**PROPOSAL FORM FOR AN ACADEMIC PROGRAMME**

**Kazakh language and literature**

Approved for 2023-2027

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# 1. General information

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| **1.1. Curriculum title** | **Kazakh language and literature** |
| **1.2. Curriculum developing team:** | |  |  | | --- | --- | | **Leader university** | **Member universities** | | Ye.A.Buketov Karaganda State University | Pavlodar Pedagogical University | |  | Shakarim University of Semey | |
| **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) "*Kazakh language and literature*" 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) "*Kazakh language and literature*" is a teacher education programme for pre-service teachers who wish to specialize in teaching Kazakh language and literature in educational establishments (schools, colleges, high schools). EP consists of a pedagogical component 60 academic credits (incl. pedagogical practice), a compulsory component 56 academic credits, and a subject component 124 academic credits (incl. a final attestation of 8 academic credits).  Subject component consists of 5 modules: "Modern Kazakh literary language: theoretical foundations", "Theory and history of literature", "Interdisciplinary and linguistic culture", "Methodological specialization", "Professional specialization".  EP is combined for both schools with Kazakh and Russian as the language of instruction, designed to train a single-level subject teacher in "Kazakh language and literature". EP focuses on the development of pre-service teachers’ professional (functional) competence through mastering the methods of literary, scientific, official, business, political, legal, and economic languages in all areas of science through pedagogical and methodological competence. EP educates pre-service teachers who will teach Kazakh language and literature in Kazakh and Russian schools and secondary education organizations of all types, according to the needs of Kazakh society (Kazakh-Russian bilingualism). EP is developed based on methods of teaching the Kazakh language to both native and non-native speakers and in line with the latest innovative international language learning practices. During the EP, pre-service teachers learn to apply methods of teaching considering various needs of learners as well as to develop education by linking it to the national worldview and global education.  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 subject training in the Kazakh language**   1. Pre-service teachers have an understanding of the modern Kazakh language as a system. They know and are able to apply language rules (phonetics, vocabulary, word formation, morphology, syntax) when speaking, in written and oral speech. They also know the history of the modern Kazakh language, and its scientific characteristics and place in world science. Pre-service teachers understand the laws of the Kazakh language and its theoretical foundations, as well as scientific Kazakh language. They know the language terminology. Pre-service teachers have skills to implement language education in schools considering the theoretical foundations of each language area.  2.Pre-service teachers speak the Kazakh language in its literary form, in various types of speech activity necessary for successful communication (speaking, listening, writing, reading) and in all forms and types of communication, including virtual communication. They are proficient in the norms of Kazakh speech, style and genre diversity. They are able to make the right choice of linguistic means in accordance with the norms of the Kazakh literary language in different situations, taking into account different social and stylistic contexts. They know the ethno-cultural foundations of the Kazakh language in cultural communication, and the pragmatic features of the use of language forms.  3. Pre-service teachers are able to teach the Kazakh language in connection with the culture and philosophy of the Kazakh people and to compare the linguistic facts of Russian and Kazakh cultures. They are able to perceive the Kazakh speech and Kazakh culture, and create their own statements taking into account the conditions and tasks of tolerant communication in the Kazakh socio-cultural space.   * **Competence area for subject training in literature**   4. Pre-service teachers know the main provisions and concepts in the field of literary theory, the history of the development of Kazakh literature, its periodization, as well as the current state and place in world culture: They know about genera and genres of literary texts as well as methods and trends in the works of outstanding writers. They know the basic theoretical and methodological principles, and the conceptual and terminological apparatus in the field of literary studies. They are able to interpret and conduct literary analysis of Kazakh literary texts;  5. Pre-service teachers have the skills of perception, forecasting, interpretation, understanding the essence of information, assessing the text read, and dialogue with the author as types of speech action covered in the educational process. They are able to choose a reading strategy, extract value information and use it in various socio-cultural situations. They also know the communicative and potential educational works of Kazakh fiction, understand the belonging of Kazakh literature to the sphere of artistic culture and are aware of its specificity as the art of the word. They are ready to involve students in the process of reading and learning to read (artistic) texts.   * **Competence area for training in the interdisciplinary field**   6. Pre-service teachers have speech skills as a subject teacher. They know how to link interdisciplinary subjects with core subjects and how to build relationships between subjects. They know and are able to demonstrate in practice the basics of competent professional speech. They also know the patterns and rules of the Kazakh literary language and are able to use it competently depending on grammatical features and apply it in the context of correct pronunciation, and conversation. Pre-service teachers have skills of comparative grammar teaching of Kazakh and Russian languages and they can apply the method of comparison in teaching the language in different conversational styles: they can competently use the theoretical foundations of language knowledge in practice and in the classroom. They can also quickly adapt, and skillfully form their knowledge in different environments. They also have skills to analyze language and literary facts, philological analysis and text interpretation.  7. Pre-service teachers are able to build competent communication in the professional and academic environment in the Kazakh language. They are able to create written academic texts on philological topics in the Kazakh language as well as pedagogical and methodological texts. They are competent in methodological analysis of the subject.   * **Competence area for Subject-methodical development**   8. Pre-service teachers have the command of methodological tools for teaching the Kazakh language and literature in groups, with the Kazakh and Russian language of teaching, and have the knowledge of modern technologies of teaching the Kazakh language and Kazakh literature. They have the skills of effective application of teaching methods, and they are able to apply digital technologies in their professional activities. They know how to apply the skills of sorting, planning, analyzing and collecting, and evaluating learning materials, and they know how to apply the ideas, rules and principles of teaching and education in their professional activities.  9. Pre-service teachers are able to apply the latest methods of teaching the subject. They can recognize and adapt to changes in the field of education and strive for self-development by improving their subject and methodological qualifications.  10. Pre-service teachers have traditional and modern methods of assessing the results of students in the Kazakh language and Kazakh literature as well as skills to carry out pedagogical monitoring, develop assessment and evaluation material on the subject, and interpret the learning results. They are capable of reflective activity (self-esteem, self-control, self-development) at all stages of teaching the subject and able to apply their knowledge in the field of language / literature for adaptation in the modern information space.   * **Competence area for Scientific and professional development**   11.Pre-service teachers have research skills and critical knowledge management skills in the field of Kazakh linguistics and literary (analysis, processing, systematization of information; modeling, forecasting, design of scientific activity). They are able to carry out research activities in the field of language / literature. They can apply empirical research methods and are also able to direct the research work of students. Pre-service teachers are able to competently create professional, business and information documents and scientific articles having the necessary language skills (style, vocabulary, text structure, etc.). They are proficient in the methods of linguistic and hermeneutic analysis of the text and are prone to conduct research activities within the subject. They can critically analyze and apply concepts, as well as theories in linguistics and literary. They are prone to self-development through advanced training as well as application of the results of the study of their professional activities. They are able to criticize scientific ideas and prove them. |
| **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** | | **MODERN KAZAKH LITERARY LANGUAGE: THEORETICAL FOUNDATIONS** | **31** | | **University component** | **31** | | Phonetics of the Kazakh language and the basics of teaching | 5 | | Lexicology of the Kazakh language and the basics of teaching | 5 | | Word formation and basics of teaching the Kazakh language | 6 | | Morphology of the Kazakh language and the basics of teaching | 5 | | Kazakh language syntax and basics of teaching | 10 | | **THEORY AND HISTORY OF LITERATURE/LITERARY STUDIES** | **34** | | **University component** | **34** | | Kazakh folklore and the basics of teaching | 4 | | Literature of the ancient and Khan eras and the basics of education | 5 | | Kazakh literature of the XIX century and the beginning of the XX century and the basics of teaching | 5 | | Kazakh literature in the years of Independence and the basics of teaching | 3 | | Contemporary Kazakh literature and the education system | 5 | | World literature and the basics of teaching | 6 | | Theory of literature | 4 | | **INTERDISCIPLINARY AND LANGUAGE CULTURE/ LANGUAGE COMMUNICATION** | **24** | | **University Component** | **24** | | Reading literacy and the basics of teaching | 5 | | Spelling and punctuation of the Kazakh language | 5 | | Comparative grammar | 5 | | History of Kazakh writing | 5 | | History of Kazakh Grammar | 4 | | **methodological specialization / Learning methods and technology** | **13** | | **University component** | **13** | | Basics of creating lesson plans in the Kazakh language and literature | 5 | | Theory and technology of teaching the Kazakh language | 4 | | Theory and technology of teaching Kazakh literature | 4 | | **PROFESSIONAL SPECIALIZATION/QUALIFICATION** | **14** | | **University component** | **10** | | Kazakh Metalanguage and the Basics of Academic Writing | 5 | | Text and Linguocultural Analysis | 5 | | **Optional Component** | **4** | | Hermeneutical analysis of a work of art | 4 | | Nomination Theory and Basics of Text Composition | | Linguistic Space and Ecology of the Kazakh Language | | **FINAL ATTESTATION** | **8** | | **Total academic credits** | **124** | |
| |  | | --- | | **Modern Kazakh literary language: theoretical foundations 31 academic credits** | | This module develops pre-service teachers' linguistic and professional communicative competences: knowledge of the laws of the Kazakh language, theoretical foundations (lexical, phonetic, word-formation, morphological, syntactic), skills of complex linguistic analysis, linguistic terminology, and teaching the theoretical foundations of each language area at school. |  |  |  | | --- | --- | | Course title | **Phonetics of the Kazakh language and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Modern Kazakh literary language: theoretical foundations 31 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   During the course pre-service teachers study the foundation for correct speech and writing by mastering the phonological and phonetic theoretical foundations of language, the features of the phoneticsof the Kazakh language, sound formation, and the nature of language patterns. Pre-service teachers master the phonetic and phonological features of the language, its laws, the formation of skills for using phonetic analysis in their professional activities. Pre-service teachers learn to form the concepts of correct pronunciation, correct speech and writing, phoneme transcription, and phoneme understanding. They can explain the theoretical foundations and teach phonetic analysis. Pre-service teachers master the philosophy of language, the correctness of speech in communication, the laws of correct writing and the correct interpretation of information about the sound of the language. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the theoretical concepts of the phonetic system and phonological structure, patterns, internal features of the Kazakh language; * apply phonetic terminology and transcription; * apply methods of complex phonetic analysis; * teach the phonetics of the language in theory and practice; * analyze phonetic phenomena and language transcription, phonetic and intonation of the text; * use phonetic features of written and oral speech; * determine the features and significance of the subject and demonstrate methods of phonetic analysis; * apply information regarding the phonetics of the Kazakh language; * evaluate the subject from the point of view of learning; * apply the acquired knowledge in their professional activities. |  |  |  | | --- | --- | | Course title | **Lexicology of the Kazakh language and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Modern Kazakh literary language: theoretical foundations 31 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learn about the theoretical features of the vocabulary of the Kazakh language, and the methods of correct use of each word in literary, literate speech, teaching them the structure of the word, vocabulary, meaning in theory and practice. They understand the role of the vocabulary and structure of the Kazakh language, phraseology, the importance of words in literate, literary, and cultural speech, and can explain the literary, formal, scientific use of words in the form of speech. Pre-service teachers know how to explain the theory of vocabulary of the Kazakh language and how to teach the correct meaning and use of words. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the lexical and phraseological system, the main categories of the Kazakh literary language; * understand the paradigmatic, syntagmatic connection in lexical and phraseological units, the relationship of lexical units * explain the vocabulary of the Kazakh language. * distinguish between concepts and meanings; * analyze words according to their meaning; * understand the theoretical foundations of the discipline; * analyze words in context according to the meaning of the context; * apply knowledge of complex lexical analysis and lexical units. |  |  |  | | --- | --- | | Course title | **Word formation and basics of teaching the Kazakh language** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Modern Kazakh literary language: theoretical foundations 31 academic credits | | Academic credits | 6 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learnto teach the theory of word formation, the concepts and units of word formation, and the synchronous and diachronic types of word-formation analysis. They learn to show the ways of word formation and word-formation techniques and develop their knowledge of the word-formation character of the words of the Kazakh language, as well as the functions of word-formation units and word-formation techniques. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the scientific and theoretical foundations of word formation; * explain the system of word formation analysis and the word-forming suffixes; * apply knowledge of the word formation in teaching * distinguish between derived words; * make a word-formation nest, a word-formation pattern; * conduct word-formation analysis * apply word-formation techniques * make words synchronous/diachronic |  |  |  | | --- | --- | | Course title | **Morphology of the Kazakh language and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Modern Kazakh literary language: theoretical foundations 31 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers study the morphological categories in the Kazakh language and learnto teach the system of transformation of words of the Kazakh language. They learn to give knowledge about grammatical categories in the Kazakh language. They also develop their understanding of grammatical concepts. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the scientific theory of the morphology of the Kazakh language; * competence knowledge of the word conversion system, * competence possession of morphological categories * understand the meanings of affixes of the Kazakh language; * explain lexical and grammatical categories * teach the morphemic structure of the word, types of morphemes; * explaine re-educational suffixes and word-formation suffixes; * conduct morphological analysis. |  |  |  | | --- | --- | | Course title | **Kazakh language syntax and basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Modern Kazakh literary language: theoretical foundations 31 academic credits | | Academic credits | 10 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers canexplain the features of the phrases and sentences structure of the Kazakh language, signs, syntax theory. They study the theoretical foundations of the structure, types of phrases and sentences in the Kazakh language, and the importance of the subject in terms of the correct transmission of thought. They also learn the signs and functions of the phrases and sentences types in the Kazakh language. Pre-service teachers learn to teach students to analyze the types of sentences. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the theory of syntax and the syntactic structure of the Kazakh language; * distinguish between units of syntactic concepts; * make proposals according to the norms of the modern Kazakh literary language; * conduct a comprehensive analysis of phrases, types of sentences; |  |  | | --- | | **Literary theory and history 34 academic credits** | | This module forms the literary and cognitive competence of pre-service teachers. Pre-service teachers gain deep knowledge about the stages of development and formation of the history of Kazakh literature, directions and concepts of the theory of Kazakh literature, and patterns of development of world literature. They learn the basics of teaching literature at school. |  |  |  | | --- | --- | | Course title | **Kazakh folklore and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Literary theory and history 34 academic credits | | Academic credits | 3 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learnabout the social significance and features of folklore, folklore and written literature, and types of folk literature. They learn to form students’ understanding of the nature and origin, distribution, preservation of the heritage of Kazakh folklore, as well as the classification of genres. Pre-service teachers learn to teach their students to analyze and expand their worldview through folklore. They learn to teach students to analyze theoretical knowledge about the origin of Kazakh folklore, genre features, collect information, understand and interpret various texts. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * use oratorical skills and logical thinking * explain national values, the history of Kazakh folklore, folklore studies and folklore research; * explain the poetics of traditional folklore, the ideological and aesthetic values of folklore heritage; * demonstrate deep theoretical knowledge of Kazakh folklore; * use theoretical knowledge of Kazakh folklore in teaching and combine it with practice * describe the characteristics of Kazakh folklore and its influence on the formation of written literature; * distinguish the genre structure and features of Kazakh folklore * apply the basic subject knowledge in teaching Kazakh folklore; |  |  |  | | --- | --- | | Course title | **Literature of the ancient and Khan eras and the basics of education** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Literary theory and history 34 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learn the content of literature common to the Turkic-speaking peoples and the literature of the Kazakh Khanate, the works of scientists who studied the literature of this period. They determine the place of ancient literary relics in Kazakh literature and understand the influence of the ancient Turkic world and the heritage of the Khan era on the spiritual development of students and on the formation of their socio-political and social views. They can provide complete theoretical knowledge to students about the history of Kazakh literature of the ancient and Khan eras, the content of the works of outstanding representatives by explaining the basics of literature of this era and attracting students to their own research. Pre-service teachers demonstrate the basics of national literature in teaching. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * describe the literary and cultural monuments common to the Turkic literature of antiquity; * understand and comment on the poetry of akyns and storytellers; * analyze information about the Kazakh Khanate, its attitude to literature * explain the centuries-old history and period of literature common to the Turkic-speaking peoples; * describe the works of literary figures of the XV-XVIII centuries; * understand the ideological values of the heritage of the XV-XVIII centuries.; * Master subject knowledge |  |  |  | | --- | --- | | Course title | **Kazakh literature of the XIX century and the beginning of the XX century and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Literary theory and history 34 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers studythe development and periods of literature of the XIX and early XX centuries and the biographies of outstanding writers of this period. They get familiarized with the creative searches, fundamental research and works about them to be able to understand and explain the importance of the course. They also study the development of literary genres, translations, literary criticism, and prose. They learn to show their students the influence of historical and social conditions of the XIX - early XX centuries on literary trends. They discuss the thematic basis of the work of poets and writers, the continuity of epochs, the continuity of traditions, and ways of explaining them in the education system. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * speak a literary language * explain literary cognition and the ownership of national values * Master subject knowledge * describe the main literary motives in Kazakh literature; * explain the formation and development of written literature; * describe the works of poets and writers of this period; * analyze thematic, ideological, artistic features of works |  |  |  | | --- | --- | | Course title | **Kazakh literature in the years of Independence and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Literary theory and history 34 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers examine the development of Kazakh literature in the years of independence, the deepening of the national character in Kazakh poetry, and the theme of independence in the works of poets. They also study the works written at the turn of the XX and XXI centuries in connection with public opinion in the analysis. They conduct scientific and theoretical analysis and explanation of the literary process and artistic work in the years of independence, and discuss the ways of artistic and aesthetic development. Pre-service teachers learn to teach students to understand the influence of literature of that period on their spiritual development as well as the formation of their socio-political and social views. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * Deeply understand the characteristics and genres of the development of Kazakh literature in the years of independence * express an opinion about the ideological and aesthetic value of works; * explain the national ideological orientation of literature and the formation of national identity * Master the heritage of figures of Kazakh literature of the period of independence; * present works related to prose, poetry and drama, innovative research in the genre of satire, innovative literary criticism and literary criticism |  |  |  | | --- | --- | | Course title | **World literature and the basics of teaching** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Literary theory and history 34 academic credits | | Academic credits | 6 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers studythe regularities of the development of world literature, and the artistic features of works through the prism of social characteristics of the world. Through the study of world literature, pre-service teachers’ worldview expands. They learn to master the main trends of world literature through the analysis of literary works. They analyze and compare the connections and features of world literature and Kazakh literature. They also analyze the connection of the artistic significance of works with the social situation in modern culture. Pre-service teachers learn to explain their students the laws of the development of world literature and understand the significance and specifics of teaching of world literature figures in the school curriculum. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * Understand the formation, development, directions and concepts of the history of world literature * compare Kazakh and world literature; * apply theoretical knowledge of world literature in practice * explain the ancient Greek and Roman literature, and the genres and styles of world literature, prose, poetry of the XVII century * describe the characteristics of Western and Eastern literature of the XIX century; * explain the modern literary trends of world literature |  |  |  | | --- | --- | | Course title | **Literature theory** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Literary theory and history 34 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 subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers study the methods of analysis and examination of a work of art by mastering the basics of theoretical concepts in literature. They demonstrate the theoretical foundations of the field of literature required as a Kazakh teacher at school. They also learn about the definition of the literary process, genera and types of literature, artistic techniques, trends, and directions. Pre-service teachers study the features of fiction as art and its ideological essence and social nature, the laws of development and the principles of the analysis of a work of art. They learn to master the theoretical concepts and categories in literary studies. They also learn to master the methods of analysis of any type of text and to teach their students to recognize the aesthetic nature of a work of art. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * comprehensively reveal and explain the compositional structure of the literary text, the structure and rhythm of the poem; * distinguish between the artistic means used by the author; * explain the author's connection with the character; * master the basic concepts of literary kind and type, literary schools and various trends and styles * explain the subject concepts, rules, methods of theoretical analysis; * apply theoretical knowledge of the discipline in practice |  |  |  | | --- | --- | | Course title | **Modern Kazakh Literature and the basics of teaching** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Literary theory and history 34 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers analyze the direction and content of modern Kazakh literature. They learn to teach their students the creativity of modern poets and writers and to explain to them the ideological and artistic features of their works. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the ideological principles of modern Kazakh literature and the direction of research of modern Kazakh literature; * critically analyze contemporary works * analyze the works of modern Kazakh literature |  |  | | --- | | **Interdisciplinary and language culture 24 academic credits** | | This module increases pre-service teachers’ level of subject literacy, and they acquire skills in competent use of the norms and rules of the Kazakh literary language (orthoepic, grammatical, stylistic, functional). Pre-service teachers build profound knowledge on the grammatical features of the Kazakh language by comparing its grammar to the grammar of Russian language. They also study the theoretical foundations of linguistics and their application to practical classes. |  |  |  | | --- | --- | | Course title | **Fundamentals of functional literacy and learning** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Tasks: formation of logical, grammatical literacy through practical linguistic analysis; improvement of reading and writing skills, logical analysis skills of students; improvement of the competence of reading literacy (functional literacy).  Significance of the discipline: It is necessary when teaching students at school the methods of linguistic, literary, logical analysis for mastering the reader's literacy.  Pre-service teachers learn toidentify and systematize the general linguistic knowledge and understanding of the logical analysis of students in each school from the point of view of reading literacy. They conduct practical linguistic analysis and form their logical and grammatical literacy skills as well as improve their reading literacy (functional literacy). They also learn to teach the methods of linguistic, literary, and logical analysis to improve students’ literacy. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * voice a critical opinion, * master the basics of reading literacy * conduct linguistic, logical analysis of the text; * improve students’ oral/written language skills; * determine the main idea and content in the text; * demonstrate logical, grammatical literacy; * Master the four skills of reading literacy. |  |  |  | | --- | --- | | Course title | **Spelling and punctuation of the Kazakh language** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers carry out a theoretical differentiation of the rules of writing and linguistics of words of the Kazakh language. They learn to master the spelling rules and the theory of punctuation marks of the Kazakh language. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * demonstrate general language competences and knowledge of punctuation and spelling rules * conduct spelling analysis; * use punctuation marks of the Kazakh language; * Master the legality of writing words of the Kazakh language |  |  |  | | --- | --- | | Course title | **Kazakh writing** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers develop the formation of Kazakh writing, deepening the ideas about sound and sign, sound and letter, letter and sign communication, as well as the knowledge of the history of Kazakh writing. They conduct a theoretical analysis of the former and modern forms of the Kazakh alphabet. Pre-service teachers learn to provide their students information about the formation of the Kazakh script and to explain and analyze the historical stages of the Kazakh script. They learn to give complete theoretical knowledge about Kazakh writing. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * fully master the information about the Kazakh script, the basic concepts of Kazakh writing, and the history of the formation and development of Kazakh writing * explain the types of Kazakh writing and the types of symbols related to the Kazakh script * descripbe the period of formation of the modern type of writing |  |  |  | | --- | --- | | Course title | **Comparative grammar** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learn to teach the representatives of other nationalities to show linguistic characteristics and use them in language teaching by comparing the grammar of the Kazakh-Russian language. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain linguistics, the subject connections; the theory of spelling of two languages * distinguish grammatical features * compare the grammar of Kazakh / Russian language; * conduct phonetic, grammatical analysis of two languages; * Master the grammar of two languages |  |  |  | | --- | --- | | Course title | **The style of the Kazakh language** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learnto improve the culture of writing and speech in different styles by identifying the national characteristics of the Kazakh language, stylistics, features of sentence construction, and the use of written speech. They also learn to teach their students to apply the knowledge of the stylistics of the Kazakh language in educational activity. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * describe the language culture; * explain the rules of the literary language, the theory regarding style types, and the basics of the literary language * use the language style orally/in writing. * explain the basics of teaching and learning language culture; * rationally apply theoretical knowledge in oral/written style; |  |  |  | | --- | --- | | Course title | **Features of the Kazakh language in oral, written and virtual communication** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 academic credits | | Academic credits | 3 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers form their communication competences in the professional sphere in the Kazakh language in various fields of activity. They learn to teach their student the use of the features of the oral/written language of the Kazakh language. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * develop students’ language skills. * communicate in Kazakh; * use the speech means of the Kazakh language orally / in writing; * master communication skills. |  |  |  | | --- | --- | | Course title | **Historical grammar of the Kazakh language** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Interdisciplinary and language culture 24 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 subject training in the Kazakh language (1,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers learn to explain to their students the historical basis and the grammar of the Kazakh language through scientific and theoretical concepts. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * apply an interdisciplinary approach; * describe scientific analysis, differences, juxtaposition, development of language skills. * reveal the basics of Kazakh historical grammar; * explain historical grammar, and its research and development, * conduct an analysis of historical historical comparative grammar; |  |  | | --- | | **Methodological specialization 13 academic credits** | | This module is aimed at the formation of pre-service teachers' competences based on professional, methodological, and innovative activities. The module develops pre-service teachers' abilities to teach Kazakh language and literature with Kazakh and Russian languages of instruction. Pre-service teachers develop their skills in effective use of Kazakh language and literature teaching technologies and in adaptive use of other new innovative technologies. They become capable of solving methodological problems in accordance with modern requirements in achieving specific educational results. |  |  |  | | --- | --- | | Course title | **Basics of creating lesson plans in the Kazakh language and literature** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Methodological specialization 13 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7) * Competence area for Subject-methodical development (8,9,10)   Pre-service teachers demonstrate the theoretical foundations of the Kazakh language and literature and learn the correct and effective use and application of methods and techniques of teaching the Kazakh language and literature in hands-on learning. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * design the methodological guidelines, documents on the Kazakh language * develop models of teaching the Kazakh language and literature, and also models of online teaching such as models for computer lessons * implement online/distance education * make a lesson plan in the Kazakh language; * Master the programs of the Kazakh language and literature; * make a calendar, periodic plan for teaching; |  |  |  | | --- | --- | | Course title | **Theory and technology of teaching the Kazakh language** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Methodological specialization 13 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 subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7) * Competence area for Subject-methodical development (8,9,10)   Pre-service teachers develop their ways of teaching the Kazakh language through a demonstration of the teaching technology and an explanation of its theoretical foundations. They learn to consider and analyze the theory and technology of teaching the Kazakh language at school, as well as the explanation of methods and technologies of teaching the Kazakh language. They explain the basics of the theory and technology of teaching the Kazakh language. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * combine theory with practice of teaching the Kazakh language; * apply the types of technologies of teaching the Kazakh language (developmental training; step-by-step training, level training, computer technology, etc.) * conduct result-oriented lessons * give feedback to students |  |  |  | | --- | --- | | Course title | **Theory and technology of teaching Kazakh literature** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Methodological specialization 13 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 subject training in the Kazakh language (3) * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7) * Competence area for Subject-methodical development (8,9,10)   Pre-service teachers introduce and analyze methods and technologies of teaching literature, and ways of their application. They demonstrate them in practice and provide explanation and analysis of the chosen methods and types of technology of teaching Kazakh literature. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the theory of teaching Kazakh literature; the types of technologies, methods and techniques of teaching the Kazakh literature * apply methodological guidelines for teaching Kazakh literature; * make a lesson plan in the Kazakh literature; * choose methods of teaching literature; |  |  | | --- | | **Professional specialization 14 academic credits** | | This module forms the linguistic, cultural, scientific, and subject competences of pre-service teachers. Pre-service teachers develop language skills (style, vocabulary, text structure, etc.) necessary for the competent writing of professional, business, informational documents, scientific articles and texts. They can apply the methods of linguoculturological and hermeneutical analysis of the text and are able to conduct research in the subject area. |  |  |  | | --- | --- | | Course title | **Kazakh Metalanguage and the Basics of Academic Writing** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Professional specialization 14 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7) * Competence area for Scientific and professional development (11)   Pre-service teachers learn the basics of academic writing, its rules and types, the structure, the principles, and methods. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * understand and describe the principles, the structures of the types of scientific research; * explain the basics, general rules, methods and types of academic writing; * explain the requirements, language rules, structures, and methods of the types of academic writing; * distinguish the features and functional significance of scientific and journalistic texts; * expand the academic vocabulary; * use scientific style and other stylistic vocabulary when writing an academic essay, abstract, thesis, scientific text, report, scientific analysis, report, recommendation letter; * preserve the language of the academic text, the methods of using units, the text system, the integrity of the topic, and the scientific style; * analyze scientific texts and justify own opinions, findings and conclusions |  |  |  | | --- | --- | | Course title | **Text and Linguocultural Analysis** | | Component | Subject component, University component | | Cycle | Major disciplines | | Module | Professional specialization 14 academic credits | | Academic credits | 6 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7) * Competence area for Scientific and professional development (11)   Pre-service teachers study scientific and theoretical concept of the text and expand its understanding. They learn about the text, explain the basic theory and the linguistic and cultural analysis of the text. They demonstrate the methods of linguistic and cultural analysis of the text and explain the meaning of linguistic and cultural analysis. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the basic theory, concepts and categories of textology, the theory, methods, concepts, and units of linguistic and cultural analysis of the text, the types and structures, and functional features of the text, as well as the types of emotional evaluation of the read text * apply methods of synthetic, analytical, analytical-synthetic text analysis * analyze types of text; * accept an artistic text in its original form * understand the perception of the subject of the text in its original form * perceive the entire text, when reading * know the types of emotional evaluation of the read text; * identify and know the description of the surface value; * summarize the topic of the text after analysis; * analyze the language units describing the value of the text |  |  |  | | --- | --- | | Course title | **Hermeneutical analysis of a work of art** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Professional specialization 14 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 subject training in the Kazakh language (3) * Competence area for subject training in literature (4,5) * Competence area for training in the interdisciplinary field (6,7) * Competence area for Scientific and professional development (11)   Pre-service teachers study the concept of hermeneutical analysis of a literary text and methods of analysis. They analyze historical and literary texts and teach the methods of their analysis. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the theory, methodology, and concepts of hermeneutics, the methods of hermeneutical analysis of literary texts * apply teaching in a hermeneutic way |  |  |  | | --- | --- | | Course title | **Nomination Theory and Basics of Text Composition** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Professional specialization 14 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 subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers study the basics of nomination and text composition and learn to use them in professional activities. They explain the ways nominations appear in language. They study the text composition as an indicator of the ideal presentation of thematic thought. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * master the scientific and theoretical foundations of nomination; * demonstrate subject-language skills; * explain the cognitive and theoretical foundations of making a nomination; * compose texts. * see the objective need; * apply in life the knowledge gained on the subject; * understand the ways of making an advertising text |  |  |  | | --- | --- | | Course title | **Linguistic Space and Ecology of the Kazakh Language** | | Component | Subject component, Optional component | | Cycle | Major disciplines | | Module | Professional specialization 14 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 subject training in the Kazakh language (1,2,3) * Competence area for training in the interdisciplinary field (6,7)   Pre-service teachers study the ways to preserve and increase the use of the Kazakh language. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * explain the scientific and theoretical foundations of the subject, the rules of the literary language; * apply lexical, grammatical, semantic, stylistic rules of the modern Kazakh language; * identify and explain the basics of violation of language patterns, rules on language ecology; * recognize ecological/non-ecological characteristics of linguistic phenomena; * use competently the terminological language of the subject; * reveal and explain the linguoecological problems of the Kazakh language. |  |  | | --- | | **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 MODULE – 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** | | | | | | | | | | Phonetics of the Kazakh language and the basics of teaching 4 academic credits |  | 5 |  |  |  |  |  |  | | Lexicology of the Kazakh language and the basics of teaching 4 academic credits |  | 5 |  |  |  |  |  |  | | Word formation and basics of teaching the Kazakh language 6 academic credits |  |  | 6 |  |  |  |  |  | | Morphology of the Kazakh language and the basics of teaching 5 academic credits |  |  |  | 5 |  |  |  |  | | Kazakh language syntax and basics of teaching 9 academic credits |  |  |  |  | 5 | 5 |  |  | | Kazakh folklore and the basics of teaching 4 academic credits | 4 |  |  |  |  |  |  |  | | Literature of the ancient and Khan eras and the basics of education 5 academic credits |  | 5 |  |  |  |  |  |  | | Kazakh literature of the XIX century and the beginning of the XX century and the basics of teaching 5 academic credits |  |  |  | 5 |  |  |  |  | | Kazakh literature in the years of Independence and the basics of teaching 5 academic credits |  |  |  | 5 |  |  |  |  | | World literature and the basics of teaching 6 academic credits |  |  |  |  |  |  | 6 |  | | Literature theory 4 academic credits |  |  |  |  |  | 4 |  |  | | Reading literacy and the basics of teaching 5 academic credits | 5 |  |  |  |  |  |  |  | | Spelling and punctuation of the Kazakh language 5 academic credits |  |  |  | 5 |  |  |  |  | | Kazakh writing history 5 academic credits |  |  |  |  |  |  | 5 |  | | Comparative grammar 5 academic credits |  |  |  |  |  |  | 5 |  | | Historical grammar of the Kazakh language 3 academic credits |  |  |  |  |  |  | 4 |  | | Basics of creating lesson plans in the Kazakh language and literature 5 academic credits |  |  |  |  |  | 5 |  |  | | Theory and technology of teaching the Kazakh language 5 academic credits |  |  |  |  | 4 |  |  |  | | Theory and technology of teaching Kazakh literature 5 academic credits |  |  |  |  | 4 |  |  |  | | Kazakh Metalanguage and the Basics of Academic Writing 5 academic credits |  |  |  |  |  | 5 |  |  | | Text and Linguocultural Analysis 5 academic credits |  |  |  |  |  | 5 |  |  | | Hermeneutical analysis of a work of art (optional) 4 academic credits |  |  |  |  |  |  | 4 |  | | Nomination Theory and Basics of Text Composition (optional) 4 academic credits |  | 4 |  |  |  |  |  |  | | Linguistic Space and Ecology of the Kazakh Language (optional) 4 academic credits | 4 |  |  |  |  |  |  |  | | **FINAL ATTESTATION – 8 academic credits** | | | | | | | | | | Final attestation |  |  |  |  |  |  |  | 8 | | **Academic credits in total** | **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. |

# 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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