

KHOJA AHMET YASSAWI INTERNATIONAL KAZAKH-TURKISH UNIVERSITY



«APPROVED»

Vice rector of the University

Idrissova E.K.

Based on the decision of the
Educational-methodical committee

№ 9 protocol « 25 » 04 2025 y.

EDUCATIONAL PROGRAM

(project «Strengthening the potential of teacher education»)

<i>Program level</i>	<i>Bachelor</i>
<i>Code and classification of the field of education</i>	<i>6B01 Pedagogical sciences</i>
<i>Код и классификация направлений подготовки</i>	<i>6B014 Training of teachers with subject specialization of general development</i>
<i>Группа и название ОП</i>	<i>B005 Teacher training in physical education</i>
<i>Код и название ОП</i>	<i>6B01425 Physical education and sports (IP)</i>
<i>EP type</i>	<i>Innovative EP</i>
<i>EP distinctive features</i>	<i>Dual training</i>

Matriculated in 2025 year

Құрастырушылар: /Разработчики:/ Developers:

Жалпы дамудың пәндік мамандандырылған мұғалімдерін даярлау бағыты бойынша Академиялық комитет құрамы:/

Состав академического комитета по направлению подготовки учителей предметной специализации общего развития:/

The composition of the academic committee on the direction of teacher training in the subject specialization of general development:

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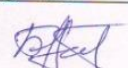
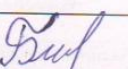
№	Аты жөні/ФИО/ Full name	Қызметі, атағы, дәрежесі/ Должность, звание, степень/ Position, title, rank	Күні/ Дата / Date	Қолы/подпись/ signature
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2	Рысбеков Е.К./ Рысбеков Е.К./ Rysbekov. Y.K.	"Мұстафа Шокай атындағы №24 жалпы білім беретін мектеп" КММ директоры Директор КГУ " Общеобразовательная школа № 24 имени Мустафы Шокая" Director of PUI " Comprehensive School No.24 named after Mustafa Shokay"	19.03.25г.	
3	Сүлейменова Ж.Ж./ Сүлейменова Ж.Ж./ Suleymenova Zh. Zh.	«Қазыбек би атындағы №14 жалпы білім беретін мектеп» КММ директоры Директор КГУ «Общеобразовательная школа №14 имени Казыбек би» Director of PUI «Comprehensive School No.14 named after Kazybek bi»	19.03.25г.	
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2	Жаксылык Б.Н./ Жаксылык Б.Н./ Zhaksylyk B. N.	МДШ-218 тобының ІІІ-курс білім алушысы Обучающийся ІІІ курса группы МДШ – 218/ III-year student of the CPC-218 group	19.03.25г.	

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«Жалпы дамудың пәндік мамандандырылған мұғалімдерін даярлау бағыты бойынша» академиялық комитет кеңесінде
талқыланды/
Обсуждено на совете академического комитета «по направлению подготовки учителей предметной специализации
общего развития» /
Discussed at the Council of the academic committee «on the direction of training teachers of subject specialization of general
development»

Хаттама/Протокол/Protocol number № 3 «19» 03 2025 ж./г./y

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1. General information

1.1. Curriculum title	6B01425-Physical Education and Sports (IP)	
1.2. Curriculum developing team:	Leader university	Member universities
	Pavlodar Pedagogical University	M.Kozybayev North Kazakhstan University
		Buketova Karaganda University
1.3. Type of curriculum (in accordance with the National Qualifications Framework)	BACHELOR'S DEGREE Level 6	
1.4. Total academic credits	254 academic credits	
1.5. Study mode	full-time	
1.6. Expected program duration	4 years	
1.7. Short curriculum description Curriculum goals and objectives	This Educational Programme (EP) "<i>Physical education and sports</i>" is a national teacher education curriculum, which has been designed in collaboration by various Kazakh universities and with international consulting. Due to the nature of a national curriculum, the descriptive texts within the curriculum do not provide specific information but highlight general pedagogical principles and cross-cutting themes (see also Annex 1.). The more detailed descriptions of e.g. methodologies and assessment will be identified in the implementation plans of the universities, considering also institutional and regional specific conditions. Educational programme (EP) "<i>Physical education and sports</i>" is a teacher education programme for pre-service teachers who wish to specialize in teaching physical training and sports in educational establishments (schools, colleges, high schools). EP consists of a pedagogical component 60 credits (incl. pedagogical practice), a compulsory component 56 credits, and a subject component 114 credits (incl. a final thesis of 8 credits). Subject component consists of 6 modules: " Basic physical skills with object control (game physical skills)", " Basic physical skills with body control (complex coordination physical skills)", " Basic physical skills in various environments (cyclic physical skills)", " Natural scientific foundations of physical education and sport ", "Sports and coaching", "Physical development, mental well-being and applied research". EP is aimed at training physical education teachers and sports coaches. EP covers updated pedagogical and subject areas of competences aimed at implementing student-centered and competence-based approaches. All competences are grouped into general (general cultural) and professional (pedagogical and subject) areas corresponding to the content of training. As a result of mastering the program, pre-service teachers have basic knowledge in the field of pedagogy, didactics and natural science fundamentals of physical culture and sports. They are able to interact constructively in an educational, sports and research environment for professional development and conduct classes in physical culture and sports based on individual differences, needs and opportunities. Pre-service teachers are able to promote healthy and physically active lifestyle. The academic courses and their content are updated based on the analysis of international experience, and the number of elective courses has been increased allowing pre-service teachers to choose their learning trajectory in accordance with their interests and needs, as well as prospects for future professional activity, e.g. pre-service teachers who wish to	

	focus on coaching activities can choose courses of the appropriate orientation, or pre-service teachers who wish to focus on the activities of physical education have the opportunity to choose subjects of physical culture and wellness orientation. EP provides an equal opportunity for learning without compromising pre-service teachers' rights and interests, preserving the principles of equality, respect, tolerance. It is interdisciplinary, student-oriented, scientifically integrated and problem-oriented by nature, and the selection of courses is guided by the topical issues of history and society and corresponds also to the international course descriptors. EP is based on the principles of constructive alignment, where teaching and assessment methods, as well as subject-specific courses are selected to ensure the achievement and measurement of the competences outlined in the EP. The EP also follows an inclusive approach considering the multi-ethnic and multi-confessional composition of pre-service teachers and their versatile needs for support of learning
1.8 Main principles of the curriculum	
Competence-based teacher education A teacher's expertise combines competence in pedagogy and their own subject-specific field with theoretical and practical teaching competence in different kinds of operating environments. A teacher has mastery of the knowledge and skill requirements of their subject-specific field and thus is able to teach and supervise young people and adults studying for the same subject. The competence of a teacher is focused on planning, guidance, teaching and assessment. For this reason, teacher must have sufficient theoretical knowledge of learning and competence development. In addition, modern working life emphasises cooperation and networking, development skills, and the support and maintenance of the well-being of oneself and one's community. A teacher's competence is influenced by changes in the labour market, the structures of education and society as a whole, and all these elements are emphasised in the dynamic nature of a teacher's work. Work characterized by continual change in the variety of working environments places an emphasis on the teacher's ability to assess and adjust their own activities. Self-assessment skills are an essential part of developing one's professional identity. A teacher is making value decisions all the time, which means that the consideration of questions of professional ethics is one of the professional skills needed. Change requires the development of expertise, the ability to learn, as well as the ability to reform and renew the way things are done as part of a community. Competence-based teacher education curriculum The competence-based teacher education curriculum is formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Each of the entities includes modules and related courses. The courses' learning outcomes describe the competences required in teaching work and are placed in the NQF system's (National Qualifications Framework) reference level six. The curriculum is guided by the following main principles: • Competence-based learning • Constructive alignment • Student-centred learning and active learning methodologies • Research-based teaching • Interdisciplinary learning • Inclusion • Teacher professional development and change management (see Appendix for more details)	
1.9 Academic degree	
Bachelor of Education in the Educational Program «6B01425-Physical Education and Sports (IP)»	

2. Programme rationale

In the context of the Education Modernization Project funded by the World Bank, several universities providing pre-service teacher education have designed and revised in international collaboration thirty (30) pre-service teacher

education curricula according to the principles of competence-based education that ensure a holistic development of pre-service teachers' competences. Moreover, the student-centered approach better prepares pre-service teachers to teaching profession by providing practical examples, experiments and experiences, which pre-service teachers can transfer to their classroom practices considering better the versatile needs and wellbeing of their students.

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

3. Teacher's professional competences

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

3.1. Pedagogical and Generic Competence Areas/Learning Outcomes
• Competence area for pedagogy and didactics 1. Pre-service teachers have basic knowledge and understanding of learning and students and are able consider the diversity of students in learning/teaching process and support their well-being in psychologically and ethically sound manner considering their life and learning contexts. 2. Pre-service teachers are capable to design, implement, assess, and develop learning and guidance processes in different kinds of learning environments in a pedagogically meaningful way including ability to utilize different digital resources in a manner that supports learning. • Competence area for interaction 3. Pre-service teachers are able to communicate in different interactive relationships and partner networks in a meaningful manner both in face-to-face and online settings with regard to the goals set for the activity in question. 4. Pre-service teachers are capable of working in different collaboration networks and have the ability to create new relationships that are appropriate for the development of one's own and one's community activities. 5. Pre-service teachers are able to teach in accordance with the tri-lingual approach in secondary education and participate in the global professional community. • Competence area for teachers' work environment 6. Pre-service teachers are familiar with the international and national agreements and documents as well as legislation that affects his/her institution's and his/her work. 7. Pre-service teachers are able to (a) to perceive his / her own activities in relation to the activities of his/her organization, and (b) work in a meaningful way to create positive relationships between the partners outside the school (families, regional actors, working life). • Competence area for professional development 8. Pre-service teachers are able to reflect and critically assess their values, attitudes, ethical principles and work methods as a teacher and are able to set new goals to his/her own and his/her organization's pedagogical development. 9. Pre-service teachers are able to develop his / her own and his / her organization's pedagogical activities in relation to the anticipated changes at regional, national and international level. 10. Pre-service teachers are able to produce, seek and critically select theoretical knowledge that, combined with experiential knowledge, serves the development of both him/her and his/her community's theory-in-use, and the ability and willingness to use knowledge to promote learning and own professional growth.
3.2 Subject-specific and Generic Competence Areas/ Learning Outcomes
• Competence area for the natural-scientific foundations of physical culture and sports

1. Pre-service teachers have basic knowledge and understanding of the anatomical, physiological, biomechanical foundations of the human body functioning and are able to take into account the peculiarities of the physical development of people of different genders and ages, including people with disabilities, and support their well-being by means of physical culture and sports.
2. Pre-service teachers know and understand the importance of physical development and motor qualities of a person for effective life, their individual characteristics in people of different genders and ages, including people with disabilities.
3. Pre-service teachers know and understand the principles and methods of developing physical qualities and functional capabilities of the human body, the benefits of a healthy and active lifestyle, including people with disabilities.
- **Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities**
4. Pre-service teachers are able to demonstrate the technique of physical exercises and physical actions.
5. Pre-service teachers are able to plan, organize and conduct educational, recreational and training sessions taking into account the gender, age and individual differences of the contingent of students, including people with disabilities, including the ability to use information and communication resources on them.
6. Pre-service teachers are able to create an educational and sports-training environment and conditions conducive to the versatile development of personality in various fields (intellectual, communicative, social, emotional and others).
7. Pre-service teachers demonstrate the skills of organizing and conducting competitions, physical culture, sports and mass events and other types of physical recreation, taking into account gender, age, individual differences and the capabilities of those involved.
8. Pre-service teachers are able to provide physiological, psychological, social and pedagogical safety in the classroom, taking into account gender, age, individual differences, characteristics and capabilities of those involved, including the ability to provide first aid.
9. Pre-service teachers demonstrate the skills of evaluating the training results, preparedness and fitness of students in accordance with gender, age, individual characteristics and capabilities, as well as the level of sports qualifications.
- **Competence area for applied research in the field of physical culture and sports**
10. Pre-service teachers are able to critically analyze and evaluate their practice, independently conduct scientific and applied research in the field of physical culture and sports, including the interdisciplinary level, for their own development, as well as teaching practice and sports training.
11. Pre-service teachers are able to design research based on research methodology and scientific ethics, apply different research methods in physical culture and sports.
12. Pre-service teachers are able to work in a group and communicate constructively in the process of joint and individual research in physical culture and sports.
13. Pre-service teachers are able to visualize and present research results to the public.
- **Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle**
14. Pre-service teachers demonstrate knowledge and understanding of the concept of health and wellness, including those related to physical activity and sports, stress management, physical and mental well-being of a person
15. Pre-service teachers are able to form a positive motivational and value attitude to physical culture and sports, approved and implemented in practice norms of behavior related to taking care of their physical condition, healthy and active lifestyle, physical improvement and regular physical culture and sports.
16. Pre-service teachers are able to solve the tasks of educating personal qualities in the process of physical education, taking into account the gender, age and individual differences of the contingent of students, including people with disabilities.

3.3 Compulsory component: Competence Areas/ Learning Outcomes

- **Competence area for worldview, historical, and moral development**
- 1. Pre-service teachers are able to assess the surrounding reality on the basis of ideological positions, formed by a knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical knowledge.
- 2. Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview
- 3. Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and

characteristics of the historical development of Kazakhstan.

4. Pre-service teachers are able to analyse the causes and consequences of the events in the history of Kazakhstan.

- **Competence area for social, cultural, and civic development**

5. Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society.
6. Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness.
7. Pre-service teachers are able to assess situations and provide arguments for their own assessments of developments in the social and work environment.

- **Competence area for interpersonal social and professional communication**

8. Pre-service teachers are able to assess situations in various spheres of interpersonal, social and professional communication and enter into communication in oral and written forms in Kazakh, Russian and foreign languages.
9. Pre-service teachers are able to use in their personal activities various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information.
10. Pre-service teachers are able to maintain a healthy lifestyle to achieve productive social and professional activities through the methods and means of physical education.
11. Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge.

4. Program structure and learning outcomes

4.1. Structure of the pedagogical component

The extent of the Pedagogical Component shall be 60 academic credits, including teaching practice. This component is common for all curricula in initial teacher education. The Pedagogical Component has been jointly created by all the involved universities in a collaborative design process. The component is flexible and leaves space for individual universities to implement it according to their specific situation and needs.

The overall structure of the pedagogical studies component:

Module name and main disciplines	Academic credits
SUPPORTING LEARNERS AS INDIVIDUALS	17
Psychology in Education and Concepts of Interaction and Communication	4
Educational Science and Key Theories of Learning	3
Inclusive Educational Environment	3
Age and Physiological Features of the Development of Children	3
Teaching Planning and Individualization of Learning	4
TEACHING AND ASSESSMENT FOR LEARNING	9
Teaching Methods and Technologies	5
Assessment and Development	4
TEACHER AS A REFLECTIVE PRACTITIONER	9
Pedagogical Research	4
Research, Development and Innovation	5
TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE)	25
Introduction to the teaching profession (1st year pedagogical practice)	2
Psychological and pedagogical assessment (2nd year pedagogical practice)	2
Pedagogical approaches (3rd year pedagogical practice)	6
Research and innovation in education (4th year pedagogical practice)	15
Total academic credits	60

The modules, courses, their learning outcomes, and relation to competence areas in more detail:

Supporting learners as individuals 17 Academic credits

This module provides an overview of psychological theories, concepts, and models which help to understand the pupils' individual needs and individual differences in learning. The module provides the pre-service teachers with competences to acknowledge individualization of learning and the diversity of learners in teaching. The module highlights the importance of enhancing learner well-being through creating and maintaining a psychologically safe educational environment.

Course title	Psychology in Education and Concepts of Interaction and Communication
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1) • Competence area for interaction (3, 4) The purpose of this course is the formation of competence in the field of pedagogy and didactics; the area of competence for interaction. Pre-service teachers are familiar with the modern psychological theories and models, as well as personality functioning and individual properties. They can apply the knowledge in their teaching in diverse educational contexts. Pre-service teachers support positive development of learners by fostering dialogue, interaction, and communication in the educational process. They are able to communicate, interact, and collaborate with pupils' families as well as in various other partnership networks and create new relationships suitable for the development of their own pedagogical activity. Pre-service teachers who demonstrate competence can: • understand the basic concepts and terms of educational psychology, and the main practical applications of psychological knowledge; • understand the patterns, facts, and phenomena of cognitive and personal development of a person in the processes of education and upbringing; • apply an integrated approach to design, implementation, evaluation, and development of educational environments; • understand the concept of continuous learning as a part of the process of cognitive and personal development of a person; • apply basic communication and interaction concepts and theories at the individual, community, and network levels; • select the methods of communication and interaction that are most appropriate to facilitate learning in various forms (offline, online, blended, hybrid); • recognize the patterns of group dynamics and act in ways that promote community development and well-being.
Learning outcomes	Pre-service teachers who demonstrate competence can: • understand the basic concepts and terms of educational psychology, and the main practical applications of psychological knowledge; • understand the patterns, facts, and phenomena of cognitive and personal development of a person in the processes of education and upbringing; • apply an integrated approach to design, implementation, evaluation, and development of educational environments; • understand the concept of continuous learning as a part of the process of cognitive and personal development of a person. • apply basic communication and interaction concepts and theories at the individual, community, and network levels; • select the methods of communication and interaction that are most appropriate to facilitate learning in various forms (offline, online, blended, hybrid);

	recognize the patterns of group dynamics and act in ways that promote community development and well-being.
Course title	Educational Science and Key Theories of Learning
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: - Competence area for pedagogy and didactics (1, 2) Educational Science and Key Theories of Learning The purpose of this course is the formation of competence in the field of pedagogy and didactics. Pre-service teachers explore the basics of educational science such as the conceptions of man leading to various learning theories and pedagogical models. Based on their understanding of the theoretical concepts, pre-service teachers are able to make appropriate pedagogical choices for various learning situations. Pre-service teachers who demonstrate competence can: - distinguish between concepts of human and their importance for understanding learning and the design of an educational process; - differentiate between learning theories and their importance for understanding learning and the design of an educational process; - apply learning theories and pedagogical models suitable for versatile learning processes.
Learning outcomes	Pre-service teachers who demonstrate competence can: - distinguish between concepts of human and their importance for understanding learning and the design of an educational process; - differentiate between learning theories and their importance for understanding learning and the design of an educational process; - apply learning theories and pedagogical models suitable for versatile learning processes.
Course title	Age and Physiological Features of the Development of Children
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of pedagogical competence: - Competence area for pedagogy and didactics (2) The purpose of this course is the formation of competence in the field of pedagogy and didactics. Pre-service teachers are familiar with the formation of psyche, its functioning, and the patterns of development. Pre-service teachers can observe the development of their students, and accordingly, plan and implement age-appropriate learning processes considering individual needs of students. Pre-service teachers act creatively and appropriately in different situations and support learning and well-being of the learners. Pre-service teachers who demonstrate competence can: - recognize the individual starting points of different students, their learning potential and specific support needs; - consider the individual needs of their students for specific support, guidance, teaching and assessment; - introduce various methodological solutions for inclusion and for providing specific support.

Learning outcomes	Pre-service teachers who demonstrate competence can: • recognize the individual starting points of different students, their learning potential and specific support needs; • consider the individual needs of their students for specific support, guidance, teaching and assessment; • introduce various methodological solutions for inclusion and for providing specific support.
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Course title	Inclusive Educational Environment
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (2) • Competence area for teachers' work environment (6, 7) The purpose of this course is the formation of competencies in the field of pedagogy, didactics and the working environment of teachers. Pre-service teachers have the ability to consider the diversity of learners and identify their individual needs in the learning / teaching process. Pre-service teachers support students' learning and inclusion in the educational process by using suitable ICT, teaching and assistive technologies. Pre-service teachers maintain students' well-being from psychological and ethical perspective in collaboration with the community (teachers, students, parents/guardians) considering the context of students' life and learning. Pre-service teachers who demonstrate competence can: • identify the individual educational needs that affect participation and learning in a diverse group of students; • use ICT and assistive technologies to support students' learning and inclusion in the educational process; • teach values and attitudes beneficial to collaboration and inclusivity; • support collaboration in the community (teachers, students, parents/guardians).
Learning outcomes	Pre-service teachers who demonstrate competence can: • identify the individual educational needs that affect participation and learning in a diverse group of students; • use ICT and assistive technologies to support students' learning and inclusion in the educational process. • teach values and attitudes beneficial to collaboration and inclusivity; • support collaboration in the community (teachers, students, parents/guardians).

Course title	Teaching Planning and Individualization of Learning
Component	Pedagogical component
Cycle	Core disciplines
Module	Supporting learners as individuals 17 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1, 2) The purpose of this course is the formation of competence in the field of pedagogy and didactics. Pre-service teachers are familiar with the curriculum in their area of teaching and the guiding pedagogical principles and cross-cutting development themes of a specific level of education, such as entrepreneurship and sustainable development. Pre-service teachers possess the necessary skills of individualization of teaching, considering the

	diversity of students and their inclusion to the learning process, as well as the use of teaching technologies, based on pedagogical and independent research. Pre-service teachers who demonstrate competence can: • understand the main principles and requirements of the curriculum in their area of teaching and apply them in planning and conducting educational activities; • identify factors and conditions that affect students' learning; • apply in practice the principles of inclusion as well as individualized teaching and guidance (adapting curricula, developing differentiated lessons) by considering the needs of the students and support the development of their personality and self-esteem, including career guidance.
Learning outcomes	Pre-service teachers who demonstrate competence can: • understand the main principles and requirements of the curriculum in their area of teaching and apply them in planning and conducting educational activities; • identify factors and conditions that affect students' learning; • apply in practice the principles of inclusion as well as individualized teaching and guidance (adapting curricula, developing differentiated lessons) by considering the needs of the students and support the development of their personality and self-esteem, including career guidance.

Teaching and assessment for learning 9 Academic credits

This module provides the teacher students with competencies to carry out interactive and student-centered teaching and assessment aligned with learning objectives. The module highlights the use of digital tools and technologies and the ability to update and apply teaching technologies in the context of ongoing changes in the society and the educational environment. This module supports the pre-service teachers' competence to communicate and collaborate in various partnership networks to enhance own pedagogical activity.

Course title	Teaching Methods and Technologies
Component	Pedagogical component
Cycle	Core disciplines
Module	Teaching and assessment for learning 9 Academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (1, 2) The purpose of this course is the formation of competence in the field of pedagogy and didactics. Pre-service teachers have a comprehensive understanding of teaching strategies and methodologies, and can apply them in planning, teaching, and assessment in innovative ways matching the specific pedagogical situations, conditions of a specific school and the capabilities of students. Pre-service teachers are able to design suitable inclusive physical and online learning environments at different stages of the educational process. Pre-service teachers understand and can apply the regulations of copyright and data protection in their learning material planning. Pre-service teachers possess necessary knowledge of didactics, learning technologies and methods of motivating students being able to provide necessary pedagogical assistance to students. Pre-service teachers who demonstrate competence can: • select pedagogical models suitable for teaching; apply teaching methods in a creative and varied manner, considering the opportunities offered by learning technologies; • use a suitable inclusive learning environment in their teaching; • acknowledge and apply the norms and principles of copyright and data protection; • apply guidance methods to motivate students and to support their learning achievements.

Learning outcomes	Pre-service teachers who demonstrate competence can: • select pedagogical models suitable for teaching; • apply teaching methods in a creative and varied manner, considering the opportunities offered by learning technologies; • use a suitable inclusive learning environment in their teaching; • acknowledge and apply the norms and principles of copyright and data protection; • apply guidance methods to motivate students and to support their learning achievements.
Course title	Assessment and Development
Component	Pedagogical component
Cycle	Core disciplines
Module	Teaching and assessment for learning 9 Academic credits
Academic credits	4
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • Competence area for pedagogy and didactics (2) The purpose of this course is the formation of competence in the field of pedagogy and didactics. Pre-service teachers have a thorough understanding of the meaning of assessment in learning process and are able to provide constructive assessment in ethical manner in different phases of learning processes and engage learners in assessment. Pre-service teachers identify, differentiate, and use different assessment technologies, principles, stages, and assessment tools in their own field of expertise (including formative and summative assessment and self-and peer- assessment, etc). They can critically evaluate and analyze their understanding and practices concerning assessment and develop them further. Pre-service teachers who demonstrate competence can: • use and apply a variety of methods and tools of assessment and feedback (formative and summative assessment); • apply pedagogical principles in defining and recognizing competence levels of learners; • understand the importance and support the development of students' self- and peer-assessment skills.
Learning outcomes	Pre-service teachers who demonstrate competence can: • use and apply a variety of methods and tools of assessment and feedback (formative and summative assessment); • apply pedagogical principles in defining and recognizing competence levels of learners; • understand the importance and support the development of students' self- and peer-assessment skills.
Teacher as a reflective practitioner 9 Academic credits	
This module focuses on the methodological foundations of pedagogy, and it provides understanding of how pedagogical research informs teaching practices. The module helps the pre-service teachers to develop their reflection skills to become aware of themselves as teachers and to develop their own teaching as well as the ability to set new goals for pedagogical development to ensure lifelong learning. The module also addresses the ethical aspects of the teachers' work and its development.	
Course title	Pedagogical Research
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a reflective practitioner 9 Academic credits
Academic credits	4

Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: - Competence area for professional development (10) The purpose of this course is the formation of competencies in the fields of pedagogy, didactics and professional development. This course provides pre-service teachers with a theoretical foundation on pedagogical research. Pre-service teachers possess skills to seek and critically select theoretical knowledge from various reliable sources, utilize research findings in the development their pedagogical thinking and practice, and adopt willingness to promote research-based learning and education as well as their own continuing development and professional growth. Pre-service teachers who demonstrate competence can: - be aware of the nature of pedagogy and its basic terminology; - identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; - monitor changes in education and analyze how they affect your own work as a teacher.
Learning outcomes	Pre-service teachers who demonstrate competence can: - recognize the nature of pedagogy and its basic terminology; - identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; - follow the changes in the field of education and consider how they influence own work as a teacher.

Course title	Research, Development, and Innovation
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a reflective practitioner 9 Academic credits
Academic credits	5
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: - Competence area for professional development (8, 9) - Competence area for interaction (5) The purpose of this course is the formation of competencies in the areas of professional development and interaction. To stay up-to-date and be able to continuously develop themselves and their work, pre-service teachers acquire new research-based knowledge and conduct practice-based research in an ethical manner in various networks concerning the development of education and teacher profession, innovative approaches to learning, as well as learning and guidance of students. Pre-service teachers adopt development-oriented mindset and are able to develop, update and apply innovative teaching approaches and technologies in the context of ongoing changes in society and the educational environment. Pre-service teachers design a small-scale research project to familiarize themselves with research-based development of their work as teachers. They identify their research topic/questions, conduct the literature review and design the methodology for the data collection and analysis, including ethical aspects of research. After the course, pre-service teachers are able to develop and update their pedagogical activities based on ethically conducted research and development and carry out or participate in research projects. They are also able to present their research and development results using various professional forms and channels. Pre-service teachers who demonstrate competence can: evaluate their own professional activities and work environment to find areas for improvement; - apply a research-based approach to their professional activities and carry out independent research work; - consider and apply ethical aspects of research procedures; - apply critical thinking in data collection and utilization for the development of

	initial teacher education; • participate in scientific design research and / or develop cooperation between universities and stakeholders; • document their own research activities and present the results using various forms of communication.
Learning outcomes	Pre-service teachers who demonstrate competence can: • evaluate their own professional activities and work environment to find areas for improvement; • apply a research-based approach to their professional activities and carry out independent research work; • consider and apply ethical aspects of research procedures; • apply critical thinking in data collection and utilization for the development of initial teacher education; • participate in scientific design research and / or develop cooperation between universities and stakeholders; • document their own research activities and present the results using various forms of communication.

Teacher as a facilitator of learning (Pedagogical practice) 25 Academic credits

This module focuses on the transformation of theoretical knowledge into practical skills through two pedagogical practice periods/courses, as well as the formation of a teacher's professional identity that meets the requirements of teaching profession today and in the future. During the module, pre-service teachers also establish practice-based research skills promoting the continuous process of professional growth.

Pedagogical practice is organized in four periods/courses, one per study year, and each having their specific learning outcomes where the competences of pre-service teachers are progressively deepened from orientation and observation to designing educational processes and conducting own lessons, and developing own work environment through practice-based research activities.

All practice periods have some prerequisites and pre-service teachers must have completed a certain amount of subject and/or pedagogical studies before they can conduct their pedagogical practice, the number of credits may vary between the faculties and/or educational programmes.

Course title	Introduction to the teaching profession (1st year pedagogical practice)
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits
Academic credits	2
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: • competence area for pedagogy and didactics (1, 2) • competence area for interaction (3, 4, 5) • competence area for teachers' work environment (6, 7) • competence area for professional development (8, 9, 10) Pre-service teachers familiarize themselves with the educational process and the context of the educational institution and its adaptation to the conditions of future professional activity.
Learning outcomes	Pre-service teachers who demonstrate competence can: • understand the regulatory and legislative framework of the education system of the Republic of Kazakhstan, and the documents regulating educational institutions; • distinguish the main documents for maintaining school records (work plans of the educational institution, Kundelik electronic diary, short-term, medium-term

	and long-term lesson planning, etc.); comprehend the theoretical and applied aspects of pedagogy and educational psychology in the educational process at school considering social, age, psychophysical and individual characteristics of students, as well as their special educational needs.
Course title	Psychological and pedagogical assessment (2nd year pedagogical practice)
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits
Academic credits	2
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: - competence area for pedagogy and didactics (1, 2) - competence area for interaction (3, 4, 5) - competence area for teachers' work environment (6, 7) - competence area for professional development (8, 9, 10) Pre-service teachers familiarize themselves with the features of the integral pedagogical process of an educational institution and the formation of analytical-reflexive, research, design, and other skills in the field of psychological and pedagogical support of the educational process.
Learning outcomes	Pre-service teachers who demonstrate competence can: - comprehend the psychological and pedagogical foundations of teaching strategies (critical thinking, functional literacy, collaborative learning, self-education, self-improvement, criteria-based learning); - apply psychological and pedagogical diagnostic methods to evaluate the needs of a group of students, and understand how the support processes of the student welfare services function in schools; - understand teacher's work from the socio-pedagogical aspect and reflect own professional identity as a future teacher; - establish effective dialogue to reinforce students' positive and responsible learning behaviours; - collaborate with all stakeholders of the educational process; - analyze and develop a holistic pedagogical process in its various forms (lesson, seminar, round table, debate, etc.), and conduct various forms of subject-related extracurricular activities.
Course title	Pedagogical approaches (3rd year pedagogical practice)
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: - competence area for pedagogy and didactics (1, 2) - competence area for interaction (3, 4, 5) - competence area for teachers' work environment (6, 7) - competence area for professional development (8, 9, 10) During this course, pre-service teachers go through a comprehensive professional development where they improve in practice their professional practices and develop their pedagogical and subject-specific competences necessary for a teacher (preschool teacher, primary school teacher, subject teacher, assistant class teacher / curator).

Learning outcomes	Pre-service teachers who demonstrate competence can: - design and organize independently a constructive and inclusive educational process; - choose purposeful and suitable learning materials, innovative pedagogical approaches, and active teaching considering also the use of educational technologies and digital environments; - apply subject-specific knowledge and didactics; - apply formative and summative assessment methods and techniques, and support the development of students' reflection, self- and peer-assessment skills; - establish dialogical atmosphere with all stakeholders of the educational process to solve problems and conflict situations and to promote safe learning environment.
Course title	Research and innovation in education (4th year pedagogical practice)
Component	Pedagogical component
Cycle	Core disciplines
Module	Teacher as a facilitator of learning 25 Academic credits
Academic credits	15
Course / competence description	The purpose of this course is to improve the following areas of pedagogical competence: - competence area for pedagogy and didactics (1, 2) - competence area for interaction (3, 4, 5) - competence area for teachers' work environment (6, 7) - competence area for professional development (8, 9, 10) The course focuses on establishing pre-service teachers' developmental approach towards their own professional activities and work environment. The course also emphasizes the development of pre-service teachers' collaborative, problem-solving and leadership skills. They deepen their pedagogical skills and develop research skills as well as practical skills (didactics) in accordance with their area of specialization. During this practice period pre-service teachers also collect and analyze data, test the hypothesis, or make experimentations according to the research plan created in the course "<i>Research, Development, and Innovation</i>". They make conclusions and explore various forms and channels of communicating the research results in a professional manner.
Learning outcomes	Pre-service teachers who demonstrate competence can: - design and organize independently a constructive and inclusive educational process to test hypothesis, make pedagogical experimentations and/or collect data according to their research plan; - apply innovative teaching and learning strategies, and methods and tools for designing, conducting and assessing an educational process and/or extracurricular activities based on long-term, medium-term, short-term lesson / lesson plans, and educational and out-of-class activities in the subject; - analyze the results of their experimentations and/or data collected and draw conclusions; - document their research activities and present the results in a professional manner using various forms of communication; - evaluate their professional activities in relation to the activities of the organization and through experimentations and practice-based research create ideas for improvement of their work and their work environment.

4.2 The general structure of the university component:

The International Kazakh-Turkish University named after Khoja Ahmed Yasawi was established on the basis of an intergovernmental agreement between Kazakhstan and Turkey. In this regard, in order to train modern highly

qualified specialists from the youth of the Turkic-speaking countries, the university has obligations to introduce the module of the Turkic world of the disciplines "Yasaitanu", "Principles of Ataturk", "History of the Turkic States" and teaching the Turkish language in all areas of preparation of educational programs.

The general structure of the university component:

Module name and main disciplines	Academic credits
Turkic World	16
Turkish (Kazakh) Language – (Level 1- A1,B2)	5
Turkish (Kazakh) Language – (Level 2-A2, C1)	5
Principles of Ataturk	3
Turkic States history	
Yassawi Study	3

Course title	Turkish (Kazakh) Language – (Level 1- A1,B2)
Component	University component
Cycle	Major disciplines
Module	Turkic World, 16 academic credits
Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: This course is designed to study the basic level of the Turkish language. The aim of the course is to equip students with practical knowledge of Turkish at the A1 level in accordance with the Common European Framework of Reference for Languages. The course is aimed at developing students' readiness and ability for intercultural and communicative communication. As a result of studying the discipline, the student understands and uses familiar everyday expressions and the simplest phrases aimed at solving specific problems. The discipline is designed to study the basic standard of the Turkish language at the B2 academic level. The course offers complex texts on specific and abstract topics in Turkish, including technical (specialized) topics. The aim of the course is to improve the academic language. As a result of studying the discipline, the student can compose a clear, detailed text on different topics, explain the point of view, give arguments for and against different points of view on the topic.
Learning outcomes	Pre-service teachers who demonstrate competence can: Students are at A1 level knows how to communicate in a foreign language, using data, using time categories; we can speak correctly with intonation, based on lexical requirements, within the framework of linguistic concepts and grammatically correct arrangement of words. takes into account stylistic features, determines trends in the development of a foreign language: describes and analyzes the causes and consequences of events in social texts from a linguistic point of view; makes reasonable use of language materials, using sufficient language resources appropriate to this level: promptly and independently corrects errors in error-free speech. Students are at B2 level Communicates in a foreign language, using reasonable data and using tense categories, learns grammatically correct words within the framework of language concepts, based on lexical requirements, speaks correctly with intonation; Social characteristics determine the causes and consequences of events in texts; Reasonable use of sufficient language tools and language materials based on this level; speaks without errors, independently corrects sent errors.

Course title	Turkish (Kazakh) Language – (Level 2-A2, C1)
Component	University component
Cycle	Major disciplines
Module	Turkic World, 16 academic credits

Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: The discipline is designed for the advanced level of the Turkish language. The aim of the course is to develop students' practical skills at the A2 level in accordance with the Common European Framework of Reference for Languages. The course is aimed at developing students' written (reading, writing) and direct oral (speaking, listening) communication skills, depending on the language level. As a result of studying the discipline, the student can talk on simple everyday topics, describe simple situations. The discipline is designed to study the basic standard of the Turkish language at the C1 academic level. The course examines complex non-fiction and literary texts, their stylistic features. The aim of the course is to develop students' reading skills and understanding of scientific and literary works. As a result of studying the discipline, the student can clearly and in detail state complex topics, clearly and logically express his thoughts in writing and highlight his views in detail using the language style.
Learning outcomes	Pre-service teachers who demonstrate competence can: Students are at A2 level presents in a foreign language, using reasonable information, using categories; Assimilates grammatically correct words within the framework of linguistic concepts, speaks correctly with intonation, based on lexical requirements. Determines the causes and consequences of events in social texts; uses sufficient language resources and language materials appropriate to this level; scans without errors, independently corrects sent errors. Improves knowledge about the structure of the C1 level of the Turkish language; develops professional theoretical and linguistic thinking skills through practical topics; improves writing skills and literacy in Turkish through written assignments; listening and speaking tasks use specific communication methods and develop communication skills. develops vocabulary through reading texts.
Course title	Principles of Atatürk
Component	University component
Cycle	Major disciplines
Module	Turkic World, 16 academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society. Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness. The discipline forms students' comprehensive understanding of the historical development of Turkey, develops skills for obtaining, analyzing and summarizing historical information, forms a scientific assessment of the principles of Atatürk. During the course, the student receives knowledge about the basic laws, stages and content of the history of Turkey in the context of the world-historical process, forms students' creative thinking, independence of judgment, interest in studying, preserving, using and multiplying the spiritual, cultural and historical heritage of Atatürk.
Learning outcomes	Pre-service teachers who demonstrate competence can: LOD 1 - conducts scientific research in the field of humanities, applies modern methods, tools and forms of education, comprehensively studies, analyzes, and systematizes

	scientific data; LOD 2 - possesses research abilities and skills depending on the content of modern education, owns new forms and methods of technology of criterion assessment (design, critical thinking), uses information technologies and technical means at a professional level; LOD 3 - He is able to explain the main trends in the field of humanities, uses the ability to interpret historical problems, events, ideas and theories; LOD 4 - He is able to explain the complex connections between facts, phenomena, and theories in the field of scientific research;
Course title	Turkic States history
Component	University component
Cycle	Major disciplines
Module	Turkic World , 16 academic credits
Academic credits	3
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan. The discipline is aimed at forming students' holistic understanding of the place and role of the Turkic peoples and states in the world-historical process, instilling in students the skills and abilities of searching, systematizing and comprehensive analysis of historical information, developing the ability to understand the historical conditioning of phenomena and processes of both the past and the present , defining their own position in relation to the surrounding reality, fostering feelings of citizenship, patriotism, national identity, interethnic and interreligious tolerance.
Learning outcomes	Pre-service teachers who demonstrate competence can: LOD 1 - establishes the connection of historical events with the historical development of mankind; LOD 2 - he knows the techniques of scientific description and analysis of the course and consequences of historical events; LOD 3 - explains the ways to solve modern social problems based on critically informed data; LOD 4 - defines the importance of the formation of historical consciousness and worldview principles in accordance with national priorities.
Course title	Yassawi Study
Component	University component
Cycle	Major disciplines
Module	Turkic World , 16 academic credits
Academic credits	3

Course/ competence description	The purpose of this course is to improve the following areas of subject competence: Pre-service teachers are capable to interpret the content and specific features of the religious and Sufi worldview of A. Yasawi Pre-service teachers have a deep understanding of the patterns and characteristics of the Sufi movement and worldview of A. Yasawi. The discipline introduces the values of the Yasawi teaching, forms an understanding of the principles of science, religious tolerance, human relations, human rights in personal, cultural and professional relations. As a result of studying the subject, the student can understand the peculiarities of the Yasavi culture, compare it with the social, ethical, confessional, cultural characteristics of society, understand the importance of the Yasavi teaching in the national culture, religion of the Turkic peoples; be able to analyze the role of "Hikmets" in the spiritual life of the people, which is a source of social harmony and unity; develop the ability to establish active professional and social relations.
Learning outcomes	Pre-service teachers who demonstrate competence can: LOD 1 - The student can understand the characteristics of creative culture and compare them with the social, ethical, confessional and cultural characteristics of society; LOD 2 - Forms creative positions on issues of science, religious tolerance, human relations, rights in personal, cultural, professional relationships; LOD 3 - Explains the theoretical foundations of the religious and non-religious worldview of the Turkic peoples and the teachings of Yasawi; LOD 4 - Demonstrates skills in communicating Yasawi's worldview to the public; LOD 5 - Explains the importance of the teachings of Akhmet Yasawi in Kazakh culture from the point of view of the phenomenon of religious transformation.

Module name and main disciplines	Academic credits
University Component	
Module-Sports and coaching	10
Managing the process of sports training in youth sports	5
Theory and methodology of sports	5
Module- Basic physical skills with body control (complex coordination physical skills)	10
Gymnastics with teaching methods-1	5
Gymnastics with teaching methods-2	5
Module- Basic physical skills in various environments (cyclic physical skills)	17
Athletics with training methods	7
Swimming with training method	3
Chess with teaching methods	7
Natural scientific foundations of physical education and sport	8
Functional human anatomy and physical exercises	5
Human physiology with the basics of physical education and sports	3
Module- Basic physical skills with object control (game physical skills)	17
Sports games (football, handball) with teaching methods	5
Sports games (basketball, volleyball) with teaching methods	6
Active and national games	6
Module- Physical development, mental well-being and applied research	6
Methods of teaching physical culture	6
Optional Component	
Module-Natural scientific foundations of physical education and sport	17
Прикладная физиология физических упражнений\ Applied physiology of physical exercises	5

Biomechanics of human movements and physical exercises	
Monitoring of physical development and functional fitness in physical culture and sports	
Testing and conditioning in sports	5
Control and self-control in the process of physical education and sports	
Monitoring of physical development and functional fitness in physical culture and sports	
Testing and conditioning in sports	5
Control and self-control in the process of physical education and sports	
Fundamentals of Sports medicine and rehabilitation	7
Therapeutic physical education and massage	
Applied Kinesiology	
Module-Sports and coaching	12
Psychology of physical culture and sports	
Psychology of self-regulation in sports	6
Ethics of sports and competitions	
Physical training and conditioning in your chosen sport	
Technical and tactical training in a chosen sport	6
Module- Physical development, mental well-being and applied research	17
Applied research in physical culture and sports	
Visualisation and presentation of research results	5
Sports Metrology	
Health and recreational physical culture	
Alternative types of physical culture	5
Physical education for working capacity and recreation at school	
Adaptive physical education	
Adaptive sports and physical activity	7
Health and sports nutritiology	
FINAL ATTESTATION	8
Total academic credits	122

Sports and Coaching 10 academic credits

The module builds pre-service teachers' professional competences as a coach in a chosen sport. Pre-service teachers develop knowledge and skills in the methodology and management of various types of training in sports in connection with the practice of sports training. The module also supports the professional development of pre-service teachers as sports coaches, forming their research orientation to practice and profession, as well as to improving their work environment and education as a whole.

Course title	Theory and methodology of the chosen sport
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Sports and Coaching 10 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (4-9) - Competence area for interaction (3, 4,5) The purpose of this course is to improve the following areas of subject competence: Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity; Competence area for inteThe purpose of this course is to form subject competencies for

	planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers form their practical abilities and skills in the methodology of sports training in the chosen sport. They learn to design and manage the process of long-term training of athletes in the chosen sport. They also learn to plan training loads and select methods and means of technical, physical, tactical, psychological, intellectual and integral training in micro-meso- and macro cycles. Pre-service teachers learn to referee in the chosen sport, and they also study sports recruitment and selection. Pre-service teachers demonstrating competence can: • plan and carry out training sessions, taking into account the theory and methodology of physical education, the theory of sport, the anatomical-morphological, physiological and mental characteristics of athletes of different sex, age and abilities; • ensure the observance of safety rules and the prevention of injury; • monitor the technical, physical, technical, tactical, psychological, intellectual and integral fitness and physical development of athletes, including the use of measurement and evaluation techniques for the correction of the training process in the chosen sport; nurture athletes' personal qualities, form moral values of fair sport competition, conduct prevention of negative social behaviour and doping; analyze competition results to adjust the training process; • apply methods of sports selection of athletes taking into account the requirements of the chosen sport.
Learning outcomes	Pre-service teachers demonstrating competence can: • plan and carry out training sessions, taking into account the theory and methodology of physical education, the theory of sport, the anatomical-morphological, physiological and mental characteristics of athletes of different sex, age and abilities; • ensure the observance of safety rules and the prevention of injury • monitor the technical, physical, technical, tactical, psychological, intellectual and integral fitness and physical development of athletes, including the use of measurement and evaluation techniques for the correction of the training process in the chosen sport; • nurture athletes' personal qualities, form moral values of fair sport competition, conduct prevention of negative social behaviour and doping; • analyze competition results to adjust the training process; • apply methods of sports selection of athletes taking into account the requirements of the chosen sport.
Course title	Managing the process of sports training in youth sports
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Sports and Coaching 10 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (4-9) • Competence area for interaction (3, 4,5) The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills and abilities in managing the process of sports training in a chosen sport, taking into account the age of children and youth. They also develop their skills in selecting

	means and methods of sports training in a chosen sport, considering the diversity and development characteristics of children and youth. Pre-service teachers also develop their skills in planning lessons in micro, meso and macro cycles during the sports season for effective training in children and youth sport, as well as skills in assessing, monitoring and correcting different types of training of sports. Pre-service teachers demonstrating competence can: • plan the content and conduct training sessions taking into account the provisions of the theory and methodology of physical culture, sports theory, anatomical and morphological, physiological and mental characteristics of athletes of children and youth of different genders and abilities; • develop physical qualities and improve the functional capabilities of athletes of child and youth age in accordance with the specifics of the sport, to carry out psychological and pedagogical support of training sessions and pre-competitive training; • monitor the technical, physical, tactical, psychological, intellectual and integral fitness and physical development of athletes of child and youth age, including using measurement and evaluation techniques; • analyze competitive activities to adjust the pedagogical impact on athletes; • use the results of pedagogical, psychological and biomedical control to correct the training process in chosen sport.
Learning outcomes	Pre-service teachers demonstrating competence can: • plan the content and conduct training sessions taking into account the provisions of the theory and methodology of physical culture, sports theory, anatomical and morphological, physiological and mental characteristics of athletes of children and youth of different genders and abilities; • develop physical qualities and improve the functional capabilities of athletes of child and youth age in accordance with the specifics of the sport, to carry out psychological and pedagogical support of training sessions and pre-competitive training; • monitor the technical, physical, tactical, psychological, intellectual and integral fitness and physical development of athletes of child and youth age, including using measurement and evaluation techniques; • analyze competitive activities to adjust the pedagogical impact on athletes; • use the results of pedagogical, psychological and biomedical control to correct the training process in chosen sport;
Basic physical skills with body control (complex coordination physical skills) 10 academic credits	
The module gives pre-service teachers an understanding of the main types of physical activity in the section "gymnastics" of the subject "Physical Culture" according to the school curriculum. The module forms pre-service teachers' physical skills in gymnastics as well as provides them with methods for effective teaching. Pre-service teachers build knowledge and skills in ensuring safety and creating a favorable environment in the process of physical education and sports based on the consideration of gender, age, individual characteristics, needs and opportunities of students.	
Course title	Gymnastics with teaching methods 1,2
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills with body control (complex coordination physical skills) 10 academic credits
Academic credits	10

Course / competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity <i>Gymnastics with teaching methods 1:</i> The purpose of this course is to improve the following areas of subject competence: Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity. The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills in organizing, planning and running various forms and types gymnastics classes. Pre-service teachers demonstrating competence can: - apply sports terminology and demonstrate the technique of gymnastic exercises; - make complexes of general developmental exercises with and without subjects; - plan, organize, conduct the introductory and preparatory part of gymnastics classes in various ways, taking into account the gender, age, individual characteristics, needs and capabilities of those involved. <i>Gymnastics with teaching methods 2:</i> The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills in organizing, planning and running various forms and types gymnastics classes. Pre-service teachers demonstrating competence can: - plan, organize, conduct educational, health, recreational, training sessions and gymnastics competitions taking into account the gender, age, individual characteristics, needs and capabilities of those involved; - ensure the safety of the trainees during gymnastics exercises and provide first aid in case of typical injuries.
Learning outcomes	Pre-service teachers demonstrating competence can: - apply sports terminology and demonstrate physical skills in gymnastics. - plan, organize, conduct educational, health, recreational, training sessions and gymnastics competitions taking into account the gender, age, individual characteristics, needs and capabilities of those involved; - ensure the safety of the trainees during gymnastics exercises and provide first aid in case of typical gymnastics injuries.

Basic physical skills in various environments (cyclic physical skills) 17 academic credits

The module gives pre-service teachers an understanding of the main types of physical activity of the subject "Physical Culture" according to the school curriculum. The module forms pre-service teachers' physical skills in cyclic sports as well as provides them with methods for effective teaching. Pre-service teachers build knowledge and skills in ensuring safety and creating a favorable environment in the process of physical education and sports based on the consideration of gender, age, individual characteristics, needs and opportunities of students.

Course title	Athletics with training methods
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills in various environments (cyclic physical skills) 17 academic credits
Academic credits	7
Course / competence description	The purpose of this course is to improve the following areas of subject competence: Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and

	conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills in organizing, planning and conducting classes in types of athletics (running, jumping, throwing). Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate the technique of athletics exercises; • plan, organize, conduct educational, health, recreational, training sessions and athletics competitions taking into account the gender, age, individual characteristics, needs and capabilities of those involved; • provide first aid for injuries typical of athletics.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate the technique of athletics exercises; • plan, organize, conduct educational, health, recreational, training sessions and athletics competitions taking into account the gender, age, individual characteristics, needs and capabilities of those involved; • provide first aid for injuries typical of athletics.

Course title	Swimming with training method
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills in various environments (cyclic physical skills) 17 academic credits
Academic credits	3
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop practical skills in organizing, planning and delivering swimming lessons. Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate swimming techniques in different styles, turns and starts; • plan, organize, conduct educational, health, recreational, training sessions and swimming competitions taking into account the gender, age, individual characteristics, needs and capabilities of those involved; • ensure the safety of the occupants on the water and provide first aid for typical swimming and drowning injuries.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate swimming techniques in different styles, turns and starts; • plan, organize, conduct educational, health, recreational, training sessions and swimming competitions taking into account the gender, age, individual characteristics, needs and capabilities of those involved; • ensure the safety of the occupants on the water and provide first aid for typical swimming and drowning injuries.

Course title	Chess with teaching methods
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills in various environments (cyclic physical skills) 17 academic credits
Academic credits	7
Course / competence	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education

description	and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity; competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Future sports teachers demonstrate knowledge of general issues of the theory of the chess game: the history of the origin, the basic concepts of the chess game (board, pieces, rules of movement of pieces; chess terminology and recording of the chess game and others); characteristics of the stages of the chess game, types of chess combinations, game strategies, preparation for the chess game and game analysis) and game skills in chess; skills of planning, conducting classes and methods of teaching chess to students of different age groups, including methods of adaptive chess training and methods of preparation in adaptive chess sports for people with disabilities; skills of organizing and conducting competitions, chess holidays and competitions for solving chess problems; skills of judging in chess. Pre-service teachers demonstrating competence can: • to explain the influence of chess lessons on the versatile development and social adaptation of the individual; • plan and conduct chess training classes in conditions of additional education and recreational activities, taking into account morphofunctional features and health opportunities, age and gender groups; • to organize and conduct chess holidays, contests and tournaments in the mode of active leisure and recreation of those engaged, taking into account morphofunctional features and health opportunities, age and gender groups; • plan and conduct training sessions in chess sports, including adaptive chess, taking into account the morphofunctional characteristics and capabilities of persons with health disorders of various nosological forms, age and gender groups; • to determine the level of all types of training and psychophysical, motor development of athletes, taking into account the degree of morphofunctional features and health opportunities, using adequate measurement and evaluation methods to correct the training process in the chosen sport; • to educate students and athletes in personal qualities, to form moral values of fair play and sports competition, to prevent negative social behavior and doping; analyze the results of competitions to adjust the training process.
Learning outcomes	Pre-service teachers demonstrating competence can: • to explain the influence of chess lessons on the versatile development and social adaptation of the individual; • plan and conduct chess training classes in conditions of additional education and recreational activities, taking into account morphofunctional features and health opportunities, age and gender groups; • to organize and conduct chess holidays, contests and tournaments in the mode of active leisure and recreation of those engaged, taking into account morphofunctional features and health opportunities, age and gender groups; • plan and conduct training sessions in chess sports, including adaptive chess, taking into account the morphofunctional characteristics and capabilities of persons with health disorders of various nosological forms, age and gender groups; • to determine the level of all types of training and psychophysical, motor development of athletes, taking into account the degree of morphofunctional features and health opportunities, using adequate measurement and evaluation methods to correct the training process in the chosen sport; • to educate students and athletes in personal qualities, to form moral values of fair play and sports competition, to prevent negative social behavior and doping; analyze the results of competitions to adjust the training process.

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Natural scientific foundations of physical education and sport 8 academic credits
The module gives pre-service teachers an understanding about medical and biological foundations of physical culture and sports. Pre-service teachers also build their knowledge about the anatomical and physiological structure of the human body as well as the impact of physical exercise on the development of the human body. They learn to emphasize the importance of natural science and biomedical knowledge to create conditions for physical development, health, and fitness. They also develop knowledge and skills in creating a safe environment in the process of physical education and sports.

Course title	Functional human anatomy and physical exercises
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 8 academic credits
Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific foundations of physical culture and sports (1,2) • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (8,9) The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers are provided with a holistic view of the human body in relation to its functions. They build their understanding of the effects of physical exercises of different orientations from the perspective of the anatomical structure and functioning of the human body. They learn to consider professional objectives, such as the development of physical qualities and functional capabilities or therapeutic effects on the body, taking into account the individual characteristics and capabilities. Pre-service teachers demonstrating competence can: • understand the importance of physical development and physical qualities of a person for effective life and sport, their individual characteristics in people of different genders and ages, including people with disabilities; • analyze and apply knowledge of human physiology, physical education and sports for effective learning, teaching and training.
Learning outcomes	Pre-service teachers demonstrating competence can: • understand the importance of physical development and physical qualities of a person for effective life and sport, their individual characteristics in people of different genders and ages, including people with disabilities. • analyze and apply knowledge of human physiology, physical education and sports for effective learning, teaching and training.

Course title	Human physiology with the basics of physical education and sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 8 academic credits
Academic credits	3

Course/ competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific foundations of physical culture and sports (1,2) • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (8,9) The purpose of this course is the formation of subject competencies in the natural-scientific foundations of physical culture and sports. The course is aimed at developing an understanding of the basic laws of the functioning of the human body and changes in body functions during physical education and sports; physiological mechanisms for the formation of motor skills, physical qualities, athletic performance and their features in children and adolescents; physiological foundations of sports training and athletic performance in special environmental conditions and different sports. Pre-service teachers demonstrating competence can: • be aware of the importance of physical development and motor qualities of students for effective life and sports, their individual characteristics in people of different genders and ages, including people with disabilities; • analyze and apply knowledge of human physiology, physical education and sports for effective training, teaching and training.
Learning outcomes	Pre-service teachers demonstrating competence can: • understand the importance of physical development and physical qualities of a person for effective life and sport, their individual characteristics in people of different genders and ages, including people with disabilities. • analyze and apply knowledge of human physiology, physical education and sports for effective learning, teaching and training.

Basic physical skills with object control (game physical skills) 17 academic credits

The module gives pre-service teachers an understanding of the main types of physical activity in the section "Games" of the subject "Physical Culture" according to the school curriculum. The module forms pre-service teachers' physical skills in mobile and sports games as well as provides them with methods for effective teaching. Pre-service teachers build knowledge and skills in ensuring safety and creating a favorable environment in the process of physical education and sports based on the consideration of gender, age, individual characteristics, needs and opportunities of students.

Course title	Sports games (football, handball) with teaching methods
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills with object control (game physical skills) 17 academic credits
Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills in organizing, planning and delivering various forms and types football and handball lessons, taking into account the diversity of learners. Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate football and handball research skills; • plan, organize, conduct educational, health, recreational, training sessions and competitions in football and handball, taking into account the gender, age, individual characteristics, needs and capabilities of those involved.

Learning outcomes	Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate football and handball research skills. • plan, organize, conduct educational, health, recreational, training sessions and competitions in football and handball, taking into account the gender, age, individual characteristics, needs and capabilities of those involved.
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Course title	Sports games (basketball, volleyball) with teaching methods
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills with object control (game physical skills) 17 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills in organizing, planning and delivering various forms and types basketball and volleyball lessons, taking into account the diversity of learners. Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate technical and motor skills in basketball and volleyball; • plan, organize, conduct educational, health, recreational, training sessions and competitions in basketball and volleyball, taking into account the gender, age, individual characteristics, needs and capabilities of those involved.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply sports terminology and demonstrate technical and motor skills in basketball and volleyball; • plan, organize, conduct educational, health, recreational, training sessions and competitions in basketball and volleyball, taking into account the gender, age, individual characteristics, needs and capabilities of those involved.

Course title	Active and national games
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Basic physical skills with object control (game physical skills) 17 academic credits
Academic credits	6
Course / competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical skills and abilities in conducting movement and national games in different types and forms of physical education and sport activities. They also learn to plan teaching to accommodate the diversity of learners. Pre-service teachers demonstrating competence can: • apply mobile and national games to solve the problems of physical culture and sports activities; • plan, organize, conduct educational, health, recreational, training sessions and competitions in active and national games, taking into account the gender, age, individual characteristics, needs and capabilities of those involved.

Learning outcomes	Pre-service teachers demonstrating competence can: • apply mobile and national games to solve the problems of physical culture and sports activities; • plan, organize, conduct educational, health, recreational, training sessions and competitions in active and national games, taking into account the gender, age, individual characteristics, needs and capabilities of those involved.
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Physical development and Health, mental well-being and applied research 6 academic credits	
The module provides pre-service teachers with knowledge and skills in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle, mental well-being and physical health, as well as applied research in physical culture and sports. Pre-service teachers also build knowledge and skills in considering the diversity of students in the design and implementation of teaching and learning processes, as well as in creating a comfortable learning environment that promotes the well-being of students.	

Course title	Methods of teaching physical culture
Component	Subject Component, University Component
Cycle	Major disciplines
Module	Physical development and Health, mental well-being and applied research 6 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject and pedagogical competence: • Competence area for pedagogy and didactics • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity • Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle • Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle The purpose of this course is to form subject competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity; competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle; competencies in promoting a healthy lifestyle, encouraging and motivating physically active lifestyle. During the course, pre-service teachers develop their practical competences in physical education teaching methodology. They demonstrate skills in developing physical education content and programs, selecting appropriate methods and forms of organizing physical education and the specifics of delivering physical education classes to students of different ages and abilities. Pre-service teachers also develop their skills in individualizing teaching for a diversity of students as well as in using technology in teaching, based on pedagogical and independent research. Pre-service teachers demonstrating competence can: • to apply the provisions of the theory and methods of physical culture, knowledge of anatomical, morphological, physiological and mental characteristics of those engaged in different genders and ages for the implementation of the educational process and physical culture and wellness work; • to select effective forms and technologies of the organization of the educational process in physical culture; • to select methods and means for the development of physical qualities in accordance with sensitive periods, and also taking into account the gender and age characteristics and health opportunities of those involved; • apply methods of measuring and evaluating the level of physical development and fitness

	of students, taking into account gender and age characteristics and health opportunities of students; • develops documents of educational and methodological support and control in the field of physical culture; • apply research methods to determine the effectiveness of training and teaching.
Learning outcomes	Pre-service teachers demonstrating competence can: • interpret the provisions of theory and methodology of physical education, anatomical-morphological, physiological and mental features of students of different gender and age, theory of training and development, basics of pedagogy and psychology for the implementation of educational process and physical education and health work; • select effective forms and technologies for the organisation of the physical education educational process; • select methods and means for the development of physical qualities in accordance with the sensitive periods of their development, as well as taking into account gender and age features and the health of the pupils; • apply methods of control, measurement and evaluation of the level of physical development and fitness of the students, taking into account the age and sex characteristics and the capabilities of health of the students; • develop documents for teaching and methodological support and control in the field of physical education; • apply research methods to determine the effectiveness of learning and teaching.

Natural scientific foundations of physical education and sport 17 academic credits	
The module gives pre-service teachers an understanding about medical and biological foundations of physical culture and sports. Pre-service teachers also build their knowledge about the anatomical and physiological structure of the human body as well as the impact of physical exercise on the development of the human body. They learn to emphasize the importance of natural science and biomedical knowledge to create conditions for physical development, health, and fitness. They also develop knowledge and skills in creating a safe environment in the process of physical education and sports.	

Course title	Applied physiology of physical exercises
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific foundations of physical culture and sports (1,2) • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (8,9) The purpose of this course is the formation of subject competencies in the natural-scientific foundations of physical culture and sports; competencies in planning, organizing and conducting classes in physical culture and sports based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their understanding of the mechanism of physiological changes in functional systems and organs of humans, the physiology of the CNS and neuromuscular system, thermoregulation and acclimatization, biorhythms, and hormonal regulation during physical activity. They also learn about other issues related to physical work, physiological changes in functional systems and organs under the influence of physical exertion. Pre-service teachers study the state of the body during exercise in various sports and recreational physical education. Pre-service teachers who demonstrate competence can: • analyze and apply physiology knowledge and physical exercises for effective learning,

	teaching and training; • classify and select physical exercises for the development of physical qualities, taking into account their physiological effects.
Learning outcomes	Pre-service teachers who demonstrate competence can: • analyze and apply physiology knowledge and physical exercises for effective learning, teaching and training; • classify and select physical exercises for the development of physical qualities, taking into account their physiological effects.

Course title	Biomechanics of human movements and physical exercises
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific foundations of physical culture and sports (1,2) • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (8,9) The purpose of this course is the formation of subject competencies in the natural-scientific foundations of physical culture and sports; competencies in planning, organizing and conducting classes in physical culture and sports based on individual differences, needs and opportunities in motor activity. The course is aimed at developing an understanding of the physical and mechanical laws of movement of a body point, body, body system in space when performing physical exercises; application of the rules of synthesis of motor actions in the process of physical culture and sports; formation of skills of practical use of methods of biomechanical analysis of physical exercises to solve problems in professional activity; the skills of identifying errors, analyzing and interpreting their causes in the process of mastering the techniques of motor actions and the development of physical qualities and the selection of exercises and techniques to eliminate them. Pre-service teachers who demonstrate competence can: • evaluate biomechanical features of human structure; • use the diversity, complexity, reliability of human physical skills and biomechanics of physical exercises for effective learning, teaching and training; plan educational, recreational, training sessions with a different contingent of students taking into account the biomechanics of physical exercises, including therapeutic physical culture; • organize a comfortable and safe educational and sports-training environment and conditions conducive to the versatile development of students; • apply methods of biomechanical analysis and evaluation of sports equipment, selection of auxiliary and therapeutic exercises.
Learning outcomes	Pre-service teachers who demonstrate competence can: • evaluate biomechanical features of human structure; • use the diversity, complexity, reliability of human physical skills and biomechanics of physical exercises for effective learning, teaching and training; • plan educational, recreational, training sessions with a different contingent of students taking into account the biomechanics of physical exercises, including therapeutic physical culture; • organize a comfortable and safe educational and sports-training environment and conditions conducive to the versatile development of students; • apply methods of biomechanical analysis and evaluation of sports equipment, selection of auxiliary and therapeutic exercises.

Course title	Monitoring of physical development and functional fitness in physical culture and sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific foundations of physical culture and sports • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is the formation of subject competencies in the natural-scientific foundations of physical culture and sports; competencies in planning, organizing and conducting classes in physical culture and sports based on individual differences, needs and opportunities in motor activity. The course is aimed at mastering the laws of formation, maintaining a high level of physical status of a person; knowledge about the possibilities and features of monitoring physical development, motor abilities, psychomotor parameters involved in various types of physical culture and sports activities; the formation of skills in the application of basic methods and tools for assessing various parameters of physical development and fitness engaged in physical culture and sports at different stages ontogenesis and taking into account individual differences and peculiarities of development; skills of development of monitoring programs; skills of processing, analysis, communication and interpretation of monitoring results and correlation with the norm of age development and/or "model" characteristics in the chosen sport. Pre-service teachers demonstrating competence can: • apply basic knowledge of the natural science foundations of the functioning of the human body and the peculiarities of physical development of people of different sexes and ages, including people with disabilities; • apply principles and methods of conducting research on the level of physical development and fitness of a person, taking into account the goals, objectives of the survey, age, gender characteristics and capabilities of a person; • determine the levels of physical development, using anthropometric, somatoscopic research methods and develop appropriate recommendations for those engaged in; • to diagnose the functional state of the body engaged in physical culture and sports activities.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply basic knowledge of the natural science foundations of the functioning of the human body and the peculiarities of the people physical development of different genders and ages, including people with disabilities; • apply the principles and methods of conducting a study of the level of physical development and fitness of a person, taking into account the goals, objectives of the survey; age, sexual characteristics and capabilities of a person; • determine levels of physical development, using anthropometric, somatoscopic methods of examination and develop appropriate recommendations for athletes; • determine the functional state of the organism of those involved in physical education and sport activities.

Course title	Testing and conditioning in sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	5
Course/	The purpose of this course is to improve the following areas of subject competence:

competence description	- Competence area for the natural-scientific foundations of physical culture and sports - Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. Pre-service teachers have an understanding of the importance of testing and conditioning training in sports to achieve high results. They demonstrate skills in using methods and tools of functional diagnostics and assessing various parameters of physical development and fitness of athletes at different stages of the training process taking into account individual differences and peculiarities of development. Pre-service teachers develop skills in processing, analyzing, communicating, interpreting results and correlating them with the "model" characteristics in the chosen sport. Pre-service teachers demonstrating competence can: - to develop model characteristics in accordance with the characteristics of the sport, gender and age norms of those involved; - to apply functional tests and evaluate the functional state of athletes of various qualifications in accordance with the model characteristics for the chosen sport; - to select and apply effective methods and means of physical training of athletes taking into account gender, age characteristics and capabilities, skill level in accordance with model characteristics for the chosen sport.
Learning outcomes	Pre-service teachers demonstrating competence can: - develop model characteristics in accordance with the characteristics of the sport, gender and age norms of those engaged in physical culture; - apply functional tests to assess the level of development and fitness of those engaged in physical culture and sports; - selects and applies effective methods and means of physical training of athletes according to gender, age and ability, skill level according to the model characteristics for the chosen sport.

Course title	Control and self-control in the process of physical education and sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for the natural-scientific foundations of physical culture and sports - Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is the formation of subject competencies in the natural-scientific foundations of physical culture and sports; competencies in planning, organizing and conducting classes in physical culture and sports based on individual differences, needs and opportunities in motor activity. Pre-service teachers have an understanding and appreciation of the importance of regular medical supervision and self-monitoring of health in the course of physical activity. They study the system of organization and content of medical care for those engaged in physical education and sport activities. They also learn to apply assessment methods and research results to evaluate the functions of various body systems in order to assess general functional fitness and physical development. Pre-service teachers learn elementary methods of self-monitoring in the course of physical activity. Pre-service teachers demonstrating competence can: - apply methodology and methods of organization and implementation of diagnostics,

	monitoring and self-monitoring of the state of health of those engaged in physical culture and sports; • convince of the need for self-monitoring during physical exercises; • apply methods and functional tests to measure and evaluate the somatic and functional status of an individual; • evaluate ways to control the body's response to physical exertion; • to select the main criteria for the diagnosis of physical and psychoemotional state, physical performance, reserve capabilities of the body of students, using modern computer technologies in order to optimize the process of wellness training in various periods of human life; • to determine the level of health by indicators of somatic status, functional tests of the individual.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply methodology and methods of organization and implementation of diagnostics, monitoring and self-monitoring of the state of health of those engaged in physical culture and sports; • explain the need for self-monitoring when engaging in physical activity; • apply techniques and functional tests to measure and evaluate the somatic and functional status of an individual; • evaluate ways to control the body's response to physical exertion; • select and use the main criteria for the diagnosis of physical and psycho-emotional state, physical performance, reserve capabilities of the body engaged with the use of modern computer technologies in order to optimize and pedagogical correction of the process of wellness training in different periods of human life; • determine the level of health by indicators of somatic status, functional tests of an individual.

Course title	Fundamentals of Sports medicine and rehabilitation
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	7
Course/competence description	The purpose of this course is the formation of subject competencies in natural science and biomedical fundamentals of physical culture and sports. The course is aimed at the formation of knowledge and understanding of the need for medical and pedagogical control and the organization of medical and biological support of athletes in accordance with training loads; epidemiology and mechanisms of common sports injuries, strategies for preventing injuries and/or their recurrence; the formation of skills for conducting functional tests, the use of means to restore health, functional state and working capacity of students, impaired diseases and injuries; skills of preventing sports injuries that may occur during physical activity and sports; providing first aid for sports injuries and acute pathological conditions to those engaged in physical culture and sports. Pre-service teachers who demonstrate competence can: • apply basic knowledge on general and sports pathology and injuries, medical support of physical culture and sports, taking into account the morphofunctional characteristics of the athletes' body; • apply methods of studying and evaluating the functional state and physical performance of those engaged in physical culture and sports; evaluate physical development and performance, functional state of the body; • analyze and evaluate the results of medical and pedagogical observations; • identify early signs of overexertion, overtraining and other pathologies, and carry out their prevention and prevention of sports injuries; • provide first aid for injuries.
Learning outcomes	Pre-service teachers who demonstrate competence can: • applies basic knowledge of general and sports pathology, morphofunctional features of

	the athlete's body, medical support of physical culture of sports; • applies methods of studying and evaluating the functional state and physical performance of those engaged in physical culture and sports; • evaluates physical development and performance, functional state of the body; • conducts and evaluates the results of medical and pedagogical observations; • develops programmes for medical support of the training process and recovery; • identify early signs of overexertion, overtraining and other pathology and carry out their prevention of sports injuries; • provide first aid in case of injury.
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Course title	Therapeutic physical education and massage
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	7
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific and biomedical fundamentals of physical culture and sports • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is the formation of subject competencies in the natural-scientific and biomedical fundamentals of physical culture and sports; competencies in planning, organizing and conducting classes in physical culture and sports based on individual differences, needs and opportunities in motor activity. The course is aimed at understanding the pathological changes characteristic of the most common diseases and injuries; knowledge of the physiological mechanisms of the therapeutic effect of physical exercises and massage on the human body; knowledge of indications and contraindications to the use of therapeutic physical culture; mastering the basic techniques and means of therapeutic physical culture in the most common diseases and injuries; formation of skills to independently develop sets of exercises and conduct physical therapy classes with various health conditions and injuries; skills of conducting all the basic techniques of wellness and sports massage; skills to assess the effectiveness of the impact of physical therapy and massage classes. Pre-service teachers demonstrating competence can: • apply basic anatomical, physiological, biomechanical knowledge of the functioning of the human body, including people with disabilities; • make complexes of therapeutic physical culture and recommendations for massage, taking into account indications and contraindications, age, gender, past motor experience and the location of the pathological focus or injury; • evaluate the physiological effects of physical exercises of therapeutic physical culture; • conduct self-guided physical therapy classes for the most common diseases and injuries; • independently conduct sessions of restorative, wellness and sports massage.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply basic anatomical, physiological, biomechanical knowledge of the functioning of the human body, including people with disabilities; • make a set of physical therapy and massage recommendations, taking into account indications and contraindications, age, gender, past motor experience and the location of the pathology or injury; • evaluate the physiological impact of the therapeutic effect of physical exercises in the main methods of therapeutic physical culture in the most common diseases and injuries; • conduct self-guided physical therapy classes for the most common diseases and injuries; • independently conduct sessions of restorative, wellness and sports massage.

Course title	Applied Kinesiology
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Natural scientific foundations of physical education and sport 17 academic credits
Academic credits	7
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for the natural-scientific and biomedical fundamentals of physical culture and sports • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is the formation of subject competencies in the natural-scientific and biomedical fundamentals of physical culture and sports; competencies in planning, organizing and conducting classes in physical culture and sports based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a system of knowledge about the structure, functions, biomechanics of the human motor apparatus, concepts of movement control and practical skills in developing corrective, rehabilitation, wellness, training programs and exercise complexes taking into account the individual characteristics and capabilities of those involved, the use of kinesiotapes and kinesiological massage. Pre-service teachers demonstrating competence can: • apply modern scientifically-based methods of kinesiology in physical culture and sports activities; • select special exercises and conduct classes for various diseases and injuries; • apply kinesiotaping and kinesiological massage for various diseases and injuries; • develop and conduct kinesiological exercises in order to solve problems of mental and mental development of children and improve academic performance.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply modern, evidence-based kinesiology techniques in physical education and sport activities; • select special exercises and conduct classes for various diseases and injuries; • use kinesiotaping for various diseases and injuries; • develop and implement kinesiology exercises to address the mental and intellectual development of children and to improve learning performance.

Sports and Coaching 12 academic credits
The module builds pre-service teachers' professional competences as a coach in a chosen sport. Pre-service teachers develop knowledge and skills in the methodology and management of various types of training in sports in connection with the practice of sports training. The module also supports the professional development of pre-service teachers as sports coaches, forming their research orientation to practice and profession, as well as to improving their work environment and education as a whole.

Course title	Psychology of physical culture and sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Sports and Coaching 12 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • The competence area for planning, organizing and conducting physical education and sporting activities based on individual differences, needs and opportunities in motor activity (5,6,8) • Competence area for promoting healthy lifestyles and encouraging and motivating a

	physically active lifestyle (14-16) The purpose of this course is the formation of subject competencies for planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity; the field of competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Pre-service teachers have a clear understanding of the psychological characteristics of physical activity. They learn about the relationship between the psychomotor sphere, cognitive, emotional and volitional processes. They also study the mental states arising in the process of physical activity, as well as the psychological characteristics of sports teams, sports teachers and students. Pre-service teachers demonstrate skills in diagnosing the psychological states of the students and psychological assistance for their regulation. Pre-service teachers demonstrating competence can: • to apply psychological knowledge of physical culture, health and sports activities and its subjects in professional activity; • to form a constructive attitude to overcoming difficulties among those engaged in physical culture and sports activities; • to develop individual content of training programs for those engaged in physical culture, health and sports activities techniques of mental self-regulation in stressful situations of training and competitive activities; • to develop and conduct activities on psychoprophylaxis and psychohygiene in physical education and sports.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply in professional activity the psychological knowledge of physical education and sport activity and its subjects; • analyze the psychological aspect of work with coaches, including "universal" psychological techniques; • form a constructive attitude to overcoming difficulties in sportsmen and sportsmen who are engaged in physical culture and recreational activity; • develop a differentiated, individualized content of the programme for the teaching of mental self-regulation techniques to those involved in physical fitness and sports activities; • develop and implement measures for psychoprophylaxis and psychohygiene in physical education and sport.

Course title	Psychology of self-regulation in sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Sports and Coaching 12 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a system of knowledge about the meaning, mechanisms, techniques, techniques and means of self-regulation of mental and functional states in sports; mastering practical skills in the application of techniques, techniques and means of mental self-regulation in the training process and competitions. Pre-service teachers demonstrating competence can: • apply basic knowledge about methods of mental self-regulation and its varieties in professional activity; • identify situations requiring the use of self-regulation tools;

	• take into account the patterns of influence of mental self-regulation on psychophysiological processes in the body; • teach techniques, techniques and means of psychoregulation in training and competitive processes, taking into account the specifics of the sport and the age of athletes.
Learning outcomes	Pre-service teachers demonstrating competence can: • system of basic ideas about the method of mental self-regulation and its variants. • regularities of the influence of mental self-regulation on psychophysiological processes in the organism; • design and conduct classes of psychoregulation in training and competition processes taking into account the specifics of sports and age • control the efficiency of mastering the methods of psychoregulation of sportsmen. • use psychoregulation methods for different groups of athletes.

Course title	Ethics of sports and competitions
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Sports and Coaching 12 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at philosophical comprehension, understanding and formation of a system of knowledge on such social phenomena as ethics, culture, physical culture, sports, sports ethics, Olympism, Fair play, fan movement in the historical aspect and at the present stage of their development; formation of practical skills of education of sports ethics and sports behavior. Pre-service teachers demonstrating competence can: • analyze and interpret the historical heritage and cultural traditions of Olympism in order to meet the challenges of professional activity and the training of athletes; • demonstrate pedagogical and sporting ethics, Fair Play principles and human values in behaviour and activity; carry out professional psychologically justified interaction, using organisational and managerial skills; • comply with ethical and moral standards in communicating with the athletes and create a good atmosphere in the sports team; • control the actions of referees and opponents in order to objectify the sports results and establish fairness in refereeing.
Learning outcomes	Pre-service teachers demonstrating competence can: • analyze and interpret the historical heritage and cultural traditions of Olympism in order to meet the challenges of professional activity and the training of athletes; • demonstrate pedagogical and sporting ethics, Fair Play principles and human values in behaviour and activity; • carry out professional psychologically justified interaction, using organisational and managerial skills; • comply with ethical and moral standards in communicating with the athletes and create a good atmosphere in the sports team; • control the actions of referees and opponents in order to objectify the sports results and establish fairness in refereeing.

Course title	Physical training and conditioning in a chosen sport
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Sports and Coaching 12 academic credits
Academic credits	6
Course/competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (4-9) The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers develop their practical competences in physical training and conditioning in athletes according to the "model" characteristics of the chosen sport and the regularities of planning, selecting of means and methods of physical training in the chosen sport considering the diversity and developmental characteristics of athletes. Pre-service teachers learn skills in evaluation, control and correction of physical training and conditioning in order to increase competitive success and reduce risks of injury and overexertion of athletes. Pre-service teachers demonstrating competence can: - to plan the content and conduct physical training of athletes taking into account the provisions of the theory of sports, anatomical, morphological, physiological and mental characteristics of athletes of different ages, gender and capabilities; - to develop physical qualities and improve the functionality of athletes in accordance with the specifics of the sport, to carry out psychological and pedagogical support of physical training; - to monitor the physical fitness of athletes of different ages and gender, including using measurement and evaluation techniques; - analyze competitive activity to correct the process of physical training in the chosen sport; - ensure compliance with safety regulations, prevention of injuries and overstrain in the process of physical training; carry out work to prevent the use of doping in the process of physical training.
Learning outcomes	Pre-service teachers demonstrating competence can: - plan the content and conduct physical training of athletes taking into account the provisions of the theory and methodology of physical culture, sports theory, anatomical and morphological, physiological and mental characteristics of athletes of different genders, ages and abilities; - develop physical qualities and improve the functional capabilities of athletes in accordance with the specifics of the sport, to carry out psychological and pedagogical support of physical training; - monitor the physical fitness and physical development of athletes of different ages and genders, including using measurement and evaluation techniques; - analyze competitive activity to correct the process of physical fitness in chosen sport; - ensure compliance with safety regulations, injury prevention in the process of physical training; - carry out work to prevent the use of doping in the process of physical training.

Course title	Technical and tactical training in a chosen sport
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Sports and Coaching 12 academic credits
Academic credits	6

Course/ competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in physical activity (4-9) The purpose of this course is to form subject competencies for planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. During the course, pre-service teachers form their practical competences in technical and tactical training of athletes in the chosen sport considering the diversity and characteristics of the development of athletes. They also learn skills in modelling the technical and tactical training of athletes, as well as in assessment, control and correction of technical and tactical training of athletes, considering the characteristics of the chosen sport. Pre-service teachers demonstrating competence can: - plan and conduct technical and tactical training of athletes, taking into account the theory of sport, anatomical, morphological and mental characteristics of athletes of different ages, genders and abilities; - monitor the technical and tactical preparation of athletes of different ages and genders using adequate measurement and evaluation techniques; - analyze the competitive activity in order to correct the process of technical and tactical training in the chosen sport; - ensure the observance of safety, injury prevention in the process of technical and tactical training.
Learning outcomes	Pre-service teachers demonstrating competence can: - plan and conduct technical and tactical training of athletes, taking into account the theory of sport, anatomical, morphological and mental characteristics of athletes of different ages, genders and abilities; - monitor the technical and tactical preparation of athletes of different ages and genders using adequate measurement and evaluation techniques; - analyze the competitive activity in order to correct the process of technical and tactical training in the chosen sport; - ensure the observance of safety, injury prevention in the process of technical and tactical training.

Physical development, mental well-being and applied research 17 academic credits	
The module provides pre-service teachers with knowledge and skills in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle, mental well-being and physical health, as well as applied research in physical culture and sports. Pre-service teachers also build knowledge and skills in considering the diversity of students in the design and implementation of teaching and learning processes, as well as in creating a comfortable learning environment that promotes the well-being of students.	

Course title	Applied research in physical culture and sports
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	5
Course/ competence description	The purpose of this course is to improve the following areas of subject competence: Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle(10-13) The purpose of this course is the formation of subject competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle. Pre-service teachers demonstrate skills in planning, designing development and conducting applied research in the field of physical culture and sports. They learn to apply general scientific and specific research

	methods, methods of mathematical statistics, visualization and presentation of research results. Pre-service teachers demonstrating competence can: • research design based on research methodology and scientific ethics; • independently conduct scientific and applied research in the field of physical culture and sports, including the interdisciplinary level, for their own development, as well as the practice of teaching and sports training; • visualize and present to the public the results of research in various forms and forms of communication.
Learning outcomes	Pre-service teachers demonstrating competence can: • research design based on research methodology and scientific ethics; • independently conduct scientific and applied research in the field of physical culture and sports, including the interdisciplinary level, for their own development, as well as the practice of teaching and sports training. • visualize and present to the public the results of research in various forms and forms of communication.

Course title	Visualization and presentation of research results
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle (10,11) The purpose of this course is the formation of subject competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle. Pre-service teachers demonstrate skills in visualizing and presenting data from research results. Pre-service teachers demonstrating competence can: • apply various information systems to visualize the results of the study; • present the results of the study in various forms and forms for different target audiences.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply various information systems to visualize the results of the study; • present the results of the study in various forms and forms for different target audiences.

Course title	Sports Metrology
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle (11) The purpose of this course is the formation of subject competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle. Pre-service teachers demonstrate the skills of using metrologically sound means and methods of measurement in sports. They learn to interpret the received information of indicators of physical, technical, tactical readiness of athletes and training loads for control and management of the educational and training process. Pre-service teachers demonstrating competence can: • apply measuring equipment and computer technology based on basic knowledge of relevant instrumental techniques and computational methods in physical culture and sports practice;

	• use methods of statistical processing of measurement results and interpret them; carry out testing of physical, technical readiness, measurement of anthropometric indicators and physiological parameters; • adjust the educational and training process in the chosen sport based on objective measurement indicators.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply measuring equipment and computer technology based on basic knowledge of relevant instrumental techniques and computational methods in physical culture and sports practice; • use methods of statistical processing of measurement results and interpret them; • carry out testing of physical, technical readiness, measurement of anthropometric indicators and physiological parameters; • adjust the educational and training process in the chosen sport based on objective measurement indicators.

Course title	Health and recreational physical culture
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle (14-16) The purpose of this course is to form subject competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. The course is aimed at understanding the importance and influence of health-improving physical culture and physical recreation on the restoration and maintenance of human performance; formation of skills for organizing health-improving and recreational physical culture with a different contingent of students, taking into account their capabilities and needs. Pre-service teachers demonstrating competence can: • apply the provisions of the concept of health and well-being, including those related to physical activity and sports, stress management, physical and mental well-being; • form a positive motivational and value attitude to physical culture and sports, approved and implemented norms of behavior related to taking care of their physical condition, healthy and active lifestyle, physical improvement and regular physical education and sports; • to select means and methods of physical culture for the correction of physical development and functional state of persons of different genders and ages, taking into account their professional activities; • to plan and conduct physical fitness and sports events, organize leisure activities and active recreation in organizations of various types; • to apply psychological recommendations for optimizing mental states, self-esteem, maintaining motivation in engaged in physical culture and sports activities.

Learning outcomes	Pre-service teachers demonstrating competence can: • apply the provisions of the concept of health and wellness, including those related to physical activity and sports, stress management, physical and mental well-being; • form a positive motivational and value attitude towards physical culture and sports, approved and implemented norms of behavior related to taking care of their physical condition, healthy and active lifestyle, physical improvement and regular physical culture and sports; • choose physical education tools and methods to correct the physical development and functional state of persons of different gender and age, taking into account their professional activity; • plan and carry out physical education, recreation, sports and mass activities, organize leisure activities and active recreation in organizations of various types; • apply psychological recommendations for optimizing mental states, self-esteem, maintaining motivation in those involved in physical education and sport activities.
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Course title	Alternative types of physical culture
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle The purpose of this course is to improve the following areas of subject competencies: The field of competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. The course is aimed at forming an idea of alternative types of physical culture and practical skills of organizing classes in alternative types of physical culture, such as workout, crossfit, terrancourt, Nordic walking, jimbarr, yoga, parkour, stretching, skateboarding, freestyle cycling, trailrunning and others with a different contingent of students taking into account their capabilities and needs. Pre-service teachers demonstrating competence can: • interpret provisions of the concept of health and wellness, including those related to physical activity and sports, stress management, physical and mental well-being of a person; • select alternative types of physical culture, taking into account the needs and capabilities of those involved; • organize and conduct mass physical culture and recreational activities and individual classes in alternative types of physical culture; • organize and conduct alternative forms of physical activity; • teach self-monitoring techniques in physical education classes; • organize competitions in alternative forms of physical activity, taking into account the differences in the population; • develop in the students a positive motivational-value attitude towards physical activity and sport, an accepted and practicable standard of behaviour related to the care of physical fitness, a healthy and active lifestyle, physical development and regular physical activity and sporting activities.
Learning outcomes	Pre-service teachers demonstrating competence can: • interpret provisions of the concept of health and wellness, including those related to physical activity and sports, stress management, physical and mental well-being of a person; • select alternative types of physical culture, taking into account the needs and capabilities of those involved; • organize and conduct mass physical culture and recreational activities and individual

	classes in alternative types of physical culture; • organize and conduct alternative forms of physical activity; • teach self-monitoring techniques in physical education classes; • organize competitions in alternative forms of physical activity, taking into account the differences in the population; • develop in the students a positive motivational-value attitude towards physical activity and sport, an accepted and practicable standard of behaviour related to the care of physical fitness, a healthy and active lifestyle, physical development and regular physical activity and sporting activities.
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Course title	Physical education for working capacity and recreation at school
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	5
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle The purpose of this course is to form subject competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Pre-service teachers demonstrate an understanding of the impact of physical education on the maintenance and recovery of pupils' performance, as well as the organization of leisure activities during and after school hours. They develop their skills in conducting physical education breaks and breaks, physical education and sports festivals, quests, competitions, camping trips and other activities for active leisure of pupils. Pre-service teachers demonstrating competence can: • develop complexes of physical training minutes and pauses to restore mental performance in lessons; • conduct and organize active changes to relieve fatigue in school lessons; • apply kinesiological exercises to optimize the educational process and correct the mental development of students; • organize sports holidays, competitions and other recreational activities to increase the motor activity of students; • form a positive attitude towards physical culture and sports, approved and implemented norms of behavior related to taking care of their physical condition, healthy and active lifestyle, physical improvement and regular physical culture and sports.
Learning outcomes	Pre-service teachers demonstrating competence can: • develop complexes of physical training minutes and pauses to restore mental performance in lessons; • conduct and organize active changes to relieve fatigue in school lessons; • apply kinesiological exercises to optimize the educational process and correct the mental development of students; • organize sports holidays, competitions and other recreational activities to increase the motor activity of students; • form a positive attitude towards physical culture and sports, approved and implemented norms of behavior related to taking care of their physical condition, healthy and active lifestyle, physical improvement and regular physical culture and sports.

Course title	Adaptive physical education
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits

Academic credits	7
Course/competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle - Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle The purpose of this course is to improve the following areas of subject competence: Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle; Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Pre-service teachers demonstrate an understanding of the morphofunctional, socio-psychological characteristics of people with disabilities of different nosological forms, age and gender groups. They study private methods of adaptive physical education and safety procedures in adaptive physical education activities. They also learn about the organization and conducting of physical education mass activities and sports competitions in Paralympic, Deaflympics and Special Olympics sports. Pre-service teachers learn to apply methods of measurement and evaluation of physical development. Pre-service teachers demonstrating competence can: - develop goals and objectives for adaptive physical education and its main types, taking into account the characteristics of persons with disabilities; develop the content of activities and methods of selecting physical exercises for persons with disabilities and persons with various nosological groups, taking into account indications and contraindications; - formulate objectives (remedial, compensatory, preventive, health-improving, educational, training etc.), select the corresponding means and methods of their solution, regulate the psychophysical load in the process of exercises; - apply modern technologies for conducting classes in all types of adaptive physical education: adaptive physical education, adaptive motor recreation and physical rehabilitation.
Learning outcomes	Pre-service teachers demonstrating competence can: - develop goals and objectives for adaptive physical education and its main types, taking into account the characteristics of persons with disabilities; - develop the content of activities and methods of selecting physical exercises for persons with disabilities and persons with various nosological groups, taking into account indications and contraindications; - formulate objectives (remedial, compensatory, preventive, health-improving, educational, training etc.), select the corresponding means and methods of their solution, regulate the psychophysical load in the process of exercises; - apply modern technologies for conducting classes in all types of adaptive physical education: adaptive physical education, adaptive motor recreation and physical rehabilitation.

Course title	Theory and methodology of adaptive sport
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	7
Course/competence description	The purpose of this course is to improve the following areas of subject competence: - Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle - Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle (14-16)

	The purpose of this course is to form subject competencies for planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity; competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Pre-service teachers demonstrate skills in planning, conducting and adjusting the content of the training process, taking into account the morphofunctional features of athletes with disabilities of different nosological forms, age and gender groups. They also develop their skills in ensuring safety when practicing adapted sports and in applying methods of measuring and assessing the physical development, functional fitness, mental state of athletes with disabilities. Pre-service teachers learn to organize and conduct sports. Pre-service teachers demonstrating competence can: • plan and conduct training sessions in the adaptive chosen sport, taking into account the morphofunctional, psychological features and capabilities of persons with disabilities of different nosological forms, age and gender groups; • ensure the observance of safety rules and the prevention of injuries; • determine the level of all types of training and the psychophysical, motor development of athletes, taking into account the degree of functional impairment by studying the anamnesis of the athletes, using adequate methods of measurement and evaluation to correct the training process in the chosen sport; • foster personal qualities in athletes, form moral values of fair sport competition, conduct prevention of negative social behaviour and doping; • analyze competition results to adjust the training process; • apply methods of sports selection of athletes taking into account the degree of functional impairment and the requirements of the chosen adaptive sport.
Learning outcomes	Pre-service teachers demonstrating competence can: • plan and conduct training sessions in the adaptive chosen sport, taking into account the morphofunctional, psychological features and capabilities of persons with disabilities of different nosological forms, age and gender groups; • ensure the observance of safety rules and the prevention of injuries • determine the level of all types of training and the psychophysical, motor development of athletes, taking into account the degree of functional impairment by studying the anamnesis of the athletes, using adequate methods of measurement and evaluation to correct the training process in the chosen sport; • foster personal qualities in athletes, form moral values of fair sport competition, conduct prevention of negative social behaviour and doping; • analyze competition results to adjust the training process; • apply methods of sports selection of athletes taking into account the degree of functional impairment and the requirements of the chosen adaptive sport.

Course title	Health and sports nutritiology
Component	Subject Component, Optional Component
Cycle	Major disciplines
Module	Physical development, mental well-being and applied research 17 academic credits
Academic credits	7
Course/competence description	The purpose of this course is to improve the following areas of subject competence: • Competence area for applied research in the field of physical culture and sports, motor activity and healthy lifestyle • Competence area for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle The purpose of this course is to form subject competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle; to promote a healthy lifestyle, encourage and motivate a physically active lifestyle. Pre-service teachers have an understanding about nutrition as one of the most important factors in maintaining health and well-being, as well as the mechanisms of energy supply of muscle activity and ways of organizing nutrition for

	the effective flow of plastic processes during the recovery of the body after physical exertion. Pre-service teachers learn methods for determining the needs for nutrients and energy supply, as well as dietary patterns for athletes depending on the type of sport and the intensity of physical activity, as well as during physical education. They study the types of specialized sports nutrition, and demonstrate their skills in developing adequate diets and incorporating specialized foods for sports and health. Pre-service teachers demonstrating competence can: • apply rules and methods of rational nutrition planning to ensure vital activity; • apply rules and methods of planning individual nutrition regimes of an athlete in various training and competition cycles; • calculate individually selected sports diets for different loads of the athlete; calculate individually selected sports diets for various loads of an athlete; • develop food recommendations in accordance with the objectives of the physical culture and wellness program, taking into account the individual differences of those involved.
Learning outcomes	Pre-service teachers demonstrating competence can: • apply rules and methods of rational nutrition planning to ensure vital activity; • apply rules and methods of planning individual nutrition regimes of an athlete in various training and competition cycles; • calculate individually selected sports diets for different loads of the athlete; • calculate individually selected sports diets for various loads of an athlete; • develop food recommendations in accordance with the objectives of the physical culture and wellness program, taking into account the individual differences of those involved.

FINAL ATTESTATION 8 academic credits

Final attestation of the graduate is mandatory and is carried out after mastering the educational programme in full. The aim of the attestation is to evaluate the level of maturity of general cultural and professional competences of the graduate, as well as their readiness to perform basic professional activities.

Final attestation (student's choice):

Option 1) State comprehensive examination (Methodology of teaching physical education, methodology of teaching basic sports according to the school curriculum), writing and defending a diploma work on the methodology and management of the process of sports training in children's and youth sport;

Option 2) State complex examination (Theory and methodology of a chosen kind of sport, Management of the process of sports training in children's and youth sport), writing and defending diploma work on the methodology of teaching physical education, the methodology of teaching basic kinds of sport according to the school programme.

4.3 The structure of the compulsory component

The Compulsory Component (Cycle of General Education Studies) consists of 56 academic credits (51 academic credits mandatory studies and 5 academic credits optional studies) and includes the following modules and courses.

Name of modules and courses	ECTS
COMPULSORY COMPONENT (CYCLE OF GENERAL EDUCATION STUDIES)	56
MANDATORY STUDIES	51
Module of historical and philosophical competencies	10
History of Kazakhstan Kazakhstan in Ancient and Medieval Times. Prehistoric society. Settlements, economy, and household (2.5 million - 12 thousand B.C. - 4th century). Ethnogenesis of Kazakh nation. Medieval Kazakhstan (IV-XV cc.). Kazakh Khanate. Geopolitical position of the Kazakh state. Kazakh Khanate: formation, rise, decline. Social history (mid- XV - beginning XVIII cc.). Kazakhstan in a colonial period (30-40s of XVIII - 60s XIX cc.). Kazakhstan in the beginning of XX century. Formation of a poly-ethnic structure of the population. Kazakhstan in the Soviet period (February-October, 1917 - August, 1991) Kazakhstan - Independent State. The Modern period in the country's history (December 1991 - up to the present).	5
Philosophy Origins of a culture of thinking. The subject and method of philosophy. Foundations of philosophical understanding of the world. Consciousness, spirit and language. Ontology	5

and metaphysics. Ethics. Philosophy of values. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. Philosophy of modern Kazakhstan.	
Module of socio-political knowledge (sociology, political studies, cultural studies, psychology)	8
Sociology Sociological studies in understanding the social world. Sociological research. Social structure and stratification of society. Socialization and identity. Family and modernity. Deviation, crime, social control. Religion, culture, society. Sociology of ethnicity and the nation. Education and social inequality. Mass media, technology and society. Economics, globalization, labor. Health and medicine. Population, urbanization, and social movements. Social change.	2
Political studies Main stages in the development of political science. Politics as part of social life. Political power. Political elites, leadership. Political system of society. State and civil society. Political regimes. Electoral systems, elections. Political parties, party systems and socio-political movements. Political culture, behavior. Political consciousness, ideology; development, modernization; conflicts and crises. World politics, modern international relations.	2
Cultural studies Morphology of culture. Language of culture. Semiotics of culture. Anatomy of culture. Nomadic culture. Cultural heritage of proto-Turks. Medieval culture. Central Asia. Cultural heritage of Turks. Basis of the Kazakh culture. Kazakh culture in the XVIII - end of XIX century, XX century. Kazakh culture in the context of modern world processes, and in the context of globalization. Cultural policy of Kazakhstan. State program "Cultural heritage".	2
Psychology Personality in the context of national consciousness. Me and my motivation. Emotions, emotional intelligence. Human will, psychology of self-regulation. Individual-typological features. Values, interests, norms. Psychology of the meaning of life, professional self-determination, health. Communication between individuals and groups. The perceptive side of communication. The interactive side of communication. The communicative side of communication. Social and psychological conflict. Patterns of behavior in conflict. Effective communication techniques	2
Instrumental and communication module	25
Russian /Kazakh language Proficiency in accurate use of vocabulary, scientific terms, syntactic constructions in oral and written communication; conversation skills. Business communication, letter-writing, report-writing, review, essay-writing skills; meaningful reading of texts, ability to express own idea. Fluent speaking in various conversations, mastering the ability to carry on a conversation, discussion. Functional styles of speech as a historically developed system of speech means, a variety of literature language.	10
Foreign language Social and domestic sphere of communication. Me and my family. Social and cultural sphere of communication. World map. Customs and Traditions. Educational and professional sphere of communication: Future profession. A modern home. Family in modern society. Cultural and historical background. Education. Profession. Human and nature, environmental problems. News, media, advertising.	10
Information and communication technologies ICT role in society development. Standards in ICT. Introduction to computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and telecommunications. Cybersecurity. Internet technologies. Cloud and mobile technologies. Multimedia technologies. Smart technology. E-technologies. E-business. E-learning. E-government. ICT in industries. Prospects of ICT development.	5
Health Promotion module	8

Physical education Principles of physical education. Scientific basis of physical education. Modern recreational systems, basics of body physical state monitoring. Main methods of practicing sports and physical education independently. Professional physical training. General physical training. Speed. Running. Relay races. Execution of exercises for: endurance, flexibility, agility, coordination, balance, gymnastic and acrobatic exercises. Strength. General training exercises. Special physical training.	8
OPTIONAL COMPONENT	5
Economics, Fundamentals of Entrepreneurship and Business The discipline forms students' economic knowledge. Masters scientific skills, methods and techniques of entrepreneurship. In the process of mastering entrepreneurial activity, the student collects data using digital technologies, demonstrates leadership qualities, mastering the subtleties of business and develops skills to achieve goals. The student gets acquainted with the methods of doing business, as well as improves decision-making skills in the organization and management of business.	5
Fundamentals of anti-corruption culture The purpose of this course is to develop competencies for social, cultural and civic development. This course gives future teachers theoretical knowledge: Anti-corruption culture: a concept, structure, tasks and functions. Anti-corruption awareness and anti-corruption culture: content, role and functions. Formation of anti-corruption culture in foreign countries. Anticorruption culture: mechanisms and institutions for development. Role of a family in fostering an anti-corruption culture. National bases of an anti-corruption culture. Social control as a mechanism of counteracting corruption. Political parties and the mass media as tools for building an anti-corruption culture. Anti-corruption education and upbringing. Anti-corruption legislation and legal liability for corruption. The constitutional basis of anti-corruption. Legal liability for crimes of corruption. Building an anti-corruption culture in civil service and business. Pre-service teachers who demonstrate competence can: • develop their own moral and civic position and are able to act in accordance with the social, business, economic, legal and ethical norms of the Kazakh society; • understand and explain the anti-corruption culture in the context of socio-political, economic and legal knowledge, are able to demonstrate personal and professional competitiveness; • assess situations and reasonably counteract manifestations of corruption in professional and other spheres; • adequately demonstrate an anti-corruption culture, consciousness and behavior in potentially corrupt situations of professional activity.	5
Ecology and Life Safety The discipline forms a system of knowledge among students about human interaction with the environment, environmental and man-made risks, principles of ensuring the safety of life and the concept of sustainable development of society. The student learns how to develop and justify measures to ensure the safety of life, taking into account the principles of sustainable development. Acquires skills in using tools for monitoring, analyzing, and preventing emergencies and risks.	5
Research Methods The purpose of this course is to develop competencies for interpersonal, social and professional activities and research skills. This course gives future teachers an understanding and theoretical knowledge of scientific research methods: Research Approaches. Inductive and deductive methods. Qualitative, quantitative, and mixed research methods. Primary and secondary research. Action research. The research design is descriptive, correlative, experimental, quasi-experimental, cross-sectional, longitudinal, case study, ethnographic, exploratory, explanatory. Variables and hypotheses. Reliability and validity of the study. Reproducibility and repeatability. Random and systematic error. Triangulation. Selection. Inclusion and exclusion criteria when forming a sample. Sampling methods. Data collection - surveys, interviews, experiments, observational studies, systematic review. Data verification. Transcription of the interview. Data analysis - statistical analysis, content analysis, discourse analysis, thematic analysis, text analysis. Research ethics. Peer review. Pre-service teachers who demonstrate competence can: apply research approaches and various research methods in their activities, based on knowledge	5

of their specific features; develop the design of the study based on the choice of methodology and analysis; use various types of information and communication technologies: Internet resources, cloud and mobile services for the search, storage, processing, protection and dissemination of information; observe research ethics in the process of conducting research.	
Basics of Artificial Intelligence The discipline studies the basic concepts in the field of Artificial Intelligence (AI), the architecture and principles of operation of AI technologies, methods and application possibilities. During the course, students master the theoretical and practical foundations of AI technology, and develop the skills to use them effectively when solving problems in the professional field within the framework of legal and ethical standards.	5
Financial literacy The discipline forms the foundations of financial literacy through the development of basic financial and economic concepts that reflect the most important areas of financial relations of students. It also forms knowledge and skills aimed at effectively fulfilling the socio-economic role of the consumer, investor, borrower, shareholder, taxpayer, insurer, investor in the financial market and insuring consumers against pyramids and financial fraud	5
Total academic credits	56

Жоғары білім беру бағдарламасы бойынша НЕГІЗГІ ОҚУ ЖОСПАРЫ / Yüksek Eğitim Alanı TEMEL EĞİTİM PLANI
По программе высшего образования ОСНОВНОЙ УЧЕБНЫЙ ПЛАН / High education program BASIC EDUCATION PLAN
6B01425—Дене шынықтыру және спорт (IP)/6B01425-Beden Eğitimi ve Spor(IP)/6B01425-Физическая культура и спорт (IP)/6B01425-Physical education and sports (IP)

Пәннің (модульдің) атауы / Наименование предмета (модуля) / Subject (module) name	ECTS	Бакалавр дәрежесі, 4 академиялық жыл / Lisans derecesi, 4 akademik yıl/ Степень бакалавра, 4 академических года / BA degree, 4 academic years								Препреквизит Постреквизит Çekişmeler Sonra görüşecek Prerequisites Post-Requisite
		I		II		III		IV		
		1	2	3	4	5	6	7	8	
Жалпы білім беретін пәндер (ЖБП) циклі /Genel Eğitim Dersler Döngüsü(GED)/ Цикл общеобразовательных дисциплин (ООД)/Cycle of general education (CGE)- 56 акад.кр./akademik kredit/ academ.credits										
Міндетті компонент МК/ Zorunlu bileşen ZB/ Обязательный компонент ОК/ Required component RC - 51 акад.кр./akademik kredit/ academ.credits										
Тандау компоненті (ТК)/ Seçmeli bileşen SB/Компонент по выбору KB/ Component of Choice CC – 5 акад.кр./akademik kredit/ academ.credits										
Тарихи және философиялық құзыреттіліктер модулі / Tarihsel ve Felsefi Yeterlilikler Modülü / Модуль историко-философских компетенций/ Module of historical and philosophical competencies	10									
Қазақстан тарихы/KazakistanTarihi/История Казахстана/History of Kazakhstan	5	5								
Философия /Felsefe/Философия/Philosophy	5			5						
Аспаптық және коммуникациялық модуль/ Enstrümantasyon ve iletişim modülü / Инструментальный и коммуникационный модуль/ Instrumental and communication module	25									
Қазақ (орыс) тілі/Kazak (Rus) Dili /Казахский (русский) язык/Kazakh(Russian) Language	10	5	5							Қазақ (орыс) тілі A1- пре - жоқ, пост A2/ B1- пре A2, пост- B2/ C1 пре B2, C1-пост жоқ
Шетел тілі/Yabancı dil/Иностранный язык/ForeignLanguage	10	5	5							Ағылшын тілі 1 сем- A2- пре - жоқ, пост B1/ B1- пре A2, пост- жоқ 2 сем-B2- пре жоқ, пост -C1/ C1 пре B2, C1-пост жоқ
Ақпараттық-коммуникациялық технологиялар /Bilişim ve İletişim Teknolojileri Информационно-коммуникационные технологии /Information and communication technology	5		5							
Әлеуметтік-саяси білім модулі/ Sosyo-politik bilgi modülü / Модуль социально-политических знаний/ Module of socio-political knowledge	8									
Әлеуметтік-саясаттану білім модулі (әлеуметтану, саясаттану, мәдениеттану, психология) / Sosyo-politik bilgi modülü (sosyoloji, siyaset bilimi, kültürel çalışmalar, psikoloji)/ Модуль социально-политических знаний (социология, политология, культурология, психология) /Social and political education module (sociology, political science, cultural studies, psychology)	8			2						
				2						
				2						
				2						
Денсаулықты нығайту модулі/ Sağlğın teşviki modülü /Модуль укрепления здоровья / Health Promotion module	8									
Денешынықтыру/BedenEğitimi/Физическая культура/PhysicalCulture	8	2	2	2	2					

Модуль-Қоғамдық даму негіздері/ Modül - Sosyal gelişimin temelleri / Модуль-Основы общественного развития/ Module- The basis of social development	5								
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/Экономика, Основы Предпринимательства и бизнеса/Economics, Fundamentals of Entrepreneurship and Business	5				5				
Сыбайлас жемқорлыққа қарсы мәдениет негіздері/Rüşvetle Mücadele Esasları/Основы антикоррупционной культуры/Fundamentals of Anti-Corruption Culture									
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность /жизнедеятельности/Ecology and Life Safety									
Ғылыми зерттеу әдістері / Bilimsel araştırma yöntemleri/ Методы научного исследования/ Methods of scientific research									
Қаржылық сауаттылық/Finansal okuryazarlık/Финансовая грамотность/ Financial literacy									
Жасанды интеллект негіздері/Yapay Zekanın Temelleri/Основы искусственного интеллекта/Basics of Artificial Intelligence									
Базалық және бейіндеуші пәндер циклі/ Temel ve profil oluşturma disiplinleri /Базовые и профилирующие дисциплины/ Basic and profile disiplins 190 акад.кр./akademik kredit/ academ.credits									
Базалық пәндер циклі / Temel disiplinleri /Базовые дисциплины Basic and profile disiplins. ПЕДАГОГИКАЛЫҚ КОМПОНЕНТ/ PEDAGOGİK BİLEŞEN / ПЕДАГОГИЧЕСКИЙ КОМПОНЕНТ/ PEDAGOGICAL COMPONENT -60 акад.кр./akademik kredit/ academ.credits									
Модуль-Білім алушыны тұлға ретінде қолдау / Modül - Öğretmen Adaylarının Birey Olarak Desteklenmesi / Модуль-Поддержка обучающихся как личностей / Module- Supporting learners as individuals / – 17 акад.кр./akademik kredit/ academ.credits									
Білім берудегі психология, өзара әрекеттесу және байланыс /Eğitimde Psikoloji ve Etkileşim-İletişim Kavramları / Психология, взаимодействие и коммуникация в образовании / Psychology in Education and Concepts of Interaction and Communication	4			4					
Білім беру туралы ғылым және оқытудың негізгі теориялары / Eğitim Bilimi ve Temel Öğrenme Teorileri / Наука об образовании и ключевые теории обучения / Educational Science and Key Theories of Learning	3			3					
Инклюзивті білім беру ортасы / Kapsayıcı (Kaynaştırma) Eğitim Ortamları / Инклюзивная образовательная среда / Inclusive Educational	3					3			
Балалардың жас және физиологиялық даму ерекшеліктері / Çocuk Gelişiminde Yaş ve Fizyolojik Gelişim Özellikleri /Возрастные и физиологические особенности развития детей/ Age and Physiological Features of the Development of Children	3		3						
Оқытуды жоспарлау және дербес оқыту / Öğretimin Planlaması ve Bireyselleştirilmesi / Планирование преподавания и индивидуализация обучения/ Teaching Planning and Individualization of Learning	4						4		
Модуль-Оқыту және үйрету үшін бағалау/ Modül- Öğretme ve Öğrenmenin Değerlendirilmesi / Модуль-Преподавание и оценивание для обучения / Module-Teaching and assessment for learning / – 9 акад.кр./akademik kredit/ academ.credits									
Оқыту әдістері мен технологиялары / Öğretim Yöntem ve Teknikleri / Методы и технологии преподавания / Teaching Methods and Technologies	5				5				
Бағалау және дамыту / Değerlendirme ve Geliştirme / Оценивание и развитие / Assessment and Development	4					4			
Модуль-Мұғалім - рефлексиялық практика иесі / Modül- Bir Yansıtıcı Uygulayıcı Olarak Öğretmen /Модуль-Учитель как рефлексирующий практик / Module-Teacher As A Reflective Practitioner/ – 9 акад.кр./akademikkredit/ academ.credits									
Педагогикалық зерттеулер / Pedagojik Araştırmalar / Педагогические исследования / Pedagogical Research	4				4				

Зерттеулер, даму және инновациялар / Araştırma, Geliştirme ve Yenilikçilik / Исследования, развитие и инновации / Research, Development and Innovation	5							5	
Педагогикалық практика – Мұғалім – оқу фасилитаторы / Öğretimin Kolaylaştırıcısı Olarak Öğretmen (Pedagojik Uygulama) / Педагогическая практика – Учитель как фасилитатор обучения / Pedagogical practice -Teacher as a facilitator of learning /- 25 акад.кп./akademikkredit/ academ.credits									
Мұғалім кәсібіне кіріспе (оқу практикасы1-курс) / Öğretmenlik Mesleğine Giriş (Pedagojik Uygulama, 1. sınıf) / Введение в профессию учителя (учебная практика, 1 курс)/ Introduction to the teaching profession (1st year, educational practice)	2		2						Пре: - Пост: Психологиялық және педагогикалық бағалау
Психологиялық және педагогикалық бағалау (психологиялық-педагогикалық практика, 2-курс) / Psikolojik ve Pedagojik Değerlendirme (psikolojik ve pedagojik uygulama , 2. sınıf)/ Психолого-педагогическое оценивание (психолого-педагогическая практика, 2 курс) / Psychological and pedagogical assessment (2nd year psychological and pedagogical practice)	2				2				Пре: Мұғалім кәсібіне кіріспе Пост: Педагогикалық технология
Педагогикалық технология (педагогикалық практика, 3-курс) / Pedagojik Yaklaşımlar (Pedagojik Uygulama, 3. sınıf)/ Педагогическая технология (Педагогическая практика, 3 курс)/ Pedagogical approaches (3rd year, pedagogical practice)	6						6		Пре: Психологиялық және педагогикалық бағалау Пост: Білім берудегі зерттеулер мен инновациялар
Білім берудегі зерттеулер мен инновациялар (өндірістік-педагогикалық практика, 4-курс) / Eğitimde Araştırma ve Yenilikler (Pedagojik Uygulama, 4. sınıf)/ Исследования и инновации в образовании (производственная-педагогическая практика, 4 курс)/ Research and innovation in education (4th year industrial- pedagogical practice)	15							15	Пре: Педагогикалық технология
Бейіндеуші пәндер циклі / Profil oluşturma disiplinleri / Профилирующие дисциплины/ Profile disiplins – 130акад.кп./akademikkredit/ academ.credits									
Жоғары оқу орны компоненті ЖК/ Üniversite Seçmeli/ Вузовский компонент ВК/ University Component UC -84 акад.кп./akademikkredit/ academ.credits									
Тандау компоненті (ТК)/ Seçmeli bileşen SB/ Компонент по выбору KB/ Component of Choice CC - 46 акад.кп./ akademik kredit/ academ.credits)									
Модуль – Түркі дүниесі/ Modül – Türk Dünyası/ Модуль – Тюркский мир/ Module – Turkic World	16								
Түрік (Қазақ) тілі – (Деңгей 1-A1,B2) /Türk (Kazak) Dili –(Seviye 1- A1,B2)/Турецкий (Казахский) язык – (Уровень 1- A1,B2)/Turkish (Kazakh) Language – (Level 1- A1,B2)	5	5							Пре: жоқ Пост: Түрік (Қазақ) тілі – (Деңгей 2-A2, C1)
Түрік (Қазақ) тілі – (Деңгей 2-A2, C1) /Türk (Kazak) Dili –(Seviye 2-A2, C1) /Турецкий (Казахский) язык – (Уровень 2-A2, C1)/Turkish (Kazakh) Language (Level 2-A2, C1)	5		5						Пре: Түрік (Қазақ) тілі – (Деңгей 1-A1, B2) Пост: жоқ
Ататүрік принциптері/Atatürk İlkeleri/ Принципы Ататюрка/Principles of Atatürk	3				3				
Түркі мемлекеттер тарихы/Türk memleketleri tarihi/ История тюркских государств/TurkicStateshistory									
Ясауитану/YesevilikBilgisi/Ясавиведение/YassawiStudy	3				3				
ПӘНДІК КОМПОНЕНТ/ KONU BİLEŞENİ / ПРЕДМЕТНЫЙ КОМПОНЕНТ/ SUBJECT COMPONENT -68 академиялық кредит									
Модуль- Спорт және бапкерлік/ Modül- Spor ve antrenörlük/ Модуль-Спорт и тренерство/ Module-Sports and coaching	10								
Балалар-жасөспірімдер спортында спорттық дайындық процесімен басқару\Çocuk ve gençlik sporlarında spor eğitimi sürecini yönetmek\ Управление процессом спортивной подготовки в детско-юношеском спорте\ Managing the process of sports training in youth sports	5			5					

Таңдаған спорт түрінің теориясы және әдістемесі\Seçilen sporun spor teorisi ve metodolojisi\ Теория и методика спорта избранного вида спорта\ Theory and methodology of sports	5				5					
Модуль- Денені бақылау мен негізгі қозғалыс дағдылары (күрделі үйлестірілген қозғалыс дағдылары)/ Modül- Vücut kontrollü temel motor beceriler (karmaşık koordinasyon motor becerileri / Модуль- Базовые двигательные навыки с контролем тела (сложнокоординационные двигательные навыки)/ Module- Basic physical skills with body control (complex coordination physical skills)	10									
Гимнастика оқыту әдістемесімен-1\Öğretim yöntemleriyle jimnastik\ Гимнастика с методикой обучения-1\ Gymnastics with teaching methods-1	5			5						
Гимнастика оқыту әдістемесімен-2\ Öğretim yöntemleriyle jimnastik\ Гимнастика с методикой обучения-2\ Gymnastics with teaching methods-2	5				5					Пре: - Пост: Гимнастика оқыту әдістемесімен-2
Модуль- Әр түрлі ортада негізгі қозғалыс дағдылары (циклдік қозғалыс дағдылары)/ Modül- Çeşitli ortamlarda temel motor beceriler / Модуль- Базовые двигательные навыки в различной среде (циклические двигательные навыки)/ Module- Basic physical skills in various environments (cyclic physical skills)	17									Пре: Гимнастика оқыту әдістемесімен-2 Пост: -
Жеңіл атлетика оқыту әдістемесімен\Öğretim yöntemleriyle atletizm\ Легкая атлетика с методикой обучения\ Athletics with training methods	7							7		
Жүзу оқыту әдістемесімен\Öğretim yöntemleriyle yüzme\ Плавание с методикой обучения\ Swimming with training method	3		3							
Шахмат оқыту әдістемесімен\Öğretim yöntemleriyle satranç\ Шахмат с методикой обучения\ Chess with teaching methods	7							7		
Модуль- Дене шынықтыру және спорттың табиғи-ғылыми негіздепi/ Modül- Fiziksel kültür ve sporun doğal bilimsel temelleri/ Модуль- Естественно-научные основы физической культуры и спорта/ Module-Natural scientific foundations of physical education and sport	8									
Адам мен дене шынықтыру жаттығуларының функционалды анатомиясы\Fonksiyonel insan anatomisi ve egzersiz\ Функциональная анатомия человека и физических упражнений\ Functional human anatomy and physical exercises	5	5								
Дене тәрбиесі және спорт түрлері негіздерімен адам физиологиясы\Beden eğitimi ve sporun temelleri ile insan fizyolojisi\ Физиология человека с основами физического воспитания и видов спорта\ Human physiology with the basics of physical education and sports	3		3							
Модуль- Нысанды бақылаумен негізгі қозғалыс дағдылары (ойын дағдылары)/ Modül- Nesne kontrolü ile temel motor becerileri (oyun motor becerileri) / Модуль- Базовые двигательные навыки с контролем объектов (игровые двигательные навыки)/ Module- Basic physical skills with object control (game physical skills)	17									
Спорттық ойындар оқыту әдістемесімен (футбол, гандбол)\ Spor oyunları (futbol, hentbol) öğretim yöntemleri ile\ Спортивные игры (футбол, гандбол) с методикой обучения\ Sports games (football, handball) with teaching methods	5	5								
Спорттық ойындар оқыту әдістемесімен (баскетбол, волейбол) \Spor oyunları (basketbol, voleybol) öğretim yöntemleri ile\ Спортивные игры (баскетбол, волейбол) с	6					6				

методикой обучения\ Sports games (basketball, volleyball) with teaching methods										
Қимылды және ұлттық ойындар\ Açık hava ve ulusal oyunlar Подвижные и национальные игры\ Active and national games	6					6				
Модуль-Физикалық даму, ой қабілеті ахуалы және қолданбалы зерттеу/ Modül- Fiziksel gelişim, zihinsel sağlık ve uygulamalı araştırma / Модуль-Физическое развитие, ментальное благополучие и прикладные исследование/ Module- Physical development, mental well-being and applied research	6									
Дене шынықтыруды оқыту әдістемесі\Beden eğitimi öğretme yöntemleri\ Методика преподавания физической культуры\ Methods of teaching physical culture	6						6			
Бейіндеуші пәндер циклі / Profil oluşturma disiplinleri / Профилирующие дисциплины Profile disiplins.										
Тандау компоненті (ТК)/ Seçmeli bileşen SB/ Компонент по выбору KB/ Component of Choice CC - 46 акад.кр./ akademik kredit/ academ.credits)										
Модуль- Дене шынықтыру және спорттың табиғи-ғылыми негіздері/ Modül- Fiziksel kültür ve sporun doğal bilimsel temelleri/ Модуль- Естественно-научные основы физической культуры и спорта/ Module-Natural scientific foundations of physical education and sport	17									
Дене шынықтыру жаттығуларының қолданбалы физиологиясы \ Uygulamalı Egzersiz Fیزیoloji\ Прикладная физиология физических упражнений\ Applied physiology of physical exercises	5					5				
Адам қозғалысы мен дене шынықтыру жаттығуларының биомеханикасы\ İnsan hareketlerinin biyomekanikliği ve fiziksel egzersizler\ Биомеханика движений человека и физических упражнений \ Biomechanics of human movements and physical exercises										
Дене шынықтыруда және спортта физикалық дамудың және функционалды дайындығының мониторингі \ Fiziksel kültür ve sporda fiziksel gelişimin ve fonksiyonel hazırlığın izlenmesi\ Мониторинг физического развития и функциональной подготовленности в физической культуре и спорте\ Monitoring of physical development and functional fitness in physical culture and sports	5						5			
Спортта тестілеу және баптау\ Sporda Test ve Kondisyon Тестирование и кондиционирование в спорте\ Testing and conditioning in sports										
Дене шынықтырумен және спортпен айналысу процесінде бақылау және өзін-өзі бақылау \ Beden eğitimi ve spor sürecinde kontrol ve öz kontrol\ Контроль и самоконтроль в процессе занятий физической культурой и спортом\ Control and self-control in the process of physical education and sports										
Спорттық медицина және оңалту негіздері \ Spor Hekimliği ve Rehabilitasyonun Temelleri\ Основы спортивной медицины и реабилитации\ Fundamentals of Sports medicine and rehabilitation	7							7		
Емдік дене шынықтыру және массаж\ Terapötik beden eğitimi ve masaj\ Лечебная физическая культура и массаж\ Therapeutic physical education and massage										
Қолданбалы кинезиология \ Uygulamalı Kinesiyoloji\ Прикладная кинезиология\ Applied Kinesiology										
Модуль- Спорт және бапкерлік/ Modül- Spor ve antrenörlük/ Модуль-Спорт и тренерство/ Module-Sports and coaching	12									
Дене шынықтыру мен спорт психологиясы \ Fiziksel kültür ve spor psikolojisi\ Психология физической культуры и спорта\ Psychology of physical culture and sports	6					6				
Спортта өзін-өзі реттеу психологиясы \ Sporda öz düzenleme psikolojisi Психология саморегуляции в спорте\ Psychology of self-regulation in sports										

Спорт және жарыс этикасы\Spor ve rekabet etiği\ Этика спорта и соревнований \ Ethics of sports and competitions										
Таңдалған спорт түріндегі физикалық дайындық және баптау \ Belirli bir spor dalında beden eğitimi ve kondisyonlama\Физическая подготовка и кондиционирование в избранном виде спорта\ Physical training and conditioning in your chosen sport	6							6		
Таңдалған спорт түріндегі техникалық-тактикалық дайындық\Belirli bir spor dalında teknik ve taktik eğitim\Технико-тактическая подготовка в избранном виде спорта\Technical and tactical training in a chosen sport										
Модуль-Физикалық даму, ой қабілеті ахуалы және қолданбалы зерттеу/ Modül- Fiziksel gelişim, zihinsel sağlık ve uygulamalı araştırma / Модуль-Физическое развитие, ментальное благополучие и прикладные исследования/ Module- Physical development, mental well-being and applied research	17									
Дене шынықтыруда және спортта қолданбалы зерттеу \Fiziksel kültür ve sporda uygulamalı araştırma\ Прикладные исследования в физической культуре и спорте\ Applied research in physical culture and sports	5						5			
Зерттеу нәтижелерін визуализациялау және елестету\Araştırma sonuçlarının görselleştirilmesi ve sunumu\ Визуализация и представление результатов исследований \ Visualisation and presentation of research results										
Спорттық метрология\Spor metrolojisi\ Спортивная метрология\Sports Metrology										
Сауықтыру-рекреативті дене шынықтыру \ Sağlık ve rekreasyonel beden eğitimi \ Оздоровительно-рекреативная физическая культура\ Health and recreational physical culture	5						5			
Дене шынықтырудың балама түрлері\Alternatif fiziksel kültür türleri\ Альтернативные виды физической культуры\Alternative types of physical culture										
Мектепте жұмысқа қабілеттілігіне және демалысына арналған дене шынықтыру \ Okulda performans ve dinlenme için beden eğitimi \ Физическая культура для работоспособности и отдыха в школе \ Physical education for working capacity and recreation at school										
Бейімделетін дене шынықтыру \ Uyarlanabilir beden eğitimi \ Адаптивная физическая культура \ Adaptive physical education	7								7	
Бейімделетін спорттың теориясы және әдістемесі \ Uyarlanabilir Spor Teorisi ve Tekniği \ Теория и методика адаптивного спорта \ Adaptive sports and physical activity										
Сауықтыру және спорттық нутрициология \ Sağlık ve spor beslenme bilimi \ Оздоровительная и спортивная нутрициология \ Health and sports nutritiology										
Қорытынды аттестаттау / Final Sınav/ Итоговая аттестация/ Final Attestation - / 8 акад.кп./ akademik kredit/ academ.credits)										
Дипломдық жұмысты, дипломдық жобаны жазу және қорғау немесе кешенді емтихан тапсыру / Tezi Veya Projeyi hazırlama ve Savunma yada Kapsamlı Snavına girme / Написание и защита дипломной работы, дипломного проекта или подготовка и сдача комплексного экзамена / Writing and defending a diploma work, diploma project or preparing and passing of Complex exam									8	
Жалпы барлығы / Genel Toplam / Общий итог / General:	254	32	33	32	34	30	31	32	30	

ББ Реестріне енгізілген ОН және пәндер бойынша матрицасы
6B01425-Physical education and sports (IP)

Learning outcomes: (LO)	Білім беру бағдарламасының түлектері: LO 1 – Able to explain the main stages, patterns and features of the historical development of Kazakhstan, analyze the causes and consequences of events in the history of Kazakhstan, assess the surrounding reality on the basis of worldview positions and knowledge of philosophy, providing a scientific understanding of the natural and social world, ecologization of public consciousness and industrial production, rational environmental management and safe lifestyle in the context of achieving the goals of sustainable development of the state. LO 2 – Able to develop his moral and civic position in accordance with the social, business, cultural, legal and ethical norms of Kazakhstani society on the basis of socio-political, economic, legal knowledge, financial literacy, anti-corruption culture and entrepreneurial skills, as well as demonstrate personal and professional competitiveness. LO 3 – Able to choose a research methodology, apply various scientific methods and techniques to obtain new knowledge and use various types of information and communication technologies in their activities: Internet resources, cloud and mobile services for searching, storing, processing, protecting and disseminating information. LO 4 – Able to communicate in various areas of interpersonal, social and professional communication in oral and written forms in Kazakh, Russian and foreign languages and work in various professional network communities both offline and online, building constructive relationships and participating in the global professional educational community. LO 5 – Able to design, implement, evaluate and develop learning processes in various types of educational environments in a pedagogically meaningful way based on basic psychological-pedagogical, natural-science and subject-methodical knowledge, taking into account the diversity of students, while ensuring their psychological well-being and using various digital resources to learning support. LO 6 – Able to carry out psychological support of sports activities and physical activity of a person based on knowledge of the relationship of physical, mental, psychomotor development of a person, the influence of physical fitness on resistance to fatigue and emotional stress; take into account in the process of classes and preparation for competitions the individual psychological characteristics of those involved; identify signs of overwork, psychological overstrain, stress, emotional burnout during special training and competitive processes; teach psychotechniques of self-regulation to optimize mental states. LO 7 – Able to support the well-being of people of different sex and age, including people with disabilities, by means of physical culture and sports to ensure their effective life based on knowledge of the anatomical, physiological, biomechanical foundations of the functioning of the human body, prevention and rehabilitation after injuries and diseases. LO 8 – Is able to plan, organize and conduct educational, recreational and training sessions taking into account the gender, age and individual differences of the contingent of students, including those with disabilities, to create an educational and sports-training environment and conditions conducive to the versatile development of personality and to ensure safety in the classroom. LO 9 – Able to plan, organize and conduct competitions in sports, sports and recreation, sports events and other types of motor recreation, taking into account gender, age, individual differences and abilities of those involved and ensure their safety. LO 10 – Able to evaluate the results of training, preparedness and fitness of those involved in physical culture and sports in accordance with gender, age, individual characteristics and capabilities, as well as the level of sports qualification. LO 11 – Able to independently initiate and conduct applied research in the field of physical culture and sports, including the interdisciplinary level, design research based on research methodology and scientific ethics, apply metrologically sound means and methods for measuring and monitoring indicators of physical, technical, tactical, theoretical and other types of fitness athletes, competitive and training loads, visualize and present the results of research to the public.
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	LO 12 – Able to form among those involved in a positive motivational and value attitude to physical culture and sports, approved and implemented in practice norms of behavior related to taking care of their physical health and physical activity, nutrition; support and ensure their own full-fledged professional and social activities through a healthy lifestyle and independent physical education.
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	Кр саны	ОН 1	ОН 2	ОН 3	ОН 4	ОН 5	ОН 6	ОН 7	ОН 8	ОН 9	ОН 10	ОН 11	ОН 12
Экономика, кәсіпкерлік және бизнес негіздері /Ekonomi, girişimcilik ve iş temelleri/Экономика, основы предпринимательства и бизнеса/Economics, Fundamentals of Entrepreneurship and Business	5		+										
Сыбайлас жемқорлыққа қарсы мәдениет негіздері/Rüşvetle Mücadele Esasları/Основы антикоррупционной культуры/Fundamentals of Anti-Corruption Culture	5		+										
Экология және өмір қауіпсіздігі/Ekoloji ve yaşam güvenliği/Экология и безопасность /жизнедеятельности/EcologyandLife Safety	5	+											
Ғылыми зерттеу әдістері / Bilimsel araştırma yöntemleri/ Методы научного исследования/ Methods of scientific research	5			+									
Қаржылық сауаттылық/Finansal okuryazarlık/Финансовая грамотность/ Financial literacy	5		+										
Жасанды интеллект негіздері/Ұрау Zekanın Temelleri/Основы искусственного интеллекта/Basics of Artificial Intelligence	5					+							
Білім берудегі психология және өзара әрекеттесу мен коммуникация тұжырымдамалары /Eğitimde Psikoloji ve Etkileşim-İletişim Kavramları / Психология, взаимодействие и коммуникация в образовании / Psychology in Education and Concepts of Interaction and Communication	4				+								
Білім туралы ғылым және оқытудың негізгі теориялары / EğitimBilimineTemel ÖğrenmeTeorileri / Наука об образовании и ключевые теории обучения/EducationScienceandKeyLearningTheories/	3					+							
Инклюзивті білім беру ортасы / Kapsayıcı (Kaynaştırma) Eğitim Ortamları / Инклюзивная образовательная среда / Inclusive Educational Environment	3							+					
Балалардың жас және физиологиялық даму ерекшеліктері / ÇocukGelişimindeYaş veFizyolojikGelişim Özellikleri /Возрастные и физиологические особенности развития детей/AgeandPhysiologicalFeaturesoftheDevelopmentofChildren /	3					+		+					
Оқытуды жоспарлау және оқытуды дербес оқыту / ÖğretimPlanlaması veBireyselleştirilmesi /Планирование	4					+							

преподавания и индивидуализация обучения/TeachingPlanningandIndividualizationofLearning													
Оқыту әдістері мен технологиялары / ÖğretimYöntemveTeknikleri / Методы и технологии преподавания /TeachingMethodsandTechnologies /	5					+							
Бағалау және дамыту / DeğerlendirmeveGeliştirme / Оценивание и развитие /AssessmentandDevelopment	4					+							
Педагогикалық зерттеулер / PedagogikAraştırmalar / Педагогические исследования / PedagogicalResearch	4			+									
Зерттеулер, даму және инновация / Araştırma, GeliştirmeveYenilikçilik / Исследования, развитие и инновации /Research, DevelopmentandInnovation	5			+									
Ататүрікпринциптері/Atatürk İlkeleri/ПринципыАтатюрка/PrinciplesofAtaturk	3	+			+								
Түркі мемлекеттері тарихы/Türkmemleketleritarihi/История тюркских государств/TurkicStateshistory		+			+								
Ясауитану/YesevilikBilgisi/Ясавиведение/YassawiStudy	3	+			+								
Түрік (Қазақ) тілі – (Деңгей 1-A1,B2) /Türk (Kazak) Dili – (Seviye 1- A1,B2)/Түрік (Қазақ) тілі – (Уровень 1- A1,B2)/Turkish (Kazakh) Language – (Level 1- A1,B2)	5				+								
Түрік (Қазақ) тілі – (Деңгей 2-A2, C1) /Türk (Kazak) Dili – (Seviye 2-A2, C1) /Түрік (Қазақ) тілі – (Уровень 2- A2, C1) /Turkish (Kazakh) Language – (Level 2-A2, C1)	5				+								
Балалар-жасөспірімдер спортында спорттық дайындық процесімен басқару\Çocuk ve gençlik sporlarında spor eğitimi sürecini yönetmek\ Управление процессом спортивной подготовки в детско-юношеском спорте\ Managing the process of sports training in youth sports	5								+				
Таңдаған спорт түрінің теориясы және әдістемесі\Seçilen sporun spor teorisi ve metodolojisi\ Теория и методика спорта избранного вида спорта\ Theory and methodology of sports	5								+				
Гимнастика оқыту әдістемесімен-1\Öğretim yöntemleriyle jimnastik\ Гимнастика с методикой обучения-1\ Gymnastics with teaching methods-1	5								+				
Гимнастика оқыту әдістемесімен-2\ Öğretim yöntemleriyle jimnastik\ Гимнастика с методикой обучения-2\ Gymnastics with teaching methods-2	5								+				
Жеңіл атлетика оқыту әдістемесімен\ Öğretim yöntemleriyle	7								+				

atletizm\ Легкая атлетика с методикой обучения\ Athletics with training methods													
Жүзу оқыту әдістемесімен\ Öğretim yöntemleriyle yüzme\ Плавание с методикой обучения\ Swimming with training method	3								+				
Шахмат оқыту әдістемесімен\ Öğretim yöntemleriyle satranç\ Шахмат с методикой обучения\ Chess with teaching methods	7								+				
Адам мен дене шынықтыру жаттығуларының функционалды анатомиясы\ Fonksiyonel insan anatomisi ve egzersiz\ Функциональная анатомия человека и физических упражнений\ Functional human anatomy and physical exercises	5							+					
Дене тәрбиесі және спорт түрлері негіздерімен адам физиологиясы\ Beden eğitimi ve sporun temelleri ile insan fizyolojisi\ Физиология человека с основами физического воспитания и видов спорта\ Human physiology with the basics of physical education and sports	3							+					
Спорттық ойындар оқыту әдістемесімен (футбол, гандбол)\ Spor oyunları (futbol, hentbol) öğretim yöntemleri ile\ Спортивные игры (футбол, гандбол) с методикой обучения\ Sports games (football, handball) with teaching methods	5								+				
Спорттық ойындар оқыту әдістемесімен (баскетбол, волейбол) \ Spor oyunları (basketbol, voleybol) öğretim yöntemleri ile\ Спортивные игры (баскетбол, волейбол) с методикой обучения\ Sports games (basketball, volleyball) with teaching methods	6								+				
Қимылды және ұлттық ойындар\ Açık hava ve ulusal oyunlar Подвижные и национальные игры\ Active and national games	6								+				
Дене шынықтыруды оқыту әдістемесі\ Beden eğitimi öğretme yöntemleri\ Методика преподавания физической культуры\ Methods of teaching physical culture	6								+				+
Дене шынықтыру жаттығуларының қолданбалы физиологиясы \ Uygulamalı Egzersiz Fizyolojisi\ Прикладная физиология физических упражнений\ Applied physiology of physical exercises	5							+					
Адам қозғалысы мен дене шынықтыру жаттығуларының биомеханикасы\ İnsan hareketlerinin biyomekaniği ve fiziksel egzersizler\ Биомеханика движений человека и физических упражнений \ Biomechanics of human movements and physical exercises								+					

Дене шынықтыруда және спортта физикалық дамудың және функционалды дайындығының мониторингі \ Fiziksel kültür ve sporda fiziksel gelişimin ve fonksiyonel hazırlığın izlenmesi\ Мониторинг физического развития и функциональной подготовленности в физической культуре и спорте\ Monitoring of physical development and functional fitness in physical culture and sports	5										+		
Спортта тестілеу және баптау\ Sporda Test ve Kondisyon Тестирование и кондиционирование в спорте\ Testing and conditioning in sports											+		
Дене шынықтырумен және спортпен айналысу процесінде бақылау және өзін-өзі бақылау \ Beden eğitimi ve spor sürecinde kontrol ve öz kontrol\ Контроль и самоконтроль в процессе занятий физической культурой и спортом\ Control and self-control in the process of physical education and sports											+		
Спорттық медицина мен оңалту негіздері \ Spor Hekimliği ve Rehabilitasyonun Temelleri\ Основы спортивной медицины и реабилитации\ Fundamentals of Sports medicine and rehabilitation	7							+			+		
Емдік дене шынықтыру және массаж\ Terapötik beden eğitimi ve masaj\ Лечебная физическая культура и массаж\ Therapeutic physical education and massage								+					
Қолданбалы кинезиология \Uygulamalı Kinesiyoloji\ Прикладная кинезиология\ Applied Kinesiology								+					
Дене шынықтыру мен спорт психологиясы \ Fiziksel kültür ve spor psikolojisi\ Психология физической культуры и спорта\ Psychology of physical culture and sports	6							+					
Спортта өзін-өзі реттеу психологиясы \ Sporda öz düzenleme psikolojisi/ Психология саморегуляции в спорте\ Psychology of self-regulation in sports								+					
Спорт және жарыс этикасы\ Spor ve rekabet etiği\ Этика спорта и соревнований \ Ethics of sports and competitions										+			
Таңдалған спорт түріндегі физикалық дайындығы және баптау \ Belirli bir spor dalında beden eğitimi ve kondisyonlama\ Физическая подготовка и кондиционирование в избранном виде спорта\ Physical training and conditioning in your chosen sport	6								+		+		
Таңдалған спорт түріндегі техникалық-тактикалық дайындығы\ Belirli bir spor dalında teknik ve taktik eğitim\ Техничко-тактическая подготовка в избранном виде									+		+		

спорта\Technical and tactical training in a chosen sport													
Дене шынықтыруда және спортта қолданбалы зерттеу \ Fiziksel kültür ve sporda uygulamalı araştırma\ Прикладные исследования в физической культуре и спорте\ Applied research in physical culture and sports	5											+	
Зерттеу нәтижелерін визуализациялау және елестету\ Araştırma sonuçlarının görselleştirilmesi ve sunumu\ Визуализация и представление результатов исследований \ Visualisation and presentation of research results												+	
Спорттық метрология\ Spor metrolojisi\ Спортивная метрология\ Sports Metrology												+	
Сауықтыру-рекреативті дене шынықтыру \ Sağlık ve rekreasyonel beden eğitimi \ Оздоровительно-рекреативная физическая культура\ Health and recreational physical culture	5								+				+
Дене шынықтырудың балама түрлері\ Alternatif fiziksel kültür türleri\ Альтернативные виды физической культуры\ Alternative types of physical culture													+
Мектепте жұмысқа қабілеттілігіне және демалысына арналған дене шынықтыру \ Okulda performans ve dinlenme için beden eğitimi \ Физическая культура для работоспособности и отдыха в школе \ Physical education for working capacity and recreation at school													+
Бейімделетін дене шынықтыру \ Uyarlanabilir beden eğitimi \ Адаптивная физическая культура \ Adaptive physical education	7								+	+			
Бейімделетін спорттың теориясы және әдістемесі \ Uyarlanabilir Spor Teorisi ve Tekniği \ Теория и методика адаптивного спорта \ Theory and methodology of adaptive sport									+		+		
Сауықтыру және спорттық нутрициология \ Sağlık ve spor beslenme bilimi \ Оздоровительная и спортивная нутрициология \ Health and sports nutritiology													+

4.5 Requirements for the successful completion of curriculum

For successful completion of the educational program, students shall have:

- minimum credits for core and major subjects;
- achievement of all learning outcomes;
- successful completion of compulsory and optional courses;
- successful fulfillment and defense of Final attestation work (*Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project*);
- the minimum average achievement score

5. Description of students' work

Students' work includes contact teaching, individual, pair and group work, assignments, exams, etc. 1 ECTS = 30 hours of student work.

Students' individual and/or pair and group work is divided into two parts: individual and/or pair and group work supervised by a teacher and the work that is performed entirely independently.

Students' individual and/or pair and group work is carried out on a specific list of topics allocated for independent/group study, provided with educational and methodical literature and recommendations for each course. Students' individual and/or pair and group work supervised by a teacher is carried out according to the schedule, which determines the university or the teacher themselves.

The entire scope of work performed entirely independently is supported by assignments that require the student to work independently on a daily basis.

The ratio of time between classroom contact work, students' individual and/or pair and group work supervised by a teacher, and the work that is performed entirely independently for all types of educational activities is determined by the educational institution independently. At the same time, the amount of classroom work and students' individual and/or pair and group work supervised by a teacher is 1440 hours per year, the scope of work that is performed entirely independently - 360 hours per year.

6. Evaluation methods/Assessment

6.1 Assessment

The Assessment of learning outcomes is based on the competence objectives of the modules and the resulting evaluation criteria of the courses. Assessment criteria are used as a basis for various tasks. Learning tasks include independent tasks, group tasks, plans, reports, group discussions, group tests, development tasks, laboratory tasks, various tasks for reflection and evaluation, or activating tasks. The assessment generates information for the pre-service teacher about his or her achievement of the competence goals of the pedagogical education modules.

Assessment is at the heart of all competence-based education. Competence-based assessment should measure not only what a pre-service teacher knows, but also take into account skills and whether pre-service teachers can apply what they know to real life problems or situations. Pre-service teachers should be given assignments and non-standard problems in situations that students are likely to encounter in the workplace. Assessment plays a very important role in competence-based training. Based on the recognition of prior competence and personal situation, competence can be demonstrated on a per-course basis. The demonstration of competence can cover the entire training module. Specific guidelines regarding the practice of recognizing and accrediting prior training or training received elsewhere.

Studies are evaluated on a scale basis. Learning achievements (knowledge, abilities, skills and competencies) of pre-service teachers are evaluated in points on a 100-point scale, corresponding to the internationally accepted letter system with a numeric equivalent (positive grades, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F")

Alphabetic system of evaluation of pre-service teachers' learning achievements, corresponding to the digital equivalent of the four-point system.

Assessment by letter system	Digital equivalent of points	% content	Assessment according to the traditional system
A	4.0	95-100	Excellent
A-	3.67	90-94	
B+	3.33	85-89	Good
B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactory
C-	1.67	60-64	
D+	1.33	55-59	
D	1.0	50-54	
FX	0.5	25-49	Unsatisfactory
F	0	0-49	

The purpose of assessment is to provide guidance and encouragement to pre-service teachers, develop their self-assessment abilities, provide information about pre-service teachers' competences, and ensure that the competences and intended learning outcomes defined in the educational programme are achieved. Self-assessment skills and peer assessment are considered as the main skills of the world of work, and assessment is a central tool to support the development of these skills during study.

6.2 External evaluation

1) Design of new educational programmes Internal quality assurance system

The new curriculum needs to be designed through engagement with all stakeholders, including students, faculty and employers. The aim throughout the process is to retain and further develop the strengths and high quality of the existing programme while addressing some of the challenges of the current programme, such as the workload demand on students and the need for a course on education management. A survey of all students and alumni, together with focus group discussions and interviews with alumni and employers, also inform the design of the programme. All faculty are involved in discussions of programme aims and learning outcomes, and programme teams worked collaboratively to design the courses for their area of specialization.

On the basis of the faculty (school) of the university, a council on academic quality is formed, which makes decisions on the content and conditions of implementation of curricula, on the policy of evaluation and other academic issues of the faculty (school), organizing a survey of students on the quality of curricula and (or) disciplines/modules.

2) Procedures for external evaluation of the educational programmes. Continuous Improvement

All faculty are actively engaged in continuous improvement of their courses as an integral part of the culture of university and their own professionalism as experts in education. In addition to formal student feedback mechanisms such as course evaluations and Student Committee meetings, faculty and students are to communicate closely regarding specific courses and the programme as a whole. The process of continuous reflection and improvement informs the Annual Programme Monitoring process, in which individual faculty reflect on courses they have taught, this feeds into specialization-level reflection and suggestions for improvements, and this in turn goes to programme and School level reflection and plans for further improvement.

Universities have regular, formal mechanisms for obtaining feedback from employers and the professional community. These interactions also inform the continuous improvement of the programme.

For the improvement of the quality assurance of the educational programmes, the universities need to:

- develop an internal quality system that has a delicate balance between quality assurance and quality enhancement. While quality assurance is more of a preventive measure, quality enhancement has higher-

- order aims and implies transformational change (Jones, 2003).
- raise institutional awareness and develop deep understanding of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) and implement ESG 2015 standards.
- regularly revisit the existing institutional quality processes for ongoing improvement.

3) Accreditation

There are institutional and specialised accreditation in Kazakhstan, they remain voluntary for higher educational institutions. However, accreditation is one of the conditions for obtaining state grants for student education.

7. Faculty requirements

7.1 Faculty Requirements

Availability of teachers in accordance with the disciplines of the educational programme, the correspondence of teachers' education to the profile of the taught disciplines and/or their academic or research degree of "Doctor of Philosophy (PhD)" or "Doctor in Profile", and/or the academic title of "Associate Professor (Associate Professor)", or "Professor" (if any) and/or teachers with the degree of "Master" to the profile of disciplines and (or) senior teachers with at least three years of experience as a teacher or experience practical work on the profile for at least five years.

The advanced/academic degree of the teaching staff corresponds to the academic degree of the doctor/candidate of sciences or the advanced/academic PhD degree of the doctor or master. Basic education or postgraduate education or doctorate/candidate of science degree, advanced/academic PhD degree must correspond to the subjects taught.

7.2 Additionally Required Faculty

Part-time teachers in the main place of work engaged in practical professional activities in the profile of the subjects taught, with at least 3 years of work experience in the field of training. Additionally, leading scientists, specialists from other higher education institutions and research organizations, teachers, and supervisors of schools in corresponding categories such as: expert teacher, research teacher, master teacher, can be involved in the work.

7.3 Required professional development of faculty

On the basis of the Law of the Republic of Kazakhstan "On Education" (2007; with amendments dated 27.12.2019) and other regulatory legal acts regulating the activities of higher education organizations in the Republic of Kazakhstan, a teacher who carries out professional activity in a higher education organization has the right for professional development at least once every five years for a duration of no more than four months.

The development of professional competences is also one of the priorities adopted in the Republic of Kazakhstan "Concepts of lifelong learning (continuing education)" (2021).

7.4 Required additional administrative staff

Vice-rector for academic affairs is responsible for planning and monitoring the implementation of educational services.

Responsibility for arranging and coordinating the implementation of the specific steps of the procedure and the quality of the outputs rests with the heads of divisions.

8. Resources

8.1 Library Resources

The library collection is an integral part of the information resources and includes educational, teaching, scientific and other literature.

Availability of a library fund of educational and scientific literature: in the format of printed and electronic publications for the last ten years, providing 100% of the disciplines of the curricula, including those published in the languages of instruction. Updating of the library fund should be carried out in accordance with the regulations of the Republic of Kazakhstan.

8.2 IT Resources
University provides pre-service teachers with educational and teaching literature and (or) electronic resources necessary for successful implementation of curricula, provides the functioning of the information system of education management (high-tech information and educational environment, including the website, information and educational portal, automated system of credit technology training, a set of information and educational resources).
8.3 Infrastructure
University provides equipment with educational, methodological, scientific and other literature, classrooms with multimedia complexes, computer rooms, access to broadband Internet, sports, material and technical, educational and laboratory facilities and equipment necessary for the implementation of curriculum.

9. Additional information

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

10. Approval

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

APPENDIX 1: Main principles of the curriculum

Competence-based approach

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

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

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

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

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

Student-centred approach & Active Learning Methodologies

Student-centredness differs from traditional teaching approach, also known as teacher-centredness, in that the focus is on designing the teaching-learning process in a way that it promotes students' active participation and deep approach. Teaching that requires active engagement from students is likely to increase quality learning (Biggs and

Tang, 2011). However, student-centered learning does not sideline or diminish the role of teachers. Instead, it seeks to use teachers' expertise in different ways to increase student engagement.

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

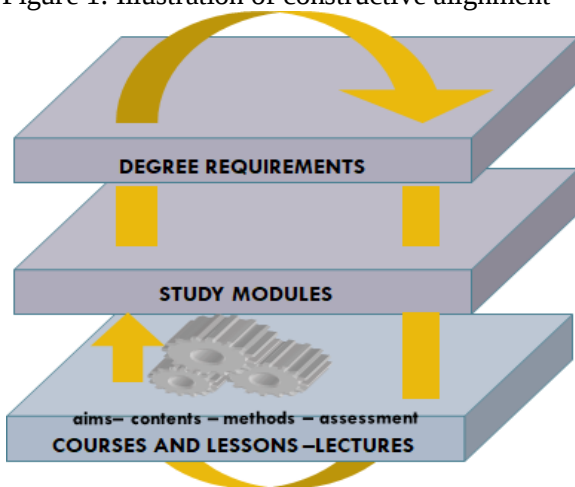
Constructive alignment

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

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

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

Figure 1. Illustration of constructive alignment



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

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

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

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

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

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

Interdisciplinary learning

Content and Language Integrated Learning (CLIL)

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

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

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

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

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

STEM (Science, Technology, Engineering, Mathematics) education

Interdisciplinarity in natural sciences and mathematics, so called STEM -education can be defined as “an effort to combine some or all of the four disciplines of science, technology, engineering, and mathematics into one class, unit, or lesson that is based on connections between the subjects and real-world problems” (Moore et al. (2014). Implementation and integration of engineering in K-12 STEM education. In S. Purzer, J. Strobel, & M. Cardella (Eds.), *Engineering in Pre-College Settings: Synthesizing Research, Policy, and Practices* (pp. 35–60). West Lafayette: Purdue University Press.). STEM -pedagogy in teacher education aims to prepare students to design, teach and develop research-based active learning STEM -lesson plans to educate competent citizens, who can access and make sense of science relevant to their lives and global perspectives (Feinstein, N. W., Allen, S., & Jenkins, E. (2013). Outside the pipeline: Reimagining science education for nonscientists. *Science*, 340(6130), 314-317.). Active learning includes student centered active methods, such that project based education, and benefitting from diverse out of classroom learning environments and communities of learners and ICT. On the hand, Science education should also focus on competences with an emphasis on learning through science and shifting from STEM to STEAM (A = All) by linking science with other subjects and disciplines (Hazelkorn, Ellen & Ryan, Charly & Beernaert, Yves & Constantinou, Costas & Deca, Ligia & Grangeat, Michel & Karikorpi, Mervi & Lazoudis, Angelos & Pintó, Roser & Welzel-Breuer, Manuela (2015). *Science Education for Responsible Citizenship*. 10.2777/12626). In the ITE curricula in Kazakhstan, the A should include at least developing the English linguistic skills of teacher students (KAZ ITE D-3 Framework Report).

Digitalisation in Education and Teachers' Digital competence development

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

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

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

Inclusion in education and recognition of different learners

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

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

Teachers' professional development and change management

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

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

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

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

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