply interdisciplinary, including historical and local methods of research such as fixation, primary description and protection of local cultural monuments; * use the skills of field and excursion work in their professional activities; * discuss the varieties of micro- and macro-history methods; * establish the relationship between a country’s history and regional history; * characterize the principle of selection and methods of inclusion of local history material in the process of studying the history of Kazakhstan of the modern period; * form a respectful attitude to the historical heritage and cultural achievements of the native land of the students. |  |  |  | | --- | --- | | Course title | **Historical geography** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8)   Pre-service teachers understand the territorial organization of society and nature, the influence of the geographical environment on the development of mankind, including the culture of the population of the region. The course improves pre-service teachers’ spatial thinking and analytical skills, and develops technological literacy for the effective use of new technologies in professional activities. Pre-service teachers critically analyse geographical information, as well as determine the historical and geographical characteristics of individual historical sites. They develop creativity, skills in using computer modelling, and dialogical skills. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply skills in handling cartographic material presented in different formats, including digital, as a historical source; * develop historical and cultural thematic routes; * distinguish geographical and historical-geographical approaches in historical research; * characterize the geography of the territory at a certain historical stage; * classify the stages of urban master plans; * defend their point of view while maintaining respect for the interlocutor; * work with modern technologies and electronic resources. |  |  |  | | --- | --- | | Course title | **Historical demography** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Applied history 24 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (9)   The course develops pre-service teachers' understanding about the current problems of modern demographic science in Kazakhstan. Pre-service teachers can relate the phenomena and events of Kazakhstan’s demographic past with the general paradigm of the world-historical development of human society. Pre-service teachers also develop digital literacy, data management skills, analytical and critical thinking on the basis of analysis of the demographic situation and reasoned information, skills of processing information on demography by using qualitative and quantitative methods, demographic analysis and forecasting. They also improve their ability to work independently and in a team by creating a collaborative atmosphere and showing leadership qualities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * characterize the demographic system and its interrelationship with other spheres of society; * apply an interdisciplinary approach to population research; * explain the possibilities of using methods of historical and demographic analysis in general historical research; * assess current demographic situations, including the migration of the world population in connection with various political and economic developments; * develop charts, graphs and tables on the evolution of population size and composition using modern digital technologies; * demonstrate leadership qualities and ability to work in a team, determine the needs of team members and take care of their satisfaction in solving the tasks; * state a hypothesis of the size of the world’s population over time and its settlement through historical analysis of these processes. |  |  | | --- | | **Scientific research in history 20 academic credits** | | In this module, pre-service teachers gain knowledge and skills of conducting historical research through various types of practical work, in which they are introduced to the basic tools of scientific research used in history. The module provides pre-service teachers knowledge on methods of analysis of historical sources, including digital methods of processing historical sources. The module supports pre-service teachers' ability to draw conclusions based on research and communicate them both in writing and orally. |  |  |  | | --- | --- | | Course title | **Source study** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (8, 9)   The course establishes a comprehensive view of the development of the system of historical sources, methodological approaches to the study of different types of historical sources, which develops pre-service teachers’ metacognitive skills. Pre-service teachers improve critical thinking skills required in the analysis of categories and concepts of source science, and work with historical sources. They also develop digital and data management skills. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * interpret concepts, terms and methods of sourcing, * work with information: find, evaluate and use information from various sources needed to solve scientific and professional problems; * characterize, analyse the theoretical and methodological bases of source science; * distinguish and compare the types and stages of source analysis; * demonstrate practical skills of data management; * apply digital technologies in source research. |  |  |  | | --- | --- | | Course title | **Historiography** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (8, 9)   The course develops pre-service teachers’ ability to separate facts from their interpretation, provides them knowledge to determine how suitable research methods are chosen by the author of the document, and to analyse and highlight the reasons for writing texts. Historiography is studied as a source of historical memory. Pre-service teachers improve creative thinking, the ability to compare various texts on the basis of style, the nature of text, and determine the time of creation and author of the document. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * determine the main directions of modern historical research and the works of their representatives; * assess the stages of development of historical science; * apply principles, methods of selection and systematization of documents for the writing of historical compositions; * translate large volumes of data in historical documents for further scientific research; * conduct a comparative contextual analysis of various historical studies, including domestic and foreign, with the aim of reconstruction of historical reality; * use the ethical norms of the researcher and research ethics in professional activities. |  |  |  | | --- | --- | | Course title | **Academic writing** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2) * Competence area for Application of historical knowledge skills (4) * Competence area for Research competence (8, 9)   During the course pre-service teachers develop knowledge about the conceptual apparatus in the field of academic writing and practical skills in the creation of various types of scientific text (articles, abstracts, essays, thesis work). Pre-service teachers learn to create applications for participation in various competitions, conferences, as well as to prepare presentations of their work. Pre-service teachers also develop skills of logical, dialectical, analytical, critical thinking, ability to analyse and compare events and phenomena, and skills to acquire new knowledge using modern ICT. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * carry out various types of independent work, using basic research and sources, * prepare an oral report, synopsis, feedback, abstracts of presentations at the scientific conference, review, summary, bibliographic review, academic essay, presentation in «Power Point» and other demonstration applications, scientific article and annotation to it, thesis project; * apply modern information and education technologies; * synthesize and logically structure information for reasoned presentation of facts and expression of one’s own position; * apply the appropriate style of quoting works, including foreign research; * present the results of the work done, following the principles of academic honesty; * protect and substantiate ideas and claims. |  |  |  | | --- | --- | | Course title | **Interdisciplinary approach in modern research** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2, 3) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8, 9)   The aim of this course is theoretical and practical preparation of pre-service teachers-historians to design a research activity on the basis of interdisciplinary approach ("Archaeology", "Ethnology", "Source Science", "Archival Business", "Museum Studies", "Academic Writing", etc.). During the course, pre-service teachers’ understanding of scientific concepts and processes as well as their research skills are developed. The result of the course is an archival and museum practice. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use special terminology from the field of design and research, archival and museum affairs; * determine the methods and methodology of planning and organization of project and research activities; * describe the basic principles, features of the theory and practice of archival and museum business; * search for the necessary information, collect data, work with different types of historical sources, archival materials, museum exhibits using modern approaches and methods; * synthesize and use information, present results using digital information technologies; * create presentations and protect the final historical research project; * evaluate the final project-study and make reflective analysis; * make their own decisions. |  |  |  | | --- | --- | | Course title | **Practical training (archaeological)** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 2 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8, 9)   Pre-service teachers deepen their knowledge and skills in collecting data on archaeological sites and cultures. They conduct field excavations, work with archaeological monuments and materials, and analyse the methods of excavation of monuments. By conducting this practice, pre-service teachers develop their practical skills of scientific work in the field. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use the main methods of archaeological excavations; * conduct scientific analysis of archaeological finds; * determine the time of appearance of the real find, the chronological framework of the burial ground and other archaeological objects; * apply skills of reservation and preservation of archaeological finds in accordance with appropriate temperature requirements and other conditions; * draw up a written report on practice, keep a diary of observation; * prepare a report on prospective archaeological microregions for further study. |  |  |  | | --- | --- | | Course title | **Practical training (archive)** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 1 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8, 9)   This practice deepens pre-service teachers’ knowledge about the organization of archival business and implements practical familiarity with the principles of organization and cataloguing of archival funds. It also develops pre-service teachers’ practical skills of work in the depositories, reception and issuance of documents. Pre-service teachers also improve their research skills in working with archival cases, digital thinking by translating large amounts of archive data into an array of historical sources suitable for further research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * perform all kinds of archival work related to the collection of funds, storage and accounting of documents; * classify archival documents and materials; * apply practical skills in digitization of archive materials; * apply methods of complex analysis of archive sources for explanation and assessment of historical facts and events; * process archival documents, guided by research ethics, the legislation of the Republic of Kazakhstan in the field of archival affairs and relevant regulations; * interact with visitors to the archive in order to achieve the objectives, demonstrating a high level of communicative competence; * create, develop an attractive media content based on archival sources for integration into the educational process. |  |  |  | | --- | --- | | Course title | **Practical training (museum)** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Scientific research in history 20 academic credits | | Academic credits | 1 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (2, 3) * Competence area for Application of historical knowledge skills (4, 5) * Competence area for Research competence (8, 9)   By conducting this practice, pre-service teachers improve their knowledge about the museum business, develop skills in working with the main directions of scientific research work at the museum, including work on the establishment of a scientific fund, and the compilation of a scientific exhibition. During the practice, pre-service teachers carry out analysis and classification of historical materials, sources and documents of the museum, critically assess the reliability of sources and their historical value, and develop their skills in using modern media. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use new conceptual approaches in the activities of modern museums; * design a themed stand in the museum; * conduct a tour in museums; * independently conduct scientific research of monuments of history, culture, architecture, art, museum exhibits during the practice; * create an attractive media content based on museum exhibits for integration into the educational process; * use digital technologies in the process of systematization of museum exhibits; * draw up a report on the results of museum practice; * express their views on the possibility of using certain methods and techniques of related sciences in museum-research practice. |  |  | | --- | | **Social studies, Basics of law, and Religious studies 16 academic credits** | | The module establishes knowledge and understanding of the structures of society, viewing it as a civil, ethnocultural, confessional community. It develops pre-service teachers’ skills for identification and critical analysis of social phenomena that are political, spiritual, legal and interdisciplinary.  During the module, pre-service teachers gain knowledge and understanding of structures of society, perceiving it as a civil, ethno-cultural, and confessional community. Pre-service teachers also develop skills in political, spiritual, and legal culture based on knowledge of the laws of social development. |  |  |  | | --- | --- | | Course title | **Religions and legal regulation in modern Kazakhstan** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Social studies, Basics of law, and Religious studies 16 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for Understanding fundamental historical processes (1) * Competence area for Civil competence (6, 7)   Pre-service teachers improve their understanding on theological definition of religion, world, and main national religions, the set pattern of the origin, development and dissemination of religion, and their inclusion into the world culture. Pre-service teachers study the law of the Republic of Kazakhstan on "About religious activity and religious associations", the rules governing religious activity in modern Kazakhstan, creating an understanding of the diversity of the world. Pre-service teachers develop their understanding of legal culture, flexible thinking in the perception of the modern legal and religious situation. Pre-service teachers understand and appreciate the similarities and differences between the customs and beliefs of their own culture and other cultures of the world, and build social and ethical responsibility. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge about the theoretical foundations of religious studies, about the main religious pictures of the world and value systems in the future professional activity, in the course of interpersonal communication; * characterize the principles of interfaith harmony in Kazakhstan; * apply a religion-based approach to understanding the specific situation in everyday life through the use of case-study in classes and in professional activities; * discuss issues relating to religious life in modern society; * analyse information on religion, religious and cultural traditions from different sources and advocate for their views; * adapt to different cultural conditions; * use and apply the legal framework regulating religious policy and law enforcement in Kazakhstan society; * orient in religious problems of modern Kazakhstan society and assess the basic principles of interaction between the state and religious associations. |  |  |  | | --- | --- | | Course title | **Social studies** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Social studies, Basics of law, and Religious studies 16 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for Understanding fundamental historical processes (2) * Competence area for Civil competence (6, 7) * Competence area for Research competence (8, 9)   During the course pre-service teachers acquire knowledge about the basics of the functioning of the socio-political and legal system in modern society, trends in the development of the economy and spiritual culture. The course establishes the type of creative thinking of pre-service teachers needed to achieve the desired results. Pre-service teachers can set goals, develop tasks and work processes to study the social processes of the modern world. They also develop creative thinking, research skills for the study of human activity in society using interdisciplinary methods (history, anthropology, cultural studies, economics, geography, political science, psychology and sociology). | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge to explain the key factors that establish social institutions, structures and processes that develop human behaviour and social interaction; * explain how cultural and historical contexts influence individual behaviour, society or culture; * develop and improve research skills to study the place of a human being in modern society; * assess the role and importance, solve problems and contradictions of socio-political life and spiritual sphere; * be guided in actual public phenomena and processes, form their civic position; * apply interdisciplinary theories and research methods in the social sciences to analyse contemporary social behavioural or cultural problems. |  |  |  | | --- | --- | | Course title | **Theory and history of State and law** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Social studies, Basics of law, and Religious studies 16 academic credits | | Academic credits | 3 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 2) * Competence area for Application of historical knowledge skills (4) * Competence area for Civil competence (6, 7) * Competence area for Research competence (8, 9)   The course provides pre-service teachers with the formation of basic knowledge about State bodies and legal institutions in different historical periods with all their features, political and legal categories, and the legal knowledge necessary for daily life. Pre-service teachers study the origin, development, and processes of change in types and forms of the state and law, develop a high level of legal culture and respect for the law on the basis of modern achievements of legal science. The course develops pre-service teachers’ skills to navigate in modern conditions and prevent conflicts. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * build historical and logical links between different legal theories; * interpret and apply various legal acts in their professional activities; * analyze the relationship of conceptual ideas and historical facts; * carry out research on the problems of modern law and the state, the development of state institutions, the legal system of society; * use new research methods and apply them in independent research activities in the field of law, respecting international law and the legislation of the Republic of Kazakhstan; * characterize the peculiarities of the state and legal development of the Republic of Kazakhstan; * determine the main legal mechanisms to protect individual rights and freedoms, suppress any violation of the law, especially with regard to the rights of minors. |  |  |  | | --- | --- | | Course title | **Secularization and transformation of faith** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Social studies, Basics of law, and Religious studies 16 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Civil competence (6, 7) * Competence area for Research competence (8, 9)   The course develops pre-service teachers’ understanding of the process of transformation of faith, the influence of the socio-cultural environment on the development of religious ideas, and the transformation of the institute of religion. Pre-service teachers study the sociological theory of secularization and improve their critical thinking skills and their ability to use it in analysing both religious and secular sources. The course also develops pre-service teachers’ ability to define a deeper meaning of philosophical, socio-cultural categories of religion, laicism, atheism, and critically analyse religious information. Pre-service teachers develop the principles of tolerance, respect, social intelligence, and their ability to work in different cultural conditions and societies, as well as their cultural awareness of policies and processes of secularization. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * distinguish the concepts of "sacral" and "secular"; * characterize the significance of religious concepts and processes sufficient for decision-making and participation in social systems; * operate on the achievements of modern science in conducting debates on religious topics; * classify and evaluate socio-cultural and philosophical characteristics of individual faiths; * compare different religious societies with secular ones; * practice the principles of tolerance and inclusive thinking as the basic principles of their life activity. |  |  |  | | --- | --- | | Course title | **Integration and disintegration processes in the modern world** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Social studies, Basics of law, and Religious studies 16 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Civil competence (6, 7) * Competence area for Research competence (8, 9)   During the course, pre-service teachers expand their knowledge and understanding of integration and disintegration processes in modern age. They study the causes and evaluate the consequences of these processes at the global and regional level. Pre-service teachers also analyse the importance of international organizations in the development of political, economic, cultural cooperation, as well as the role and place of the Republic of Kazakhstan as a subject of contemporary international relations. Pre-service teachers improve their ability to work and act in different cultural societies and geographic conditions, to interact constructively with different people, to understand and accept others’ points of view, and to assess the conditions of intercultural communication. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply conceptual and categorical apparatus for professional activity; * explain the typology of modern international integration structures (EU, CIS, EurAsEC, WTO, etc.); * orient themselves in modern integration and disintegration processes, understand their close interrelationship; * analyse the current processes of globalization, as well as the obstacles to them; * characterize, assess the role and place of the Republic of Kazakhstan as a subject of modern international relations; * apply the basic methods of scientific analysis and forecasting of phenomena and processes in the sphere of modern international relations. |  |  |  | | --- | --- | | Course title | **Social studies of religion** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Social studies, Basics of law, and Religious studies 16 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject competences:   * Competence area for Understanding fundamental historical processes (1, 3) * Competence area for Application of historical knowledge skills (4) * Competence area for Civil competence (6, 7) * Competence area for Research competence (8, 9)   Pre-service teachers study the main stages, development trends and modern problems of religious institutions in the world, including in Kazakhstan as well as the basic concepts, categories and concepts of sociology of religion. The course develops pre-service teachers’ skills in mastering the methods of collecting and analysing sociological information and their ability to produce, select, process and analyse data on social processes and social communities. The course also improves pre-service teachers’ skills in critical analysis of information about various beneficial and destructive manifestations of religion in the history and sociology of culture, as well as the current state and correlation of freedom of thought and religion, and the prospects for the development of religion in Kazakhstan and the world. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * interpret the essence, content, tools and methods of sociological analysis of religious institutions, phenomena and processes in the religious sphere; * use theoretical knowledge to establish the ideas about specific social reality; * use Internet resources to search, collect and analyse information for the purpose of preparing messages, reports, review works; and to learn about new educational publications (printed or electronic) on the subject on the global Internet; * determine manifestations of religious commitment in various spheres of spiritual activity of society: in folklore, fiction, natural history, philosophy, in works of theologians, etc.; * analyse and evaluate religious phenomena and processes in modern society; * organize and conduct sociological research and analysis in the field of religion; * characterize the three main world religions (Buddhism, Islam, Christianity), taking into account their main directions (schools) and make up, as well as polytheistic and monotheistic religions present in the world practice; * choose methods for the analysis of religious groups and institutions, process and analyse data for preparation of analytical decisions, expert opinions and recommendations. |  |  | | --- | | **FINAL ATTESTATION 8 academic credits** | | Final attestation of the graduate is mandatory and is carried out after mastering the educational programme in full. The aim of the attestation is to evaluate the level of maturity of general cultural and professional competences of the graduate, as well as their readiness to perform basic professional activities.  **Final attestation work *(Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project)*** | | | |
| 4.3 The structure of the compulsory component |
| The Compulsory Component (Cycle of General Education Studies) consists of 56 academic credits (51 academic credits mandatory studies and 5 academic credits optional studies) and includes the following modules and courses.   |  |  | | --- | --- | | **Name of modules and courses** | **Academic credits** | | **COMPULSORY COMPONENT (CYCLE OF GENERAL EDUCATION STUDIES)** | **56** | | **MANDATORY STUDIES** | **51** | | **Module of historical and philosophical competencies** | **10** | | *History of Kazakhstan*  Kazakhstan in Ancient and Medieval Times. Prehistoric society. Settlements, economy, and household (2.5 million - 12 thousand B.C. - 4th century). Ethnogenesis of Kazakh nation. Medieval Kazakhstan (IV-XV cc.). Kazakh Khanate. Geopolitical position of the Kazakh state. Kazakh Khanate: formation, rise, decline. Social history (mid- XV - beginning XVIII cc.). Kazakhstan in a colonial period (30-40s of XVIII - 60s XIX cc). Kazakhstan in the beginning of ХХ century. Formation of a poly-ethnic structure of the population. Kazakhstan in the Soviet period (February-October, 1917 - August, 1991) Kazakhstan - Independent State. The Modern period in the country's history (December 1991 - up to the present). | 5 | | *Philosophy*  Origins of a culture of thinking. The subject and method of philosophy. Foundations of philosophical understanding of the world.  Consciousness, spirit and language. Ontology and metaphysics. Ethics. Philosophy of values. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. Philosophy of modern Kazakhstan. | 5 | | **Module of socio-political knowledge (sociology, political studies, cultural studies, psychology)** | **8** | | *Sociology*  Sociological studies in understanding the social world. Sociological research. Social structure and stratification of society. Socialization and identity. Family and modernity. Deviation, crime, social control. Religion, culture, society. Sociology of ethnicity and the nation. Education and social inequality. Mass media, technology and society. Economics, globalization, labor. Health and medicine. Population, urbanization, and social movements. Social change. | 2 | | *Political studies*  Main stages in the development of political science. Politics as part of social life. Political power. Political elites, leadership. Political system of society. State and civil society. Political regimes. Electoral systems, elections. Political parties, party systems and socio-political movements. Political culture, behavior. Political consciousness, ideology; development, modernization; conflicts and crises. World politics, modern international relations. | 2 | | *Cultural studies*  Morphology of culture. Language of culture. Semiotics of culture. Anatomy of culture. Nomadic culture. Cultural heritage of proto-Turks. Medieval culture.  Central Asia. Cultural heritage of Turks. Basis of the Kazakh culture. Kazakh culture in the XVIII - end of XIX century, XX century. Kazakh culture in the context of modern world processes, and in the context of globalization. Cultural policy of Kazakhstan. State program "Cultural heritage". | 2 | | *Psychology*  Personality in the context of national consciousness.  Me and my motivation. Emotions, emotional intelligence. Human will, psychology of self-regulation. Individual-typological features. Values, interests, norms. Psychology of the meaning of life, professional self-determination, health. Communication between individuals and groups. The perceptive side of communication.  The interactive side of communication. The communicative side of communication. Social and psychological conflict. Patterns of behavior in conflict. Effective communication techniques | 2 | | **Instrumental and communication module** | **25** | | *Russian /Kazakh language*  Proficiency in accurate use of vocabulary, scientific terms, syntactic constructions in oral and written communication; conversation skills. Business communication, letter-writing, report-writing, review, essay-writing skills; meaningful reading of texts, ability to express own idea. Fluent speaking in various conversations, mastering the ability to carry on a conversation, discussion. Functional styles of speech as a historically developed system of speech means, a variety of literature language. | 10 | | *Foreign language*  Social and domestic sphere of communication. Me and my family. Social and cultural sphere of communication. World map. Customs and Traditions. Educational and professional sphere of communication: Future profession. A modern home. Family in modern society.  Cultural and historical background. Education. Profession. Human and nature, environmental problems. News, media, advertising. | 10 | | *Information and communication technologies*  ICT role in society development. Standards in ICT. Introduction to computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and telecommunications. Cybersecurity. Internet technologies. Cloud and mobile technologies. Multimedia technologies. Smart technology. E-technologies. E-business. E-learning. E-government. ICT in industries. Prospects of ICT development. | 5 | | **Health Promotion module** | **8** | | *Physical education*  Principles of physical education. Scientific basis of physical education. Modern recreational systems, basics of body physical state monitoring. Main methods of practicing sports and physical education independently. Professional physical training. General physical training. Speed. Running. Relay races. Execution of exercises for: endurance, flexibility, agility, coordination, balance, gymnastic and acrobatic exercises. Strength. General training exercises. Special physical training. | 8 | | **OPTIONAL COMPONENT** | **5** | | *Basics of Economics and Law*  Social production. The essence, forms and structure of capital. Costs and income of production in a market economy. Business. Financial system. Resource saving. Cyclical economic development. Kazakhstan in the system of global economic relations. Market emergence. Role of the government in business development. The main provisions of the Constitution and current legislation of the Republic of Kazakhstan. System of public administration institutions and the sphere of their authority. Aims, methods of state regulation of economy. Role of public sector in economy. Financial law and finance. Mechanism of interaction between substantive and procedural law. | 5 | | *Basics of an anti-corruption culture*  Anti-corruption culture: a concept, structure, tasks and functions. Anti-corruption awareness and anti-corruption culture: content, role and functions. Formation of anti-corruption culture in foreign countries. Anticorruption culture: mechanisms and institutions for development. Role of a family in fostering an anti-corruption culture. National bases of an anti-corruption culture. Social control as a mechanism of counteracting corruption. Political parties and the mass media as tools for building an anti-corruption culture. Anti-corruption education and upbringing. Anti-corruption legislation and legal liability for corruption. The constitutional basis of anti-corruption. Legal liability for crimes of corruption. Building an anti-corruption culture in civil service and business. | 5 | | *Entrepreneurial skills*  Types of entrepreneurship. Business. Financial system. Time management and project management. Stress management. Negotiation skills. Public speaking skills. Business management skills. Teamwork and leadership skills. Customer service skills. Financial skills. Analytical and problem solving skills. Critical thinking skills. Strategic thinking and planning skills. Technical skills. Time management and organisational skills. Branding, marketing and networking skills. Business management skills. | 5 | | *Ecology and life safety*  Basic laws of functioning of living organisms, ecosystems of different organisational levels, biosphere as a whole, their sustainability. Interaction of biosphere components and ecological consequences of human economic activity, in particular under conditions of nature management intensification. Modern understanding of the concepts, strategies and practical goals of sustainable development in different countries and in the Republic of Kazakhstan. Life safety, its main provisions. Risks, emergencies. Risk analysis, risk management. Human security systems. Modern destabilizing factors. Social, religious, political, economic threats, threats in everyday life. System of security institutions and legal regulation of their activities. | 5 | | *Research methods*  Research approaches. Inductive and deductive reasonings. Qualitative, quantitative, mixed methods research. Primary and Secondary research. Action research. Research designs – descriptive, correlational, experimental, quasi-experimental, cross-sectional, longitudinal, case study, ethnographic, exploratory, explanatory. Variables and hypotheses. Reliability and validity of research. Reproducibility and replicability. Random and systematic error. Triangulation. Sampling. Inclusion and exclusion criteria in sampling. Sampling methods. Collecting data – surveys, interviews, experiments, observational studies, systematic review. Data cleansing. Transcribing interviews. Analysing data – statistical analysis, content analysis, discourse analysis, thematic analysis, textual analysis. Research ethics. Peer review. | 5 | | **Total academic credits** | **56** | |
| 4.4 Progression of the studies |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Modules and courses | **BA degree, 4 academic years** | | | | | | | | | 1. year | | 2. year | | 3. year | | 4. year | | | 1 sem | 2 sem | 3 sem | 4 sem | 5 sem | 6 sem | 7 sem | 8 sem | | **PEDAGOGICAL COMPONENT** | | | | | | | | | | **SUPPORTING LEARNERS AS INDIVIDUALS – 17 academic credits** | | | | | | | | | | Psychology in Education and Concepts of Interaction and Communication  4 academic credits |  |  | 4 |  |  |  |  |  | | Educational Science and Key Theories of Learning 3 academic credits |  |  | 3 |  |  |  |  |  | | Inclusive Educational Environment 3 academic credits |  |  |  |  | 3 |  |  |  | | Age and Physiological Features of the Development of Children 3 academic credits |  | 3 |  |  |  |  |  |  | | Teaching Planning and Individualization of Learning 4 academic credits |  |  |  |  |  | 4 |  |  | | **TEACHING AND ASSESSMENT FOR LEARNING – 9 academic credits** | | | | | | | | | | Teaching Methods and Technologies 5 academic credits |  |  |  | 5 |  |  |  |  | | Assessment and Development 4 academic credits |  |  |  |  | 4 |  |  |  | | **TEACHER AS A REFLECTIVE PRACTITIONER – 9 academic credits** | | | | | | | | | | Pedagogical Research 4 academic credits |  |  | 4 |  |  |  |  |  | | Research, Development and Innovation 5 academic credits |  |  |  |  |  |  | 5 |  | | **TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE) – 25 academic credits** | | | | | | | | | | Introduction to the teaching profession (1st year pedagogical practice) 2 academic credits |  | 2 |  |  |  |  |  |  | | Psychological and pedagogical assessment (2nd year pedagogical practice) 2 academic credits |  |  |  | 2 |  |  |  |  | | Pedagogical approaches (3rd year pedagogical practice) 6 academic credits |  |  |  |  |  | 6 |  |  | | Research and innovation in education (4th year pedagogical practice) 15 academic credits |  |  |  |  |  |  |  | 15 | | **COMPULSORY COMPONENT** | | | | | | | | | | **HISTORICAL AND PHILOSOPHICAL COMPETENCIES – 10 academic credits** | | | | | | | | | | History of Kazakhstan 5 academic credits |  |  |  |  |  |  | 5 |  | | Philosophy 5 academic credits |  |  |  |  | 5 |  |  |  | | **SOCIO-POLITICAL KNOWLEDGE – 8 academic credits** | | | | | | | | | | Sociology 2 academic credits |  |  | 2 |  |  |  |  |  | | Political studies 2 academic credits |  |  | 2 |  |  |  |  |  | | Cultural studies 2 academic credits |  |  | 2 |  |  |  |  |  | | Psychology 2 academic credits |  |  | 2 |  |  |  |  |  | | **INSTRUMENTAL AND COMMUNICATION – 25 academic credits** | | | | | | | | | | Russian /Kazakh language 10 academic credits | 5 | 5 |  |  |  |  |  |  | | Foreign language 10 academic credits | 5 | 5 |  |  |  |  |  |  | | Information and communication technologies 5 academic credits | 5 |  |  |  |  |  |  |  | | **HEALTH PROMOTION – 8 academic credits** | | | | | | | | | | Physical education 8 academic credits | 2 | 2 | 2 | 2 |  |  |  |  | | **Optional Component – 5 academic credits** | | | | | | | | | | Basics of Economics and Law 5 academic credits |  |  | 5 |  |  |  |  |  | | Basics of an anti-corruption culture5 academic credits |  |  |  |  |  |  |  | | Entrepreneurial skills 5 academic credits |  |  |  |  |  |  |  | | Ecology and life safety 5 academic credits |  |  |  |  |  |  |  | | Research methods 5 academic credits |  |  |  |  |  |  |  | | **SUBJECT COMPONENT** | | | | | | | | | | Ancient civilizations and the ancient world 5 academic credits | 5 |  |  |  |  |  |  |  | | East and West in the Middle Ages 4 academic credits |  | 4 |  |  |  |  |  |  | | World in Modern Age (East) 4 academic credits |  |  |  |  | 4 |  |  |  | | World in Modern Age (West) 4 academic credits |  |  |  |  |  | 4 |  |  | | Search for development and movement for national independence in the East 4 academic credits |  |  |  |  |  |  | 4 |  | | Features of West civilization development in the modern world 4 academic credits |  |  |  |  |  |  |  | 4 | | History and culture of ancient Kazakhstan 4 academic credits | 4 |  |  |  |  |  |  |  | | History, culture and law of medieval Kazakhstan 6 academic credits |  |  | 6 |  |  |  |  |  | | Transformation of Kazakh society: historical dynamics 5 academic credits |  |  |  |  |  |  | 5 |  | | Modern History of Kazakhstan 4 academic credits |  |  |  |  |  |  |  | 4 | | Intellectual history of Kazakhstan 6 academic credits |  |  |  |  |  |  | 6 |  | | Turkic civilization in the past and present 6 academic credits |  |  |  |  |  |  |  | | Daily history of Kazakhstan during the Soviet period 6 academic credits |  |  |  |  |  |  |  | | Media content on the history of Kazakhstan 6 academic credits |  |  |  |  |  | 6 |  |  | | Oral history: theory and practice 6 academic credits |  |  |  |  |  |  |  | | Media and historical memory 6 academic credits |  |  |  |  |  |  |  | | Archaeology 4 academic credits |  | 4 |  |  |  |  |  |  | | Ethnology 4 academic credits |  |  |  |  | 4 |  |  |  | | Auxiliary historical disciplines 4 academic credits |  |  |  | 4 |  |  |  |  | | Anthropology basis 6 academic credits |  |  |  |  |  | 6 |  |  | | Problems of historical understanding Historical consciousness 6 academic credits |  |  |  |  |  |  |  | | Visual history 6 academic credits |  |  |  |  |  |  |  | | Local history 6 academic credits |  |  |  | 6 |  |  |  |  | | Historical geography 6 academic credits |  |  |  |  |  |  |  | | Historical demography 6 academic credits |  |  |  |  |  |  |  | | Source study 4 academic credits |  |  |  |  | 4 |  |  |  | | Historiography 4 academic credits |  |  |  |  |  |  |  | 4 | | Academic writing 4 academic credits |  |  |  |  |  |  | 4 |  | | Interdisciplinary approach in modern research 4 academic credits |  |  |  |  |  | 4 |  |  | | Practical training (archaeological, museum, archival) 4 academic credits |  | 2 |  | 2 |  |  |  |  | | Religions and legal regulation in modern Kazakhstan 4 academic credits |  |  |  | 4 |  |  |  |  | | Social studies 4 academic credits |  |  |  | 4 |  |  |  |  | | Theory and history of State and law 3 academic credits |  | 3 |  |  |  |  |  |  | | Secularization and transformation 5 academic credits |  |  |  |  | 5 |  |  |  | | Integration and disintegration processes in the modern world 5 academic credits |  |  |  |  |  |  |  | | Social studies of religion 5 academic credits |  |  |  |  |  |  |  | | **FINAL ATTESTATION - 8 academic credits** | | | | | | | | | | **Final attestation** |  |  |  |  |  |  |  | 8 | | **Academic credits in total / semester** | **30** | **30** | **30** | **30** | **30** | **30** | **30** | **30** | |
| 4.5 Requirements for the successful completion of curriculum |
| For successful completion of the educational program, students shall have:   * minimum credits for core and major subjects; * achievement of all learning outcomes; * successful completion of compulsory and optional courses; * successful fulfillment and defense of Final attestation work *(Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project);* * the minimum average achievement score |

# 5. Description of students’ work

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| Students’ work includes contact teaching, individual, pair and group work, assignments, exams, etc. 1 ECTS = 30 hours of student work.  Students’ individual and/or pair and group work is divided into two parts: individual and/or pair and group work supervised by a teacher and the work that is performed entirely independently.  Students’ individual and/or pair and group work is carried out on a specific list of topics allocated for independent/group study, provided with educational and methodical literature and recommendations for each course. Students’ individual and/or pair and group work supervised by a teacher is carried out according to the schedule, which determines the university or the teacher themselves.    The entire scope of work performed entirely independently is supported by assignments that require the student to work independently on a daily basis.    The ratio of time between classroom contact work, students’ individual and/or pair and group work supervised by a teacher, and the work that is performed entirely independently for all types of educational activities is determined by the educational institution independently. At the same time, the amount of classroom work and students’ individual and/or pair and group work supervised by a teacher is 1440 hours per year, the scope of work that is performed entirely independently - 360 hours per year. |

# 6. Evaluation methods/Assessment

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| 6.1 Assessment |
| The Assessment of learning outcomes is based on the competence objectives of the modules and the resulting evaluation criteria of the courses. Assessment criteria are used as a basis for various tasks. Learning tasks include independent tasks, group tasks, plans, reports, group discussions, group tests, development tasks, laboratory tasks, various tasks for reflection and evaluation, or activating tasks. The assessment generates information for the pre-service teacher about his or her achievement of the competence goals of the pedagogical education modules.  Assessment is at the heart of all competence-based education. Competence-based assessment should measure not only what a pre-service teacher knows, but also take into account skills and whether pre-service teachers can apply what they know to real life problems or situations. Pre-service teachers should be given assignments and non-standard problems in situations that students are likely to encounter in the workplace. Assessment plays a very important role in competence-based training. Based on the recognition of prior competence and personal situation, competence can be demonstrated on a per-course basis. The demonstration of competence can cover the entire training module. Specific guidelines regarding the practice of recognizing and accrediting prior training or training received elsewhere.  Studies are evaluated on a scale basis. Learning achievements (knowledge, abilities, skills and competencies) of pre-service teachers are evaluated in points on a 100-point scale, corresponding to the internationally accepted letter system with a numeric equivalent (positive grades, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F")  Alphabetic system of evaluation of pre-service teachers' learning achievements, corresponding to the digital equivalent of the four-point system.   |  |  |  |  | | --- | --- | --- | --- | | **Assessment by letter system** | **Digital equivalent of points** | **% content** | **Assessment according to the traditional system** | | А | 4.0 | 95-100 | Excellent | | А- | 3.67 | 90-94 | | В+ | 3.33 | 85-89 | Good | | В | 3.0 | 80-84 | | В- | 2.67 | 75-79 | | С+ | 2.33 | 70-74 | | С | 2.0 | 65-69 | Satisfactory | | С- | 1.67 | 60-64 | | D+ | 1.33 | 55-59 | | D | 1.0 | 50-54 | | FХ | 0.5 | 25-49 | Unsatisfactory | | F | 0 | 0-49 |   The purpose of assessment is to provide guidance and encouragement to pre-service teachers, develop their self-assessment abilities, provide information about pre-service teachers' competences, and ensure that the competences and intended learning outcomes defined in the educational programme are achieved. Self-assessment skills and peer assessment are considered as the main skills of the world of work, and assessment is a central tool to support the development of these skills during study. |
| 6.2 External evaluation |
| **1) Design of new educational programmes Internal quality assurance system**  The new curriculum needs to be designed through engagement with all stakeholders, including students, faculty and employers. The aim throughout the process is to retain and further develop the strengths and high quality of the existing programme while addressing some of the challenges of the current programme, such as the workload demand on students and the need for a course on education management. A survey of all students and alumni, together with focus group discussions and interviews with alumni and employers, also inform the design of the programme. All faculty are involved in discussions of programme aims and learning outcomes, and programme teams worked collaboratively to design the courses for their area of specialization.  On the basis of the faculty (school) of the university, a council on academic quality is formed, which makes decisions on the content and conditions of implementation of curricula, on the policy of evaluation and other academic issues of the faculty (school), organizing a survey of students on the quality of curricula and (or) disciplines/modules.  **2) Procedures for external evaluation of the educational programmes. Continuous Improvement**  All faculty are actively engaged in continuous improvement of their courses as an integral part of the culture of university and their own professionalism as experts in education. In addition to formal student feedback mechanisms such as course evaluations and Student Committee meetings, faculty and students are to communicate closely regarding specific courses and the programme as a whole. The process of continuous reflection and improvement informs the Annual Programme Monitoring process, in which individual faculty reflect on courses they have taught, this feeds into specialization-level reflection and suggestions for improvements, and this in turn goes to programme and School level reflection and plans for further improvement.  Universities have regular, formal mechanisms for obtaining feedback from employers and the professional community. These interactions also inform the continuous improvement of the programme.  For the improvement of the quality assurance of the educational programmes, the universities need to:   * develop an internal quality system that has a delicate balance between quality assurance and quality enhancement. While quality assurance is more of a preventive measure, quality enhancement has higher-order aims and implies transformational change (Jones, 2003). * raise institutional awareness and develop deep understanding of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) and implement ESG 2015 standards. * regularly revisit the existing institutional quality processes for ongoing improvement.   **3) Accreditation**  There are institutional and specialised accreditation in Kazakhstan, they remain voluntary for higher educational institutions. However, accreditation is one of the conditions for obtaining state grants for student education. |

# 7. Faculty requirements

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| 7.1 Faculty Requirements |
| Availability of teachers in accordance with the disciplines of the educational programme, the correspondence of teachers' education to the profile of the taught disciplines and/or their academic or research degree of "Doctor of Philosophy (PhD)" or "Doctor in Profile", and/or the academic title of "Associate Professor (Associate Professor)", or "Professor" (if any) and/or teachers with the degree of "Master" to the profile of disciplines and (or) senior teachers with at least three years of experience as a teacher or experience practical work on the profile for at least five years.  The advanced/academic degree of the teaching staff corresponds to the academic degree of the doctor/candidate of sciences or the advanced/academic PhD degree of the doctor or master. Basic education or postgraduate education or doctorate/candidate of science degree, advanced/academic PhD degree must correspond to the subjects taught. |
| 7.2 Additionally Required Faculty |
| Part-time teachers in the main place of work engaged in practical professional activities in the profile of the subjects taught, with at least 3 years of work experience in the field of training. Additionally, leading scientists, specialists from other higher education institutions and research organizations, teachers, and supervisors of schools in corresponding categories such as: expert teacher, research teacher, master teacher, can be involved in the work. |
| 7.3 Required professional development of faculty |
| On the basis of the Law of the Republic of Kazakhstan "On Education" (2007; with amendments dated 27.12.2019) and other regulatory legal acts regulating the activities of higher education organizations in the Republic of Kazakhstan, a teacher who carries out professional activity in a higher education organization has the right for professional development at least once every five years for a duration of no more than four months.  The development of professional competences is also one of the priorities adopted in the Republic of Kazakhstan "Concepts of lifelong learning (continuing education)" (2021). |
| 7.4 Required additional administrative staff |
| Vice-rector for academic affairs is responsible for planning and monitoring the implementation of educational services.  Responsibility for arranging and coordinating the implementation of the specific steps of the procedure and the quality of the outputs rests with the heads of divisions. |

# 8. Resources

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| 8.1 Library Resources |
| The library collection is an integral part of the information resources and includes educational, teaching, scientific and other literature.  Availability of a library fund of educational and scientific literature: in the format of printed and electronic publications for the last ten years, providing 100% of the disciplines of the curricula, including those published in the languages of instruction. Updating of the library fund should be carried out in accordance with the regulations of the Republic of Kazakhstan. |
| 8.2 IT Resources |
| University provides pre-service teachers with educational and teaching literature and (or) electronic resources necessary for successful implementation of curricula, provides the functioning of the information system of education management (high-tech information and educational environment, including the website, information and educational portal, automated system of credit technology training, a set of information and educational resources). |
| 8.3 Infrastructure |
| University provides equipment with educational, methodological, scientific and other literature, classrooms with multimedia complexes, computer rooms, access to broadband Internet, sports, material and technical, educational and laboratory facilities and equipment necessary for the implementation of curriculum. |

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# 9. Additional information

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| 9.1 Additional materials |
| Inclusion is one of the most important cross-cutting principles of the curriculum (see more in Annex 1.). Inclusion in education means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. The teacher education emphasizes on pre-service teachers’ perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. It is important that not only the specialized teachers (special education teachers) but all teachers can work in an inclusive educational environment. Thus, competences of all pre-service teachers need to be developed in areas such as:  ***Knowledge of the concepts and principles of inclusive education***:   * Evaluation of one's own activity in terms of the values of inclusion. * Understanding of the implementation of the principle of inclusiveness in education implemented by a flexible model of the educational process: adaptive programmes, changing the ways of assessing educational achievements. * Understanding of children's different abilities and application of different trajectories to support versatile learners.   ***Practical applications in teaching:***   * Designing of an adapted/individual programme for a child with special education needs in specific subject. * Using of multimodal universal teaching methods, simple structured speech, use alternative communication. |
| 9.2 E-learning |
| The rapid development of digital technologies requires the study of not only specific software tools, but the development of pre-service teachers’ competences on using virtual learning environments and tools in teaching and choosing pedagogical methods suitable for learning processes in digital learning environments (psychological and didactic justification). For this the universities need:   * to create provisions for the professional development of pre-service teachers with the effective use of digital technology; * to develop competences of pre-service teachers on understanding how individual educational needs of their students can be considered when using digital tools or in virtual learning environments; * to develop digital competences of pre-service teachers on using digital learning environments and tools in assessment, such as gamification, digital tests and quizzes, and other formats of digital evaluation; * to promote pre-service teachers’ capabilities in assessing their digital competences and the use of digital tools in pedagogical processes in relation to the requirements of the employers (schools) daily operations; * to put into practice the integration of education, science, and industry, and involve professional communities in teaching school students the basics of applying and using digital technology, and perform an independent assessment of the practical skills acquired; * to include digitalization into the educational process for in-service teachers to increase efficiency and practical application of digitalization in education; * to promote the implementation of global standards in digitalization in initial teacher education (i.e. International Society for Technology in Education (ISTE) and the establishment of an expert community of educators in digitalization. |

# 10. Approval

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| - Ensure a review of the developed curricula, its coordination and approval by the Republican Educational and Methodological Council of Higher and Postgraduate Education.  - Scale up all developed curricula in pedagogical universities |

# **APPENDIX 1**: Main principles of the curriculum

**Competence-based approach**

Competence-based approach is a learning-oriented way to organise and implement teaching. It is an alternative to more traditional educational approaches mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. In designing the curriculum following the principles of competence-based approach, the focus is on what we want our students to learn. Thus, it is essential to define the competences that the students are supposed to learn during their degree programs. The articulation of competences should include both discipline specific skills as well as the generic competences or soft skills that the teacher students should develop during the curricula. Soft skills include, for example, leadership, communication and collaboration skills, reflection skills, social and emotional intelligence etc. The development of these soft skills should be included in all the curricula, the competences and learning outcomes as well as the implementation of the curricula.

After defining the degree level competences, the learning outcomes of study units and study modules should compiled by comparing them to the objectives of the entire degree. Learning outcomes represent the desired state, which is expressed as knowledge, skills and attitudes. The written learning outcomes of all the interconnected study units should also make visible the accumulated competence. Planning competence-based learning thus starts at degree programme level and is then realised at study unit level through the learning outcomes, the execution of the study unit and its assessment.

The reason for using competence-based approach to designing curricula is that it makes it possible to design courses and study programs in a more student-centred way. Student-centred approach means that the key knowledge and skills that the students need to achieve during their studies determine the content of the course or study programme. The aim of the competence-based approach to designing curricula is that the students acquire the knowledge, skills and attitudes/values that are essential. Further, the competence-based approach supports students to identify the knowledge and skills specific to their discipline or field of education as well as the generic competences that accumulate during their studies and are common to all degrees.

To sum up the key elements in designing competence-based curricula, it is essential to focus on describing explicitly a) what competences (including subject-specific and general competencies) should a student have after graduation/after study unit/after an individual course, b) how do different study modules, courses and study modes support the development of the competencies, c) how is it ensured that the degree program and the learning objectives of the courses form a coherent entity supporting the development of the competencies, and d) how is it possible for students to make their competence visible (assessment related decision)

The implementation of all curricula should introduce methodologies that promote student-centeredness and active learning, such as gamification, PBL, etc. In a student-centred learning approach, students are active participants, placed at the core of the learning process. The learner is not seen as a passive receiver of knowledge but, rather, an active participant. The teacher's role becomes that of a guide who assists the learner in the difficult process of constructing his/her knowledge. Student-centred approach to teaching broadly means the shift of focus from the teacher to the student and their learning processes (Tran et al., 2010). The emphasis in student-centred approach to teaching is on what the student does and the ways to improve students’ active engagement and deep approach to learning (Biggs and Tang, 2011; Prosser and Trigwell, 2014). In student-centred approach the student is seen as an active constructor of knowledge. Thus, the focus of the student-centred teaching practices is to develop autonomy and active learning that eventually enable lifelong learning.

**Student-centred approach & Active Learning Methodologies**

Student-centredness differs from traditional teaching approach, also known as teacher-centredness, in that the focus is on designing the teaching-learning process in a way that it promotes students’ active participation and deep approach. Teaching that requires active engagement from students is likely to increase quality learning (Biggs and Tang, 2011). However, student-centered learning does not sideline or diminish the role of teachers. Instead, it seeks to use teachers’ expertise in different ways to increase student engagement.

Student-centeredness requires a change in the mindset of the teachers and has many implications for the teaching practices. For example, teaching and learning activities should be designed in a way that they support and promote active learning. Active learning methods place greater responsibility on the learner rather than passive approaches such as lectures. Active learning activities promote higher order thinking skills such as application of knowledge and analysis and engage students in deep learning processes rather than surface learning. Furthermore, they enable students to transfer and apply knowledge better. There is a variety of active learning methods, such as case studies, problem-solving, group projects, debates, peer teaching, games etc. to mention a few. However, it should be kept in mind that the methods should always be chosen purposefully to support the attainment of the intended learning outcomes. Thus, when choosing the active learning methods, it should always be considered from the perspective of which methods support the attainment of the intended learning outcomes in a best possible way.

**Constructive alignment**

The principle of constructive alignment has long been promoted as a powerful way to enhance the quality of teaching and learning (Biggs and Tang, 2011). Constructive alignment is an integrative design for teaching and curriculum design in which the alignment between intended learning outcomes/competences, teaching-learning activities and assessment tasks is emphasised to optimise the conditions for quality learning. The fundamental principle is that curriculum should be designed in such a way that the learning activities and assessment tasks are aligned with the intended learning outcomes (ILOs), and what the students should be able to do or demonstrate after completing the degree, module or a course. High quality learning may be supported by integrating these components together.

Constructive alignment reflects the more general paradigm shift from teacher-centred teaching to student-centred teaching described above. The central step in designing teaching is to define the intended learning outcomes or the competences that the students are supposed to learn during the learning process and how they will demonstrate that learning has taken place (Biggs and Tang, 2011). The role of the instructor is to engage the student in relevant activities that support the attainment of the intended learning outcomes (Biggs, 1996). By choosing appropriate teaching and assessment methods and tasks and aligning them with the intended learning outcomes/competences it is possible to effectively guide students’ study practices and enhance deep, meaning-oriented learning (Biggs and Tang, 2011; Boud and Falchikov, 2006). Constructively aligned teaching is essentially a criterion-referenced system where the central elements, that is, intended learning outcomes, teaching-learning activities and assessment, are aligned and there is consistency throughout these elements.

Constructive alignment should be applied at all levels of the educational system, including institutional, departmental and classroom levels as teaching and learning take place in the whole system. In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher-order learning processes.

Figure 1. Illustration of constructive alignment



**Research-based Initial Teacher Education**

The recognition of the importance of research-based teacher education is growing worldwide (Flores, 2018). The research-teaching integration in the teacher educators’ work has been suggested to be an effective solution to develop the profession in many aspects. They should be able to make explicit links between the educational theory, research and teaching practices. There is an increasing recognition that research is an important component of teacher education practices and is beneficial for preparing reflective practitioners (Flores, 2018). Research-based teacher education can take place in different forms. In its simplest form, it can mean that the teaching content is based on research, or that the teaching methods and pedagogical designs are based on research. It can also mean that teachers use inquiry-oriented methods in their teaching to enhance their students’ own knowledge construction and research skills. Moreover, research-based teacher education can mean that the teacher educators themselves conduct research of their own work or more generally about topics related to teacher educators’ work. The different forms of research-based teacher education identified in a recent research are presented in Table 1.

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| Teaching content is based on research | Teacher educators use their own or others’ research as their teaching content to transfer academic knowledge to student teachers and develop the student teachers’ independent thinking (Visser-Wijnveen et al. 2010). |
| Teaching methods and course design are based on research | Teacher educators benefit from their research work in teacher education and develop their teaching methods accordingly (Cochran-Smith 2005; Krokfors et al. 2011). |
| Applying inquiry-oriented methods in teaching | Teacher educators organise the course based on inquiry-oriented activities to guide student teachers to learn in an analytical and inquiring way to develop their pedagogical thinking (Krokfors et al. 2011). |
| Acting as researchers in teacher education | Teacher educators work as researchers and conduct research on what and how they teach, and on topics in teacher education (Cochran-Smith 2005). |
| Encouraging student teachers’ involvement in research work | Teacher educators involve student teachers in research process to provide them with the experience of conducting research (Visser-Wijnveen et al. 2010). |
| A supportive relationship between research and teaching | Teacher educators consider the research-teaching nexus is complementary and fairly evident. Teaching and research support each other in a general and broad sense. |

Table 1. Forms of research-based teacher education (Cao, Postareff, Lindblom-Ylänne & Toom, 2021

Teacher education can adopt the research-based approach in diverse ways, and it is important to consider what kind of forms fit the cultural context and practices. The ultimate goal of research-based teacher education is to support student teachers to become pedagogically-thinking, reflective and inquiry-oriented teachers with an inquiring attitude towards teaching. Teachers’ pedagogical thinking means the ability to analyse and conceptualise educational occasions and phenomena, to evaluate them as part of larger instructional processes and to make rational and theory-based decisions and justify their decisions and actions as teachers. Their readiness to consume as possibly also conduct research enhances their ability to meet the challenges of the future (Toom et al., 2010).

Research-based teacher education not only enhances the teacher educators’ own professional development, but also enhances teacher students’ reflective and deep learning. By engaging in research-based activities, the students can acquire a set of highly valued competences, such as critical thinking, problem solving and reflective skills (Lunenberg, 2010). Thus, it is important, that teacher educators support the student teachers’ to become reflective practitioners with an inquiring attitude (see Toom et al., 2010), which they can learn not only from what their teachers say about how to teach, but most importantly, from how their teachers engage their students in collaborative and interactive teaching-learning activities (Berry, 2004).

To make research-based teacher education occur in practice, it should be made visible in the teacher education curricula. Secondly, the teacher education programmes should develop their students’ inquiry-oriented and research-oriented approach to their work and enhance their research skills. Becoming an inquiry-oriented reflective practitioner requires time and space to deeply reflect on theory, practice, and the link between them. Therefore, the curriculum of teacher education should provide possibilities for reflection and practicing new skills.

**Interdisciplinary learning**

*Content and Language Integrated Learning (CLIL)*

CLIL (Content and Language Integrated Learning) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language (Coyle, Hood & Marsh, 2010:1). The umbrella term of CLIL also includes a range of other language programs, such as bilingual education, English- medium of education or immersion programs (Coyle, 2007; Mehisto, Marsh, and Frigols, 2008). But CLIL differs from those language programs by its equal focus on both content and language (Coyle, 2008; Dalton-Puffer, 2008; De Zarobe, 2008; Marsh, 2012). Thus, this approach is neither language learning nor subject learning but a combination of both; hence, attention is given both to the language and the content. Contrary to the common belief, the CLIL instruction takes place with and through a foreign language and it is not the approach when non-language subjects are taught in the foreign language (Eurydice, 2006).

The reasons for introducing CLIL include provision of a more holistic educational experience for the student as well as content-and language-learning outcomes realized in class. Furthermore, benefits of CLIL are also linked with insights from interdisciplinary research within neurosciences and education (Coyle, Hood & Marsh, 2010). Due to these advantages CLIL is increasingly attracting stakeholders’ attention across continents.

In terms of the curriculum implementation, the CLIL approach is inclusive and flexible; it includes a range of models that can be adapted according to the age, ability and needs of the students (Coyle, 2007). Thus, implementing CLIL varies based on the context. In primary stage, language learning can be embedded across the curriculum and link with one or more subjects of the curriculum. For example, through specific themes or projects (e.g. lifestyle, sports, and holidays).

Secondary CLIL can make specific links between a language and a subject (e.g. history through Kazakh, science through English) or it can take a broader approach integrating language with parts of curriculum. More recently, CLIL is less aligned to a single subject and is evolving through links with a variety of subjects or themes. The content for lessons can include particular aspects of the curriculum for individual subjects. In practical terms, lesson planning involves joint effort across a number of subjects focusing on the cross-curriculum feature for the secondary curriculum. But there is a need for research to explore whether such an approach is compatible with the local context.

The existing curriculum models integrating CLIL vary in length from a single unit which comprise a sequence of 2-3 lessons to a more sustained approach through modules lasting half a term or more. Some successful cases include schools with bilingual sections where subjects are taught through the medium of another language for extensive periods (Coyle et al., 2010).

*STEM (Science, Technology, Engineering, Mathematics) education*

Interdisciplinarity in natural sciences and mathematics, so called STEM -education can be defined as “an effort to combine some or all of the four disciplines of science, technology, engineering, and mathematics into one class, unit, or lesson that is based on connections between the subjects and real-world problems” (Moore et al. (2014). Implementation and integration of engineering in K-12 STEM education. In S. Purzer, J. Strobel, & M. Cardella (Eds.), Engineering in Pre-College Settings: Synthesizing Research, Policy, and Practices (pp. 35–60). West Lafayette: Purdue University Press.). STEM -pedagogy in teacher education aims to prepare students to design, teach and develop research-based active learning STEM -lesson plans to educate competent citizens, who can access and make sense of science relevant to their lives and global perspectives (Feinstein, N. W., Allen, S., & Jenkins, E. (2013). Outside the pipeline: Reimagining science education for nonscientists. Science, 340(6130), 314-317.).

Active learning includes student centered active methods, such that project based education, and benefitting from diverse out of classroom learning environments and communities of learners and ICT. On the hand, Science education should also focus on competences with an emphasis on learning through science and shifting from STEM to STEAM (A = All) by linking science with other subjects and disciplines (Hazelkorn, Ellen & Ryan, Charly & Beernaert, Yves & Constantinou, Costas & Deca, Ligia & Grangeat, Michel & Karikorpi, Mervi & Lazoudis, Angelos & Pintó, Roser & Welzel-Breuer, Manuela (2015). Science Education for Responsible Citizenship. 10.2777/12626). In the ITE curricula in Kazakhstan, the A should include at least developing the English linguistic skills of teacher students (KAZ ITE D-3 Framework Report).

**Digitalisation in Education and Teachers’ Digital competence development**

New information and communication technologies (ICTs) provide teachers and learners with an innovative learning environment to stimulate and enhance the teaching and learning process. In this context, novel educational concepts such as online learning, or blended and hybrid learning are being developed (López-Pérez, Pérez-López & Rodríguez-Ariza, 2011). Hybrid or blended learning can be defined as the integration of face-to-face classroom instruction learning with web-based tools and materials (e.g. Garrison & Kanuka, 2004), as contrast to fully online learning. Blended or hybrid learning is becoming increasingly significant to complement traditional forms of learning. Often these two terms are defined similarly, but can also be differentiated. Blended learning can be defined as a mix of various event-based activities, including conventional face-to-face classrooms instruction, e-learning, and self-paced learning, while in hybrid learning a part of the learning activities and assignments are transferred from the face-to-face environment to the distance learning environment (see Valiathan, 2002, in Koohang, Britz & Seymor, 2006).

Blended forms of learning has the potential to enhance both the effectiveness and efficiency of meaningful learning experiences, and some researchers have suggested that blended learning has the potential to be even more effective and efficient when compared to a traditional classroom model (see Garrison & Kanuka, 2004). Other benefits of blended forms of learning include convenience, student satisfaction, flexibility and higher retention (Koohang, Britz & Seymor, 2006).

Especially in situations where student numbers are high, online, blended or hybrid forms of learning have the potential to provide greater opportunities for improved learning (Osguthorpe & Graham, 2003). In teacher education, student teachers can also learn from their teachers the use of various digital tools and platforms. Thus, not only teacher educators should have the skills to adopt digital tools in their teaching, but also student teachers should develop their digital skills during teacher education. Times faced with uncertainty and sudden changes, such as pandemics, require flexible and advanced use of digital tools and instructional practices functional in online contexts.

**Inclusion in education and recognition of different learners**

Inclusion in education is a principle which means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. Inclusion is based on several international United Nations declarations, such as the Salamanca Statement (1994) and The Universal Declaration of Human Rights (1948). Inclusive pedagogy is a pedagogical approach that is impacted by the sociocultural context of learning (Florian & Black-Hawkins, 2011) and it aims to respond to the diverse learning needs of students in as varied ways as possible.

The concepts of ‘inclusion’ and ‘diversity’ are reviewed in the teaching and education practices with the activities and arrangements that promote inclusion as the centre. The key words in education are educational equality, accessibility, individuality, lifelong learning and co-operation. The teacher training emphasizes on teachers’ perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. The teacher’s task is to teach and guide students to become lifelong learners while taking each student’s individual learning style into account. Four core values related to teaching and learning have been identified as the basis for the work of all teachers in inclusive education (European Agency). These core values are associated with areas of teacher competence. The areas of competence are made up of three elements: attitudes, knowledge and skills. All teachers must commit to the idea of equality for all students. (Saloviita, 2018.)

**Teachers’ professional development and change management**

Considering the dynamic and constantly changing nature of teachers’ work, teachers at all levels must be continuous learners throughout their professional careers. Teachers’ professional development needs to address simultaneously the teachers’ beliefs and conceptions and the improvement in their practices (Timperley & Phillips, 2003), as well as integration of theoretical and practical knowledge (Tynjälä, Häkkinen & Hämäläinen, 2004). Often an experience of a successful implementation in teaching changes teachers’ attitudes and beliefs, and therefore, positive experiences are central for teachers’ professional development (Guskey, 1989).

Development and growing as a teacher can be understood in different ways: 1) growing understanding of one’s content area, in order to become more familiar with what to teach; 2) getting more practical experience as a teacher, in order to become more familiar with how to teach; 3) building up a repertoire of teaching strategies, in order to become more skilful as a teacher; 4) finding out which teaching strategies work best for the teacher, in order to become more effective as a teacher, and 5) continually increasing understanding of what works for students, in order to become more effective in facilitating student learning (Åkerlind, 2007).

It is important to notice, that professional development of teachers is often a slow process. Furthermore, the development is not a linear continuum, but instead, the development may be interrupted by various reasons (Beijaard, Meijer & Verloop, 2004). Some teachers may experience change and development as threatening and change processes often include feelings of anxiety or uncertainty (Postareff et al., 2008). Such negative emotions towards the change may narrow the teacher’s attention (Fredrickson, 2001). Therefore, it is important to ensure that teachers receive enough support from diverse sources (e.g. peers, supervisors, work environment) and encouraging feedback. It is also important for teachers to understand, that failures are part of the teachers’ professional development, and mistakes should be seen as learning opportunities. When teachers have the possibility to share experiences and engage in collaboration with their peers, it has been shown to have positive influences of their learning and development (Voogt, et al., 2011). When teachers feel well and are engaged in their work, they are more likely to engage in pedagogical practices that promote their development (Fredrickson, 2001) The development of teaching is, at best, a continuous process, and thus, teachers should be encouraged to reflect on their own teaching on a continuous basis to increase their pedagogical awareness (Parpala & Postareff, 2021).

Teachers should also be provided with agency, which refers to the teacher’s possibilities to influence, make decisions and take actions. The aim of exercising agency is to create new work practices and transforming the course of activities (Hökkä et al., 2012). When teachers have a possibility engage in development and changes, and when they experience that their opinions truly matter, they are likely to become highly engaged in their work (e.g. Day, Elliot & Kington, 2005; Pyhältö et al. 2012).

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