

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC
OF KAZAKHSTAN**

**KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL
RELATIONS AND WORLD LANGUAGES**

"Approved" _____

Chairperson of the Academic Council

Academician of the NAS of the
Republic of Kazakhstan

S.S. Kunanbayeva

2024y



SPECIFICATION OF THE EDUCATIONAL PROGRAM

"6B02302- FOREIGN PHILOLOGY"

TRAINING AREA


"6B023 - LANGUAGES AND LITERATURE"

Almaty 2024

The educational program "6B023 02 - Foreign Philology" was discussed and recommended at the meeting of chair, Training area "6B023 – **LANGUAGES AND LITERATURE**"

Approved at the meeting of the Educational Council of the Faculty of Translation and philology

Minute no. 7 from 20 02. 2024.

Dean of the Faculty of Translation and Philology  Mizamkhan B.

Head of the EC



Muratova Zh.M.

Minute of the Academic Council No. 7 from 27 02. 2024.

Agreed:

Head of the Pedagogical College
of foreign languages



candidate of philological sciences
professor B. Zh. Shpikbayeva

Director of LTD «CIS GROUP»



KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES

Curriculum Specification

1. Code and title of training areas	6B023 Language and literature
2. The code and title of the educational program	6B023 – Foreign Philology
3. Assigned Degree	Bachelor in the educational program "6B023 37 - Foreign Philology"
4. Training level	6 NRK
5. Awarded qualification	Bachelor of Arts in the educational program "6B023 - Foreign Philology"
6. Accreditation program	Certified accreditation NAAR is valid until May 23, 2026
7. Duration of study	2024-2028
8. Language of education	Kazakh, Russian, English
9. Faculty	Translation and Philology
10. Chair	Speech Practices of Foreign Philology Theories of Foreign Philology Oriental Philology

11. PROFILE AND EDUCATIONAL OBJECTIVES

The aim of the educational program is to provide quality training for specialists who are in demand on the modern labor market, who have a broad general scientific horizons, a solid theoretical and methodological base, in-depth knowledge in the field of philology, comparative and typological linguistics, professionally knowledgeable foreign languages, who are ready to successfully work in the field of inter-linguistic cooperation, as well as independently acquire and use new knowledge and mind in research and practice skills, expand and deepen its own scientific expertise and carry out research work and teaching in educational and scientific institutions of various types, organizations for intercultural cooperation and the media. The program also aims to develop professionally significant qualities such as the desire for professional self-improvement, high culture, tolerance, a stable moral position, logical thinking, perception accuracy, and creative imagination, the ability to engage in constructive, professional dialogue in situations of interethnic, interfaith, international interaction contexts, to implement scientific, teaching, educational, editorial, cultural and organizational activities.

The main objectives of the educational program:

- ensuring high-quality professional training of future specialists of foreign philology in accordance with the social order of society and the needs of the labor market;
- the formation of a system of key competencies, as well as general scientific and special knowledge, skills of future philologists of a foreign language;
- the development of methods of physical, spiritual and intellectual self-development, the formation of psychological literacy, a culture of thinking and behavior, formation of self-reflection of students.

12. DOMAIN OF STUDY

The objects of professional activity of graduates are:

- Culture: the history of culture and the main cultural achievements of Western countries in the context of world-historical and regional processes; features of material and spiritual culture of the studied region; problems of cultural interaction, the synthesis of various national cultures and the preservation of cultural identity; the development of public consciousness and social thought, worldview and mentality of the peoples of the East
- Foreign languages: phonetic, lexical and grammatical features of the western and eastern languages; functional varieties of monologic, dialogic and polylogical communication; various translation strategies and translation problems; genre-stylistic and pragma-functional characteristics of various types of discourse, cognitive-conceptological foundations of the theory of linguistics, main trends in literary criticism;
- secondary specialized (gymnasiums, lyceums), secondary vocational and post-secondary vocational (colleges) humanitarian educational institutions;
- editorial offices of newspapers and magazines, radio and television, publishing houses;
- specialized scientific organizations, libraries;
- other objects that can be installed in accordance with the profile of the specialty.

The program prepares individuals to undertake various roles in scientific, teaching, educational, editorial, and cultural organizational activities. Graduates will be equipped to foster collaboration and understanding in diverse environments, enhancing their ability to contribute meaningfully to society and their professional fields.

13. TYPES OF PROFESSIONAL ACTIVITY

- 1) Educational sphere (language and literature teacher in universities, in training centers, special schools, research teacher);
- 2) Business sphere (translator in organizations of the economic sphere of activity: production, trading companies, banks, other financial structures and other small and medium-sized enterprises);
- 3) Administrative sphere (employees in state and non-state administrative institutions: regional, city, district, archives, branches of political parties, etc.);
- 4) Information sphere (employees in the media, including on television, radio, in advertising companies, etc.)

14. REQUIREMENTS FOR APPLICANTS FOR EDUCATIONAL PROGRAM

Higher education in the framework of this direction of training can be obtained only in educational organizations on the basis of secondary general, secondary vocational education and higher education. The procedure for admission of citizens to undergraduate studies is established in accordance with the Model Rules for admission to educational institutions that implement professional educational programs of higher education. Higher education in undergraduate programs in this area of training in the form of self-education is not allowed.

15. EXPECTED LEARNING RESULTS

15.1. GENERAL REQUIREMENTS FOR GRADUATES OF THE EDUCATIONAL PROGRAM

Graduates of the educational program must have the following professional competencies (PC):

1.1. in research activities:

- the skill and ability to independently use knowledge and attainments on the basics of the study of the humanities and linguistics, the latest trends and directions in modern theory of linguistics and literary criticism, methodology and methods of the humanities in relation to the tasks of fundamental or applied research of intercultural communication, sociolinguistics, modern problems of linguistics and literary criticism;
- to set an independent formulation of the goal, set the tasks of scientific research in fundamental and applied areas of linguistics and literary criticism and solve them with the help of scientific research and research using the latest domestic and foreign experience and the study of modern technologies and information technologies;

- the ability to master new theories, models, research methods, the skills to develop new methodological approaches, taking into account the goals and objectives of the study; the ability and willingness to professionally compile and draw up scientific and professional documentation, scientific reports, present the results of research work, taking into account the characteristics of the potential audience;

1.3. *in organizational and managerial activities:*

- the ability to use in-depth specialized theoretical knowledge, practical skills and abilities for the organization of scientific and applied research, the educational process, expert, analytical and consulting activities;
- the ability to freely use modern methods of collecting, processing and interpreting complex linguistic information for setting and solving organizational and managerial tasks, including those outside the immediate field of activity;

1.4. *in pedagogical activity:*

- the skill and ability to use the acquired knowledge in teaching linguo-humanitarian disciplines (in-depth knowledge of the main schools and directions, the ability for professional reflection).

project activities:

- the ability to draw up and present projects of research and analytical developments in accordance with regulatory documents;
- the ability to process and analyze data for the preparation of analytical solutions, expert opinions and recommendations of the MA for setting and solving organizational and managerial tasks, including those outside the immediate field of activity;

15.2 GENERAL COMPETENCE

15.2.1 A - PROFESSIONALLY ORIENTED COMPETENCES

A1	The ability to conduct a comprehensive analysis of events taking place in various areas of the economy, politics, religious studies, cultural studies in the world
A2	The ability to express and justify one's position on issues of value attitude to problems in a historical context
A3	The ability to conduct a systematic analysis of problem situations, put forward hypotheses, generate original ideas and solutions, conduct a targeted search for the necessary information using information and communication technologies
A4	The ability to use modern information systems (library and electronic catalogs, information systems, the Internet, e-mail, etc.) and the ability to collect, store and process communication and professional value information in relation to the goals and objectives of the educational process using modern media technologies
A5	the ability to carry out complex research, including interdisciplinary, based on a holistic systemic scientific worldview using knowledge in the field of philology using information and communication technologies

15.2.2 B - JOB-BASED COMPETENCES

B1	Willingness to use the world's innovative experience in the field of methods of foreign language education and scientific linguistic and literary studies;
B2	The ability to produce oral and written texts of various genres and functional styles in accordance with the task;
B3	The ability to conduct bibliographic work using traditional and innovative technologies for searching, processing and analyzing information;
B4	Willingness to professionally operate with the conceptual and terminological apparatus of linguistics and literary criticism;

B5	Ability to work with statistical material;
15.2.3 C - PROFESSIONALLY IDENTIFYING COMPETENCES	
C1	The ability to analyze, compare, process information, critically correlate with what is already available;
C2	The ability to use modern linguistic theories in the implementation of a professionally applied product;
C3	The ability to use the latest technological tools and technologies when editing, modeling, classifying, processing and searching for information;
C4	The ability to create and edit texts of various functional styles to solve problems in professional activities using information and communication technologies
C5	The ability to carry out various types of linguistic analysis of an artistic, journalistic, political text (content analysis, conceptual analysis, etc.).
15.2.3 D - INTERCULTURAL COMMUNICATION COMPETENCES	
D1	The ability to use a foreign language as a means of intercultural communication in various areas of communication in the unity of all its functions: communicative-cognitive, regulatory, emotional-evaluative and etiquette, taking into account the rules and social norms of behavior of native speakers, traditions, history, culture and social system of the country of the language being studied;
D2	Willingness to use knowledge about the language system and speech implementation of language categories; spelling, orthoepic, grammatical and stylistic norms of the studied languages for solving various kinds of problems;
D3	The ability to realize communicative intentions in a specific socio-cultural context and in relation to a specific partner, a representative of a different culture in accordance with the rules for constructing the meaning of the statement, expressed by linguistic and non-linguistic means that are appropriate in this situation;
D4	The ability to master various cognitive techniques: identifying the required content on the basis of the text, distinguishing between the main and secondary, critical reflection, interpretation, compression, identifying common and different, etc.;
D5	The ability to navigate in the acquired knowledge, perceive it and take it with interest, compare and find differences and similarities;
D6	Willingness to show tolerance towards representatives of another culture;
D7	Ability to effectively resolve conflict situations caused by intercultural differences;
D8	The ability to overcome the prevailing cultural stereotypes in relation to representatives of other cultures;
D9	The ability to select and use the most effective strategies and tactics for solving communication problems in a particular situation;
D10	The ability to use a comprehensive methodology in the possession of project technologies (information retrieval, analytical, creative predictive, research types of collective and individual projects)
D11	The ability to compensate for the lack of linguistic means through the use of periphrases, explanations, definitions, non-verbal means, etc.;

D12	Ability to master the functional subsystems of a foreign language (basic, professionally oriented, LSP, LAP);
D13	The ability to apply knowledge of linguoculturological content in research, teaching and other areas of professional activity.
D14	The ability to understand linguistic sciences and their tasks, knows modern works in theoretical and applied linguistics, is able to critically analyze well-known works in the field of linguistics
D15	The ability to generalize students' theoretical and linguistic knowledge in one scientific paradigm, develop a general linguistic perspective, the ability to understand the main directions and trends of language science, modern methods of language research
D16	The ability to implement pragmatic communication strategies in the context of written oral and business communication
D17	The ability to implement pragma is the ability to apply foreign economic and foreign policy concepts in the professional sphere of communication to take adequate measures and strategic decisions
D18	The ability to search for and prepare relevant materials for publication in print media
D19	Knowledge of the basics of theory, methods, methods and tools of editorial activity, professional stylistic features of event coverage, mastery of the stylistics of the main journalistic genres
D20	The ability to interpret information in a form accessible to the target audience – objectively and without allowing distortion, bias

16. CONTENT OF EDUCATIONAL PROGRAM

16.1 GENERAL STRUCTURE OF THE PROGRAM

The educational program is usually designed for four academic years of study. The academic year is divided into 2 semesters, lasting 15 weeks. Training under the program is carried out on a modular basis. 1 module usually consists of 7-9 credits. During one semester, the student's workload cannot exceed 3-4 modules. The final state certification of students is carried out in the form of a professional-applied project defense.

16.2.1 General educational module

16.2 EDUCATIONAL MODULES

16.2.1 BASIC MODULES

Name of module	Content	Number of credits	
	I. General educational block of curriculum (GEBC)		
1.1 Block of professionally oriented training			
		Academic credits	Exam / semester
GED CC	History of Kazakhstan	5	2 (GE)
	Philosophy	5	3
	Sociology, Political Science, Cultural Studies, Psychology	8	2
	Basics of personal development	6	4
	Total	24	

GED CC	Kazakh (Russian) language	10	1, 2
	Total	10	
GED CC	Information and Communication Technologies (in English)	5	1
	Total	5	
GED CC	Foreign language	10	1
	Total	10	
1.5 Physical Education Module			
GED CC	Physical education	8	1, 2, 3, 4
	Total	8	
II. Basic block of curriculum (BBC)			
BD EC	Linguo-theoretical foundations of linguistics	3	1
	Modern scientific and theoretical paradigms of foreign philology	4	2
	Comparative-historical evolutionary development of the theory of linguistics	4	1
	Total	11	
BD UC	Foreign language	7	2
	Practical course of a foreign language	12	3-4
	Second foreign language	16	3-6
BD EC	Professional and communicative practicum	12	4-7
BD UC	Record keeping and business communication in the state language	3	3
	Training internship	3	4
BD EC	Pedagogy	3	4
	Total	56	
BD UC	Structural-level stratification of the language system	10	3
	Total	10	
BD EC	Cognitive-conceptological basis of theoretical linguistics	4	4
	Total	4	
BD EC	Vocabulary of the target language	4	5
	Total	4	
BD EC	Stylistics of language and speech.	5	7
	Total	5	
BD EC	Specialized professional foreign language	5	5
BD EC	Methodology of foreign language education	4	5
PD UC	Pedagogical internship	4	6
	Total	13	

III. Profile block of curriculum (PBC)			
3. Block of Professional Identification Training			
PD UC	Intercultural communication and business discourse in the industrial sphere	6	7
BD EC	Text and Discourse.	4	5
	Total	10	
BD EC	Specialized foreign language	7	7
	Total	7	
3.3 Module: Digitalization of professional activity			
PD EC	Digitalization of professional activity	3	5
	Total	3	
PD EC	Contemporary literary studies.	4	6
	Foreign literature	4	5
	Total	8	
PD UC	Specialized professional foreign language	5	6
	Language for Academic Purposes	5	8
PD UC	Pre-diploma internship	6	8
	Total	16	
PD UC	Modern functional-style genres and forms in foreign language literary criticism and their characteristics	5	8
PD UC	Cognitive semantics	6	8
	Total	11	
PD EC	3.7 Minors: Publishing	9	7
	Total	9	
3.8 Minor program			
PD EC	3.8 Minors: Media text editing	9	6
	Total	9	
4. Final examination			
	Writing and defending a thesis (project) or preparing and passing 2 comprehensive exams and a professional foreign language 1. "Conceptual foundations of cognitive linguistics theory and practice of intercultural communication and foreign philology" 2. "Fundamentals of publishing and editorial activities of foreign philologists"	8	8
	Total	8	
	1.1 Worldview and socio-cultural training module	24	
	1.2 Common Language Module	10	
	1.3 Digitalization Module	5	
	1.4 Professionally oriented language module	10	

	1.5Physical Education Module	8
	Module 2.1 Modern scientific and theoretical paradigms of foreign philology and their specification in basic courses of linguistic theory	3
	Module 2.2 Modern scientific and theoretical paradigms of foreign philology and their specification in basic courses of linguistic theory	4
	Module 2.3 Comparative-historical evolutionary development of the theory of linguistics and its role in the formation of the modern cognitive-conceptological basis of the theory of linguistics	4
	2.4 Module: Professionally-based language training	56
	2.5 Module: Structural-level stratification of the language system and its basic categories (phonetics, lexicology, grammar) in linguistic-theoretical and applied foreign philology	10
	Module 2.6 Cognitive-conceptological basis of modern methodological-content orientation of theoretical linguistics	4
	Module 2.7 Vocabulary of the target language,	4
	Module 2.8 Stylistics of language and speech.	6
	Module 2.9: Specialized professional foreign language	13
	3.1 Module: Vocational and specialized industry variants of the basic FL in the context of ensuring a wide range of international legal, international economic-technical and socio-cultural interaction	10
	3.2 Module: Specialized foreign language	7
	3.3 Module: Digitalization of professional activity	3
	Module 3.4 Contemporary literary studies.	8
	3.5 Module: Scientific-academic and specialized foreign language	16
	3.6 Module: Modern functional-style genres and forms in foreign language literary criticism and their characteristics	10
	3.7 . Minors: Publishing	9
	3.8 Minors: Media text editing	9
	Total:	241

16.3 SCHEME FOR FORMING LEARNING OUTCOMES**Professionally oriented competencies**

MODULE NAME	COD E	A1	A2	A3	A4	A5	B1	B2B	B3	B4	B5
Socio-ideological training		X	X	X	X		X				
Common language module							X				
Digitization module			X								
Professional-oriented language module				X		X		X	X		
Physical culture module			X		X						

Professionally based competencies

MODULE NAME	COD E	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5
Linguistic theoretical foundations of linguistics (general linguistics, introduction to linguistics, history of linguistic knowledge)		X	X	X	X	X	X	X	X	X	X
Modern Scientific and Theoretical Paradigms of Inophylology and Their Specification in the Basic Courses of Linguistic Theory			X	X	X		X	X		X	X
Comparative-historical evolutionary development of theorlinguistics and its role in the formation of the modern cognitive-conceptological basis of theorlinguistics		X			X	X	X	X	X	X	X

Vocational-Based Language Training		X	X				X	X	X	X	X
Structural-level stratification of the language system and its basic categories (phonetics, lexicology, grammar) in linguistic-theoretical-applied inophilology		X	X		X		X	X	X	X	X
Digitalization of professional activity									X	X	

Professional-identifying competencies

MODULE NAME	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D 17	D 18	D 19	D 20
Worldview and socio-cultural training module	X	X	X	X		X	X	X		X			X							
Common Language Module	X	X	X	X		X	X	X		X			X							
Digitalization Module	X	X	X	X		X	X	X		X			X							
Physical Education Module	X	X	X		X		X	X		X			X							
Digitalization of professional activity	X	X	X		X		X		X	X		X	X	X	X		X			
Contemporary literary studies.		X	X			X		X	X	X	X	X	X	X						
Comparative-historical evolutionary development of the theory of linguistics and its role in the formation of the modern cognitive-conceptological basis of the theory of linguistics	X	X	X				X	X		X	X		X	X	X					
Structural-level stratification of the language system and its basic categories (phonetics, lexicology, grammar) in linguistic-theoretical and applied foreign philology	X	X	X		X		X	X	X	X	X		X	X	X		X			
Linguistic and theoretical foundations of linguistics (general linguistics,	X	X	X		X		X	X	X	X	X		X	X	X		X			

introduction to linguistics, history of linguistic knowledge)																				
Cognitive-conceptological basis of the modern methodological and content orientation of theoretical linguistics (cognitive linguistics, linguoconceptology, linguoculturology, intercultural communication)	X	X		X		X			X	X			X	X	X	X				
Vocabulary of the language being studied Professionally oriented foreign language (Business and official correspondence and correspondence) Modern scientific and theoretical paradigms of inophilology	X	X	X	X			X		X	X	X	X	X	X	X	X	X			
Stylistics of language and speech. Style of fiction, its genre varieties	X	X		X			X		X	X	X	X	X	X	X					
Specialized professional foreign language (Pedagogical practice)	X	X	X				X	X	X	X	X	X	X	X		X				
Professional and specialized variants of the basic foreign language in the context of providing a wide range of international legal, international economic, technical and socio-cultural interaction	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X				
Specialized foreign language	X	X	X				X	X	X	X	X	X	X	X						
Modern Literary Studies. Main trends, functional and stylistic typology of literature and basic characteristics of English-language literary sources of historical and chronological periodization.	X	X		X	X				X	X		X	X							
Scientific-academic and specialized foreign language	X			X			X		X	X	X	X					X			

Modern functional and stylistic genres and forms in foreign language literary criticism and their characteristics	X	X			X				X	X	X		X						
Minors: Specialist in foreign philology: Linguist. Minors: Specialist in foreign philology: Literary critic	X	X							X		X								
Minors: Philologist: Specialist in Publishing Specialist in editing media texts (television industry)			X	X	X				X	X	X			X		X	X	X	X

17. DIRECTIONS OF RESEARCH
WORKS OF STUDENTS UNDER THE EDUCATIONAL PROGRAM "_____"

Directions of research work of bachelors in the educational program of the bachelor's degree

- corresponds to the main problems of the specialty;
- topical, contains scientific novelty and practical significance;
- is based on modern theoretical, methodological and technological achievements of domestic and foreign science and practice;
- uses modern research methods;
- is based on modern methods of data processing and interpretation using computer technologies;
- contains theoretical (methodological, practical) sections, consistent with the scientific provisions defended in the project.

Sample Topics for Students' Diploma Projects:

1. Linguistic and stylistic analysis of English song lyrics
2. Linguostylistic features of the depiction of characters in George Martin's book "Game of Thrones"
3. Methods of Speech Influence in Political Discourse (on the Material of English-Language Political Speeches)
4. The features of neologisms in mass media
5. The peculiarities of the internal form of phraseological units in mass media
6. The functions of Stylistic devices and Expressive Means in Advertising texts
7. Linguocultural peculiarities and communicative description of proverbs and sayings
8. The ways of formation of neologisms in the terminological system of computer technologies of the modern English language
9. The pragmatic use of phraseological units in different types of texts and give dynamic approach to text investigation
10. Structural features of idioms in English and Kazakh
11. Comparative studies in the history of the development of English philology in Kazakhstan: problems and prospects
12. Equivalents and lacunas in English, Kazakh and Russian terminological systems of kinship: linguoculturological aspect
13. Linguistic features of electronic English discourse
14. Linguistic and cultural foundations of the novel by J. Rowling "Harry Potter and the Philosopher's Stone"

18. INTERNATIONAL ACADEMIC MOBILITY WITHIN THE EDUCATIONAL PROGRAM

1. Chunan University, South Korea (English)
2. National University of Chonbuk South Korea (English)
3. National University of Kebansaan, Malaysia (English)
4. University of Poitiers, France
5. University of Poitiers, France
6. University of Perpignan, France
7. University of Passau, Germany
8. University of Cadiz, Spain
9. University of Vigo, Spain

10. University of Salamanca, Spain
11. Aju University, South Korea
12. Daegu University, South Korea
13. Kukmin University, South Korea
14. Kyunghee University, South Korea
15. Hanguk University of Foreign Studies, South Korea
16. Busan University of Foreign Studies, South Korea
17. Landzhou University, China
18. Wuhan University of China
19. Minzu University, China
20. Hainan Tropical Ocean University, China
21. Southwestern University, China
22. University of Tsukuba, Japan

19. Practice

The undergraduate educational program includes the following types of practices:

- educational (3 credits, 4 semester);
- industrial (3 credits, 6 semester);
- pre-diploma (6 credits, 8 semester).

19.1 EDUCATIONAL PRACTICE

Purpose of the practice: The purpose of the educational and introductory practice of second-year students is the formation of professionally based competence as part of context-communicative, pragma-actualizing, conceptual-conceptual, creative-research, analytical-predictive subcompetences through the analysis of attended lessons in foreign languages and the conduct of educational activities at the language being studied.

Tasks of educational practice:

- formation of an idea of the role of a foreign language lesson, as the main organizational form of the process of modern foreign language education, in the comprehensive development and education of the younger generation;
- formation of an idea of the motivational and stimulating nature of extracurricular work;
- formation of ideas about the main directions of improving the lesson of a foreign language and extracurricular activities;
- formation of an idea of the role and place of information technology in the organization of extracurricular activities and classes in a foreign language.
- to implement an integrated approach in the study of the educational work of an educational institution;
- to form a creative attitude towards professional activity among future specialists.

Места проведения практики (перечень Договоров):

- 1. Pedagogical College of Foreign Languages
- 2. Lyceum College of International Tourism Management
- 3. Linguistic Lyceum College
- 4. Choreographic School. A. Selezneva
- 5. International College of Business and Communication
- 6. College of International Service and Management

- 7. Almaty State Business College
- 8. Halykaralyk kazak-kytai til college
- 9. Japanese school "Ichikawa"
- 10. Almaty kyzdar mektep-lyceum-boarding schools

19.2 TEACHING PRACTICE

Pedagogical Internship Objectives: to develop professionally grounded competencies and enhance intercultural communicative competence for foreign language teachers in university colleges.

Pedagogical Internship Tasks:

1) To develop pragma-actualizing sub-competence, namely:

- Ability to establish connections between theoretical knowledge acquired in the study of social, specialized, and psycho-pedagogical disciplines with the practice of teaching foreign languages.
- Improve the skills to connect theory in methodology, psychology, and pedagogy with practice.
- Acquire the mechanisms for planning foreign language lessons, considering the fundamental requirements of the educational process, as well as organizing and conducting extracurricular activities in foreign languages based on the students' level of proficiency.
- Navigate the real school environment and set short-term and long-term goals in accordance with the curriculum of a specific stage of education.
- Analyze the state of educational and upbringing work in educational institutions.
- Plan educational and upbringing work in language for a specific period.
- Observe and critically analyze educational and upbringing work with children.

2) To develop context-communicative sub-competence, namely:

- Be competent in identifying difficulties in language material acquisition caused by interference from the native language.
- Master a range of communicative behaviors as a set of norms and traditions of communication in the context of intercultural interaction.

3) To develop conceptual-conceptual sub-competence:

- Be able to freely use expressions from professional jargon and meta-language of the profession.
- Deepen theoretical and practical training in the field of teaching foreign languages.

4) To develop pragmatic-professional sub-competence, namely:

- Develop a culture of intellectual work, the ability to pose and solve scientific and practical problems in the specialty; readiness and ability to adequately resolve pedagogical situations, including conflicts.
- Ability for selective and comprehensive analysis of attended foreign language lessons.
- Develop in students a culture of professional communication that enables them to pose and solve scientific and practical problems in the specialty.

5) To develop reflective-developing sub-competence, namely:

- Develop reflective skills for critical self-analysis of one's own activities as well as the activities of peers.

- Be competent in preparing report documentation.
- Summarize the work done in written form.
- Conduct critical self-analysis of one's own pedagogical activities.
- 6) To develop instrumental-technological sub-competence, namely:**
 - Ability to plan foreign language lessons, select and create visual aids for specific topics.
 - Prepare students to conduct various types of lessons using elements of effective (progressive) foreign language teaching technologies.
 - Conduct, evaluate, and discuss written assignments, and write brief reviews for error correction.

Location:

1. EI "Linguistic college"
2. RSTE "Almaty choreographic school. A.Selezneva"
3. I "Pedagogical College of Foreign Languages"
4. SCTE «"Almaty Economic College"
5. MPI "Secondary school № 87 named after Abdrash Nazarbekov"
6. MPI "Suyunbai Lyceum School №. 143"
7. MPI "High School №15"
8. MPI "Lyceum School №15 named after Alihan Bokeihan"
9. LLP «Higher College Apec PetroTechnic»
10. MPI "School gymnasium №19 named after Dinmukhamed Konaev"
11. MPI "Dubun High School"
12. MPI "General secondary school №19 named after B. Mailin"
13. MPI "High school named after M. Zhalilov with a small preschool institution"
14. MPI "School-gymnasium № 153 named after Abdullah Rozybakiev"
15. MPI "High school Ulan"
16. MPI "High School named after Kenen Azerbayev №15"
17. I "Karakud general education school"
18. MPI "General education school №8 named after Kashagan Kurjimanuly"
19. MPI "Gymnasium №130 named after I. Zhansugurov"
20. MPI "High School № 76 named after Latip Shahatov"
21. MPI "School-lyceum № 28"
22. MPI "General education school №28"
23. MPI "General secondary school №29 named after Aliya Moldagulova"
24. MPI "School-lyceum №38"
25. ГKY "High school №13 named after M. Makatayev"
26. MPI "Akkistau Secondary School"
27. TOO "Higher College of Aktobe Regional University named after K. Zhubanov"
28. MPI "General education school named after Al-Farabi"
29. MPI "General education school №42"
30. MPI "High School with preschool minicenter named after Zamanbek Battalkhanov"
31. MPI "High school named after Ahmet Baitursynuly"
32. MPI "General secondary school №42"
33. MPI "General education school №149"
34. MPI "School-gymnasium №94"

35. MPI "General secondary school № 33"
36. MPI "General secondary school named after N.K. Krupskaya"
37. MPI "General secondary school №30"
38. MPI "School-gymnasium № 1 named after Sherkhan Murtazy"
39. MPI "High school №32"
40. MPI "High school named after Abaya with minicenter"
41. LLP "Centre of English studies" Issyk
42. SI "High school Baiterek"
43. MPI "Gymnasium №79"
44. MPI "High school named after M. Gabdullin"
45. SP Abdrakhmanov A.A.
46. MPI "General education school № 77"
47. MPI "High school №31 named after Al-Farabi"
48. MPI "Zharkent High School"
49. MPI "General secondary school №6"
50. MPI "General secondary school № 32 with a pre-school mini-center"
51. MPI "General education school №45"
52. MPI "General education school №193"
53. MPI "High school №76 named after L. Shakhmatov"
54. Inter-national linguistic center "Gulzar"
55. MPI "General secondary school №24"
56. MPI "General secondary school №6 named after Zhambyl Zhabaev with a pre-school mini-center"
57. MPI "High school named after A. Rozybakiev"
58. MPI "General school №157"
59. MPI "Badamshin School Garden"
60. MPI "General secondary school №23 named after A. Bokeikhanov"
61. MPI "School-gymnasium №1"

19.3 Industrial / undergraduate practice

19.3 Industrial/Pre-diploma Internship

Objective of the internship: To develop professionally grounded competence and enhance intercultural communicative competence of foreign language instructors in the university's colleges.

Tasks of the internship:

- 1 Intercultural-communicative competence: Linguistic-professional competence in the field of multilingualism; business oral and written communication in the domain of professional foreign languages; professional-communicative competence.
- 2 Professionally oriented competence: General education and worldview competence; information professional-communication-oriented competence.
- 3 Professionally based competence: General linguistic competence; theoretical and philological competence; linguistic-sociocultural competence.

- 4 Professional-identifying competence: General philological competence; analytical-synthetic competence; linguodidactic competence.

Location:

1. EI "Linguistic college"
2. RSTE "Almaty choreographic school. A.Selezneva"
3. I "Pedagogical College of Foreign Languages"
4. SCTE «"Almaty Economic College"
5. International College of Business and Communication
6. Apec Petrotechnic Higher College LLP, Atyrau Region
7. T. Ryskulov School-Lyceum, Human Potential Development Department, Kazygurt District, Human Potential Development Management, Turkestan Region
8. Balhash Humanitarian and Technical College named after Alikhan Musin
9. Kh. Khamrayev Secondary School, Zharkeent
10. M. Baymukhanov Secondary School, Atyrau Region
11. Secondary School No. 20, Ili District Education Department, Education Management, Almaty Region
12. Abai School-Lyceum, Human Potential Development Department, Tyulkubass District, Human Potential Development Management, Turkestan Region
13. Secondary School No. 177, Education Department of the City of Almaty
14. Zharkeent Secondary School, Zharkeent
15. K. Satpaev Secondary School, Almaty Region
16. Secondary School-Lyceum No. 5 named after M. Lomonosov, Taldykorgan
17. Kh. Sanbayev Secondary School, Atyrau Region
18. Aktobe Multidisciplinary College, AGU "Tarlan"
19. Saumalkol Secondary School No. 1, North Kazakhstan Region
20. Gymnasium No. 1 named after Alikhan Bokeykhanov, Education Department of the City of Taraz, Education Management of the Jambyl Region Akimat
21. Secondary School No. 17, Turkestan, Human Potential Development Department, Zhetysai District, Human Potential Development Management, Turkestan Region
22. Bolashak Higher Multidisciplinary College LLP, Atyrau Region
23. Dolaitin Secondary School, Almaty Region
24. Secondary School No. 8 named after K. Kurzhimanuly, Atyrau Region
25. Secondary School No. 27 named after I. Taimanov, Atyrau
26. Secondary School No. 23 named after T. Ryskulov, Jambyl Region
27. General Secondary School No. 187, Education Department of the City of Almaty
28. Satpaev School No. 177, Almaty Region
29. General Secondary School No. 108, Almaty
30. Usharal Kazakh Gymnasium with a Preschool Mini-Center, Education Department of the Alakol District, Education Management of the Zhetisu Region
31. Secondary School No. 187 named after K.I. Satbayev, Atyrau Region
32. Secondary School No. 9, Education Department of the City of Taraz, Education Management of the Zhambyl Region
33. BISAT-M LLP, Almaty
34. Manshuq Media LLP, Almaty
35. Al-Farabi School-Lyceum, Petropavl
36. Individual Entrepreneur "Seksenal," Almaty

37. Secondary School No. 15 named after Alikhan Bukeykhanov, Education Department of the City of Balkhash, Education Management of the Karaganda Region
38. KP Company LLP, Almaty
39. Secondary School No. 99, Almaty
40. Secondary School No. 150 named after M. Khamraev, Almaty
41. Narhoz University College of Economics, Almaty
42. Secondary School No. 204, Almaty
43. Sanbayev Secondary School, Atyrau Region
44. General Secondary School No. 71, Human Potential Development Department, Saryagash District, Human Potential Development Management, Turkestan Region

