

**MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKHSTAN
PAVLODAR PEDAGOGICAL UNIVERSITY**



**EDUCATIONAL PROGRAM
"6B01461 – Entrepreneurship in education"**

6th qualification level of the NRC

city of Pavlodar

I approve
Chairman
Academic Council of the University
_____ J. Zhilbaev

EDUCATIONAL PROGRAM
6B01461 "Entrepreneurship in education"

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Considered at the meeting of the Committee on OP
At 08.04. 2021 y.
Protocol №_ 5 _____

Director _____ Iksatova S.T.

Chairman of the Committee on OP _____
(подпись) (инициал имени, фамилия)

Approved by the UMS of the Higher School of Art and Sports
at 16.04. 2021 y.
Protocol №_ 5 _____

Chairman of the UMS _____
(подпись) (инициал имени, фамилия)

Agreed
Employer _____ 16.04. 2021 y.
(подпись) (должность) (инициал имени, фамилия)

МП

Recommended by the UMS of the University from 23.04. 2021 y.
Protocol № _____

Chairman of the UMS _____
(подпись) (инициал имени, фамилия)

Approved at the meeting of the Academic Council of the PPU from 28.04. 2021 y.
Protocol №_ 9_

PASSPORT OF THE EDUCATIONAL PROGRAM

1 Scope of application

The educational program 6B01461 "Entrepreneurship in Education" was developed in accordance with the State Educational Standard of the Republic of Kazakhstan, the Professional Standard of a teacher, the National Qualifications Framework and is coordinated with the Dublin Descriptors and the European Qualifications Framework.

The educational program is based on a competence-based approach to design and has a modular format.

The requirements for the admission of students to the educational program are determined by the Standard Rules for admission to training in educational organizations that implement educational programs of higher and postgraduate education by the academic policy of the PPU.

Applicants entering the educational program (OP) pass the Unified National Testing (UNT).

The possibility of further continuing education is a master's degree in OP 7M01461 "Entrepreneurship in education".

Degree awarded: Bachelor of Education in the educational program 6B01461 "Entrepreneurship in education".

1.1 The main consumers of the educational program

The main consumers of the educational program are students, their parents, educational organizations of the Republic of Kazakhstan.

1.2 Goals and objectives of the educational program

The purpose of the educational program 6B01461 "Entrepreneurship in education" is to train a specialist in the field of entrepreneurship and business with high-quality knowledge in the field of providing educational and theoretical knowledge, practical and analytical skills in teaching business and entrepreneurship.

OP tasks:

- formation of high-quality knowledge, skills and competencies necessary in professional activity;
- language training;
- formation of research skills in practical activities;
- formation of leadership qualities, entrepreneurial culture and critical thinking;
- education in the spirit of patriotism, friendship of the peoples of the Republic of Kazakhstan, tolerance;
- formation of universal and socio-personal values.

1.3 Graduate Model

- Knowledge navigator.
- Creator of conditions for self-development, self-education and self-

education of the individual.

- Designer and researcher of changes in the educational environment.
- A creative leader with critical thinking, communication and entrepreneurial skills.
- The bearer of human values.

2 Results of training in the educational program

PO1 - demonstrate knowledge and understanding in economic disciplines based on advanced knowledge in the field of entrepreneurship;

PO2 - apply knowledge and understanding at a professional level, formulate arguments and solve problems in teaching entrepreneurship, taking into account the individual characteristics of students;

PO3 - to collect and interpret information in the field of entrepreneurship to form judgments taking into account social, ethical and scientific considerations;

RO4 - apply theoretical and practical knowledge to solve educational, practical and professional tasks in the field of entrepreneurship education;

RO5 - learning skills necessary for independent continuation of further education in economic disciplines;

RO6 - to know the methodology of scientific research and the basics of academic writing and apply them in teaching disciplines on the basics of entrepreneurship in education;

RO7 - apply knowledge and understanding of facts, phenomena, theories and the revealed complex dependencies between them in the field of entrepreneurship education;

RO8 - to understand the importance of the principles and culture of academic integrity in the process of scientific work and further education;

RO9 - develops adaptive programs and individual learning paths for children with OOP to create conditions for an inclusive environment;

RO10 - is able to use remote and ICT technologies to solve practical and creative problems in the subject area.

The general competencies of the Bachelor of Education under the educational program 6B01461 "Entrepreneurship in education" are formed on the basis of universal and professional competencies.

2.1 Universal Bachelor's competencies

Requirements for general education:

U 1- to evaluate the surrounding reality on the basis of worldview positions formed by knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical cognition;

U 2- interpret the content and specific features of the mythological, religious and scientific worldview;

U 3- to argue your own assessment of everything that is happening in the social and industrial spheres;

U 4- to show a civic position based on a deep understanding and scientific analysis of the main stages, patterns and peculiarities of the historical development of Kazakhstan;

U 5- use methods and techniques of historical description to analyze the causes and consequences of events in the modern history of Kazakhstan;

U 6- to assess situations in various areas of interpersonal, social and professional communication, taking into account basic knowledge of sociology, political science, cultural studies and psychology;

U 7- synthesize knowledge of these sciences as a modern product of integrative processes;

U 8- to use scientific methods and techniques of research of a specific science, as well as the entire socio-political cluster;

U 9- to develop their own moral and civic position;

U10- to operate with the social, business, cultural, legal and ethical norms of the Kazakh society;

U 11- demonstrate personal and professional competitiveness;

U 12- to put into practice knowledge in the field of social sciences and humanities, which has world recognition;

U 13- to make a choice of methodology and analysis;

U14- summarize the results of the study;

U 15- synthesize new knowledge and present it in the form of humanitarian socially significant products;

U 16 - to engage in communication in oral and written forms in Kazakh, Russian and foreign languages to solve the problems of interpersonal, intercultural and industrial (professional) communication;

U 17- to use language and speech means based on the system of grammatical knowledge; to analyze information in accordance with the communication situation;

U 18- evaluate the actions and actions of communication participants;

U 19- to use various types of information and communication technologies in personal activities: Internet resources, cloud and mobile services for the search, storage, processing, protection and dissemination of information;

U 20- to build a personal educational trajectory throughout life for self-development and career growth, to focus on a healthy lifestyle to ensure full-fledged social and professional activities through methods and means of physical culture

2.2 Professional competencies

A – knowledge and understanding:

A1 – knowledge of basic concepts, laws and phenomena in the field of entrepreneurship;

A2 – knowledge of the main sections of economic sciences in the field of entrepreneurship;

A3 – knowledge of the main stages of the development of economic sciences in the field of entrepreneurship;

A4 – knowledge of the theoretical foundations and technologies of entrepreneurship and entrepreneurship in education;

A5 – knowledge of the theory of education, upbringing and development, as well as the content of educational programs for different levels of education.

B – application of knowledge and understanding:

B1 – possess a system of subject, psychological, pedagogical and methodological knowledge, skills and abilities of applying theoretical knowledge in professional activity, taking into account specific socio-pedagogical conditions;

B2 – have analytical scientific skills - different terms and different definitions used to describe entrepreneurship in education;

B3 – have the skills of planning and forecasting the results of economic research and their implementation;

B4 – the ability to model and implement the educational process and various activities of students;

B5 – independent conduct of scientific and practical research, analysis and evaluation of their results using innovative technologies;

B6 – diagnostics of development, communication, activity of students of different ages through qualitative and quantitative methods of psychological and pedagogical research;

B7 – implementation of innovative ideas in education, the ability to make non-standard and alternative solutions;

C – formation of judgments:

C1 – system thinking and holistic perception of pedagogical reality;

C2 – independent thinking, critical, analytical, diagnostic skills;

C3 – awareness of the social significance of their profession, compliance with the principles of professional ethics;

C4 – ability to analyze and form judgments in the field of entrepreneurship;

D – communication skills:

D1 – mastery of communication technologies, pedagogical rhetoric skills, communication strategies;

D2 – tolerance and the ability to pedagogical cooperation;

D3 – striving for the development of intellectual, moral, cultural, communicative, organizational and managerial skills;

E - personal abilities:

E1 – the ability to study and apply innovative pedagogical experience, high motivation for pedagogical activity, the desire for self-education and self-realization;

E2 – the ability to form a healthy lifestyle and compliance with occupational safety.

3. Qualification characteristics of the graduate

3.1 Scope of professional activity

Bachelor of Education in the OP "6B01461 "Entrepreneurship in education" carries out his professional activity in the field of education. The qualification level for the NRK is 6.

3.2 Objects of professional activity

The objects of professional activity of the Bachelor of Education in OP 6B01461 "Entrepreneurship in education" are the pedagogical process in organizations of preschool, secondary, technical and vocational education of all types and types, regardless of ownership and departmental subordination.

3.3 Subject of professional activity

The subject of professional activity of the Bachelor of Education in OP 6B01461 "Entrepreneurship in education" is the planning and organization of educational activities of students using innovative psychological and pedagogical methods and tools.

3.4 Types of professional activity

Bachelor of Education in the OP "6B01461 "Entrepreneurship in education" can perform the following types of professional activities:

- educational (pedagogical);
- educational and educational;
- educational and technological;
- socio-pedagogical;
- experimental research;
- organizational and managerial;
- information and communication.

3.5 Functions of professional activity

The functions of the professional activity of the Bachelor of Education in OP 6B01461 "Entrepreneurship in education" are:

- educational;
- educating;
- research;
- methodical;
- social and communicative.

3.6 Typical tasks of professional activity

Bachelor of Education in OP 6B01461 "Entrepreneurship in education" must solve the following tasks in accordance with the types of professional activity:

in the field of educational activities:

- training and development of students, organization of the learning and upbringing process, design and management of the pedagogical process, diagnostics,

correction, forecasting of the results of pedagogical activity;

- conducting classes in general education, technical and professional educational organizations;
- implementation of methodological knowledge and applied skills in a specific situation;

in the field of educational activities:

- implementation of educational work in accordance with the laws, laws, principles, educational mechanisms of the pedagogical process;
- planning of extracurricular educational work;
- solving specific educational tasks;
- selection and use of various forms and methods of education and training of schoolchildren in extracurricular work on the study of the basics of entrepreneurship;
- tolerance in relations with students, colleagues and parents;

in the field of educational and technological activities:

- the use of innovative pedagogical technologies in the educational process;
- the use of the educational and technological environment in the organization of the educational and educational process;

in the field of socio-pedagogical activity:

creating favorable conditions for the education and development of students and providing them with pedagogical support;

in the field of experimental research activities:

- study of modern scientific and methodological literature;
- study and generalization of advanced pedagogical experience in teaching entrepreneurship in education;
- conducting pedagogical experiments with the implementation of their results in the educational process;

in the field of information and communication activities:

- the use of information and communication technologies in the educational process and in extracurricular activities;
- creation of conditions for optimal interaction of students with the information educational environment, electronic educational resources;
- organization of the process of search and processing of natural science information using information and communication tools and technologies.

in the field of organizational and managerial activities:

- planning the content of the entrepreneurship course of education at different stages of training;
- determination of ways of organizing and conducting the educational process.

3.7 The content of professional activity

The content of the professional activity of the Bachelor of Education in OP 6B01461 "Entrepreneurship in education":

- high-quality organization and management of the pedagogical process;
- orientation to the active development by students of ways of cognitive activity,

the personal significance of education;

- orientation of the entire educational process on the personality of the student, ensuring the possibility of his self-disclosure and self-realization;

- the use of various pedagogical technologies, the creation of favorable conditions for self-education and professional orientation of students.

4 Structure of the educational program

The educational program 6B01461 "Entrepreneurship in education" with a typical training period of 4 years, assumes an educational trajectory: A business coach.

4.1 Characteristics of the modules of the educational program

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Characteristics of the modules of the educational program

№	Name of the module	Name of disciplines	Learning outcomes	Competencies
1	Module 1. Humanitarian	Modern history of Kazakhstan	PO1, PO8	Y1-Y6, Y9-Y11 B1-B7; C1-C4; D1-D3; E1
		Philosophy	PO1, PO8	
2	Module 2. Information and communication	Kazakh (Russian) language	PO6, PO8	Y12-Y19, A1-A5; B1-B7; C1-C4; D1-D3; E1
		Foreign language	PO6, PO8	
3	Module 3. Distance learning technologies	Information and communication technologies (in English)	PO6, PO10	Y12-Y19, A1-A5; B1-B7; C1-C4; D1-D3; E1-E2
		Distance education technologies	PO5, PO6, PO10	
4	Module 4. Socio-political knowledge	Module of socio-political knowledge (sociology, political science, cultural studies, psychology)	PO1, PO6, PO8	Y1-Y6, Y9-Y11 B1-B7; C1-C4; D1-D3; E1
5	Module 5. Health - saving	Physical Culture	PO6, PO8	Y20, B1-B7; C1-C4; D1-D3; E1-E2
		Ecology and life safety	PO6, PO8	
		Age physiology and psychology of schoolchildren	PO6, PO8	
6	Module 6. Social and legal knowledge	Theory of argumentation	PO1, PO2, PO5, PO6, PO7	Y1-Y19, B1-B7; C1-C4; D1-D3; E1
		Fundamentals of entrepreneurship and business	PO1, PO2, PO6, PO7	
		Fundamentals of law and anti-corruption culture	PO1, PO2, PO4, PO6, PO7	

7	Module 8. Psychological and pedagogical	Pedagogy	PO3, PO8	A1-A5; B1-B7; C1-C4; D1-D3; E1-E2
		Introduction to the teaching profession	PO1, PO2, PO8	
		Educational (introductory) practice	PO2, PO3, PO6	
		Psychological and pedagogical practice	PO2, PO3	
		Pedagogical practice	PO2, PO3, PO4, PO5, PO6	
		Industrial pedagogical practice	PO5, PO6, PO7	
		Pre-graduate practice	PO5, PO6, PO8	
		Methods of teaching the basics of entrepreneurship	PO4, PO5, PO7	
		1. Pricing and risks in the educational services market	PO1, PO7, PO8	
		2. Personnel management in education	PO1, PO4, PO7	
8	Module 7. Psychological and pedagogical support of children with special educational needs in an inclusive environment	Inclusive education	PO2, PO3, PO4; PO9	A1-A5; B1-B7; C1-C4; D1-D3; E1-E2
		Psychological and pedagogical foundations of working with children with OOP in the educational process	PO2, PO3; PO9	
		Psychological and pedagogical diagnostics in the professional activity of a teacher	PO2, PO3, PO5; PO9	
9	Module 9. Economics and entrepreneurship	1. Entrepreneurial thinking	PO2, PO3, PO6, PO8	A1-A5; B1-B7; C1-C4; D1-D3; E1-E2
		2. Business planning	PO2, PO4, PO5, PO8	
		1. Organization of entrepreneurial activity	PO2, PO3, PO6, PO8	
		2. Branch economy	PO2, PO3, PO6, PO8	
		1. Economics in education	PO2, PO3, PO4, PO5	
		2. Organization of production at the enterprise	PO2, PO3, PO5, PO6	
10	Module 10. Entrepreneurship and investment strategy	1. Legal issues in the field of entrepreneurship	PO1, PO4, PO7	Y12-Y15, A1-A5, B2-B3, B6, C1-C4, D3, E1
		2. Business risks	PO1, PO2, PO4, PO7	
		1. Marketing in education	PO1, PO4, PO5	
		2. Finance	PO1, PO2, PO4, PO8	
		1. Taxes and taxation	PO1, PO4, PO5	
		2. Tax law	PO1, PO2, PO4, PO8	

		1. Investment strategy	PO1, PO4, PO5	
		2. State management of foreign economic activity	PO1, PO2, PO4, PO8	
11	Module 11. Accounting and auditing in entrepreneurship	1. Accounting in educational organizations	PO1, PO4, PO7	Y11-Y14, A1-A5, B2-B3, B5, C1-C4, D3, E2
		2. Accounting financial statements	PO1, PO4, PO7, PO8	
		1. Accounting documentation and financial planning	PO1, PO4, PO7, PO8	
		2. Digitalization of accounting documentation	PO3, PO7, PO8	
12	Module 12. Production technology in entrepreneurship	1. Statistics	PO1, PO5, PO8	Y12-Y13, A1-A5, B2-B3, B5, C1-C4, D2, E1
		2. Methods of statistical data processing	PO1, PO5, PO7	
		1. Business law	PO1, PO3, PO7, PO8	
		2. Ethics of entrepreneurship	PO1, PO3, PO7, PO8	
		1. Fundamentals of production technology	PO1, PO7, PO8	
		2. Organization of production at the enterprise	PO1, PO4, PO7	
		1. Fundamentals of research activity and academic writing	PO5, PO8, PO10	

4.2 Matrix of correlation of learning outcomes according to the educational program as a whole with the competencies being formed

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Matrix of correlation of learning outcomes according to the educational program as a whole with the competencies being formed

Компетенции	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
Y1	+	+	+			+			+	+
Y2	+	+	+	+			+	+	+	+
Y3	+		+				+			
Y4										
Y5			+	+						+
Y6	+	+				+				
Y7							+	+	+	
Y8						+				+
Y9		+	+		+					
Y10	+			+	+	+				
Y11	+		+	+						
Y12		+	+							
Y13	+		+		+					+
Y14	+	+	+		+					

Y15	+		+		+					
Y16	+	+		+			+			+
Y17			+		+			+	+	
Y18						+	+	+	+	
Y19						+	+	+	+	
Y20						+				
A1	+	+	+			+				+
A2	+	+	+			+				
A3	+		+		+		+			
A4		+	+		+		+			
A5	+									+
B1	+	+				+				
B2	+		+			+				
B3	+		+	+			+			+
B4	+		+		+					
B5			+		+	+				
B6		+	+				+	+	+	
B7						+				
C1	+	+			+					+
C2	+	+			+					
C3			+	+	+					+
C4		+			+					
D1	+	+			+			+		+
D2		+			+		+			
D3			+							
E1	+	+					+	+	+	+
E2	+		+		+	+		+	+	+

4.3 Information about disciplines

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Information about disciplines

№	Name of the discipline	Brief description of the discipline (30-50 words)	Number of credits
1	Modern history of Kazakhstan	Kazakhstan on the way to Independence: phases of development and ideas of nation-building. Contradictions and consequences of Soviet reforms in Kazakhstan in the second half of the XX century. State strategy and socio-economic development of independent Kazakhstan. Democratic and spiritual renewal of independent Kazakhstan.	5
2	Philosophy	Philosophy as a form of theoretical worldview. Philosophy of the Ancient East. The philosophy of antiquity. Philosophy of the Middle Ages. Muslim philosophy. German classical philosophy. Philosophical views of Kazakh thinkers in the 19th and 20th centuries. The main content of the problem of cognition. The structure of cognitive activity. The nature, essence and purpose of man.	5

3	Information and communication technologies (in English language)	Standards in the field of ICT. Architecture of computer systems. Software. The operating system. Human-computer interaction. Database system. Networks and telecommunications. Internet technologies. Cloud and mobile technologies. Multimedia technology, intelligent technology. Electronic technology. Electronic business. E-learning. Electronic government. Information technologies in the professional sphere. Prospects for the development of ICT.	5
4	Foreign language	Communicative Speaking (level B2) General competencies. Detailed monologue: description. Monologue speech. Public messages. Oral dialogic speech (conversation, discussion, debate, negotiation, interview). Generation of written text (abstracts, reports, essays, reports, working notes, letters). Understanding interlocutors in a natural language environment. Reading correspondence. Reading for orientation. Linguistic. Language proficiency.	10
5	Kazakh (Russian) language	The language and its functions. Basics of communication. A simple sentence. Intonation and stress in the Kazakh language. Functions of auxiliary verbs. The category of negation in the Kazakh language. The category of number and quantity. Verb category. The category of communion. The category of collateral. The category of the adverbial participle. Types of sentences in the Kazakh language, ways of their formation. Work with texts on various everyday lexical topics.	10
6	Module of socio-political knowledge (sociology, political science, cultural studies, psychology)	Sociology in the understanding of the social world. Introduction to the theory of sociology. Sociological research. Social structure and stratification of society. Family and modernity. Political science as a science and academic discipline. Political power. The political system of society. Morphology of culture. The language of culture. Semiotics of culture. In Introduction to Psychology. Emotions and emotional intelligence. The will of man. Psychology of personal health.	8
7	Physical Culture	General physical training. Special physical training (special preparation for mastering various types of curriculum) Mastering the technique of sports (gymnastics, athletic gymnastics, sports and outdoor games, athletics, skiing, skating, swimming, fitness: fitball gymnastics, step aerobics). Professionally applied physical training (PPFP). Modern wellness systems. Control during physical exercises	8
Cycle of general education disciplines			

University Component / Optional component			
8	Fundamentals of entrepreneurship and business	Entrepreneurship: concept, essence, main types and organizational forms. Business planning in the system of entrepreneurial activity. Risks in business activities. Financing of entrepreneurial activity. Staffing in business activities. Organization of business transactions. Trade secret and ways to protect it. Responsibility of business entities. Culture and ethics of entrepreneurship. Analysis and evaluation of the effectiveness of entrepreneurial activity.	5
Cycle of basic disciplines			
University Component / Optional component			
9	Theory of argumentation	The concept of argumentation. The principle of sufficient evaluation. The main functions of the language. Direct confirmation. Confirmation of the consequences. Facts as examples. Deductive reasoning. System argumentation. Refutability and verifiability. Compatibility conditions. Methodological argumentation. The boundaries of justification. Intuition and faith. Understanding and behavior. Dispute as a special case of argumentation. Types of disputes.	3
10	Distance learning technologies	Innovative educational technologies. Digital tools: cloud technologies and storage, LMS systems, online services and platforms for interactive learning, video conferencing systems, interactive online whiteboards, online testing and knowledge control services, creation and application of QR codes in training. The use of digital tools for interactive learning in distance education.	5
11	Ecology and life safety	Fundamentals of ecology. Ecosystem concept. Man and the biosphere. The main types of pollution. Protection of the atmosphere, hydrosphere and lithosphere. Socio-natural ecosystem as an object of environmental control. Environmental safety, life safety, sources and levels of pollution of the biosphere, fundamentals of monitoring, mathematical models in ecology, environmental management and environmental law. Occupational safety.	4
12	Fundamentals of law and anti-corruption culture	Fundamentals of Kazakh law, legislative acts of the Republic of Kazakhstan in the field of education. Historical development of the concept of "corruption". The idea of intolerance to corruption. Types of organizational bases for combating corruption in a specific organization, body, structure. Regulatory legal acts in the field of anti-corruption policy. Anti-corruption culture: concept and structure.	3
13	Introduction to the	General characteristics of the teaching profession.	5

	teaching profession	Features and social significance of the teacher's profession. Professionally determined requirements for the personality of the teacher. The structure of pedagogical activity. Preparation, professional formation of the teacher's personality. Pedagogical practice in the teacher training system. Research activity as a component of pedagogical activity. Organization of the educational process in educational organizations of the Republic of Kazakhstan. Pedagogical innovations.	
14	Educational (introductory) practice	Observation and study of the educational process of the classroom, school, educational organization. Conducting observations and participating in the implementation of the OIA with students and /or pupils of educational organizations as an assistant class teacher, educator. Acquaintance and analysis of documents on education of the Republic of Kazakhstan. Analysis of the pedagogical situation, based on the analysis of writing a pedagogical project, measures to resolve situations.	2
15	Pedagogy	Pedagogy in the system of human sciences. Social conditioning of upbringing. Personal education. The regulatory framework for updating the content of secondary education. The educational space of the updated content of education. Working with parents in the context of updating the content of education. The essence of learning. Goal setting. Planning in training. The spiral principle of building educational programs. Assessment in training. The format of the new lesson.	5
16	Psychological and pedagogical practice	Collection and interpretation of data on psychological and pedagogical features of teaching and upbringing of children. Psychological and pedagogical characteristics for a student of the class. Analysis of the student's personality through the method of observation. Extracurricular work on subjects. Generalization of the experience of organizing the process of education and upbringing in subjects. Evaluation of the results of the activities of students, teachers and their own activities.	2
17	Inclusive education	Inclusive education: conceptual framework. Directions and indicators of inclusion. Principles and values of inclusion. Implementation of the principles of inclusive pedagogy in the organization of education. Educational and professional orientation of the child in the context of inclusive education. Involvement of extracurricular structures and institutions to support a child with disabilities. Cooperation with parents. Management of inclusive education.	5

18	Psychological and pedagogical diagnostics in the professional activity of a teacher	Diagnostics. The general concept of diagnostics. Psychological and pedagogical diagnostics: comparative analysis. The history of the development of pedagogical and psychological diagnostics. Diagnostic methods: observation, psychological and pedagogical experiment, oral survey, written survey, expert evaluation method, content analysis. General requirements for measuring methods. Ethical norms of psychological and pedagogical diagnostics of professional activity of a teacher. Criteria for evaluating psychological and pedagogical measurements. Psychological and pedagogical diagnosis.	3
19	Psychological and pedagogical foundations of working with children with OOP in the educational process	The role and significance of diagnostics in the professional activity of a school teacher within the framework of the socio-pedagogical process. The specifics of the implementation of the diagnostic activity of the teacher; components of the psychodiagnostic culture that contribute to the effective use of psychological and pedagogical techniques in the educational process. Recognition and identification of the positive inner potential of the child, actualization of his individual problems in the process of interaction with the world of people and objects.	5
20	Age physiology and psychology of schoolchildren	The main patterns of physiological and mental processes in ontogenesis. Age-related anatomical and physiological features of the development of organs and body systems, mechanisms of their regulation at the stages of individual development. Age-related features of mental development of children and adolescents. Physiological foundations of mental activity and behavior of schoolchildren. Psychophysiological features of puberty. Fundamentals of the formation of a culture of health, a healthy lifestyle of schoolchildren.	4
21	Methods of teaching the basics of entrepreneurship	Theoretical and methodological basis of the methodology of teaching the basics of entrepreneurship. The concept of the structure and types of the lesson. Features of teaching in the conditions of updated education. The use of modern digital technologies in the teaching process. Study of foreign teaching experience.	10
Cycle of basic disciplines Component of choice			
22	Legal issues in the field of entrepreneurship	The regulatory and legal framework of the Republic of Kazakhstan in the field of entrepreneurship. The procedure for registration of business entities. State control in the field of entrepreneurship. The procedure for applying to judicial authorities on disputes in business. State policy in the field of	8

		entrepreneurship.	
23	Business risks	The problem of risk in entrepreneurship. The origin of the term risk. Risk as the probability of losses or loss of income in comparison with the intended goal. The concept of "risk situation". Conditions of a risky (dangerous) situation. A situation of uncertainty. Risk as a model for removing uncertainty by the subject.	
24	Entrepreneurial thinking	Principles and methods, conditions and forms of organization of entrepreneurial activity and entrepreneurial thinking; determination of the most optimal options for planning all resources That Ensure normal entrepreneurial activity; determination of the assessment of entrepreneurial risk of economic activity; use of methods of organizing commercial transactions.	10
25	Business planning	Planning as a business management tool. The subject and objectives of the course. The essence of business planning. Entrepreneurship as the implementation of a business idea. The general structure and summary of the business plan. Resume. Financial plan and risk assessment. The form of presentation of the business plan. Examination of the business plan.	
26	Economics in education	Regulation of economic relations in the Republic of Kazakhstan, clarification of the state policy on economic education and economics of educational institutions. Fundamentals of economics. Market pricing. Organization and remuneration of labor in educational institutions. Taxation of educational institutions. Financing of educational institutions. Accounting in educational institutions.	8
27	Organization of production at the enterprise	Theoretical foundations of the organization of production at the enterprise. An industrial enterprise as a production system. The production structure of the enterprise. Organization of the production process in space. Organization of production processes in time. Methods of organization of production processes. Organization of production infrastructure.	
28	Marketing in Education	The role of marketing in the modernization of higher education. Marketing in high school. Marketing environment of the university. The market of educational services. Competition in the educational services market. Organization of marketing research. Formation of the pricing policy of the university. Formation of a complex of marketing communications of the university.	8
29	Finance	The science of finance in the system of economic sciences, theoretical foundations, the use of finance in social reproduction. The nature and necessity of	

		finance. Organization of the financial system of the Republic of Kazakhstan. Financial policy and financial mechanism. Financial management, financial planning, its relationship with socio-economic planning. Objective conditionality and prerequisites for financial control. Finances of economic entities.	
30	Statistics	The subject, method and tasks of statistics; statistical observation, its forms and types; summary and grouping of statistical data; methods of visual representation of statistical data (tables, graphs); absolute and relative values; average indicators and indicators of variation; series of dynamics; indices; sample observation; socio-economic statistics; population statistics.	7
31	Methods of statistical data processing	Quantitative methods of statistics. Data structures: Classification of different types of data sets. Generalizing indicators: interpretation of typical values. Variability: the study of diversity. Variance analysis: Checking differences for multiple samples. Selective observation. Time series: analysis of changes over time. Correlation and regression: measuring and predicting relationships. Indexes and their use in economic and statistical research. Cluster analysis.	
32	Taxes and taxation	The essence of taxes as a financial and economic category. Specific signs of taxes, their characteristics. Functions of taxes, their interrelation. The objective necessity of taxes. General characteristics of taxes and fees. Elements of taxation. Taxpayers, tax agent, collector of taxes and fees. The object of taxation. Tax base. The essence and purpose of tax benefits, their types. The tax rate.	7
33	Tax law	The concept of tax and collection. The role of taxes in the socio-economic life of the country. Functions of taxes. Types of taxes. Principles of taxation. The concept and structure of the tax system of the Republic of Kazakhstan. The system of tax legislation. The content and concept of tax relations, their features and types. Classification of tax legal relations depending on the subject composition and content of the legal relationship.	
34	Investment strategy	Investments and investment activity investment policy. The investment process and the mechanism of the investment market. Financial support of the investment process. The specifics of the investment process in the conditions of the development of market relations in Kazakhstan. Financial potential of investment activity in the real sector of the Kazakh economy. The formation of market	8

		mechanisms for financing investments. Commercial banks and the investment process. Economic assessment of investments.	
35	State management of foreign economic activity	The concept, subject, methods and system of financial law. The place of financial law in the legal system. Legal foundations of the monetary system and currency regulation. The concept of the monetary system. Types of monetary systems. Financial instruments for regulating the monetary system. The monetary system of the Republic of Kazakhstan. The concept of currency regulation. The concept of currency and currency values.	
Cycle of profile disciplines University Component / Optional component			
36	Fundamentals of research and academic writing	Organization of research activities. Types of research activities: theoretical, experimental research activities. Means and forms of implementation. Design and research activities. Analysis and presentation of research results. The structure of academic writing. Basic concepts and types of academic writing. Punctuation and spelling of academic texts. Plagiarism. The author's attitude to the cited material. Quoting a secondary source. Essay. Reports. Articles and abstracts. Etymology of the term	5
37	Accounting in educational organizations	Fundamentals of accounting. Accounting in an educational institution. Systematic control over the execution of estimates of income and expenses, the status of settlements with legal entities and individuals, the safety of funds and material assets.	5
38	Accounting financial statements	Conceptual foundations for the construction of accounting in the Republic of Kazakhstan; a system of knowledge about the organization, methodology and technique of financial accounting for its individual sections; skills in preparing and presenting financial information to a wide range of users; skills of independent work in conducting synthetic and analytical accounting for accounting sections.	
39	Accounting documentation and financial planning	Accounting documentation. Financial planning and forecasting as part of financial management. Characteristics of financial forecasting. Forecasting sales volume. Basic methods of financial forecasting. Additional (auxiliary) methods of financial forecasting. Development of forecast financial documents. Financial planning and budgeting.	8
40	Digitalization of accounting documentation	The concept of digitalization of accounting documentation. Electronic documentation accounting systems and their features. Accounting and auditing of the enterprise. The main factors	

		influencing the process of digitalization of accounting documentation. State policy in the field of digitalization of accounting documentation.	
41	Business law	The theoretical and methodological basis of entrepreneurship; the process of organizing entrepreneurial activity and evaluating its effectiveness; the definition and use of state mechanisms for regulating and supporting the development of entrepreneurship, as well as develops the ability of software in the field of business planning and the study of the regulatory framework in the field of entrepreneurship	5
42	Ethics of entrepreneurship	The subject and objectives of the course "Ethics of entrepreneurship". The concept and essence of the ethics of entrepreneurship. Theoretical foundations of business ethics. Principles of business ethics. Social responsibility as one of the basic principles of modern entrepreneurship. The dynamics of the formation and development of the ethics of entrepreneurship in modern Kazakhstan.	
43	Fundamentals of production technology	The relationship between technology and economics. The essence and interrelation of technologies. Structures and connections of industrial production. The main elements of the technological process. The essence of the stages of the technology life cycle. Scientific research and technology development. Development of a feasibility study and implementation of the project.	10
44	Organization of production at the enterprise	Theoretical foundations of the organization of production at the enterprise. An industrial enterprise as a production system. The production structure of the enterprise. Organization of the production process in space. Organization of production processes in time. Methods of organization of production processes. Organization of production infrastructure.	
45	Pricing and risks in the educational services market	The main issues of pricing; familiarization with the characteristics of the price as an economic category; classification of prices; the influence of price-forming factors. Fundamentals of the firm's pricing policy, costs and their role in price formation; risk in pricing and price insurance, the need for price regulation in market conditions. The main aspects of the interaction of prices and money circulation, the interdependence of prices and credit.	6
46	Personnel management in education	The essence of the theory of personnel management. Management of social and labor relations at service enterprises, implementation of personnel strategies and stimulation of labor activity. The main methods and technologies of planning and implementing personnel policy, labor	

		motivation, training and staff development.	
47	Organization of business activity	The economic essence of entrepreneurship. The basic principles and functions of entrepreneurship. Organizational and legal forms of entrepreneurship. Organization of a new enterprise. Organization and development of your own business: search for an entrepreneurial idea, processing a business plan. The choice of the organizational and legal form of the resident. Entrepreneurship and market infrastructure. Entrepreneurial risk. Marketing and management in the activity of an entrepreneur. Accounting and reporting of the company. Financial aspects of entrepreneurship.	5
48	Branch economy	The basic concepts and essence of the sectoral economy. The subject and method of sectoral economics. The place of the industry in the national economy. Patterns, factors, conditions and principles of the placement of branches of the national economy. Features of the placement of enterprises in economic sectors.	
49	Pedagogical practice	Collection and interpretation of data of methodical activity of the teacher. Short-term planning development skills. Development of skills of effective organization of practical classes, conducting research activities, skills to apply knowledge in practice. Skills of developing an individual training program in an inclusive classroom (school).	4
50	Industrial pedagogical practice	Design and organization of the educational process based on the system of learning objectives. Development of research skills. Orientation to the development of evaluation criteria and training tasks. Effective implementation of formative assessment. Application of skills to work with the updated curriculum of the subject.	10
51	Pre-graduate practice	Deepening of knowledge, theoretical training of the student necessary for further professional activity. Approbation of professional competencies in the pedagogical and subject methodological field. Orientation skills in the modern information flow. Organization of the final stage of the creation of the theoretical and practical part of the final qualifying work. Summarizing the results of research and analytical work in the form of a thesis design, article, report.	2
total:			228

4.4 Summary table reflecting the volume of loans disbursed by modules of the educational program

Summary table reflecting the volume of loans disbursed by modules of the educational program

Course of study	Academic period	Number of modules to be mastered	Cycle of disciplines: ООД, ПД, БД (ОК, ВК/КВ)	Quantity		Number of credits ECTS	Quantity	
				disciplines	the practitioner		exam	differentiated credit
1	1	3	ООД, БД (ОК, КВ)	7		30	6	1
	2	5	ООД, БД (ОК, КВ)	7	1	30	6	1
2	3	5	ООД, БД (ОК, КВ)	6		30	5	1
	4	6	ООД, БД (ОК, КВ)	6	1	30	5	1
3	5	5	БД (ОК, КВ), ПД (ВК)	5		30	5	
	6	3	БД, ПД (ВК/КВ)	4	1	30	4	
4	7	2	БД (КВ) ПД (КВ)	3		20	3	
	8	2	ПД (КВ)	2	2	28	2	
	Final certification					12		
Total:		12		40	5	240	36	

5. Learning strategies and methods

The overall results of the training in the OP "Entrepreneurship in Education (6th qualification level of the NRC) will be achieved through the following training activities:

1) classroom classes: lectures, seminars, practical classes – are conducted taking into account innovative teaching technologies, using the latest achievements of science, technology and information systems and in an interactive form;

2) extracurricular activities: independent work of the student, including under the guidance of a teacher, individual consultations;

3) conducting educational and professional practices, preparing a thesis.

The content of the OP allows students to master the system of subject, interdisciplinary, psychological, pedagogical and methodological knowledge, demonstrate knowledge and understanding in the field of information and communication technologies, pedagogy and psychology, apply this knowledge and understanding at a professional level.

Lectures, seminars, discussions, practical classes, various types of practices throughout the program will provide students with ample opportunities to develop key and special competencies in Entrepreneurship in education, in particular the application of theoretical knowledge on information and communication technologies, taking into account specific socio-pedagogical conditions, rational and creative use of pedagogical technologies in the educational process and information sources (multimedia training programs, electronic textbooks, TV, Intranet and Internet technologies).

The management of the teaching staff by the independent work of students, individual consultations will allow students to develop educational and research skills. In addition, the final year students are working on a thesis on their chosen topic under the personal guidance of a supervisor.

5.1. Track achievements and distinctive features

During the training, students should deepen their knowledge, improve their skills and abilities in each component of the program.

a) Professional training.

In the first semester, students will be involved in the higher education system through participation in the formation of learning skills along with concentration on education. This will ensure the development of students' ability to conduct research independently, critically select educational literature and perform group tasks together with others. All students will study the same professional topics every week, relying on theory and discussing their views on theory and practice. Students will also study research methods in education (observation techniques, polling, conducting surveys, research ethics and data analysis) and their application to research policy in schools, evaluate their own practice and analyze data collected during practice at school. In the last year, when students have already gained extensive professional knowledge, it is recommended that they focus on improving skills and abilities in the professional field. For example, they can be given the opportunity to accumulate experience in the field of management and leadership or special educational needs.

б) Modern methods of teaching languages. At the beginning of the training, students will be tested in one way or another to determine their language level in all three languages: Kazakh, Russian and English. There is every reason to assume that their language knowledge of Kazakh and Russian will be different, depending on the region of residence and the school where they studied. Therefore, from the first year they will study foreign languages as part of the additional training module. Subsequently, it is necessary to focus on improving his English. This can be achieved by continuous study for all four years when studying English, as well as when studying disciplines in English. Starting with basic vocabulary and grammar, students will improve their English to the ability to apply it at academic and professional levels within the framework of theoretical training, as well as

within the framework of an additional language module. This part of the program opens up special opportunities for the formation of competence and confidence in the field of English through additional training.в) Pedagogical Content Knowledge (РСК) (Педагогические знания и умения (ПЗУ)).

Students will get acquainted with the basic theories and models used for their studies in the specialty through lectures and seminars, as well as class planning, assessment and differentiation. In addition, students will start going to schools from the very beginning, from the first year, and will continue this experience at every stage of their studies. Since theory and practice will be inextricably linked with the help of the following works: explanations of the mentor, the study of recommended literature, certain tasks related to work at school, the mentor building a model of best practice, observations at school, discussions and feedback. Thus, students will go through all stages of learning in practice, in accordance with the model of learning in practice developed by teachers-mentors. These steps can be prescribed as follows:

In the first year, students simply study educational and introductory (pedagogical) practice, spending time in schools, observing the work of school teachers and performing tasks given to them.

In the second year, students are involved in psychological and pedagogical practice, helping to teach small groups of students or individual students as a teacher's assistant, under the guidance of a mentor-practitioner appointed for this purpose.

In the third year, during the pedagogical practice, students gradually begin to lead the classroom, approaching it creatively, like an experienced class teacher.

In the fourth year, students will continue to improve their professional level, already working as teachers, as well as conducting research on their professional activities at school, which will allow them to critically evaluate their own practice. Also, the last, fourth, course involves writing a thesis in which students will apply the theoretical knowledge of planning and conducting lessons, as well as evaluating the results of their conduct, that they have studied throughout the entire period of study under the bachelor's program.

5.2. Innovations and modernity of the proposed Bachelor's program

It is important to note that the purpose of this bachelor's program is to improve the practice of training specialists in the field of entrepreneurship. The program focuses on the following modern innovative approaches, often used in international contexts, to provide quality education in law and economics:

a) Educational technology CLIL. Students will undergo practical training, from observations, then completing assignments to teaching through CLIL (Content Language Integrated Learning – Learning the World through English) in English. Understanding will be achieved through theoretical models, the mentor building a model of a good lesson, direct observations and feedback, as well as discussions of lessons with university teachers and school mentors.

In the process of teaching disciplines in English, critical thinking technologies are used. Students are given the opportunity to express their point of view about the topic being studied freely, without fear of making mistakes and being corrected by the teacher.

The combination of individual and group work: individual will allow each student to update their knowledge and experience; group – to hear other opinions, to express their point of view without the risk of making a mistake. The exchange of opinions can contribute to the development of ideas that are often unexpected and productive; the emergence of interesting questions, the search for answers that will stimulate the study of new material and the development of language competencies.

b) OP is built on:

- the principle of helicity in the design of the content of the subject: the educational material is arranged as a whole sequentially and continuously, but not linearly, but in a spiral. At the same time, they repeatedly return at a higher turn (level) to the content concerning important ideological issues, expanding and enriching it with new knowledge). A concentric construction of an educational subject, in which there is a repeated return to the material covered, but each time at a new, higher level of presentation.

- hierarchies of learning objectives according to Bloom's taxonomy;
- pedagogical goal-setting by levels of education and throughout the entire course of study, which makes it possible to take into account intrasubject and intersubject connections as much as possible;

c) Teaching based on constructivist theories, the use of seven modules of the Cambridge University program in teaching. Constructivist ideas about teaching require a teacher focused on the student to organize classes in accordance with tasks that contribute to the development of knowledge, ideas, skills among students.

d) From the moment the student enters the university, his language training will begin with determining his level of language proficiency. Intensive courses within the module of additional training will help students improve their English language proficiency, for example, when passing IELTS, which will expand their opportunities to complete an internship and study abroad.

e) The vocational training program will meet all expectations and will make students feel their role in the education of schoolchildren, children in general and their role in the future of the people of Kazakhstan. Also, the professional block serves as a starting point for students, continuing to develop learning skills and providing training based on school experience. In the last year, students can also specialize in the field of vocational training.

f) Students will also be taught how to study independently. To do this, students themselves will be able to track their ability to teach, this can be realized with the help of such types of training as assistance in teaching first-year students, as well as international and local "field" practices, for example, in production, in the laboratory. Also in the fourth year, students will be able to supplement their

subject knowledge with the latest research and development. Undergraduates will help junior students in practical classes, will organize seminars on research work for all university students.

g) Interdisciplinary integration, which is assumed in curricula and plans ("STEM education"). Within the framework of interdisciplinary integration, the disciplines "Economics in Education", "Marketing in Education", "Investment Strategy", "Statistics", "Fundamentals of Production Technology" were introduced in OP 6B01461 "Entrepreneurship in Education", which are focused on optimizing personality-oriented learning and developing students' abilities in the field of entrepreneurship and their development entrepreneurial culture. The subject area is interdisciplinary areas of modern socio-humanitarian knowledge at the intersection of economics, law and methodology of science.

h) To assess the student's ability to plan, conduct and evaluate lessons, which is the result of the relationship of research theory, accumulated knowledge and his own practice at school, new modern approaches are proposed. Fourth-year students will conduct research based on their practice at school and write an extended research report (thesis) in English, Russian or Kazakh, which will demonstrate how much the student knows and understands new pedagogical techniques. A new assessment model is also proposed, which includes reports showing student achievements and reports from practices.

f) Orientation of the topics of theses on the problems of modernization of modern school education (the proportion of similar topics, relevance).

Theses are focused on the modernization of school education, as they address the issues of multilingualism, modern pedagogical technologies. Working on the topic of the thesis, students expand the horizons of methodology, which will affect the formation of a project-oriented consciousness, which will constantly modernize knowledge, skills and abilities, and freely navigate new situations.

5.3 Professional skills formed as a result of training in the program

By studying the disciplines of the program, students master a wide range of professional thinking skills and the ability to work.

All courses develop the student's intellectual ability to analyze complex concepts, think critically and be able to solve scientific problems. Students learn to express their thoughts clearly, both orally and in writing. It is expected that the student will become organized and independent in work. At the end of the program, students, future teachers, develop interpersonal communication skills, such as the ability to work in a team. It is expected that these students will constantly follow scientific research and pedagogical innovations, conducting their research and being able to analyze data. It is expected that graduates of the program will be literate and able to use digital technologies both for teaching schoolchildren and for self-study.

6. Monitoring and evaluation of learning outcomes

When preparing bachelors (the 6th qualification level of the NRC) in the OP "Entrepreneurship in education" provides for a wide range of different forms of control and evaluation of the expected learning outcomes: current and boundary control (survey in the classroom, testing on the topics of the discipline, control work on computational informatics, protection of creative and term papers, discussions, trainings etc.), intermediate certification (testing by sections of the academic discipline, exam, defense of practice reports), final state certification (defense of the thesis, state exam).

Assessment methods are aimed at developing critical thinking, intellectual, written and oral communication, presentation skills.

The evaluation of the results is carried out using a system of criterion evaluation – the process of correlating the actual achieved learning outcomes with the expected learning outcomes based on the developed criteria. Criteria-based assessment is based on the relationship between learning and assessment. The results of the criterion assessment are used for effective planning and organization of the educational process.

The criterion assessment system includes formative assessment and summative assessment. Formative assessment is carried out continuously, provides feedback between the teacher and the student, allows you to adjust the learning process in a timely manner. Summative assessment is carried out at the end of sections / cross-cutting topics of curricula, a certain academic period.

The OP includes educational and pedagogical practice throughout the entire period of study, which will allow students to master practice-oriented knowledge and skills in the subject area, planning and organization of educational and pedagogical activities, methods of teaching computer science and the use of innovative learning technologies in the educational process, as well as pedagogical interaction between students and teachers, etc.

A point-rating letter system for assessing the accounting of educational achievements of students with their transfer to the traditional scale of assessments and ECTS

Rating by letter system	Digital equivalent	Points (% content)	Assessment according to the traditional system
A	4,0	95-100	Great
A-	3,67	90-94	
B+	3,33	85-89	Well
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	
C	2,0	65-69	Satisfactory
C-	1,67	60-64	
D+	1,33	55-59	

D-	1,0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	