

**Tokat Gaziosmanpaşa University, Tokat (Turkey)**

**REVIEW**

**of educational program 6B01211 - Preschool education and Speech Therapy  
Pavlodar Pedagogical University named after Alkey Margulan  
(Pavlodar, Kazakhstan)**

The educational program 6B01211 – Preschool Education and Speech Therapy (Bachelor’s level) is developed and implemented at Alkey Margulan Pavlodar Pedagogical University. The program includes cycles of basic and specialized disciplines, comprising both the university component and the elective component. The program clearly defines its goals and objectives, which align with the mission of the university. It also formulates learning outcomes and competencies that graduates of this educational program are expected to master. A positive aspect is the inclusion of both universal competencies required of any graduate and professional competencies essential for a modern educator.

The program complies with Level 6 of the National Qualifications Framework and aims to prepare a new generation of educators with dual qualifications—preschool teacher and speech therapist—capable of successfully working in various types of preschool organizations, including inclusive education settings.

One of the key strengths of the program is its innovative orientation. The curriculum includes disciplines that reflect modern trends in pedagogical and speech therapy science, as well as the use of digital and interactive technologies, gamification methods, and artificial intelligence in the educational process. Of particular importance is the integration of such courses as “Artificial Intelligence in Education,” “Fundamentals of Gamification,” and “Fundamentals of Nutrition Science,” which help future educators develop skills in applying advanced technologies and interdisciplinary approaches in educational and correctional-developmental work.

In addition to innovative courses, the program preserves fundamental disciplines that ensure a strong theoretical foundation for professional training, such as “Preschool Pedagogy,” “Preschool Psychology,” “Theory and Methods of Speech Development of Preschool Children,” “Fundamentals of Speech Therapy,” “Oligophrenopedagogy,” and “Psychological and Pedagogical Diagnostics of Children with Special Educational Needs.” This combination of traditional and modern approaches gives the program a comprehensive and well-balanced character.

The matrix of learning outcome attainability is formed on the basis of academic disciplines and includes the correlation of program learning outcomes with competency formation, as well as detailed information on disciplines from the cycles of General Education, Basic Training, and Professional Training.

Asst. Prof. Dr. 

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A significant advantage of the program is its practical orientation. The curriculum provides for various types of practical training—pedagogical, psychological-pedagogical, research practice, as well as a speech therapy practicum—which ensure the development of professional skills for working with children with special educational needs. The number of credits allocated for practical training enables students to gain real experience working in preschool institutions and speech therapy offices.

Another important element of the program is its focus on developing leadership qualities, critical thinking skills, tolerance, civic responsibility, and ethical culture among students. The program emphasizes the formation of both personal and professional competencies required of modern preschool teachers and speech therapists, including communicative, diagnostic, organizational-managerial, information-technological, and reflective competencies.

Additionally, the program's practical orientation is evident not only in the formulation of learning outcomes and the selection of courses but also in the number of credits allocated to professional practice (two credits for Psychological-Pedagogical Assessment Practice, six credits for Pedagogical Practice, and fifteen credits for Research and Innovation in Education).

Taking all the above into consideration, it can be concluded that the presented educational program meets established requirements and aligns with the expectations of employers.

**PROF. DR. GÜLİZ KAYMAKCI**

