

JSC «KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS
AND WORLD LANGUAGES»

«Approved»

Chairperson of the Board – Rector
JSC "Ablaikhan Kazakh University of
International Relations and World
Languages"

Doctor of Philological
Sciences, Professor
S. K. Kumbayeva

« _____ 2025 y.



Specification of the Bachelor's Degree Education Program

Field of Study: 6B017 – Teacher Training in Languages and Literature

Group of Educational Programs B018–Training of Foreign Language Teachers

Educational Program: 6B01701 – Teacher of Two Foreign Languages

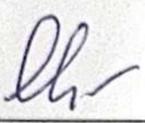
«6B01701 – Екі шетел тілдерінің мұғалімі» білім беру бағдарламасының сипаттамасы

ББАК (Білім беру бағдарламасының академиялық кеңесі) тарапынан әзірленіп, Шетел тілдері факультетінің Кеңесінде қаралды

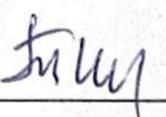
Хаттама № 1 10.11 2024 ж.

АК төрағасы  Головчун А. А.

Хаттама № 3 21.11 2024 ж.

ШТПФ деканы  ф.ғ.д., профессор Ислам А. И.

Хаттама № 4 06.12 2024 ж.

ФАК төрағасы  Кульгильдинова Т. А.

Хаттама № 6 Ғылыми кеңестің 21 01 20 ж.

Келісілді
Жұмыс беруші

М.Бегалин атындағы
№120 мектеп-гимназиясының
директоры 

Белкина О.А.



EDUCATIONAL PROGRAM SPECIFICATION

1. Code and name of the direction of training	"6B017- Training Teachers in Languages and Literature"
2. Code and name of the educational program	"6B01701 - Teacher of two foreign languages"
3. Awarded degree	Bachelor of Education
4. Level of training	6th level NRK
5. Program Accreditation	Certified accreditation no. AB 2375/1 is valid until 05/23/2026
6. Period of study	2025-2029 year
7. Language of instruction	Kazakh Russian English
8. Faculty	Foreign Languages' Teacher Training Faculty
9. Department	Methodology of foreign language education Theories and practice of intercultural communication Speech and Communication practice Pedagogy and psychology

10. EDUCATIONAL GOALS AND OBJECTIVES OF THE PROGRAM

The goal of the educational program "6B01701 – Teacher of Two Foreign Languages" is to train a new generation of specialists who possess foreign language proficiency in accordance with European standards and the objectives of modernizing foreign language education.

The objectives of the educational program "6B01701 - Teacher of two foreign languages":

- training of specialists in foreign language education in accordance with the Professional Standard "Teacher";
- professional training of future teachers in the field of foreign language education, who are ready and able to carry out professional activities at the levels of a general education school (primary, basic and specialized), corresponding to the needs of the labor market;
- modeling of the Educational program on the basis of the Modular-competency basis for planning and managing the training of specialists in foreign language didactic direction;
- introduction of additional specialized specializations (minors) in the training of specialists in foreign language education;
- implementation of the Scientific and Innovative Vocational Educational Complex, for the implementation of applied research projects within the framework of the strategic, tactical and calendar plans of the EP;
- improving the professional qualifications of the teaching staff of the EP using modern methods and innovative, information and communication technologies that contribute to the formation of professional competence among students;

The upbringing of students in the following areas: worldview, patriotism, legal culture, healthy lifestyle, spiritual and moral qualities within the framework of the implementation of the "Unified Education" program in the triad "Just Kazakhstan – Responsible Citizen – Progressive Nation," aimed at fostering honest and fair citizens who prioritize honest work and public welfare by instilling values such as independence and patriotism, justice and responsibility, diligence and professionalism, law and order, unity and solidarity, creativity and innovation in children and youth.

- ensuring employment of graduates together with employers.

Additional profile specializations of the EP are carried out jointly with the International Schools: No. 120 named after M. Begalin, gymnasium schools No. 12 named after Sh. Ualikhanov, Innovation school "Bilim", Miras IS, Almaty IS, etc. as part of the implementation of professionally applied orientation of training specialists.

The implementation of professional applied projects provides for corporate cooperation with social partners with subsequent certification of the graduate in the context of the trinity "Science - education - production".

10. FIELD OF STUDY

Pedagogy: psychological and pedagogical training of students focused on mastering the methods of scientific analysis and forecasting of pedagogical phenomena and processes, ensuring the appeal to the individuality, creative potential of the student's personality.

Psychology: the study of a holistic view of the human psyche and personality as a complex-structured multilevel dynamic system; expanding horizons in the field of psychology of cognitive processes, the development of consciousness and self-awareness, personality psychology and socio-psychological phenomena that manifest themselves at the level of society and activity.

Methodology of foreign language education: students' understanding of the essence of competence-methodological integrativity of the modern foreign language educational paradigm of foreign language education.

General linguistic training: the study of information about the language, its origin and essence, about the features of its structure, about the subject and conceptual composition of linguistic science.

Applied linguistics: professionally oriented knowledge of the theoretical foundations

Digitalization of professional activity: application of modern technologies in the educational process

12. TYPES OF PROFESSIONAL ACTIVITY

Educational (introductory) practice

Psychological and pedagogical practice

Pedagogical practice

Pre-graduate practice/ Pedagogical practice

13. REQUIREMENTS FOR ENTRY TO THE EDUCATIONAL PROGRAM

Persons who have passed the UNT and passed interviews for persons who have graduated from a secondary vocational educational institution are accepted for undergraduate studies.

The Unified National Testing of applicants is carried out by the National Testing Center of the Ministry of Education and Science of the Republic of Kazakhstan (hereinafter referred to as NTC).

Interviews for persons who have graduated from a secondary vocational educational institution are conducted by the University.

Oral Proficiency Examination is conducted by the University that accepts for this educational program.

14. EXPECTED LEARNING OUTCOMES

Demonstrates understanding of the fundamentals of anti-corruption culture, life-safety principles, and the impact of environmental factors on health; adheres to professional ethics and resolves moral

conflicts constructively; applies knowledge of financial security and rational financial behavior; understands the legal foundations of personal and professional activities (labor, civil, and administrative law); and promotes environmental sustainability and entrepreneurship as key components of personal and professional growth in the field of foreign-language education.

– Demonstrates mastery of key methods of business communication, taking into account individual, social, and professional characteristics of the communication process, and applies this knowledge in practice to organize documentation and manage business and classroom communication effectively within the framework of class leadership.

– Demonstrates proficiency in linguistic theories and their application in mastering the history and theory of writing, understanding the main principles and types of language classification necessary for organizing and implementing the educational process.

– Designs lesson plans and short-term thematic modules considering the profile and level of students; organizes extracurricular and project activities aligned with learners' interests and age characteristics; and adapts authentic textual and multimedia materials to learning goals using digital technologies, artificial intelligence, and online resources for assessing students' foreign-language performance based on criterion-referenced evaluation.

– Identifies and analyzes issues in educational methodology within the context of globalization and localization of international educational content, recognizing current trends in education such as fundamentality, informatization, regionalization, individualization, and pragmatization, and integrates research findings into the foreign-language teaching process with regard to students' age, psychophysiological, and linguistic characteristics.

– Manages pedagogical systems based on international experience and innovative educational practices, interacting with the class collective and other participants in the pedagogical process—including parents and external partners—to ensure quality improvement and create a safe, supportive learning environment.

– Applies modern approaches in pedagogy and psychology and understands the patterns of the contemporary educational process when organizing and conducting lessons aimed at motivating students' cognitive and learning activity through subject-to-subject interaction, using various methods, techniques, and educational technologies.

– Implements the principles of inclusive education in organizing foreign-language instruction, considering the educational needs and abilities of all categories of students; uses support and motivation strategies based on the analysis of specific educational requirements, including those of students with disabilities; and acts with tolerance, empathy, and readiness for professional collaboration in an inclusive educational environment.

– Possesses knowledge of modern English language theory, operates with its core terminology, and applies linguistic research methods and text interpretation techniques for the effective organization of the educational process.

– Interprets literary works through literary-critical analysis, employing scientific and reference literature, bibliographic sources, and modern information-retrieval systems; demonstrates knowledge of English literature in retrospect for use in foreign-language instruction.

– Solves practical communicative tasks in various professional fields using a foreign language in accordance with linguistic norms, formulating and justifying opinions in oral and written forms across different communication genres, and effectively applying language skills in the organization of the educational process.

- Processes and interprets information from news, reports, and sociocultural materials to organize foreign-language discourse, developing productive writing skills within thematic areas relevant to school education using grammatical structures and vocabulary of neutral academic style.
- Conducts effective communication within professional and academic discourse, both orally and in writing, across various genres, using a broad professional vocabulary to express well-structured, detailed viewpoints, highlighting advantages and disadvantages of differing perspectives in the analysis of educational processes.

14.1. COMPETENCIES

- Understands and analyzes the psychological and physiological characteristics and developmental levels of students at different stages of schooling (early, basic, and specialized).
- Understands the fundamental principles of school didactics and updated educational programs in integration with theoretical concepts of specific subject areas (school subjects and educational fields).
- Uses effective teaching methods and technologies, including information and innovative tools, in teaching foreign languages and literature.
- Analyzes and formulates arguments and solves **pragma-professional** tasks in the field of foreign-language education.
- Conducts educational activities in accordance with the key directions of the national program “*Ruhani Zhangyru.*”
- Carries out research activities in the field of foreign-language education.
- Compares various approaches to developing foreign-language communication skills, anticipates potential difficulties in foreign-language teaching, and models the process of foreign-language education at the primary, basic, and specialized levels of general secondary school.

14.1.1 GENERAL COMPETENCIES

A 1	Capable of organizing and planning his professional, scientific and scientific-pedagogical activities, as well as the activities of the team.
A 2	Applies subject knowledge in the creative solution of problem situations in educational, research, scientific activities.
A 3	Analyzes and processes scientific and technical, natural science and general scientific information, bringing it in a problem-problem form for selection.
A 4	Generalizes scientific information, building new scientific facts in the context of general knowledge to carry out project work.
A5.	A5. Demonstrates fluent command of a foreign language sufficient for teaching at the secondary school level.

14.1.2 - PROFESSIONAL COMPETENCIES

B1	Capable of critical thinking, criticism and self-criticism.
B2	Conducts research and research work as part of a team.
B3	Works in an interdisciplinary team, interacting with experts in other subject areas.
B4	Able to work in an international context using a foreign language.
B5	Accepts ethical differences and multiculturalism.

14.1.3 – PERSONAL COMPETENCIES

C 1	Applies in practice the skills of conducting research within the framework of project activities.
C 2	Adapts to new situations, generating new ideas (creativity).
C 3	Able to work independently in project development and management.
C 4	Integrates materials based on incomplete or limited information, taking into account ethnic and social responsibility for the application of methods of their implementation.
C 5	Has time management skills and organizational abilities to solve practical problems.;

14.1.4 – INTERCULTURAL COMMUNICATIVE COMPETENCIES

D 1	Understands and produces foreign language speech, using language means to carry out speech and communicative actions in various functional styles as a future teacher of a foreign language.
D 2	Operates with a system of concepts reflecting a "foreign-language picture of the world" for the interpretation of cultural facts mediated by language, taking into account the national-cultural components of semantics in various situations of intercultural communication.
D 3	Defines the value principles and priorities of a foreign-language society, reflected in socio-cultural information, highlighting permissive and prohibitive attitudes adopted in the culture of the studied language for modeling the situation in educational conditions using linguodidactic material.

D 4	Monitors and analyzes the organization of the educational process in the secondary school for the development of cognitive abilities of students to master a foreign language as a means of intercultural communication, implementing a new approach to solving the problems of language learning at school.
D 5	Designs the educational process as a model as close as possible to the conditions of real intercultural communication and focused on the implementation of interrelated teaching of a foreign language and foreign culture, widely using innovative technologies.
D 6	Develops in the student's personality such properties that play the most important role in the learning process through respect for work and a developed sense of patriotism, pride in his country, its achievements in all spheres of life.
D 7	Works with scientific and methodological literature, using various sources of information, including an Internet resource in conducting targeted monitoring of individual students, classroom staff to establish cause-and-effect relationships in the selection of educational material for its authenticity and compliance with modern goals of foreign language education.
D 8	Studies positive pedagogical experience, possessing the scientific and conceptual apparatus of research, methods of empirical level: questionnaires, testing, interviews, conversation for planning and conducting a simple methodological experiment, research results for improving professional and pedagogical activities.
D 9	Constructs a system of lessons and individual lessons in a foreign language as a communicative model, as close as possible to the conditions of real communication at the junior, main and profile levels of OSH in accordance with the updated content; designing non-standard forms of lessons in a foreign language (lessons in the form of a "round table", "conference", "debate club", etc.) in the creation of various speech-communicative situations of a problematic nature.
D 10	Defines the methodological objectives of control (diagnostic, corrective, training, controlling), highlighting the objects of control, followed by an analysis of communicatively important errors for the development of a system of pedagogical measurements and indicators.
D 11	Uses educational and regulatory documentation and training programs to compile various types of plans, methodological developments and recommendations, including control and measuring materials and various types and types of test tasks.
D 12	Uses system thinking in the process of holistic perception and comprehension of pedagogical reality.

15. EXPECTED LEARNING OUTCOMES

Demonstrates understanding of the fundamentals of anti-corruption culture, life-safety principles, and the impact of environmental factors on health; adheres to professional ethics and resolves moral conflicts constructively; applies knowledge of financial security and rational financial behavior; understands the legal foundations of personal and professional activities (labor, civil, and administrative law); and promotes environmental sustainability and entrepreneurship as essential components of personal and professional development in the field of foreign-language education.

- Demonstrates mastery of key methods of business communication, taking into account individual, social, and professional characteristics of the communication process, and applies this knowledge in practice to organize documentation and manage business and classroom communication effectively within the framework of class leadership.
- Demonstrates proficiency in linguistic theories and their application in mastering the history and theory of writing, understanding the main principles and types of language classification necessary for organizing and implementing the educational process.
- Designs lesson plans and short-term thematic modules considering the profile and level of students; organizes extracurricular and project activities aligned with learners' interests and age characteristics; and adapts authentic textual and multimedia materials to learning goals using digital technologies, artificial intelligence, and online resources for assessing students' foreign-language performance based on a criterion-referenced evaluation system.
- Identifies and analyzes issues in educational methodology in the context of globalization and localization of international educational content, recognizing major trends such as fundamentality, informatization, regionalization, individualization, and pragmatization, and integrates research findings into the foreign-language teaching process with regard to students' age, psychophysiological, and linguistic characteristics.
- Manages pedagogical systems based on international experience and innovative educational practices, interacting with the class collective and other participants in the pedagogical process—including parents and external partners—to ensure the improvement of education quality and the creation of a safe, supportive learning environment.
- Applies modern approaches in pedagogy and psychology and understands the patterns of the contemporary educational process when organizing and conducting lessons aimed at motivating students' cognitive and learning activity through subject-to-subject interaction, using various methods, techniques, and educational technologies.
- Implements the principles of inclusive education in organizing foreign-language instruction, considering the educational needs and abilities of all categories of students; uses support and motivation strategies based on the analysis of specific educational requirements, including those of students with disabilities; and acts with tolerance, empathy, and readiness for professional collaboration in an inclusive educational environment.
- Possesses knowledge of modern English language theory, operates with its core terminology, and applies linguistic research methods and text interpretation techniques for the effective organization of the educational process.
- Interprets literary works through literary-critical analysis, employing scientific and reference literature, bibliographic sources, and modern information-retrieval systems; demonstrates knowledge of English literature in retrospect for use in foreign-language instruction.
- Solves practical communicative tasks in various professional fields using a foreign language in accordance with linguistic norms, formulating and justifying opinions in oral and written forms across different communication genres, and effectively applying language skills in the organization of the educational process.
- Processes and interprets information from news, reports, and sociocultural materials to organize foreign-language discourse, developing productive writing skills within thematic areas relevant to school education using grammatical structures and vocabulary of neutral academic style.
- Conducts effective communication within professional and academic discourse, both orally and in writing, across various genres, using a broad range of professional vocabulary to express clear and

detailed viewpoints, highlighting the advantages and disadvantages of differing perspectives in the analysis of educational processes.

16 GENERAL STRUCTURE OF THE PROGRAM

The educational program is typically designed for four academic years. Each academic year is divided into two semesters, each lasting 15 weeks.

Training within the program is delivered on a modular basis. One module generally consists of 7–9 academic credits.

During one semester, a student's academic load normally includes 3–4 modules. The final state attestation of students is conducted in the form of the defense of a professionally oriented project, demonstrating the integration of theoretical knowledge and practical skills acquired throughout the course of study.

16.2 MODULES OF EDUCATIONAL PROGRAM

Module name	Content	Amount of credits
Professional-oriented training module		
Social and ideological module	History of Kazakhstan	5
	Philosophy	5
	Sociology	2
	Political Science	2
	Psychology	2
	Cultural Studies	2
	Fundamentals of personal development	6
Physical culture module	Physical Education	8
Digitization module	Information and communication technologies	5
Common language module	Kazakh/Russian language	10
Professional-oriented language module	Foreign language (English)	10
Professional-based training module		

General linguistic and linguistic theoretical foundations of linguistics	General Linguistic and Linguistic-Theoretical Foundations of Linguistics Office Work and Business Communication in the State Language	3 3
Linguodidactic Basis and Digital Technologies of Modern Foreign Language Education	Artificial Intelligence in Foreign Language Education Linguodidactic Foundations of Foreign Language Education	3 4
Professionally-based language training in linguistic-country studies and intercultural-communicative professional sector communication	Foreign language (English) Professionally-based foreign language (English) Communicative specialized workshop Second foreign language (German, French, Turkish) Second foreign language (German, French, Turkish) Second foreign language (German, French, Turkish)	8 4 12 3 3 11 10 5
Psychological and pedagogical module	Pedagogy Organization of the educational system in the conditions of the updated content of education Pedagogical skills in foreign language education	5 5 4
Fundamentals of modern English literary studies	Fundamentals of modern English literary studies	4
Psychological-methodological and didactic-technological foundations of early foreign language education.	Early foreign language education Micro-qualification: Lesson planning and use of resources for language teaching Educational (introductory) practice Psychological-pedagogical practice	4 4 3 3
Fundamentals of modern English language theory	Fundamentals of modern English language theory	3

<p>Methods of teaching foreign languages at the primary level of school education. Professional linguodidactic foundations for training foreign language-professional teaching staff for modern specialized schools and international schools</p>	<p>Criterion-based assessment in school foreign language education Pedagogical practice Content specificity in specialized schools</p>	<p>4 6 4</p>
<p>Linguistic aspects of pedagogical activity</p>	<p>Specialized professional foreign language Communicative specialized practicum English for Intercultural Communication</p>	<p>5 3 5</p>
<p>Professionally-oriented linguistic block</p>	<p>Communicative specialized practicum Specialized professional foreign language Developing Academic English Proficiency</p>	<p>3 4 4</p>
<p>Cognitive linguoculturological methodology of modern foreign language education: methodological principles, categories, basics of modeling intercultural communication</p>	<p>Methodology foreign language education</p>	<p>4</p>
<p>Minor programs</p>	<p>Localization of international educational content Management in education</p>	<p>9 9</p>
<p>Pre-diploma practice</p>	<p>Pre-graduation / Teaching practice Writing and defense of a professional-applied project or preparation and passing of the final certification:</p> <ol style="list-style-type: none"> 1. Pedagogy and methodology of foreign language education 2. Professional foreign language 3. Minors: Localization of international educational content, Management in education 	<p>15 8</p>

16.3 SCHEME OF FORMING LEARNING OUTCOMES
GENERAL COMPETENCIES

Name of the module	code	A1	A2	A3	A4	A5	A6
Social and worldview module	X						
Physical education module	X						
Digitalization module					X	X	
General language module				X			
Professionally-oriented language module						X	X
General linguistics and linguistic-theoretical foundations of linguistics		X	X				

Pedagogy and Methods of Foreign Language Education Professional Foreign Language Minors: Localization of International Educational Content, Management in Education												
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PERSONAL COMPETENCIES											
Name of the module	code	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Psychological and Pedagogical Module							X	X	X		
Fundamentals of Modern Literary Studies										X	X

D Intercultural Communicative Competences

Name of the module	code	D 1	D 2	D3	D4	D5	D6	D7	D8	D 9	D10
Professionally-based language training in linguistic, cultural, and intercultural communicative sector-specific communication			X	X	X	X	X	X	X		
Fundamentals of modern English literature studies										X	X
Structural-level stratification of the English language			X								
Linguistic aspects of pedagogical activity			X	X						X	X
Professionally-oriented linguistic block			X	X						X	X

17. DIRECTIONS OF RESEARCH WORKS OF STUDENTS

SRAL I. "Modernization of foreign language education based on cognitive-linguistic-cultural methodology"

18. INTERNATIONAL ACADEMIC MOBILITY WITHIN THE EDUCATIONAL PROGRAM

Partner universities for academic mobility: University of Cadiz, Spain, University of Poitiers (France, Poitiers), University of Perpignan, Via Domitia (France), University of Passau (Germany), Chemnitz Technical University (Germany), University of Ostrava (Czech Republic), Charles University (Czech Republic), Kebansaan National University (Malaysia), Chunbuk University (Republic of Korea), Busan University of Foreign Studies (Republic of Korea) and others.

19. The educational program includes the following types of practicum:

- Educational (introductory) practicum – 3 credits (2 sem.)
- Psychological and pedagogical practicum- 3 credits (4 sem)
- Pedagogical practicum– 6 credits (6 sem.)
- Pre-graduate practicum/Pedagogical practicum - 15 credits (8 sem.)

20.1 Educational (introductory) practice

The purpose of the practice: primary professional adaptation of students in the conditions of the educational process of primary school from the position of a teacher of FL (formation of practical readiness to participate in a holistic pedagogical process) and preliminary (prospective) preparation of the content of the disciplines of the subject-methodical module.

The tasks of the practice:

1. Students' awareness of the social significance of the professional activity of the teacher and / or class teacher and its impact on the formation of the student's personality.
2. Formation of a holistic view of the educational process in primary school and the role of the teacher, class teacher in the organization and conduct of educational work with primary school students, within the framework of the updated content of education.
3. Formation of pedagogical orientation, professional qualities of the future teacher, the needs of continuous pedagogical self-education.
4. Study of normative documents of the Ministry of Education of the Republic of Kazakhstan defining the educational process on the basis of practice (SES RK, Standard curricula of secondary education) and school documentation (RUP of primary school, Plan of educational work of the school and the class teacher, etc.).
5. Formation of an idea about the design, organization, analysis of educational work of primary school, about the peculiarities of educational work, taking into account an inclusive approach.
6. Development of students' ability to choose pedagogical methods, techniques and technologies adequate to the priority tasks of educating primary school students, taking into account the individual characteristics of a particular child (7 modules of updated educational content (platform "Kundelik").
7. Familiarization of students with the forms and methods of evaluating extracurricular activities in early foreign language education.
8. Students' mastery of the methodology of analysis and practical application of educational standards and programs for early foreign language education.

Places of practice (list of Agreements):

- Department of Pedagogy and Psychology
- Department of Speech and Communication Practice

20.2 Psychological and pedagogical practice

The purpose of the 2nd year students' practice is to form students' holistic understanding of the organization and functioning of the educational process in primary school, psychological and pedagogical support for training and education of a team of students and a personality in individual development, the formation of professional and research competence.

The tasks of the Psychological and pedagogical practice:

1. familiarization of the student with the basic requirements for the organization and conduct of a modern foreign language lesson and extracurricular work in a foreign language;
2. familiarization of students with the forms and types of extracurricular activities in FL and with the requirements for the development of scenarios and conducting matinees, evenings, etc. In elementary school;
3. development of students' ability to identify the specifics of a teacher's activity in organizing a foreign language lesson and extracurricular activities;
4. formation of students' professional and methodological competence of a foreign language teacher and readiness to analyze modern educational and methodological complexes in a foreign language;
5. preparation of the future teacher for active and creative activity in the process of organizing and conducting extracurricular activities;
6. Preparing students for the use of interactive gaming technologies used in classroom and extracurricular foreign language classes;
7. formation of psychological observation skills among students and ways of interaction of the teacher with the subjects of the pedagogical process;
8. mastering the skills of compiling psychological and pedagogical characteristics of a student's personality, including children with special educational needs;
9. mastering the skills of analysis and planning of the educational process in didactic and psychological aspects;
10. the development of analytical and reflective, research, design skills among students, the ability to integrate modern teaching and education methods, skills in developing educational and educational plans and methodological materials, the formation of professional subject and organizational and educational competencies.

Places of practicum (list of Agreements):

- Department of Pedagogy and Psychology
- Department of Speech and Communication Practice

20.3 Pedagogical practice

Purpose of the pedagogical practice in the 3rd year is to develop professional-based competence and improve the intercultural-communicative competence of a foreign language teacher in secondary school (grades 5-9). It also aims to consolidate and deepen knowledge in general scientific, cultural studies, psychological-pedagogical, methodological, and specialized disciplines, as well as to develop pedagogical skills, abilities, and competencies based on theoretical knowledge. The "Unified Education" program within the triad "Just Kazakhstan – Responsible Citizen – Progressive Nation" is aimed at fostering honest and fair citizens who prioritize honest labor and public good. This is achieved by instilling in children and youth values such as independence and patriotism, justice and responsibility, diligence and professionalism, law and order, unity and solidarity, creativity and innovation.

The objectives of pedagogical practice are to prepare the student for:

- implementation of theoretical knowledge obtained in the process of teaching in pedagogy and methodology of foreign language education;
- improving the skills of planning and conducting lessons of various types and extracurricular activities in a foreign language and educational work in accordance with the requirements of the updated content of school education and the use of modern teaching technologies (including ICT) and various forms and methods in the educational system;
- implementation of formative and summative evaluation of students' educational achievements in the educational process, as well as constructive analysis and introspection of pedagogical activity (didactic materials and resources).
- orientation in modern teaching and educational a process aimed at forming a student's national identity,

developing his understanding of the role of his nations, ethnic group in world culture in the context of the implementation of the National project "Ultyk Ruhani zhangyru";

- mastery of pedagogical technology, which is based on the idea of complete controllability of the educational process, design and reproducibility of teaching and educational cycles.

Places of practice (list of Contracts): schools-gymnasiums of Almaty city and rural schools of Almaty region

20.4 Pre-diploma practice / Pedagogical practice

Purpose of the Practice: formation of the professional-identifying competence of a foreign language teacher in a specialized school (4th year);

-Strengthening professional competence, acquiring practical skills and experience in professional activities in the context of implementing the "**Birtutas tárbi**" program within the triad "Just Kazakhstan – Responsible Citizen – Progressive Nation," aimed at fostering honest and fair citizens who prioritize honest labor and public good.

This is achieved by instilling in children and youth values such as independence and patriotism, justice and responsibility, diligence and professionalism, law and order, unity and solidarity, creativity and innovation.

Practice objectives: teach how to apply various technologies for teaching foreign languages, implementing modern educational approaches (communicative-oriented teaching of a foreign language, competence -based approach, personality-oriented learning, system -activity approach, contextual learning (D.N. Kulibaeva), content-integrated teaching of a subject and language, techniques for the development of critical thinking (B. Bloom's taxonomy) , game technologies, reflective technologies, etc.)

improving the skills of planning and conducting lessons of various types and extracurricular activities in a foreign language and educational work in accordance with the requirements of the updated content of school education and the use of modern teaching technologies (including ICT) and various forms and methods in the educational system;

to teach how to carry out formative and summative assessment (skills to conduct, check, evaluate and discuss written work, write short reviews to correct errors; write criteria and descriptors);

to teach to analyze the lessons attended and class hours (teachers, class leaders of the school and fellow students);

to teach how to focus the modern educational process on the formation of national self-awareness in the student, the development of his understanding of the role of his nation in world culture in the context of the implementation of the National project "Ultyk Ruhani zhangyru".

Places of practice (list of Agreements): schools-gymnasiums of Almaty city and rural schools of Almaty region.