Tokat Gaziosmanpaşa University, Tokat (Türkiye)

REVIEW

of educational program 7M01211- "Preschool Education and Training Pedagogy"

Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar, Kazakhstan)

The master's program 7M01211 "Preschool Education and Training Pedagogy" is fully aligned with the 7th level of the National Qualifications Framework (NQF) of the Republic of Kazakhstan and represents a comprehensive academic structure aimed at preparing highly qualified specialists for preschool educational institutions. The program integrates pedagogical sciences, research methodology, diagnostic principles, information and communication technologies, artificial intelligence–based learning tools, virtual and augmented reality applications, academic writing, intercultural communication, and inclusive education principles, offering a modern, multidimensional, and practice-oriented learning experience. Instruction is delivered in Kazakh and Russian, and the learning process is supported through lectures, seminars, practical sessions, pedagogical internships, research practice, independent study, and the writing of a master's thesis, providing learners with robust cognitive, professional, research, and social competencies. During the program evaluation process, Dublin Descriptors, NQF criteria, national professional standards for preschool educators, ARQA accreditation principles, and the structures of comparable international programs were used as the analytical basis. This multi-level evaluation allowed for a detailed examination of learning outcomes (RO1–RO8), the competence model, course structure, teaching strategies, assessment mechanisms, and the overall quality assurance system. The analysis demonstrated that the program effectively implements an outcome-based education approach, ensures a clear alignment between course content and competencies, integrates modern pedagogical technologies, and provides a strong practical component enabling students to apply theoretical knowledge in authentic preschool environments.

The strengths of the program include the systematic incorporation of innovative educational technologies into the curriculum, the structured organization of pedagogical practice and research activities, the strong emphasis on academic writing and scientific inquiry skills, and the integration of inclusive education principles across course content. The program fosters the development of diverse professional, social, cognitive, and cultural competencies. Students acquire critical thinking skills, problem-solving abilities, research capability, communication competence, technological literacy, and inclusive teaching practices. Virtual and augmented

reality tools, media literacy content, AI-supported learning materials, digital portfolios, and interactive digital platforms help students effectively engage with contemporary digital pedagogy. Pedagogical internships, diagnostic fieldwork, and research practice opportunities enable students to link theoretical knowledge with real-world conditions in preschool institutions.

At the same time, several areas require enhancement to further strengthen the program's quality assurance system. First, the alignment between learning outcomes and assessment methods should be made more explicit and transparent by clearly defining the assessment tools that correspond to each learning outcome. Second, feedback mechanisms must be formalized into a consistent, multi-stakeholder, and digitally supported system. Data collected from students, graduates, faculty, employers, and internship sites should be systematically analyzed and integrated into annual quality assurance reports to reinforce the improvement cycle. Digitalizing the graduate-tracking system, regularly analyzing employment trends, and incorporating employer feedback into curricular revisions will support more strategic academic planning. Expanding the diversity of internship sites, enriching materials for working with children with special educational needs, increasing applied case studies, and enhancing internationalization activities (Erasmus+, academic exchange agreements, workshops with foreign experts, joint research projects) will further contribute to the program's global competitiveness.

Overall, the 7M01211 "Preschool Education and Training Pedagogy" program is a scientifically grounded, practice-oriented, technologically advanced, and internationally relevant master's program that aligns well with inclusive education principles. It equips learners with comprehensive competencies in pedagogical mastery, research literacy, diagnostic skills, ethical professionalism, intercultural communication, and digital pedagogy, all of which enhance graduates' effectiveness in professional settings. The implementation of the recommended strategic improvements will elevate the program's academic visibility and sustainability, strengthening its position both nationally and internationally as a competitive and high-quality graduate program.

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