

6B01203 PRE-SCHOOL EDUCATION (IP)

The purpose of the educational program: Preschool teacher training with general, pedagogical and subject competencies, able to successfully carry out professional activities on the basis of constructive coordination and modern educational trends (personal orientation, interdisciplinarity, inclusion)

VISION, MISSION, PROGRAM GOAL, VALUES, UNIVERSITY GRADUATE ATTRIBUTES

Vision:

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

Mission:

Developing teacher leaders, who can create, develop, and disseminate advanced knowledge and values in education for the benefit of our 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.

University graduate attributes:

- Self-guided learners and reflexive practitioners
- Responsible personalities with moral and ethical values
- Professionals with deep subject knowledge and digital skills
- Creative and critical thinkers and excellent team players and communicators
- Adaptive leaders in teaching and learning
- Diverse, inclusive and for equality of opportunity in society

THE RATIONALE BEHIND THE EDUCATION PROGRAM

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.

GRADUATE CAREER OPPORTUNITIES

Graduates of the Educational program perform the following types of professional activity:

- educational (pedagogical):
- education, training, development and personality formation of preschool children;
- management of the educational process of a preschool organization;
- diagnostics, correction, forecasting of the results of pedagogical activity;
- study, generalization, dissemination of innovative experience in the field of preschool education;
- socio-pedagogical;
- experimental research
- organizational and managerial;
- information and communication.

Employment opportunities:

- educator of the organization of preschool education and training
- teacher at the preschool development center;
- teacher of additional education;
- teacher of the pre-school class of a comprehensive school;
- teacher of the pedagogical college;
- methodologist of a preschool organization;
- leading specialist in the Department of Education Management, in the institutes of advanced training of teaching staff.

AREAS OF PROFESSIONAL COMPETENCE

Areas of professional competence 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**

1. 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.
2. 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.
3. 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**

1. 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.
2. 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**

1. 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.
2. 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.
3. 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.

Areas of professional competence 2

«Subject-specific and Generic Competence Areas/ Learning Outcomes»

- **Competence area for pedagogy and psychology of early and pre-school age**

1. Pre-service teachers are able to apply interdisciplinary knowledges to develop early childhood education for sustainable evolution;
2. Pre-service teachers are able to apply theoretical and methodological knowledge in pedagogy and psychology to organize gaming and other types of productive activities for children of early and pre-school age;
3. Pre-service teachers are able to follow the principle of continuity and continuity between pre-school education and primary education to implement the requirements for the content of early development and pre-school education.

- **Competence area for designing a subject-spatial developing environment for a preschool organization:**

1. Pre-service teachers are able to design interactive developmental environment of a pre-school organization, taking into account an integration of all types of activities and special educational needs of pupils;
2. Pre-service teachers are able to organize interaction with the parent community and the pedagogical community within the framework of social partnership.

- **Competence area for organizing and managing educational process in a pre-school organization**

1. Pre-service teachers are able to use modern approaches for effective organization and management of educational process in a pre-school organization;
2. Pre-service teachers are able to systematize and apply traditional and innovative pedagogical experience in using methods and technologies for the development, education and training, as well as strengthening mental and physical health of children of early childhood and pre-school age;

- **Competence area for research and evaluation of the quality of early childhood education**

1. Pre-service teachers are able to conduct local (subnational), national, regional, or international early childhood education research on their own or in teams;

2. Pre-service teachers are able to apply the tools (criteria and indicators) and methods of scientific and pedagogical research to assess the quality of pre-school education for sustainable development;
3. Pre-service teachers are able to analyze the results of monitoring evolution of skills and abilities of pupils of early childhood and pre-school age to correct educational process.

- **Competence area for self-development of the personality of a teacher of a pre-school organization**

1. Pre-service teachers are able to implement a value-oriented approach in the process of development and education of children of early and pre-school age;
2. Pre-service teachers are able to develop emotional intelligence and leadership skills to create an atmosphere of well-being through cooperation and co-creation with the parent and educational community;
3. Pre-service teachers are able to develop an individual trajectory of self-development and self-education based on pedagogical reflection and self-reflection;
4. Pre-service teachers are able to comply with the norms of pedagogical ethics and the principles of academic honesty in accordance with the demands of the Kazakh society to the personality of the teacher-researcher.

Areas of professional competence 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**

1. 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.
2. 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.
3. 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**

1. 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.
2. 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.
3. 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.

4. Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge.

EDUCATIONAL PROGRAM LEARNING OUTCOMES

LO 1 – Apply interdisciplinary knowledge and experience for worldview, historical and moral development in accordance with the social, business, cultural, legal and ethical standards of Kazakhstan society;

LO 2 – Able to constructively communicate and interact in oral and written forms in Kazakh, Russian and foreign languages at the level of interpersonal, social, professional and research activities;

LO 3 – Able to organize a working environment, consciously work in accordance with international and national documents, principles, laws and regulations of the national education system in conjunction with the activities of their organization and multidisciplinary cooperation;

LO 4 – Capable of professional development and lifelong learning; reflect and critically evaluate their values, attitudes, ethical principles, methods of work, as well as set new goals for improving preschool education in the interests of sustainable development, the development of their organization and professional well-being;

LO 5 – Able to apply knowledge in pedagogy and psychology for the upbringing, development, organization of life and activities of children of early and preschool age, taking into account the principles of personality-oriented, competence-based, inclusive approaches;

LO 6 – Able to design a safe, barrier-free developmental object-spatial environment in kindergarten for all children, including children with special educational needs;

LO 7 – Possess skills in organizing and managing the educational process in a preschool organization, the basics of management and entrepreneurial skills in the development of preschool education;

LO 8 – Able to conduct and analyze the results of monitoring to improve the educational process in a preschool organization;

LO 9 – Able to implement, evaluate and develop children's organized activities using a variety of resources, including digital, innovative best practices and preschool education technologies;

LO 10 – Apply basic knowledge and understanding of the organization of the activities of children of early and preschool age, and are able to ethically support their psychological well-being, given their vital content;

LO 11 – Able to independently and in a team conduct research work in the field of preschool education at the local, regional, republican, or international level, observing the norms of pedagogical ethics and the principles of academic honesty;

LO 12 – Able to develop emotional intelligence and leadership skills to create an environment of well-being through collaboration and co-creation with the parent and educator community

Matrix for correlating EP learning outcomes with graduate attributes

	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12
GA1	+	+	+				+					
GA 2		+	+					+				
GA 3	+	+			+	+	+			+		
GA 4		+	+	+					+		+	+
GA 5				+	+			+		+	+	+
GA 6			+	+	+	+		+	+	+	+	+

REFERENCES

The educational program is developed based on the following legal acts:

- 1) State Compulsory Standard of Higher and Postgraduate Education – Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, No. 2;
- 2) Approval of State Compulsory Standards for Preschool Education and Upbringing, Primary, Basic Secondary, General Secondary, Technical, and Vocational, Post-secondary Education – Order of the Minister of Education of the Republic of Kazakhstan dated August 3, 2022, No. 348;
- 3) On the approval of Professional standards for teachers of educational organizations. Order of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025 No. 31;
- 4) Standard Educational Program for Preschool Education and Upbringing – Order of the Minister of Education of the Republic of Kazakhstan dated October 14, 2022, No. 422;
- 5) Order of the Minister of Education of the Republic of Kazakhstan dated September 9, 2022, No. 394 "On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated December 12, 2020, No. 557 'On Approval of Standard Educational Plans for Preschool Education and Upbringing in the Republic of Kazakhstan".