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## **PSYCHOLOGICAL MODULE IN THE DEVELOPMENT OF AN INNOVATIVE EDUCATIONAL PROGRAM IN A REGIONAL UNIVERSITY**

### *Abstract.*

The article considers the experience of a regional pedagogical university in adding a psychological module in the development an innovative educational program “English and Literature, Media Didactics”. The authors analyzed the Kazakhstani educational programs in the field of “Pedagogical Sciences” and “Psychological Sciences” and foreign experience in research on programs development. The study presents the purpose, methods, principles and stages for creating an innovative educational program. The article presents the functions of employers, faculty, graduates and students. The authors compiled ten modules of the educational program, ten innovative disciplines, made changes to existing disciplines and prepared methodological recommendations. The ratio of existing and new disciplines was calculated according to the method of researcher R.S. Nagovitsyn. Moreover, the authors considered the difference between the educational program and the innovative educational program.

*Keywords:* educational program; psychological module; training of teaching staff; competency; learning outcome; module.

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## **ПСИХОЛОГИЧЕСКИЙ МОДУЛЬ В РАЗРАБОТКЕ ИННОВАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ В РЕГИОНАЛЬНОМ ВУЗЕ**

### *Аннотация*

В статье рассмотрен опыт регионального педагогического вуза по включению психологического модуля в разработку инновационной образовательной программы «Английский язык и литература, медиадидактика». Авторами проведен анализ казахстанских образовательных программ в сфере «Педагогические науки» и «Психологические науки», а также зарубежный опыт исследований по их разработке. В исследовании представлены цель, методы, принципы и этапы по построению инновационной программы обучения. В работе дано описание функциям работодателей, профессорско-преподавательского состава, выпускников и студентов. Авторами созданы десять модулей образовательной программы, десять инновационных дисциплин, внесены изменения в существующие дисциплины и подготовлены методические рекомендации. Соотношение существующих и новых дисциплин подсчитано по методике учёного Р.С. Наговицына. Более того, в статье авторами рассмотрена разница между образовательной программой и инновационной образовательной программой.

*Ключевые слова:* образовательная программа; психологический модуль; подготовка педагогических кадров; компетенция; результат обучения; модуль.

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## **АЙМАҚТЫҚ УНИВЕРСИТЕТТЕ ИННОВАЦИЯЛЫҚ БІЛІМ БЕРУ БАҒДАРЛАМАСЫН ӘЗІРЛЕУДІҢ ПСИХОЛОГИЯЛЫҚ МОДУЛЬ**

*Аңдатпа*

Мақалада аймақтық педагогикалық университеттің «Ағылшын тілі мен әдебиеті, медиа дидактика» инновациялық білім беру бағдарламасын әзірлеуде психологиялық модульді қосу тәжірибесі қарастырылған. Авторлар «Педагогика ғылымдары» және «Психология ғылымдары» бағыты бойынша қазақстандық білім беру бағдарламаларын және оларды әзірлеу бойынша зерттеулердің шетелдік тәжірибесін сараптады. Зерттеуде инновациялық оқыту бағдарламасын құрудың мақсаты, әдістері, принциптері және кезеңдері берілген. Мақалада жұмыс берушілердің, оқытушылар құрамының, түлектер мен студенттердің функциялары сипатталған. Авторлар білім беру бағдарламасының он модулін, он инновациялық пәнді құрып, қолданыстағы пәндерге өзгерістер енгізіп, әдістемелік ұсыныстар дайындады. Қолданыстағы және жаңа пәндердің арақатынасы ғалым Р.С. Наговицын әдісі бойынша есептелді. Мақалада авторлар білім беру бағдарламасы мен инновациялық білім беру бағдарламасының айырмашылығын қарастырған.

*Түйін сөздер:* білім беру бағдарламасы; психологиялық модуль, педагогикалық кадрларды даярлау; құзыреттілік; оқу нәтижесі; модуль.

**Introduction.** Currently, the education sector has been impacted by the development of technologies. Methodologies, practices, and activities aim to personalize the information, knowledge creation and information transfer processes. To address the existing challenges in education, innovative educational projects have emerged [1]. Numerous educational institutions face similar problems, so initiatives should be launched to open a route of a teacher education program and its psychological approach [2]. The preliminary impact of the innovations on pre-service teachers is seized through systematic measures of engagement with a novel content [3]. Therefore, in order to develop the necessary knowledge, skills, and dispositions for 21st century learners, education experts now recognize the need to modify and reconstruct the educational systems and programs as well [4].

Educational institutions, universities, colleges, educational departments and centers encourage educational program developers and compilers to lead initiatives in educational innovation by designing new learning outcomes, methodologies, practices, tools, teacher and student roles and psychological aspects. In order to respond to the current social contexts, these initiatives and programs should be in line with the needs and specifications of educational institutions, taking into account pedagogical and technological megatrends to achieve innovative solutions [5]. Some educational programs integrate diversity and equity within curricular [6].

These innovative solutions will improve teaching-learning and management processes and create desirable environment to form students' competencies. The formation of competencies is the goal of the educational program and the entire learning process. Learning outcomes express the level of competencies achieved by a learner. Competencies enable students of pedagogical specialties to present their intended results in the context of their professional activities. In designing educational programs that are centered on learning, self-determination, self-

actualization, socialization, and the development of students' individuality, they serve as a new kind of goal-setting. Moreover, creative problem-solving skills are becoming increasingly essential [7]. Innovative teaching that develops students' critical thinking and personal leadership is what is meant by innovative education [8]. Modern states need high-level graduates, where education is aimed at the formation and development of practical skills, solving applied problems [9].

In the process of developing and implementing the educational program of the specialty as a purposeful joint activity of a teacher and students to achieve the planned goals of education, competencies should initially be considered as the end result of education [10]. K.K. Boribekov [11] and I.R. Lazarenko [12] take into account the competence-based approach to the design and implementation of educational programs in universities.

The aim of the article is to analyze and share the experience of a regional university in adding a psychological module in the development of an innovative educational program, its stages and principles.

**Materials and methods.** An analysis of educational programs in the field of "Pedagogical Sciences" and "Psychological Sciences" presented in the Atameken register [13] was conducted in order to develop an innovative educational program at Pavlodar Pedagogical University named after A. Margulan. In most educational programs, elective disciplines provide psychological and pedagogical training for students but in different volumes. The educational programs include such disciplines as "Teacher Personality Model", "Pedagogical Technologies", "Psychological and Pedagogical Workshop", "Competence-Based Approach in Modern Education", "Teacher's Innovative Activity", "Teacher's Professional and Pedagogical Culture".

After analyzing domestic and foreign literature, presented educational programs, the academic policy of the university, interviews with employers, graduates and students, the authors of the article developed the innovative educational program 6B01731 "English and Literature, Media didactics" in the 2022-2023 academic year. The innovative educational program consists of 10 modules: Humanitarian, Social Knowledge and Technology, Language Training, Socio-Political Knowledge, Health-Saving, Psychological Module, Language Theory, Language Practice, Literary module and Media Literacy. To take into account innovative disciplines in the educational program and their correlation with existing disciplines, the methodology of R.S. Nagovitsyn was utilized [14].

**Results.** Five approaches for creating educational programs have been identified within the framework of the educational process: creating a new discipline, changing the content of disciplines that are taught, creating a new trajectory, creating a minor, and suggesting methodological recommendations [15]. The development of an innovative educational program includes the following stages:

- establishing a measurable learning objective;
- evaluating students' needs;
- selecting technologies and teaching techniques;
- designing the course materials;
- piloting the program with a test group of students;
- receiving feedback on the ways to improve the educational program;
- launching the program;
- analyzing efficiency and, if necessary, adjusting it.

Modern instrumental equipment, the introduction of project-based and integrated learning, modern psychological approaches to the concept, collaboration, joint and individual activities, and the use of technology for the effective assimilation of knowledge and skills are the main areas of analysis for the modern educational process. The following principles demonstrate this direction in the reform of education:

- the first principle is the alignment of an innovative educational program with the labor market that serves as the foundation for figuring out the educational program's specifics, taking into account trends at the level of an employer and labor market needs. This accounting is

implemented in the work through specific requirements, such as the creation of a development team, the validation of activity areas and specialty profiles, and the development of a graduate's competency model in the specialty passport. The roles of the team members who developed the program were established during the course of the study and are shown in Table 1.

Table 1. Functions of the team members of an innovative educational program developer

<b>Functions of employers</b>	<b>Functions of the teaching staff</b>	<b>Student/Graduate Functions</b>
Determining the level of profession requirements for the EP	Definition of competencies and their list for the EP	Determination of the personal qualities of a graduate
Accounting for industry forecasts for the EP profile	Definition of learning outcomes for each competency	Establishment of additional competencies corresponding to the specifics of the EP profile
Accounting for the needs of the regional market for the EP profile	Description of the required level of development of each competence	Establishment of basic professional competencies
Performing expert evaluation of the EP	Description of the relationship between undergraduate and graduate programs	EP profile selection

The practical activities of the innovative educational program developers made it possible to establish the rules for choosing a specialty profile (Table 2).

Table 2. Rules for choosing the profile of the educational program

<b>Confirm the social order for an innovative educational program:</b>	<b>Confirm the profile of the innovative educational program:</b>
1) having an agreement with employers	1) correctness and independence of the presentation of the profile of the EP by the departments
2) availability of statistical data on the regional labor market	2) EP profile name accuracy
3) survey of employers	3) focus on the development of professional competencies (skills)
4) having an international training program	4) having a scientific, pedagogical, methodological school at the department

The criterion for evaluating the educational program is the participation in the development the representatives of education, science and school teachers.

The second principle is the fulfillment of employer demands or the model of a specialist that is connected to the requirements for filling the content of elective disciplines. Three key criteria were established in the process of creating an innovative educational program for the formation of the content of elective disciplines:

1) socio-economic development of the region (academic disciplines that take into account the specifics of socio-economic development and the needs of the region and the university: these include the disciplines "Pedagogy", "Psychology", "Information and Communication Technologies", "Fundamentals of Research Activities and Academic Writing", "Methods of teaching foreign languages");

2) scientific schools of a higher educational institution (academic disciplines introduced by educational organizations, taking into account the established scientific schools of a higher educational institution). These include the disciplines "Margulan Studies", "Media Pedagogy" and "Class Management";

3) individual training of students (educational disciplines that reflect the individual training of the student). These include the discipline "Strategies for preparing for professional certification (TKT, TESOL)", "Media Research".

The third principle is flexibility and compliance with the changing needs of the education sector. The creation of a catalog of elective disciplines, a document containing a list of academic

disciplines of the elective component groups, a description of their content, scope, and methods of intermediate control is guided by this principle.

The study considered curriculum complexity, which is consistent with the overall complexity of standard curricula. Based on the developed by R.S. Nagovitsyn method determined the number of credits that are involved in the educational program of innovative disciplines [14].

The educational program 6B01731 “English and Literature, Media Didactics” includes innovative disciplines: “Media Pedagogy” (5 credits), “Pedagogical Psychology” (5 credits), “Strategies for preparing for professional certification (TKT, TESOL)” (5 credits), “ Early Teaching of English and Literature” (4 credits), “Academic Reading” (5 credits), “Methods of Teaching English Literature” (5 credits), “Margulan Studies” (3 credits), “Media Text Creation Technology” (5 credits), “Mass Media and Pedagogical Excellence” (8 credits), “Modern Media Design Trends” (5 credits). As a result, we get the following calculations:  $X(id) = 5+5+5+4+5+5+3+5+8+5 = 50$  credits. The number of new disciplines in the innovative educational program is 10 disciplines in the labor intensity of 50 credits. Thus, out of 240 credits: 9 credits – final certification, 27 credits – various types of practices, 204 credits – the study of disciplines. In the process of developing the innovative educational program “English and Literature, Media Didactics” almost a quarter of new disciplines were proposed (Figure 1).

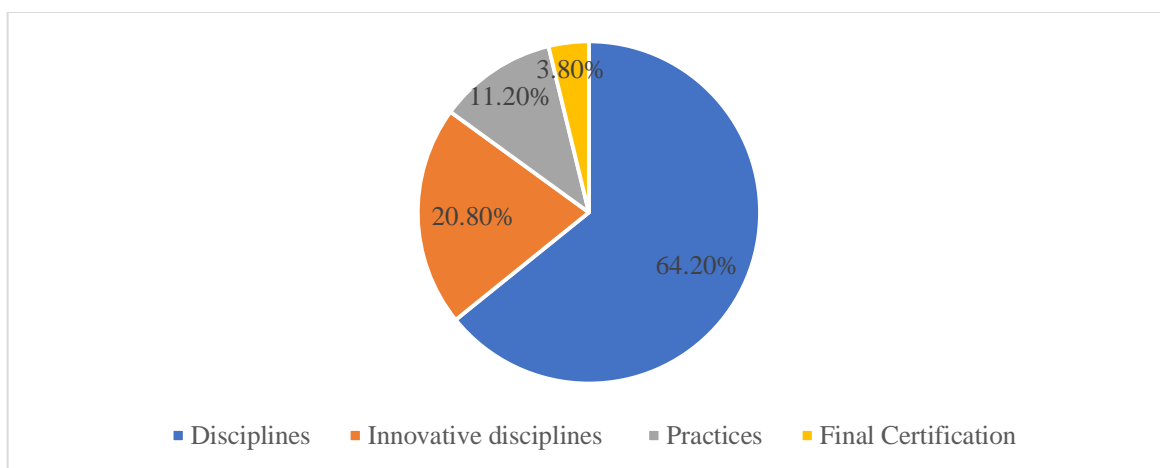


Figure 1. Correlation of credit numbers in the innovative educational program

The fourth principle is the modular curriculum’s structure. The mechanism for developing the structural-logical scheme of the educational program in the specialty at the undergraduate level is determined by the fourth principle. We have created an innovative educational program that allows us to reveal the logical and structural order of the academic disciplines that are included in the educational modules.

The fifth principle is informational. Each participant should have access to information, including the state for the purpose of a national planning strategy, personnel customers for the purpose of identifying the knowledge and skills of graduates. Moreover, faculty should identify the purpose of planning and developing educational materials, and students the purpose of developing motivation. The openness of access is the evaluation criterion.

The following stages were involved in the development of the innovative educational program “English and Literature, Media Didactics”:

The first stage is the setting of goals and the definition of professional tasks and the content of the components to ensure their solution. At the first stage, the composition of professional tasks is formed, for each task the content of competence components is determined.

The second stage is the allocation of the correlation between the content of the educational program and a number of innovative disciplines. At the second stage, 10 such disciplines are proposed. The content of the program includes 5 practices: educational (introductory) with a

volume of 2 credits, psychological and pedagogical practice – 2 credits, pedagogical – 6 credits, industrial pedagogical – 15 credits and undergraduate practice– 2 credits.

The third stage involved developing the curriculum for academic disciplines and practices as well as the contents of the educational and methodological complex of disciplines. At the third stage, the educational program’s syllabi and the content for each discipline are created. The discipline’s goal should encompass methods and forms, methods of developing and controlling learning outcomes, in addition to the theoretical development of the subject matter.

The fourth stage is the evaluation of the degree of discipline mastery. At this point, a system is in place for tracking learning outcomes that also takes student’s self-control into account. The knowledge assessment system makes it possible to gauge the degree to which students at all educational levels have mastered theoretical knowledge, practical skills, and abilities. Educational accomplishments are evaluated in accordance with the point-rating system adopted in international practice in all disciplines and practices in the form of current, intermediate, and final control.

In the context of a competency-based approach, the developers of the educational program and teachers need to start work by determining the result, see the result of the educational program, the formation of competencies, the role of disciplines in achieving this result, and determine the control system. The difference between an educational program and an innovative educational program is illustrated in Figure 2.

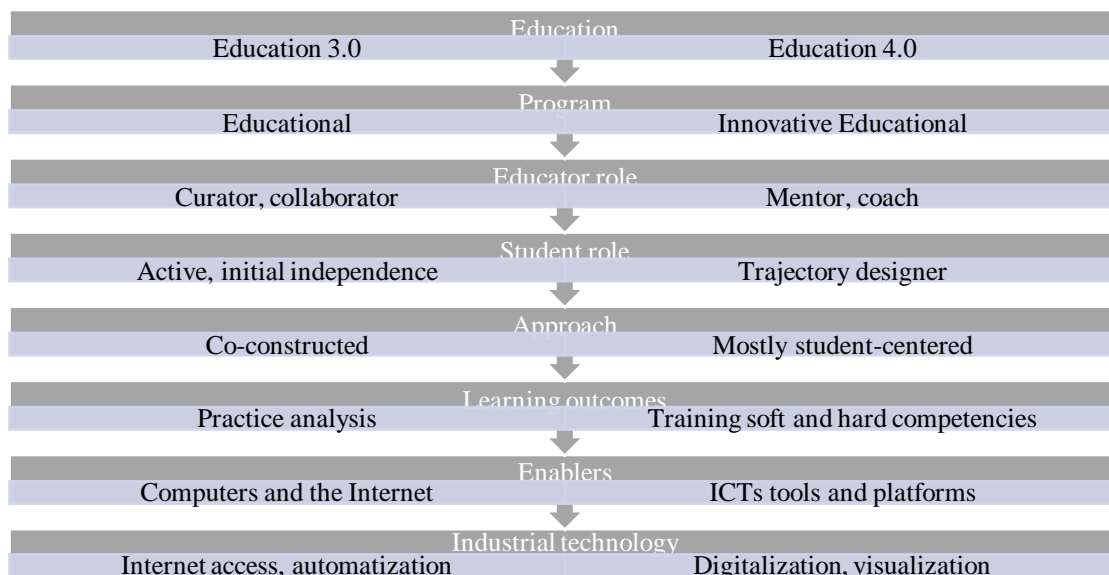


Figure 2. The difference between an educational program and an innovative educational program

**Discussion.** The educational program is defined as a single complex of the main characteristics of education, including the goals, results and content of education, the organization of the educational process, the ways and methods of their implementation, and the criteria for assessing learning outcomes.

The passport of the innovative educational program includes:

1. Usage area. This section presents the main consumers of the educational program, the model of the graduate, the goals and objectives of the educational program.
2. Learning outcomes for an innovative educational program. The section proposes 12 learning outcomes for the educational program, general and professional competencies.
3. Qualification characteristics of the graduate. This section describes the scope of professional activity, subject, types, functions, typical tasks and content of professional activity.

4. The structure of the innovative educational program. This section provides a description of the modules of an innovative educational program, a matrix for correlating learning outcomes with emerging competencies, as well as information about disciplines.

5. Strategies and teaching methods. The section describes the features, innovativeness and modernity of the educational program, approaches, technologies and methods used.

6. Monitoring and evaluation of learning outcomes. This section deals with various types of monitoring and evaluation of intended learning outcomes.

The requirements are distinguished for the design and development of the educational program: the first requirement for the educational program is the program's composition. The educational program includes 11 documents: an explanatory note, a specialty passport, a graduate's qualification characteristics, the content of the specialty program, a description of modules / academic disciplines, a catalog of elective disciplines, a structural and logical scheme of education, including individual learning paths, a list from the catalog of elective disciplines, an academic calendar of the educational process for the full period of study, a summary table on the time budget in credits, a working curriculum of the specialty for the entire period of study. The second requirement for a description relates to the process for creating the aforementioned documents, which is governed by regulatory documents, as well as the model of a specialist with a specific level of training and an educational program with a specific profile.

**Conclusion.** Thus, adding psychological module in the development of the innovative educational program "English and Literature, Media Didactics" required creating 10 new disciplines, changing the content of disciplines that are already taught in the department, creating a new trajectory for students, creating a minor as Media Literacy, and suggesting methodological recommendations. During the development of innovative educational program, the compilers followed five principles: 1) the alignment with the labor market; 2) the fulfillment of employer demands; 3) flexibility and compliance with the changing needs; 4) the modular curriculum's structure; 5) informational principle.

Adding a psychological module in the development of innovative educational program is implied by the presence of innovative activity, as it encourages students and teaching staff to actively incorporate work results into the educational process and develop the skills of creative scientific research.

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