

EDUCATIONAL PROGRAM

«6B01314 – Pedagogy and methods of primary education»

Academic Committee:

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Reviewed and recommended at the meeting of the Committee on Academic Work
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Minutes № 4

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Approved at the meeting of the Academic Council from 25.02 2025,
Minutes № 6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN
NJSC «ALKEY MARGULAN PAVLODAR PEDAGOGICAL UNIVERSITY»

Approved
by the Board
of the Non-Profit Joint Stock
Company
«Alkey Margulan Pavlodar
Pedagogical University»
Dated _____, 20____
Minutes № _____

EDUCATIONAL PROGRAM
«6B01314 – Pedagogy and methods of primary education»

6th NQF Qualification level

Agreed

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Pavlodar, 2025

PASSPORT OF THE EDUCATIONAL PROGRAM

«Code and name of the educational program»	6B01314 – «Pedagogy and methodology of initial training»
Registration number and date of registration in the UHEP registry	6B01300098 20.06.2025 update date -
Education area code and classification	6B01 Educational Sciences
Code and classification of areas of training	6B013 Teacher training without subject specialization
Group educational programs	B003 Pedagogy and methodology of initial training
Level on NQF	6
Level on SQF	6
EP type	Current EP
Distinctive features of the EP: JEP TDEP	TDEP
Language of training	kazakh, russian
Form of training	in person
Term training	4 years
Loan volume	240
Academic degree awarded	Bachelor
Qualifications awarded (main, additional)	Primary school teacher//Primary school teacher and additional education teacher
Availability of a license and an appendix to the license in the area of personnel training	-
Professional standard	Professional standards for teachers in educational organizations
EP accreditation, name of the accreditation body, validity period of the accreditation	
The goal educational programs: Training of a competitive primary school teacher with solid knowledge, research and language competencies, ethical and leadership qualities, capable of working in a multicultural educational environment of Kazakhstan and Mongolia	
EP training results (up to RO 10-12) are	
EO1 – Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia	
EO2 – Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	
EO3 – Analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries	
EO4 – Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	
EO5 – Have self-learning and continuous professional development skills within the framework of regulatory documents in the field of primary education in Kazakhstan and Mongolia	
EO6 – Master the methodology of pedagogical research and academic writing, applying them in the context of comparative analysis and development of primary education in the two countries	

EO7 – Apply interdisciplinary knowledge and analyze the relationships between pedagogical phenomena in the educational practice of Kazakhstan and Mongolia
EO8 – Observe the principles of academic integrity and ethics in scientific and pedagogical activities
EO9 – Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education
EO10 - To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia
EO11 - Develop and implement adapted educational programmes and individual learning trajectories for students with special educational needs in the educational systems of Kazakhstan and Mongolia
EO12 – Show a desire for personal, professional and physical development, developing leadership qualities and readiness for teaching activities in a transnational educational space

**Results analysis spheres professional activities
(based on professional standard)**

Occupation: Teacher primary school	Mandatory labor functions:	<ol style="list-style-type: none"> 1. Implementation of the educational process. 2. Assessment of students' educational achievements. 3. Introducing students to the value system. 4. Implementation of educational and methodological activities. 5. Implementation of classroom management
Labour function 1: Implementation of the educational process.	Skill 1: Planning the educational process.	<p>Skills:</p> <ol style="list-style-type: none"> 1. Choose appropriate teaching and assessment methods, taking into account the age characteristics of students. 2. Use new approaches, effective forms, methods and means of teaching, taking into account the individual needs of students. 3. To take account of the individual needs of a pupil with special educational needs. 4. Comply with the requirements for protecting the life and health of students during the educational process, including in the digital environment. 5. Possess the skills of analyzing organized educational activities, educational process. 6. Set educational goals, carries out short-term and medium-term planning. <p>In addition to the previous one</p> <p>For sub-level 6.1: - plan training sessions, choose methods based on the individual characteristics of the students.</p> <p>For sub-level 6.2: - choose appropriate technologies and strategies for teaching, assessment, taking into account the difficulties of assimilation.</p> <p>For sub-level 6.3: - design the learning process based on the individual characteristics of the students.</p>

		<p>For sub-level 6.4: -design the teaching-production process based on the subject/discipline's own teaching methodology.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Regulatory legal acts in the field of primary education. 2. Content of the academic subject, teaching and assessment methods. 3. Fundamentals of pedagogy, general and developmental psychology, inclusive education. 4. Fundamentals of safety, protection of life and health of students. 5. Requirements for personal labor protection and compliance with personal safety standards
	<p>Skill 2: Organization of the educational process.</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. Apply learning technologies and educational resources, including digital technologies and content, to the learning process to expand learning and education opportunities. 2. Develop the knowledge, skills and abilities of students in the field of language and literature, mathematics and computer science, natural science, knowledge of the world, technology and art, physical education. 3. Maintain a mandatory list of documents approved by the authorized body in the field of education. 4. Ensure the protection of the life and health of students during the educational process, including in the digital environment. 5. Develop video and TV lessons 6. Ensure the development of students' research skills. 7. Provide education and upbringing to students taking into account the specifics of the subject being taught, in accordance with the state compulsory education standard. <p>In addition to the previous one</p> <p>For sub-level 6.1: - conduct the session in the light of the individual abilities and needs of the trainees on the basis of suitable assessment techniques and tools to achieve the expected results.</p> <p>For sub-level 6.2: - apply cross-curricular/interdisciplinary links, technologies and assessment strategies and take into account individual abilities and needs.</p> <p>For sub-level 6.3: - implement an integrated teaching process based on proprietary technologies and assessment strategies.</p> <p>For sub-level 6.4: - implement an integrated teaching process, taking</p>

		<p>into account the results of research into practice.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Content of the academic subject, educational process, teaching and assessment methods 2. Fundamentals of labor legislation, labor safety and health rules, fire protection, sanitary rules and regulations. 3. Fundamentals of teaching methods and teaching technologies, incl. informational. 4. Patterns of age and individual development. 5. Fundamentals of pedagogy and psychology. 6. Requirements for the equipment of classrooms. 7. Managing student behavior in the classroom.
<p>Labour function 2: Assessment of students' educational achievements.</p>	<p>Skill 1: Monitoring the progress and level of students' assimilation of educational content.</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. Apply a system of criterion-referenced assessment of students. 2. Carry out constant monitoring of students' educational achievements. 3. Instill an anti-corruption culture and academic integrity. 4. Develop assessment tools. 5. Apply assessment results to improve teaching practices. <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Criteria-based assessment methodologies 2. Methodology for lesson research and development of assessment tools. 3. Principles of anti-corruption culture and academic integrity.
<p>Labour function 3: Introducing students to the value system.</p>	<p>Skill 1: Carrying out educational activities</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. Contribute to the formation of a general culture of the student's personality and his socialization. 2. To instill in the student a respectful attitude towards the teacher. 3. Integrate the wealth of Kazakh culture and language, other cultures and languages of the people of Kazakhstan into the process of education and upbringing. 4. To promote the personal growth of students, creating a trajectory of individual development. 5. Apply forms and methods of educational work. 6. Carry out educational work that develops the emotional and value sphere of the student. 7. Promote the formation of a culture of healthy and safe lifestyle among students. 8. Cooperate with parents/legal representatives of students, teachers and society. <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Norms of pedagogical ethics. 2. Regulatory legal and instructional documents regulating the educational activities of an

		<p>educational organization.</p> <p>3. Modern concepts of education, methods of educational work.</p> <p>4. Theories and practices for creating a safe, accessible, supportive educational environment.</p>
<p>Labour function 4: Implementation of educational and methodological activities.</p>	<p>Skill 1: Preparation and development of educational methodological materials.</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. Participate in the development and implementation of curricula, including programs for students with special educational needs. 2. Develop educational materials for the lesson, including using information technology, based on search, filtering and critical assessment of information. 3. Create digital content, including using programming basics. 4. Present the results professionally activities. <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Fundamentals of design, programming and development of educational materials. 2. Digital technologies within the framework of professional activities. 3. List of documents required for teachers to maintain
	<p>Skill 2: Implementation of professional development.</p>	<p>Skills:</p> <ol style="list-style-type: none"> 1. Build the trajectory of your professional development based on diagnostics of needs. 2. Participate in organizing and conducting seminars and conferences for teachers 3. Manage digital identity and adhere to digital etiquette. 4. Identify own needs for improving teaching/upbringing and learning practices by interacting with colleagues. <p>In addition to the previous one</p> <p>For sub-level 6.1: generalize your own experience at the educational organization level, including through digital tools.</p> <p>For sub-level 6.2: generalize your own experiences at the city level, including through digital tools.</p> <p>For sub-level 6.3: summarize your own experience at the domain level, including through digital tools.</p> <p>For sub-level 6.4: - summarize their own experience at the republic/international level, including through digital tools.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Regulatory legal acts regulating advanced training, professional retraining and performance assessment.

		<ul style="list-style-type: none"> 2. Norms of pedagogical ethics. 3. Methods for analyzing professional development needs.
	<p>Skill 3: Reflection of own practice and practice of colleagues.</p>	<p>Skills:</p> <ul style="list-style-type: none"> 1. To study the best teaching practices, taking into account the principles of the cognitive/educational process. 2. Analyze your own practices and identify areas of development in collaboration with colleagues. 3. To plan for the continuous improvement of own practices, including with using information technology. 4. To summarize and disseminate teaching experience at the field level. 5. To carry out the broadcasting of teaching experience (video, TV lessons, workshops). <p>Knowledge:</p> <ul style="list-style-type: none"> 1. Principles of enhancing the cognitive activity of students 2. Methods of reflection of teaching practice, including in interaction with colleagues. 3. Methods for analyzing one's own practice
	<p>Skill 4: Study of the educational process.</p>	<p>Skills:</p> <ul style="list-style-type: none"> 1. Study research results to improve the educational process. 2. Conduct lesson research. 3. Master project planning methods. 4. Possess research skills 5. Ensure the development of students' research skills. <p>Knowledge:</p> <ul style="list-style-type: none"> 1. Approaches, methods, tools for studying the educational process. 2. Fundamentals of project activities. 3. Methods for analyzing research results
<p>Labour function 5: Implementation of classroom management.</p>	<p>Skill 1: Work with a great team.</p>	<p>Skills:</p> <ul style="list-style-type: none"> 1. Keep a log of students' progress and personal files. 2. Interact with parents/legal representatives. 3. Conduct thematic class hours and parent meetings, advise parents. 4. Help students adapt to school and teamwork. 5. Ensure the protection of students, their rights and interests. <p>Knowledge:</p> <ul style="list-style-type: none"> 1. Fundamentals of developmental psychology and pedagogical ethics. 2. Strategic documents for the development of education. 3. Ensure the protection of the life and health of students during the educational process.

Requirementsk personal competencies:	Responsibility Stress resistance Patience Discipline Benevolence Commitment to the teaching profession Citizenship Proactivity Digital literacy
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Competence model of a graduate of a pedagogical university

General competencies	Professional competencies	Special competencies
<p>1. Worldview and philosophical competence (O-MF-1) Description: The ability to analyze and evaluate the surrounding reality based on scientific and philosophical knowledge. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Assesses the surrounding reality on the basis of ideological positions formed by knowledge of the foundations of philosophy. ✓ Interprets the content and specific features of the mythological, religious and scientific worldview. ✓ Argues his own assessment of what is happening in the social and production spheres. 	<p>1. Pedagogical competence (P-P-1) Description: The ability to organize and manage the educational process, motivate and support students using modern pedagogical methods. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Plans the educational process in accordance with the goals of training and education. ✓ Selects training and education technologies taking into account the individual characteristics of students. ✓ Motivates students to achieve educational goals and supports them in this. ✓ Analyzes and evaluates pedagogical situations. ✓ Develops strategies to improve the educational process. ✓ Assesses the effectiveness of teaching activities. 	<p>1. Subject-methodological competence (S-PM-1) Description: Ability to plan and organize the educational process in accordance with the educational standards of Kazakhstan and Mongolia; develop and apply a system of criterion-reviewing students, monitor their educational progress, taking into account the intercultural and national characteristics of the two countries. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Has knowledge of the theoretical foundations of the subject taught in the context of the educational systems of Mongolia and Kazakhstan; ✓ Demonstrates knowledge of the theoretical and methodological foundations of the curricula of both countries, understands their relationship with the patterns of the cognitive process of primary schoolchildren; ✓ Capable of effectively planning, organizing and implementing the educational process in primary schools in Mongolia and Kazakhstan; ✓ Possesses criteria assessment skills, knows how to apply national assessment systems of two states and adapt them to the conditions of a double-degree program; ✓ Capable of comprehensive monitoring of students' educational achievements, analyzing results and adjusting the educational process in accordance with the requirements of Kazakhstan and Mongolia.
<p>2. Civil competence (O-G-2) Description: The ability to show citizenship and take part in public life based on a deep understanding of historical and cultural processes. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Shows a civic position based on a scientific analysis of the historical development of Kazakhstan. ✓ Uses historical description methods to analyze the causes and consequences of events in the history of Kazakhstan. 	<p>2. Methodological competence (P-M-2) Description of the description: Ability to develop, adapt and apply teaching methods and learning technologies to achieve educational goals, meeting modern educational standards. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Demonstrates knowledge of modern teaching methods and approaches. ✓ Adapts teaching materials to meet educational standards and the needs of students. ✓ Introduces innovative technologies and methods into the educational process 	<p>2. Pedagogical (training) competence (S-P-2) Description: The ability to interact primary school with family and community in the educational systems of Kazakhstan and Mongolia; model and design pedagogical activities, develop the content of education for primary schoolchildren taking into account the requirements of the two countries; effectively apply the principles of formative and summative assessment in accordance with national standards. Learning outcomes:</p>

<ul style="list-style-type: none"> ✓ Operates with legal and ethical standards of Kazakh society. 	<ul style="list-style-type: none"> ✓ Analyzes the effectiveness of methodological approaches. ✓ Develops new methodological materials and approaches. ✓ Evaluates the results of using the techniques. 	<ul style="list-style-type: none"> ✓ Has knowledge of the theory and methodology of organizing the educational process in primary schools in Kazakhstan and Mongolia; ✓ Demonstrates an understanding of the methodological foundations of pedagogy, fundamental ideas, concepts, laws and patterns of the learning and education process in the intercultural context of two states; ✓ Capable of analysing and comparing the best teaching experience of Kazakhstan and Mongolia and taking into account the achievements of the historical and cultural heritage of the educational science of both countries; ✓ Capable of modeling the professional activities of a primary school teacher, carrying out reflection, goal setting, organizing cognitive and developmental activities of students, taking into account their age, individual and sociocultural characteristics; ✓ Knows how to build effective cooperation with family and community, providing support for the education, upbringing and harmonious development of primary schoolchildren in the educational environment of Kazakhstan and Mongolia.
<p>3. Communication competence (G-K-3)</p> <p>Description: Ability to engage in interpersonal and intercultural communication in multiple languages.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Enters into communication in oral and written forms in Kazakh, Russian and foreign languages to solve problems of interpersonal, intercultural and professional communication. ✓ Uses language and speech tools based on the system grammatical knowledge, analyzes information in accordance with the communication situation. ✓ Evaluates the actions and deeds of communication participants. 	<p>3. Organizational and managerial competence (P-OU-3)</p> <p>Description of the description: Ability to organise and manage the educational process, including planning, monitoring and evaluation.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Plans and organizes educational activities, ensuring that they meet educational standards and objectives. ✓ Monitors educational programs and evaluates their effectiveness. ✓ Manages study groups, ensuring that learning tasks are carried out effectively. ✓ Analyzes the effectiveness of management decisions. ✓ Assesses the results of educational process management. 	<p>3. Socio-communicative competence (S-SK-3)</p> <p>Description: Ability to provide psychological support and assistance to primary school students in Kazakhstan and Mongolia; carry out advisory, correctional and preventive work; organize psychological and pedagogical support of the educational process; provide training, education and development of primary schoolchildren, taking into account their age, psychophysical, individual and sociocultural characteristics in the conditions of two educational systems.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Demonstrates knowledge of the main theories and approaches to the age development of a child, as well as patterns of mental development at each stage of childhood in the context of educational standards in Kazakhstan and Mongolia; ✓ Able to analyse and compare the age characteristics of the trainees' psyche, taking into account the cultural and social aspects of development in the two countries; the ✓ Capable of providing scientifically based

<p>characterization of mental activities of children of different age categories, identifying individual differences and needs;</p> <ul style="list-style-type: none"> ✓ Knows how to organize psychological and pedagogical support of the educational process in primary school, ensure the emotional well-being and inclusion of students; ✓ Capable of building effective social and communicative interaction between school, family and community of Kazakhstan and Mongolia, aimed at the harmonious development of primary schoolchildren. 		<p>4. Information literacy and technological competence (O-ICT-4) Description: Ability to effectively use information and communication technologies and artificial intelligence in educational and professional activities. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Uses various types of information and communication technologies, such as Internet resources, cloud and mobile services. ✓ Analyzes and evaluates the impact of ICT on the learning and communication process. ✓ Develops and applies digital educational resources.
<p>4. Methodological competence (S-M-4) Description: Ability to apply modern methods, technologies and tools for organizing the educational process in accordance with the standards of Kazakhstan and Mongolia; ability to choose methods, forms and means of teaching based on pedagogical objectives, diagnostic results and analysis of the level of development of students; the ability to adapt educational technologies to the intercultural context of a double-degree program. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Demonstrates knowledge of modern methods, approaches and technologies for organizing educational activities used in Kazakhstan and Mongolia; ✓ Able to select methods, forms and means of teaching in accordance with the pedagogical task, the results of diagnosing the level of intellectual, moral, emotional and volitional development of primary school students in the two countries; ✓ Able to design a lesson using modern digital, information technology and interactive educational technologies that meet the requirements of both education systems; ✓ Capable of developing and implementing an inclusive educational environment, taking into account the individual characteristics, educational needs, cultural and linguistic context of students in Kazakhstan and Mongolia; ✓ Able to adapt educational materials, methods and technologies for bilingual and intercultural audiences in a two-degree program. 	<p>4. Diagnostic competence (P-D-4) Description: Ability to effectively diagnose students' educational needs and achievements, analyze results and develop strategies to correct and support them. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Demonstrates knowledge of various methods for diagnosing and assessing educational achievements. ✓ Understands the criteria and standards of assessment, as well as their role in the educational process. ✓ Uses diagnostic methods to identify students' knowledge and skills, as well as to determine their educational needs. ✓ Analyzes diagnostic results to identify problem areas and determine further steps in learning. ✓ Develops individual plans for correction and support of students based on diagnostic results. ✓ Assesses the accuracy, reliability and effectiveness of the diagnostic methods used and adjusts them as necessary. 	

<p>5. Critical Thinking and Problem Solving Competence (O-CMWP-5) Description: Ability to analyze, synthesize and critically understand information to make informed decisions. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Synthesizes knowledge of various sciences and applies them in educational practice. ✓ Analyzes and summarizes research results, develops new approaches based on knowledge synthesis. ✓ Selects methodology and analysis to solve pedagogical problems. 	<p>5. Evaluative competence (P-O-5) Description: The ability to evaluate students' educational achievements, analyze results and use them to improve the educational process. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Uses a variety of assessment tools to determine the level of knowledge and skills of students. ✓ Applies assessment results to adjust and improve the educational process. ✓ Provides timely and constructive feedback on evaluation results. 	<p>5. Management (educational) competence (S-U-5) Description: Ability to apply the principles of pedagogical management and educational process management in primary schools in Kazakhstan and Mongolia; make and implement management decisions; choose methods and methods for performing professional tasks; provide psychological and pedagogical support to participants in the inclusive educational process; effectively interact with parents, colleagues and the educational community; ensure the quality of the educational process in the conditions of two national education systems. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Demonstrates knowledge of the basics of management and pedagogical management, principles of functioning and development of educational organizations of primary education in Kazakhstan and Mongolia; ✓ Capable of carrying out the basic functions of pedagogical management (planning, organization, motivation, control, analysis) in primary schools in both countries; ✓ Capable of analyzing, selecting and applying the most effective forms, methods and means of organizing the educational process, focusing on the requirements of two educational systems; ✓ Capable of providing psychological and pedagogical support to participants in the inclusive process, creating conditions for the successful adaptation of students; ✓ Knows how to build constructive interaction with parents, colleagues, social partners in Kazakhstan and Mongolia, promoting the sustainable development of the educational environment and improving the quality of education.
<p>6. Self-development and professional mobility (O-SPM-6) Description: Ability to continuous self-development and adaptation to changing conditions of professional activity. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Builds a personal educational trajectory throughout life for self-development and career growth. ✓ Applies knowledge in the field of social sciences and humanities to adapt to changing sociocultural conditions. ✓ Demonstrates personal and professional competitiveness. 	<p>6. Research competence (P-IS-6) Description: Ability to conduct pedagogical research, analyze data and use results to improve educational practices. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Conducts research on current pedagogical issues using modern methods and approaches. ✓ Analyzes and interprets research results for their application in educational practice. ✓ Publishes research results and shares experiences with colleagues in professional communities. 	<p>6. Research competence (P-IS-6) Description: Ability to conduct pedagogical research, analyze data and use results to improve educational practices. Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Conducts research on current pedagogical issues using modern methods and approaches. ✓ Analyzes and interprets research results for their application in educational practice. ✓ Publishes research results and shares experiences with colleagues in professional communities.

<p>7. Socio-cultural and adaptive competence (O-SKA-7)</p> <p>Description of the description: Capacity for effective socialization and adaptation in changing cultural and social conditions.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Knows and understands the basic laws of the history of Kazakhstan and the foundations of philosophical, socio-political, economic and legal knowledge. ✓ Applies mastered knowledge for effective socialization and adaptation in sociocultural conditions. ✓ Possesses the skills of quantitative and qualitative analysis of social phenomena, processes and problems. 	<p>7. Inclusive competence (P-IN-7)</p> <p>Description: The ability to create an inclusive educational environment that takes into account the diversity of needs and abilities of students.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Owns strategies for creating an inclusive environment and involving all students in the learning process. ✓ Adapts teaching materials and approaches to meet individual needs and capabilities of students. ✓ Provides support and motivation to students with different educational needs. 	
<p>8. Ethical and moral competence (O-EM-8)</p> <p>Description: The ability to act in accordance with professional and ethical standards, showing respect for the personality of students and their cultural characteristics.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Observes the principles of academic integrity and zero tolerance for corruption. ✓ Shows respect for the personality of students and their parents, and is guided by professional and ethical standards. ✓ Evaluates and regulates its own actions and behavior in accordance with ethical standards. 	<p>8. Social responsibility (P-CO-8)</p> <p>Description: Ability to promote social justice and equity in the educational environment.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Demonstrates knowledge of the basic concepts of social justice and equality. ✓ Understands the importance of social responsibility in educational activities and actively applies these principles in everyday practice. ✓ Analyzes social problems and their impact on the educational process, develops and implements initiatives and programs aimed at improving social justice. ✓ Assesses the impact of educational programs on social justice and equality, makes changes to improve their effectiveness. 	
<p>9. Competence of teamwork and cooperation (O-RKS-9)</p> <p>Description: Ability to effectively interact with colleagues, parents and other stakeholders in the educational process.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Involves colleagues, students and parents in the educational process to achieve educational goals. 	<p>9. Competence of education of citizenship (P-VG-9)</p> <p>Description: The ability to instill in students a sense of citizenship, patriotism and respect for the cultural values of their country.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Has knowledge about the main stages and features of the historical and cultural development of Kazakhstan. ✓ Forms in students a sense of patriotism and civic responsibility through the integration of historical and cultural materials into the educational process. 	

<ul style="list-style-type: none"> ✓ Collaborates with colleagues and participates in professional communities to exchange experiences and improve educational practices. ✓ Develops and implements collective projects aimed at developing the educational process. 	<ul style="list-style-type: none"> ✓ Conducts educational activities to promote students' awareness of their role in society and respect for national and cultural values. ✓ Assesses the effectiveness of educational programs for the development of citizenship and patriotism. 	
<p>10. Health-saving competence (O-Z-10) Description: The ability to maintain and maintain the health of both oneself and students, integrating the principles of a healthy lifestyle into the educational process.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Focuses on a healthy lifestyle to ensure full social and professional activities. ✓ Introduces methods and means of physical education into the educational process to maintain the health of students. ✓ Assesses and minimizes physical and psychological risks associated with educational and professional activities. 	<p>10. Competence for the development of morality and ethics (P-RNE-10) Description of the description: The ability to develop moral qualities and ethical behavior in students.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Applies knowledge of basic ethical principles and norms to instill moral behavior in students. ✓ Introduces moral aspects into educational and educational programs, promoting the development of respect, honesty and justice among students. ✓ Analyzes the behavior of students in various situations and carries out corrective educational measures. ✓ Assesses students' success in mastering ethical standards and demonstrating moral qualities in everyday life. 	
	<p>11. Competence to support a healthy lifestyle (P-HLS-11) Description: The ability to develop students' skills for a healthy lifestyle and care for physical and mental health.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ Has knowledge about the principles of a healthy lifestyle and ways to integrate them into the educational process. ✓ Organizes events and programs aimed at promoting a healthy lifestyle among students. ✓ Conducts lessons and classes that promote awareness of the importance of physical and mental health, and develops appropriate habits in students. ✓ Assesses the impact of educational programs on the formation of a healthy lifestyle and adjusts them in order to improve results. 	

	skills.														
8. Teacher as a facilitator of learning - 1	Introduction to the teaching profession	The course is aimed at developing in students a general understanding of the essence and specifics of professional teaching activities and the professional culture of a teacher. The student will study the conceptual apparatus and a scientific understanding of pedagogy will be formed	3	+	+										
	Introduction to the teaching profession (MSUO)	The characteristics of teachers of the 21st century, methods of teaching, its types, methods of successful teaching, methods of writing essays and abstracts are studied by students on the basis of their creative activity. Formation of knowledge about the specifics of the teaching profession, its role in society and contribution to social development, about the ethics and norms of the teacher, skills preparing yourself for teaching.		+											
	Teaching practice (Introduction into the teaching profession)	This course aims to develop the following areas of pedagogical competencies: competencies in the field of pedagogy and didactics, area of competencies for interaction, area of competencies for working environment of teachers, area of competencies for professional development. The purpose of this course is to familiarize future teachers with the educational process and situation in the organization of education and their adaptation to the conditions of future professional activity.	2	+											
	Introductory practice (MSUO)	This course is aimed at developing knowledge about the characteristics, structure, organization, areas of activity of general education organizations, professional characteristics and activities of a primary education teacher, developing a reflective ability to apply them in one's practice. The student adapts to professional growth in the teaching profession.		+											
9. Teacher as a facilitator of learning - 2	Psychology in Education (MSUO)	The discipline is aimed at developing in students deep knowledge about the psychology of the educational process, the mental development of students and the characteristics of their perception, as well as developing skills in applying this knowledge in teaching practice. The purpose of the discipline is to prepare students for professional teaching activities, equipping them with knowledge about the psychological characteristics of children	4	+											
	Psychology in education and concepts of interaction and communication	Future teachers have knowledge of modern psychological theories and models, as well as the functioning of the individual and his individual properties. They can apply this knowledge in their teaching activities in different educational contexts. Future teachers contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process.		+											

Matrix of correlation of learning outcomes with emerging competencies and assessment methods

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K	Competencies	EO	EO	Disciplines	Assessment methods
O-MF-1	Worldview and philosophical competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	History of Kazakhstan (GE)	Testing, practical assignment, project work, oral survey
O-G-2	Civic competence				
O-SKA-7	Socio-cultural and adaptive competence				
P-VG-9	Competence of education for citizenship				
	Worldview and philosophical competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	History and culture of Mongolia	Testing, practical assignment, project work, oral survey
	Civic competence				
	Socio-cultural and adaptive competence				
	Competence of education for citizenship				
O-MF-1	Worldview and philosophical competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Philosophy	Testing, practical task, oral survey, business games
O-SKA-7	Socio-cultural and adaptive competence				
O-IGT-4	Information literacy and technological competence	EO3, EO9	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Information and communication technologies (in English)	Testing, practical task, oral survey, business games
O-K-3	Communicative competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Foreign language	Testing, practical task, oral survey, business games
O-K-3	Communicative competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Kazakh (Russian) language	Testing, practical task, oral survey

O-K-3	Communicative competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Mongolian language and literature	Testing, practical task, oral survey
O-SKA-7 P-CO-8	Socio-cultural and adaptive competence Social responsibility	EO3	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries	Socio-political knowledge module (sociology)	Testing, practical task, oral survey
O-SKA-7	Socio-cultural and adaptive competence	EO3	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries	Socio-political knowledge module (political science)	Testing, practical task, oral survey
O-EM-8 P-RNE-10	Ethical and moral competence Competence for the development of morality and ethics	EO3	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries	Socio-political knowledge module (cultural studies)	Testing, practical task, oral survey, case study
P-D-4	Diagnostic competence	EO1	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia	Socio-political knowledge module (psychology)	Testing, practical task, oral survey
P-IN-7	Inclusive competence			Physical culture	Practical task
O-Z-10	Health-saving competence Competence to support a healthy lifestyle	EO12	Show a desire for personal, professional and physical development, developing leadership qualities and readiness for teaching activities in a transnational educational space		
P-HOZH-11					
O-EM-8 P-RNE-10	Ethical and moral competence Competence for the development of morality and ethics	EO8	Observe the principles of academic integrity and ethics in scientific and pedagogical activities	Fundamentals of law and anti-corruption culture	Testing, practical task, oral survey
O-G-2 P-CO-8	Civic competence Social responsibility	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Ecology and life safety	Testing, practical task, oral survey
O-MF-1	Worldview and philosophical competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Fundamentals of economics and entrepreneurship skills	Testing, practical task, oral survey
O-SKA-7	Socio-cultural and adaptive competence				
O-Z-10 P-HOZH-11	Health-saving competence Competence to support a healthy lifestyle	EO12	Show a desire for personal, professional and physical development, developing leadership qualities and readiness for teaching activities in a transnational educational space	Age and physiological characteristics of children's	Testing, practical task, oral survey

				development	
P-M-2	Methodological competence	EO2	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	Assessment and development	Testing, practical assignment, portfolio, oral survey, case study
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-M-4	Methodological competence				
P-P-1 S-U-5	Pedagogical competence Managerial (educational) competence	EO1, EO2	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	Introduction to the teaching profession	Testing, practical task, oral survey
P-P-1 S-U-5	Pedagogical competence Managerial (educational) competence	EO1, EO2	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	Introduction to the teaching profession (MSUO)	Testing, practical task, oral survey
P-P-1 S-U-5	Pedagogical competence Managerial (educational) competence	EO2, EO3	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries	Teaching practice (Introduction to the teaching profession)	Testing, practical task, oral survey
P-P-1 S-U-5	Pedagogical competence Managerial (educational) competence	EO2, EO3	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries	Introductory practice (MSUO)	Testing, practical task, oral survey
O-K-3	Communicative competence Socio-communicative competence	EO1	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia	Psychology in Education (MSUO)	Testing, practical assignment, portfolio, oral survey, case study
S-SK-3	Communicative competence Socio-communicative competence	EO1	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia	Psychology in education concepts of interaction and communication	Testing, practical assignment, portfolio, oral survey, case study
O-K-3	Communicative competence Socio-communicative competence	EO1	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia		
S-SK-3	Communicative competence Socio-communicative competence	EO1	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia		

P-IS-6 P-D-4 P-O-5	Research competence Diagnostic competence Evaluative competence	EO2 EO4	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Research practice (MSUO)	Testing, practical task, oral survey
P-IS-6 P-D-4 P-O-5	Pedagogical competence Methodological competence Organizational and managerial competence Subject-methodological competence	EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	Pedagogical practice (Psychological and pedagogical assessment)	Testing, practical task, oral survey
P-P-1 P-M-2 P-OU-3 P-O-5 S-PM-1 S-P-2 S-M-4 P-P-1 P-M-2 P-OU-3 P-O-5	Methodological competence Pedagogical competence Methodological competence Organizational and managerial competence Evaluative competence Subject-methodological competence Pedagogical (training) competence Methodological competence Pedagogical competence Methodological competence Organizational and managerial competence Evaluative competence	EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	Pedagogical practice (MSUO)	Testing, practical assignment, coursework, oral survey
		EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	Pedagogical practice (Pedagogical approaches)	Testing, practical assignment, coursework, oral survey

S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	Natural science and teaching methods (MSUO)	Testing, practical assignment, portfolio, oral survey, case study
P-M-2	Methodological competence	EO10			
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	Theory and methodology of teaching science in primary school	Testing, practical assignment, portfolio, oral survey, case study
P-M-2	Methodological competence	EO10			
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				

S-PM-1	Subject-methodological competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Fundamentals of the Kazakh (Russian) language in primary school	Testing, practical assignment, portfolio, oral survey, self-assessment, mutual evaluation
P-P-1	Pedagogical competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Methodology of teaching mathematics in primary school	Testing, practical assignment, portfolio, oral survey
P-M-2	Methodological competence	EO10	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4, EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Theory and teaching methodology of «Knowledge of the world»	Testing, practical task, oral survey, case study
P-M-2	Methodological competence		To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical competence (training)				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4, EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Methodology of teaching the Kazakh (Russian) language in	Testing, practical assignment, portfolio, oral survey, mutual evaluation, case study
P-M-2	Methodological competence				

P-OU-3	Organizational and managerial competence	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	primary school	
P-O-5	Evaluative competence			
S-PM-1	Subject-methodological competence			
S-P-2	Pedagogical (training) competence			
S-M-4	Methodological competence			
P-P-1	Pedagogical competence	EO4, EO10	Methodology for teaching literary reading	Testing, practical assignment, portfolio, project work, oral survey, case study
P-M-2	Methodological competence	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia		
P-OU-3	Organizational and managerial competence	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-O-5	Evaluative competence			
S-PM-1	Subject-methodological competence			
S-P-2	Pedagogical (training) competence			
S-M-4	Methodological competence			
(O-IGT-4	Information literacy and technological competence	EO3	Methodology for developing media literacy among primary schoolchildren	Testing, practical assignment, project work, oral survey
O-KMRP-5	Critical thinking and problem-solving competence	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries		
O-SPM-6	Self-development and professional mobility			
P-OU-3	Organizational and managerial competence	EO4	Methodology of working with first-graders	Testing, practical assignment, portfolio, project work, oral survey, case study
P-D-4	Diagnostic competence			
	Research competence			

P-IS-6	Managerial (educational) competence				
S-U-5	Inclusive competence	EO11	Develop and implement adapted educational programmes and individual learning trajectories for students with special educational needs in the educational systems of Kazakhstan and Mongolia	Fundamentals of Inclusive Education (MSUE)	Testing, practical assignment, portfolio, oral survey, case study, business games
P-IN-7 S-M-4	Methodological competence	EO11	Develop and implement adapted educational programmes and individual learning trajectories for students with special educational needs in the educational systems of Kazakhstan and Mongolia	Inclusive educational environment	Testing, practical assignment, portfolio, oral survey, case study, business games
P-M-2	Methodological competence	EO4 EO5	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Teaching methods and technologies (MSUO)	Testing, practical assignment, portfolio, oral survey, case study
P-OU-3 S-PM-1	Organizational and managerial competence		Have self-learning and continuous professional development skills within the framework of regulatory documents in the field of primary education in Kazakhstan and Mongolia		
S-M-4	Subject-methodological competence				
P-M-2	Methodological competence	EO4 EO5	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Teaching methods and technologies	Testing, practical assignment, portfolio, oral survey, case study
P-OU-3 S-PM-1	Organizational and managerial competence		Have self-learning and continuous professional development skills within the framework of regulatory documents in the field of primary education in Kazakhstan and Mongolia		
S-M-4	Subject-methodological competence				
P-M-2	Methodological competence	EO4 EO5	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Artificial intelligence in education	Testing, practical assignment, portfolio, oral survey, case study
P-OU-3 S-PM-1	Organizational and managerial competence		Have self-learning and continuous professional development skills within the framework of regulatory documents in the field of primary education in Kazakhstan and Mongolia		
S-M-4	Subject-methodological competence				
S-PM-1	Methodological competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Rational numbers and operations on them (MSUO)	Testing, practical assignment, portfolio, oral survey, mutual evaluation

S-PM-1	Subject-methodological competence	EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia	Methodology of teaching counting (MSUO)	Testing, practical assignment, portfolio, oral survey, mutual evaluation
S-PM-1	Subject-methodological competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Man and Nature (MSUO)	Testing, practical assignment, portfolio, oral survey, mutual evaluation
P-P-1	Pedagogical competence	EO2 EO9	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	Methodology of integrated learning in primary education (MSUE)	Testing, practical assignment, portfolio, project work, oral survey, self-assessment, case study
S-PM-1	Subject-methodological competence		Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Features of the organization of integrated education in primary schools	Testing, practical assignment, portfolio, project work, oral survey, self-assessment, case study
P-P-1	Pedagogical competence	EO2 EO9	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	Sets, elements of logic (MSUO)	Testing, practical assignment, portfolio, oral survey, mutual evaluation
S-PM-1	Subject-methodological competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Algebra (MSUO)	Testing, practical assignment, portfolio, oral survey, mutual evaluation
S-PM-1	Subject-methodological competence	EO9	Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Calligraphy (MSUO)	Testing, practical assignment, portfolio, oral survey, mutual evaluation
S-PM-1	Subject-methodological competence	EO10 EO11	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia Develop and implement adapted educational programmes and individual learning trajectories for students with special educational needs in the educational systems of Kazakhstan and Mongolia	Methodology for teaching literacy and calligraphy	Testing, practical task, oral survey, business games
P-P-1	Pedagogical competence	EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia		
P-M-2	Methodological competence		To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				

S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO3	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Children's literature (MSUO)	Testing, practical task, oral survey
P-M-2	Methodological competence	EO4			
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO3	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries Integrate knowledge from different fields (mathematics, science, humanities) to improve the quality of teaching in primary grades in bilingual and multicultural education	Children's literature workshop on expressive reading	Testing, practical task, oral survey
P-M-2	Methodological competence	EO9			
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				

O-IGT-4	Information literacy and technological competence	EO3 EO6	To analyze and interpret pedagogical information, forming professional judgments taking into account the cultural, ethical and scientific characteristics of the two countries To master the methodology of pedagogical research and academic writing, applying them in the context of comparative analysis and development of primary education in the two countries	Data Methods (MSGUO)	Testing, practical task, oral survey
P-P-1	Pedagogical competence	EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Theory and methodology of labor training in primary school	Testing, practical task, oral survey
P-M-2	Methodological competence		To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4 EO10	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Fine Arts and Teaching Techniques (MSUO)	Testing, practical assignment, project work, oral survey
P-M-2	Methodological competence		To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-OU-3	Organizational and managerial competence				
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Theory and methodology of teaching_fine arts	Testing, practical assignment, project work, oral survey
P-M-2	Methodological competence				

P-OU-3	Organizational and managerial competence	EO10	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-O-5					
S-PM-1					
S-P-2					
S-M-4	Methodological competence	EO1	Demonstrate in-depth knowledge in the field of psychological and pedagogical sciences, based on modern achievements of Kazakhstan and Mongolia	Psychology of primary schoolchildren (MSUO)	Testing, practical assignment, portfolio, oral survey, case study
O-K-3				Professional research methodology, research, development, innovation (MSUO)	Testing, practical assignment, portfolio, oral survey, case study
S-SK-3					
P-OU-3	Organizational and managerial competence	EO5	Have self-learning and continuous professional development skills within the framework of regulatory documents in the field of primary education in Kazakhstan and Mongolia		
P-D-4					
P-IS-6	Research competence	EO6	Observe the principles of academic integrity and ethics in scientific and pedagogical activities		
S-U-5	Managerial (educational) competence	EO8			
P-OU-3	Organizational and managerial competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Research, development and innovation	Testing, practical assignment, portfolio, oral survey, case study
P-D-4				Teaching practice and innovation in education)	Testing, practical assignment, project work, oral survey
P-IS-6					
S-U-5	Managerial (educational) competence	EO6	Observe the principles of academic integrity and ethics in scientific and pedagogical activities		
P-OU-3	Organizational and managerial competence	EO8			
P-D-4	Diagnostic competence	EO4	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-D-4	Research competence				

P-IS-6	Managerial (educational) competence	EO10			
S-U-5					
P-P-1	Pedagogical competence	EO4,	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Methodology for teaching how to solve problems (MSUO)	Testing, practical assignment, portfolio, oral survey, case study, video analysis
P-M-2	Methodological competence				
P-OU-3	Organizational and managerial competence	EO10	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO4	Use theoretical knowledge and practical skills to solve educational and educational problems in the multicultural environment of primary schools in Kazakhstan and Mongolia	Methodology for teaching primary schoolchildren how to solve text problems	Testing, practical assignment, portfolio, oral survey, case study, video analysis
P-M-2	Methodological competence				
P-OU-3	Organizational and managerial competence	EO10	To plan and implement the educational process in primary school academic subjects, taking into account the requirements of the educational content and cultural context of Kazakhstan and Mongolia		
P-O-5	Evaluative competence				
S-PM-1	Subject-methodological competence				
S-P-2	Pedagogical (training) competence				
S-M-4	Methodological competence				
P-P-1	Pedagogical competence	EO7	Apply interdisciplinary knowledge and analyze the relationships between pedagogical phenomena in the educational practice of Kazakhstan and Mongolia	Modern pedagogical technologies in the system of additional education for children	Testing, practical assignment, portfolio, oral survey
P-M-2	Methodological competence				
P-OU-3	Organizational and managerial competence				

S-PM-1	Subject-methodological competence										
S-M-4	Methodological competence	EO6	To master the methodology of pedagogical research and academic writing, applying them in the context of comparative analysis and development of primary education in the two countries	Organization of project activities in primary schools	Testing, practical assignment, portfolio, oral survey						
O-KMRP-5	Critical thinking and problem-solving competence		Apply interdisciplinary knowledge and analyze the relationships between pedagogical phenomena in the educational practice of Kazakhstan and Mongolia								
O-SPM-6	Self-development and professional mobility	EO7									
P-D-4	Diagnostic competence										
P-IS-6	Research competence										
O-KMRP-5	Critical thinking and problem-solving competence	EO6	To master the methodology of pedagogical research and academic writing, applying them in the context of comparative analysis and development of primary education in the two countries	STEAM-Education for Junior School Students	Testing, practical assignment, portfolio, oral survey						
O-SPM-6	Self-development and professional mobility	EO7	Apply interdisciplinary knowledge and analyze the relationships between pedagogical phenomena in the educational practice of Kazakhstan and Mongolia								
P-P-1	Pedagogical competence	EO2	Apply professional knowledge to solve pedagogical problems of primary education in the educational systems of Kazakhstan and Mongolia	Theory and technology of the pedagogical process in a small primary school	Testing, practical assignment, portfolio, oral survey						
P-M-2	Methodological competence		Have self-learning and continuous professional development skills within the framework of regulatory documents in the field of primary education in Kazakhstan and Mongolia								
P-OU-3	Organizational and managerial competence	EO5									
S-PM-1	Subject-methodological competence										
S-M-4	Methodological competence										

Summary table showing the volume of loans disbursed in the context of educational program modules

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Course of study	Academic period	Number of modules mastered	Discipline: OOD, PD, DB (OK, VK/KV)	Quantity		Number of ECTS credits		Quantity	
				disciplines	practitioner	ecz.	diff. offset		
1	1	4	OOD (OK), DB (VK)	8		27		7	1

	2	7	OOD (OK), DB (VK)	10	1	37	7	2
	3	6	OOD (OK), OOD (VK), DB (VK), DB (KV), DB (KV)	10	1	42	6	1
2	4	4	OOD (OK), DB (VK), DB (KV)	8	1	36	5	1
	5	2	DB (VC), DB (HF), PD (VC), PD (CV)	6		27	5	1
3	6	4	DB (VC), DB (HF), PD (KV)	5	2	36	6	
	7	1	DB (KV), PD (KV)	5		27	6	1
	8	1	DB (KV), PD (KV)		1	15		2
4	Final certification	1				8	3	
Total:		13	OOD, PD, DB (OK, VK/KV)	52	6	255	45	6

The EP includes educational and teaching practice throughout the entire period of study, which will allow students to master practice-oriented knowledge and skills in the subject area, in planning and organizing educational activities, methods of teaching computer science and the utilize of innovative teaching technologies in the educational process, as well as pedagogical interaction between student and teacher, etc.

Inclusive education according to EP «6B01314 - Pedagogy and methodology of initial training»

Inclusive education on the educational program is implemented in accordance with the Regulations on organizations of inclusive education in the Nenets Autonomous Okrug «Pavlodar Pedagogical university named after Alkey Margulan» and implies:

(1) Ensuring equal access to education for all trainees, taking into account the diversity of special educational needs and individual opportunities;

(2) Special conditions, including educational, as well as special, individually developmental and correctional developmental programs and teaching methods, technical, educational and other means, living environment, psychological and pedagogical support, medical, social and other services, without which it is impossible to master educational programs for persons with special educational needs, as well as children with disabilities;

(3) Individualization and differentiation of learning –are approaches that address the unique needs and abilities of each student. They imply:

(a) Individualized training:

- adaptation of the curriculum: selection of teaching materials and assignments corresponding to the level of knowledge, interests and learning styles of each student. This may include providing additional resources for in-depth study of topics or, conversely, simplified materials for those experiencing difficulties;

- individual educational plans (IEP): creation of plans which take account of specific study objectives, the pace of material acquisition and the preferred teaching methods for a particular student;

- flexibility in learning: allows students to learn at their own pace, choose assignment formats, and utilize a variety of learning methods (e.g., online courses, hands-on activities, independent research);

- tutor support: personal mentoring, in which a teacher or mentor helps the student in solving individual problems, motivating and planning the educational process.

(b) Differentiation of training:

- different levels of difficulty of tasks: Providing tasks of varying degrees of difficulty so that they are feasible and developmental for each student. This allows for different levels of training and abilities of pupils to be taken into account;

- utilize of diverse teaching methods: Incorporating different methods and formats into the learning process, such as visual, auditory, kinesthetic materials, to satisfy different learning styles;

- group tasks by level: formation of groups taking into account the level of knowledge and skills of students, which allows for an appropriate level of complexity of tasks and interaction.

- differentiated support: providing additional assistance to students who need support, for example through extra classes, counselling or resources.

Basic conditions for the implementation of a two-degree educational program 6B01314 «Pedagogy and methodology of initial training»

Two-degree educational program 6B01314 «Pedagogy and methods of primary education», implemented by Moscow State University of Education and Margulan University, developed in accordance with qualification requirements and state educational standards of higher education in Mongolia and the Republic of Kazakhstan.

For successful mastery of the Program by students Margulan University at least 240 ETS credits must be disbursed, MSUO – at least 223 credits, including writing and defending a final qualifying paper (diploma paper). Upon completion of training, the student receives two independent diplomas issued by the Mongolian State University of Education and Pavlodar Pedagogical University named after Alkey Margulan.

Universities appoint responsible Program coordinators who provide general management at their University in accordance with the University's regulatory framework. Each student is assigned a scientific supervisor from among the teaching staff of the university where the thesis will be defended. Participation in the Student Training Program is voluntary. Admission is by personal application in accordance with the Admission Rules in force at each of the Universities.

Students entering from the Mongolian State University of Education must pass KazTEST before the 4th year and provide a certificate confirming proficiency in the Kazakh language of at least level B-B1. Participation in the Program establishes a standard period of study for full-time students - 4 years. Training under the Program can be carried out using remote technologies as agreed upon by the parties. Periods of study and academic certification passed by students at Moscow State University and Margulan University, mutually recognized.

The procedure for organizing the mobility of undergraduate students, teachers and administrative staff participating in the Program (including issues of secondment and reception, accommodation and medical care) is determined additionally by mutual agreement of the Universities. The periods of study are defined as follows: 1.4 courses of study based on the host institution; 2-3 courses training at a partner university.

The main criterion for completing the Program is that students master academic credits for the entire period of study, including all types of student educational activities, professional practices, including writing and defending a thesis and a comprehensive exam.

In case of academic debt, the student is exempt from the Training Program in accordance with this agreement. The student's academic performance is sent to both universities at the end of each semester.