

**ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY**

**CATALOGUE OF ELECTIVE DISCIPLINES**

**7M012- Pedagogy of preschool education and training**

**CATALOGUE OF ELECTIVE DISCIPLINES  
MASTER'S LEVEL**

| <b>Cycle of disciplines</b> | <b>Name of disciplines and their main sections</b>   | <b>Laboriousness (ECTS)</b> |
|-----------------------------|--|-----------------------------|
|                             | <b>CYCLE OF CORE DISCIPLINES</b>   |                             |
|                             | <b>TOTAL OF ELECTIVE COMPONENT</b>   | <b>15</b>                   |
| <b>TMFPE</b>                | <b>Theoretical and methodological foundations of preschool education</b>   | <b>5</b>                    |
|                             | <p>Scientific and methodological foundations of preschool education. Psychopedagogical and methodological foundations of early childhood education. Methodological approaches to preschool education. Ses preschool education and upbringing. The field of education in the field of preschool education. The problem of competence in the field of preschool education. Questions of training of specialists in the field of preschool education.</p> <p>Forms and methods of formation of competence of preschool children (communicative, cognitive, social, etc.). Theoretical bases of creation of educational space in the preschool organization. continuity in the family and preschool organizations. Preparing children for school. Education of preschool children in the family.</p> |                             |
| <b>MWSP E</b>               | <b>Modern world systems of preschool education</b>   | <b>5</b>                    |
|                             | <p>The modern system of preschool education as a subject of training. Comparative pedagogy as a science. Pedagogical significance of the education system. Pedagogical ideas about modern preschool education. Modern author's pedagogical system. Theories of modern foreign countries in the development and education of preschool children. The European model of development of preschool education. The Scandinavian model of development of preschool education. The Asian model of development of preschool education. American model of preschool education development. Training of teachers abroad.</p>   |                             |
| <b>PA</b>                   | <b>Pedagogical anthropology</b>  | <b>5</b>                    |
|                             | <p>Anthropology as the doctrine of man. Philosophical anthropology as humanistic philosophy. Pedagogical anthropology: subject, structure and prospects of development. The concept of pedagogical anthropology. Pedagogical anthropology as a methodological basis of modern pedagogy. The formation of anthropology as an integrated scientific knowledge about man. A systematic approach to the study of man. Natural person, subject of activity, natural person, natural person</p>  |                             |
|                             | <b>CYCLE OF MAJOR DISCIPLINES</b>  |                             |
| <b>EC</b>                   | <b>TOTAL OF ELECTIVE COMPONENT</b>   | <b>20</b>                   |
| <b>CPPE CUEC</b>            | <b>Continuity of preschool and primary education in the context of updated educational content</b>   | <b>5</b>                    |
|                             | <p>Regulatory and legal support of preschool education of the Republic of Kazakhstan. Conceptual bases of the organization of educational process with children of preschool age for formation of the updated contents of education. Problems and prospects of transition to the updated content of education in primary school. Updating the content of preschool education within the continuity</p>   |                             |

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|--------------|---|----------|
|              | of preschool and primary education. Professional and managerial competence of the modern head of the do in addressing issues of continuity of the do.   |          |
| <b>SPPEF</b> | <b>Social Partnership of Preschool Education and Family</b>   | <b>5</b> |
|              | Social partnership of family and friends as a resource for ensuring the quality of preschool education. The main tasks of interaction with the family. Forms and methods of social partnership of preschool organization of education with parents of pupils. Updating the ways of organization and maintenance of partnerships between family and friends in accordance with the current legal framework. Social partnership as a condition for improving the quality of preschool education. Information and communication technologies as a means of a new format of interaction between kindergarten and family. Methodological support of social partnership of family and children in the context of modern trends in the development of preschool education. |          |
| <b>SPE</b>   | <b>STEM – in preschool education</b>  | <b>5</b> |
|              | The industrial revolution and STEM education. Necessity and advantages. Preparing preschool children for technological innovations of life. Content, goals and objectives of the educational program for preschool children. Stages of training STEAM in up to. Methods of conducting classes on STEAM. "LEGO build". "Mathematical development." Robotics." Features of the organization of the developing subject-spatial environment for CHILDREN's learning.  |          |
| <b>ESD</b>   | <b>Education for Sustainable Development</b>  | <b>5</b> |
|              | National educational strategy for sustainable development of Kazakhstan. The main objectives of education for sustainable development. Education in order to ensure stability. Quality education. Improving health care. Gender equality. Overcoming poverty. Environmental protection. Reconstruction of the village.  |          |