

**MINISTRY OF SCIENCE AND HIGHER EDUCATION
NJSC "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING
UNIVERSITY".**

APPROVED

**By the decision of the Board of Directors
of NJSC "Kazakh National Women's
Teacher Training University".**

Protocol № ___ from " ___ " _____ 2023 г.

**DEVELOPMENT PROGRAM
NJSC "KAZAKH NATIONAL WOMEN'S TEACHER TRAINING
UNIVERSITY".
for 2023-2029**

Almaty 2023

CONTENT

Welcome speech by the Rector	3
Section 1. Program Passport	4
Section 2. Analysis of the external environment and the current situation of the University	5
Section 3. Vision, mission, program goal, values, graduate model and perspectives of University development	16
Section 4. Development program directions, goals and tasks	19
<i>Direction 1 - Improving the efficiency and ensuring the quality of the educational process</i>	19
<i>Direction 2 - Sustainable development of research activities</i>	19
<i>Direction 3 - Purposeful management of the student's personality development system</i>	19
<i>Direction 4 – Creation of an inclusive and digital ecosystem of the University in accordance with the best world practices</i>	19
<i>Direction 5 - Integration of the University into the World Educational space</i>	20
Section 5. Expected Results	21
Section 6. Resources	23
Section 7. Abbreviations and glossary	24
Annex № 1 Target Indicators	

**Dear students and staff
of Kazakh National Women's Teacher Training University!**

It is with great pride that I present to you the Development Program of our University for 2023-2029.

As our University moves forward, we are committed to increasing the leadership of our students and staff, and to providing an environment in which our entire University community can feel supported and achieve professional excellence.

The creation of this Development Program is an important step for our University. I believe that by establishing these institutional policies and practices with a clear mission, we can purposefully address our challenges and reach even greater heights. The success of this Development Program depends on all of us. The task is not easy, but this document will serve as a roadmap for the next three academic years, uniting and galvanizing our efforts. This process will require our patience and dedication.

I express my gratitude to all the students and staff of the University who shared their vision and provided feedback. I also extend special thanks to the members of the Project Team who organized the data collection and ensured the creation of this document.

I believe that the Development Program is a bright step on our path forward, where each of us takes responsibility for the development of the education system and society as a whole. I share this commitment together with you.

*Sincerely,
Chairman of the Board - Rector
Kanay Gulmira Amirkhankyzy, PhD*

Section 1. PROGRAM PASSPORT

Name Program	Development program of the non-profit joint-stock company "Kazakh National Women's Teacher Training University" for 2023-2029
Basis for development	<ul style="list-style-type: none"> - Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 № 319-III - Law of the Republic of Kazakhstan "On Science" dated February 18, 2011 № 407-IV - Law of the Republic of Kazakhstan "On State Youth Policy" dated February 9, 2015 № 285-V SAM - The Law "On Non-profit Organizations" dated January 16, 2001 № 142 - Law of the Republic of Kazakhstan on National Security of the Republic of Kazakhstan dated January 6, 2012 № 527-IV - The National Development Plan of the Republic of Kazakhstan until 2025, approved by Decree of the President of the Republic of Kazakhstan dated February 15, 2018 № 636 - Strategy "Kazakhstan-2050" - The National Project "Quality Education "Educated Nation", approved by the Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 № 726 - The National Project "Technological Breakthrough Through Digitalization, Science and Innovation", approved by the Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 № 727 - The Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029, approved by the Decree of the Government of the Republic of Kazakhstan dated March 28, 2023 No. 248 - The Program for the Development of the City of Almaty until 2025 and medium-term prospects until 2030, approved at the XXV session of the Maslikhat of Almaty on September 12, 2022 - Voluntary National Review on the Implementation of the 2030 Agenda for Sustainable Development from 2022
Program Developer	Community NJSC " Kazakh National Women's Teacher Training University "
Target	Become a leader and an innovator in the field of teacher education and science
Tasks	<ol style="list-style-type: none"> 1) quality training, teaching, research and training of highly qualified personnel (teaching and learning); 2) internationalization of education and intercultural cooperation; 3) progressive science and research; 4) innovation, digitalization of education and learning technologies; 5) the formation of comprehensively developed personalities, the development of women's leadership 6) inclusive institutional culture; 7) Lifelong learning; 8) Adaptability in the BANI world

Implementation timeline	2023-2029
Sources of financing	<p>Required funds:</p> <ul style="list-style-type: none"> - from the republican budget for the implementation of the state investment project "Increasing the authorized capital of NJSC" KNWTTU" in order to implement the project" Upgrading the material and technical equipment of laboratories and classrooms "for 2023, the total amount is 5 917 806 thousand tenge - NJSC" KNWTTU" budget: <ul style="list-style-type: none"> 2023 – 10,370,887 thousand tenge (in accordance with the development plan); 2024 – 13,788,994 thousand tenge (in accordance with the development plan); 2025 – 14,754,223 thousand tenge (plan) (+ 7% from 2024); 2026 – 15 787 019 thousand tenge (plan) (+ 7% from 2025); 2027 – 16,892,110 thousand tenge (plan) (+ 7% from 2026); 2028 – 18,074,558 thousand tenge (plan) (+ 7% from 2027); 2029 – 19,339,777 thousand tenge (plan) (+ 7% from 2028).

Section 2. ANALYSIS OF THE EXTERNAL ENVIRONMENT AND CURRENT SITUATION OF THE UNIVERSITY

Analysis of the environment

In the 21st century, universities around the world are increasingly using digital tools and online resources for learning: webinars, distance education platforms, simulation technologies, etc.

There is a growing interest in a student-centered approach to learning, which takes into account the diversity of students' needs and learning styles. New methodologies and approaches are being actively introduced. For example, "flipped learning" is a teaching methodology in which the traditional structure of classes is changed, students study the learning material before the class, and during the classes attention is paid to practical tasks, discussions and problem solving under the guidance of the teacher. This methodology allows deeper understanding of the material and develops independent thinking.

"Problem learning" (problem-oriented learning) is an educational methodology in which the learning process is aimed at solving real or fictitious problems, students are actively involved in finding answers, developing strategies and analyzing situations, which allows students to develop critical and strategic thinking.

With the challenges and trends in higher education, universities are becoming more flexible and offering programs that combine knowledge from different fields for a more complete understanding of the subject. It is worth noting that the educational programs of many of the world's teaching universities focus on developing students' communication, collaboration and critical thinking skills.

Higher education institutions actively include students in research activities, allowing them to apply theoretical knowledge in practice.

Universities also actively develop international relations to increase the academic mobility of students. Educational programs emphasize the study of global issues and cultural

diversity, and there is an active growth of cooperation with employers to provide students with opportunities for various internships and practical training.

Opportunities to improve the quality of teaching in line with global trends:

Personalized (student-centered) learning:

It is important for the University to develop a system for analyzing individual student needs and providing them with customized learning materials, which will help to take into account the diversity of learning styles and learning speeds, to promote a more effective educational process.

Active learning:

Introduce active learning methods such as: problem-based learning, group projects and discussions that promote critical thinking and practical skills in students. Supporting teaching staff in the use of these methods is essential.

Soft Skills Development:

The University includes in the curriculum specific courses to develop soft skills such as: communication, conflict resolution, leadership and team building. These courses will help students to become successful not only in the field of pedagogy but also in various fields of work.

Teaching and Research Activities:

Providing a platform to support student research and participation in academic conferences will develop analytical and research skills in future educators.

Interdisciplinary learning:

Developing interdisciplinary programs and courses will allow students to gain a more complete education by integrating knowledge from different fields.

Support for students with special needs:

The University considers implementing detailed support plans for students with disabilities, ensuring that they have equal rights to receive a quality education.

Practice-oriented:

Collaboration with educational institutes and schools to provide students with practical experience and internships in real educational environments will provide a deeper insight into teaching.

Sustainable Education:

Integrating environmental and sustainable topics into the curriculum will help prepare future educators to develop awareness and responsibility towards the environment.

At the same time, there are global trends, such as *neural networks* and *generative artificial intelligence*, the effectiveness of which is currently not fully explored.

The public became aware of neural networks and generative artificial intelligence (GenAI) in November 2022 when the ChatGPT app was launched, becoming the fastest growing app in history. With the ability to generate outputs such as text, images, videos, music, and program codes, GenAI tools are highly effective for education and research. At the same time, the education sector is largely unprepared for the ethical and pedagogical integration of these rapidly evolving tools. A recent UNESCO global survey of over 450 schools and universities found that less than 10% have institutional policies and/or official guidance on the use of neural

networks and generative artificial intelligence (AI) applications, largely due to a lack of national regulations. Many schools and universities take a progressive approach, believing that "rather than banning their use, students and staff should be supported to use GenAI tools effectively, ethically and transparently." In fact, neural networks and GenAI have a huge number of possible applications. They can automate information processing and the representation of results in all the key symbolic representations of human thinking, allow for end results, and more. However, GenAI raises many concerns related to issues such as security, data privacy, copyright, disinformation and manipulation.

There is now an urgent need to fully understand and address all these issues and challenges. To this end, in September 2023, UNESCO is publishing the world's first Guidelines on the Use of Generative AI in Education and Research to address the disruption provoked by GenAI technologies.

Regulating the use of GenAI for educational purposes requires a series of steps and policies based on a human-centered approach to ensure its ethical, safe, fair and meaningful use.

Steps to regulate GenAI in education:

Step 1. Approve international or regional Data Protection Regulations (GDPR) or develop national GDPRs.

Step 2. Adopt/revise and fund state-wide AI strategies.

Step 3. Develop and implement specific AI ethics regulations.

Step 4. Adjust or enforce existing copyright laws to regulate AI-generated content.

Step 5. Develop a regulatory framework for GenAI.

Step 6. Build capacity for appropriate use of GenAI in education and research.

Step 7. Understand the long-term implications of GenAI for education and research.

The use of GenAI for education and in many other ways must be properly regulated by all countries. Government regulators, GenAI providers and developers, institutional and individual users are key stakeholders in this issue. A whole-of-government approach is needed to coordinate the stages of development, harmonization and implementation of NAPs in GenAI regulation. GenAI providers and developers should understand and accept responsibility for ethical compliance, including the implementation of ethical principles stipulated in regulatory documents. Institutional users (educational bodies and institutions such as universities and schools) are responsible for deciding whether GenAI should be used and what types of GenAI tools should be purchased and implemented at the institution.

Despite a number of concerns and questions raised by the rapid development of GenAI, there are potential benefits for the field of education and science:

- promoting inclusion, equity, linguistic and cultural diversity;
- protecting human capabilities;
- monitoring and validation of GenAI systems for education;
- developing AI competencies in learners, including GenAI-related skills;
- building the capacity of educators and researchers to use GenAI correctly;
- promoting pluralism of opinion and plurality of expression of ideas;
- analyzing long-term implications in an intersectoral and interdisciplinary manner¹.

¹ <https://unesdoc.unesco.org/ark:/48223/pf0000386693>

Current situation of the University

Brief chronology of the history of the University

1944 - The Kazakh State Women's Pedagogical Institute was established by a resolution of the Council of People's Commissars of the Kazakh SSR dated August 15, 1944

1945 - Tursyn Myrzabekova was appointed rector of the Institute

1946 - the First Academic Council was created

1947 - in February 1947, the first scientific and theoretical conference was held at the Institute, which was attended by about 60 people

1948 - the library of the Institute was founded. Only in the first year of the library's operation, the book fund reached 1,500 copies.

1956 - this year 200 students were admitted to the first course, and 702 students studied at the Institute in all courses

1961 - in addition to pedagogical specialties, the departments of library science and music were opened at the Institute, which later became separate faculties

1968 - Tout ensemble "Aigul" was founded, which later became a world-famous ensemble

1969 - 4662 teachers for rural schools were trained by the Institute

1970 - the specialty "Preschool education" was opened

1971 - the specialty "Pedagogy and psychology (preschool)" was opened. The opening of these specialties by the Institute for the first time in the country has become one of the big innovations for higher education in Kazakhstan

1984 - the construction of a library, dormitories, a sports complex began, the auditorium was

1988 - In order to promote folk music and ancient musical instruments of the Kazakh people, the folklore and ethnographic ensemble "Ular" was created

1989 - August 10, 1990 by order of the Ministry of Education and Culture of the Republic of Kazakhstan No. 365, doctoral and postgraduate programs were opened

2000 - the pop-vocal-instrumental ensemble "Tomiris" was created. The artistic group is known in Hungary, the Czech Republic, Bulgaria, Turkey and Austria

2001 - The Institute became an experimental base for the subject "Self-Knowledge"

2002 - The first and unique historical and ethnographic museum "Aktumar" was opened, dedicated to the history of the Institute and the world of Kazakh women

2008 - on the basis of the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 3531 dated September 22, 2008, the Kazakh State Women's Pedagogical Institute was awarded the status of "University"

2014 - celebration of the 70th anniversary of the university

2018 - By the Decree of the First President of the Republic of Kazakhstan, the Kazakh State Women's Pedagogical University was given the status of "national"

2019 – College of Vocational Education opened at the University

2020 - The university implemented training on the basis of 46 undergraduate programs, 27 master's programs, 14 doctoral programs and 2 college programs

equipped with new equipment and the material base was modernized

1987 - A specialty for the training of dance teachers was opened at the Faculty of Music and Education (the initiator was the People's Artist of the Kazakh SSR - D. Abirov)

2021 - The University took part in projects to update 30 educational programs (EP) in cooperation with the Ministry of Education and Science of the Republic of Kazakhstan, as well as the University of HAMK and JAMK (Finland)

2022 - The University took 41st place in the QS Asia University Rankings 2023 in Central Asia

The University is one of the oldest pedagogical universities in Kazakhstan with an established reputation in the market of teacher education.

University structure

The University has 5 institutes, 22 departments, each institute has quality assurance committees (5), as well as: Research Center for Chemistry and Biology, Technopark "Digital Lady", ART Center, Center for Early Childhood Development, Center for Rural Education Development, Center for Educational Measurements and Assessments, Center for Social and Gender Studies, Center for Academic Writing and Language Studies, Center for Inclusive and Special Education Development, Psychological and Pedagogical Correction Cabinet.

The University has 5 collegiate bodies for decision-making: the Board of Directors, the Board, the Academic Council, the Academic and Scientific Committees, which allows us to comply with the principles of accountability and openness. There is an anti-corruption Compliance Office and an Internal Audit Service.

Also, 5 consultative and advisory bodies have been established: the Trade Union, the Association of Employers, the Alumni Association, the Conciliation Commission for the consideration of labor disputes, the Commission for the consideration of applications for granting discounts (benefits) for paying tuition fees for students.

The infrastructure of the University is represented by 3 academic buildings and 7 student houses for students to live. There is a Student Service Center, a medical health center, and a swimming pool "Akku".

Ensuring the quality of education

The academic quality policy is based on the participation of all stakeholders in the quality assurance system, the development of knowledge, skills and competencies of human resources, a competence-based and student-oriented approach in education and training, training in accordance with national and international needs and priorities, achieving higher levels in national and international rankings.

The principles of the University's academic policy are the compliance of the quality of educational activities with world educational standards, the internationalization of education, the

integrativity of education and science, lifelong learning, support for pedagogical innovations, and the improvement of the social dimension in education.

Priorities: improving and updating the content of the EP in accordance with the needs of the modern labor market, improving the scientific content of the EP in order to develop the research potential of the student, orientation of the content of the EP and teaching methods to the formation of professional skills and competencies of students.

Thus, in order to improve the EP on the recommendations of employers in 2022, work was carried out to update 9 EP with the participation of more than 125 employers, and 9 EP were developed for small schools.

Pedagogical practice of students is carried out in leading schools and preschool organizations of the Republic of Kazakhstan, such as: NIS, BINOM, NGS, in Abay gymnasium schools, Daryn schools, etc.

Ratings and accreditation

As part of the implementation of the academic quality policy, the University has successfully passed the institutional and specialized re-accreditation of the Independent Accreditation and Rating Agency (IAAR) for five years and specialized accreditation in 2 international agencies ACQUIN (Germany) and ARQA (Kazakhstan).

Positions of the University in the rankings: QS Asian University Ranking - 701-750th place, QS Asian University-Central Asia University Ranking - 41st place,

The University participated for the first time in the international Times Higher Education Impact Rankings in 2022 and in the Times Higher Education World University Rankings in 2023.

As a result, on 01 June 2023, the University will be included in the Times Higher Education Impact Rankings, one of the world's most authoritative and respected rankings, which assesses not only academic excellence but also the impact of universities in addressing global challenges and sustainable development. Out of 1500 universities in the world, our university has secured a confident ranking of 1001+.

In the IAAR 2023 ranking, the university announced 41 educational programmes and entered the top 10 universities of Kazakhstan, taking 9th place, moving up one place compared to 2022.

1 Places were allocated to Bachelor's programmes in:

- B007 Teacher training in artistic production and technical drawing
- B008 Teacher training in law and economics
- B011 Teacher training in informatics
- B043 Library science, information processing and archival studies.

By areas of Master's degree the 1st place is taken by educational programs - 7M012 Pedagogy of pre-school training and education, M002 Pre-school education and training.

According to the rating of the National Chamber of Entrepreneurs Atameken in 2022, the educational programs of the University takes the leading positions in the following areas:

- 6B01507 - Chemistry - 1 out of 21
- 6B01406 - Professional Education and Entrepreneurship - 1 out of 8
- 6B03101 - Sociology 1 of 2
- 6B01704 - Russian Language and Literature in Schools with Non-Russian Language of Teaching - 1 of 9
- 6B03201 - Library Science - 2 out of 3
- 6B01703 - Russian language and literature - 3 out of 14
- 6B03102 - Psychology - 3 out of 24
- 6B05101 - Biology 3 of 17
- 6B06101 - Designing Digital Analytical Educational Systems 4 of 12.

Employment of graduates

Employment of graduates in 2023 amounted to 94% (87% - bachelor's degree, 95% - master's degree, 100% - doctoral degree).

In 2023, the contingent of students of the University amounted to 10179 students, of which 400 - college students, 155 - international students. For the first year in 2023-2024 academic year enrolled 2830 students, of which 2400 are holders of state educational grants. For the last three academic years the growth of students amounted to more than 32%.

Of the 84 educational programs, 46 are bachelor's degrees, 26 are master's degrees, and 12 are doctoral degrees.

Research at the University

Research activities are carried out on the basis of 10 educational and scientific laboratories and centers: Research Center for Chemistry and Biology, Technopark "Digital Lady", ART Center, Center for Early Childhood Development, Center for the Development of Rural Education, Center for Educational Measurements and Evaluations, Center for Social and Gender Studies, Center for Academic Writing and Language Studies, Center for the Development of Inclusive and Special Education, Center for Psychological and Pedagogical correction.

Three dissertation councils were opened for educational programs (specialties): "6D011700 - Kazakh language and literature" (8D017 - Direction of teacher training in languages and literature), "6D020500-Philology" ("8D023 - Languages and literature"), "6D060600 - Chemistry" (8D05301- Chemistry), "6D011300-Biology" (8D01504 - Biology) for the award of the degree of Doctor of Philosophy (PhD), Doctor in profile.

In 2021, the University successfully passed specialized accreditation as a subject of scientific and (or) scientific and technical activities for a period of 5 years.

Social support and student government

The upbringing of a healthy, purposeful, conscious, spiritually rich and moral personality is the most important guarantor of the existence of the state and its future peaceful development.

Thus, the University strives to form personalities of future competitive young professionals, through:

- cultivating an active life position, moral and spiritual values;
- development of socially significant competencies necessary for further personal and professional growth;
- creating favorable conditions for the effective implementation of the intellectual, creative, innovative potential;
- provision of legal, economic, organizational conditions for student youth;
- involvement of young people in the socio-economic and socio-political life of the country and the University;
- assistance in providing moral, psychological and social support to socially vulnerable students;
- educating students of citizenship, responsibility, diligence and strengthening the sense of Kazakhstani patriotism, the priority of family education.

In order to provide social support to students from families who are in difficult life situations, as well as masters of sports, winners of international competitions and students from large families, benefits are collectively assigned to tuition fees.

In accordance with the Regulation "On the assignment of benefits for tuition fees for students" in the 2023-2024 school year for 142 applications allocated a discount of 42,889,350 tenge.

In addition, as part of the implementation of the charitable programme "Educational Scholarships of the Public Foundation of Kazakhstan Khalkyna" and support for graduates of rural schools and students from socially disadvantaged backgrounds, 17 applicants received educational scholarships for the academic year 2023-2024.

Students studying on the basis of a state educational grant are provided with payment for hot meals and places in hostels.

The Trade Union of the University represents public control over working conditions, labor protection measures in the workplace.

The University has a collective agreement that ensures the provision of guarantees and benefits to employees: material assistance (during marriage registration, the birth of a child, etc.), labor rationing, vouchers for health improvement and recreation, protection of labor rights and socio-economic interests.

As part of social support, there are free services of a psychological service, medical assistance, services of coaches, theologian and nutritionist.

The University provides active social and professional support to the society on the basis of the Center for Psychological and Pedagogical Correction "Dara", the Resource and Advisory Center for the Development of Inclusive Education and the Institute for Advanced Studies.

There are 12 student clubs at the university: the youth wing "Jastar ruhy", the youth labor group "Zhasyl el", the compliance service club "Sanaly urpaq", the women's club "Kyz Zhibek", the public organization "League of Volunteers of Kazakhstan", the international non-profit organization "Enactus", student detachment police assistant "Sert", debate club "Union of Real Leaders", club of writers "Ak kauyrsyn", information and educational creative club "Zhastar media", sports and tourism clubs "Atameken patriottary" and "QyzPU - Tour".

In 2020-2023, the University's students took part in more than 189 creative and intellectual events, winning 339 prizes.

Continuous Professional Development

A program of pedagogical retraining has been launched in 11 specialties, aimed at obtaining additional skills and knowledge for students.

Every year, on the basis of the University, hundreds of school teachers, employees of preschool educational institutions of the country, workers in the field of science, culture and art improve their professional skills.

In addition, in 2022, 170 employees of the University completed advanced training courses, including 120 teaching staff and 50 administrative staff.

International collaboration

International cooperation at the University is realized on the basis of 62 international agreements and contracts with 19 countries of the world. The University has concluded agreements on the program of double degree education with Mississippi Valley State University (MVSU, United States of America), Silesian University in Katowice (Poland), Tomsk Polytechnic University (Russian Federation) University of Applied Sciences (ISMA, Republic of Latvia).

From 2013 to 2022, 48 students were trained in the double degree program.

For the year 2023:

- 69 students went to partner countries on academic mobility, including: to the Republic of Turkey - 21, USA - 1, Republic of Poland - 23, Lithuania - 1, Latvia - 8, PRC - 10, England - 5;
- 21 foreign scientists from 3 partner countries were invited: Republic of Turkey - 4, USA - 5, Great Britain - 6, Slovenian Republic - 4, France - 1, Canada - 1;
- Memorandums of cooperation were concluded with 10 foreign partners.

Sports achievements

Sports is one of the important areas in the formation of students. The University is proud of its female graduates such as: Maya Maneza, champion of the 2012 Olympic Games in London

(Great Britain) and Karina Goricheva, bronze medalist of the 2016 Olympic Games in Rio de Janeiro (Brazil) in weightlifting.

At the same time, the University has preserved the continuity of the best traditions to achieve sports peaks.

Thus, in 2022-2023 academic year students of our University became multiple winners of international and national student competitions in various sports.

In the International Weightlifting Tournament for the prizes of 4-time world champion Kanabek Osmanaliev, 4th year students Aruzhan Murat and Gulnur Ybrai took the second place (Bishkek, Kyrgyzstan).

In the XII Summer Universiade 2023 among higher education institutions of the Republic of Kazakhstan in Aktau our national teams took the honorable team XI place among 55 participating universities, including:

- table tennis team became the champion of the Universiade of the Republic of Kazakhstan;
- the streetball and boxing teams took the second place;
- swimming team took third place;
- in track and field athletics and Cossack kuresy in individual competition our female students won medals of all merits.

Personal achievements:

- at the Sambo World Cup, 2nd year student Nazerke Dauletzhan became a bronze medalist (August 22-25, 2023, Cholpon-Ata city, Kyrgyzstan); at the Championship of the Republic of Kazakhstan on Sambo took 2nd place (March 15-18, 2023, Karaganda city); at the Championship of the Republic of Kazakhstan on Kazak kuresy - 2nd place (June 2-4, 2023, Pavlodar city);

- at the championship of the Republic of Kazakhstan in sambo, student of the 3rd year Ny Christina took 3rd place (October 21-23, 2023, Temirtau city);

- in the finals of the National Student Futsal League among universities of the Republic of Kazakhstan, national team took 2nd place (April 2023, Astana).

In 2021-2022 academic year, students of the University became prize-winners of national student competitions in various sports 90 times .

In addition, the 4th year student of EP "Physical Education and Sports" Ainur Torebay became a bronze medalist at the championship of the Republic of Kazakhstan in sambo among adults in the weight category of 59 kg.

In January 2022, the 1 year student Ayaulym Ulan became the bronze prize-winner of the world championship on MMA in Abu-Dhabi city (UAE) on fights without rules, pankration.

Aisha Rakisheva, the 4th year student, a multiple champion of Kazakhstan and Asia in 2021, 2022, 2023, became a bronze medalist of the XXXI World Winter Universiade in cross-country skiing in the 3x5 relay, which was held on January 12-22, 2023 in Lake Placid (USA).

The University's basketball and indoor soccer teams took 1st place in the National Student League competition, and the table tennis athletes took 2nd place.

According to the above, the University has identified its strengths and weaknesses (see Table-1 below).

Table 1. SWOT analysis

Strengths (S):	Weaknesses (W):
<ul style="list-style-type: none"> □ Expansion of academic and managerial independence, internationalization, academic integrity in accordance with the principles of the Bologna Process. □ Brand recognition in the regions of Kazakhstan. □ Demand for graduates in the labor market. □ Development of educational programs with the involvement of employers. □ One of the largest scholarships of the country for students. □ Increased internship from the first year. □ Availability of institutional and specialized accreditation on educational programs. □ Availability of teaching and research laboratories and centers. □ Implementation of joint educational programs with foreign partner universities. □ Various student organizations providing opportunities for self-realization, self-discovery, and leadership development. □ Socially responsible organization, creating conditions for the formation of a healthy, purposeful, conscious, spiritually rich, moral personality. □ Availability of academic mobility 	<ul style="list-style-type: none"> □ Educational programs do not sufficiently meet the interests of generation Z and alpha. □ Small number of publications of faculty members in international publications with high impact factor. □ Insufficient involvement of alumni in cooperation with the university. □ Weak applied research, foresight research and analytics in pedagogy, digital pedagogy, inclusive education and psychology, lack of anchor pedagogical research topics. □ Weak academic mobility among faculty and students. □ Inadequate provision of modern laboratories, sports complexes and co-working areas for students. □ Weak provision of territorial security. □ Overloading of the university, deficit of classroom fund and places for living in dormitories. □ Weak attraction of talented youth, foreign scientists and top managers. □ Low involvement of representatives of civil society and business in the work of the University Board and corporate governance bodies. □ Low motivation of the population to

<p>programs for students, faculty and staff.</p> <ul style="list-style-type: none"> □ One of the highest social benefits for students. □ Implementation of the practice of involving the Education Department of MIO RK in the organization of the educational process. □ Implementation of the program "Silver University" 	<p>receive continuing education.</p> <ul style="list-style-type: none"> □ Increased outflow of young specialists of administrative and management personnel to other industries due to low salaries.
Opportunities (O):	Threats (T):

<ul style="list-style-type: none"> □ Growing demand for teacher training in line with demographic growth in Kazakhstan. □ Increase in the number of grants, including for PhD and internships, allocation of research grants for young scientists. □ Annual increase in scholarships for students studying pedagogical specialties. □ Attraction of foreign scientists and talented compatriots abroad for realization of research and educational projects. □ Participation in the competition of the Ministry of Education and Science of the Republic of Kazakhstan for the creation of "Centers of Academic Excellence". □ Participation in world and national ratings. □ Possibility of network partnership, interaction with business. □ Possibility to create a Center for the UN Sustainable Development Goals. □ University participation and cooperation in scientific and educational projects Erasmus+, EUA (Association of European Universities), AAU (Association of Asian Universities), AIESEC (International non-profit, non-political and independent youth organization), etc. □ Attraction of international students to scholarship programs of the Ministry of Education and Science of RK/internal university grants. □ Participation of the university in international and national trainings and professional development programs to improve the capacity of teaching staff, administrative and management staff. 	<ul style="list-style-type: none"> □ Active policy of competitors to attract faculty and applicants in the regions. □ Low level of preparation of applicants from rural areas, including poor knowledge of English. □ Insufficient interest of regional education departments in cooperation with pedagogical universities, including research and joint projects. □ Decrease in socio-economic level and solvency of the population, especially in rural areas. □ Unattractiveness of Kazakhstani pedagogical education for foreign students as a deterrent to internationalization. □ Lack of official statistics of organizations providing non-formal education services.
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<p>□ Development of digital technologies in training and education.</p>	
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Thus, through the collaboration of all stakeholders, the main advantages, resources and competencies, external factors that provide new opportunities for growth and achievement of program goals and objectives are identified. Taking into account current opportunities, key factors of expected success and potential risks have also been identified.

Analysis of the external environment in the field of education, the current situation of the University, world trends and mechanisms for preventing potential risks made it possible to determine the program directions for the development of the University.

Section 3. VISION, MISSION, PROGRAM GOAL, VALUES, GRADUATE MODEL AND PERSPECTIVES OF UNIVERSITY DEVELOPMENT

Vision

An intellectual platform that develops educators who are open to new ideas and able to lead in a rapidly changing world.

Mission of the University

Develop teacher-leaders who know how to create, develop and disseminate cutting-edge knowledge and values in education for the benefit of the country and the world.

Program goal

Our University aims to become a hub for innovative teaching, learning, research as well as the development of rural education in Central Asia.

Values

Integrity, commitment, care and honesty.

Graduates of our University

Self-guided learners and reflexive practitioners

Our graduates are able to analyze, get involved in the process of active reflection, engage in inquiry for personal growth and reflect on their pedagogical experience for professional growth. They are open to new knowledge, and have a genuine curiosity for new knowledge and information.

Responsible personalities with moral and ethical values

Our graduates can easily find a common language with children and treat them in a friendly manner. Our graduates love and respect children's feelings and their individual characteristics. Our graduates treat their work with a sense of duty, they know the rules and norms for teachers to act in their day-to-day professional activities.

Professionals with deep subject knowledge and digital skills

Our graduates have comprehensive knowledge and understanding of their subject area. They can apply knowledge into practice in multidisciplinary and multiprofessional contexts. Our graduates have a set of knowledge and skills that are necessary for the safe and effective adaptation of digital tools and technologies for their day-to-day professional activities.

Creative and critical thinkers and excellent team players and communicators

Our graduates can apply critical and creative thinking to develop innovative solutions in constantly changing world. They are able to apply and create new knowledge and evaluate the results of their professional actions. Our graduates can easily communicate at least in 2 languages, and have skills to effectively convey their thoughts and ideas to a wide range of audiences for various purposes and make a positive and collaborative contribution to achieving common goals.

Adaptive leaders in teaching and learning

Our graduates are able to adapt to rapidly changing social, economic and professional conditions, as well as initiate and implement positive changes in organizational culture and professional communities within their day-to-day professional activities.

Diverse, inclusive and for equality of opportunity in society

Our graduates are able to respect the diversity of people, which can be expressed in their nationality, language, religion, worldview, values, physical abilities, etc. Our students are socially active and able to fight for impartiality, justice and equal opportunities for every member of society. Our students are able to create an inclusive environment and are emotionally resilient in situations of interpersonal interaction, difficulties and disagreements.

Perspectives of University development

A key indicator of the development of our society and a guarantor of the peaceful development of the state is the education of the younger generation, which includes the education of a healthy, purposeful, conscious, spiritually rich and moral personality. Teachers play a key role in achieving this goal, as the successful implementation of educational reforms directly depends on the professional activities of teachers.

With the increasing pace of change in the world, the concept of the "knowledge economy" is becoming more relevant, which implies the ability to benefit and contribute to society through scientific discovery and applied research.

The Concept of Development of Higher Education and Science in the Republic of Kazakhstan for 2023 - 2029 (hereinafter - the Concept) became the basic guideline for the elaboration of the University Development Programme. The main directions of the Concept include:

- Development of the issue of construction of educational buildings
- Development of interdisciplinary and global educational programmes
- Development of digital educational resources, networks and platforms of Massive Open Online Courses (MOOCs)
- Development of inclusive and multilingual education
- Improving mental health support services
- Updating educational programmes for training teachers of Kazakh language and literature in higher and post-graduate educational institutions

- Organising professional development courses for top managers and university staff
- Creation of comfortable conditions for raising the level of education of our students, which includes not only academic, but also social activities.
- Creation of a favourable atmosphere, which includes the formation of a scientific and methodological ecosystem, modernisation of the infrastructure and digital transformation of the University.

In this way we contribute to the formation of highly moral and comprehensively developed personality with key competencies of a graduate, capable of realising creative potential in dynamic socio-economic conditions, both in their own life interests and in the interests of our country.

Within the framework of the implementation of the concept of the university community, the programme of development of NJSC "Kazakh National Women's Pedagogical University" for 2023-2029 (hereinafter - the programme) has been developed.

The programme is prepared in five programme areas of development of the university:

- 1) Improvement of efficiency and quality assurance of the educational process
- 2) Sustainable development of research activities
- 3) Purposeful management of the system of students' personality development
- 4) Creation of an inclusive and digital ecosystem of the University in accordance with the best international practices
- 5) Integration of the University into the world educational space.

Our University is a higher education institution of the country with a special status that provides training, retraining and professional development for teachers, combining academic excellence with the commitment to train highly motivated, well-rounded and socially active teachers of the future.

The main institutional goal of the University is to build a unique and advanced higher education institution, which will provide the country with highly professional teachers and specialists, whose potential and advantages are aimed at creating a scientific and methodological centre of the country for teacher education.

During its 80-year history, the University has trained more than 70 thousand teachers, contributing to the "knowledge economy" of the country, and is called to direct its professional activities to the formation and improvement of the intellectual potential of today's teachers - leaders of change in the future.

Modern trends in the development of society, high rates of systemic change, flow of information and data require the formation of a new generation of reflective educators and specialists with innovative and integrative thinking.

Accepting the challenges of the modern world, the University strives to formulate new requirements for the content and format of educational programmes.

Globalisation, which is bringing countries and regions closer together, is at the same time creating zones of high responsibility and competition. The growth of cooperation, exchange of experience and technologies intensifies communication and cooperation in various fields.

The University actively promotes the professional training of teachers and specialists, based primarily on the principle of research and innovation.

It is important to note that the activities of the University are based on the principles of academic freedom, development of educational programmes based on empirical research, student-centred learning and teaching, collegial decision-making with social responsibility and transparency.

The University uses all available opportunities and resources to improve the quality of the educational process and research in the following areas:

- Development of educational programmes focused on the competencies of the modern world (BANI WORLD)
- A value-based approach to education and upbringing, improving the institutional environment for the holistic development of the personality
- Continuous professional development and retraining of the competitive workforce
- Creation of a quality community of teachers, researchers, experts and other stakeholders.

The University Development Programme is aimed at modernising the national system of professional training of teachers and specialists who are able to respond quickly to changing market needs and thus create, preserve and disseminate knowledge for the benefit of the country and the world.

Section 4. DEVELOPMENT PROGRAM DIRECTIONS, GOALS AND TASKS

Direction 1 – Improving the efficiency and ensuring the quality of the educational process

Goal: Systemic modernization of professional training of future teachers (teaching staff) and specialists, student-centered and practice-oriented training.

Tasks:

- 1) qualitative restructuring and renewal of the conditions of admission to the teaching profession;
- 2) updating the content of professional training: updating the content of school education, internationalizing the content of education;
- 3) introduction of indicators of achievement of competence: functional, linguistic and digital competence;
- 4) improving the quality of teacher training through lateral entry programs into the profession;
- 5) career opportunity - individualized training trajectory with subsequent employment;
- 6) barrier-free learning, research and expansion of academic mobility.

Direction 2 - Sustainable development of research activities.

Goal: Develop a sustainable research environment for quality research of teachers and students, focused on practical results in the development of rural education.

Tasks:

- 1) increasing the level of involvement of teachers (foreign researchers, young scientists) in research activities in priority areas of the development of science at the University;
- 2) attracting and providing funding for research works of teachers and students of the University;
- 3) ensuring the growth of scientometric indicators and the implementation of the results of scientific and scientific-technical activities of teachers and students;
- 4) attracting recognized world and domestic researchers, including young scientific personnel.

Direction 3 - Purposeful management of the student personality development system.

Goal: Creation of conditions for the formation of a healthy, purposeful, conscious, spiritually rich, moral and active person, striving for continuous and professional development.

Tasks:

- 1) continuous support and access to training;
- 2) the formation of effective social elevators and student self-government - as a tool for self-knowledge and self-realization;
- 3) well-being of students and employees of the University - mental well-being, preservation and strengthening of the health of students, teaching staff and employees.

Direction 4 - Creating an inclusive and digital ecosystem of the University in accordance with the best world practices

Goal 1: Formation of a digital single ecosystem of the University, integrated into the interuniversity and global information community, optimizing the main activities of the university in terms of improving the efficiency of educational, research and management processes.

Tasks:

1) formation of a modern digital infrastructure and ensuring a high level of its accessibility, providing high-quality services based on it.

Goal 2: Sustainable development of infrastructure - creating a comfortable space and environment for learning and teaching in accordance with modern standards.

Tasks:

1) updating the material and technical equipment of laboratories and classrooms;

2) innovative infrastructure;

3) universal ecosystem of the University;

4) endowment fund - targeted development of the University;

5) ensuring comprehensive security.

Goal 3: Creation and improvement of conditions that will expand the human capital of the entire University community.

Tasks:

1) transition to the international standard of the system of positions;

2) retraining of management personnel and continuous professional development of teaching staff.

Direction 5 - Integration of the University into the World Educational space

Goal: Globalization of education.

Tasks:

1) increasing the representation of the University in international rankings and international accreditation of the EP;

2) strengthening leadership among the international educational space;

3) increase of joint research with foreign partners and expansion of international cooperation.

These development directions, goals and tasks are developed on the principles of sustainable development, lifelong learning, fundamental scientific environment, continuous innovation, student-centeredness, quality management, internationalization, digitalization, social responsibility, transformation management, women's leadership development and strategic partnership (see Table 2).

Implementation of the five areas will be carried out in accordance with the Target Indicators according to Appendix 1 to this Program.

Section 5. EXPECTED RESULTS

The University has identified further growth potential through strengths and opportunities, as well as minimizing risks and eliminating weaknesses:

1. *The result of an effective and high-quality educational process:*
 - practice-oriented and student-oriented training provides graduates with deeper knowledge and skills, which helps to increase their competitiveness when searching for work and improve their professional development;
 - increasing the reputation and attractiveness of the University;
 - increasing the level of teaching and professionalism of teaching staff;
 - application of modern trends (methods and strategies) in training that meet the interests of generation Z and alpha;
 - increasing the share of foreign students;
 - creation of branches of foreign universities - industry schools of international level.
2. *The result of sustainable development of research activities:*
 - Teaching staff and students will be able to conduct higher-quality research using the latest methods and approaches, as well as publish their results in peer-reviewed journals and collections;
 - high-quality scientific research, providing up-to-date information and analytics, contributes to making informed decisions and problems in the development of rural education;
 - research results can be used to develop strategies for the development of educational institutions, optimization of learning processes and efficient use of resources;
 - strengthening academic reputation and establishing partnerships;

- increase in impact-oriented research;
- modern equipment of scientific and innovation infrastructure;
- increase in empirical research;
- commercialization of the results of scientific and (or) scientific and technical activities in order to attract investment in the high technology sector.

3. The result of purposeful management of the student's personality development system:

- healthy and prosperous students: development of the student's physical, psychological and emotional well-being;
- purposeful students: the student's goals are well-formed, motivation and focus on achieving success in personal and professional life;
- conscientious students: development of critical thinking, self-analysis and the ability to self-development;
- spiritually rich students: ability for self-reflection, search for meaning and spiritual development;
- moral students: formation of high moral principles and values;
- active students: participation in social activities, intellectual and creative self-realization;
- continuously and professionally developing students: development of professional skills and competencies.

4. The result of creating an inclusive and digital ecosystem of the University in accordance with the best global practices:

- The university will become more accessible and inclusive for all students, regardless of their physical or cognitive abilities, which will help ensure equal opportunities and create a more diverse educational community;
- the digital ecosystem of the university will allow students and teachers to more effectively interact and exchange information, which will lead to effective learning and research, innovation, and will also improve the quality of education;
- development of students' competencies in the field of AI, including skills related to generative AI;
- building the capacity of teachers and researchers to properly use generative AI.

5. The result of the University's integration into the global educational space:

- increasing the attractiveness of the University for international students and teachers;
- increasing accessibility for students to international exchange programs and cooperation with other universities;
- improving the quality of education through participation in international research and educational projects;
- increasing opportunities for students and teachers in the field of educational mobility and career growth;

– increasing the level of international recognition of diplomas and qualifications obtained at the University.

Section 6. RESOURCES

The infrastructure of the University is represented by 3 academic buildings and 7 student houses for living of students. The Student Service Center, medical health center, swimming pool "Akku" are functioning.

Scientific and research activity is carried out on the basis of 10 educational and scientific laboratories and centers.

The total number of teaching staff is 589 people, the number of administrative management staff is 128 people.

The annual growth of financial resources is more than 20%. Positive dynamics of income of financial resources indicates that the University is on the way of stable sustainable activity.

All expenses of the University are carried out in accordance with the structure of costs for the provision of services provided by the Charter of the University.

Section 7. ABBREVIATIONS AND GLOSSARY

Adaptability is a way to quickly adapt to new conditions (adapt to the fragility, anxiety and unpredictability of the world), to reduce risks and to find a solution that suits our society, to strive for value, to unleash creativity and to grow sustainably.

Care - love for the world around us, for children, as well as care for the needs of people around us, society.

Commitment - integrity, professionalism and the willingness to give your time and energy to work and activities that you believe in.

Customisation - modification to meet the individual preferences, needs or requirements of a particular user or situation to create a unique and personalised experience that meets specific needs and expectations.

Diversity, inclusion and equity are three different but interrelated concepts. Together they mean creating an atmosphere of respect and justice. These concepts include initiatives that promote equal access, opportunity, inclusion and a sense of belonging to people with special needs and/or underrepresented ones in the organization. **Diversity** is the presence of differences within a given setting. **Inclusion** is a practice that allows people to feel connected at work and in the learning process. **Equity** is the act of ensuring that processes and programs are impartial, fair and provide an equal possible outcome for every individual. Every member of our University community respects the rights of others to hold different kinds of views, values, habits and points of view.

Generation Z and alpha - generation Z (1995-2010) and "alpha" (from 2010 to the present) formed in the conditions of the public Internet and media space

Generative Artificial Intelligence is an artificial intelligence technology that automatically generates content in response to cues written in natural language conversational interfaces.

Innovation is the ability to create and generate new ideas. At our University everyone strives to find new ways to solve problems and introduce new ways of working, we also strive to look at familiar phenomena from different angles and discover hidden opportunities and relationships. Innovation is an integral part of the process of learning and increasing the efficiency of processes in the management system of the University.

Integrity is the quality of being honest and having strong moral principles to which we are firmly committed in life.

Leadership is a process of exerting influence aimed at enabling individuals and groups to achieve common goals. In education, leadership is interpreted as the practice of setting direction and influencing people to develop the entire education system. Each member of the community of our University takes the initiative and participates in making decisions necessary for the development of the University, the education system in Kazakhstan and the development of society as a whole.

Neural network - a mathematical model and its software or hardware embodiment based on the principle of organisation and functioning of biological neural networks.

BANI WORLD (brittle, anxious, non-linear, incomprehensible) – хрупкий, тревожный, нелинейный, непостижимый мир

USED ABBREVIATIONS AND SYMBOLS

AMP - administrative and managerial personnel

AI - artificial intelligence

Concept - Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029

MSHE RK - Ministry of Science and Higher Education of the Republic of Kazakhstan

MOOCs - Massive Open Online Courses

NLA - Normative Legal Act

R&D – research & development

EP - educational program

TF – teaching faculty

RK - Republic of Kazakhstan

University - NJSC "Kazakh National Women's Teacher Training University"

KPI (Key Performance Indicators) - Key Performance Indicators

BANI WORLD (brittle, anxious, non-linear, incomprehensible) - brittle, anxious, non-linear, incomprehensible world

GPA (Grade Point Average) - weighted average assessment of the level of educational achievements of the student

GenAI (Generative Artificial Intelligence) - Generative Artificial Intelligence

GDPR (General Data Protection Regulation) - Personal Data Protection Regulations

TABLE 2 - DEVELOPMENT PROGRAM MATRIX

VISION	An intelligent platform that develops educators skilled in managing change in a rapidly changing world				
MISSION	Develop teacher-leaders who know how to create, develop and disseminate cutting-edge knowledge and values in education for the benefit of the country and the world				
PROGRAM GOAL	Our University aims to become a hub for innovative teaching, learning, research as well as the development of rural education in Central Asia				
VALUES	Integrity, commitment, care				
DEVELOPMENT PROGRAM DIRECTIONS	<i>DIRECTION 1</i> Improving the efficiency and ensuring the quality of the educational process.	<i>DIRECTION 2</i> Sustainable development of research activities	<i>DIRECTION 3</i> Purposeful management of the student personality development system	<i>DIRECTION 4</i> Creating an inclusive and digital ecosystem of the University in accordance with the best world practices	<i>DIRECTION 5</i> Integration of the University into the world educational space
GOALS	Systemic modernization of professional training of future teachers (teaching staff) and specialists, student-centered and practice-oriented training	Develop a sustainable research environment for quality research of teachers and students, focused on practical results in the development of rural education	Creation of conditions for the formation of a healthy, purposeful, conscious, spiritually rich, moral and active person, striving for continuous and professional development	<ol style="list-style-type: none"> 1) Formation of a digital single ecosystem of the University, integrated into the interuniversity and global information community, optimizing the main activities of the university in terms of improving the efficiency of educational, research and management processes 2) Sustainable development of infrastructure - creating a comfortable space and environment for learning and teaching in accordance with modern standards 	Globalization of education

				3) Creation and improvement of conditions that will expand the human capital of the entire University community	
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