

Ministry of Science and Higher Education of the Republic of Kazakhstan
NAO "Korkyt Ata Kyzylorda University"
Humanitarian and Pedagogical Institute



I approve
academic quality
committee chairman
S. Taiman
2024

Graduate Model
According to the educational program **6B01603-History and Social Studies (IP)**

Kyzylorda, 2024

Content

Introduction

1. Description of the defense industry
2. Components of the educational program in the formation of the educator model
 - 2.1. Objectives of the educational program
 - 2.2. Objectives of the educational program
 - 2.3. General and specialized competencies
 - 2.4. Matrix of integration of competencies that form the results of an educational program
 - 2.5. Personal qualities of a specialist
- Conclusions

Introduction

Development of a graduate competence model The competence model for the implementation of the Main directions of the Bologna process is designed to answer the question of what professional tasks a specialist of a certain degree (position), a certain profile should solve. The formation of a modern graduate model that meets the needs of stakeholders and all interested parties is the main strategic goal of the Korkyt Ata NGO and is provided with human, educational, methodological, informational and logistical resources necessary for the educational process. The University implements a targeted personnel policy and systematic improvement of the material and technical base of the university to ensure high-quality training of undergraduate graduates in demand in the labor market.

Description of 1BBB

The graduate is awarded the academic degree of bachelor of education in the educational program 6B01603-History and social science (IP).

Bachelor of education in the educational program 6B01603-History and social science (IP) can work as teacher in general and specialized schools, specialized schools, technical teachers, vocational schools, research staff in museums, archives.

1. The constituent components in the formation of the educational program model

The main components of the formation of the graduate model of the educational program include information about the goals and objectives, objects of the educational program, types and directions of professional activity, models of specialist competencies, including descriptors, the type of competencies in accordance with the educational program and the results of the educational program.

2.1 Objectives of the educational program

Training of teachers-historians-social scientists with universal and subject-specific competencies that contribute to high-quality vocational education, professional competence in teaching history and social studies, the development of methodological support for the educational process, social mobility, competitive and in demand in the labor market.

2.2 Objectives of the educational program:

- organization of secondary education of all types and types, regardless of ownership and departmental subordination;
- organization of technical and vocational education;
- state institutions: museums, archives, etc.

2.3 General and specialized competencies:

- Independently discusses issues, argues conclusions and competently works with information.
- Uses ICT to support and solve problems in professional activities.
- Manages and controls the processes of professional activity within the framework of the strategy, policy and goals of the organization, can adapt his behavior to circumstances to solve problems.
- Uses creativity and initiative in solving professional tasks, develops his own labor productivity and the labor productivity of other people.

- Demonstrates the ability to manage the pedagogical process within the framework of functional tasks; initiates activity in solving complex, unpredictable pedagogical situations using new strategic approaches.
- Demonstrates the skills and abilities to develop and present various, including alternative, solutions to problems related to teaching activities.
- Is responsible for the development of professional knowledge, performance and results of professional activities, manages complex technical or professional activities or projects that include responsibility at the decision-making level in an unpredictable professional or educational context.
- Selects effective methods and means of education and upbringing within the framework of the policy of the organization of education, assumes responsibility in the field of individual and collective professional development.
- Adequately evaluates his training, determines the trajectory of further education, forms his career system, takes responsibility for contributing to professional knowledge and practice.
- Demonstrates a high level of autonomy, innovation, scientific or professional excellence and a constant desire to develop new ideas and new processes in the field of education, including in the field of research.

2.4. Matrix of comparison of learning outcomes of the educational program with the competencies being formed

Competencies	ON1	ON 2	ON 3	ON 4	ON 5	ON 6	ON 7	ON 8	ON 9	ON 10	ON 11	ON 12
GC 1					+							
GC 2							+					
GC 3							+					
GC 4								+				
GC 5						+						
GC 6						+						
GC 7						+						
GC 8							+					
GC 9							+					
GC10					+							
GC 11			+									
PC 1	+											
PC 2			+									
PC 3	+											
PC 4	+											
PC 5	+											
PC 6		+										
PC 7		+										
PC 8	+	+										
PC 9	+											
PC 10												+
PC11			+									
PC 12								+				
PC 13									+			
PC14											+	
PC 15									+			
PC16								+				
SC 1								+				

SC 2												+	
SC 3												+	
SC 4				+									
SC 5													+
SC 6			+										
SC 7												+	
SC 8		+											
SC 9		+	+										
SC 10									+				
SC 11				+									
SC 12									+				
SC 13												+	
SC 14													+
SC 15							+						
SC 16	+												
SC 17									+				
SC 18										+			
SC 19												+	
SC 20				+									
SC 21													+
SC 22											+		

OH 1	Analyzes global and local historical events, processes and phenomena in relation to each other, correlates their similarities and highlights the key facts.
OH 2	Able to navigate in currently relevant social events and processes; analyzes and evaluates religious and spiritual-cultural phenomena and processes in modern society, demonstrates their own civic position about them.
OH 3	Applies interdisciplinary knowledge and experience for the advancement of their world outlook and their historical and moral development in conformity with the social, business, cultural, legal and ethical norms of the kazakh society.
OH 4	Capable of applying knowledge in education and psychology for the upbringing, development and organization of the lives and activities of schoolchildren according to the principles of personalized, competent and inclusive approach.
OH 5	Capable of constructive communication and interacting in both spoken and written Kazakh, Russian and foreign languages for interpersonal, social, professional and research activities.
OH 6	Chooses the direction and methodology of the research based on scientific methods and approaches for the creation of new knowledge in the field of history and sociology.
OH7	It searches for necessary information, collects data, and works with historical sources, archival materials, and museum exhibits using modern approaches, methods, and artificial intelligence technologies.
OH 8	Uses organizational skills, while maintaining the mentoring-educational processes at school, exhibits the knowledge of basic management in enhancing secondary general education, uses the skill of entrepreneurship.
OH 9	Capable of monitoring the instructional and educational processes in secondary school, together with analyzing and assessing their results.
OH 10	Capable of conducting both individual and group research in the area of secondary general education and humanities on the local, regional and republican levels in compliance with the norms of pedagogical ethics and principles of academic integrity.
OH 11	Capable of developing professionally and educating themselves throughout their life;

	contemplates and critically assesses personal values, attitude, ethical principles, working methods, moreover, sets new goals for perfecting historical and sociological education at schools with the purpose of sustainable development, advancement of their organization and personal professional wellbeing.
OH 12	Capable of developing the skill of emotional intelligence and leadership for creating a favorable atmosphere in collaborations with parental and pedagogic public.

2.5. Personal qualities of a specialist in the educational program History.

- Pedagogy, management in education and advanced knowledge in a special field, the ability to integrate knowledge from various fields.
- A wide range of theoretical and practical knowledge on the theory, methodology and technology of the discipline.
- Independently develop and offer various options for solving professional problems using theoretical and practical knowledge of the discipline.
- Application of practical and theoretical knowledge in the discipline.
- A creative approach to learning and learning based on knowledge, methodology and technology in education
- Successful application of communication and research skills, language literacy in standard and non-standard situations.
- Successful application of knowledge based on the integration of classical and innovative ideas in education, using the results achieved for further self-development and professional growth.
- Understanding the principles of compliance with ethical and professional standards, a culture of academic integrity in the field of activity and in society as a whole.

Conclusions

This graduate model is the methodological basis for implementing the technology of the competence approach. It is also important to understand that the formation of these graduate competencies is ensured through an organized and implemented learning process. In market conditions, universities are beginning to pay more attention to the quality of graduates: graduates are the result of university education entering the labor market. It must also be competitive. In order to prepare graduates who are in demand on the market, it is necessary to form a comprehensive portrait of them, a certain matrix of characteristics. From understanding the main advantages, characteristics, and competencies of graduates needed by employers, we can move on to creating an effective modern university: the formation of educational programs, the creation of infrastructure, and the use of new learning formats.

Head of the EP



K. Utkelbaev