

**MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC
INTERNATIONAL UNIVERSITY OF THE KYRGYZ REPUBLIC**

“Approved”

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of the Kyrgyz Republic
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“ _____ ” 2025

**BASIC EDUCATIONAL PROGRAM
HIGHER PROFESSIONAL EDUCATION**

Field of Study: 530300 Psychology
Specialization: Business Psychology and Coaching
Academic degree: Bachelor’s
Form of study: full-time
Duration of study: 4 years

**"Approved" by the Academic
Council of MUKR**

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TABLE OF CONTENTS

1. General Provisions	4
1.1. General Characteristics of the Higher Education Program.....	4
1.2. Mission of the Higher Education Program.....	4
1.3. Terms, Definitions, Symbols, and Abbreviations.....	4
2. Scope of Application	5
2.1. Characteristics of Users of the Higher Education Curriculum.....	5
2.2. Requirements for the level of preparedness of applicants (prospective students).....	6
3. General Characteristics of the Field of Study	6
3.1. Standard Duration of the Higher Education Program.....	6
3.2. Total Workload for Completing the Higher Education Program.....	7
3.3. Objectives of the Higher Education Curriculum.....	7
3.4. Field of Professional Activity of Graduates.....	7
3.5. Areas of Professional Activity for Graduates.....	7
3.6. Types of Professional Activities of Graduates.....	8
3.7. Objectives of Graduates' Professional Activities.....	8
4. General Requirements for the Implementation of Higher Education Programs	9
4.1. General requirements for the rights and obligations of the university in the implementation of the educational program.....	9
4.2. General requirements for student rights and responsibilities in the implementation of the educational program.....	10
4.3. Requirements for the academic workload and vacation time.....	10
5. Requirements for Higher Education Programs	10
5.1. Requirements for the learning outcomes of higher education programs.....	10
5.1.1. List of Competencies.....	10
5.1.2. Matrix of Correspondence Between Competencies and Components of the Educational Program.....	13
5.1.3 Matrix of the relationship between the objectives and learning outcomes of the Higher Education Program.....	15
5.2. Requirements for the Structure of the Higher Education Curriculum.....	17
5.2.1. Structure of the Higher Education Curriculum.....	17
5.2.2. Bachelor's Degree Curriculum (Appendix 1).....	18
5.2.3 Academic Calendar (Appendix 2).....	18
5.2.4. Course Descriptions for Academic Disciplines (Appendix 3).....	18
5.2.5. Course Descriptions for Internships (Appendix 4).....	18
5.3. Requirements for the Implementation of the Educational Program.....	19
5.3.1. Staffing for the Academic Program.....	19
5.3.2. Teaching, Methodological, and Information Support for the Educational Process.....	19
5.3.3. Material and technical support for the educational process.....	20
5.3.4. Specifics of the development of social-personal and general cultural competencies.....	20
6. Assessment of the Quality of Graduate Training	21
6.1. General Characteristics.....	21
6.2. Description of ongoing and interim student assessments.....	22
6.3. Description of the state final assessment of students.....	22
7. Appendices	

- 7.1. Appendix 1. Bachelor’s Degree Curriculum
- 7.2. Appendix 2. Academic Calendar
- 7.3. Appendix 3. Course Descriptions for Academic Disciplines
- 7.4. Appendix 4. Course Descriptions for Internships

1. GENERAL PROVISIONS

1.1. General Description of the Higher Education Program

This core undergraduate educational program, implemented by the International University of the Kyrgyz Republic in the field of study 530300 “Psychology” (specialization “Business Psychology and Coaching,” academic degree—Bachelor’s), constitutes a system of documents developed and approved by the International University of the Kyrgyz Republic in accordance with labor market requirements, based on the State Educational Standard of the Kyrgyz Republic, developed in accordance with the Law “On Education” (as amended on January 30, 2025, No. 32) and other regulatory legal acts of the Kyrgyz Republic in the field of education.

The OOP regulates the objectives, expected outcomes, content, conditions, and methods of implementing the educational process, as well as the assessment of the quality of a graduate’s training in this field of study, and includes: the curriculum, syllabi for courses, subjects, disciplines (modules), and other materials ensuring the quality of student training, as well as programs for academic and industrial internships, the academic calendar, and methodological materials that ensure the implementation of the relevant educational technology.

1.2. The mission of the bachelor’s degree program in the field of study 530300 “Psychology” (specialization: “Business Psychology and Coaching”) is formulated based on the mission of MUKR and consists in training highly professional psychological personnel capable of carrying out practical, research, pedagogical, and organizational-management activities at the level of international quality standards, possessing moral, cultural values, and who are in demand in the labor market.

1.3. Terms, Definitions, Symbols, and Abbreviations

This Higher Professional Education Curriculum uses terms and definitions in accordance with the Law of the Kyrgyz Republic “On Education” and international treaties in the field of higher professional education that have entered into force in accordance with the procedure established by law, to which the Kyrgyz Republic is a party:

core educational program – a set of instructional and methodological documents regulating the objectives, expected outcomes, content, and implementation of the educational process in the relevant field of study;

field of study – a set of educational programs for training personnel with higher professional education (bachelors, masters, specialists) in various fields, integrated on the basis of common fundamental training;

specialization – the focus of the main educational program on a specific type and/or object of professional activity;

competence – a predetermined social requirement (standard) for the educational training of a student (learner), necessary for their effective and productive activity in a specific field;

Bachelor’s degree – a level of higher professional education qualification granting the right to enroll in a master’s program and engage in professional activity;

Master’s degree – a level of qualification in higher professional education that grants the right to enroll in a doctoral program and/or a basic doctoral program (PhD/by specialization) and to engage in professional activities;

credit – a conventional measure of the workload of the main professional educational program;

learning outcomes – competencies acquired as a result of studying the core educational program/module;

general academic competencies – characteristics common to all (or most) types of professional activity: the ability to learn, analyze, and synthesize, etc.;

instrumental competencies – include cognitive abilities, the ability to understand and apply ideas and concepts; methodological abilities, the ability to understand and manage the environment, organize time, and develop strategies for learning, decision-making, and problem-solving; technological skills, skills related to the use of technology, computer skills, and information management abilities; linguistic skills, communicative competencies;

social-personal and general cultural competencies—individual abilities related to the ability to express feelings and attitudes, critical reflection and the capacity for self-criticism, as well as social skills related to processes of social interaction and cooperation, the ability to work in groups, and to assume social and ethical responsibilities;

professional standard – a foundational document that defines, within the framework of a specific type of professional activity, the requirements for its content and quality, and describes the level of qualification an employee must meet in order to rightfully hold a position on the staff of any organization, regardless of its field of activity.

The following abbreviations are used in this Higher Education Curriculum:

GOS – State Educational Standard;

Higher Professional Education (**HPE**);

CECP – Core Educational Curriculum;

UMO – Teaching and Methodological Associations;

ECTS – European Credit Transfer and Accumulation System;

GC – General Academic Competencies (instrumental, systemic, interpersonal);

IC – Instrumental Competencies;

PC – Professional Competencies;

SPC – Social-personal and General Cultural Competencies.

2. SCOPE OF APPLICATION

2.1. Characteristics of Users of the Higher Education Curriculum

This Higher Education Program for the **530300 Psychology** bachelor’s degree program serves as the basis for the development of academic and organizational-methodological documentation. The primary users of this Higher Education Program for the **530300 Psychology** degree program are:

the administration and academic staff (faculty members, researchers) of the MUKR responsible for the development, effective implementation, and updating of the Higher Education Program in accordance with advancements in science, technology, and the social sphere within the “Business Psychology and Coaching” field of study, academic degree – Bachelor’s;

students responsible for the effective implementation of their academic activities under the curriculum for the "Business Psychology and Coaching" program, academic degree—Bachelor’s;

associations of specialists and employers in the relevant field of professional activity;

educational and methodological associations and councils responsible for developing core educational programs on behalf of the authorized state body in the field of education;

state executive authorities responsible for funding higher professional education;

authorized state executive bodies responsible for monitoring compliance with legislation in the higher professional education system;

accreditation agencies that accredit educational programs and institutions in the field of higher professional education.

2.2. Requirements for the level of preparation of applicants

The educational level of an applicant seeking to obtain higher professional education leading to a “bachelor’s” degree is general secondary education or secondary vocational (or higher professional) education.

Applicants must possess a state-issued certificate of general secondary education or secondary vocational (or higher vocational) education.

3. GENERAL DESCRIPTION OF THE PROGRAM

3.1. Standard Duration of the Higher Professional Education Program

The standard duration of the higher education program for bachelor’s degree candidates in the field of study 530300 “Psychology” (specialization: “Business Psychology and Coaching”) based on a general secondary or vocational secondary education with full-time study is 4 years. The duration of the Higher Education Program for bachelor’s degree candidates, in cases where various forms of study are combined and distance learning technologies are used, is extended by the university by one year relative to the standard duration for full-time study.

Individuals with a secondary vocational education in the relevant field or a higher vocational education are eligible to complete the bachelor’s degree program under accelerated programs. The duration of study in accelerated programs is determined based on the results of re-evaluation (re-crediting) of all or part of the learning outcomes in specific disciplines (modules) and/or specific practical training completed by the student while obtaining secondary vocational education and/or higher education under a different educational program.

The alignment of the secondary vocational education profile with the higher vocational education profile is determined independently by the MUKR.

The duration of the higher professional education curriculum for bachelor’s degree programs based on secondary vocational education in the full-time format as part of accelerated programs is at least 3 years.

For students following an individual study plan, regardless of the form of education, the duration of study is determined by the MUKR independently.

When individuals with disabilities are studying under an individual study plan, the Ministry of Education and Science has the right to extend the duration compared to the duration established for the corresponding form of education.

Other standard durations for completing higher education programs in bachelor’s and master’s degree fields are established by the Cabinet of Ministers of the Kyrgyz Republic.

3.2. Total Workload for Completing the Higher Education Curriculum

The total credit load for a bachelor’s degree program is 240 credits. The credit load for a full-time bachelor’s degree program per academic year is 60 credits. The credit load for a single academic semester is 30 credits (assuming a two-semester academic calendar). One credit is equivalent to 30 hours of student academic work (including classroom work, independent study, and all forms of assessment); one academic hour is equivalent to 50 minutes. The workload of the higher education program, when combining various forms of instruction and utilizing distance learning technologies, amounts to no less than 48 credits per academic year.

3.3. Objectives of the Higher Education Program

Objectives of the Higher Education Program in the field of study **530300 Psychology** (specialization “Business Psychology and Coaching,” academic degree—Bachelor’s) in the area of education and personal development

3.3.1. In the field of education, the objective of the Higher Education Program in the field of study **530300 Psychology** (specialization “Business Psychology and Coaching,” academic degree—Bachelor’s) is to prepare a Bachelor’s graduate capable of successfully working in various fields of activity to study and explain the thoughts, emotions, feelings, and behavior of people, and to build communication and interaction with people in various contexts of their lives by developing personal and professional competencies that contribute to their social mobility and sustainability in the labor market in a rapidly changing world.

3.3.2. In the area of personal development, the objective of the Higher Education Program in the field of study **530300 Psychology** (specialization: “Business Psychology and Coaching,” academic degree: Bachelor’s) is to foster students’ social and personal qualities: determination, organization, diligence, responsibility, civic-mindedness, communication skills, tolerance, and the enhancement of general cultural literacy.

3.4. Field of Professional Activity for Graduates

The scope of professional activity for graduates of the **530300 Psychology** program (specialization: “Business Psychology and Coaching,” academic degree: Bachelor’s) includes: solving professional tasks in the fields of science, education, culture, health care, law, and social assistance provided by state and non-state organizations, as well as in research and consulting organizations that provide psychological services to individuals and legal entities.

Graduates of the **530300 “Psychology”** program (specialization: “Business Psychology and Coaching,” academic degree—Bachelor’s) can work in the system of preschool, secondary, and vocational education (kindergartens, developmental centers for preschool-aged children, public and private schools, colleges, vocational schools, etc.); in sports organizations, social welfare agencies, public organizations, research and consulting firms, vocational training or retraining centers, psychological centers, rehabilitation centers, etc.

3.5. Areas of Professional Activity for Graduates

The areas of professional activity for graduates include:

- psychological patterns and mechanisms of mental processes, human traits, and states at various stages of life;
- intrapersonal, interpersonal, and social relationships and interactions;
- methods and forms of organizing counseling, psychodiagnostics, psychocorrection, and psychoprophylaxis;
- psychological services.

3.6. Types of professional activities of graduates

- practical;
- psychological and pedagogical;
- organizational and managerial.

The specific types of professional activities for which graduates are primarily prepared determine the content of their educational program, which is developed by the MUKR in collaboration with relevant employers.

3.7. Professional Objectives of Graduates

The professional objectives for a bachelor’s degree in the field of study **530300 Psychology** (specialization: “Business Psychology and Coaching”) are:

In practical work:

- providing psychological services and conducting applied research to solve professional problems using methods and technologies in the chosen field of professional activity;
- applying scientific knowledge about the surrounding world and society to develop a worldview, foster an appreciation of diverse perspectives and cultural diversity, and gain knowledge and understanding of the concept of sustainable development;
- conducting analyses of psychological traits and states, characteristics of mental processes, and various types of activities of individuals and groups (under supervision);
- participating in psychological research and the assessment of the development of the cognitive, motivational, and volitional spheres of children and adults in various scientific and practical fields of psychology (under supervision);
- identifying, based on the results of mental state assessments in various human activities, disorders and deviations in mental development, and the risk of antisocial behavior (under supervision);
- adherence to the principles of sustainable development in the performance of professional activities.

In psychological and pedagogical practice:

- studying scientific and theoretical information, as well as domestic and international experience in various fields (under supervision);
 - assessing the effectiveness of teaching methods and technologies used in various fields of psychology;
 - forming psychological attitudes toward a healthy lifestyle and behavior, taking into account developmental stages, risk factors in communication, education, and upbringing, as well as work and organizational activities;
 - developing attitudes aimed at productively overcoming life's difficulties and fostering tolerance in interactions, taking into account age-related characteristics and socio-educational level;
 - teaching psychology as a general education discipline in educational institutions at the preschool, general secondary, primary, and secondary vocational levels, and conveying knowledge about the psychological characteristics of various spheres of human activity and social life;
 - planning future educational paths and professional careers;
- In organizational and managerial activities:*
- applying legal knowledge and adhering to ethical principles in the performance of professional duties;
 - adhering to the principles of sustainable development in the performance of professional activities, creating conditions for the protection of the psychological health and safety of employees and students in work and educational processes;
 - managing complex processes, managing the professional development of individuals or groups, and fostering positive and constructive interpersonal relationships among all participants in the production process;
 - organizing cooperation with public and educational organizations, children's groups, and parents to address challenges in professional activities;
 - participation in the work of expert groups and the development of strategic development plans.

4. GENERAL REQUIREMENTS FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

4.1. General requirements regarding the rights and obligations of the university in the implementation of the educational program

4.1.1. The Higher Education Program in the field of study **530300 "Psychology"** (specialization: "Business Psychology and Coaching") is developed based on the relevant State Educational Standard of the Kyrgyz Republic for this field of study, taking into account the needs of the labor market.

The higher education curriculum is revised annually to reflect developments in science, culture, the economy, engineering, technology, and the social sphere, taking into account the following recommendations for ensuring the quality of education, which include:

- developing a strategy to ensure the quality of graduate training;
- monitoring and periodically reviewing the Higher Education Curriculum;
- developing objective procedures for assessing the level of knowledge, skills, and competencies of students and graduates based on clear, agreed-upon criteria;
- ensuring the quality and competence of the teaching staff;
- providing sufficient resources for higher education programs and monitoring the effectiveness of their use, including through student surveys;
- conducting regular self-assessments based on agreed-upon criteria to evaluate their activities (strategies) and compare them with other educational institutions;
- informing the public about the results of its activities, plans, and innovations.

4.1.2. The assessment of the quality of student and graduate training must include their ongoing, interim, and final state examinations. The assessment criteria are developed and approved by the MUKR independently.

Requirements for the assessment of students and graduates, as well as for the content, scope, and structure of final qualification projects, are determined by the MUKR in accordance with the Regulations on Final State Assessment of Graduates.

4.1.3. When developing the Educational Program, the MUKR's capabilities in fostering graduates' social and personal competencies (e.g., competencies in social interaction, self-organization and self-management, and systemic-activity-based competencies) must be defined. The MUKR is obligated to foster a sociocultural environment at the university and create the conditions necessary for the comprehensive development of the individual.

The MUKR is obligated to promote the development of the social and educational component of the educational process, including the development of student self-governance, student participation in the work of public organizations, sports and creative clubs, scientific student societies, as well as student fraternities.

4.1.4. The Higher Education Program must include courses selected by the student comprising at least one-third of the variable portion of each Core Module. The procedure for selecting courses chosen by the student is established by the Academic Council of MUKR.

4.1.5. MUKR is obligated to provide students with a real opportunity to participate in the formation of their study program.

4.1.6. MUKR is obligated to inform students of their rights and responsibilities in the formation of the curriculum, to explain that the courses selected by students become mandatory for them, and that their total workload must not be less than that provided for in the curriculum.

4.2. General Requirements for Student Rights and Responsibilities in Implementing the Individualized Study Program

4.2.1. Students have the right to select specific courses within the scope of the instructional time allocated for the study of courses of their choice, as provided for by the IEP.

4.2.2. When developing their individual educational trajectory, students have the right to receive counseling at the university regarding the selection of courses and their impact on their future training profile (specialization).

4.2.3. To achieve results in the implementation of the curriculum regarding the development of social, legal, and cultural competencies, students may participate in the development of student self-government, the work of public organizations, sports and creative clubs, and academic student societies.

4.2.4. Students are required to complete all assignments specified in the university's curriculum by the established deadlines.

4.3. Requirements for the Volume of Academic Workload and Vacation Time

The maximum student course load is set at 45 hours per week, including all types of classroom and out-of-class (independent) academic work.

The number of classroom hours per week for full-time study is determined by the State Educational Standard (GOS), taking into account the level of higher education and the specifics of the field of study, and constitutes no less than 35% of the total time allocated for the study of each academic discipline.

The hours allocated for independent study in a given academic discipline include the time set aside for preparing for the exam in that discipline (module).

The total duration of vacation time during the academic year must be 7–10 weeks, including at least two weeks and a 4-week post-graduation leave.

5. REQUIREMENTS FOR HIGHER EDUCATION CURRICULA

5.1. Requirements for the Outcomes of Higher Education Programs

5.1.1. List of Competencies

A graduate of the 530300 Psychology program with a “Bachelor’s” degree (specialization: “Business Psychology and Coaching”), in accordance with the objectives of professional activity and the goals of the core educational program, must possess the following competencies:

a) universal (UK)

- general scientific (GS):

GC-1. Able to critically evaluate and apply scientific knowledge about the surrounding world, navigate the values of life and culture, take an active civic stance, and demonstrate respect for others and tolerance.

GK-2. Able to apply the basic principles of mathematics, natural sciences, humanities, and economics when solving professional problems.

- Instrumental (IK):

IT-1. Able to conduct business communication in the state language, an official language, and one foreign language in the fields of work and study.

IT-2. Able to acquire and apply new knowledge using information technologies to solve complex problems in the fields of work and study.

IT-3. Able to apply entrepreneurial knowledge and skills in professional activities.

- Social-personal and general cultural (SPC):

SPC-1. Able to ensure the achievement of goals in the professional activities of individuals or groups.

b) professional (PK)

- in practical activities:

PC-1. Able to understand and analyze the anatomical, physiological, and psychological patterns of human mental and cognitive development, as well as the processes of personality formation and socialization, based on knowledge of psychology as a science, its historical aspects, phenomena, categories, and methodological foundations.

PC-2. Able to contribute to the prevention of deviations in social and personal development, as well as social and professional risks in various types of activities.

PC-3. Possesses skills in conducting counseling, psychodiagnostics, psychocorrection, and psychoprophylaxis in the chosen field of professional activity.

PC-4. Possesses skills in collecting, analyzing, and interpreting data and presenting it; is capable of selecting and prioritizing information, and using research results to solve professional problems.

PC-5. Is capable of performing statistical analysis and preparing information for publication (under supervision).

PC-6. Is capable of accepting various scientific ideas, views, and thoughts, and providing psychological support for them.

PC-7. Is capable of taking responsibility for the provision of psychological services and the quality of their own work, and of adhering to the psychologist’s code of professional ethics.

PC-8. Able to create optimal conditions for the educational process in accordance with the principles of person-centered education and sustainable development (healthy lifestyle, nature conservation and rational use of natural resources and energy, cultural diversity, inclusion, etc.).

- in psychological and pedagogical practice:

PC-9. Able to use innovative methods and critical thinking skills to implement rehabilitation, psychocorrectional, psychoprophylactic, and educational programs.

PC-10. Able to establish constructive communication in professional practice.

PC-11. Able to conduct laboratory and practical sessions using a wide range of teaching methods, including innovative ones.

PC-12. Able to use technologies of developmental and person-centered education.

PC-13. Able to teach psychology in preschool and educational institutions, organizations, and industrial settings.

- in organizational and managerial activities

PC-14. Able to manage complex activities and processes, find organizational and managerial solutions in non-standard and crisis situations, evaluate them, and demonstrate leadership qualities.

PC-15. Able to organize the work of psychological services, conduct socio-psychological and educational activities, and share existing experience and ideas within the community to address professional challenges.

PC-16. Able to organize group work and apply professional skills in social settings.

PC-17. Able to participate in expert groups and the development of strategic development plans.

PC-18. Able to engage in professional communication and maintain partnerships.

Upon completion of the Higher Education Program (specialization: “Business Psychology and Coaching”), the student must demonstrate the following learning outcomes:

know:

- the theoretical foundations of psychological science, the principles and methods of psychology, and its main branches as applied to professional practice;
- the principles of providing psychological services, creating a psychologically safe educational environment, gender policy, and inclusive education;
- the fundamentals of counseling, psychodiagnostics, psychocorrection, and psychoprophylaxis for children and adults;
- the anatomical, physiological, and psychological patterns of human mental and cognitive development, the processes of personality formation and socialization, and sustainable development, taking into account sociocultural and gender characteristics;
- sources of danger, risks, threats, and violence in the educational environment and ways to prevent them, as well as fostering positive motivation for education.

be able to:

- apply knowledge of psychology as a science, including its historical aspects, phenomena, categories, and methodological foundations;
- integrate acquired knowledge in the field of psychological safety into the educational environment;
- address, at a professional level, issues related to the prevention of deviations in social and personal development, as well as socio-professional risks in various types of activities;
- use various methods, tools, and techniques to create psychological safety in the educational environment;
- apply technologies of developmental and person-centered education;
- find organizational and managerial solutions in non-standard and crisis situations, evaluate them, and demonstrate leadership qualities;
- use innovative methods to implement rehabilitation, psychocorrectional, psychoprophylactic, and educational programs;

possess:

- skills in conducting counseling, psychodiagnostics, psychocorrection, and psychoprophylaxis in the chosen field of professional activity;
- methods for addressing challenges in ensuring psychological safety in the educational environment;
- skills that contribute to ensuring a gender-sensitive and inclusive approach within the overall education system;
- skills in providing psychological services, conducting socio-psychological and educational activities, and disseminating experience and ideas within society to address professional challenges.

5.1.2. Matrix of Competency Alignment and Components of the Educational Program

Table 1. Competency Correspondence Matrix

Index	Name	Competencies			
		General Academic Competencies	Instrumental competencies	Social, personal, and general cultural competencies	Professional competencies
Humanities, Social Sciences, and Economics					
B.1.1.0 Core component					
B.1.1.1.	Russian Language and Literature	OK-1	IK-1		
B.1.1.2.	Professional Kyrgyz Language and Literature	OK-1	IK-1		
B.1.1.3.	Foreign Language		IK-1		
B.1.1.4.	National History	OK-1; OK-2		SLK-1	
B.1.1.5.	Philosophy	OK-1; OK-2		SLK-1	
B.1.1.6.	Manasology	OK-1; OK-2		SLK-1	
B.1.1.7.	Geography of Kyrgyzstan	OK-1; OK-2			
DV.1.2.0 Elective Courses:					
DV.1.2.1	1. Public Speaking	OK-1; OK-2		SLK-1	PC-8
	2. Sociology	OK-1; OK-2		SLK-1	
	2. Logic	OK-1; OK-2		SLK-1	
Mathematics and Natural Sciences					
B.2.1.0 Core curriculum					
B.2.1.1.	Mathematics	OK-1; OK-2			
B.2.1.2.	Computer Science		IK-1		
B.2.1.3.	Ecology	OK-1; OK-2		SLK-1	PC-8
DV.2.2.0 Elective component					
DV.2.2.1	1. Digital & AI Technologies in Professional Practice		IK-1		
	2. Smart Skills: Digital Technologies and Critical Thinking	OK-2	IK-3		
	3. Fundamentals of critical thinking		IK-1		PC-9
	4. Mathematical Methods and Modeling		IK-1		
	5. Probability Theory and Mathematical Statistics	OK-2	IK-1		
	6. Concepts of Modern Natural Sciences		IK-1		
	7. Psychometrics		IK-1		

	8. Biology	IK-1	
	9. Cognitive Neuroscience	IK-1	
	10. Ethics in Psychology	IK-1	PC-9
Professional Cycle			
B.3.1.0 Core component:			
B.3.1.1.	General Psychology (term paper)		PC-1
B.3.1.2.	Psychological Prevention		PC-1; PC-4; PC-6
B.3.1.3.	Anatomy, physiology of the central nervous system, physiology of higher nervous activity		PC-1
B.3.1.4.	Psychophysiology		PC-1
B.3.1.5.	Psychology of Advertising		PC-4; PC-5
B.3.1.6.	Psychogenetics		PC-1
B.3.1.7.	Political Psychology		PC-2
B.3.1.8.	Developmental Psychology and Age-Related Psychology (term paper)		PC-1; PC-7; PC-8
B.3.1.9.	Methodological Foundations of Psychology		PC-1; PC-6
B.3.2.0 Elective component:			
B.3.2.1.	Introduction to the Profession, Professional Ethics		PC-7; PC-10
B.3.2.2.	Social Psychology		PC-1; PC-10; PC-16
B.3.2.3.	General Psychology Practicum		PC-11
B.3.2.4.	Fundamentals of Psychological Counseling		PK-8; PK-12; PK-13; PK-17
B.3.2.5.	Psychodiagnostics (Term Paper)		PC-3; PC-7
B.3.2.6.	Crisis Psychology		PC-7; PC-15; PC-16; PC-17
B.3.2.7.	The Art of Therapeutic Dialogue		PC-9; PC-14
B.3.2.8.	Experimental Psychology		PC-4; PC-5
B.3.2.9.	Educational Psychology		PC-11; PC-12; PC-13
B.3.2.10.	Personality Psychology and Differential Psychology		PC-1; PC-3; PC-6
B.3.2.11.	Fundamentals of Game Design		PC-1; PC-3; PC-6
B.3.2.12.	Information Psychology		PC-10; PC-18
B.3.2.13.	Psychology of Deviant Behavior		PC-2; PC-9
B.3.2.14.	Fundamentals of Psychological Counseling		PC-1; PC-3; PC-6

	Conflict Studies				PC-1; PC-3; PC-6
B.3.2.15.					
B.3.2.16.	Fundamentals of Psychotherapy and Psychocorrection				PC-9
B.3.2.17.	Management Psychology				PC-16
B.3.2.18.	Psychological Supervision				PC-10; PC-16; PC-17
B.3.2.19.	Family Psychology				PK-1; PK-3; PK-6
B.3.2.20.	Special Psychology				PC-2; PC-9;
B.3.2.21.	Consumer Psychology				PC-1; PC-6
B.3.2.22.	Foreign Language		IK-1		
B.3.2.23.	Fundamentals of Legal Psychology				PC-1; PC-3; PC-6
CPV					
B.3.2.23.	1. Psychology of Terrorism and Extremism		IK-3		PC-1; PC-6
	2. Theological Psychology				PC-1
	3. Psychology of Marriage and Partnership				PC-14
	4. Diagnosis and Correction of Parent-Child Relationships				PC-1; PC-6
	5. Fundamentals of Art Therapy				PC-1; PC-6
	6. Psychology of Influence				PC-1; PC-6
Practical Training					
B.5. Name of the practicum					
P.01.	Educational Practicum (Psychological and Age-Related)				PC-3; PC-4; PC-7; PC-9; PC-16
P.02.	Psychological and Pedagogical Practicum				PK-8; PK-9; PK-11; PK-12; PK-13; PK-15
P.03.	Industrial Internship				PK-3; PK-4; PK-7; PK-10; PK-14; PK-15; PK-16; PK-17; PK-18
P.04.	Pre-qualification internship				PC-4; PC-5; PC-6;
Final State Examination					
GA.02.1.	Interdisciplinary Exam	OK-1; OK-2	IK-1	SLK-1	
	Interdisciplinary State Exam in the subjects “Kyrgyz Language and Literature,” “History of Kyrgyzstan,” and “Geography of Kyrgyzstan”				PK-1; PK-3; PK-6; PK-9
GA.02.2.					
GA.02.3.	Defense of the final qualification project				PC-4; PC-5; PC-7
	Final exam in a foreign language		FE-1		

5.1.3. Matrix of the correlation between objectives and learning outcomes of the educational program

Table 2. Correlation between competencies and learning outcomes

Learning Outcomes	Competencies
RO1 possesses a sufficient body of scientific knowledge about the surrounding world to navigate the values of life and culture, critically process incoming information from various sources, take an active civic stance, understand the basics of gender policy, and master the fundamentals of intercultural communication.	OK-1; OK-2; SLK-1; PK-10; PK-16; PK-18
RO2 possesses a sufficient set of practical skills and competencies in the field of computer technology to solve a wide variety of tasks in the areas of education and professional activity	IK-2
RO3 possesses a sufficient level of proficiency in the state language, an official language, and one foreign language to be able to read scientific and journalistic texts, understand their general content, and conduct business communication and correspondence in the fields of education and professional activity	IK-1
PO4 possesses a sufficient set of knowledge, skills, and competencies in the field of economics and entrepreneurship to apply them in their professional activities	IK-3
PO5 possesses systematic, extensive knowledge in the field of fundamental psychology (methodology and conceptual framework of psychology; historical formation and development of psychology as a science and practical discipline, etc.); has a basic set of knowledge regarding the main branches of psychology, as well as psychological approaches and schools	PC-1
RO6 possesses skills in conducting counseling, psychodiagnostics, psychocorrection, and psychoprophylaxis in the chosen field of professional activity	PC-3; PC-11
RO7 possesses sufficient knowledge and practical skills to assess deviations in the social and personal development of people of different ages, as well as socio-psychological risks in various types of activities; to carry out psychoprophylaxis and psychological education	PC-2; PC-9
RO8 possesses sufficient skills to conduct research activities (under supervision)	PC-4; PC-5; PC-17
RO9 possesses a broad scientific outlook, is able to critically analyze psychological ideas and recommendations in light of the available evidence base, and defend their point of view based on scientific data	OK-1; OK-2; PK-6
RO10 possesses a high level of understanding of the fundamentals of professional ethics for a counseling psychologist and is familiar with the principles of a counseling psychologist's work in creating a psychologically safe counseling environment	PC-7; PC-8
RO11 clearly understands their professional capabilities and limitations (the scope of professional competence) when conducting counseling activities; is able to establish professional communication with colleagues and specialists in related fields; understands the importance of personal therapy and supervision and is prepared to engage in them	PC-7; PC-10; PC-17; PC-18

RO12 , when carrying out psychological and pedagogical activities, possesses a sufficient set of knowledge and practical skills to structure the educational process based on the principles of person-centered education, inclusion, and gender and ethnic equality	OK-1; OK-2; PK-8; PK-12; PK-13
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RO13 , when carrying out organizational and managerial activities, possesses skills in business communication, conflict management, team building, and organizing group work	PC-15; PC-16; PC-17
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5.2. Requirements for the Structure of Higher Education Curricula

5.2.1. Structure of the Higher Education Curriculum

The content and organization of the educational process under this educational program are governed by the bachelor's curriculum, taking into account its specialization; the syllabi for courses, subjects, and disciplines (modules); materials ensuring the quality of student training and education; programs for academic and industrial internships; the academic calendar; and methodological materials ensuring the implementation of relevant educational technologies.

The structure of the bachelor's program includes a core component and an elective component. The bachelor's program consists of the following blocks.

BLOCK 1 "Disciplines (Modules)," which includes disciplines (modules) pertaining to the core part of the program and disciplines (modules) pertaining to its elective part.

BLOCK 2 "Practicum," which in its entirety pertains to the elective part of the program.

BLOCK 3 "State Final Examination," which pertains entirely to the core part of the program and concludes with the awarding of a qualification specified in the list of specialties and fields of higher education approved by the Ministry of Education and Science of the Kyrgyz Republic.

Courses (modules) pertaining to the core part of the bachelor's program are mandatory for students to complete, regardless of the specialization (track) of the bachelor's program they are pursuing.

The courses (modules) pertaining to the elective part of the bachelor's program and internships define the field of study 530300 "Psychology" (specialization: "Business Psychology and Coaching").

The main types of internships in the bachelor's program are educational (psychological-age-based), psychological-pedagogical, industrial, and pre-qualification internships.

The state final assessment includes the defense of the final qualification work (FQP), which consists of preparation for the defense procedure and the defense procedure itself, as well as preparation for and taking the state exam in the history of Kyrgyzstan and the Kyrgyz language, and preparation for and taking the state exam in the field of study **530300 "Psychology"** (specialization: "Business Psychology and Coaching").

Table 3. Structure of the Educational Program

Structure of the Bachelor's Degree Program		Scope of the Bachelor's Degree Program and Its Components in Credits
Block 1	Courses	201
	I. Humanities, Social Sciences, and Economics	30
	II. Mathematics and Natural Sciences Track	15
	III. Vocational track	156
Block 2	Practicum	28
Block 3	State Final Examination	11
Scope of the Higher Education Program for Bachelor's Degree Candidates		240

5.2.2. Curriculum for Bachelor's Degree Programs

The curriculum reflects the logical sequence of completing the cycles and sections of the curriculum (courses, modules, practical training) that ensure the development of competencies. It specifies the total workload of courses, modules, and practical training in credit units, as well as their total and classroom workload in hours (**Appendix 1**).

5.2.3 Academic Calendar

The academic schedule for the bachelor's program in the field of study **530300 "Psychology"** (specialization: "Business Psychology and Coaching") shows the sequence of implementation of the Higher Education Program, including theoretical instruction, internships (academic, industrial, and pre-graduation), interim and final (state) examinations, and breaks (**Appendix 2**).

5.2.4. Course Descriptions for Academic Disciplines

The syllabus for an academic subject is an integral part of the educational program for the field of study and constitutes a set of instructional and methodological documentation independently developed by the instructor based on the curriculum and recommendations of the Ministry of Education and Science of the Kyrgyz Republic, taking into account the goals and objectives of the core educational program, and reflecting the methods for implementing the subject's content.

The syllabus abstract is a brief description of the course that highlights its distinctive features based on its most important attributes: the course's objectives and goals; the course's place within the curriculum structure; the competencies of the learner developed as a result of mastering the discipline, as well as the knowledge, abilities, and skills acquired in the process of mastering it (**Appendix 3**).

5.2.5. Annotations of Internship Syllabi

The "Practicum" section of the bachelor's degree curriculum is mandatory and consists of a type of instructional activity directly focused on the professional and practical training of students. Internships reinforce the knowledge and skills acquired by students through theoretical coursework, develop practical skills, and contribute to the comprehensive development of students' general and professional competencies.

During their internships, students become familiar with the main areas of a psychologist's work, develop skills in direct interaction with people, and gain experience in psychological assessment, psychological support, and counseling.

The primary goal of the bachelor's internship is to familiarize students with the professional activities of a psychologist, immerse them in a professional environment, and, based on this, help them form an accurate understanding of the specifics of a psychologist's work and the nature of the tasks they address.

The field internship is conducted when students have already formed certain ideas about the work of a psychologist, have the necessary experience in independent work, and have developed the competencies required for professional practice.

The primary goal of the bachelor's internship is for students to master the main types of activities performed by a practicing psychologist and to develop professional qualities in a natural work environment, as well as to form the competencies of a practicing psychologist capable of independently solving research and applied tasks using modern methodological approaches. The internship is a continuation of the academic practicum, the culmination of the bachelor's practical training, and a stage in the completion of the qualifying project.

As a result of completing academic and industrial internships, the student should gain an understanding of:

- the basic principles, methods, and forms of organizing a psychologist's work;
- the system of competencies and professionally significant qualities of a psychologist;
- the requirements for the professional activities of a psychologist.

In addition, students must master the following skills:

- the appropriate and justified practical application of practical tools and psychological techniques;
- interacting with people in the course of professional activities;
- carrying out work on the design, strategic planning, and organization of applied or research-oriented psychological work;
- analyzing difficulties that arise in the psychologist's practical work and developing an action plan to resolve them;
- self-monitoring and self-assessment in the course of professional activities.

Bachelor's degree students' academic and professional internships take place at various organizations where opportunities for professional psychological practice exist. The dates and duration of the internships are set by the Dean's Office in accordance with the curriculum and the academic calendar.

The abstract of the internship program is a brief description that outlines the distinctive features of the internship based on its most important attributes: the purpose and objectives of the internship; the competencies of the student developed as a result of the internship; and the knowledge, abilities, and skills acquired during the internship (**Appendix 4**).

5.3. Requirements for the conditions of implementation of the Higher Education Program

5.3.1. Staffing of the educational process

The implementation of the bachelor's degree program in the field of study **530300 "Psychology"** (specialization: "Business Psychology and Coaching") is ensured by academic and teaching staff who possess a basic education corresponding to the discipline they teach, a degree, or experience in the relevant professional field, and who are systematically engaged in research or research-methodological activities.

Faculty members in the professional cycle typically hold a master's degree, a candidate of sciences degree, a doctorate, and/or have professional experience in the relevant field.

The proportion of faculty members holding a Candidate of Sciences or Doctor of Sciences degree among the total number of faculty members delivering instruction under this core educational program shall be no less than 40%. Up to 10 percent of the total number of instructors holding an academic degree and/or academic title may be replaced by instructors with practical work experience in this field (specialization) in managerial or leading specialist positions for more than 10 of the past 10 years.

5.3.2. Teaching, Methodological, and Information Support for the Educational Process

The Higher Education Program (HEP) in the field of study **530300 "Psychology"** (specialization: "Business Psychology and Coaching") is supported by educational and methodological documentation and materials for all HEP modules.

Implementation of the educational program is ensured by providing each student with access to databases and library collections compiled based on the complete list of modules in the higher education program. During independent study, students are provided with access to electronic learning platforms and the Internet.

Each student enrolled in the educational program is provided with at least one printed and/or electronic educational and methodological publication for each discipline in the professional cycle included in the educational program (including electronic databases of periodicals).

The library collection includes print and/or electronic editions of core textbooks for the core curriculum of all degree programs, published within the last 10 years.

In addition to textbooks, the collection of supplementary literature includes official, reference, and specialized periodicals.

The electronic library system provides individual access for every student from any location with Internet access. Students have access to modern professional databases, information reference, and search systems.

5.3.3. Material and Technical Support for the Educational Process

MUKR has a material and technical base that supports all types of disciplinary and interdisciplinary training, as well as students' laboratory, practical, and research work, as provided for in the curriculum and in accordance with current health and fire safety rules and regulations.

The minimum list of material and technical resources required for the implementation of the bachelor's program includes:

- classrooms equipped with multimedia presentation systems;
- computer labs with Internet access;
- specially equipped rooms in accordance with the program's focus;
- teaching and resource rooms;
- gyms and equipment, and classrooms specially equipped for classes (in accordance with the program's focus);
- educational institutions, secondary schools, mental health and rehabilitation centers, government and non-government organizations and associations.

When using electronic publications, the MUKR provides each student with a workstation in a computer lab during independent study, in accordance with the scope of the subjects being studied.

5.3.4. Features of the Development of Social-Personal and General Cultural Competencies

Educational work at the Department of Psychology is carried out under the guidance of the program director, who coordinates the work of academic advisors and student self-government bodies in organizing educational activities.

Educational work is organized and conducted at various levels: at the university as a whole and at the department. Activities are held in the university's lecture halls, in museums, cinemas, and theaters in Bishkek, and at other organizations in the Kyrgyz Republic.

Each study group is assigned a mentor from among the faculty (Regulations on Mentors).

The goal of educational work at the Department of Psychology is to guide the process of students' professional and cultural development through the mentor system. To achieve this goal, a number of objectives have been set:

- familiarizing students with the corporate culture of the university and the department;
- enhancing students' professional development through targeted thematic seminars;
- monitoring the effectiveness of academic advising;
- assisting in the development of an active life stance and creating conditions for students' social adaptation;
- organizing interaction between the department and students' parents;
- encouraging productive interaction among students from different years through the organization of group activities in an informal setting;
- fostering interpersonal relationships, tolerance, and self-learning skills among students, and promoting the well-rounded development of their creative abilities;
- studying (monitoring) students' interests and value orientations as the basis for planning ideological, sociocultural, and educational work;

To ensure the fulfillment of these objectives, the following activities are carried out.

As part of the development of students' scientific and professional abilities, a tutorial session is held on the topic: "Use of Information Resources," where first-year students are introduced to the university's information resources (library, resource center, electronic resources). In addition, to enhance students' professional skills, advisory sessions are held on topics most relevant to them.

Students of the Department of Psychology participate in various charitable events.

Under the guidance of faculty members, students in the Department of Psychology have organized a Psychology Research Club.

Objectives of the Psychology Research Club:

- to facilitate interaction among students from different courses;
- implementing inquiry-based learning;
- developing discussion skills;
- developing critical thinking skills, as well as the ability to formulate, articulate, and defend viewpoints;
- developing active listening skills;
- developing goal-setting skills.

Students actively participate in research activities (student research conferences, competitions, summer schools) and also contribute to the research work of the faculty members in the Department of Psychology.

Students actively promote science through publications on popular online platforms.

Students participate annually in organizing the events “Psychology Consortium” (an intellectual competition), “Initiation into Psychology,” and “Graduation Send-off.”

6. ASSESSMENT OF THE QUALITY OF GRADUATE TRAINING

6.1. General Characteristics

The assessment of student performance in the Higher Education Curriculum (OOP) for the **530300 "Psychology"** program (specialization: "Business Psychology and Coaching") includes ongoing, midterm, and final state examinations.

The specific forms and procedures for ongoing and interim assessment of knowledge in each discipline are developed independently by the MUKR and communicated to students within the first month.

6.1.1. To assess students’ compliance of their personal achievements with the phased requirements of the relevant educational program (ongoing progress monitoring and interim assessment), a bank of assessment tools is created, including model assignments, tests, and assessment methods that allow for the evaluation of knowledge, skills, and the level of acquired competencies. The assessment tool banks are developed and approved by the MUKR. The MUKR creates conditions to align current progress monitoring and interim assessment programs as closely as possible with the conditions of students’ future professional activities—for which, in addition to instructors of specific disciplines, employers, instructors teaching related disciplines, and others are actively engaged as external experts.

6.1.2. Students are given the opportunity to evaluate the content, organization, and quality of the educational process as a whole, as well as the work of individual instructors.

6.2. Description of ongoing and interim student assessments

Ongoing assessment of academic progress is the continuous monitoring of the level of knowledge acquisition, the development of skills and the ability to apply them, and the development of students’ personal qualities over a fixed period of time. The Department of Psychology employs a wide variety of teaching and assessment methods and technologies.

Forms of ongoing assessment may include: oral and written questioning; standard assignments; testing; quizzes; checking the completion of individual homework assignments, term papers, and essays; reviewing student research reports; reviewing practical assignments; problem-based seminars, group discussions, workshops, and roundtables; interviews; monitoring of practical work and review of related reports; analytical work with scientific literature; peer review of students’ work; and group expert evaluations.

Other forms of ongoing assessment may also be used, as determined by the head of the Psychology program and the instructors of specific courses, and these are specified in the course syllabus. When designing assessment tools, consideration is given to evaluating students’ capacity for creative activity and their readiness to seek solutions to new problems arising from a lack of specific specialized knowledge and the absence of generally accepted algorithms for professional behavior.

In addition to individual assessments, group and peer assessments are used: students reviewing each other's work; students critiquing term papers and course projects; and expert evaluations by groups consisting of students and instructors. One of the most important forms of ongoing assessment is the defense of a term paper or project, which constitutes a distinct type of academic activity—a form of the student's research and project work. Completing a term paper or project helps students deepen the knowledge and skills they have acquired during theoretical and practical classes, instills the ability to independently study material related to the term paper topic, and develops competencies in analytical, research, and project-based activities, as well as information management.

Ongoing assessment takes place during the period of classroom and independent study (IS).

Interim assessment is a form of evaluation conducted upon completion of the course. The timing and duration of interim assessments for each course are determined by the academic calendar.

The midterm assessment for a course may include the following forms of evaluation: an exam (including a written exam); a course paper defense; testing; case studies; an interview with written recording of students' answers; submission of practical training reports; and submission of individual homework assignments, creative projects, and term papers. Other forms of mid-term assessment for the course, as determined by the program director, are also possible. The specific forms and procedures for ongoing progress monitoring and mid-term assessment for students in each course are communicated to students within the first month of the semester. Interim assessment in a discipline can only improve a student's academic performance in that discipline; however, it does not guarantee a passing grade if the student has earned a low score while acquiring competencies in the academic disciplines.

6.3. Description of the State Final Assessment of Students

The state final assessment of graduates is mandatory and is conducted after the educational program has been completed in full.

The state final assessment includes:

- an interdisciplinary final state assessment in the history and geography of Kyrgyzstan and the Kyrgyz language;
- a final assessment in a foreign language;
- taking an interdisciplinary exam;
- defense of the final qualification project.

The topics for the final qualification project in the "Psychology" field, under the "Business Psychology and Coaching" specialization, are reviewed annually and approved in accordance with established procedures by a decision of the Department of Psychology and an order of the Rector of MUKR. The topics of final qualification projects are selected with consideration of the most pressing issues in practical and psychoprophylactic work with various client groups.

The interdisciplinary exam includes an exam in general and practical psychology.