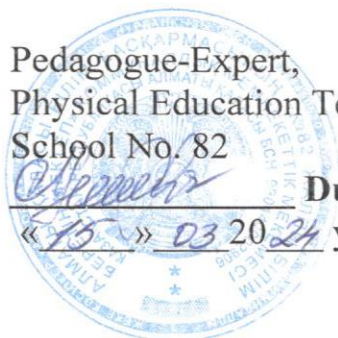


MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN  
ALMATY HUMANITARIAN AND ECONOMIC UNIVERSITY  
INSTITUTE OF PEDAGOGY, BUSINESS, AND LAW

**APPROVED**

Pedagogue-Expert,  
Physical Education Teacher  
School No. 82



*Duisenbinov*  
**Duisenbinov S.D.**

«15» 03 2024 y.

**APPROVED**

First Vice-Rector, Candidate of Economic Sciences, prof.  
**Bekenova L.M.**



20 24 y., Protocol No 5

**COURSE CATALOG FOR THE EDUCATIONAL PROGRAM**  
**«6B01422 (IP) Physical Education and Sports»**  
**FOR THE 2024/2025 ACADEMIC YEAR**

Almaty, 2024

The course catalog for the student has been compiled based on the academic curriculum for "6B01422 (IP) Physical Education and Sports."

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## Introduction

The structured course catalog is designed to help students independently create their own individual learning trajectories. Under the credit-based education system, all courses are divided into three cycles: General Education Disciplines (GED), Basic Disciplines (BD), and Specialized Disciplines (SD). Each cycle is further divided into two components: the university component and the elective component (elective courses, i.e., courses chosen by the student).

Since the GED courses are mandated by the state educational standards, all students enrolled in educational programs are required to study them. The university component is determined by the academic curriculum, while the elective component is presented in the course catalog, offering students recommendations for independently forming their individual educational trajectories.

The university component and elective component represent the list of courses offered by the university and approved through:

- **Employers**, ensuring the training of specialists aligns with the specific industry's needs and labor market demands.
- **Graduate students**, incorporating their assessment of the educational program quality as a foundation for professional preparation and as key consumers of educational services.

### **How to select courses for your individual study plan using the course catalog:**

1. Identify which of the courses (from the basic and specialized cycles) offered for selection have prerequisites already completed by you. Use post-requisites to determine the direction for further shaping the content of your individual trajectory, aligning it with your intentions and expectations.
2. Analyze the course description and expected outcomes.
3. Make your selection and ensure the chosen courses meet the required credit volume.
4. If needed, consult with your academic advisor.

## General Information about the University

The Almaty Humanitarian and Economic University (AHEU) was established in September 2021 through the merger of the Almaty Academy of Economics and Statistics and the University of "Almaty." The institution "Almaty Humanitarian and Economic University" operates based on the state license for educational activities No. KZ40LAA00031976, issued on September 6, 2021. The mission of AHEU is to train highly intellectual individuals and highly qualified specialists across various levels and sectors of the economy, aligning with international standards through the integration of progressive educational technologies, a distance learning system, and the enhancement of university management based on the integration of education, science, production, and business. <https://ageu.edu.kz/ru/page/view?id=84>

In 2022, AHEU received institutional accreditation from accreditation agencies IQAA and NCQA. Additionally, in 2022, 15 bachelor's and master's degree programs were accredited by NCQA.

### **The university comprises three institutes:**

- Institute of Economics, Statistics, and IT Technologies
- Institute of Pedagogy, Business, and Law
- Institute of Design and Technology "Symbat"

Although the Institute of Pedagogy, Business, and Law was established in 2021, it has extensive experience in development and progress as it is the successor of the University of "Almaty" (Almaty Institute of Continuing Education), founded in 2003.

### **The Institute of Pedagogy, Business, and Law includes three departments:**

- Department of Economics, Services, and Law
- Department of Pedagogy, Psychology, and Social and Humanitarian Disciplines
- Department of Natural Sciences Pedagogy and Physical Education

Currently, the Institute of Pedagogy, Business, and Law is a multi-disciplinary educational-methodological and scientific-educational structural unit of AGEU, training specialists with higher and postgraduate education in the following areas: "Educational Sciences," "Social Sciences," "Law," "Business and Management," and "Transport Services." Licenses are available in 8 bachelor's and 3 master's degree programs, covering 15 undergraduate and 4 postgraduate programs.

The Institute has more than 2,500 students enrolled. The faculty includes over 120 members, with 9 Doctors of Science, 38 Candidates of Science, 6 PhDs, and 47 Masters of Science.

The Institute promotes research activities among its faculty and students. Scientific projects are carried out, including the publication in 2023 of 9 monographs, 1 textbook, 7 teaching aids, and 3 instructional guides. Additionally, 11 research articles were published in Scopus and Web of Science, 19 research articles in Kazakhstan and international journals, and 86 conference presentations in Kazakhstan and abroad. Since 2018, the journal *Khabarshi/Bulletin* has been published. The Young Scientists Council is also actively operating. Based on the results of research and student research activities, faculty and students receive authorship certificates, diplomas, and certificates.

The Institute collaborates with over 30 foreign universities from near and far abroad on various educational and scientific activities. Its partners include: Moscow Institute of Psychoanalysis (Russia), Academy of Social Education (Russia), Institute of Social and Humanitarian Knowledge (Russia), Baltic

International Academy (Latvia), Suceava University (Romania), Jawaharlal Nehru University (India), University of Belgrade (Serbia), Kyrgyz National University named after J. Balasagyn, University of Turin (Italy), among others.

### **1. Department of Economics, Services, and Law**

The Department of "Economics, Services, and Law" is a structural unit of the Institute of Pedagogy, Business, and Law at the Almaty Humanitarian and Economic University. The department plays a leading role in training qualified specialists and conducts its educational activities for bachelor's and master's degree programs in the following three areas:

- 6B041, 7M041 - Business Management
- 6B113 - Transport Services
- 6B042, 7M042 - Law

The department's educational process is conducted in compliance with the Law of the Republic of Kazakhstan "On Education," state education standards, orders and instructions of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE RK), and the university's charter.

The main activity of the department focuses on implementing educational programs developed in accordance with the National Qualifications Framework and professional standards aligned with the Dublin Descriptors. These programs are included in the MSHE RK Register and take into account the trends in national economic development and the modern requirements of consumers and the labor market for the quality of specialist training.

***The department offers the following educational programs:***

- 6B04116 - Economics
- 6B04102 - Accounting and Auditing
- 6B04101 - Finance
- 6B04101 - Public and Regional Administration
- 6B11301 - Organization of Transportation, Traffic, and Transport Operations
- 6B04201 - Jurisprudence
- 6B04202 - Business Law
- 6B04203 - Jurisprudence and Legal Support for the Education System of Kazakhstan

***Master's degree programs are offered in:***

- 7M04108 - Economics
- 7M04201 - Jurisprudence

The department's faculty is actively engaged in academic and methodological work, applying innovative teaching methods and conducting research. Faculty members participate in national and international scientific-practical conferences and publish articles in journals with impact factors, ranked journals, and journals recommended by the Committee for Quality Assurance in the Field of Education and Science (COCAS) under the MSHE RK.

Currently, the department employs 32 faculty members across three areas. This includes 3 Doctors of Economics, 1 PhD, 6 Candidates of Economic Sciences, 1 Candidate of Technical Sciences, 8 Candidates of Legal Sciences, 11 Masters, and 2 specialists in these fields.

The department actively collaborates with employers, who provide resources for industrial and professional internships, where students and master's students gain skills and competencies and engage in scientific research. Employers also regularly conduct seminars, webinars, and presentations.

### **2. Department of Pedagogy, Psychology, and Social and Humanitarian Disciplines**

The Department of Pedagogy, Psychology, and Social and Humanitarian Disciplines plays a leading role in training qualified specialists and provides bachelor's and master's degree programs in the following areas:

***Bachelor's degree programs:***

- 6B01101 - Pedagogy and Psychology
- 6B01301 - Pedagogy and Methodology of Primary Education
- 6B03101 - Psychology

***Master's degree programs:***

- 7M01101 - Pedagogy and Psychology
- 7M01301 - Pedagogy and Methodology of Primary Education

The mission of the Department of Pedagogy, Psychology, and Social and Humanitarian Disciplines (PPSHD) is to enhance the professional level of faculty through the integration of new teaching technologies in the training of pedagogical personnel and the comprehensive development of modern higher education.

The department's primary objective is to prepare highly qualified, competitive specialists equipped with critical thinking, entrepreneurship, and management skills. It offers full-time bachelor's programs.

The educational process adheres to the Law of the Republic of Kazakhstan "On Education," state educational standards, MSHE RK orders and instructions, and the university charter.

The department's main focus is on implementing educational programs aligned with the National Qualifications Framework, professional standards, and Dublin Descriptors, which are included in the MSHE RK Register and reflect trends in national economic development as well as modern labor market requirements for specialist training quality.

Faculty members actively engage in academic and methodological work, using innovative teaching methods and conducting research. They participate in national and international scientific-practical conferences and publish in journals with impact factors, ranked journals, and those recommended by the COCAS under MSHE RK.

The department collaborates with employers who provide resources for professional and industrial internships, allowing students and master's candidates to gain skills, competencies, and engage in research. Employers regularly conduct seminars, webinars, and presentations.

The department maintains close cooperation with over 50 educational organizations, including School-Gymnasium No. 123 named after K. A. Yassawi, School No. 42, and the Specialized School of Higher Sports Mastery, among others.

### **3. Department of Natural Sciences Pedagogy and Physical Education**

The Department of Natural Sciences Pedagogy and Physical Education currently operates in two main areas:

- Training teachers with a general development subject specialization
- Training teachers in natural science subjects

***Bachelor's degree programs include:***

- 6B01401 - Physical Education Teacher Training
- 6B01501 - Computer Science Teacher Training
- 6B01502 - Biology Teacher Training
- 6B01503 - Geography Teacher Training

- 6B01504 - Chemistry Teacher Training
- 6B01505 - Mathematics Teacher Training

***Master's degree program:***

- 7M01404 - Physical Education and Sports Teacher Training

The department is staffed by renowned scholars, honored sports masters, and experienced methodologists in pedagogical training from Kazakhstan. Currently, it includes 18 candidates of science, 3 PhDs, and 11 honored coaches and masters of sports of Kazakhstan.

Faculty members engage actively in academic and methodological work, applying innovative teaching methods and conducting research. They participate in both national and international scientific-practical conferences and publish in impact-factor journals, ranked journals, and those recommended by the COCAS under MSHE RK.

To ensure quality specialist training, the department collaborates extensively with over 50 educational organizations that provide bases for professional internships and research.

### **Information on Resources and Services**

The Institute's library collection includes 293,150 copies of educational, methodological, scientific, and literary materials, with 268,830 in print and 24,320 in electronic formats. For the automation of all library and bibliographic processes, as well as for searching and ordering necessary educational materials for students and faculty, the “Automated Library Information System - KABIS” is in use.

To expand the library's informational resources and facilitate efficient information access and exchange, agreements have been established with the following libraries of universities and other organizations:

- Republican Interuniversity Electronic Library
- RSE "Gylym Ordasy" of the Science Committee of the Ministry of Education
- Republican Scientific and Technical Library
- RSE "Abai Kazakh National Pedagogical University"
- JSC "Abylai Khan Kazakh University of International Relations and World Languages"
- JSC "Kazakh Academy of Sports and Tourism"
- NJSC "Al-Farabi Kazakh National University," among others.

The Institute is equipped with specialized rooms for biology, mathematics, pedagogy, history, a psychological counseling office, computer labs, a co-working center, a forensic field, a webinar room, and more, as well as necessary infrastructure for students with disabilities. The Institute also collaborates with community centers in Almaty to promote the socialization of NEET youth.

The university provides a dormitory and sports hall. The student dormitory ensures safety and essential living conditions. To address the full range of student concerns, a student council oversees the dormitory, organizing activities and managing student housing arrangements. The dormitory is closed from 11:00 p.m. to 6:00 a.m., and the university aims to accommodate all students in need. Access to academic buildings is available by bus, trolleybus, and metro. Dormitory move-in begins annually on August 25, with places available on a contractual basis for full-time students from other cities and foreign students.

The sports hall is designed for activities in mini-football, basketball, volleyball, physical fitness, and intellectual sports.



Student clubs at the Institute include sports (sections for volleyball, football, chess, table tennis, and toguz kumalak), dance, vocal, English language club, UNESCO club, and others.

With an extensive partner base of over 30 international agreements with universities in Europe, the USA, China, South Korea, and other countries, the Institute offers academic mobility services.

### ***Academic Mobility for Faculty and Students***

The purpose of academic mobility is to:

- improve the quality of higher education;
- increase the effectiveness of scientific research;
- enhance the competitiveness of faculty in both domestic and international education and labor markets;
- improve professional competencies through the study and adoption of best practices from leading local and foreign universities;
- achieve international comparability of educational standards;
- attract foreign intellectual potential based on bilateral agreements with partner universities abroad;
- establish external and internal integrative connections.

Forms of academic mobility for faculty and students include:

- conducting seminars, master classes, and lectures (online/offline);
- participation in joint scientific and educational projects;
- engagement in educational activities of the host institution (online/offline);
- internships, studies, and professional development at the host educational institutions;
- providing consulting and expert services in education.

The university annually increases funding for intramural project competitions aimed at conducting research in each educational field, including pedagogical areas based in secondary schools in Almaty. Nine projects were successfully implemented in the past year, and 12 projects were approved in 2024.

University students also have the opportunity to acquire military training. Military training is conducted at the Military Department of Abai Kazakh National Pedagogical University and Kazakh National Agrarian Research University. Upon successful completion of training at the department, students receive a military rank, opening up new prospects in the military sector.

## **Academic Information about the Program**

### **Program Objectives:**

- To train highly qualified specialists in the field of physical education and sports.
- To equip students with the skills and knowledge necessary for employment in educational institutions, sports organizations, and the fitness industry.
- To develop students' abilities to conduct scientific research in the field of physical education and sports.

This program was developed as part of the "Modernization of Secondary Education" project, implemented with the support of the World Bank, the Government of the Republic of Kazakhstan, and participation from experts from Finland, Nazarbayev University, and other Kazakhstani universities. The program provides students with a comprehensive education that covers all aspects of physical education and sports, preparing highly qualified specialists for successful professional careers and further development in their chosen field.

**Career Opportunities for Graduates:**

- Educational institutions (schools, colleges, universities)
- Sports organizations and clubs
- Fitness centers and wellness complexes
- Medical institutions (in the field of sports medicine and rehabilitation)
- Government and private organizations involved in organizing sports events

**The program focuses on developing professional skills and competencies, including:**

- The ability to design and implement training programs for various age groups and skill levels.
- Knowledge of methods for assessing physical fitness and health status.
- Skills in organizing and conducting sports events and competitions.
- The ability to provide educational services in general and additional education institutions.
- The capability to conduct scientific research and integrate innovative methodologies into physical education and sports practices.

The educational program is based on a modular teaching system and consists of 15 modules that develop general cultural, specialized linguistic, and professional competencies.

**Information about individual educational modules of the program**

№	Name of the modules	Brief information
1	Humanitarian	The study of this module is aimed at forming students' historical consciousness and unity in teaching the history of Kazakhstan, as well as in the learning process, students will be able to explain the emergence of a culture of thinking, the subject and method of philosophy, the foundations of a philosophical understanding of the world.
2.	Language training module	Develops skills in the correct use of various forms, types of oral and written communication in educational and professional activities, a system of functional styles, syntax on a given thematic material in a specific situation, independent preparation of texts of various affiliation.
3	Remote technologies	The study of this module is aimed at the formation of competencies and skills in the field of information and communication technologies. Within the framework of this module, students will know both the theoretical foundations and practical aspects of working with various ICTs.
4	Socio-political knowledge module)	Students will master the concepts of "sociological research", "social structure and stratification of society", "socialization and identity"; structure the concepts of "Family and modernity", "Religion, culture, society", "Education and social inequality", "Economy, globalization, labor", "Health and Medicine", "Deviation, crime, social control."
5	Health-saving	The study of this module is aimed at ensuring full-fledged physical and cultural professional activity, introduction to a healthy lifestyle.

6	Support for students as individuals	The module "Support for students as individuals" is aimed at creating conditions for the comprehensive development of students' personality, ensuring their psychological comfort, motivation for learning and social adaptation. The main content of the module includes the following courses: "Psychology in education and concepts of interaction and communication", "Science of Education", "Inclusive educational environment", "Age and physiological features of children's development", "Teaching planning and individualization of learning"
7	Teaching and assessment for learning	While studying this module, students will become familiar with teaching methods and technologies, as well as understand the meaning of assessment in the learning process and will be able to provide constructive assessment in an ethical manner at various stages of the learning process and involve students in assessment.
8	The teacher as a reflective practitioner	When studying this module, students will take courses such as Pedagogical Research, Research. Development and innovation will form competencies in the fields of pedagogy, didactics and professional development, as well as provide future teachers with a theoretical basis for pedagogical and scientific research.
9	The teacher as a learning facilitator	The module "Teacher as a learning facilitator" is dedicated to the role of the teacher in the educational process, which is aimed at creating conditions for active and independent learning of students. Facilitation implies that the teacher not only transmits knowledge, but also helps students develop critical thinking, problem-solving skills and the ability to learn independently. The future teacher will be able to learn these competencies and skills during the pedagogical practice from the 1st to the 4th year
10	Basic motor skills with object control (gaming skills)	This module will provide knowledge on the methodology of teaching sports games (basketball, volleyball, football, handball)
11	Basic motor skills with body control (complex coordination motor skills)	The module Basic motor skills with body control (complex coordination motor skills) is aimed at studying teaching methods, gymnastics 1,2
12	Basic motor skills in different environments (cyclic motor skills)	The module Basic motor skills in various environments (cyclic motor skills) is aimed at studying the methods of teaching swimming, ski training, athletics.
13	Medical and biological foundations of physical culture and sports /	The module Medical and biological foundations of physical culture and sports is aimed at the formation of competencies in the field of human anatomy and physical exercises, with applied physiology of physical exercises, therapeutic physical culture and massage
14	Sports and coaching	The content of the module is aimed at studying topics on the theory and methodology of the chosen sport, managing the process of sports training in youth sports, getting acquainted with ethical standards, psychological aspects in sports
15	Module Physical development and health, mental well-being and applied research	The module "Physical Development and Health, mental Well-being and applied Research" covers important aspects of students' health and well-being, and also includes applied research aimed at improving physical and mental health.

## GLOSSARY

Key terms and definitions used in the credit-based education system:

- Academic Calendar** – A calendar indicating the dates for academic and assessment activities throughout the academic year, including rest days.
- Degree** – An academic qualification awarded to a graduate by an institution of higher education upon completion of the full program.
- Term** – An academic period defined by the institution in one of three formats: semester (15 weeks), trimester (10 weeks), or quarter (8 weeks).
- Student Rating** – A quantitative indicator of a student's mastery of the program material, compiled based on intermediate assessments (final exams).
- Course Enrollment** – The procedure by which students pre-register for courses, according to university regulations.
- Qualification Examination** – An assessment conducted to determine the extent to which students have mastered the national compulsory education standard; successful completion results in a diploma.
- Final Examination** – An assessment of students' academic achievements conducted after course completion, as part of the final evaluation period; forms of final exams include oral, written, and testing.
- Electives** – A list of courses and minimum credit or academic hour requirements offered by universities, chosen by students and taken in any academic period.
- Academic Achievement Assessment** – The evaluation of student achievements in a specific discipline, based on various types of assignments (written work, tests, practical assignments, portfolios, oral questioning, etc.); divided into current, midterm, and final assessments.
- Credit (Credit-hour)** – A standardized unit for measuring the workload of students/instructors. One credit equals one academic hour of classroom work per week over a semester, supplemented by two hours (100 minutes) of independent work (ISR) for bachelor's degree students.
- Compulsory Component** – A list of courses and corresponding minimum credit requirements established by national standards, mandatory for all students in the program.
- Course Description** – A brief overview of the course.
- Postrequisite** – Courses that require specific knowledge, skills, and competencies as prerequisites for later courses.
- Prerequisite** – Courses that require certain knowledge, skills, and competencies to understand the content of a current course; used to regulate course progression and student transition.
- Grade Point Average (GPA)** – The weighted average score of a student's academic achievements in the chosen program, calculated by dividing the sum of the product of credits and grade points by the total number of credits for the current study period.
- Midterm Examination** – A periodic assessment of student achievements conducted by the instructor, according to the academic calendar.
- Syllabus** – The course program, including course description, goals, objectives, topic schedule, content summary, assignments, consultation times, midterm assessment schedule, bibliography, instructor requirements, and grading criteria.
- Independent Student Work (ISR)** – Self-study on specific topics, guided by educational materials and recommendations, monitored by tests, assignments, reports, etc., as determined by the course instructor.
- Independent Student Work under Instructor Supervision** – Student work in direct contact with the instructor, as scheduled.

**Current Achievement Assessment** – Ongoing assessment of student achievements by topic or section of the course, conducted by the instructor.

**Student Academic Achievements** – The knowledge, skills, abilities, and competencies gained by students during the learning process, reflecting their personal development.

**Advisor** – A faculty member of the program’s department who acts as an academic mentor, assisting the student in selecting a study pathway (forming an individual study plan) and completing the educational program.

Пәннің коды/ discipline code	Пәннің аталуы/ name of the discipline	Пәннің қысқаша мазмұны мен мақсаты/ Summary of the course with an indication of the purpose	Кредит саны / Number of credits	Терм Term	Пререквизиттер/ Prerequisites	Постреквизиттер/ Post-requirements	Пәнді оқытудан күтілетін нәтижелер (білім алушылардан алынатын білім, біліктілік, дағды мен құзыреттілік) / Expected results of studying the discipline (knowledge, skills, and competencies acquired by students)
	The history of Kazakhstan	Formation of students' historical consciousness and unity in teaching the history of Kazakhstan, teaching active participation in solving national problems and tasks facing the Republic of Kazakhstan. Identification and analysis of the main ways of historical events experienced by the people of Kazakhstan, familiarization with historical knowledge in the museums of the Republic of Kazakhstan, restoration of the historical memory of the people; education of citizenship and patriotism.	5	1	School curriculum	Foreign language	Will the historical consciousness on the history of Kazakhstan be formed and will they be able to analyze the ways of historical events? Will they restore the historical memory of the people? They will acquire the ideas of citizenship and patriotism
	Philosophy	Philosophy is a special form of worldview that forms a system of knowledge about the fundamental principles and foundations of human existence, the basic value characteristics of human attitude to nature and manifestations of society and spiritual life in all senses. Philosophy synthesizes and summarizes the results of practical and spiritual exploration of the world, offering possible strategies and ways of choosing cultural and social development of public life, identifying and searching for cultural identity.	5	3	The history of Kazakhstan	Religious studies	A system of knowledge about the fundamental principles and foundations of human existence, the basic value characteristics of human attitude to nature and manifestations of society and spiritual life in all senses will be formed.
Sht 1104 / IYa 1103	Foreign language	Forms communication skills and abilities in the social sphere of communication: Me and my family. The man and his health. The socio-cultural sphere of communication. A map of the world. Customs and traditions. A future profession. Rest. A modern dwelling. The family in modern society. Cultural and historical background. Education. My profession. Man and nature,	5	1,2	School foreign language course	Basic foreign language course	Communication skills and skills in the social and household sphere of communication will be formed. He will be able to tell in a foreign language about himself and his family, his future profession, and connect himself with nature

K(O)T1 105/ K(R)Ya 1104	Kazakh/ Russian language	Develops skills in the correct use of vocabulary, scientific terms, syntactic constructions in oral and written communication; forms skills and abilities to conduct a business conversation, form letters, reports, reviews, essays, meaningfully read texts in everyday and professional speech situations.	5	1, 2	Kazakh language school course	Basic course of the Kazakh (Russian) language	Will be able to correctly apply vocabulary, scientific terms, in oral and written communication; Will be able to conduct a business conversation, issue letters, reports, reviews, essays, meaningfully read texts in everyday and professional speech situations.
	Information and communication technologies	The subject examines the role of ICT in key sectors of society's development, ICT standards, introduction to computer systems, and the architecture of computer systems. They will master the skills of software, get acquainted with operating systems, human-computer interaction. They will master database systems, be able to analyze data, manage data, networks and telecommunications. Deepens knowledge about cybersecurity, cloud and mobile technologies.	5	3	Computer science (within the framework of studying a secondary school subject)		They will acquire knowledge and skills in the field of ICT, introduction to computer systems, architecture of computer systems. They will master the skills of software, get acquainted with operating systems, human-computer interaction. They will master database systems, be able to analyze data, manage data, networks and telecommunications. Deepens knowledge about cybersecurity, cloud and mobile technologies
	Sociology/Political Science/Cultural Studies/Psychology	The module of socio-political sciences studies society on the basis of its constituent systems and patterns of their functioning, development, examines the problems of political power, political institutions, relations, processes and their patterns, reveals the essence of culture as a special and integral system of human life and activity, patterns and development, studies the basic psychological processes of personality. It is aimed at the formation of a socio-humanitarian worldview, socio-ethical values to ensure security and the realization of national interests	8	2	Philosophy	Mathematics	They will study society on the basis of its constituent systems and the patterns of their functioning, development, examines the problems of political power, political institutions, relations, processes and their patterns, reveals the essence of culture as a special and integral system of human life and activity, patterns and development, studies the basic psychological processes of personality.
SZhKM N/OAK 2202	Fundamentals of anti-corruption policy	The purpose of this course is to develop competencies for social, cultural and civic development. This course provides future teachers with theoretical knowledge: Anti-corruption culture: concept, structure, tasks and functions. Anti-corruption awareness	5	1	Fundamentals of law	Sociology/Political Science/	Have knowledge from the point of view of legal and business issues, educated in the national spirit and flexible skills, not indifferent to

		and anti-corruption culture: content, role and functions. The formation of an anti-corruption culture in foreign countries. Anti-corruption culture: mechanisms and institutions of development. The role of the family in fostering an anti-corruption culture of the individual. National foundations of anti-corruption culture. Public control as a mechanism for combating corruption. Political parties and the media as tools for the formation of an anti-corruption culture. Anti-corruption education and upbringing. Anti-corruption legislation and legal liability for corruption offenses. The constitutional foundations of anti-corruption. Legal liability for corruption offenses. Formation of an anti-corruption culture in the civil service and in the business environment. Future teachers demonstrating competence can: • develop their own moral and civic position and are able to act in accordance with the social, business, economic, legal and ethical norms of Kazakh society; • understand and explain the anti-corruption culture in the context of socio-political, economic and legal knowledge, are able to demonstrate personal and professional competitiveness; • assess situations and reasonably counteract manifestations of corruption in professional and other spheres; • adequately demonstrate an anti-corruption culture, consciousness and behavior in potentially corrupt professional situations..				Cultural studies/Psychology	global problems, use in practice all kinds of tools in the field of finance, solve emerging financial problems.
DSh/FK 1(2)10	physical education	It forms the psychophysical abilities of a person in the process of conscious motor activity, culture, which is a set of values and knowledge created and used by society for the purpose of physical and intellectual development of a person, improvement of his motor activity and formation of a healthy lifestyle, social adaptation through physical education, physical training and physical development.	8	1,2, 3,4	Theory of legal, economic, environmental safety and anti-corruption culture	Sociology/Political Science/Cultural studies/Psychology	The psychophysical abilities of a person are formed in the process of conscious motor activity, culture, which is a set of values and knowledge created and used by society for the purposes of physical and intellectual development of a person.
EKN/OE R2101	Fundamentals of Economics and Law	Studies the basic legal concepts and categories, the norms of objective law, their difference from subjective law, the main legal institutions, phenomena and processes taking place in the state and society,	5	4	The history of Kazakhstan	Philosophy	Studies the basic legal concepts and categories, the norms of objective law, their difference from subjective law, the main legal institutions, phenomena and processes taking place in the state and society
SZhKM NOA220 2	Fundamentals of anti-corruption culture	provides knowledge about aesthetic concepts and categories, the content, features and essence of the anti-corruption culture, ways to prevent professional and moral deformation, features of the				Entrepreneurs hip skills	knowledge about aesthetic concepts and categories, content, features and essence of anti-corruption culture,

		culture of intolerance to corruption, law enforcement practice in the field of anti-corruption in the Republic of Kazakhstan.					ways to prevent professional and moral deformation, features of the culture of intolerance to corruption, law enforcement practice in the field of anti-corruption in the Republic of Kazakhstan
KD/NP2 103	Entrepreneurship skills	Entrepreneurial activity of enterprises and organizations plays a special role in the process of increasing the competitiveness of the national economy. Initiative, risk, knowledge and skills of entrepreneurs make it possible to use the socio-economic resources of enterprises (firms) and the organization of the national economy system with maximum efficiency.			Fundamentals of Law and Economics	Outdoor and national games	Initiative, risk, knowledge and skills of entrepreneurs make it possible to use the socio-economic resources of enterprises (firms) and the organization of the national economy system with maximum efficiency.
KUO/P NI 1201	Outdoor and national games // Active and national games	The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in conducting classes on outdoor and national games in various types and forms of physical culture and sports activities; planning teaching taking into account the diversity of students. Future sports teachers demonstrating competence can: - apply various outdoor and national games to solve the problems of physical culture and sports activities; - plan, organize, conduct educational, recreational, educational and training sessions and competitions in outdoor and national games, taking into account gender, age, individual characteristics, needs and capabilities of those involved.	5	1	The basic course of the school physical education program	Inclusion	They will be able to use various outdoor and national games to solve the problems of physical culture and sports activities; - plan, organize, conduct educational, health, recreational, training sessions and competitions in outdoor and national games, taking into account gender, age, individual characteristics, needs and capabilities of those involved.
BEFDE/VFOE 1204	Age and physiological features of children's development // Age and physiological features of children's development	The purpose of this course is to develop competence in the field of pedagogy and didactics. Future teachers are familiar with the formation of the psyche, its functioning and patterns of development. Future teachers can monitor the development of their students and, accordingly, plan and implement age-appropriate learning processes, taking into account the individual needs of students. Future teachers act creatively and adequately in various situations and support the learning and well-being of students. Future teachers who demonstrate competence can: recognize the individual starting points of different students, their learning potential and needs for specific support; identify the individual needs of students for specific support, guidance, training and	5	2	Age-related physiology and hygiene	The physiological foundations of physical education and sports	To recognize the individual starting points of different students, their learning potential and needs for specific support; to identify the individual needs of students for specific support, guidance, training and evaluation; to introduce various methodological solutions for inclusion and provision of specific support.



		evaluation; introduce various methodological solutions for inclusion and specific support.					
ADShZh FA/FAC hFU 1301	Functional human anatomy and exercise // Functional human anatomy and exercise	The purpose of this course is to form subject competencies in the natural science foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a holistic view of the structure of the human body in connection with its functions, understanding the effects of physical exercises of various directions from the standpoint of the anatomical structure and functioning of the human body in accordance with the tasks of professional activity, such as the development of physical qualities and functional capabilities or therapeutic effects on the body, taking into account the individual characteristics and capabilities of those involved. Future sports teachers demonstrating competence can: realize the importance of physical development and motor qualities of a person for effective life, their individual characteristics in people of different genders and ages, including people with disabilities; analyze and apply knowledge of human functional anatomy and physical exercises for effective learning, teaching and training.	5	2	School course of basic subjects	The physiological foundations of physical education and sports	To know the basic provisions and terminology of human anatomy, the main age-related features of the structure of development and formation of the function of various organs, understanding the effects of physical exercises of different directions from the perspective of the human anatomical structure
MKK(P P)/VPP( PP) 1210	Pedagogical practice, 1st year - Introduction to the teaching profession	The purpose of this course is to familiarize students with professional activities in the field of physical culture and sports, the formation of initial professional skills and abilities in teaching, the practical application of theoretical knowledge gained in the learning process. Familiarization of students with educational institutions, sports organizations and their structure, study of the work of physical education teachers, coaches and other specialists, formation of basic pedagogical skills in the field of physical culture and sports, development of skills to plan and conduct training sessions and trainings. Studying this course will allow you to put into practice the theoretical knowledge gained, form initial professional skills and understand the specifics of work in the field of physical culture and sports.	2	2	School course of basic subjects	Pedagogical practice of the 2nd year	To know the professional activity in the field of physical culture and sports, to form the initial professional skills and abilities of pedagogical activity
Ele/Soc 1106- 1109	Sociology/ Political Science, Cultural studies, Psychology	The module of socio-political sciences studies society on the basis of its constituent systems and patterns of their functioning, development, examines the problems of political power, political institutions, relations, processes and their patterns, reveals the	8	4			They will study on the basis of its constituent systems and patterns of their functioning, development, consider the problems of political

		<p>essence of culture as a special and integral system of human life and activity, patterns and development, studies the basic psychological processes of personality.</p> <p>It is aimed at the formation of a socio-humanitarian worldview, socio-ethical values to ensure security and the realization of national interests</p>					<p>power, political institutions, relations, processes and their patterns, understand the essence of culture as a special and integral system of human life and activity, patterns and development, study the basic psychological processes of personality.</p>
FZE/MN I 2105	Methods of scientific research.	<p>The purpose of this course is to develop competencies for interpersonal, social and professional activities and research skills. This course provides future teachers with an understanding and theoretical knowledge of scientific research methods: Research Approaches. Inductive and deductive methods. Qualitative, quantitative, and mixed research methods. Primary and secondary research. Action research. The research design is descriptive, correlative, experimental, quasi-experimental, cross-sectional, longitudinal, case study, ethnographic, exploratory, explanatory. Variables and hypotheses. Reliability and validity of the study. Reproducibility and repeatability. An accidental and systematic mistake. Triangulation. Selection. Criteria for inclusion and exclusion when forming a sample. Sampling methods. Data collection - surveys, interviews, experiments, observational studies, systematic review. Checking the data. Transcription of the interview. Data analysis - statistical analysis, content analysis, discourse analysis, thematic analysis, text analysis. Research ethics. Peer review. Future teachers who demonstrate competence can: apply research approaches and various research methods in their activities, based on knowledge of their specific features; develop research design based on the choice of methodology and analysis; use various types of information and communication technologies: Internet resources, cloud and mobile services for search, storage, processing, protection and dissemination of information; observe research ethics in the process of conducting research.</p>	8	4	Outdoor games		<p>To know the understanding and theoretical knowledge of scientific research methods: Research approaches. Inductive and deductive methods. Qualitative, quantitative, and mixed research methods. Primary and secondary research. Action research. The design of the study .</p>
EKN/OE P 2101	Fundamentals of Economics and Law	<p>The purpose of this course is to develop competencies for social, cultural and civic development. This course provides future teachers with theoretical knowledge in the field of economics and law: Public production. The essence, forms, and structure of capital. Production costs and revenues in a market economy. Business. The financial system. Saving resources. Cyclical</p>	5	4			

		<p>economic development. Kazakhstan is in the system of global economic relations. The emergence of the market. The role of the state in business development. The main provisions of the Constitution and the current legislation of the Republic of Kazakhstan. The system of public administration institutions and the scope of their powers. Goals and methods of state regulation of the economy. The role of the public sector in the economy. Financial law and finance. The mechanism of interaction between substantive and procedural law. Future teachers who demonstrate competence can:</p> <ul style="list-style-type: none"> <li>• develop their own moral and civic position and are able to act in accordance with the social, business, economic, legal and ethical norms of Kazakhstani society;</li> <li>• understand and explain the basics of socio-political, economic and legal knowledge, are able to demonstrate personal and professional competitiveness;</li> <li>• assess situations and justify their own assessment of everything that is happening in the social and industrial spheres;</li> <li>• adequately apply economic and legal knowledge in appropriate professional situations.</li> </ul>					
EKN/OE P 2101	Ecology and life safety	<p>The purpose of this course is to develop general educational competencies for social, cultural and civic development. This course provides future teachers with theoretical knowledge about the subject and methodology of ecology and life safety; about the causes that violate the stability of populations and ecosystems; about rational nature management; to develop an understanding of the relationship between man, society and culture based on an interdisciplinary approach; on the greening of public consciousness and a safe lifestyle: The main patterns of functioning of living organisms, ecosystems of various organizational levels, the biosphere as a whole, their stability. The interaction of the components of the biosphere and the environmental consequences of human economic activity, especially in conditions of intensification of environmental management. Modern understanding of concepts, strategies and practical goals of sustainable development in different countries and in the Republic of Kazakhstan. Life safety, its main provisions. Risks, emergencies. Risk analysis, risk management. Human security systems. Modern destabilizing factors. Social, religious, political, economic threats, threats in everyday life. The system of security institutions and the legal regulation of their activities. Future teachers demonstrating competence can:</p> <ul style="list-style-type: none"> <li>• develop their own moral and civic position and are able to act in accordance with</li> </ul>	5	4			<p>Know the basic patterns that determine the interactions of living organisms with their environment;</p> <p>2 Know the classification of environmental factors</p> <p>3 Have an idea of the living environments of organisms</p> <p>4 To know the Basics of the concepts of ecological systems</p> <p>5 To know the basic principles of nature protection and rational use of natural resources;</p> <p>6 Be able to predict the social and environmental consequences of anthropogenic activities;</p> <p>7 Possess the theoretical foundations of life safety</p> <p>8 Be able to provide first aid in emergency situations using modern information and communication technologies in the field of environmental, physiological and hygienic</p>

		the social, business, economic, legal and ethical norms of Kazakh society; • understand and explain the essence of the biosphere as a global ecosystem; environmental management, greening of industry and agriculture as the basis for the safety of human life; • greening of public consciousness and a safe lifestyle; • assess situations and reasonably counteract manifestations of environmental pollution and the environment, as well as potentially threatening the safety of human life; • demonstrate environmental culture and consciousness, skills of safe living and environmental behavior.					
KD/NP 2103	Entrepreneurship skills	The purpose of this course is to develop general educational competencies for social, cultural and civic development. This course provides future teachers with theoretical knowledge for the formation of entrepreneurial skills: Types of entrepreneurship. Business. The financial system. Time management and Project Management Stress management. Negotiation skills. The skill of public speaking. Business management skills. Teamwork and leadership skills. Customer service skills. Financial skills. Analytical and problem-solving skills. Critical thinking skills. Strategic thinking and planning skills. Technical skills. Time management and organizational skills. Branding, marketing and networking skills. Business management skills. Future teachers demonstrating competence can: • develop their own moral and civic position and are able to act in accordance with the social, business, economic, legal and ethical norms of Kazakhstani society; • are able to demonstrate personal and professional competitiveness in entrepreneurial activity and business management; • are able to show analytical and critical thinking skills when solving business problems; • are able to apply branding, marketing and networking skills, as well as business management skills.	5	4	Fundamentals of entrepreneurship	Fundamentals of law	Acquisition of skills on the use of innovative technologies in business, gain knowledge on tax legislation
	Fundamentals of anti-corruption culture						
DShOE/ MPFK 2308	Methods of teaching physical culture // Methods of teaching physical culture	The purpose of this course is to form subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity; competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle;	6	4	Pedagogical research, human physiology and hygiene	Athletics with training methods	A system of knowledge and practical skills will be formed on the methodology of teaching physical culture; the development of content and programs on physical culture,

		<p>competencies in promoting a healthy lifestyle, encouraging and motivating physically an active lifestyle. The course is aimed at forming a system of knowledge and practical skills based on the methodology of teaching physical education; the development of content and programs on physical culture, the selection of adequate methods and forms of organization of physical education; the specifics of conducting physical education classes with students of different ages and abilities; individualization of learning taking into account the diversity of students and the use of teaching technologies based on the results of pedagogical and independent research. Future sports teachers demonstrating competence can: apply the provisions of the theory and methodology of physical culture, knowledge of anatomical, morphological, physiological and mental characteristics of those involved in various genders and ages to implement the educational process and physical culture and wellness work; select effective forms and technologies for organizing the educational process of physical culture; to select methods and means for the development of physical qualities in accordance with sensitive periods, as well as taking into account the gender-age characteristics and health opportunities of those involved; to apply methods for measuring and evaluating the level of physical development and fitness of those involved, taking into account the gender-age characteristics and health opportunities of those involved; develops documents for educational and methodological support and control in the field of physical to apply research methods to determine the effectiveness of teaching and learning.</p>					<p>the selection of adequate methods and forms of organization of physical education; the specifics of conducting physical education classes with students of different ages and abilities; individualization of learning taking into account the diversity of students and the use of teaching technologies based on the results of pedagogical and independent research.</p>
ZhAOE/ LAMP 2205	Athletics with teaching methods	<p>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting various forms and types of athletics classes (running, jumping, throwing). Future sports teachers who demonstrate competence can: apply sports terminology and demonstrate the technique of athletics exercises; plan, organize, conduct educational, recreational, educational and training sessions and athletics competitions, taking into account the gender, age, individual characteristics, needs and capabilities of those involved; provide first aid for injuries and injuries typical of athletics.</p>	6	3	The physiological foundations of physical education and sports	Methods of teaching physical education	<p>A combination of practical skills and abilities in organizing, planning and conducting various forms and types of athletics classes (running, jumping, throwing) will be formed. Future sports teachers demonstrating competence can: apply sports terminology and demonstrate the technique of athletics exercises; plan, organize, conduct educational, recreational, training athletics classes and competitions taking into account gender, age, individual</p>

							characteristics, needs and opportunities of those involved; provide first aid for injuries and injuries typical of athletics.
ShOE/L PMO 2206	Ski training with teaching methods	The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting various forms and types of ski training classes. Future sports teachers demonstrating competence can: apply sports terminology and demonstrate the technique of skiing in different moves and in different directions; plan, organize, conduct educational, recreational, educational and training sessions and competitions in skiing, taking into account the gender, age, individual characteristics, needs and capabilities of those involved; provide first aid for injuries typical of ski training.	6	4	Athletics	Human physiology with the basics of physical education and sports	apply sports terminology and demonstrate the technique of skiing in different moves and in different directions; plan, organize, conduct educational, recreational, training sessions and competitions in skiing, taking into account gender, age, individual characteristics, needs and capabilities of those involved.
DTSTN AF/FCh OFVVS // DShZhK F/PFFU // AKDSh ZhB/BD ChFU 2302	<i>Human physiology with the basics of physical education and sports</i>	<i>The purpose of this course is the formation of subject competencies in the natural science foundations of physical culture and sports. The course is aimed at developing an understanding of the basic laws of the functioning of the human body and changes in body functions during physical education and sports; physiological mechanisms for the formation of motor skills, physical qualities, athletic performance and their features in children and adolescents; physiological foundations of sports training and athletic performance in special environmental conditions and various sports. Future sports teachers demonstrating competence can: realize the importance of physical development and motor qualities of those involved for effective life and sports, their individual characteristics in people of different genders and ages, including people with disabilities; analyze and apply knowledge of human physiology, physical education and sports for effective learning, teaching and training.</i>	5	3	Functional human anatomy and physical exercises	Gymnastics with teaching methods	To understand the basic patterns of functioning of the human body and changes in body functions during physical education and sports; physiological mechanisms of formation of motor skills, physical qualities, athletic performance and their features in children and adolescents; physiological foundations of sports training and athletic performance in special environmental conditions and different types of sports.
	<i>Applied Physiology of physical</i>	<i>The purpose of this course is to form subject competencies in the natural science foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing an understanding of the mechanism of physiological</i>	5	3	Functional human anatomy and exercise	Gymnastics with teaching methods	To know and understand the mechanism of physiological changes in human functional systems and organs, the physiology of the central nervous system and neuromuscular system,

		<i>changes in human functional systems and organs, the physiology of the central nervous system and neuromuscular system, thermoregulation and acclimatization, biorhythms, hormonal regulation during physical activity, other issues related to physical work, physiological changes in functional systems and organs under the influence of physical exertion; the state of the body during various sports and recreational physical education. Future sports educators demonstrating competence can: analyze and apply knowledge of the physiology of physical exercises for effective learning, teaching and training; classify and select physical exercises for the development of physical qualities, taking into account their physiological effects</i>					thermoregulation and acclimatization, biorhythms, hormonal regulation during physical activity, physiological changes in functional systems and organs under the influence of physical exertion; the state of the body during various sports and recreational physical culture.
	<i>Biomechanics of human movements and physical exercises</i>	<i>The purpose of this course is to form subject competencies in the natural science foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing an understanding of the physical and mechanical laws of movement of a point of the body, a body, a system of bodies in space when performing physical exercises; the application of the rule of synthesis of motor actions in the process of physical education and sports; formation of skills for the practical use of methods of biomechanical analysis of physical exercises to solve problems in professional activity; skills for identifying errors, analyzing and interpreting their causes in the process of mastering the techniques of motor actions and the development of physical qualities by students and the selection of exercises and techniques to eliminate them. Future sports teachers demonstrating competence can: evaluate the biomechanical features of the human structure; to use the diversity, complexity, reliability of human motor skills and biomechanics of physical exercises for effective learning, teaching and training; to plan educational, recreational, training sessions with a different contingent of students, taking into account the biomechanics of physical exercises, including therapeutic physical culture; to apply methods of biomechanical analysis and evaluation of sports equipment, selection of auxiliary and therapeutic exercises.</i>	5	3	Functional human anatomy and physical exercises	Gymnastics with teaching methods	To know and understand the physical and mechanical laws of motion of a point of a body, a body, a system of bodies in space when performing physical exercises; the application of the rule of synthesis of motor actions in the process of physical education and sports.
BBPOE KT/POK VK 2201	Psychology in education and concepts of	The purpose of this course is the formation of competence in the field of pedagogy and didactics; the area of competence for interaction. Future teachers have knowledge about modern	4	3	General course of pedagogy and psychology	The science of education and	understand the basic concepts and terms of educational psychology, as well as the main practical

	interaction and communication	<p>psychological theories and models, as well as about the functioning of personality and its individual properties. They can apply this knowledge in their teaching activities in various educational contexts. Future teachers contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process. They are able to communicate, interact and collaborate with the families of students, as well as through various other types of partnerships and create new relationships suitable for the development of their own teaching activities. Future teachers who demonstrate competence can:</p> <ul style="list-style-type: none"> <li>• understand the basic concepts and terms of educational psychology, as well as the main practical applications of psychological knowledge;</li> <li>• understand the patterns, facts and phenomena of cognitive and personal development of a person in the processes of education and upbringing;</li> <li>• apply an integrated approach to the design, implementation, evaluation and development of educational environments;</li> <li>• understand the concept of lifelong learning as part of the process of cognitive and personal development of a person;</li> <li>• apply basic concepts and theories of communication and interaction at the individual, social and interpersonal levels;</li> <li>• choose communication and interaction methods that are most suitable to facilitate learning in various forms (offline, online, mixed, hybrid);</li> <li>• Understand the characteristics of group behavior and act in a way that contributes to the development and well-being of the community.</li> </ul>				key learning theories	<p>applications of psychological knowledge;</p> <ul style="list-style-type: none"> <li>• understand the patterns, facts and phenomena of cognitive and personal development of a person in the processes of learning and upbringing;</li> <li>• apply an integrated approach to the design, implementation, evaluation and development of educational environments;</li> <li>• understand the concept of continuous learning as part of the process of cognitive and personal development human development;</li> <li>• apply basic concepts and theories of communication and interaction at the individual, social and interpersonal levels;</li> <li>• choose communication and interaction methods that are most suitable for facilitating learning in various forms (offline, online, mixed, hybrid);</li> <li>• understand the characteristics of group behavior and act in such a way as to contribute to the development and well-being of the community.</li> </ul>
BBTFO NT/NO KTO 2202	The science of education and key learning theories	<p>The purpose of this course is to develop competence in the field of pedagogy and didactics. Future teachers study the basics of pedagogical science, such as conceptual ideas about a person, leading to various learning theories and pedagogical models. Based on an understanding of theoretical concepts, future teachers can make appropriate pedagogical choices for various learning situations. Future teachers who demonstrate competence can:</p> <ul style="list-style-type: none"> <li>- distinguish between human concepts and their importance for understanding learning and designing the educational process;</li> <li>- to distinguish between theories about safety compliance, injury prevention, and their importance for understanding the learning process and designing the educational process;</li> <li>- apply learning theories and pedagogical models suitable for diverse learning processes.</li> </ul>	3	3	Methods of scientific research	Research, development and innovation	<p>to distinguish between human concepts and their importance for understanding learning and designing the educational process;</p> <ul style="list-style-type: none"> <li>- to distinguish between theories about safety compliance, injury prevention, and their importance for understanding the learning process and designing the educational process;</li> <li>- apply learning theories and pedagogical models suitable for diverse learning processes.</li> </ul>



OET/M TO 2206	Teaching methods and technologies	The purpose of this course is to develop competence in the field of pedagogy and didactics. Future teachers have a comprehensive understanding of teaching strategies and methodologies and can apply them in planning, teaching and evaluation in innovative ways appropriate to specific pedagogical situations, the conditions of a particular school and the capabilities of students. Future teachers are able to create suitable inclusive, physical and online learning environments at different stages of the educational process. Future teachers understand and can apply copyright and data protection rules when planning their teaching materials. Future teachers have the necessary knowledge in the field of didactics, teaching technologies and methods of motivating students, being able to provide the necessary pedagogical assistance to students. Future sports educators demonstrating competence can: choose pedagogical models suitable for their training; apply teaching methods in a creative and diverse way, taking into account the opportunities provided by learning technologies; to use a suitable inclusive learning environment in their teaching; to know and apply the norms and principles of copyright and data protection; to apply leadership methods to motivate students and support their academic achievements.	5	4	Methods teaching physical education	of	Assessment and development	Know and apply copyright and data protection rules when planning your training materials. To know the didactics, learning technologies and methods of motivating students. Future sports educators will be able to choose pedagogical models suitable for their training; apply teaching methods in a creative and diverse way, use a suitable inclusive learning environment in their teaching; know and apply the norms and principles of copyright and data protection.
GOE/G MO 2(3)204	<i>Gymnastics with teaching methods 1</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting various forms and types of gymnastics classes. Future sports teachers demonstrating competence can: apply sports terminology and demonstrate the technique of gymnastic exercises; to make complexes of general developmental exercises with and without subjects; to plan, organize, conduct the introductory and preparatory part of gymnastics classes in various ways, taking into account gender, age, individual characteristics, needs and capabilities of those involved. Future sports teachers demonstrating competence can: plan, organize, conduct educational, health, recreational, training sessions and gymnastics competitions taking into account gender, age, individual characteristics, needs and capabilities of those involved; to master and apply preparatory and summing exercises in the teaching methodology; to carry out insurance for those</i>	5	4	Athletics training methods	with	Ski training with teaching methods	to apply sports terminology and demonstrate the technique of gymnastic exercises; to make complexes of general developmental exercises with and without subjects; to plan, organize, conduct the introductory and preparatory part of gymnastics classes in various ways, taking into account gender, age, individual characteristics, needs and capabilities of those involved

		<i>involved in performing exercises in the gymnastic all-around and provide first aid for typical injuries.</i>					
PPB(PP) /PPO(PP) ) 2211	Pedagogical practice – 2nd year - Psychological and pedagogical assessment	<p>The purpose of this course is to develop students' psychological and pedagogical assessment skills in educational and sports activities. Development of skills in analyzing and interpreting psychological and pedagogical data to optimize the educational and training process.</p> <p>Preparing students to work with different categories of students and athletes, taking into account their psychological and pedagogical characteristics.</p> <p>In the process of passing pedagogical practice, they will get acquainted with the goals, objectives and structure of pedagogical practice, will be instructed on safety and rules of conduct in practice, will study methodological materials on psychological and pedagogical assessment, will conduct observations of students and athletes to identify their psychological and pedagogical characteristics, will get acquainted with various diagnostic methods (testing, questionnaires, observations etc.), which can be applied in practice to assess the psychological state and pedagogical readiness, analyze diagnostic results and compile reports. Develop and implement measures to optimize the educational and training process based on the data obtained.</p>	2	4	General course of pedagogy and psychology		They will get acquainted with the goals, objectives and structure of pedagogical practice, receive instruction on safety and rules of conduct in practice, study methodological materials on psychological and pedagogical assessment, conduct observations of students and athletes to identify their psychological and pedagogical characteristics, get acquainted with various diagnostic methods (testing, questionnaires, observations, etc.), which they will be able to apply it in practice to assess the psychological state and pedagogical readiness, analyze the results of diagnostics and compile reports
<b>3 year</b>							
GOE/G MO 2(3)204	<i>Gymnastics with teaching methods 2</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting various forms and types of gymnastics classes. Future sports teachers demonstrating competence can: apply sports terminology and demonstrate the technique of gymnastic exercises; to make complexes of general developmental exercises with and without subjects; to plan, organize, conduct the introductory and preparatory part of gymnastics classes in various ways, taking into account gender, age, individual characteristics, needs and capabilities of those involved. Future sports teachers demonstrating competence can: plan, organize, conduct educational, health, recreational, training sessions and gymnastics competitions taking into account gender, age,</i>	5	5	Gymnastics with teaching methods 1	Sports games with teaching methods (basketball, volleyball)	to conduct the introductory and preparatory part of gymnastics classes in various ways, taking into account the gender, age, individual characteristics, needs and capabilities of those involved. Future sports teachers who demonstrate competence can: plan, organize, conduct educational, wellness, recreational, training sessions and gymnastics competitions taking into account gender, age, individual characteristics, needs and capabilities of those involved; possess and apply preparatory and

		<i>individual characteristics, needs and capabilities of those involved; to master and apply preparatory and summing exercises in the teaching methodology; to carry out insurance for those involved in performing exercises in the gymnastic all-around and provide first aid for typical injuries.</i>					summing exercises in the teaching methodology; to provide insurance for those involved in performing exercises in the gymnastic all-around and provide first aid for typical injuries.
IBBO/IOS 3203	Inclusive educational environment // Inclusive Educational Environment	The purpose of this course is to develop competencies in the field of pedagogy, didactics and the working environment of teachers. Future teachers have the opportunity to take into account the diversity of students and determine their individual needs in the learning process. Future teachers support the training of students and their inclusion in the educational process using appropriate ICT, teaching and assistive technologies. Future teachers support the well-being of students from a psychological and ethical point of view in cooperation with the community (teachers, students, parents/guardians), taking into account the context of life and learning of students. Future teachers demonstrating competence can: - identify individual educational needs that affect participation and learning in a diverse group of students; - use ICT and assistive technologies to support the learning of students and their inclusion in the educational process; - to teach values and approaches that promote cooperation and inclusivity; to support cooperation in the community (teachers, students, parents/guardians).	3	5	Pedagogy and psychology	Teaching planning and individualization of learning	Take into account the diversity of students and determine their individual needs in the learning process. To support the training of students and their inclusion in the educational process using appropriate ICT, training and assistive technologies.
OZhOY DO/PPI O 3205	Teaching planning and individualization of learning	The purpose of this course is to develop competence in the field of pedagogy and didactics. Future teachers are familiar with the educational program in their field of teaching, as well as with the guiding pedagogical principles and cross-cutting themes of developing a certain level of education, such as entrepreneurship and sustainable development. Future teachers have the skills to individualize teaching, taking into account the diversity of students and the principles of inclusion in the learning process, and the use of teaching technologies based on pedagogical and independent research. Future sports teachers demonstrating competence can: understand the basic principles and requirements of the educational program in their field of teaching and apply them in planning and conducting educational activities; identify factors and conditions that affect the training of students; apply in practice the principles of inclusion, individualization of teaching and leadership (adaptation of curricula, development of differentiated lessons) taking into account the needs of students and supporting	4	6	Teaching methods and technologies	Theory and methodology of the chosen sport	They will acquire skills of individualization of teaching, taking into account the diversity of students and the principles of inclusion in the learning process, and the use of teaching technologies, based on pedagogical and independent research. Understand the basic principles and requirements of the educational program in your field of teaching and apply them in planning and conducting educational activities.

		the development of their personality and self-esteem, including career guidance.					
TSTTE/ TMIVS 3305	<i>Theory and methodology of the chosen sport</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a system of knowledge and practical skills on the methodology of sports training in a chosen sport; designing and managing the process of long-term training of athletes in a chosen sport; planning of training loads and selection of methods and means of technical, physical, tactical, psychological, intellectual and integral training in micro-meso- and macrocycles; judging by a chosen sport; sports recruitment and selection Future sports teachers demonstrating competence can: plan and conduct training sessions taking into account the provisions of theory and methodology physical culture, sports theory, anatomical and morphological, physiological and mental characteristics of athletes of different genders, ages and abilities; to ensure compliance with safety regulations, injury prevention; to monitor the technical, physical, technical, tactical, psychological, intellectual and integral fitness and physical development of athletes, including using measurement and evaluation techniques to correct the training process in their chosen sport; to educate athletes in personal qualities, to form moral values of fair sports competition, to prevent negative social behavior and doping; analyze the results of competitions to adjust the educational and training process; apply methods of sports selection of athletes taking into account the requirements of the chosen sport.</i>	5	6	Methods of teaching physical education		To know and apply in practice the methodology of sports training in a chosen sport; to design and manage the process of long-term training of athletes in a chosen sport; planning training loads and selection of methods and means of technical, physical, tactical, psychological, intellectual and integral training in micro-meso- and macrocycles; judging in a chosen sport; Future sports teachers demonstrating competence can: plan and conduct training sessions taking into account the provisions of the theory and methodology of physical culture, sports theory, anatomical and morphological, physiological and mental characteristics of athletes of different genders, ages and abilities
DShSP/ PFKS // SO- ORP/PS S // SZhE/E SS 3307	<i>Psychology of physical culture and sports</i>	<i>The purpose of this course is to form subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity; the area of competence in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Future sports teachers have a clear understanding of the psychological features of physical culture and sports activities; the relationship between the psychomotor sphere, cognitive, emotional and volitional processes; mental states arising in the process of physical culture and sports activities; about the psychological characteristics of sports teams, sports teachers and students; demonstrate skills in diagnosing</i>	6	5	Psychology in education	Adaptive physical education	Be able to plan, organize and conduct physical education and sports classes based on individual differences, needs and opportunities in motor activity; the area of competence for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle

		<i>mental states of students and psychological assistance for their regulation. Future sports teachers who demonstrate competence can: apply psychological knowledge of physical culture and sports activities and its subjects in their professional activities; to form a constructive attitude to overcoming difficulties among those engaged in physical culture and sports activities; to develop individual content of training programs for those engaged in physical culture, recreation and sports activities in methods of mental self-regulation in stressful situations of training and competitive activities; to develop and carry out activities on psychoprophylaxis and psychohygenesis in physical education and sports.</i>					
DShSP/ PFKS // SO- ORP/PS S // SZhE/E SS 3307	<i>Psychology of self-regulation in sports</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a system of knowledge about the meaning, mechanisms, techniques, techniques and means of self-regulation of mental and functional states in sports; mastering practical skills in the application of techniques, techniques and means of mental self-regulation in the training process and competitions. Future sports teachers demonstrating competence can: apply basic knowledge about methods of mental self-regulation and its varieties in professional activities; identify situations requiring the use of self-regulation tools; take into account the patterns of influence of mental self-regulation on psychophysiological processes in the body; teach techniques, techniques and means of psychoregulation in training and competitive processes, taking into account the specifics of the sport and the age of the athletes.</i>	6	5	Psychology in education	Adaptive physical education	To know and understand the meanings, mechanisms, techniques, methods and means of self-regulation of mental and functional states in sports; to master practical skills in the application of techniques, techniques and means of mental self-regulation in the training process and competitions. They will be able to apply basic knowledge about the methods of mental self-regulation and its varieties in their professional activities.
DShSP/ PFKS // SO- ORP/PS S // SZhE/E SS 3307	<i>Ethics of sports and competitions</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at philosophical understanding, understanding and formation of a knowledge system on such social phenomena as ethics, culture, physical culture, sports, sports ethics, Olympism, Fair play, fan movement in the historical aspect and at the present stage of their development; formation of practical skills for the education of sports ethics and sports behavior. Future sports teachers demonstrating competence can: analyze and interpret the</i>	6	5	Psychology in education	Adaptive physical education	To understand and form a system of knowledge on such social phenomena as ethics, culture, physical culture, sports, sports ethics, Olympism, Fair play, fan movement in the historical aspect and at the present stage of their development; acquire practical skills in educating sports ethics and sports behavior.

		<i>historical heritage and cultural traditions of Olympism in order to solve the tasks of professional activity and training of athletes; demonstrate pedagogical and sports ethics, principles of "Fair Play" and universal values in behavior and activity; carry out professional psychologically justified interaction using organizational and managerial skills; observe moral and ethical norms in the process of communication with students and create a favorable atmosphere in the sports team; analyze the actions of judges and rivals in order to objectify the sports result and establish the fairness of refereeing.</i>					
SRDSh/ ORFK // DShBT/ AVFK // MZhKD ADSh/F KRAOS h // ShOE/S hMP 3309	Health and recreational physical education	The purpose of this course is to develop subject competencies in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. The course is aimed at understanding the importance and influence of recreational physical culture and physical recreation on the restoration and maintenance of human performance; the formation of skills in organizing recreational physical culture classes with a different contingent of students, taking into account their capabilities and needs. Future sports teachers demonstrating competence can: apply the provisions of the concept of health and well-being, including those related to physical activity and sports, stress management, physical and mental well-being; form a positive motivational and value attitude towards physical culture and sports, approved and implemented norms of behavior related to taking care of their physical condition, healthy and active lifestyle, physical improvement and regular physical education and sports; to select means and methods of physical culture for the correction of physical development and functional condition of persons of different sexes and ages, taking into account their professional activities; to plan and conduct physical education and sports events, organize leisure activities and active recreation in organizations of various types; to apply psychological recommendations for optimizing mental states, self-esteem, maintaining motivation in engaged in physical culture and sports activities.	6	6	Psychology in education	Adaptive physical education	Apply the provisions of the concept of health and well-being, including those related to physical activity and sports, stress management, physical and mental well-being; form a positive motivational and value attitude towards physical culture and sports, approved and implemented norms of behavior related to taking care of one's physical condition, healthy and active lifestyle, physical improvement and regular physical education and sports; to select means and methods of physical culture for the correction of physical development and functional condition of persons of different genders and ages, taking into account their professional activities;
SRDSh/ ORFK // DShBT/ AVFK // MZhKD ADSh/F	<i>Alternative types of physical education</i>	<i>The purpose of this course is to enhance the following areas of subject competencies: The field of competencies for promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. The course is aimed at forming an idea of alternative types of physical culture and practical skills in organizing alternative types of physical culture, such as workout, crossfit,</i>	6	6	Theory and methodology of teaching physical culture and sports	Theory and methodology of adaptive sports	The course is aimed at forming an idea of alternative types of physical culture and practical skills in organizing alternative types of physical culture, such as workout, crossfit, terrancourt, Nordic

KRAOSH // ShOE/ShMP 3309		<p><i>terrancourt, Nordic walking, jimbar, yoga, parkour, stretching, skateboarding, freestyle cycling, trailrunning and others with a different contingent of students, taking into account their capabilities and needs. Future sports teachers demonstrating competence can: interpret the provisions of the concept of health and well-being, including those related to physical activity and sports, stress management, physical and mental well-being of a person; select alternative types of physical culture taking into account the needs and capabilities of those involved; organize and conduct classes on alternative types of physical culture; train those involved methods of medical self-control in the process of physical education; to conduct competitions in alternative types of physical culture, taking into account the differences in the contingent of those involved; to form a positive motivational and value attitude to physical culture and sports among those involved, approved and implemented in practice norms of behavior related to taking care of their physical condition, a healthy and active lifestyle, physical improvement and regular physical culture and sports.</i></p>					<p>walking, jimbar, yoga, parkour, stretching, skateboarding, freestyle cycling, trailrunning and others with a different contingent of students, taking into account their capabilities and needs.</p>
SRDSh/ORFK // DShBT/AVFK // MZhKDADSh/FKRAOSH // ShOE/ShMP 3309	<p><i>Physical education for working capacity and active recreation at school</i></p>	<p><i>The purpose of this course is to develop subject competencies in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Future sports teachers demonstrate an understanding of the influence of physical culture to maintain and restore the working capacity of schoolchildren, as well as the organization of active recreation during school and extracurricular hours; skills in conducting physical education pauses and minutes during lessons and recess, physical fitness and sports holidays, quests, competitions, hiking and other activities for active recreation of schoolchildren. Future sports teachers demonstrating competence can: develop complexes of physical culture minutes and pauses to restore mental performance in lessons; conduct and organize active changes to relieve fatigue in school lessons; apply kinesiological exercises to optimize the educational process and correct the mental development of children; organize sports festivals, competitions and other recreational activities to increase the motor activity of schoolchildren; to form a positive attitude towards physical culture and sports among those involved, approved and implemented in practice norms of behavior related to taking care of their physical condition, a healthy and active lifestyle, physical improvement and regular physical education and sports.</i></p>	6	6	<p>Theory and methodology of teaching physical culture and sports</p>	<p>Theory and methodology of adaptive sports</p>	<p>Be able to organize active recreation during school and extracurricular hours; acquire skills in conducting physical education pauses and minutes during lessons and recess, physical education and sports holidays, quests, competitions, hiking trips and other activities for active recreation of schoolchildren.</p>

SRDSh/ ORFK // DShBT/ AVFK // MZhKD ADSh/F KRAOS h // ShOE/S hMP 3309	<i>Chess with teaching methods</i>	<i>The purpose of this course is to form subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity; competencies in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Future sports teachers demonstrate knowledge of general issues of the theory of the chess game: the history of the origin, the basic concepts of the chess game (board, pieces, rules of movement of pieces; chess terminology and recording of the chess game, and others); characteristics of the stages of a chess game, types of chess combinations, game strategies, preparation for a chess game and game analysis) and skills of playing chess; skills of planning, conducting classes and methods of teaching chess to students of different age groups, including the methodology of adaptive chess training and the methodology of training in adaptive chess sports for people with disabilities; skills organization and holding of competitions, chess holidays and competitions for solving chess problems; skills of refereeing in chess. Future sports teachers demonstrating competence can: explain the impact of chess lessons on the versatile development and social adaptation of a personality; plan and conduct chess training classes in conditions of additional education and recreational activities, taking into account morphofunctional characteristics and health opportunities, age and gender groups; organize and conduct chess holidays, contests and tournaments in an active mode leisure and recreation activities, taking into account morphofunctional characteristics and health opportunities, age and gender groups; plan and conduct training sessions in chess, including adaptive chess, taking into account the morphofunctional characteristics and capabilities of persons with disabilities in various nosological forms, age and gender groups; determine the level of all types of training and psychophysical, motor development of athletes, taking into account the degree of morphofunctional characteristics and health capabilities, using adequate measurement methods and assessments for correcting the training process in your chosen sport; to educate students and athletes in personal qualities, to form moral values of fair play and sports competition, to prevent negative social behavior and doping; to analyze the results of competitions to adjust the educational and training process.</i>	6	6	Theory and methodology of teaching physical culture and sports	Theory and methodology of adaptive sports	To represent and know the general issues of the theory of the chess game: the history of the origin, the basic concepts of the chess game (board, pieces, rules of movement of pieces; chess terminology and record of the chess game, and others);
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BDSH/A FK // BSTE/T MAS // SSN/OS N 4310	Applied research in physical culture and sports	The purpose of this course is to develop subject competencies in applied research in the field of physical culture and sports, physical activity and a healthy lifestyle. Future sports educators demonstrate the skills of planning, developing methodology, design and conducting applied research in the field of physical culture and sports; applying general scientific and specific research methods, methods of mathematical statistics, visualization and presentation of research results. Future sports educators demonstrating competence can: design research based on research methodology and scientific ethics; independently conduct scientific and applied research in the field of physical culture and sports, including an interdisciplinary level, for their own development, as well as teaching practice and sports training; visualize and present to the public the results of research in various types and forms of communication.	5	6	Methods of teaching physical education, Theory and methodology of the chosen sport	Research development and innovation	Have the skills to plan, develop methodology, design and conduct applied research in the field of physical education and sports
BDSH/A FK // BSTE/T MAS // SSN/OS N 4310	Visualization and presentation of research results	The purpose of this course is to develop subject competencies in applied research in the field of physical culture and sports, physical activity and a healthy lifestyle. Future sports educators demonstrate the skills of visualization and presentation of research results. Future sports educators demonstrating competence can: apply various information systems to visualize research results; present research results in various types and forms for different target audiences.	5	6	Theory and methodology of the chosen sport	Research development and innovation	Have the skills to visualize and present the data of research results.
BDSH/A FK // BSTE/T MAS // SSN/OS N 4310	Sports Metrology	The purpose of this course is to develop subject competencies in applied research in the field of physical culture and sports, physical activity and a healthy lifestyle. Future sports teachers demonstrate the skills of using metrologically sound means and methods of measurement in sports; interpreting the information obtained indicators of physical, technical, tactical readiness of athletes and training loads to control and manage the educational and training process. Future sports teachers demonstrating competence can: apply measuring equipment and computer technology based on basic knowledge of relevant instrumental techniques and computational methods in sports practice; use methods of statistical processing of measurement results and interpret them; test physical, technical fitness, measurement of anthropometric indicators and physiological parameters; adjust the educational and training process in the chosen sports based on objective measurement indicators.	5	6	Theory and methodology of the chosen sport	Research development and innovation	Have the skills to apply metrologically sound means and methods of measurement in sports; interpret the information received indicators of physical, technical, tactical readiness of athletes and training loads to control and manage the training process.

SOOE(F,G)/SIM O(F,G) 3203	<i>Sports games with teaching methods (football, handball)</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting various forms and types of football and handball classes, taking into account the diversity of students. Future sports teachers demonstrating competence can: - apply sports terminology and demonstrate technical and motor skills in football and handball; - plan, organize, conduct educational, recreational, training sessions and competitions in football and handball, taking into account gender, age, individual characteristics, needs and capabilities of those involved.</i>	8	6	Theory and methodology of the chosen sport	Fundamentals of sports medicine	Apply sports terminology and demonstrate technical and motor skills in football and handball; - plan, organize, conduct educational, recreational, training sessions and competitions in football and handball, taking into account gender, age, individual characteristics, needs and capabilities of those involved.
SOOE(B,V)/SIM O(B,V) 3202	<i>Sports games with teaching methods (basketball, volleyball)</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting various forms and types of basketball and volleyball classes, taking into account the diversity of students. Future sports teachers demonstrating competence can: apply sports terminology and demonstrate technical and motor skills in basketball and volleyball; plan, organize, conduct educational, recreational, training sessions and competitions in basketball and volleyball, taking into account gender, age, individual characteristics, needs and capabilities of those involved.</i>	8	6	Theory and methodology of the chosen sport	Fundamentals of sports medicine	Have practical skills in organizing, planning and conducting various forms and types of basketball and volleyball classes, taking into account the diversity of students
PT(PP)/PP(PP) 3212	<i>Pedagogical practice, 3rd year – Pedagogical approaches</i>	<i>The purpose of this practice is to deepen students' knowledge and skills in the field of pedagogical approaches and teaching methods in physical culture and sports. Formation of the ability to apply various pedagogical approaches for effective teaching and upbringing in educational and sports institutions. The development of skills for analyzing and adapting pedagogical strategies depending on the needs and characteristics of students. During the internship, students will get acquainted with the goals, objectives and structure of pedagogical practice, study methodological materials on pedagogical approaches and their application in physical culture and sports, receive instruction on safety and rules of conduct in practice. They will get acquainted with the work of teachers and trainers, study their pedagogical approaches and techniques. They will develop and conduct training sessions and</i>	6	5	Methods of physical culture and sports	Research development and innovation	Apply various pedagogical approaches for effective teaching and upbringing in educational and sports institutions. The development of skills for analyzing and adapting pedagogical strategies depending on the needs and characteristics of students.

		<i>trainings using various pedagogical approaches (traditional, problem-based, project-based, personality-oriented, etc.). Adopt innovative pedagogical technologies such as gaming technologies, ICT, differentiated approach, etc. They will evaluate the effectiveness of the applied methods through observation, testing and surveys of students.</i>					
4 крч							
Z,DI/I,R I 4209	Research, Development and Innovation // Research, Development and Innovation	The purpose of this course is to develop competencies in the areas of professional development and interaction. In order to maintain relevance and the possibility of continuous development of themselves and their professional activities, future teachers acquire new knowledge based on research and conduct practical research in an ethical manner in various areas related to the development of education and the teaching profession, innovative approaches to teaching, as well as training and guidance of students. Future teachers adopt a development-oriented mindset and are able to develop, update and apply innovative learning approaches and technologies in the context of ongoing changes in society and the educational environment. Prospective teachers design a small research project to familiarize themselves with the scientifically based development of their work as teachers. They define the topic/questions of their research, conduct a literature review and develop a methodology for data collection and analysis, including ethical aspects of the research. Upon completion of the course, future teachers are able to develop and update their teaching activities based on ethically conducted research and development, as well as to carry out or participate in research projects. They are also able to present the results of their research and development using various professional methods and channels. Future sports educators demonstrating competence can: evaluate their own professional activities and work environment to find areas for improvement; apply a research-based approach to their professional activities and conduct independent research; take into account and apply the ethical aspects of research procedures; apply critical thinking in the collection and analysis of information; participate in scientific research and/or develop cooperation between universities and stakeholders; document their own research activities and present the results using various forms of communication.	5	7	Pedagogical research	Pedagogical practice- Research and innovation in education	Have new knowledge based on research and conduct practical research in an ethical manner in various fields related to the development of education and the teaching profession, innovative approaches to learning, as well as training and guidance of students.

ZhOE/P MO 4207	Swimming with a learning methodology	The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at developing practical skills in organizing, planning and conducting swimming classes. Future sports teachers demonstrating competence can: apply sports terminology and demonstrate swimming techniques in different styles, turns and starts; plan, organize, conduct educational, recreational, educational and training classes and swimming competitions, taking into account the gender, age, individual characteristics, needs and capabilities of those involved; ensure the safety of those involved in the water and provide first aid for typical swimming injuries and drowning rescue.	6	7	Theory and methodology of the chosen sport		Have practical skills in organizing, planning and conducting swimming classes. They will be able to apply sports terminology and demonstrate swimming techniques in different styles, turns and starts; plan, organize, conduct educational, wellness, recreational, training sessions and swimming competitions taking into account gender, age, individual characteristics, needs and capabilities of those involved;
SMON/ OSMR // EDShM/ LFKM // KK/PK 4303	<i>Fundamentals of sports medicine and rehabilitation</i>	<i>The purpose of this course is the formation of subject competencies in natural science and biomedical fundamentals of physical culture and sports. The course is aimed at developing knowledge and understanding of the need for medical and pedagogical control and organization of medical and biological support for athletes in accordance with training loads; epidemiology and mechanisms of common sports injuries, strategies for preventing injuries and/or their recurrence; formation of skills for conducting functional tests, the use of means to restore health, functional condition and working capacity of those involved, impaired by diseases and injuries; skills for preventing sports injuries that may occur during physical activity and sports; providing first aid for sports injuries and acute pathological conditions to those engaged in physical culture and sports. Future sports teachers demonstrating competence can: apply basic knowledge on general and sports pathology and injuries, medical support of physical culture and sports, taking into account the morphofunctional characteristics of the athletes' body; apply methods of studying and evaluating the functional state and physical performance of those engaged in physical culture and sports; evaluate physical development and performance, functional state of the body; analyze and evaluate the results of medical and pedagogical observations; identify early signs of overexertion, overtraining and other pathologies, and carry out their prevention and prevention of sports injuries; provide first aid for injuries.</i>	7	7	Theory and methodology of the chosen sport	Theory and methodology of adaptive sports	To know and understand the need for medical and pedagogical control and the organization of medical and biological support for athletes in accordance with training loads; epidemiology and mechanisms of common sports injuries, strategies for preventing injuries and/ or their recurrence; formation of skills for conducting functional tests, the use of means to restore health, functional condition and working capacity of those involved, impaired by diseases and injuries; skills for preventing sports injuries that may occur during physical activity and sports; providing first aid for sports injuries and acute pathological conditions to those engaged in physical education and sports

SMON/ OSMR // EDShM/ LFKM // KK/PK 4303	<i>Therapeutic physical education and massage</i>	<i>The purpose of this course is to form subject competencies in the natural science and biomedical foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at understanding the pathological changes characteristic of the most common diseases and injuries; knowledge of the physiological mechanisms of the therapeutic effect of physical exercises and massage on the human body; knowledge of indications and contraindications to the use of therapeutic physical culture; mastery of the basic techniques and means of therapeutic physical culture in the most common diseases and injuries; formation of skills to independently develop exercise complexes and conduct classes in therapeutic physical culture with various deviations in health and injuries; skills of conducting all basic techniques of wellness and sports massage; skills to assess the effectiveness of exposure physical therapy and massage classes. Future sports teachers demonstrating competence can: apply basic anatomical, physiological, biomechanical knowledge of the functioning of the human body, including people with disabilities; make complexes of therapeutic physical culture and recommendations for massage, taking into account indications and contraindications, age, gender, past motor experience and the location of the pathological focus or injury; to evaluate the physiological effects of physical exercises of therapeutic physical culture; conduct self-guided physical therapy classes for the most common diseases and injuries; independently conduct sessions of restorative, wellness and sports massage.</i>	7	7	Theory and methodology of the chosen sport	Theory and methodology of adaptive sports	To understand the pathological changes characteristic of the most common diseases and injuries; to know the physiological mechanisms of the therapeutic effect of physical exercises and massage on the human body; to know the indications and contraindications for the use of therapeutic physical culture; to possess the basic techniques and means of therapeutic physical culture for the most common diseases and injuries; to be able to independently develop exercise complexes and conduct therapeutic physical training culture for various health conditions and injuries; the skills of conducting all the basic techniques of wellness and sports massage; skills to assess the effectiveness of the impact of physical therapy and massage
SMON/ OSMR // EDShM/ LFKM // KK/PK 4303	<i>Applied Kinesiology</i>	<i>The purpose of this course is to form subject competencies in the natural science and biomedical foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a system of knowledge about the structure, functions, biomechanics of the human motor apparatus, concepts of motion control and practical skills in developing corrective, rehabilitation, wellness, training programs and exercise complexes taking into account the individual characteristics and capabilities of those involved, the use of kinesiotapes and kinesiological massage. Future sports teachers demonstrating competence can: apply modern scientifically based methods of</i>	7	7	Applied Physiology		Have an idea of the structure, functions, biomechanics of the human motor apparatus, concepts of motion control and practical skills in developing corrective, rehabilitation, wellness, training programs and exercise complexes taking into account the individual characteristics and capabilities of those involved, the use of kinesiotapes and kinesiological massage.

		<i>kinesiology in physical culture and sports activities; to select special exercises and conduct classes for various diseases and injuries; to apply kinesiotaping and kinesiological massage for various diseases and injuries; to develop and conduct kinesiological exercises in order to solve problems of mental and mental development of children and improve academic performance.</i>					
DShSFD FDM/M FSPFKS // STB/TK S// DShSAP BO- OB/KSP ZFKS 4304	<i>Monitoring of functional status and fitness in physical education and sports</i>	<i>The purpose of this course is to form subject competencies in the natural science foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at mastering the laws of formation, maintaining a high level of physical status of a person; knowledge about the possibilities and features of monitoring physical development, motor abilities, psychomotor parameters of those engaged in various types of physical culture and sports activities; formation of skills in applying basic methods and tools to assess various parameters of physical development and fitness of those engaged in physical culture and sports at different stages of ontogenesis and taking into account individual differences and development characteristics; skills in developing monitoring programs; skills of processing, analyzing, communicating and interpreting the results of monitoring and correlation with the norm of age development and/or "model" characteristics in a chosen sport. Future sports teachers demonstrating competence can: apply basic knowledge of the natural science foundations of the functioning of the human body and the peculiarities of physical development of people of different genders and ages, including people with disabilities; apply the principles and methods of conducting research on the level of physical development and fitness of a person, taking into account the goals, objectives of the examination, age, gender characteristics and capabilities of a person; determine the levels of physical development using anthropometric, somatoscopic research methods and develop appropriate recommendations for those involved; diagnose the functional state of the body engaged in physical culture and sports activities.</i>	6	7	Applied Kinesiology		Be able to conduct physical education and sports classes based on individual differences, needs and opportunities in motor activity. To know the laws of formation, preservation of a high level of physical status of a person; the possibilities and features of monitoring physical development, motor abilities, psychomotor parameters of those engaged in various types of physical culture and sports activities. They will be able to apply basic methods and tools to assess various parameters of physical development and fitness of those engaged in physical culture and sports at different stages of ontogenesis and taking into account individual differences and developmental characteristics.
DShSFD FDM/M FSPFKS	<i>Testing and conditioning in sports</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and</i>	6	7	Theory and methodology of the chosen sport		To know the testing and "conditioning" of training in sports to achieve high results; To apply

<p>// STB/TK S // DShSAP BO- OB/KSP ZFKS 4304</p>		<p><i>opportunities in motor activity. Future sports educators have an idea about testing and "conditioning" training in sports to achieve high results; They apply methods and tools of functional diagnostics and testing to assess various parameters of physical development and fitness of athletes at different stages of the training process, taking into account individual differences and developmental characteristics; demonstrate skills in processing, analyzing, communicating and interpreting monitoring results and correlating with "model" characteristics in their chosen sport. Future sports teachers demonstrating competence can: develop model characteristics in accordance with the characteristics of the sport, gender and age norms of those involved; apply functional tests and evaluate the functional state of athletes of various qualifications in accordance with the model characteristics for the chosen sport; to select and apply effective methods and means of physical training of athletes, taking into account gender, age characteristics and capabilities, skill level in accordance with the model characteristics for the chosen sport.</i></p>					<p>methods and tools of functional diagnostics and testing to assess various parameters of physical development and fitness of athletes at different stages of the training process, taking into account individual differences and developmental characteristics.</p>
	<p><i>Control and self-control in the process of physical education and sports</i></p>	<p><i>The purpose of this course is to form subject competencies in the natural science foundations of physical culture and sports; competencies in planning, organizing and conducting physical culture and sports classes based on individual differences, needs and opportunities in motor activity. Future sports teachers understand the importance of regular medical supervision and self-monitoring of health status in the process of physical education; they have an idea of the system of organization and content of medical support for persons engaged in physical culture and sports activities; apply testing methods to assess the state of functions of various body systems, general fitness and physical development; form teaching skills for elementary methods of self-control of the condition during classes. Future sports teachers demonstrating competence can: apply the methodology and methods of organizing and implementing diagnostics, monitoring and self-monitoring of the health status of those engaged in physical education and sports; convince of the need for self-control during physical exercises; apply techniques and functional tests to measure and evaluate the somatic and functional status of an individual; evaluate ways to control the body's response to physical exertion; select the main criteria for diagnosing physical and psycho-emotional state, physical performance, reserve capabilities of the body of those involved, using modern computer</i></p>	<p>6</p>	<p>7</p>	<p>Theory and methodology of the chosen sport</p>		<p>To understand the importance of regular medical monitoring and self-monitoring of the state of health in the process of physical education; To have an idea of the system of organization and content of medical support for persons engaged in physical culture and sports activities; To apply testing methods to assess the state of functions of various body systems, general fitness and physical development; to form skills of teaching elementary methods of self-control of the state in the course of classes.</p>

		<i>technologies in order to optimize the process wellness training in different periods of a person's life; to determine the level of health according to indicators of somatic status, functional tests of an individual.</i>					
BZhSSD PB/UPS PDYuS // TSTFD B/FPKI VS // TSTTT D/TTPI VS 4306	<i>Managing the process of sports training in youth sports</i>	The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at forming a system of knowledge and practical skills for managing the process of sports training in a chosen sport, taking into account children's and youth ages; skills for selecting means and methods of sports training in a chosen sport, taking into account the diversity and characteristics of the development of children and youth involved; skills of planning classes in micro-, meso- and macrocycles during the sports season for effective training in youth sports; skills of assessment, control and correction of various types of training of young athletes in order to increase the effectiveness of training and reduce the risks of injury to those involved. Future sports teachers demonstrating competence can: plan the content and conduct training sessions taking into account the provisions of the theory and methodology of physical culture, sports theory, anatomical and morphological, physiological and mental characteristics of athletes of children and youth of different genders and abilities; to develop physical qualities and improve the functional capabilities of athletes of child and youth age in accordance with the specifics of the sport, to carry out psychological and pedagogical support of training sessions and pre-competitive training; to monitor technical, physical, technical, tactical, psychological, intellectual and integral preparedness and physical development of athletes of child and youth age, including using measurement and evaluation techniques; analyze competitive activities to correct the pedagogical impact on athletes; use the results of pedagogical, psychological and biomedical control to correct the training process in the chosen sport.	6	7	Theory and methodology of the chosen sport		Have practical skills in managing the process of sports training in a chosen sport, taking into account children's and youth ages; skills in selecting means and methods of sports training in a chosen sport; skills in planning classes in micro-, meso- and macrocycles during the sports season for training in children's and youth sports; skills in evaluating, monitoring and correcting various types of training for young athletes in order to increase the effectiveness of training and reduce the risks of injury to those involved.
BZhSSD PB/UPS PDYuS // TSTFD B/FPKI	<i>Physical training and conditioning in your chosen sport</i>	<i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at the formation of practical competencies in physical training and conditioning of athletes in accordance with the "model"</i>	6	7	Theory and methodology of the chosen sport		to plan the content and conduct physical training of athletes taking into account the provisions of the theory of sports, anatomical, morphological, physiological and mental characteristics of athletes of



<p>VS // TSTTT D/TTPI VS 4306</p>		<p><i>characteristics of the chosen sport and based on the patterns of planning, selection of means and methods of physical training in the chosen sport, taking into account the diversity and peculiarities of the development of those involved; skills of assessment, control and correction of physical training and conditioning of athletes in order to increase competitive success and reduce the risks of injury and overstrain of those involved. Future sports teachers demonstrating competence can: plan the content and conduct physical training of athletes, taking into account the provisions of the theory of sports, anatomical, morphological, physiological and mental characteristics of athletes of different ages, genders and abilities; to develop physical qualities and improve the functional capabilities of athletes in accordance with the specifics of the sport, to carry out psychological and pedagogical support of physical training; to monitor the physical fitness of athletes of different ages and genders, including using measurement and evaluation techniques; to analyze competitive activities to correct the process of physical training in the chosen sport; to ensure compliance with safety regulations, prevention of injuries and overstrain in the process of physical training; to carry out work to prevent the use of doping in the process of physical training.</i></p>					<p>different ages, genders and abilities; to develop physical qualities and improve the functional capabilities of athletes in accordance with the specifics of the sport</p>
<p>BZhSSD PB/UPS PDYuS // TSTFD B/FPKI VS // TSTTT D/TTPI VS 4306</p>	<p><i>Technical and tactical training in a chosen sport</i></p>	<p><i>The purpose of this course is to develop subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity. The course is aimed at the formation of practical competencies in technical and tactical training of athletes in their chosen sport, taking into account the diversity and peculiarities of the development of those involved; skills of modeling technical and tactical training of athletes; skills of assessment, control and correction of technical and tactical training of athletes, taking into account the characteristics of their chosen sport. Future sports teachers demonstrating competence can: plan and conduct technical and tactical training of athletes, taking into account the provisions of sports theory, anatomical, morphological and mental characteristics of athletes of different ages, genders and capabilities; monitor the technical and tactical readiness of athletes of different ages and genders, using adequate measurement and evaluation techniques; analyze competitive activities to correct the process of technical and tactical training in a chosen sport; ensure compliance with safety regulations, injury prevention in the process of technical and tactical training.</i></p>	<p>6</p>	<p>7</p>	<p>Theory and methodology of the chosen sport</p>		<p>Practical competencies will be formed for the technical and tactical training of athletes in their chosen sport, taking into account the diversity and peculiarities of the development of those involved; skills for modeling technical and tactical training of athletes; skills for evaluating, monitoring and correcting technical and tactical training of athletes, taking into account the characteristics of their chosen sport.</p>

BDSH/A FK // BSTE/T MAS // SSN/OS N 4310	Adaptive physical education	<p>The purpose of this course is to develop subject competencies in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Future sports teachers demonstrate an understanding of the morphofunctional, socio-psychological characteristics of people with disabilities in various nosological forms, age and gender groups; private methods of adaptive physical culture and safety during adaptive physical education; organization and holding of mass physical education events and sports competitions in Paralympic, Deaflympic and special Olympic sports; application of methods for measuring and evaluating physical development, functional fitness, and mental state of persons with disabilities. Future sports teachers demonstrating competence can: develop the goals and objectives of adaptive physical culture and its main types, taking into account the characteristics of persons with disabilities in health; to develop the content of classes and methods of selecting physical exercises for people with disabilities and disabilities of various nosological groups, taking into account indications and contraindications; formulate tasks (correctional, compensatory, preventive, health-improving, educational, educational, etc.), select appropriate means and methods of their solution, regulate the psychophysical load during classes; to apply modern technologies of conducting classes in all types of adaptive physical culture: adaptive physical education, adaptive motor recreation, physical rehabilitation.</p>	6	7	An inclusive educational environment		<p>To understand the multifunctional, socio-psychological characteristics of people with disabilities in the state of health of various nosological forms, age and gender groups; private methods of adaptive physical culture and ensuring safety during adaptive physical education; organization and conduct of mass physical education events and sports competitions in Paralympic, Deaflympic and special Olympic sports; application of methods for measuring and evaluating physical development, functional fitness, and mental state of persons with disabilities.</p>
BDSH/A FK // BSTE/T MAS // SSN/OS N 4310	Theory and methodology of adaptive sports	<p>The purpose of this course is to form subject competencies in planning, organizing and conducting physical education and sports classes based on individual differences, needs and opportunities in motor activity; competencies in promoting a healthy lifestyle, encouraging and motivating a physically active lifestyle. Future sports teachers demonstrate skills in planning, conducting and adjusting the content of the educational and training process, taking into account the morphofunctional characteristics of athletes with health disorders of various nosological forms, age and gender groups; skills in ensuring safety during adaptive sports; application of methods for measuring and evaluating physical development, functional fitness, mental state of athletes with disabilities health; organizing and conducting sports competitions in Paralympic, Deaflympic and special Olympic sports, Future sports teachers who demonstrate competence can: plan and conduct training sessions in an adaptive chosen sport, taking into account the</p>	6	7	An inclusive educational environment		<p>To understand the multifunctional, socio-psychological characteristics of people with disabilities in the state of health of various nosological forms, age and gender groups; private methods of adaptive physical culture and ensuring safety during adaptive physical education; organization and conduct of mass physical education events and sports competitions in Paralympic, Deaflympic and special Olympic sports; application of methods for measuring and evaluating physical development, functional fitness, and mental state of persons with disabilities</p>

		morphofunctional, psychological characteristics and capabilities of persons with disabilities in various nosological forms, age and gender groups; ensure compliance with safety precautions, injury prevention; to determine the level of all types of training and psychophysical, motor development of athletes, taking into account the degree of functional disorders when studying the anamnesis of those involved, using adequate measurement and evaluation methods to correct the training process in their chosen sport; to educate athletes in personal qualities, to form moral values of fair sports competition, to prevent negative social behavior and doping; to analyze the results competitions to adjust the educational and training process; to apply methods of sports selection of athletes, taking into account the degree of functional disorders and the requirements of the chosen adaptive sport.					
BDSH/A FK // BSTE/T MAS // SSN/OS N 4310	Wellness and Sports nutrition	The purpose of this course is to form subject competencies in applied research in the field of physical culture and sports, motor activity and a healthy lifestyle; to promote a healthy lifestyle, encourage and motivate a physically active lifestyle. Future sports teachers have an idea about nutrition as one of the most important factors for maintaining health and well-being, the mechanisms of energy supply of muscular activity and ways of organizing nutrition for the effective course of plastic processes during the recovery of the body after physical exertion; ways to determine the needs for nutrients and energy supply, as well as the schemes of nutrition of athletes depending on the type of sport and the intensity of physical activity, as well as during physical education; types of specialized sports nutrition; demonstrate skills in developing adequate diets and including specialized foods for sports and health in them. Future sports teachers demonstrating competence can: apply the rules and methods of rational nutrition planning to ensure vital activity; apply the rules and methods of planning individual nutrition regimes of an athlete in various training and competition cycles; calculate individually selected sports diets under various loads of an athlete; to develop nutrition recommendations in accordance with the objectives of the physical education and wellness program, taking into account the individual differences of those involved.	6	7			Have an idea of nutrition as one of the most important factors for maintaining health and well-being, the mechanisms of energy supply of muscular activity and ways of organizing nutrition for the effective course of plastic processes during the recovery of the body after physical exertion; ways to determine the needs for nutrients and energy supply, as well as the schemes of nutrition of athletes depending on the type of sport and intensity of physical activity, as well as during physical education; types of specialized sports nutrition; demonstrate skills in developing adequate diets and including specialized foods for sports and health
BBZI(P P)/IIO(P P) 4213	Pedagogical practice, 4th year – Research and	Objectives: To develop the skills of conducting scientific research in the field of physical culture and sports. Formation of the ability to apply innovative approaches and technologies in educational	15	8	Theory and methodology of physical culture	Passing comprehensiv e exams or	Have the ability to apply innovative approaches and technologies in educational and sports activities.

	innovation education	in	and sports activities. Preparing students for independent research and innovation in the professional field. During the pedagogical internship, students will get acquainted with the goals, objectives and structure of pedagogical practice, study methodological materials on scientific research and innovations in physical culture and sports. They will be instructed on safety and rules of conduct in practice, review the literature and select a research topic, develop a research plan and methodology, collect and analyze data, conduct experimental and observational studies, conduct classes using innovative technologies and techniques in educational and sports activities. In conclusion, they will prepare a final report on the practice, including a description of the conducted research and their results, prepare a scientific article and presentations on the results of the conducted research.			and sports, Pedagogical practice 3	defending a graduation project	Preparing students for independent research and innovation in the professional field.
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