

Ministry of Science and Higher Education of the Republic of Kazakhstan
Non-Profit Joint-Stock Company “Korkyt Ata Kyzylorda University”

APPROVED
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GRADUATE MODEL

Bachelor's degree in the educational programme
“6B01519 – Geography–History”

Kyzylorda, 2024

CONTENTS

	Introduction	3
1	Description of the Educational Programme	3
2	Components of the Graduate Model for the Educational Programme	4
2.1	Aims of the Educational Programme	4
2.2	Objectives of the Educational Programme	4
2.3	General and Subject-Specific Competencies	4
2.4	Matrix Linking Learning Outcomes to the Competencies Developed	5
2.5	Personal Qualities of the Specialist	5
	Conclusions	

INTRODUCTION

The development of a graduate competency model is intended to implement the key principles of the Bologna Process and answer the question of which professional tasks a specialist of a particular qualification and profile should be able to perform. Developing a contemporary university graduate profile that meets the needs of stakeholders and all interested parties is one of the key strategic goals of Korkyt Ata Kyzylorda University. The educational process is supported by the necessary human, teaching and methodological, information, and material and technical resources. The University pursues a targeted human-resources policy and systematically improves its material and technical facilities to ensure high-quality preparation of bachelor's graduates who are in demand in the labour market.

1. Description of the 6B01519 – “Geography–History” Educational Programme

The 6B01519 – “Geography–History” educational programme offers a new approach to developing the core competencies required of graduates in the “Education” field (6B015), which prepares teachers of natural science subjects. While retaining classical and traditional methods of teaching geography and history at school, the programme places particular emphasis on modern and innovative approaches.

The 6B01519 – “Geography–History” educational programme is based on a competency-based approach and aims to develop graduates’ professional competencies. Graduates are expected not only to acquire knowledge, skills and abilities, but also to apply them in their future professional practice and be prepared for independent learning and self-improvement. This is a distinctive feature of the Geography–History educational programme.

Competencies have been developed on the basis of the “Teacher” professional standard, taking into account labour-market requirements, employers’ needs, students’ interests and society’s social demand.

2. Components of the Graduate Model for the Educational Programme

The main components of the graduate model include information about the educational programme’s aims and objectives, objects, types and areas of professional activity, and the specialist’s competency model (Appendix 1), including descriptors, types of competencies aligned with the educational programme, and learning outcomes.

2.1 2.1 Aims of the Educational Programme

To prepare competitive and sought-after highly qualified teachers who can teach geography and history, demonstrate in-depth theoretical knowledge, and use innovative teaching methods within the context of the updated education system.

2.2 2.2 Objectives of the Educational Programme:

- to fulfil society's social demand by developing and shaping teachers as multicultural individuals, drawing on the university's innovative practices amid the renewal of educational content;
- to improve the quality of education in line with national and international standards by fostering learners' motivation for professional development and self-realisation;
- to acquire core, subject-specific and professional competencies necessary for successful future professional practice;
- to develop students' readiness to organise and conduct research in geography and history.

2.3 2.3 General and Subject-Specific Competencies

- demonstrate the ability and readiness to apply knowledge of natural sciences, humanities, socio-economics, entrepreneurship, law and the environment in various fields, along with life-safety awareness and leadership qualities;
- know the principles of scientific analysis of key patterns and characteristics in geography and history, demonstrating relevant knowledge and skills and understanding of terminology and phenomena;
- interpret fundamental, applied and interdisciplinary knowledge of geography and history in professional practice;
- possess scholarly knowledge of history from primitive society through antiquity and the Middle Ages to the modern and contemporary periods;
- apply knowledge of contemporary methods and tools for designing information systems and technologies when working with geographical and historical sources;
- analyse acquired theoretical and practical knowledge to solve teachers' professional tasks, work in a team, and use methods and techniques to establish effective managerial communication;
- systematise educational concepts and various research methods to address geographical and historical issues and substantiate conclusions in the professional field;
- demonstrate the skills to apply new teaching approaches and methods in professional practice, including constructive and inclusive teaching and criterion-based assessment, taking students' physiological characteristics

into account;

- possess knowledge and understanding of geography and history, including physical, environmental, economic and political geography and historical sciences. Apply this knowledge in research activities in general and vocational education institutions and when organising subject-related and extracurricular activities with students.

2.4 Matrix Linking the Educational Programme's Learning Outcomes to the Competencies Developed

Upon completion of the programme, students will have acquired the following competencies:

- is able to demonstrate sociocultural, economic and legal, and environmental knowledge and communication skills, and to use information technologies in view of current trends in societal development;
- is proficient in modern teaching and criterion-based assessment technologies that take students' individual, physiological and psychological characteristics into account;
- knows how to integrate the key principles, concepts and laws of historical disciplines when explaining theoretical and practical tasks;
- can develop educational resources for the teaching and learning process using information technologies and modern information tools;
- is able to connect learning materials across all topics in school and university geography and history curricula with everyday professional practice;
- is proficient in applying various teaching and educational methods in geography and history lessons;
- is prepared to interpret information and sources in terms of their reliability and scientific validity;
- can describe the patterns governing the formation of natural complexes and identify the characteristics of nature–society interactions in the present day;
- is able to apply knowledge of economic and social geography and modern and contemporary world history in teaching practice.

2.5 Personal Qualities of a Specialist in the 6B01519 – “Geography–History” Educational Programme

- ability to solve complex tasks;
- critical thinking;
- creative thinking;
- ability to work in a team;
- ability to recognise and manage one's own emotions and those of others;
- ability to form judgements and make decisions;
- negotiation skills;
- ability to move on and complete one task after another.