

On approval of the model curriculum of general education disciplines for institutions of higher and (or) postgraduate education

Unofficial translation

Order of the Minister of Education and Science of the Republic of Kazakhstan of October 31, 2018 No. 603. Registered with the Ministry of Justice of the Republic of Kazakhstan on October 31, 2018 No. 17651.

Unofficial translation

In accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Decree of the Government of the Republic of Kazakhstan dated August 19, 2022 № 580 "On Some Issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan", I **HEREBY ORDER:**

Footnote. Preamble-as amended by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan № 314 dated July 13, 2023 (shall be enforced ten calendar days after the day of its first official publication).

1. To approve:

1) a model curriculum of the general educational discipline "History of Kazakhstan" for organizations of higher and (or) postgraduate education in accordance with Annex 1 to this Order;

2) a model curriculum of the general education discipline "Philosophy" for institutions of higher and (or) postgraduate education according to Annex 2 to this order;

3) a model curriculum of General education discipline "Foreign language" for institutions of higher and (or) postgraduate education in accordance with Annex 3 to this order;

4) a model curriculum of the general education discipline "Kazakh (Russian) language" for institutions of higher and (or) postgraduate education according to Annex 4 to this order;

5) a model curriculum of the general educational discipline "Information and communication technology" for institutions of higher and (or) postgraduate education according to Annex 5 to this order;

6) a model curriculum of a module of socio-political knowledge for institutions of higher and (or) postgraduate education according to Annex 6 to this order;

7) a model curriculum of the general educational discipline "Physical culture" for institutions of higher and (or) postgraduate education according to Annex 7 to this order.

Footnote. Paragraph 1 as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated December 13, 2022 № 185 (shall be enforced ten Calendar days after the day of its first official publication).

2. The Department of higher and postgraduate education of the Ministry of education and science of the Republic of Kazakhstan in accordance with the legislation of the Republic of Kazakhstan to ensure:

1) the state registration of this order in the Ministry of justice of the Republic of Kazakhstan;

2) within ten calendar days from the date of the state registration of this order to send a copy in paper and electronic form in the Kazakh and Russian languages to the Republican state enterprise on the basis of the right of economic management "Republican center of legal information" for official publication and inclusion in the Reference control bank of the regulatory legal acts of the Republic of Kazakhstan;

3) placement of this order in the Internet resource of the Ministry of education and science of the Republic of Kazakhstan after its official publication;

4) within ten working days after the state registration of this order to submit the information to the legal service Department of the Ministry of education and science of the Republic of Kazakhstan on execution of the activities, specified in subparagraphs 1), 2) and 3) of this paragraph.

3. Vice-Minister of education and science of the Republic of Kazakhstan K. A. Aymagambetova shall be authorized to oversee the execution of this order.

4. This order shall be enforced upon expiry of ten calendar days after its first official publication.

*Minister of education and science
of the Republic of Kazakhstan*

E. Sagadiyev

Annex 1
to the order of the Minister of
education and science of the
Republic of Kazakhstan dated
October 31, 2018 № 603

Model curriculum of the general educational discipline "History of Kazakhstan" for organizations of higher and (or) postgraduate education

Footnote. Annex 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan № 185 dated December 13, 2022 (shall be enforced ten calendar days after the day of its first official publication).

Chapter 1. General Provisions

1. The model curriculum of the general educational discipline "History of Kazakhstan" for organizations of higher and (or) postgraduate education (hereinafter referred to as the Program) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Decree of the Government of the Republic of Kazakhstan dated August 19,

2022 № 580 "On Some Issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan" and shall define the objective, objectives, structure, content of education.

Footnote. Paragraph 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 13, 2023 № 314 (shall be enforced ten calendar days after the day of its first official publication).

2. The program is intended for students of undergraduate educational programs of organizations of higher and (or) postgraduate education of the Republic of Kazakhstan.

3. The duration of training in the discipline in accordance with the structure of the educational program of higher education shall be 150 academic hours (5 academic credits).

Chapter 2. Purpose, objectives and expected learning outcomes

4. The purpose of the discipline shall be to give objective knowledge about the main stages in the development of the history of Kazakhstan from ancient times to the present.

5. Tasks of the discipline:

1) to acquaint students with fundamental source studies and historiographic materials, as well as the achievements of modern historical science of Kazakhstan;

2) determine the role of the history of Kazakhstan in the system of humanitarian knowledge;

3) to identify the specifics of the object and subject of the history of Kazakhstan for the analysis of topical problems of the current stage of development.

4) creation of a scientifically based concept of the history of Kazakhstan, based on a holistic and objective coverage of the main stages of the ethnogenesis of the Kazakh people, the evolution of forms of statehood and civilization on the territory of the Great Steppe;

5) systematization of knowledge about the main events of the modern history of Kazakhstan.

6. Learning outcomes:

1) to demonstrate knowledge and understanding of the main stages in the development of the history of Kazakhstan;

2) to correlate the phenomena and events of the historical past with the general paradigm of the world-historical development of human society through critical analysis;

3) to possess the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan;

4) to be able to objectively and comprehensively comprehend the immanent features of the modern Kazakh model of development;

5) to systematize and give a critical assessment of historical phenomena and processes in the history of Kazakhstan.

Chapter 3. Structure and content of the program

7. The program consists of 5 thematic blocks: Ancient people and the formation of a nomadic civilization, Turkic civilization and the Great Steppe, Kazakhstan in a new era (XVIII-early XX centuries), Kazakhstan in the Soviet period, and Independent Kazakhstan.

8. Methods and technologies of teaching used in the process of teaching the discipline:

- 1) interactive and digital technologies;
- 2) project teaching methods;
- 3) problem-based learning technology;
- 4) gamification.

9. Prerequisites and postrequisites of the program shall be established independently by the higher education institution.

Main part

Block 1. Ancient people and the formation of a nomadic civilization

Prehistoric human evolution

Periodization of the historical process. Landscape and climatic changes on the territory of Kazakhstan in the Stone Age. New data on anthropogenesis. Modern theories of the origin of man and the problem of the ancestral home. The territory of Kazakhstan is one of the centers of the formation of homo sapiens. The concept of glottogenesis. The concept of rhythms of cultural genesis.

Discovery of archaeological sites of the Stone Age on the territory of Kazakhstan. Economy and life of the ancient man.

The culture of prehistoric man. The beginnings of art and religious ideas in the early Paleolithic. Features of anthropo- and zoomorphic images on the monuments of primitive art. The development of language, rational knowledge, and the reconstruction of religious ideas in the Mesolithic, Neolithic, and Eneolithic. Rock art-petroglyphs (Mynshunkyr, Olenty, Enbek, Tesiktas, Shatyrtas, Akbidaik, Akbaur, Bayanzhurek).

Prerequisites for the emergence of nomadic civilization in the era of ancient metallurgy

Eneolithic and Bronze Age in the Great Steppe. Ancient metalworking technique. Formation and stages of a producing economy based on cattle breeding. Botai culture of Northern Kazakhstan. Kazakhstan is the oldest territory of horse domestication. The historical significance of the formation of the culture of horse breeders in the development of the civilization of Eurasia. Analysis of the osteological material of the finds of Northern and Central Kazakhstan. Characteristics of the silicon industry. The diversified nature of the economy. Flake tool-making technique. The rise of the carving craft. Development of the oldest horse transport communication in Eurasia. The steppe zone is one of the centers of development of ancient wheeled transport.

Aridization processes in the region. The area of distribution and the problem of the origin of cultures of the Bronze Age. Anthropological type of ancient inhabitants of Kazakhstan. Art of the Bronze Age: petroglyphs. Rock paintings of the Eshki- Olmes complex, Tamgaly.

Paleoeconomics of the Bronze Age. Formation of metallurgical centers on the territory of Kazakhstan. Material culture. Burial practices and funeral rites. Settlements and housing. Development of pottery in Central Kazakhstan. Social structure and spiritual culture. The problem of linguistic attribution of the ancient inhabitants of Kazakhstan. The territory of Kazakhstan in the system of the Eurasian steppes (Indo-European migration). Carriers of the Yamnaya culture. The problem of correlation of cultures and ethnic groups. Proto-urban culture. Monuments of monumental architecture. New approaches to the study of the Eneolithic and Bronze Age on the territory of ancient Kazakhstan in the context of the culture of early nomads. Ethnocultural continuity of the tribes of the Late Bronze Age and the Early Iron Age. Discovery of the Kolsai archaeological culture of the Late Bronze Age on the territory of Zhetysay.

The genesis of equestrian culture

Periodization of the history of nomadism. Prerequisites for the emergence of nomadism: natural-geographical and socio-cultural factors. Increasing role and importance of cattle breeding. Forms of livestock farming: yard, yailage, pastoral, transhumance, etc. Horsemanship. Wells. Horse equipment. Development of steppe, semi-steppe and desert regions. The species composition of the herd. Social organization and social structure.

Chronology and monuments of archaeological cultures of the Early Iron Age. Tasmolinskaya culture: date, area, features of barrows and material culture. Written sources. Study of the Early Iron Age in Kazakhstan. Ethnopolitical and social history of the tribes of the Early Iron Age. Saki. Massagets. Sauromatians and Sarmatians. Political formations of the Saks and Sarmatians. The culture of the tribes of the early Iron Age: chronology, funeral rites, weapons, bridle, and the art of the animal style. Ancient antique cities. Relations between the Saks and the Achaemenid Empire. Participation of the Saks in the Greco-Persian Wars. The struggle of the Saks against the conquests of Alexander the Great.

Sarmatian-Alanian tribal union. Aorses and Roxolans. The territory of the settlement. State of Yancai. Relations with the Huns and the Kangju.

The initial stages of the formation of statehood, urbanization and interaction between nomadic and sedentary cultural zones on the territory of the Great Steppe (3rd-century BC-2nd century AD)

cultural genesis proto-and early Turks. Questions of ancient contacts between pratürks and pramongols. Culture of slab graves. Korgantas burials of Central Kazakhstan. Reports from Chinese sources about the Xiongnu. Archaeological data. The problem of the origin and ethnic history of the Xiongnu. The political history of the Hunnu (Xiongnu) empire.

Ethnopolitical associations of the Usuns of Semirechye and Tian Shan. Problems of ethnic and linguistic affiliation of the Usuns. Ethnopolitical formation of the Usuns in the

Semirechye and the Tian Shan. Mutual relations of the Usuns with neighbouring peoples and states.

The historical and cultural heritage of Kangju. Origin and Ethnic History of the Kangju. Territory and places of Kangju nomads in the 2nd century BC-the first third of the 5th century AD. Early stages of urbanization. Household ceramics as an indicator of ethnicity. Textile production. Significance of the Zhetyasar tribes in the ethno-cultural history of the Kangyui. Formation of the Turkic ethnic community on the territory of the Eastern Aral Sea. Trade relations with Byzantium, Iran, Syria and China.

Main literature:

1. Taimagambetov Zh.K., Baigunakov D.S. The Stone Age of Kazakhstan (history of research and main issues).-Almaty: Kazakh university, 2008.-266 p.
2. Toleubaev, A. T. Early Saka Shilikta culture: scientific publication/A. T. Toleubaev.-Almaty: IE "Sadvakasov A.K.", 2018.-528 p.
3. Seibert V.F. Botai culture.-Almaty: Kazakhparat, 2009.-576 p.
4. History of ancient Kazakhstan. Ed. Baypakov K.M.-2nd ed.-Almaty: Rauan, 1996.-112 p.
5. Ismagulov O., Ismagulova A. Origin of the Kazakh people. According to physical anthropology. Almaty, 2017.-196 p.
6. Harari Yu.N. Sapiens. Brief history of mankind. – M.: Sinbad, 2019. – 512 p.
7. Kitov E.P., Tur S.S., Ivanov S.S. Paleoanthropology of the Saki cultures of the Tiyan Shan region (VIII-first half of the II century BC). -Almaty: Hikari, 2019. -300 p.

Additional literature:

1. Akishev A. Art and mythology of the Saks. Institute of History, Archeology and Ethnography of the Academy of Sciences of the Kazakh SSR. -Alma-Ata: Science, 1984.-176 p.
2. Akishev K.A., Kushaev G.A. The ancient culture of the Saks and Usuns of the Ili River valley. -Alma-Ata: Publishing House of the Academy of Sciences of the Kazakh SSR, 1963.-298 p.
3. Akhinzhanov S.M., Makarova L.A., Nurumov T.N. On the history of cattle breeding and hunting in Kazakhstan. -Alma-Ata: Gylym, 1992.-217 p.
4. Ismagulov O., Ethnic anthropology of Kazakhstan: (Somatol. research.)-Alma-Ata: Science, 1982.-231 p.
5. Margulan A. Kh., Akishev K. A., Kadyrbaev M. K., Orazbaev A. M. Ancient culture of Central Kazakhstan. -Alma-Ata: Science of the KazSSR, 1966.-435 p.
6. Samashev Z. Berel. -Almaty: Taymas, 2011.-236 p.

7. Omarov G.K. Sak -Scythian archaeology: an anthology. -Almaty: Kazakh University, 2021.-342 p.

8. The land of the ancient Uysin. China data and studies. Sh. Akhmetuly. -PRC Urumqi, "Xinjiang People's Printing", 2005.

Block 2. Turkic civilization and the Great Steppe

Stages of ethnocultural integration of the Turkic-speaking ethnic groups of Central Asia in the pre-Mongolian period

The development of nomadic state and cultural traditions in the era of the ancient Turks. Data from written and archaeological sources. The problem of the origin of the Turks. Territory. Education, structure and political history of the Turkic Khaganate. Relations with neighbouring states: Byzantium, Sasanian Iran, and the state of Ephthalites. Western Turkic Khaganate (the people of the "ten arrows"): education, territory, ethnic composition. Socio-economic development. Political history. Relations with the Tang Empire. Formation and strengthening of the Türgesh state. Arab-Chinese confrontation in Zhetysu and South Kazakhstan. Battle on the Talas River (751). Strengthening influence in Semirechie. Turkic-Sogdian cultural synthesis. Information of historical sources about the Karluks. Political history of the Karluk state: education, relations with neighbouring tribes and states. The territory of settlement and tribal composition of the Karluk tribes. The role of cities in the economic and cultural life of the state. The beginning of the penetration of Islam and the establishment of international relations of the Turks with the Muslim world. Appearance of Khojas ("kozha") among the Turks.

Turkic factor in the ethnopolitical history of Kazakhstan in the IX-XII centuries. State of the Syrdarya Yabgu. Oral historiography and archaeological data. Problems of the ethnic history of the Oghuz and their role in the ethnogenesis of the Kazakh people. Continuity of the ancient Turkic socio-political traditions in the state structure of the Kimaks. Karakhanids on the territory of medieval Kazakhstan. Information about the Karakhanids in Arabic and Persian sources. Karakhanid statehood as a new stage in the evolution of Turkic statehood. The adoption of Islam and the place of the Karakhanid state in the Muslim world. Features of trade, economic and cultural ties. The role of the Karakhanid state in the system of international relations in Central Asia. The invasion of the Karakitays and the establishment of their power in Semirechye and Maverannahr. Information from narrative sources and genealogical legends about the Kipchaks. The collapse of the Kimak state. Migrations of nomadic tribes. The problem of the origin and ethnic history of the Kipchaks. Triad of ethnopolitical associations: Kimaks, Kipchaks, Cumans. Tribal migrations and their influence on ethnic processes. The spread of the political hegemony of the Kipchaks. The formation of the Kypchak Khanate as the final stage in the development of the Turkic nomadic state and socio-cultural traditions. The relationship of the Kipchaks with the Kimaks, Khitans, Oguzes, Khorezmshahs, and Russian principalities. The period of the military triumph of the Turks in the space of Central Asia. The language and literary monuments of the Kipchaks. Information

of sources about Naimans, Kereites, Merkits, and Jalairs. The problem of ethnic history and linguistic affiliation (concepts of Mongolian and Turkic origin).

Turkic civilization and the Great Silk Road. The interaction of two economic and cultural types: settled and nomadic (the "city-steppe" system). Cities and settlements as centers of military-administrative life, culture, trade and crafts. Architectural monuments of medieval Kazakhstan of the Turkic period. The prosperity of the urban culture of South Kazakhstan and Semirechye. Kazakhstan routes of the Great Silk Road. Money turnover. Significance of the Great Silk Road in the era of late antiquity and the Middle Ages.

Orkhon-Yenisei (runic) writing as a civilizational marker of the ancient Turkic civilization . Ancient beliefs and cults, the spread of Buddhism, Nestorianism, Manichaeism and other non-autochthonous religions along the Silk Road. Ways and forms of integration of the Turkic world into Islam. The role of H.A. Yasawi in the development of the Turkic-Islamic synthesis. Oral tradition in Turkic culture. Al- Farabi, Y. Balasaguni, M. Kashgari, H.A. Yasawi.

The Great Steppe in the period of the Golden Horde (XIII-XV centuries)

History of the Golden Horde. Genghis Khan and the formation of the Mongol Empire. The subjugation of East Turkestan and Semirechie by Genghis Khan. Medieval written sources and historiography-the conquest of the territory of Central Asia and Kazakhstan by the Turkic-Mongols. Kazakhstan as part of three Mongolian uluses. Batukhan's campaign in Eastern Europe. Formation of the Golden Horde as a Eurasian empire: territory, ethnic processes, cultural symbiosis. The development of the ulus system. Rulers of the Golden Horde. The imperial policy of Uzbek Khan. Declaration of Islam as the state religion. The establishment of diplomatic relations with the Mamluk Sultanate in Egypt, and the growth of the authority of the empire in the medieval world. Campaigns of Amir Timur to the Golden Horde. Plague pandemic in Eurasia. A complex of external and internal factors led to the weakening and disintegration of the Golden Horde. Ulus fight. Formation of the Chagatai state.

Medieval states in the XIV-XV centuries. State of Ak-Orda (late XIII-early XV centuries) . The rivalry of the Chingizid dynasties for the Syrdarya region. Relations with Central Asia and Khorezm. The struggle with the rulers of Maverannakhr for lands and cities along the middle reaches of the Syr Darya.

Moghulistan (mid-14th-early 16th centuries). State formation. Territory and ethnic composition. Conversion to Islam of the Chagataids and descendants of the newcomer Mongols, the revival of Muslim culture in Semirechye. Relations between the Mughals and the Chagataids Maverannahr. The union of the rulers of Moghulistan and Ak Orda against the expansion of the state of Amir Timur. Vassal dependence of Moghulistan on the state of Timur. Consolidation of power under Muhammad Khan. The struggle of the sons of Uwais Khan Yesen -Buqa and Yunus for the throne of Moghulistan. Military raids of the Mongols Oirats. Weakening and disintegration of Moghulistan.

The state of nomadic Uzbeks (1428-1468) or the khanate of Abulkhair. Territory and ethnic composition. The coming to power of Abulkhair Khan. Struggle for power in Desht-i-Kypchak. Military campaigns of Abulkhair Khan in Central Asia. The struggle for the Syrdarya cities. The defeat of Abulkhair from the Oirats (1457). Migration of the sultans Janibek and Kerey (1459). The collapse of the Khanate.

Nogai Horde. Territory and ethnic composition. Rulers of the Nogai Horde. Titles biy and myrza. Relations between the Nogai Horde and adjacent states. The political crisis, collapse and fall of the Nogai Horde.

Territory, ethnic composition, and economy of the Siberian Khanate (late XV-XVI centuries). Fall of the Siberian Khanate.

Cultural and civilizational heritage of the Golden Horde. The prosperity of urban planning, and new archaeological discoveries about the level of cultural development of Desht-i-Kypchak in the imperial period of the Golden Horde.

Education of the Kazakh people. The ethnonym "Kazakh". Kazakh zhuzes

Historical prerequisites for the formation of the Kazakh people. Ethnic processes on the territory of Kazakhstan. Formation of the nation in the post-Mongolian period. Formation of an ethnic territory, a single language. Common economy, material and spiritual culture. The factor of state education and its influence on the ethnic process. Correlation of ethnonyms "Uzbek" and "Cossack" (Kazakh). Social, ethnic meaning and content of the term "Kazakh". The effect of ethnopolitical and economic factors in the formation of Kazakh zhuzes. The emergence of the Senior, Middle and Junior zhuzes.

Kazakh Khanate in the XV-XVI centuries.

Periodization of the era of the Kazakh Khanate. Formation of the Kazakh Khanate, its course and main events. The role of the Khans Kerey and Zhanibek. The historical significance of the formation of the Kazakh Khanate. Strengthening of the Kazakh Khanate. The struggle of the Kazakh Khanate for cities and regions along the Syr Darya during the reign of Burunduk Khan and its course and completion.

The socio-economic and political situation of the Kazakh Khanate at the beginning of the XVI century. Tribal composition. Economy: cattle breeding, agriculture, cities, trade. The political and economic significance of the Syrdarya lands. Campaigns of Muhammad Shaybani against the Kazakh Khanate. Death of Shaibani Khan.

Weakening of the political foundations of Moghulistan. The transformation of the Kazakh Khanate into one of the strong states of Central Asia. Joining Zhetysay to the territory of the Kazakh Khanate. Expansion of the territory of the khanate under Kasym Khan. Campaign of the Shaibanids against the Kazakh Khanate. Temporary weakening of the Kazakh Khanate by the middle of the XVI century. Kazakh Khanate in the second half of the 16th century. The struggle for the throne and its consequences. Mamash and Tahir Khans. Kazakh- Mogul relations. Ahmed, Tugum and Buydash Khans. Kazakh-Nogai relations.

Rise of the Kazakh Khanate. The reign of Khak-Nazar. Kazakh-Nogai relations. Kazakh Khanate and Shaibanids Maverannahr. The struggle of the Kazakh Khans against the union of Bukhara and the Siberian Khanate. Death of Khaknazar Khan. Shigay Khan, Taukel Khan and his politics. Campaigns on the territory of Maverannahr and their results. Completion of the formation of the ethnic territory of the Kazakh Khanate.

Kazakh Khanate in the 17th-early 18th centuries.

The socio-economic and political situation of the Kazakh Khanate in the XVI century. Yesimkhan's struggle for the Syrdarya cities. Relations between the Kazakh and Bukhara Khanates. The emergence of the Dzungar Khanate and the first Kazakh- Dzhungar relations. Characteristics of the Kazakh- Dzungarian relations in the second half of the XVII century. The growth of the influence of batyrs and biys in Kazakh society. Zhanibek Khan and the Battle of Orbulak. Kazakh Khanate under Zhangir Khan.

"Unknown years". Sairam war 1652-1680.

The reign of Tauke Khan and his policy. Increased tension in Kazakh-Dzungarian relations. "Jety-Zhargy" by Tauke Khan. Institute of Biys. Foreign policy and diplomacy of the Kazakh state: ties with Maverannahr (Shaybanids, Ashtarkhanids), Iran, attempts to establish ties with the Ottoman Empire, Kazakh-Russian contacts.

The culture of the Kazakhs in the XIV-early XVIII centuries.

The traditional nomadic culture of the Kazakhs. Types of nomadic economy, and their features. Tools. Armament. Crafts and home crafts. Trade and trade routes.

Spiritual culture of the Kazakh people. Completion of the formation of the Kazakh-Muslim religious tradition within the framework of the Central Asian Sunni-Hanafi school. The authority of the Koran and the Sunnah among the Kazakhs. Relics of ancient Tengrianism, preservation of Nauryz and its adaptation to the realities of nomadic life. The role of the mausoleum of Ahmed Yasawi and the sacred city of Turkestan in the spiritual life and ideology of the Kazakh Khanate.

The cult of poetry and eloquence, the oral-verbal heritage of the Kazakhs.

The urban culture of Kazakhstan. The relationship between the city and the steppe. The structure of cities in different regions of Kazakhstan. The decline of urban culture in the 17th – early 18th centuries.

Oral historiography, its features and significance. Written historiography, the significance of the outstanding works of Muhammad Haidar Dulat, Kadyrgali Kassym-uly Zhalair.

Main literature:

1. History of Kazakhstan (from ancient times to the present day). In 5 volumes.-Volume 2 .-Almaty: Atamura, 1997.-345 p.
2. Kumekov B.E. The state of the Kimaks in the 9th-11th centuries.-Alma-Ata, Nauka, 1972.-695 p.

3. Karibaev B.B. The history of the establishment of the Kazakh Khanate. – Almaty: "Sardar" baspa uyi, 2014.-520 p.
4. Sultanov T.I. The ones raised on a white felt mat. Khans of the Kazakh steppes. Astana: Astana Damu, 2006.-256 p.
5. Klyashtorny S. G., Sultanov T. I. States and peoples of the Eurasian steppes. Antiquity and the Middle Ages. St. Petersburg: Petersburg Oriental Studies, 2004.-368 p.
6. History of Kazakhstan (Kazakh eli). Books 1-2.-Almaty: Kazakh University, 2016.-458 p.

Additional literature:

1. Bartold V.V. Works. V.1: Turkestan in the era of the Mongol invasion.-M.: Publishing house. of east. literature, 1963.-760 p.
2. Akhinzhanov S.M. Kipchaks in the history of medieval Kazakhstan.-Alma-Ata: Gylym, 1989.-296 p.
3. Safargaliev M.G. The collapse of the Golden Horde.-Saransk, 1960.-252 p.
4. Orazbayeva A.I. The formula of statehood of the Kazakhs. – M.: IE Lysenko A.D. "PRESS-BOOK.RU", 2017.-376 p.
5. Kinayatuly Z. Kazakh state and Zhoshi Khan.-Almaty: Eltanym, 2014.-360 p.
6. Baypakov K.M. Medieval cities of Kazakhstan on the Great Silk Road.-Almaty: Gylym, 1998.-216 p.
7. Kenzhetai D. Worldview of Khoja Ahmet Iasau. – Turkistan, Yasau Alemi. 2004-341 p.
8. May T. The Mongol conquests in world history.-London, Reaktion Books: 2012,-173 p.
9. History of Kazakhstan in Arabic sources. V. 1.– Almaty: Dike-Press, 2005.-711 p.
10. History of Kazakhstan in Persian sources. V. IV.-Almaty: Dike-Press, 2005.-625 p.
11. Turkish data on the history of Kazakhstan. V.1.-Almaty: Dike-Press, 2005.-240 p.

Block 3. Kazakhstan in a new era (XVIII-early XX centuries)

Foreign policy situation of the Kazakh Khanate in the first quarter of the XVIII century.

Kazakhstan in the era of modern times: new methodological trends in the study. Periodization. Historiography and sources. Kazakhstan in the system of international relations with the Russian Empire, the Central Asian Khanates, Bashkiria, and the Kalmyk Khanate. The Rise of the Dzungar Khanate: A Strategy for the Conquest Policy of the Dzungars. Years of "Aktaban Shubyryndy", "lkakol sulama". Congresses in Orda Basy - the way to mutual agreement and preservation of territorial integrity. The election of Khan Abulkhair as the head of the Kazakh militia. The liberation struggle of the Kazakh people against the Dzungarian conquerors. Significance of the victory at Bulanty. Anrakai battle. The role of

Kazakh batyrs in the history of the liberation struggle of the Kazakh people. The military art of Kazakhs and Dzhungars: a comparative analysis. Kazakh -Bashkir, Kazakh -Kalmyk relations.

The beginning of the era of colonialism in Kazakhstan

The diplomatic mission of Koybagar Kobyakov. Embassy of Khan Abulkhair headed by Seitkul Koydagulov and Kutlumbet Koshtaev. Russian embassy headed by Murza Kutlu Mukhammed Tevkelev. The course of negotiations and the struggle of various political groups around the issue of citizenship. I.K. Kirilov's project. Organization and activities of the Orenburg expedition. Taking the oath from the Kazakh Khans and influential sultans of the Younger and Middle Zhuzs (40s of the 18th century). The policy of the governor of the Orenburg province I.I. Neplyuev. Aggravation of relations between Abulkhair and the Orenburg administration. Negotiations of the tsarist government with Abulkhair in the late 1740s. Death of Abulkhair. Legitimization of Khan's power. Approval of the Khan's title of Sultan Nuraly (April 13, 1749).

Dzungar-Kazakh war 1739-1741. Abylai's relations with Dzungaria, China and Russia. The Diplomatic Art of Sultan Abylai. Embassy relations between China and Kazakhstan. Kazakhs and Bashkir rebels.

Kazakhstan and the Central Asian states at the end of the 18th century.

Central Asia in the system of politics of the Russian Empire. Khiva campaign of 1839 and its results. Creation of the Syrdarya borderline.

Acceptance of Russian citizenship by the Sultan of the Senior Zhuz, Suyuk Abylaikhan-uly. Diploma of Alexander I on the acceptance of the Kazakhs of the Senior Zhuz into the citizenship of Russia. Acceptance of citizenship of Russia by the sultans of Semirechye in 1846. Colonization of the Trans-Ili Territory. Creation of the Alatau district. Campaign of V. Perovsky to Kokand (1853). The uprising of the Kazakhs against the Kokand domination in 1858. Military operations in 1860 in Semirechye. Uzun- Agash battle. Capture of Aulie-Ata, Merke, Turkestan. The Supreme Decree on the formation of the advanced Novokokand line under the command of Major General Chernyaev. The capture of Chimkent, Sairam. The entry of Semirechie and South Kazakhstan into the Russian Empire. Accession of Kazakhstan to the Russian Empire.

Kazakhstan in the context of Russian policy: administrative reform (last quarter of the 18th-early 20th century)

Reform of the Orenburg Governor-General O. Igelstrom: the project of introducing the chief foreman and the elimination of the khan's power in the Younger Zhuz. Establishment of a border court and reprisals. The communicative role of "Tatars" in the process of reforming the Steppe. Reforming the institutions of power and introducing a system of territorial-administrative management in the territory of the Junior and Middle zhuzes.

Elimination of the Khan's power. Institute of the Sultanate in the Steppe (20-60s of the XIX century). The status of senior sultans, sultan-rulers, volost sultans, foremen, biys, and honorary Kazakhs according to the legal norms of the Russian Empire.

Activities of the Steppe Commission. The introduction of temporary regulations on administration in the Semirechensk and Syrdarya regions (1867) and administration in the steppe regions of the Orenburg and West Siberian governors-general (1868). Changes in the judicial system and taxation. Regulations on the administration of the Turkestan region (1886). Administrative structure. Regulations on the management of the Steppe regions (1891). Changes in the land arrangement of the nomadic and settled population. The last reform of the Russian Empire in the Steppe General Government: the introduction of the institution of peasant chiefs (1902).

Formation of the Bukeev Khanate (Inner Horde): features of the management system, territory. The reign of Bukey Khan. The reign of Jangir Khan: new forms of land tenure and land use. Educational policy of Jangir Khan. The abolition of the Khan's power and the establishment of the Provisional Council for the management of the Inner Horde. Governor Adil Bukeikhanov. Reorganization of the Provisional Council. Creation of new administrative-territorial structures: Primorsky districts, Kalmyk, Torgun, Talov, Kamysh-Samar, and Naryn parts. Institute of Sultans-rulers in the Inner Horde.

Land issue

Construction of border lines, land acquisition. Military Cossack colonization: Ural, Orenburg, Siberian Cossack troops. The Cossack estate and its status.

Migration issue in the 60-90s of the XIX century. Temporary rules on the resettlement of the Russian peasantry in Kazakhstan. Features of the settlement of Russian peasants in Kazakhstan. Resettlement of Uighurs and Dungans in Semirechye. Occupations of immigrants and their socio-economic status. Expropriation of communal lands and its impact on the traditional economy of the Kazakhs. Kazakh deputies of the State Duma about the plundering of Kazakh pastures. The process of transition of the nomadic Kazakh aul to agriculture. Zhatachestvo. Ethno-demographic characteristics of the population of Kazakhstan at the end of the nineteenth century. Migration policy and Stolypin modernization in Kazakhstan at the beginning of the 20th century. The content of the temporary rules on the resettlement of rural inhabitants and petty-bourgeois farmers and instructions (1904). Formation of a multi-ethnic society in Kazakhstan.

The social organization of nomadic society

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Social engineering of the Kazakh nomadic society: training of Kazakh youths in cadet corps, gymnasiums and universities of the Russian Empire. Formation of the Kazakh intelligence: social composition, education. The emergence of Kazakh merchants, traders.

Orenburg Muslim Spiritual Assembly and the Kazakh steppe. Withdrawal of the spiritual affairs of the Kazakhs from the muftiate. Construction of mosques and Kazakh mullahs. The influence of the enlightening ideas of Jadidism and the opening of schools in the Steppe.

The missionary activity of religious confessions in the Kazakh steppe.

People's liberation struggle of the Kazakh people against colonialism.

The participation of the Kazakhs in the uprising of E. Pugachev. Rebellion of Kok-Temir. People's liberation movement in the Younger Zhuz under the leadership of batyr Syrym Datov, The Movement of the Sultans of Karatai and Aryngazy (1816-1821). The protest movement of foreman Zholaman Tilenshi (1822-1824). The uprising of the Kazakhs in the Bukeev Khanate led by Isatai Taimanov and Makhambet Utemisov (1836-1838): driving forces, character, stages of the uprising, its significance. Movement of the Sultans of Qasim Abylaikhanov, and Sarzhan Kasymov on the territory of the Kazakhs of the Siberian department. People's liberation movement of the Kazakhs under the leadership of Sultan Kenesary Kasimuly (1837-1847): driving forces, course, main stages and causes of defeat. Khan Kenesary in historical literature. Rebellions of Dzhankhodzhi Nurmukhamedov and Eset Kotibarov. Causes, nature and course of the uprisings of the Kazakhs in the Turgai and Ural regions (1868-1869) and Mangystau (1870).

The Kazakh Steppe during the First World War: Decree of June 25, 1916, on the requisition of foreigners for rear work. Central Asian national liberation uprising of 1916, its causes, driving forces, beginning, course and main stages. The role of Amangeldy Imanov, Tokash Bokin, Bekbolat Ashkeev, Abdigafar Zhanbosynov and others in the organization of the rebel armies. Repressive measures of the government and military actions of punitive troops. The military art of the rebels. The reasons for the defeat and the historical significance of the uprising. The first wave of the mass immigration of Kazakhs to China (Kulja region, Kashgaria), Afghanistan. Evaluation of the 1916 uprising in domestic and world-historical literature.

Culture of Kazakhstan (XVIII-early XX centuries)

Oral creativity of the Kazakhs. Study of Kazakhstan by European and Russian scientists. Expeditions of P.S. Pallas, I. Georgi, N.P. Rychkov.

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Musical creativity of Kurmangazy Sagyrbaev (1818-1889), Dauletkerei Shygaev (1829-1882), Birzhan-sal Kozhagulov (1832-1895), Akhan -seri Koramsin (1843-1913), Zhayau -Musa Baizhanov (1835-1929) and others.

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Movement "Alash" and the idea of a national state.

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Kazakhstan during the years of civil and political confrontation

October revolution and political life of Kazakhstan. Establishment of Soviet power. Publication of the Declaration of the Rights of the Peoples of Russia (November 15, 1917).

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Implementation of the Soviet model of state building

Strengthening the power and influence of the Communist Party in public life. The idea of "Small October" of F.I. Goloshchekin: essence and consequences. Decisions of the Kazakh regional party committee on the land issue. The beginning of the repression of the Kazakh intelligence. Discussions about the ways and methods of industrialization of Kazakhstan. Positions of Kazakh public figures on the issue of industrialization. Features of industrialization in Kazakhstan.

Division of pasture lands and hayfields and its results. The policy of Sovietization of the Kazakh aul - the destruction of the traditional society of the Kazakhs. Confiscation of Bai farms and its political and economic consequences. The forced transition of nomadic and semi-nomadic Kazakh households to settled life. Methods and rates of collectivization. Consequences of famine. The plight of agriculture in Kazakhstan in the second half of the 1930s. Consequences of the class-party principle in social and political life, culture, education and science. The political position of supporters of national interests- S. Sadvakasov, S. Kozhanov, Zh. Mynbaev. The political activity of M. Shokay in exile.

Administrative- territorial division of Soviet Kazakhstan. Stalinist repressions, their scale and grave consequences. Political mistrust and forced deportation of people to Kazakhstan - an example of belittling national honour.

Creation of the Soviet educational system. Destruction of the national and cultural foundations of society. Weakening of the positions of the Kazakh language. The transition from Arabic to Latin, then to Cyrillic. Socialist realism in literature and art. The creative activity of writers and composers of Kazakhstan. Creation of the Kazakh branch of the

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The main directions of foreign and domestic policy of the Soviet state on the eve of the Second World War. Socio-political, socio-economic and cultural situation in Kazakhstan. Evacuation of peoples, industrial enterprises and cultural objects to the regions of Kazakhstan. The participation of Kazakhstanis in front-line actions, in the partisan movement. The displayed courage of home front workers during the Patriotic War. The fate of prisoners of war History of the Turkestan Legion. Activities of M. Shokay in exile in Western Europe. Results and lessons of the Second World War. Science, culture and public education during the war.

Contradictions and Consequences of Soviet Reforms in Kazakhstan in the Second Half of the 20th Century

Kazakhstan in the postwar years. Difficulties of transition to peaceful construction. Problems and difficulties in the national economy of Kazakhstan. Nuclear tests on the territory of Kazakhstan and their consequences.

Positive changes in education and science. Education of the Kazakh Academy of Sciences. Tendentious voluntaristic actions in party decisions. Criticism of the period of the "cult of personality" of I. Stalin. Political rehabilitation of state and public figures and assessment of its "half-hearted" nature. Reform of N.S. Khrushchev in the system of party-state administration and its superficial nature. Strengthening restrictions in the national question. Events in Temirtau. Incomplete character of reform actions. Contradictions in the resolution of the territorial dispute in the Kazakh Soviet Socialist Republic (hereinafter referred to as the Kazakh SSR). Return of Kazakh repatriates to Kazakhstan (1955, 1962).

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The contribution of Kazakhstan to the development of industry in the USSR. Deepening contradictions in the agricultural sector as a result of administrative management. The ethno-demographic policy of the center: internal migration, passport regime as an obstacle to Kazakhs moving from village to city, "registration", language discrimination and other ways of implementation. Depreciation of money and shortage of basic consumer goods. "Shadow economy", the spread of criminal gangs.

Ecological crisis. Culture and science. Deepening contradictions in cultural and spiritual life as a consequence of strengthening the command-administrative rule. Signs of a spontaneous revival of the national identity of the Kazakhs: "Zhastulpar" and other informal organizations of student youth, the first Kazakh dissidents. The creativity of M. Shakhanov, A. Kekilbaev, M. Magauin, O. Suleimenov, I. Esenberlin and others.

The policy of "perestroika" in Kazakhstan

Large-scale changes in ideology, economic and political life. Reforms of M.S. Gorbachev. National conflicts in the Union republics against the background of glasnost and democracy. Economic crisis. The impact of "perestroika" and "glasnost" on the country's economy. Return to the national republics of individual state-owned enterprises under the system of union administration. The Afghan war and the participation of Kazakhs in them (1979-1989).

The activity of D.A. Kunaev. December events of 1986 in Alma-Ata and other cities of the republic. Official rehabilitation of the leaders of the Alash movement. Formation of new public organizations and parties. Elections of the Supreme Soviet of the Kazakh SSR. Adoption of the "Law on Language" and its significance. Declaration on State Sovereignty of the Kazakh SSR. August coup of 1991. Termination of the activities of the Communist Party of the Soviet Union. The collapse of the USSR and the formation of the Commonwealth of Independent States (hereinafter referred to as the CIS).

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Block 5. Independent Kazakhstan

Declaration of independence of Kazakhstan and the state system of the Republic of Kazakhstan

The socio-political situation in Kazakhstan on the eve of gaining independence. The first national elections of the President of Kazakhstan. Constitutional Law "On State Independence of the Republic of Kazakhstan".

Definition of the state strategy for the development of independent Kazakhstan. Strengthening the process of democratization of society.

Formation of the state structure of the Republic of Kazakhstan. Formation of the domestic and foreign policy of the state. Creation of the foundations of the constitutional order of society. Approval of the symbols of the Republic of Kazakhstan-flag, coat of arms, anthem. Law on the Creation of the Armed Forces of the Republic of Kazakhstan. Creation of a national army.

Introduction of a national currency. Determination of the state borders of the Republic of Kazakhstan. Results of delimitation and demarcation of the state border of Kazakhstan. Strengthening of national security. Formation of state identity, strengthening of civil peace and political stability.

National referendum, adoption of the current Constitution of the Republic of Kazakhstan. Development of parliamentarism in Kazakhstan. Modernization of the public administration system within the executive vertical. Decentralization, delimitation of powers between the center and regions, and levels of government. Law on local self-government. Education of law enforcement agencies (court, prosecutor's office, police, special security services). Legal reform and humanization of laws. Optimization of the law enforcement system Strengthening the protection of the rights and freedoms of citizens. Law of the Republic of Kazakhstan "On the combat against corruption" and its results.

"Kazakhstan-2030" strategy. Transfer of the capital of Kazakhstan. "Kazakhstan-2050" strategy".

Kazakhstani model of economic development

Difficulties on the way to sovereignty: economic crisis, social difficulties, declining living standards, rising unemployment and crime. The main stages of the transition from a planned

economy to a market economy. The transition to a market economy, the creation of private property institutions and the formation of domestic business. Difficulties and shortcomings in the formation of a new economic system. Introduction of a national currency. Formation of the National Fund.

Creation of national companies in Kazakhstan. Prospects for the development of industrial , agricultural and financial and banking sectors of the economy. Modern directions of reforming the economy of Kazakhstan.

United Nations (hereinafter referred to as the UN) Development Program, Human Development Reports, Human Development Index. The first edition of the Kazakhstan Human Development Report.

Foreign economic cooperation of the Republic of Kazakhstan with large companies from the United States of America, Western Europe, Southeast Asia and the Middle East. Implementation of programs "Nurly zhol", and "100 concrete steps".

Economic development in the post-pandemic period. "National Development Plan" until 2025. national projects.

Socio-political and spiritual development

Convocation of the First World Kurultai of the Kazakhs and its historical significance. Congresses of the World Kurultai of the Kazakhs (1992-2017). Forum of the Peoples of Kazakhstan (1992). The formation of social movements in the Republic of Kazakhstan and the formation of a multi-party system. Changes in the migration, demographic and ethnic composition of the population of Kazakhstan.

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January Events. Messages of the President of Kazakhstan K. Tokayev "New Kazakhstan: the path of renewal and modernization." "Creation of a new Kazakhstan and a radical reform of the political system.

Referendum to amend the country's constitution. Expansion of democratic reforms. Increasing the role of the Parliament in Kazakhstan and changes in the political system of the country. Formation of the National Kurultai.

Reforms in the system of education and science. Bolashak program. The transition of healthcare to a market economy.

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The confessional policy of independent Kazakhstan. Congresses of leaders of world and traditional religions. Fight against the threat of terrorism and extremism. Operation "Zhusan".

Foreign policy and international relations of the Republic of Kazakhstan

The main factors in the formation of the foreign policy of the Republic of Kazakhstan. The influence of geopolitical and geo-economic factors on the formation of the main principles of the foreign policy of the Republic of Kazakhstan. Participation of Kazakhstan in the integration processes in the post-Soviet space. CIS. Accession of the Republic of Kazakhstan to the UN. Proposals of Kazakhstan to the UN. Kazakhstan and the Organization for Security and Cooperation in Europe. Characteristics of the relationship of the Republic of Kazakhstan with the Russian Federation, the United States of America, and the People's Republic of China. Cooperation of the Republic of Kazakhstan with international financial institutions: European Bank for Reconstruction and Development, Asian and Islamic Development Banks. New directions of the European vector cooperation. Relations between the Republic of Kazakhstan and the Central Asian Republics. Position of the Republic of Kazakhstan on the international legal status of the Caspian Sea and relations with the Organization of Petroleum Exporting Countries (OPEC). Policy of Kazakhstan in the Middle East. Relations with Arab countries and international organizations of Turkic-speaking states. The modern direction of integration of the Turkic world. Relations of the Republic of Kazakhstan with the countries of South and Southeast Asia. Cooperation of Kazakhstan with international and regional organizations in the field of security. Initiatives to strengthen mutual trust, dialogue in the face of growing global threats and international terrorism. Initiative of the Republic of Kazakhstan to organize a Conference on Interaction and Confidence Building Measures in Asia. Shanghai Cooperation Organization. The Republic of Kazakhstan and the North Atlantic Alliance (NATO). New geopolitical security issues. Countering new external threats.

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Annex 2
to the order of the
Minister of education and science
of the Republic of Kazakhstan
dated October 31, 2018 № 603

Model curriculum of general education discipline "Philosophy" for organizations of higher and (or) postgraduate education

Chapter 1. General provisions

1. This model curriculum of the general educational discipline "Philosophy" for organizations of higher and (or) postgraduate education (hereinafter referred to as the Program) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Decree of the Government of the Republic of Kazakhstan dated August 19, 2022 № 580 "On some issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan" and shall define the objective, objectives, structure, content, teaching methods.

Footnote. Paragraph 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 13, 2023 № 314 (shall be enforced ten calendar days after the day of its first official publication).

2. This curriculum shall be aimed at studying the updated content of the general education discipline "Philosophy", forming students' openness of consciousness, understanding of their own national code and national identity, spiritual modernization, competitiveness, realism and pragmatism, independent critical thinking, a cult of knowledge and education, and learning

such key ideological concepts as justice, dignity and freedom, as well as the development and strengthening of the values of tolerance, intercultural dialogue and culture of peace.

3. Duration of the training under this curriculum in accordance with the structure of the educational program of higher education shall be 150 academic hours (5 academic credits).

Chapter 2. Goal, objectives and expected results of the curriculum

4. The goal of the curriculum shall be to form the students' holistic view of philosophy as a special form of knowledge of the world, its main sections, problems and methods of studying them in the context of future professional activity.

5. The objectives of the curriculum shall be:

1) mastering the fundamentals of philosophical, ideological and methodological culture in the context of understanding the role of philosophy in modernization of public consciousness and solving global problems of modernity;

2) formation of students' philosophical reflection, skills of self-analysis and moral self-regulation;

3) development of research capabilities and formation of intellectual and creative potential

6. According to the results of mastering the curriculum, the student shall have the following learning outcomes:

1) to describe the main content of ontology and metaphysics in the context of the historical development of philosophy;

2) to explain the specifics of the philosophical understanding of reality;

3) to justify the worldview as a product of philosophical understanding and study of the natural and social world;

4) to classify the methods of scientific and philosophical knowledge of the world;

5) to interpret the content and specific features of the mythological, religious and scientific worldview;

6) to substantiate the role and significance of key ideological concepts as values of the social and personal being of a human in the modern world;

7) to analyze the philosophical aspect of media texts, socio-cultural and personal situations to substantiate and make ethical decisions;

8) to formulate and competently reason their own moral position in relation to the actual problems of modern global society;

9) to conduct research relevant to identify the philosophical content of problems in the professional field and present the results for discussion.

Chapter 3. Structure and content of the curriculum

7. This curriculum shall begin with an overview of the goals and objectives, methods and technology of training, learning outcomes, prerequisites and post requisites of the discipline.

8. The content of the model curriculum of the general education discipline "Philosophy" for organizations of higher and (or) postgraduate education, including the content of the discipline, the topics of seminar (practical) classes and independent work of students shall be given in the annex to this curriculum.

9. Methods and technologies of training used in the process of the curriculum implementation shall be:

1) student-centered learning based on a reflexive approach to learning on the part of the learner;

2) competence-based learning;

3) role plays and educational discussions of various formats;

4) case study (analysis of certain situations);

5) project method.

10. Prerequisites and post requisites of the curriculum shall be established by the university independently.

Annex
to the model curriculum of the
general education discipline
"Philosophy" for organizations of
higher and (or)
postgraduate education

The content of the model curriculum of the general education discipline "Philosophy" for organizations of higher and (or) postgraduate education

№	Content of the discipline	Themes of seminar (practical) classes	Themes of independent works of students	Number of hours
The emergence and development of philosophy				
Week 1-2: The emergence of a culture of thinking. The subject and method of philosophy				
	Culture of thinking. Artistic reflection. Philosophy as a love of wisdom. Dialogue of philosophy and its heuristic capabilities. Philosophical thinking as a critic and doubt. Critical attitude to the past as a condition of spiritual modernization and changes in the national			

1	<p>consciousness of modern Kazakhstan. The personal nature of philosophical problems.</p> <p>Philosophy and worldview. Scientific, philosophical, religious pictures of the world.</p> <p>Correlation of mythology, religion and philosophy. The role of myths in social development.</p> <p>Philosophy as a special type of knowledge and a special type of spiritual activity.</p> <p>Brief description of the main sections of philosophy - ontology, gnoseology, philosophical anthropology, logic, ethics, aesthetics, social and political philosophy.</p> <p>The ambiguity of definitions, forms and directions of philosophy and the variety of ways of philosophizing.</p> <p>Philosophy and Falsafa. Harmony of solutions to the problems of science and religion in the tradition of Falsafa.</p> <p>Philosophy and philosopher in the life of man and society.</p> <p>The role of philosophy in the third modernization of modern Kazakhstan.</p>	The subject, functions and tasks of philosophy	Preparation of analytical work (essay, abstract, report) on the theme "The role of philosophy in the implementation of the third modernization of modern Kazakhstan."	10
Basics of philosophical understanding of the world				
Week 3: Consciousness, soul and language				
	Soul, reason, mind, spirit. The cosmology			

of the soul and mind in ancient philosophy . Aristotle "About the soul." The concept of the soul in the tradition of Falsafa: Ibn Sina about the soul. Theological interpretation of the soul and spirit in the era of the Middle Ages. Gnosiological models of consciousness. The concept of innate ideas and the status of cogito in modern European philosophy. Transcendental foundations of mind in German classical philosophy. Three truths of Shakarim. Shakarim about the soul. The nature of the spirit and spiritual activity of man. Body and spirituality. Consciousness as an ontological problem. Facts of consciousness. Phenomena of consciousness. Factors determining the formation of consciousness. Anthroposociogenesis. The origin and essence of consciousness: basic concepts. The problem of consciousness in Eastern philosophy. The structure of consciousness. Unconscious, conscious, superconscious. The basic concepts of the unconscious in philosophy (Z. Freud, C.G. Jung).

Consciousness and the unconscious: a comparative analysis of philosophical concepts.

1. Preparation of analytical work (essay, abstract, report) on the theme " Allegory of the cave: modern interpretation " (it is recommended to use the work by Derek Johnston "A brief history of philosophy").
2. Preparation of a creative project on the topic "Critical thinking in the context of modernization of public consciousness " (it is recommended to use the work by B.

	<p>Consciousness as a text in postmodern philosophy (J. Derrida, J. Deleuze). Consciousness and self-consciousness. Consciousness and national identity. National identity in the context of the spiritual modernization of modern Kazakhstan. Thinking and language. The philosophy of the language of M. Kashgari. "Linguistic turn" in the philosophy of the twentieth century: the philosophy of consciousness as a philosophy of language (analytical and structuralist interpretation). Language and nation. The transition of the Kazakh language to the Latin alphabet - a civilization turn in the spiritual renewal of the Kazakh nation.</p>		<p>Russell "The 10 commandments of critical thinking")</p>	
Week 4: Beingness. Ontology and metaphysics				
	<p>Beingness and existence. Essence and things in existence. Ontology as a teaching about beingness. The ontological structure of things in existence. Beingness and non-existence (Parmenides, Zeno). Forms of beingness. Problems of beingness in the philosophy of Plato and Aristotle. Falsafa Al-Kindi and Ibn</p>			

3	<p>Rushd. The problem of substance in the philosophy of the New Time (Descartes, Spinoza, G. Leibniz). "Fundamental ontology" of M. Heidegger. The concept of "matter". Beingness of the material world. Motion, space and time. Shakarim about motion. The basic concepts of philosophy: essence, phenomenon, singular, particular, general; whole, part, quality, quantity, measure, negation, form, content; cause, effect; necessity, chance; opportunity, reality. Beingness and the Absolute. The existence of God and man in the worldview of Abai. The concept of "idea". Plato. The doctrine of "eidos". The problem of the correlation of beingness and thinking. Existence of ideas and spiritual values. Virtual reality as a subject of philosophical understanding.</p>	Evaluation of the substantial concept of beingness and analysis of the basic categories of ontology.	Preparation of creative work on the theme: "The main concepts of M. Heidegger's ontology."	10
Week 5: Cognition and creativity				
	<p>Knowledge as a problem of philosophy. Definition of the essence of knowledge in various philosophical concepts. The subject and object of knowledge. Opportunities and limits of knowledge.</p>			

4	<p>The question about the fundamental knowability of the world: cognitive optimism, skepticism and agnosticism. Natural philosophy of Milesian thinkers and skepticism of Anacharsis Scythian. Skepticism of D. Yum. Classical agnosticism of I. Kant. Dialectical method of G. Hegel. "Subjectless" epistemology of K. Popper. Truth and delusion. Knowledge, truth and falsity. The cult of knowledge in the context of modernization of modern Kazakhstan. Different concepts of truth. Truth and its criteria. Sensual and rational knowledge. Rationalistic and empirical tradition in philosophy. Cognition and creativity. Creativity and intuition.</p>	Cognition as a philosophical problem.	<p>Prepare a comparative analysis of inductive and deductive thinking using the example of the work of one thinker (optional).</p>	10
Week 6: Education, science, technique and technology				
	<p>The success of modern science and its causes. Problem of method. The main methods of knowledge. Methods of scientific knowledge and specificity of scientific truth. The problem of demarcation of scientific and non-scientific knowledge. Values of science. Science as knowledge, activity and social institution.</p>		<p>1. Drawing up of a "knowledge-information" comparative table based on a gnoseological</p>	

5	<p>Classification of sciences: Aristotle, Al-Farabi, Ibn Sina, F. Bacon, G. Hegel, O. Conte. The philosophy of science of Shokan Ualikhanov. Scientism and anti-scientism. Science and technique. Philosophy of education of Ibrai Altynsarin. Model "Bilimdi adam". Problems of scientific and technological progress and prospects for development of modern science. Ethics of science. A. Einstein. Prospects of science in Kazakhstan. The contribution of the project "New humanitarian knowledge. 100 new textbooks in the Kazakh language" to the development of national science and education.</p>	<p>1. The problem of method in science. Science and technique. 2. Digital technologies in the third modernization of Kazakhstan.</p>	<p>analysis of the functioning of information in modern culture in the context of the article by N.A. Nazarbayev "Glance into the future: modernization of public conscience. 10"</p> <p>2. "Gnosiological optimism, skepticism and agnosticism": preparation of essay-justification, based on modern interpretation of skepticism as a gnosiological strategy and identifying its value in modern scientific and everyday worldview.</p>	10
Philosophy of a human and value-based world				
Week 7: A human being				
	<p>A human being and the Universe. The world of things. The specifics of the philosophical approach to the consideration of a human being. A human being in ancient Indian religious and philosophical teachings. A human being in the system of Confucianism and Taoism: male and</p>			

female principle (Yin / Yang). Images of a human being in the history of ancient philosophy (Pythagoras, Plato, Protagoras, Socrates, Aristotle, etc.). Christian anthropology: a human being - the image and likeness of God (A. Augustine, F. Aquinas). Individualistic interpretation of a human being in the Renaissance (Pico della Mirandola). The mechanistic anthropology of the New Time: a human being - the "body" and a human being - the "machine" (J. Lametri). B. Pascal: a human being - a "thinking reed". Anthropologism of L. Feuerbach. Marxist understanding of the essence of a human being. The Superman's Idea in F. Nietzsche. A man and his beingness in the world; existentialism. An active man: pragmatism. Man as a symbolic animal: E. Cassirer. The man playing: I. Huizinga. One-dimensional man: G. Marcuse. Philosophical anthropology of the XX century. (M. Scheler, H. Plesner, A. Gehlen). The problem of man in the Kazakh philosophy. The reflection of the

Comparative analysis of the problem of a human being in modern philosophy.

1. Preparation of an essay on the problem of a human being in the philosophy of Abai Kunanbayev.
2. Preparation of an analytical review about the existential understanding of a

	problem of man in the philosophy of Abai. The existential reflection of Shakarim about life-purpose reference points of a human being. A human being, an individual, individuality, personality.		human being, based on primary sources (optional).	
Week 8: Life and death. Life purpose				
7	<p>Categories of human existence (happiness, faith, life and death). Ontological and axiological content of life. A human being, his mortality and immortality. The relationship of fundamental philosophical problems with the questions of life and death: metaphysics and moral philosophy . Understanding of the finitude as attainment of the purpose. Time, eternity and purpose. The problem of immortality in the worldview of Korkyt. Life purpose. The search for the life purpose. The problem of the life purpose in the history of philosophical thought : fatalism, hedonism, voluntarism, functionalism. The life purpose as the main category of Kazakh philosophy. Love as the essence of human existence. The mystical worldview of Khoja Ahmed Yassawi in the tradition of falsafah. Love as a</p>	<p>The most important aspects of the search for the life purpose in practical experience: a philosophical analysis.</p>	<p>1. Preparation of the research project "The Problem of the life purpose as one of the main topics of Kazakh philosophy", based on a comparative analysis and commented reading of original sources on Kazakh philosophy. 2. Stoicism and hedonism: preparation of essay-explanation,</p>	10

	semantic principle in the philosophy of A b a i . " Mahabatpenjaratkan adamzat ..."		based on their modern interpretation .	
Week 9: Ethics. Philosophy of values				
8	<p>Axiology and morality. Historical types of ethical teachings.</p> <p>Fundamentals of the theory of values. The concept of value.</p> <p>Things in existence and the due. Ethical and legal norms.</p> <p>Ethical categories (duty, good, things in existence and the due , conscience, freedom).</p> <p>The golden rule of morality of Confucius, I. Kant's categorical moral imperative.</p> <p>Approaches to understanding the origins of human morality.</p> <p>Utilitarianism and deontological theories (theories of debt). Utility and principles. The nature of value-based consciousness. An ethical dimension in the falsafah tradition.</p> <p>The problem of justice in the philosophy of Jusup Balasaguni.</p> <p>Categories "кәсіп", "қанақат", "тқуба", "Қділет", "сабыр".</p> <p>Moral values in the generational discourse.</p> <p>Preservation and development of the unique national ethical values of the Kazakh people as a prerequisite and</p>	<p>1. Ethical dilemmas: situational analysis.</p> <p>2. The existential character of Kazakh philosophy</p>	<p>1. Preparation of essay-reasoning on the topic "Ethical values of modern Kazakhstani youth."</p> <p>2. Case analysis and argumentation of the ethical situation assessment (moral difficulty, ambiguous social cases, a pressing ethical problem facing the</p>	10

	<p>condition for the success of modernization of public consciousness. Political ethics. Violence. Tolerance. Human rights. Professional ethics. Ethics in business.</p>		<p>society, interpersonal or intrapersonal conflict).</p>	
Week 10: Philosophy of freedom				
9	<p>The concept of freedom in the history of philosophy. Man and his freedom (B. Spinoza). The relationship of freedom and truth in the works of M. Heidegger. Freedom and responsibility: J.P. Sartre. Freedom and the absurd (Albert Camus). The concept of freedom (Berdyaev N.A.) Free will. The hierarchy of freedoms. Positive and negative freedom. Freedom, justice, human life and dignity as moral and legal values. Ideological problems of law. Political freedom. National freedom. Individual freedom and natural rights. The conditions for formation of personality, its freedom, responsibility for the preservation of life, nature and culture. Freedom of speech and expression. Freedom and creativity as a way of genuine human existence in culture. The concept of Abai</p>	<p>Understanding and interpreting the problem of free will</p>	<p>Preparation of creative work (essay, abstract, report) on</p>	10

	"tolyk adam". The ideas of freedom and independence in the philosophy of the public figures of Alash.		the theme: "The role of traditional values in modern society."	
Week 11: Philosophy of art.				
10	<p>Philosophy and art. The peculiarity of art as a phenomenon of culture, its personal and social functions. The subject of artistic creativity. Man in the world of art.</p> <p>The philosophy of art in ancient philosophy (sophists, Socrates, Plato, Aristotle, and others.). The philosophy of art in the falsafah tradition (Omar Khayyam, Al-Farabi, Ibn-Rushd, Ibn-Arabi, Rumi).</p> <p>The artistic and aesthetic world of the Christian Middle Ages (Augustine, John of Damascus). Aesthetics and artistic practice of the Renaissance (L.B. Alberti, Leonardo da Vinci, A. Durer, M. Montaigne, Erasmus Rotterdam). New European aesthetics and artistic practice of the XVII-XVIII centuries (D. Locke, R. Descartes, Voltaire, D. Diderot, J. Rousseau). Fundamentals of classical aesthetics (I. Kant, G. Hegel, F. Schelling).</p> <p>Non-classical philosophy of art of the second half of the XIX - XX centuries (</p>	Consideration of formation of musical aesthetics as an essential component of modern culture	Preparation of essay-reasoning on	10

	<p>F. Nietzsche, J. Dewey, J.P. Sartre.M. Heidegger).</p> <p>Strategies for the study of art in modern philosophy.</p> <p>The main categories of the philosophy of art: aesthetic vision of the world, imitation and motivation, beautiful, artistic image, artistic style, artistic taste, symbol, mimesis, catharsis and simulacrum, etc. The philosophy of art of the Kazakh people. National instruments kobyz, dombra as an expression of the spiritual culture of nomads. Features of traditional music of the Kazakhs. Kui - a phenomenon of Kazakh art.</p>		the theme "The role of art in the life of modern man"	
Week 12: Society and culture				
	<p>Society as a philosophical concept .</p> <p>Social thought of classical antiquity: the ideal state of Plato, the provisions of Aristotle's " Politics". Man as a social creature.</p> <p>Augustine: "The city of God" and "The Earthly city."</p> <p>Utopian theories of the Renaissance: T. More and T. Campanella.</p> <p>Socio-political theory of N. Machiavelli.</p> <p>The idea of "natural law", the theory of social contract, the principle of separation of powers</p>			

11	<p>in the teachings of T. Hobbes. Social and political doctrines of the Enlightenment. Theory of J.J. Rousseau. Marxist theory of class society. K. Popper and the idea of an "open society".</p> <p>Types of society. Information society. Post-industrial society. Open society. Network society. Modernization. Urbanization. Culture, its nature. Theories of culture in the history of philosophy (Z. Freud, N. Danilevsky, O. Spengler, C. Levi-Strauss). Material and spiritual culture. Culture and communication. Cultural-anthropological approach: orientation on the fundamental essential and ontological unity of man and culture. National culture of the Kazakhs as the basis of the national identity of the Kazakhs. Problems of spiritual modernization in the framework of the project "Rukhani zhangyru".</p>	<p>1. The phenomenon of social consciousness: forms, structure, essence.</p> <p>2. The essence of modernization of public consciousness of the Kazakh society of the XXI century.</p> <p>3. Philosophical analysis of the modern information society and understanding of the global challenges of our time.</p>	<p>Preparation of creative work (essay, abstract, report) on the theme "Philosophy of pragmatism in the context of priorities of modern development of Kazakhstan."</p>	10
Week 13: Philosophy of history				
	<p>History as a subject of philosophical understanding. Relationship of ideas about time with the understanding of history. The "time" of the myth. Antique understanding of time</p>		<p>1. An analytical review of the basic concepts of the development of the</p>	

12	<p>and cyclicity of history. The regressivity of the historical process in Hesiod. The concept of "sacred history" in Christianity, eschatologism. Historiosophy of Augustine. The theory of the historical cycle of D. Vico. Desacralization of history: educational concepts. Philosophy of the history of G. Hegel. Marxist understanding of history and its driving forces. "Critical" philosophy of history : V. Dilthey, G. Rickert, K. Jaspers and the concept of axial time. Historiosophy of O. Spengler and A. Toynbee. Anti-historicism of K. Popper. Problems of the meaning of history, "the end of history", post-history in modern philosophical discussions. The focus of history and its meaning. The history of mankind: the past - the present - the future. The problematics of meaning, direction and purpose of history. The unity and diversity of the history of mankind. Revolutionary and evolutionary in the historical process. Formations and civilizations.</p>	<p>1. Analysis of problems of historical development in the Kazakh philosophy.</p> <p>2. Essence and specificity of modernization processes in modern Kazakhstan society.</p>	<p>modern information society, based on a commented reading of primary sources and a comparative analysis of their content.</p> <p>2. Essay-reasoning on the topic "My contribution to the</p>	10
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	<p>East-West. Clash of civilizations. The process of formation of a single humanity and world history. Modern civilization, its features and contradictions. Human development trends. Philosophy "Zheruiyk" of Asan Kaigy. Philosophy of independence of Kazakhstan.</p>		<p>development and prosperity of Kazakhstan."</p>	
Week 14: Philosophy of religion				
13	<p>Definition of religion. Religion and philosophical knowledge. Religion and art. The phenomenon of "world religions." Early forms of religion. The diversity of approaches to the problems of early religious forms: evolutionism (E. Taylor), structuralism (C. Levi-Strauss). Buddhism, its main directions. Christianity, the history of its rise and the main forms. Islam . The history of formation of Islam, its dogma and historical forms of existence. Sufism (Al-Ghazali, Khoja Ahmed Yassawi). The problem of possibility of existence of religion as a philosophy in the XIX century, its causes. Religious and philosophical concepts of German romantics (F.</p>	Philosophy of religion in modern culture	<p>1. Preparation of a research project on the theme: "The role and possibilities of philosophy in understanding and solving global problems of our time."</p> <p>2. Preparation of an essay, based on the</p>	10

	Schleiermacher). Religious philosophy of S. Kierkegaard.		analysis of the work by K. Armstrong "History of God".	
Week 15: "Mangilik el" and "Rukhani zhangyru" – philosophy of new Kazakhstan				
14	<p>The categories "Mangilik el" and "Uly Dala" in the space-time continuum. Modernization processes in modern Kazakhstan: socio-political, economic and cultural aspects. The main directions of modernization of public consciousness. Spiritual rebirth. Problems of formation of national identity in the XXI century. Eurasianism and development of Kazakhstan. Civilization identification of Kazakhstan in the global world. The idea of "Mangilik el". The program article by N.A. Nazarbayev "Glance into the Future: modernization of public consciousness" and the project "Rukhani zhangyru" as the life-changing documents defining the prospects for development of Kazakhstan in the 21st century. The consolidating values of the national patriotic idea "Mangilik el". The main vectors of modernization of the public consciousness of Kazakhstan.</p>	Strategy "Mangilik el" and the project "Rukhani zhangyru" as new vectors of historical development of Kazakhstan	Development of a research project on the topic: "Actual philosophical problems (areas of professional activity)"	10

Note: 1 academic credit = 30 academic hours
Total: 5 academic credits - 150 academic hours

Literature: Basic:

1. Nazarbayev N.A. "Glance into the future: modernization of public consciousness". <http://www.akorda.kz>.
2. Nazarbayev N.A. "Mangilik el. Years equal to centuries. Epoch equal to centenaries." – Astana: Business world Astana, 2014. – 368 p.
3. Нұрышева Г.Ж. "Философия" – Алматы: Инжу-маржан, 2013.
4. Petrova V.F., Khasanov M.Sh. "Philosophy". – Almaty: Evero, 2014.
5. Ғарифолла Есім "Фәлсафа тарихы" – Алматы, 2000.
6. Ғарифолла Есім "Қазақ философиясының тарихы" – Алматы, 2006.
7. Ғарифолла Есім "Адам-зат" – Астана, 2008.
8. Bertrand R. "History of Western Philosophy" - М.: Publisher Liters, 2018. - 1195 p.
9. Джонстон Д. "Философияның қысқаша тарихы. Сократтан Дерридаға дейін". Ғылыми ред. Нурышева Г.Ж. – Астана, 2018. – 216 б.
10. Хесс Р. "Философияның таңдаулы 25 кітабы". Ғылыми ред. Раев Д.С. – Астана, 2018. – 360 с.
11. Кенни Э. "Батыс философиясының жаңа тарихы. 1-том: Антика философиясы" / ғылыми редактор Молдабеков Ж. Ж. – Астана, 2018. – 408 с.
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13. Карен Армстронг Иудаизм, христиандық пен исламдағы 4000 жылдық ізденіс: Құдайтану баяны/ Научн. редактор Кенжетай Д. – Астана, 2018. – 496 с.
14. Johnston D. "A Brief History of Philosophy: From Socrates to Derrida". – A&C Black, 2006. – 211 p. (Джонстон Д. "Э бриф хистори оф философи: Фром Сокрэйтес ту Дэррида". – Эй энд Си Блэк, 2006. – 211 пи.)
15. Kenny A. "New History of Western Philosophy". Volume 1-4. – Oxford University Press, 2006 - 2010. (Кэнни Эй. "Нью хистори оф Вестерн философи". Волум 1-4 – Оксфорд юниверсити пресс, 2006-2010)
16. Humphreys P. "The Oxford Handbook of Philosophy of Science". – Oxford University Press, 2016. (Хамфрейс Пи. "Зе Оксфорд хэндбук оф философи оф ссайнс". – Оксфорд юниверсити пресс, 2016)
17. Estlund D. "The Oxford Handbook of Political Philosophy". – Oxford University Press, 2017. (Эстланд Ди. "Зе Оксфорд хэндбук оф палитикал философи". – Oxford University Press, 2016)
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19. Karen Armstrong "A History of God: The 4000-year quest of judaism, christianity and islam". - Gramercy Books, 2014. - 496 p. (Кэрен Армстронг "Э хистори оф гад: Зе фо саузанд ие гэст оф джудаизм, кристианити энд ислам". – Грамэрси букс, 2014 – 496 пи.)
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Additional:

1. Barlybaeva G.G. "The evolution of ethical ideas in the Kazakh philosophy". - Almaty, 2011.
2. Zotov A.F. "Modern Western Philosophy." - М.: Higher School, 2012.
3. Сегизбаев О.А. "Қазақ философиясының тарихы". /перевод. Нурышевой Г.Ж., М.Сабит, 2017.
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5. Masalimova A.R., Altaev Zh.A., Kasabek A.K. "Kazakh philosophy". Tutorial. – Almaty, 2018
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Annex 3
to the order of the
Minister of education and science
of the Republic of Kazakhstan
dated October 31, 2018 № 603

Model curriculum of general education discipline "Foreign language" for organizations of higher and (or) postgraduate education

Chapter 1. General provisions

1. This model curriculum of the general educational discipline "Foreign Language" for organizations of higher and (or) postgraduate education (hereinafter referred to as the Program) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Decree of the Government of the Republic of Kazakhstan dated August 19, 2022 № 580 "On some issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan" and shall define the objective, objectives, structure, content, teaching methods.

Footnote. Paragraph 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 13, 2023 № 314 (shall be enforced ten calendar days after the day of its first official publication).

2. This curriculum shall be designed to train students on general education discipline "Foreign language" as one of the compulsory subjects of general education course.

3. The duration of the course in accordance with the structure of educational program of higher education shall be 300 hours (10 academic credits).

Chapter 2. Goal, objectives and expected results of the curriculum

4. The goal of the curriculum shall be the formation of intercultural communicative competence of students in the process of foreign language education at a sufficient level (A2, common European framework) and the level of basic sufficiency (B1, common European framework). Depending on the level of training, the student, at the time of completion of the course, shall reach the level B2 of common European framework of reference if the student, at the start, has the level of common European framework of reference above B1.

5. Objectives of the curriculum shall be:

- 1) learning of vocabulary and linguistic features of a foreign language and development of communicative-functional competence;
- 2) formation of intercultural competence as the ability to cross-cultural communication in the person, defined as a subject of intercultural communication.

3) development of skills of argumentation in a foreign language and understanding of linguistic and cultural peculiarities of a country of the target language.

6. Upon completion of the course, the student shall have the following learning outcomes:

1) systematizes conceptual foundations for understanding the communicative intentions of a partner, authors of texts at this level;

2) compares and selects the forms and types of speech/communication appropriate to the communicative intention with the logical structure adequate to the type of speech;

3) adequately expresses his own communicative intentions with the proper selection and appropriate use of appropriate linguistic resources with regard to their conformity to socio-cultural norms of the target language;

4) classifies the levels of use of real facts, links to authoritative opinion; verbal behavior is cognitively and communicatively justified;

5) reveals laws of development of a foreign language, paying attention to the study of stylistic originality;

6) knows the methods of linguistic description and analysis of the causes and effects of events in the texts of scientific and social character;

7) expresses in a foreign language the possible solutions to modern problems based on the use of evidence-based information;

8) conclusively uses the linguistic material with the linguistic means sufficient for this level, timely and independently corrects the mistakes made in case of 75% of error-free statements;

9) knows the strategy and tactics of building a communicative act, makes correct intonation in his speech, relying on the lexical adequacy within speech topics and grammatical correctness.

Chapter 3. Structure and content of curriculum

7. This curriculum shall begin with an overview of the goal and objectives, a thematic plan of the discipline, teaching methods, and assessment criteria, learning outcomes, prerequisites and postrequisites.

8. The content of the general educational discipline "Foreign language" for organizations of higher and (or) postgraduate education shall include the content of the discipline, themes of seminar (practical) and independent works of students, given in the Annex hereto. Subject content shall be presented in the form of cognitive-linguistic and cultural complexes consisting of spheres, themes, subtopics and typical situations of communication.

9. Methods and techniques of teaching, used in the curriculum implementation process shall be:

1) student-centred learning, based on reflective approach to learning on the part of the teacher and students;

2) interactive practical class (topical themes, discussion platform, a "Press conference", "Questions-answers-discussion");

3) an interactive roundtable, a seminar, role plays;

4) case study (analysis of specific situations);

5) project method (production and transformation of their own experience and competence).

10. Educational-methodical complex of the curriculum shall include:

1) the syllabus (curriculum);

2) guidelines for organization of independent works of students, timetable for their implementation, guidelines;

3) a brief subject content;

4) training materials for seminars (practical), laboratory classes;

5) a map of instructional and methodical security of the discipline;

6) a program of the final exam in the discipline.

11. Competency evaluation of students shall be carried out according to the following criteria: demonstration of understanding of linguistic material in the texts on the course, a glossary, use of the obtained knowledge.

Minimally adequate level (corresponding to the level A1 under the common European framework of reference).

11.1. The formed competence at the stage of minimally adequate level shall be the cognitive and communicative competence.

11.2. The modelled forms of speech and types of speech communication at the stage of minimally adequate level shall be: the dialogue of etiquette nature; dialogue-questioning.

The types of oral and written communication shall be: a description, a narration.

The types of written speech works shall be: a note, a private letter, a greeting card, a questionnaire, a form, a customs declaration, a plan of a message.

11.3. Descriptors of the minimally adequate level shall be:

- in the area of oral and written forms of communication:

- willingness and ability to convey information, to inform the interlocutor; to wonder, to inquire, to interrogate, to question; to advise, to recommend; to persuade, to warn, to characterize using value judgments; to express sympathy, antipathy, interest, indifference, hope, compassion.

- during a dialogue to conduct a simple conversation, based on prepared speech with the use of repetition, paraphrase and other means, to share short remarks to keep the conversation going, to communicate on familiar topics related to everyday life and studying speech topics (family, leisure time, etc.), use the formulas of speech etiquette (cliche) to begin, continue and end the dialogue.

in monologue speech:

To describe in simple phrases, his family, education, place of residence, fellow students, the daily routine, weather, seasons, etc., to make a brief message about yourself, your activities and interests.

During a written communication: using simple sentences to describe relatives, others, their occupations, home (apartment) and etc. based on the speech topics, to convey communicative intent in compliance with the normative requirements of the structure.

During listening:

- to understand the objective, the speech of the teacher and their fellow students;
- to perceive and to understand simple everyday expressions of everyday use;
- to understanding articulated and slowly spoken questions and instructions, prescriptions or simple short instructions of the teacher;
- in fragments (at the level of words, phrases and simple phrases) to guess the subject;

During the reading the following skills are formed:

- read and highlight familiar names, words, simple phrases in the proposed texts;
- read the pragmatic texts that regulate the daily lives of people in the target language country; menu, and signboards, routes and maps of the roads, different signs and warnings, schedules, and notices – the information that produces an indicative basis of the action in a new sociocultural environment.

Criteria for assessment of competence for minimally adequate level:

Level of assessment: the optimum, high, medium, low.

The content of the criteria of assessment levels shall be:

Compliance with the rules of organization of a foreign language text. The content and volume of a written text (the accuracy of the transmitted information, compliance with the regulatory requirements).

Lexical richness, grammatical structure (right structure of etiquette formulas, rules of spelling and punctuation).

Optimum level:

- understanding of the communicative intentions of a partner at this level, pointing to the object of speech with gestures;
- the ability to express their communicative intentions at this level, using the visibility in case of a shortage of words;
- selection of form and type of speech/ communication at this level, expressed verbally and visually;
- expression of communicative intention using real facts reflected in the photo or pictures;

High level:

- the common understanding of the communicative intentions of the partner with the use of detailing.
- the ability to adequately express their communicative intentions in a sufficiently correct conformity to socio-cultural norms of the target language;

- selection of form and type of speech/communication with insufficient logical structure to the adequate type of speech;
- the lack of completeness of the communicative intention at a high enough degree of evidence with the use of some facts and references;

Medium level:

- only a rough understanding of the communicative intentions of the partner;
- adequate enough expression of their communicative intentions with the use of a limited volume of lexical units;
- selection of form and type of speech does not always correspond to the communicative intention;
- the lack of completeness of communicative intention, the use of separate facts is distorted due to interference;

Inability to join in the discussion at the required level. Verbal behavior is communicatively and cognitively insufficiently expressed.

11.4. A sufficient level (corresponding to the level A2 under the common European framework of reference).

The formed competence at the stage of a sufficient level shall be the cognitive, socio-cultural and communicative competence.

The modelled forms of speech and types of speech communication at the stage of a sufficient level shall be:

- a dialogue on the exchange of information in the social, socio-cultural, educational and professional spheres;
- a dialog – a call to action.

The types of oral and written communication shall be: a description, a narration with the elements of reasoning.

The types of written conversational works: a description, a narration.

The types of written conversational works: a detailed note, a private letter, a greeting card, a questionnaire, a form, a customs declaration, a plan of a message with the elements of reasoning.

Descriptors of a sufficient level shall be:

in the area of oral and written forms of communication:

- ability and willingness to vary and combine the language material, focusing on solution of specific communicative tasks in the most common standard communication situations provided for by the curriculum;

During the dialogue:

- to cope effortlessly with simple everyday situations in communication with a teacher, classmate, and other person;
- to use simple phrases and sentences in a dialogue to exchange information in social, socio-cultural and educational-professional spheres;

- to respond to the offer and to take the initiative and call the interlocutor to action, argue or agree with the partner;

in monologue speech:

- using a series of phrases and expressions to make a more detailed description of his friends, living conditions, food preferences, their leisure time, orientation in the city, current national and family holidays, etc.,

- to describe a picture;

- to retell briefly the content of the text read with expression of his position at the elementary level,

- to make a short report (10-15 phrases) on the studied topic.

During a written communication:

- to write a simple short note, a short personal letter, to complete the form in compliance with the regulatory requirements of the structure, to compose and record your daily routine, simply describe your preferences, biography, current events, etc.,

- to make and write down a plan to the text read and brief points of his speech on the text, topic.

During the listening:

- to understand the general content of the speech of another person in direct contact, if they speak on familiar topics;

- to rely on background socio-cultural knowledge, the studied lexical and grammatical material, as well as on the contextual semantic guess;

- to understand phrases and frequent vocabulary, related to the areas of immediate personal communication, for example, basic personal and family information, shopping, activities);

- to understand main points in short and simple messages and announcements.

During a reading:

- to read texts in the form of instructions for performance of tasks of a low level of operational complexity in the studied topic;

- to work with bilingual dictionaries and other reference books, to be well-informed in them;

- to apply to their own reading experience, including in their native language;

- to develop linguistic and semantic guess;

- to develop independent reading skills.

Criteria for assessment of competence at a sufficient level (A2) shall be:

Levels of assessment: the optimum, high, medium.

The content of the assessment criteria levels:

- to understand the general content of the text of advertising audio texts, radio ads, TV, at the airport, at the train station (the answers to the questions of a general nature, doing the tests of multiple choice).

Optimum level:

- understanding of the communicative intentions of the partner, authors of texts at this level;
- the ability to adequately express their communicative intentions at this level;
- selection of the form and type of speech/communication at this level with the logical structure adequate to the type of speech;
- sufficient completeness of expression of communicative intentions, using real facts, links to authoritative opinion;

High level:

- the general understanding of the communicative intentions of the partner with the use of clarifications;
- the ability to adequately express their communicative intentions in a sufficiently correct record of their conformity to socio-cultural norms of the target language;
- selection of the form and type of speech/ communication with the logical structure insufficient to the adequate type of speech;
- the insufficient completeness of expression of the communicative intention at a rather high degree of evidence with the use of some facts and references;

Medium level:

- only a rough understanding of the communicative intentions of the partner;
- adequate enough expression of their communicative intentions with the use of a limited volume of lexical units;
- selection of the form and type of speech does not always correspond to the communicative intention;
- insufficient completeness of expression of the communicative intentions, the use of some facts is distorted due to interference;

Inability to join in the discussion at the required level. Verbal behavior is communicatively and cognitively insufficiently expressed.

11.5. The level of basic sufficiency – (corresponding to the level B1 under the common European framework of reference):

The formed composition of competences at the stage of formation of the basic sufficiency level shall be: linguo-culturological, socio-cultural, cognitive, communicative competence.

The modelled forms of speech and types of speech communication at the stage of formation of the basic sufficiency level shall be: a dialogue – questioning; a dialogue - an exchange of views; a dialogue - conversation.

The types of oral and written communication shall be: a description, a narration, reasoning, communication with elements of argumentation, an explanation, a definition, an evaluation.

The types of written speech works shall be: e-mail of a personal nature, a text, a message, a statement, curriculum vitae, CV.

Descriptors of the basic sufficiency level shall be:

- the mastering of the language system and the ways of its use in intercultural communicative activities;

- the mastering of the speech system and communication as the willingness and ability to perform the following communicative acts:

- to explain, to persuade, to provide evidence-based information in the framework of the studied functions and themes, to express their opinion on art and culture problems (theater, films, books, music);

- to express their opinion on the topic for discussion and interpretation through own experience of perception, assessment system (socio-domestic, socio-cultural sphere);

- to hold a conversation or discussion (to take part without preparation in a conversation on a familiar topic in a specific situation, follow the conversation and understand clearly the spoken speech addressed to him, to ask again if necessary, to express their own emotions and react to them (annoyance, sadness, interest, indifference).

- in the area of oral and written forms of communication:

- willingness and ability to convey information, to inform the interlocutor; to wonder, to inquire, to interrogate, to question; to advise, to recommend; to persuade, to warn, to characterize, using value judgments; to express sympathy, antipathy, interest, indifference, hope, compassion.

- during a dialogue, the ability to hold the attention of a partner; to show interest; to solve the problem of shortage of words due to their approximate replacement, gestures, facial expressions; to exercise self-correction in the case of reservations; to speak clearly and slowly and, if necessary, to repeat the said things; to make phrases, combining simple groups of words with the conjunctions;

- in monologue speech:

- to describe situations or events in the form of a series of sequential statements within basic themes of social, socio-cultural, educational and professional spheres of communication with interpretation through own experience of perception;

- to retell the plot of a book or film and describe his reaction to it with the reasoning of his point of view;

- to make a simple pre-prepared report on a given topic.

During a written communication:

- to write simple connected text;

- to describe familiar things/ objects or real events within the themes and subtopics;

- to write short simple essays on the topics of interest;

- to write short reports, simple in form and content with the actual information of everyday nature and explanation of the necessary actions;

During the listening the ability to understand:

- simple information messages on the theme of professional life;

- a conversation on familiar topic under the condition of a clear normative pronunciation; to monitor the addressed speech of the interlocutor;

- information on radio and television program in the recording with a clear normative pronunciation;

- the main provisions of the news reports on the radio and the basic texts on familiar topics in record of a slow pace;

- most of the TV programs on topics of interest (interviews, short lectures, news reports);

During a reading, the skills:

- to view the text in the electronic and paper forms and to find the information they need;

- to find and understand the needed information in everyday material (letters, brochures, short official documents);

- to set the logic of the arguments on the topic of the text without details;

- to identify the basic provisions of a simple newspaper article on familiar topic;

- to read and understand simple texts with factual information on the topic of interest;

- to understand the technical rules set out in simple language (safety rules);

- to read and extract the necessary information from booklets, catalogs, brochures, menus, schedules and to take it for action or information.

Criteria for assessment of completeness of competences at the basic sufficiency level (B1)

:

1. Implementation of the communication plan

2. Logical-structural integrity

3. Mastering of subject content of the speech

4. Compliance with the linguistic and cultural norms of native speakers

5. Linguistic correctness of speech; mastering of metalanguage.

Levels of assessment: the optimum, high, medium, low.

The content of assessment criteria levels: Optimum level:

- a complete understanding of the communicative intentions of the partner, authors of texts at this level;

- the ability to adequately express their communicative intentions with the proper selection and appropriate use of appropriate linguistic resources with regard to their conformity to socio-cultural norms of the target language;

- selection of the appropriate communicative intention of the form and type of speech/communication with the logical structure adequate to the type of speech;

-maximum sufficient completeness of expression of communicative intention, evidence sufficient for this level, using real facts, links to authoritative opinion, etc.; verbal behaviour is cognitively and communicatively justified;

- correct mastering of the strategy and tactics of building a communicative act;

- the correct use of language means in speech, the ability to correct mistakes timely and independently in case of 75% of mistake-free statements; correct intonation of the speech, lexical adequacy within the speech topic of the level and grammatical correctness.

High level:

- lack of complete understanding of the communicative intentions of the partner with the use of counter-questions to clarify;

- the ability to adequately express their communicative intentions with the selection and not always appropriate use of appropriate linguistic resources at a sufficiently correct record of their conformity to socio-cultural norms of the target language;

- selection of the appropriate communicative intention of the form and type of speech/communication with the logical structure inadequate to the type of speech;

- the lack of completeness of expression of the communicative intention at a high enough degree of evidence with the use of some facts and references;

- correct mastering of the strategy and tactics of building a communicative act;

- the correct use of language means in speech, the ability to correct mistakes timely and independently in case of 50% of mistake-free statements; correct intonation of a speech, lexical adequacy within the speech topic of the level and grammatical correctness.

Middle level:

- only a rough understanding of communicative intentions of the partner with constant use of counter-questions to clarify;

- adequate expression of communicative intentions, using simple structures and a fairly limited volume of lexical units;

- the selection of the form and type of speech does not always correspond to the communicative intention;

- the lack of completeness of expression of communicative intention at a fairly low degree of evidence with the use of some facts;

- the lack of proper mastering of the strategy and tactics of building a communicative act;

- the lack of correct use of language means in the speech in case of 25% of mistake-free statements; not quite correct intonation, lexico-grammatical structure of the speech.

Low level:

Inability to join in the discussion at the required level. Verbal behavior is communicatively and cognitively insufficiently expressed.

11.6. The basic standard level – compliance with the B2 level of the common European framework of reference:

The formed composition of competences at the stage of formation of the basic standard level shall be: linguo-culturological, socio - cultural, cognitive, communicative competence.

The modelled forms of speech and types of speech communication at the stage of formation of the basic sufficiency level shall be: a conversation, an interview, a discussion.

The types of oral and written communication shall be: a description, a narration, reasoning, a communication, reasoning.

The types of verbal statements shall be: an explanation, a definition, an evaluation, a summary, an interpretation, a comment.

The types of written speech works shall be: CV, Fax, an official letter, thesis, and essay.

Descriptors of the basic standard level shall be:

- the mastering of the language system and the ways of its use in intercultural communicative activities;
- the speech system and communication as:
- the willingness and ability to perform the following communicative acts:
 - to hold a fluent conversation on a variety of topics: general, academic, professional, and concerning free time;
 - to communicate without preparation, avoiding grammatical errors, without apparent restrictions of speech styles;
 - to engage in dialogue quite fluently and without preparation;
 - to emphasize a personal interest in any matter, to explain and support his point of view with the necessary arguments;
 - to convey emotions in a conversation.
- in the area of oral and written forms of communication the students demonstrate the willingness and ability:
 - to perceive and understand the message while listening and reading in the studied areas and speech topics,
 - to find out, clarify;
 - to supplement the statements of the interlocutor;
 - to put forward a controversial thesis, hypothesis;
 - to explain; to express awareness;
 - to inspire to action and encourage a partner;
 - to offer assistance and respond to it;
 - to allow the intervention of the partner;
 - to improve, to make comments, guidelines;
 - to interrupt the interlocutor;
 - to respond with a counter-question;
 - to encourage co-reflection (individual activities);
 - to substantiate their opinion; to oppose different points of view; to summarize;
 - to express: compassion, regret; satisfaction / dissatisfaction;
 - joy, sorrow;
 - doubt, disappointment, frustration;
 - confusion, fear, anxiety;
 - recognition of falseness of their own statements.

- to contact and to hold a conversation, observing neutral, formal, informal styles of communication:
- to engage in conversation; to hold it;
 - to express a lack of understanding, to ask to repeat it, to change the subject of conversation;
- to end the communication;
- to give rather detailed descriptions on a wide range of the issues of interest;
- to develop and support their point of view by rather detailed additional statements and examples;
- to explain their point of view on a topical issue, pointing out the pros and cons of the proposed situation;
- to make a pretty clear message on the most common issues almost without preparation;
- to make clear, logically structured report, highlighting important points, giving the pros and cons of a particular point of view, talking about the pros and cons of different options.
- to convey communicative intention with regulatory requirements (formal letter, essay, etc.);
- to state in writing the facts, events of the read, heard and viewed (text, picture and video), as well as to express his attitude to the actions of actors, to the described facts and events;
- to write an essay or report to develop any position, arguing for and against a certain point of view and explaining the pros and cons of the solutions;
- to catch a large part of what is being said around and to participate in discussion;
- to understand the main provisions of lectures, conversations, reports and other types of thematically and linguistically quite complex performances, related to educational and professional activities;
- to understand announcements and messages on specific topics, if they are spoken at normal speed;
- to understand information in the language in the noisy recording;
- to understand the recorded speech;
- to determine the point of view of the speaker, his attitude to anything and identify information contained in the speech;
- to understand the radio documentary and other materials, broadcast on the radio or in record;
- to understand the television news and programs about current events;
- to understand the content of the documentaries, etc.
- to skim a fairly complex text, highlighting the important details;
- to quickly get the content of the article and determine the relevance of news, article or message on the programme range of topics;
- to read independently and understand the texts selectively using the necessary references (rare idiomatic expressions can cause difficulties);

- to highlight the most important facts and events from newspaper and magazine articles; - to emphasize the main thought, idea;
- to accurately and adequately understand the content of text;
- to determine the meaning of unfamiliar words by context and word structure (linguistic and contextual guess);
- to find in the text the realities and words with the national-cultural component of semantics;
- to select culturally relevant information;
- to critically interpret the information received, to evaluate facts and events;
- to express their attitude to the events, to actions of characters;
- to skim the texts of small forms in search of the necessary information;
- to extract the necessary information from a material of a pragmatic nature (advertising, brochures, programmes, information leaflets, brochures);
- to read correspondence on the issues of interest and easily understand the main idea.

Criteria for assessment of formation of competences at the basic standard level:

- 1) Implementation of the communication plan;
- 2) Logical-structural integrity
- 3) Mastering of substantive content of the speech
- 4) Compliance with the linguistic and cultural norms of native speakers
- 5) Linguistic correctness of speech; mastering of metalanguage. Levels of assessment: the optimum, high, medium, low.

The content of the evaluation criteria levels:

The optimum level:

- a complete understanding of the communicative intentions of the partner, the authors of the texts at this level;
- the ability to adequately express their own communicative intentions with the correct selection and appropriate use of appropriate language means, taking into account their compliance with the social and cultural norms of the target language;
- selection of the form and type of speech / communication appropriate to the communicative intention with the logical structure adequate to the type of speech;
- the maximum sufficient completeness of expression of the communicative intention, the evidence with the use of real facts sufficient for a given level, references to authoritative opinion, etc., verbal behavior is communicatively and cognitively justified;
- proper mastering of the strategy and tactics of building a communicative act;
- correct use of language means in speech, the ability of timely and independent correction of mistakes made in case of 75% of unmistakable statements; correct intonation of speech, lexical sufficiency within the framework of speech theme of the level and grammatical correctness.

High level:

- incomplete understanding of the communicative intentions of a partner, using counter questions for clarification;
- the ability to adequately express their own communicative intentions with selection and not always appropriate use of appropriate language means with a sufficiently correct record of their compliance with the socio-cultural norms of the target language;
 - selection of the form and type of speech / communication appropriate to the communicative intention with the logical structure insufficient to the adequate type of speech;
 - insufficient completeness of expression of communicative intention with a sufficiently high degree of evidence using certain facts and references;
- proper mastering of the strategy and tactics of building of a communicative act;
 - correct use of language means in speech, the ability of timely and independent correction of mistakes made with 50% of unmistakable statements; correct intonation of speech, lexical sufficiency within the framework of speech subjects of the level and grammatical correctness.

Medium level:

- only a rough understanding of the communicative intentions of the partner with the constant use of counter-questions for clarification;
- sufficiently adequate expression of their own communicative intentions using, however, the simplest structures and a fairly limited amount of lexical units;
 - selection of the form and type of speech does not always correspond to the communicative plan;
 - insufficient completeness of the expression of the communicative intention with a rather low level of evidence using certain facts;
 - insufficiently correct mastering of the strategy and tactics of building of a communicative act;
 - insufficiently correct use of language means in speech with 25% of unmistakable statements; not enough correct intonation, lexical and grammatical structure of speech.

Low level:

Inability to enter into the discussion at the required level. Speech behavior is communicatively and cognitively unsufficiently expressed.

Language proficiency requirements

A1 level

Mastering of the language system and the ways to use it in intercultural and communicative activities:

Phonetic material:

- further improvement of listening and pronunciation skills applied to new language material.

Lexical material:

- consolidation of the most common vocabulary, reflecting a wide specialization;

- expansion of vocabulary due to the learning of 800-1000 lexical units;
- word compatibility: free phrases, morpho-syntactic and lexical-phraseological phrases;
- familiarization with phraseological and combinatorial dictionaries.

Grammar material

The English language:

- Articles: zero article, definite article, indefinite article;
- Pronouns (Relative, Possessive, Reflexive);
- Present simple, or continuous;
- Adverbs of frequency;
- Gerund or infinitive?;
- Present continuous (future);
- Future forms: will / going to;
- Past simple (regular / irregular);
- Comparative/Superlative Adjectives;
- Phrasal verbs (verb+preposition, verb+particle, verb + particle + preposition);
- Modals verb;

The German language:

- Aussagesatz Wort – und Satzfrage. Imperativ "Sie" Konjugation Präsens;
- Artikel Negation Possessivartikel;
- Akkusativ Verben mit Vokalwechsel Modalverb "möchten";
- Trennbare Verben Modalverben "Können", "müssen", "dürfen". Uhrzeit;
- Demonstrativpronomen;
- Indefinitpronomen. Ortsangaben;
- Possessivartikel. Modalverb "sollen". Imperativ 2;
- Person Singular und Plural. Perfekt: Struktur und Beispiele;
- Perfekt: alle Verben. Richtungsangaben. Personalpronomen im Akkusativ;
- Wechselpräpositionen;
- Dativ. Komparativ und Superlativ (prädikativ);
- Demonstrativpronomen im Akkusativ;
- Genitiv;
- Artikel + Adjektiv + Nomen. Artikelwörter "dieser", "mancher", "jeder" / "alle";
- Reflexive Verben mit Präpositionalergänzung. Fragewörter und Pronomen "wofür?", "dafür". Konjunktiv II;
- Steigerung und Vergleich Passiv.

The French language:

- L'article déterminé et indéterminé;
- L'ordre des mots;
- la mise en relief;
- le présent des verbes réguliers et irréguliers;

- la négation;
- l'interrogation (qui, que, quand, où);
- les pronoms et ses types;
- les adjectifs et ses types;
- les formes et les sens de la conjugaison pronominale;
- le présent progressif – le future proche – le passé récent.

Language proficiency requirements

A2 level

Mastering the language system and ways of its use in intercultural and communicative activities.

Phonetic material:

- further improvement of listening and pronunciation skills in relation to new language material.

Lexical material:

- consolidation of the most common vocabulary, reflecting a wide specialization;
- expansion of vocabulary due to the learning of 800-1000 lexical units;
- word compatibility: free phrases, morpho-syntactic and lexical-phraseological phrases;
- familiarity with phraseological and combinatorial dictionaries.

Grammar material

The English language:

- Articles: zero article, definite article, indefinite article;
- Pronouns (Relative, Possessive, Reflexive);
- Present simple, or continuous;
- Look or look like?;
- Adverbs of frequency;
- Gerund or infinitive?
- Present continuous (future);
- Future forms: will / going to;
- Past simple (regular / irregular);
- Comparative/Superlative Adjectives;
- Phrasal verbs (verb+preposition, verb+particle, verb + particle + preposition);
- Modals verb;
- Zero & First Conditionals.

the German language:

- Aussagesatz Wort – und Satzfrage Imperativ "Sie" Konjugation Präsens;
- Artikel Negation Possessivartikel;
- Akkusativ Verben mit Vokalwechsel Modalverb "möchten";
- Trennbare Verben Modalverben "Können", "müssen", "dürfen" Uhrzeit
- Demonstrativpronomen. Indefinitpronomen. Ortsangaben

- Possessivartikel. Modalverb "sollen". Imperativ 2.;
- Person Singular und Plural. Perfekt: Struktur und Beispiele;
- Perfekt: alle Verben. Richtungsangaben. Personalpronomen im Akkusativ;
- Wechselpräpositionen;
- Dativ. Komparativ und Superlativ (prädikativ);
- Demonstrativpronomen im Akkusativ;
- Genitiv;
- Artikel + Adjektiv + Nomen. Artikelwörter "dieser", "mancher", "jeder" / "alle";
- Reflexive Verben mit Präpositionalergänzung. Fragewörter und Pronomen "wofür?", "dafür".

Konjunktiv II;

Steigerung und Vergleich Passiv;

the French language:

- le présent des verbes réguliers et irréguliers;
- l'impératif;
- le complément;
- les adverbes et ses types;
- les pronoms et ses types;
- le participe présent;
- le participe passé;
- le passé composé;
- l'imparfait;
- le futur simple;
- les adjectifs et ses types;
- les formes et les sens de la conjugaison pronominale;
- les articles partitifs;
- les mots exprimant la quantité (assez-trop);
- le présent progressif – le future proche – le passé récent;
- le discours direct et indirect;
- les verbes à l'infinitif;
- l'adjectif;
- les comparatifs et les superlatifs;
- le subjonctif présent.

Language proficiency requirements

B1 level

Phonetic material:

Improvement of pronunciation skills and abilities to correctly understand what was heard, as well as correctly pronounce the words and phrases, including "speech rate", mastering the most common intonation patterns.

Lexical material:

1200 lexical units characterized by high usage, broad compatibility and reflecting both neutral style of speech and the elements of everyday-conversational and publicistic styles of speeches. Particular attention is drawn to the non-equivalent and background vocabulary for use in all types of speech activities within the specified areas of communication and speech topics.

Grammar material:

The English language:

Articles: zero article, definite article, indefinite;

- Pronouns (Relative, Possessive, Reflexive);
- Present Simple, Future Simple, Past Simple;
- Modals verb;
- Gerund;
- Active& Passive Voice;
- Reported speech;
- Conditionals (Zero, First, Second and Third);
- Quantitative and ordinal numerals, fractions;
- Present perfect + yet / already / just;
- Present perfect or past simple?;
- Participle I;
- Participle II.

the German language:

- Genitiv der Nomen;
- Präteritum der Modalverben;
- Passiv mit Modalverben;
- Infinitivsatz: Infinitiv mit "zu" Präteritum;
- Konstruktion mit "es";
- Nebensatz: Relativsatz. Relativpronomen;
- Präpositionalpronomen;
- "lassen" + Infinitiv;
- Indirekter Fragesatz . Infinitiv mit "um zu". Nebensatz mit "damit";
- Präpositionen "außer" und "wegen". Ausdrücke mit Präpositionen
- Reflexive Verben Unbetonte Akkusativ – und Dativergänzungen. Rezipropronomen;
- Verben mit Präpositionen und Pronominaladverbien;
- Temporalsätze (als, wenn);
- Die Position von nicht;
- Konjunktiv II: irreale Wünsche und Bedingungen;

the French language:

- Le temps plus-que-parfait;

- le conditionnel présent;
- Concordance des temps: l'antériorité – la postériorité – la simultanéité;
- l'expression du futur et de projet (futur proche);
- l'expression de la comparaison;
- les expressions de l'identité, de la ressemblance et de la différence;
- la voix active et la voix passive;
- la forme pronominale au sens passif;
- la forme impersonnelle;
- les constructions adverbials;
- le gérondif;
- les propositions participiales;
- les propositions compliquées;
- les propositions subordonnées;

Language proficiency requirements

B2 level

Phonetic material:

Phonetic phenomena: palatalization, assimilation, lateral explosion, nasal explosion, loss of an explosion, reduction.

Lexical material:

1500 lexical units, characterized by high usage, wide compatibility and reflecting both neutral style of speech and the elements of everyday-conversational and publicistic styles of speeches. Particular attention is drawn to the non-equivalent and background vocabulary for use in all types of speech activities within the specified areas of communication and speech topics.

Grammar material:

The English language:

- Articles: zero article, definite article, indefinite;
- Pronouns (Relative, Possessive, Reflexive);
- Present Simple, Future Simple, Past Simple;
- Gerund;
- Present continuous (future), invitations: Would you like to ...?;
- Future forms: will / going to, present continuous, might / may + inf;
- Past simple (regular / irregular);
- Comparatives and superlatives as ... as;
- Connectors: although, however/ despite;
- Present perfect + yet / already / just;
- Present perfect or past simple?;
- Phrasal verbs (verb+preposition, verb+particle, verb + particle + preposition)
- Passive voice;

- Modals verb: might, could, must, can't, ought to /Should / shouldn't;
 - Zero, First, Second and Third Conditionals;
 - Clauses;
 - Reported speech: statements and questions; imperative and requests;
- the German language:
- Genitiv der Nomen;
 - Präteritum der Modalverben;
 - Passiv mit Modalverben;
 - Infinitivsatz: Infinitiv mit "zu" Präteritum;
 - Konstruktion mit "es";
 - Nebensatz: Relativsatz. Relativpronomen;
 - Präpositionalpronomen;
 - "lassen" + Infinitiv;
 - Indirekter Fragesatz . Infinitiv mit „um zu“. Nebensatz mit „damit“;
 - Präpositionen „außer“ und „wegen“. Ausdrücke mit Präpositionen
 - Reflexive Verben Unbetonte Akkusativ – und Dativergänzungen. Reziprokpronomen
 - Verben mit Präpositionen und Pronominaladverbien
 - Temporalsätze (als, wenn);
 - Die Position von nicht;
 - Konjunktiv II: irreale Wünsche und Bedingungen;
- the French language:
- le conditionnel passé;
 - cohérence du texte: nominalisations – pronoms personnels et indéfinis;
 - l'expression du but, de la condition et de la restriction;
 - l'expression de l'hypothèse;
 - l'expression de la cause;
 - l'expression de la consequence;
 - l'expression de l'opposition et de la concession;
 - les expression de l'identité, de la ressemblance et de la différence;
 - la forme pronominale au sens passif;
 - la forme impersonnelle;
 - les constructions adverbiales;
 - les propositions participiales;
 - les propositions subordonnées relatives;

Annex
to the model curriculum of the
general education discipline
"Foreign Language" for
organizations of higher and (or)
postgraduate education

The content of the general education discipline "Foreign Language" for organizations of higher and (or) postgraduate education

	At the minimum sufficient level (A1) the following topics are implemented:			
Weeks	Content of the discipline	Themes of seminar (practical) classes	Situations for independent work of students	Number of hours
	Social sphere of communication: My home and I			
1	Greeting, saying goodbye, introducing yourself in a formal and informal situation, nationality, countries, languages, family, marital status, family composition, kinship, appearance, character, personal qualities, daily routine.	Greetings	You have arrived at another university for academic mobility. Introduce yourself to a new group, tell about your country, nationality, language, etc.	10
2		My family	You entered a university in another country and live in a family. Email a friend in your city about the family you live with. Describe the appearance, character, personal qualities of family members.	10
3		Daily routine	Study the daily routine of successful people. Write a life hack of successful people about the correct daily routine.	10
	Socio-cultural sphere of communication:			10
4	Food and drinks, food products, types of snackbars, cafes, restaurants, fast food, salads, vegetables, fruits, dessert, sweets, purchase, prices, food store, shopping center, discounts, design, size	Food	In the microblock, offer a recipe for your favorite dish. Name the necessary products and describe the cooking process.	
5		Shopping	You need to buy clothes. Consult with a consultant in a boutique about the design, size, color and quality of clothing.	10
	Social sphere of communication: Man and his health			
			Work on the project on the topic "Tasty,	

6	Man, health, sport, nature and man, climate, weather, ecology, healthy food , leisure, hobbies, sports, healthy lifestyle, physical education, sports games	Man and his health	healthy and not expensive: the perfect menu for a student"	10
7	Leisure and hobbies (sports, music, cinema / theater / amusement park). Shopping	Sports in human life	Life hacks for students about a healthy lifestyle.	10
8		Leisure time	Together with a friend study movie posters and events, the schedule of performances, concerts and exhibitions. Select the events you want to attend (work in pairs)	10
Socio-cultural sphere of communication: Motherland				
9	Native country and country / countries of the target language, geographical location , climate, weather, capital, their attractions. Urban / rural living environment, housing , house, apartment, garden, furniture, furnishings, living conditions, household appliances, equipment.	Motherland	describe your country / country of the target language, its geographical location , climate, capital, their attractions	10
10		Traveling	In the summer you are planning a cruise in Europe (Asia, other countries). Plan your trip by day. Describe how many countries and which places you are going to visit. Tell us what you can and cannot do in those countries.	10
11		Tourist attractions of the city	Prepare a guide to the native land " Welcome to our city! " Make a selection of the most interesting places in the city.	10
12		My home!	Imagine yourself as a designer and try to design your new home. Offer several options for interior design.	10
Socio-cultural communication: the environment				
			Conduct a survey on the topic "Attitude of students to the problem of protection	

13		Protection of environment	of environment." Present the results of your research on the bargraph.	10
14	Environmental protection, nature and environmental problems, Healthy lifestyle, modern gadgets, applications, Internet, radioactive waves	Nature and ecology problems	Environmental organizations regularly publish recommendations for all who wish to contribute to the protection of the environment. The basic principle of such recommendations is: "Anyone can do it." Offer your list of advice, based on these recommendations to university students.	10
15		Modern learning and gadgets	Explore the possibilities of using modern gadgets in the learning process. Offer iPad apps that can be used by teachers in a foreign language class.	10

Note: 1 academic credit = 30 academic hours

Total: 150 academic hours

	At a sufficient level (A2) the following topics are implemented:			
№ Weeks	Content of the discipline	Themes of seminar (practical) classes	Situations for independent work of students	Number of hours
	Social sphere of communication: my family and I			
1		My family and I	Describe the appearance and character of your family members. Do you believe that sides of the character can be identified by appearance?	10
2	Nationality, countries, languages, family, marital status, marriage, family	Modern young family	The composition on the topic "The dispute of generations: together and apart." Try to identify the causes of	10

	composition, family ties, family relationships,		disagreements between family members.	
3	appearance, character , personal qualities. Housing, home, apartment, garden, furniture, furnishings, living conditions, household appliances , equipment.	Relationships between different generations	Conduct an empirical analysis of the relationship between representatives of different generations in modern society. Present your findings in the form of a report.	10
4		My home is my strength	Try yourself as an expert in design and find the obvious mistakes that designers have made in the design of your home. Suggest home improvement options for comfort.	10
Social sphere of communication: Man and his health				
5	Man, health, sport, nature and man, climate, weather, ecology, healthy food , leisure, hobbies, sports, healthy lifestyle, physical education, sports games	Man and his health	Work on the project on the topic "Tasty, healthy and not expensive: the perfect menu for a student"	10
6		Sports in human life	Life hacks for students about a healthy lifestyle	10
7		Leisure	Together with a friend, study movie posters and events, the schedule of performances, concerts and exhibitions. Select the events you want to attend (work in pairs)	10
Socio-cultural sphere of communication: the world map				
8	The world map, geographical location of Kazakhstan and	The world map	Make an ethnographic map of the world. List the main countries, briefly describing them.	10
			Name the most important features of the geographical position of	

9	the country of the target language, nationalities, city, transport, orientation in the city, sights of the city, flora and fauna.	Geographical location and boundaries	Kazakhstan (the country of the target language) and prove that they determine the main features of the nature of the country's territory.	10
10		Tourist attractions of the city	Prepare a guide to the native land " Welcome to our city! " Make a selection of the most interesting places in the city.	10
Socio-cultural sphere of communication: customs and traditions				
11	Holidays, traditions, customs; family customs and traditions of celebrating a birthday and other events in a person's life; national holidays, their significance, traditions of celebration	Traditions and customs of the Republic of Kazakhstan and the country of the target language.	The project " Traditions and customs associated with the birth and upbringing of a child in the Republic of Kazakhstan and the country of the target language".	10
12		Cultural and national holidays	Ask the interlocutor about the traditions of celebrating various events, national holidays in his country.	10
Educational and professional communication: Future profession				
13	Education, studying at university, student life, study subjects, daily routine, the faculty where I study, my future profession, employment, volunteering, professional qualities, professional growth, career.	My education	Take the test " Determination of the type of future profession." Tell us what type of profession you are offered to achieve success in your future career. How much do you agree with the test result?	10
14		My university	Skype-conversation with foreign peers about the organization of academic work, academic disciplines, university life in two countries: identify similarities and differences.	10

15		Future profession	Work on the project on the topic: "What should a real professional be?"	10
Note: 1 academic credit = 30 academic hours				
Total: 150 academic hours				
At the level of basic sufficiency (B1) the following topics are implemented:				
№ Weeks	Content of the discipline	Themes of seminar (practical) classes	Situations for independent work of students	Number of hours
	Social sphere of communication: Family in modern society			
1	Family in modern society; modern young family and its problems; types of modern families in the world; family relationships; budget of a young family and main expense items	Family in modern society	Suppose that in a family your loved ones do not share your hobby. Talk to your parents and convince them of the correctness of your choice.	10
2		Budget of a young family	Prepare a report for participation in the round table "What are the main conditions for stability of marriage." Describe the conditions of existence of a happy family.	10
Social sphere of communication: Modern housing				
3	Housing construction ; types of housing (urban, rural house, apartment); modern design; architecture; home improvement; interior decoration	Types of housing (urban, rural house, apartment)	You have arrived on internship in a foreign university. Place an ad about renting an apartment.	10
4		Modern design	You built a country house. Ask the designer for advice on the arrangement of a country house.	10
Socio-cultural sphere of communication: leisure				
5	Recreation organization; active, passive recreation; tourism; recreation and recovery;	Vacation planning	"You want to visit the country of the language you are studying. At the travel agency, ask in writing the conditions of the trip."	10
			Make up an advertising booklet	

6	entertainment; travelling	We invite you to an exciting journey!	for those who want to visit your country. Develop a route of visiting the attractions of the country.	10
Socio-cultural sphere of communication: Cultural and historical background				
7	History; the formation of the state ; cultural and historical background of the national symbols of the countries; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy.	Spiritual renaissance (Rukhani Zangyru)	The report "The revival of traditions in modern Kazakhstan." Identify key aspects of the Cultural Policy Concept of Kazakhstan	10
8		State structure, legal institutions of the Republic of Kazakhstan and the country of the target language	Info-poster about the most developed branches of the economy of the Republic of Kazakhstan and the country of the target language. Identify the strategic development benchmarks.	10
Socio-cultural sphere of communication: Cultural and historical background				
9	National, state, professional and other holidays in the Republic of Kazakhstan and the country of the target language and memorable days; their historical significance; holiday rituals, cultural projects	Holidays of the Republic of Kazakhstan and the country of the target language	To analyze the similarities and differences of the calendar of holidays in the Republic of Kazakhstan and the country of the target language.	10
10		Nauryz - the holiday of the birth of spring!	Your foreign peers at the Nauryz holiday. Guests are interested in the traditions and customs of this holiday.	10
Educational and professional sphere of communication: Education				
11	Education system, levels of education, higher professional education, educational program of specialty, academic mobility, selection of university, specialties , standards of enrollment,	The education systems in the Republic of Kazakhstan and the country of the target language	Project: "Features of education systems in the Republic of Kazakhstan and the country of the target language"	10
12			"Your foreign friend would like to study in our university. Publish the	10

	educational trajectory, individual curriculum	Selection of university.	information about your university on the website.	
Educational and professional sphere of communication: My profession				
13	Future profession, professional competence; professional qualities of a specialist; true professional; advantages and disadvantages of various professions,	Professional competencies	The family council discusses the correctness of your career choice. Give the arguments for your career choice and list the necessary professional competencies.	10
14	demand for professions; wage; team atmosphere; risk of depression and stress; labor productivity	Advantages and disadvantages of the chosen profession	Essay "What mode of student work seems to be the most rational?"	10
15		Demand for the chosen profession in the labor market	Conduct a blitz survey "How to become a true professional?"	10
Note: 1 academic credit = 30 academic hours Total: 150 academic hours				
At the level of basic standard (B2) the following topics are implemented:				
No Weeks	Content of the discipline	Themes of seminar (practical) classes	Situations for independent work of students	Number of hours
	Social sphere of communication: Man and nature, environmental problems.			
1	Man, nature, environment, environmental problems, pollution, scientific and technical progress, innovations, expert platform, science commercialization, renewable resources of the Republic of Kazakhstan and the country of the target language.	Man and nature	Consider the global environmental problems of today and their solutions. What are the causes and consequences of environmental disasters?	10
2		scientific and technical progress.	Work on the project "Scientific heritage of EXPO-2017: green future against hydrocarbon present. How to choose a balance between renewable energy, oil and coal?"	10
	Social sphere of communication: News, media, advertising			
			Review the world's media and prepare a report on the latest	

3		World media	world events. What type of media do you prefer?	10
4	News, media, advertising, banner, racks, outdoor advertising, signs, business cards	Advertising	Make a selection of advertising / billboard for children. Experiment with the kids. How did these advertisements / billboards affect children? Do we need to make a selection of advertisements for children? Present your findings in the form of a video report.	10
Socio-cultural sphere of communication: Cultural and historical background				
5	History; the formation of the state ; cultural and historical background of the national symbols of the countries; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy.	Spiritual renaissance (Rukhani Zangyru)	A report "The revival of traditions in modern Kazakhstan." Identify key aspects of the Cultural Policy Concept of Kazakhstan	10
6		State structure, legal institutions of the Republic of Kazakhstan and the country of the target language	Informational poster about the most developed branches of economy of the Republic of Kazakhstan and the country of the target language. Identify the strategic development benchmarks.	10
Socio-cultural sphere of communication: Cultural and historical background				
7	National, state, professional and other holidays in the Republic of Kazakhstan and the country of the target language and memorable days; their historical significance; holiday rituals, cultural projects	Holidays of the Republic of Kazakhstan and the country of the target language	To analyze the similarities and differences of the calendar of holidays in the Republic of Kazakhstan and the country of the target language.	10
8		Nauryz - the holiday of the birth of spring!	Your foreign peers at the Nauryz holiday. Guests are interested in the traditions and customs of this holiday.	10
Socio-cultural sphere of communication: Art, music, literature				

9	Art, music, literature, prominent figures.	Art, music, literature of the Republic of Kazakhstan and the country of the target language	To make texts of advertisements about cultural events held.	10
10		Outstanding cultural figures of the country of the target language	Prepare a presentation on outstanding figures of the Republic of Kazakhstan and the country of the target language. Determine their contribution to the development of society and the country as a whole.	10
Educational and professional sphere of communication: Education				
11	Education system, levels of education, higher professional education, educational program of the specialty, academic mobility, selection of university, specialties	The education system in the Republic of Kazakhstan and the country of the target language	Project: "Features of education systems in the Republic of Kazakhstan and the country of the target language"	10
12	, enrollment standards, educational trajectory, individual curriculum	Selection of university.	"Your foreign friend would like to study in our university. Publish the information about your university on the website.	10
Educational and professional sphere of communication: My profession				
13	Future profession, professional competence;	Professional competencies	The family council discusses the correctness of your career choice. Give the arguments for your career choice and list the necessary professional competencies.	10
14	professional qualities of a specialist; true professional; advantages and disadvantages of various professions, demand for professions; wage; team atmosphere; risk of depression and	Advantages and disadvantages of the chosen profession	Romance and everyday routine of the chosen profession. Explore the characteristics of your chosen profession, and identify the necessary professional competencies.	10

15	stress; labor productivity	Demand for the chosen profession in the labor market	Hold a job fair. Determine the modern view of youth on employment and the state of the labor market.	10
<p>Note: 1 academic credit = 30 academic hours</p> <p>Total: 150 academic hours</p> <p>Literature:</p> <ol style="list-style-type: none"> 1. Kunanbayeva S.S., Karmysova M.K. and others. The concept of development of foreign language education of the Republic of Kazakhstan. Almaty, 2010. 2. Kunanbayeva C.C. Theory and practice of modern foreign language education. Almaty, 2010. 3. McMillan Dictionary of Contemporary English. - McMillan, 2010. 4. R. Harrison, S. Philpot, L. Curnick. New Headway Academic Skills. Reading, Writing, and Study Skills. Oxford University Press. - 2009. 5. Arline Burgmeier, Lawrence J. Zwier, Bruce Rubin, Kent Richmond. Inside Reading. The Academic Word List in Context. Pre-Intermediate to Advanced. Oxford. - 2009. 6. Murphy Raymond. Essential Grammar in Use. Intermediate. Cambridge University Press. – 2010. 7. British National Corpus: http://www.natcorp.ox.ac.uk 8. The Corpus of Contemporary American English (COCA): http://www.americanacorp.org 				

Annex 4
to the order of the Minister
of Education and Science
of the Republic of Kazakhstan dated
October 31, 2018 № 603

Standard curriculum of general education discipline "Kazakh language" for organizations of higher and (or) postgraduate education

Footnote. Annex 4 – in the wording of the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 04.05.2024 № 213 (shall enter into force upon expiry of ten calendar days after the day of its first official publication).

Chapter 1. General provisions

1. This standard curriculum for the general education discipline ‘Kazakh Language’ for higher and/or postgraduate education institutions (hereinafter referred to as the curriculum) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the resolution of the Government of the Republic of Kazakhstan dated August 19, 2022 № 580 ‘On some issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan’ and shall define the purpose, objectives, structure, content, methods and results of training.

2. This programme in the general education discipline ‘Kazakh Language’ shall be aimed at a new format of language learning and the formation of socio-cultural knowledge, the

improvement of students' communicative competence, and the development of personal potential.

3. The duration of study under this programme, in accordance with the structure of the higher education programme, shall be 300 academic hours (10 academic credits).

Chapter 2. Purpose, objectives and expected results of the programme

4. The purpose of the program - to teach the Kazakh language in organizations of higher and (or) postgraduate education of the Republic of Kazakhstan (hereinafter referred to as OHPE) in accordance with international standards for teaching languages, to increase the importance of the Kazakh language as the state language, to form competence in the use of the Kazakh language by a future specialist as a means of communication in scientific, socio-cultural, political, professional spheres of public life.

5. The program shall be aimed at solving the following tasks:

- 1) development and further improvement of language skills taught in the Kazakh language ;
- 2) to reveal the variety of stylistic capabilities of the Kazakh language in different functional styles, methods of effective communication in different communicative situations;
- 3) give a general idea of the standards of the Kazakh language at the level of pronunciation, morphology, syntax, word use, show the originality of the modern speech situation;
- 4) expand the active vocabulary of students, demonstrate the richness of Kazakh vocabulary, phraseology, introduce various dictionaries and reference books reflecting the interaction of language and culture;
- 5) develop the ability to identify, analyze, compare, classify language phenomena and facts, taking into account their different interpretations, evaluate language phenomena and facts in terms of the Rules for using the language, compliance with the sphere and situation of communication;
- 6) to teach the use of the acquired knowledge and skills in their own speech practice, the appropriate use of language in various fields and situations of communication.

6. Based on the results of mastering the program, the student shall have the following training results:

- 1) freely maintain a conversation, request the necessary information in various speech situations in the household, educational, social, cultural, professional spheres using the necessary lexical and grammatical subdivision;
- 2) to show competence in conditions of personal, social and professional communication in accordance with the peculiarities of the language, culture, communication situation; discuss ethical, cultural, socially significant issues in discussions, express their point of view, reasonably defend it, critically evaluate the opinion of interlocutors;

3) read and understand texts of different genres, distinguish between basic and additional information, analyze and differentiate the semantic parts of texts, formulate their main idea, summarize the information of the integral text and its individual structural elements;

4) write correspondence for various purposes, articles, annotations, theses, essays in the Kazakh language based on their own communicative needs;

5) be able to request and report information in accordance with the situation of communication, evaluate the actions of participants in speech communication, use information to influence the interlocutor;

6) apply techniques for creating oral and written texts of different genres and different stylistic orientation.

Chapter 3. Structure and content of the program

7. The program shall provide for the study of the Kazakh language in accordance with levels 5. One level - 5 credits. The student shall master at least 2 levels (10 credits). The level of language proficiency shall be determined on the basis of a diagnostic test. After completing each level of language proficiency, an exam shall be passed. A student who shall have mastered the secondary level of the Kazakh language (V1) in the 1st semester shall choose and continue his studies at the next level (B2-1) in the next semester. A student who shall have mastered a level above the average shall go to a higher level (B2-2). At the same time, each level of the Kazakh language should take into account the corresponding prerequisites and post-requisites. The initial (elementary) level of the Kazakh language (A1) shall be offered to foreign students. The basic level (A2) shall be aimed at passing by Kazakhstani students.

8. Training methods and technologies used in the implementation of the program:

1) student-centered learning based on a reflective approach to learning on the part of the student;

2) competence-oriented training;

3) communication-activity approach to language acquisition;

4) understanding and interpreting the meanings of the text based on cognitive modeling of its content and context of its functioning;

5) evaluate the listened and read, summarize the information received;

6) record the main content of messages, formulate orally and in writing the main idea of the message;

7) compiling texts related to various spheres of communication, using intentions aimed at creating a communicative impact;

8) role-playing games and educational discussions of various formats;

9) case-stage;

10) design method.

9. Pre-requisites and post-requisites of the program shall be established by OHPE independently.

Annex
to the standard curriculum
of general educational discipline "Kazakh
language" for organisations of higher
education
and/or postgraduate education

The content of the standard curriculum of the general educational discipline "Kazakh language" for organizations of higher and (or) postgraduate education Elementary level (A1 - for foreign students)

№	Content of the discipline	Topics of seminars (practical) classes	Topics of independent work of students	Number of hours
Лексикалық тақырып: Өзі туралы				
1 апта				
	Буындап дыбыстау, төл дыбыстарды тыңдау. Сөздерді, фразаларды дыбыстау, танысып оқу, қайталап оқу. Буындап жазу, дыбыстарды ажыратып жазу. Өзі туралы ақпарат айту	1. Танысайық 2. Қай елден келдіңіз?	Аты-жөні, мемлекеті, қаласы, тілі, туралы ақпарат жазу; өз мемлекеті туралы шағын презентация жасау	10
2 апта				
	Дыбыстырды ажырата тыңдау, сурет арқылы ақпаратты анықтау. Танысып оқу, қайталап оқу. Тірек сөздерді дұрыс қолданып иллюстрацияларды сипаттау. Дауыссыз дыбыстардың ерекшеліктері. Грамматика: үндестік заңы, көптік жалғауы, сұраулық шылауларды ажырату	1. Ол кім? 2. Бұл не?	Бөлмесіндегі заттарды сипаттау	10

3 апта				
	<p>Сурет арқылы ақпаратты анықтау, сипаттау.</p> <p>Мәтіннен негізгі ақпаратты табу.</p> <p>Тірек сөздерді, сөз тіркестерін жазу.</p> <p>Грамматика: жіктік жалғауы, тәуелдік жалғауы</p>	<p>1. Менің отбасым</p> <p>2. Менің досым</p>	Отбасы, досы туралы ақпарат айту	10
Лексикалық тақырып: Уақыт және мезгіл				
4 апта				
	<p>Сөздер мағынасын түсіну.</p> <p>Мәтіндегі негізгі ақпаратты анықтау.</p> <p>Жаңа сөздерді пайдаланып ақпарат сұрау.</p> <p>Тірек сөздерді пайдаланып жай сөйлем жазу.</p> <p>Грамматика: сұрау есімдіктері: кім? не? кімнің? ненің? қай? қашан? барыс септігінің жай түрі, ыңғайлас жалғаулық және</p>	<p>1. Апта, ай аттары</p> <p>2. Мейрамдар</p>	Ай аттарына сөздік жүргізу; бір мейрам туралы суреттер жинау, "Маған ұнайтын мейрам" тақырыбында шағын әңгіме айту	10
5 апта				
	<p>Сөз мағынасын ажырата түсіну.</p> <p>Тірек сөздерді дұрыс қолданып иллюстрацияларды сипаттау.</p> <p>Мәтіндегі негізгі тірек сөздерді анықтау.</p> <p>Сипаттау мәнді сөз тіркестерін жазу.</p> <p>Грамматика: сұрау есімдіктері: қайда? кімге? неге?</p> <p>Ауыспалы осы шақ, жекеше түрі, табыс септігі</p>	<p>1. Жыл мезгілдері</p> <p>2. Ауа райы</p>	Жыл мезгілдеріне коллаж жасау Әр жыл мезгілінің ауа райын сипаттайтын сөздік құру	10
6 апта				
	Ақпараттың ретін түсіну.			

	<p>Мәтіндегі сандарды тауып, түсіну.</p> <p>Ақпаратқа сұрақ-жауап.</p> <p>Сандарды орфографиялық нормаға сай жазу;</p> <p>Грамматика: септік, реттік сан есім, қанша? неше?</p> <p>сұраулық есімдер, жатыс септігінің жай түрі, шығыс септігі.</p>	<p>1. Сандар</p> <p>2. Сағат қанша болды?</p>	<p>Уақытты пайдаланып, бір күндік әрекеттерді әңгімелеу</p>	10
Лексикалық тақырып: Оқу орны				
7 апта				
	<p>Мәтіндердегі сөздердің мағынасын ажырата алу, оқығанын ауызша қайта мазмұндау;</p> <p>Берілген тірек сөздер бойынша сөздердің орын тәртібін сақтап жай сөйлем құру.</p> <p>Тірек сөздер арқылы тақырыпты анықтау.</p> <p>Тірек сөздер арқылы оқиғаны әңгімелеу</p> <p>Грамматика: көмекші есімдер: алды, арты, жаны, үсті, іші, асты, жатыс септігінің тәуелді түрі, ауыспалы осы шақтың көпше түрі, сұраулы түрі</p>	<p>1. Қай жерде оқисың?</p> <p>2. Қазақ тілі сабағында</p>	<p>Өз оқу орны туралы ақпарат жинау</p> <p>Ақпаратты пайдаланып, шағын презентация жасау</p>	10
8 апта				
	<p>Университет, кітапхана туралы шағын монолог, сұхбат құру.</p> <p>Мәтіндегі ақпаратты баяндау.</p> <p>Шағын мәтін құрап жазу.</p>	<p>1. Кітапханада</p>	<p>"Тапсырманы қалай орындаймын?"</p>	10

	Ақпараттың шын, жалғандығын анықтау. Грамматика: етістік + у қажет/керек құрылымы, көмектес септігі	2. Сен сабаққа қалай дайындаласың?	ақпарат айту, әңгімелеу	
Лексикалық тақырып: Мамандық				
9 апта				
	Шағын сұхбат құра алу. Көшіру, жатқа жазу, сұраққа жауап жаза алу. Негізгі ақпаратты анықтайтын, сипаттау мәнді сөздерді табу. Негізгі ақпаратты тірек сөздер арқылы табу. Грамматика: етістік + уға болады құрылымы^ сын есім тудырушы жұрнақтар: -лы/лі; -ды/ді; -ты/ті, сын есімнің сөйлемдегі орын тәртібі, өйткені жалғаулығы	1. Сенің мамандығың қандай? 2. Қандай мамандықтарды білесің?	Мамандық туралы сөздік құру Мамандық туралы коллаж жасау "Менің болашақ мамандығым" тақырыбында коллажды қорғау	10
Лексикалық тақырып: Жұмыс күні және бос уақыт				
10 апта				
	Негізгі ақпаратты тірек сөздер арқылы табу. Ақпаратты әңгімелеу, сұрақ-жауап. Әңгімелеу мәнді құрылымдар жазу, шағын мәтін құру. Грамматика: жедел өткен шақтың жекеше түрі, синонимдер, антонимдер	1. Менің жұмыс күнім 2. Демалыс күндері	Жұмыс күніне байланысты әрекеттерді жазу Жұмыс күнін әңгімелеу	10
11 апта				
	Мәтіннен суреттеу, әңгімелеу мәнді сөздерді табу.			

11	<p>Тірек сөздермен сипаттау, әңгімелеу.</p> <p>Ақпараттың шынайылығын анықтау.</p> <p>Себеп-салдарды сөйлемдер жазу.</p> <p>Грамматика: жедел өткен шақтың болымсыз түрі, сын есімнің салыстырмалы шырайы, өйткені, себебі жалғаулықтары</p>	<p>1. Бос уақытың бар ма?</p> <p>2. Бос уақытта немен айналысасың?</p>	Бос уақытта айналысатын ісі туралы әңгімелеу	10
12 апта				
	<p>Ақпараттың шынайылығын анықтау.</p> <p>Монолог, диалог құру.</p> <p>Негізгі ақпаратты табу, тірек сөздерді табу.</p> <p>Шағын әңгіме жазу.</p> <p>Грамматика: неге? сұраулы есімдігі, үшін, туралы, сайын септеуліктері</p>	<p>1. Менің сүйікті ісім</p> <p>2. Маған ұнамайтын іс</p>	<p>Сүйікті ісі туралы ақпарат жинау</p> <p>Сүйікті ісі туралы презентация жасау</p>	10
Лексикалық тақырып: Күнделікті өмір				
13 апта				
	<p>Ақпараттың шынайылығын анықтау.</p> <p>Рөлдік сұхбат құру.</p> <p>Негізгі ақпаратты анықтайтын тірек сөздерді табу.</p> <p>Шағын суреттеу жазылым жұмысы.</p> <p>Грамматика: мен, бен, пен шылауы, қанша? неше? сұраулы есімдіктері</p>	<p>1. Азық-түлік дүкенінде</p> <p>2. Киім дүкенінде</p>	<p>Көкөніс пен жеміс-жидек атауларына қатысты коллаж жасау, қорғау</p>	10
14 апта				
	<p>Мәтіннен негізгі ақпаратты анықтайтын сөздерді табу.</p>			

	Негізгі ақпаратты тірек сөздер арқылы табу. Заттың сапасын сұрау. Заттарды сапасын көрсететін сипаттау мәтінін жазу. Грамматика: жедел өткен шақтың көпше түрі, сын есімнің асырмалы шырайы	1. Кеңсе тауарлары дүкенінде 2. Ұсақ-түйек заттар дүкенінде	Рөлдік ойындар құру (кейстер бойынша)	10
15 апта				
	Мәтіннен сипаттау, суреттеу мәнді сөздерді табу. Тірек сөздермен сипаттау. Ақпараттың шынайылығын анықтау. Грамматика: да/де, та /те жалғаулық шылаулары	1. Емханада	Дәрігер мен емделуші арасындағы рөлдік сұхбат құру	10
Ескерту: 1 академиялық кредит = 30 академиялық сағат Барлығы: 5 академиялық кредит – 150 академиялық сағат				

Basic level (A2)

№	Content of the discipline	Topics of seminars (practical) classes	Topics of independent work of students	Number of hours
Лексикалық тақырып: Менің ортам				
1 апта				
	Мәтіннен баяндау мәнді сөздерді табу. Ақпаратты баяндау. Негізгі ақпаратты түсіну. Грамматика: ауыспалы осы шақтың болымды түрі	1. Мен және менің ортам 2. Менің құрдастарым	"Менің достарым, таныстарым, құрдастарым" тақырыбында кластер құру, қорғау	10
2 апта				
	Мәтіннің негізгі, қосымша ақпаратты табу. Ақпараттың шынайылығын анықтау.	1. Менің туған жерім	Туған жері туралы коллаж жасау	10

	Адамды суреттеу, мінезін сипаттау. Грамматика: Ауыспалы осы шақтың болымсыз түрі.	2. Менің қалам, ауданым	Туған жері туралы презентация дайындау	
3 апта				
	Мәтіннен тірек сөздерді табу, ұқсас заттарды салыстыра сипаттау. Қосымша ақпаратты табу. Диалог арқылы отбасын сипаттау. Грамматика: ауыспалы осы шақтың көпше түрі	1. Тату отбасы	"Отбасындағы сыйластық" кластер құру, дәлелдеу, қорғау	10
Лексикалық тақырып: Уақыт менеджменті				
4 апта				
	Тірек сөздер арқылы негізгі ақпаратты табу. Негізгі лексиканы пайдаланып, баяндау. Негізгі, қосымша ақпаратты табу. Мәтінді байланыстырушы сөздерді қолданып, қысқа әңгіме жазу. Грамматика: етістік +уға тырысады, етістік +уды ұнатады құрылымы	1. Уақыт қымбат 2. Уақытты дұрыс пайдалану керек	Менің достарым уақытты қалай жоспарлайды? Сауалнама сұрақтарын құрастыру (3 сұрақ). Сұрақтарды 15 студентке қою, жауаптарға талдау жасау, сипаттау, қорытынды жасау.	10
5 апта				
	Жетекші сөздер арқылы негізгі ойды анықтау. Негізгі ақпаратты табу. Сөйлеу жағдаяты бойынша диалог жүргізу. Сипаттау мәнді сөз тіркестерін жазу. Мезгіл мәнді сөздерді қолданып, әңгіме құрастыру.	1. Менің күнделікті жоспарым	Студенттерден сауалнама алу, сауалнаманы бейнетаспаға түсіру	10

	Грамматика: етістік +уға ұмтылады құрылымы.			
6 апта				
	Мәтіннен тақырыпқа байланысты мәліметтерді табу. Жағдаят бойынша диалог жүргізу. Ақпараттың дұрыстығын анықтау. Оқиғаны әңгімелей отырып, күнделік жазу. Грамматика: етістік +ғы/гі/қы/кі +ы/і кел - құрылымы	1. Уақытты бағалау	Өз ұсыныстары баяндалған жазылым жұмысын А4 форматына жазып, топқа ұсыну, өзара бағалау	10
Лексикалық тақырып: Студенттік өмір				
7 апта				
	Мәтіндегі сипаттау мәніндегі сөздерді анықтау. Ақпаратты хабарлау , сипаттау. Сипаттау, хабарлау монологы. Құрылым бойынша сипаттау. Грамматика: етістік +ғы/гі/қы/кі + тәуелдік жалғауы келмейді/келмеді - құрылымы.	1. Менің оқу орнымның ерекшелігі 2. Менің топтастарым	"Маған университетім ұнайды" аргумент жазу жазылым жұмысын дайындау, топқа ұсыну	10
8 апта				
	1. Құрылым бойынша әңгімелеу. 2. Мәтіннен әңгімелеудің ретін табу. 3. Тірек сөздермен ақпаратты анықтау. Шағын оқиғаны әңгімелеп жазу. Грамматика: етістік +ғы/гі/қы/кі + тәуелдік жалғау кел құрылымының көпше түрі	1. Студенттік ұйымдар немен айналысады?	"Университетім ұнайды" мысалдар жазу	10
9 апта				

	Ақпаратта берілген айғақтарды табу. Өз ойын айту. Ақпараттың тақырыбын табу. Өз пікірін ұсыну, дәлел келтіру. Грамматика: болымсыздық есімдіктері	1. Студент болу оңай ма?	"Университетім - мақтанышым" құрылым бойынша пікір білдіру жазылым жұмысы	10
Лексикалық тақырып: Жұмыс				
10 апта				
	Мәтіннен суреттеу мәнді сөздерді табу. Жұмыс орнын суреттеу, ресми танысу сұхбаты. Суреттеу мәнді ақпараттарды табу. Орынды суреттеу, электронды поштамен хат жазу. Грамматика: белгісіздік есімдіктері	Жұмыс орны	Болашақ мамандығы туралы ақпарат жинау, сауалнама алу	10
11 апта				
	Мәтіннен суреттеу, әңгімелеу мәнді сөздерді табу. Тірек сөздермен сипаттау, әңгімелеу. Ақпараттың шынайылығын анықтау. Себеп-салдарлы сөйлемдер жазу. Грамматика: жедел өткен шақтың болымсыз түрі, сын есімнің салыстырмалы шырайы, өйткені, себебі жалғаулықтары	1. Білікті маман	"Мамандығым-мақтанышым" презентация тапсыру	10
Лексикалық тақырып: Жастардың қызығушылықтары				
12 апта				
	Ақпараттың тақырыбын, шынайылығын табу.			

	Қосымша ақпаратты табу, сипаттау мәнді сөздерді табу. Ситуация бойынша баяндау, суреттеу. Құрылым бойынша әңгімелеу жұмысы. Грамматика: ауыспалы өткен шақ (-атын,-етін,-итін)	1. Маған ұнайтын спорт түрі	"Менің хоббиім" өз қызығушылығы бойынша коллаж дайындау. Өз хоббиін баяндап, хат жазу	10
13 апта				
	Сипаттау мәнді сөздерді табу. Ақпараттың шынайылығын табу. Тақырып бойынша сұхбат алу. Әлеуметтік желі арқылы хат жазу. Грамматика: еді/ екен көмекші етістігі; ауыспалы өткен шақтың болымсыз түрі	1. Әлеуметтік желіде көп отырсыз ба?	"Ең қызық әлеуметтік желі" тақырыбында әңгімелеу	10
Лексикалық тақырып: Қоғамдық орындар				
14 апта				
	Ақпараттың ретін табу, негізгі ақпаратты табу. Сұхбаттан негізгі, қосымша ақпаратты табу. Сұхбат құру. Құрылым бойынша шағын әңгіме жазу. Грамматика: етістік +а/е/й алу құрылымы	1. Мейрамханада 2. Мәдени орындарда	"Мейрамханада" рөлдік ойыны	10
15 апта				
	Тірек сөздер арқылы негізгі ақпаратты табу. Негізгі лексиканы пайдаланып, баяндау. Грамматика: етістік +а/е/й алма құрылымы, етістік + а/е/й алма құрылымының көпше түрі	1. Әуежайда 2. Вокзалда	Қоғамдық орындарда өзін ұстау әдебі рөлдік ойындары (кейстер бойынша)	10

Ескерту: 1 академиялық кредит = 30 академиялық сағат
 Барлығы: 5 академиялық кредит – 150 академиялық сағат

Средний уровень (B1)

№	Content of the discipline	Topics of seminars (practical) classes	Topics of independent work of students	Number of hours
Лексикалық тақырып: Әулет – ағайын-туысқан әлемі				
1 апта				
	<p>Тақырыпқа сәйкес мәтінді тыңдап, өз пікірлерін қосу.</p> <p>Берілген тақырып бойынша қосымша білетін мәліметтерді баяндау.</p> <p>Мәтінді оқып, тірек сөздерді анықтау, негізгі ойды айқындау.</p> <p>Тақырып бойынша сөздік құрастыру.</p> <p>Тірек сөздермен сөйлемдер құру.</p> <p>Грамматика: бұрынғы өткен шақ</p>	<p>1. Әулет дәстүрі</p> <p>2. Отбасы құндылықтары</p>	<p>1. "Әулет дәстүрін сақтаудың маңызы" дөңгелек үстел. - әулеттің қалыптасқан жалпы дәстүрі туралы баяндау; - өз әулетінде қалыптасқан дәстүр қырлары; - дәстүрді сақтаудың маңызы мен пайдасын анықтап көрсету.</p> <p>2. Кластер құру: "Біздің әулет" -сызба бойынша баяндау.</p>	10
2-апта				
	<p>Берілген тақырып бойынша өз пікірін білдіру, аргумент құру әдістерінің түрлерін қолдану.</p> <p>Сұхбатты тыңдап, пікірлерді салыстыру, қолдайтын пікірді дәлелдеу.</p> <p>Мәтінді оқып, негізгі ойды анықтау және логикалық жалғасын ұсыну.</p> <p>Пікір-эссе жазу: (кіріспесі мен негізгі бөлімнің 1 абзацы)</p> <p>Грамматика: есімшенің анықтауыштық қызметі</p>	<p>1. Өзара түсіністік пен сыйластық</p> <p>2. Қамқорлық ережелері</p>	<p>1. "Ата-ана – сенімді досымыз" пікірталасқа қатысу: - ұсынылған пікірлермен танысу; - тақырыпқа сәйкестігін анықтау; - өз пікірін білдіру, қорғау, дәлелдеу.</p>	10
3-апта				
	<p>Мәтінді оқып, негізгі айғақтар мен</p>			

	<p>қосымша детальдарды анықтау. Басқалардың пікірін салыстыру, ұсынылған тұжырым бойынша пікір алмасу, анықтау. негізгі мәселені Тыңдалған мәтінді мазмұндау, өз ойымен толықтыру, берілген сұрақтарға жауап беру. Тақырып бойынша дәлелдеу-эссесінің бір абзацын жазу (аргументті). Грамматика: модаль сөздер: қажет, керек сияқты сөздерінің қолданысы</p>	<p>1. Неке дегеніміз не ? 2. Отбасын неше жаста құру керек?</p>	<p>"Отбасын құру оңай ма?" дебат құру: - қарсы аргументтер келтіру, аргументтерді тыңдау, негізгі ойды анықтау; - аргументті құру, айғақтарды келтіру, сілтеме жасау</p>	10
Лексикалық тақырып: Жеке тұлғаның дамуы				
4 апта				
	<p>Әңгіменің қарапайым түрін жазу, оқиғаның желісін ретімен баяндау. Мәтінді оқып, маңызды ақпаратты анықтау, сыни талдау жасау. Тақырып бойынша негізгі мәліметтерді баяндау. Мәтінді тыңдап, қысқаша мазмұнын баяндау, берілген сұрақтарға жауап беру. Грамматика: көмекші сөздер: байланысты, бойынша, шығар, екен сөздерінің қолданылуы</p>	<p>1. Адамгершілік әліппесі 2. Мәдениет пен білімнің байланысы</p>	<p>"Мәдениетті адам деп кімді айтамыз?" тақырыбында эссе жазу - тақырып бойынша ақпарат жинау; - ақпараттарға талдау жасау; - негізгі ойды анықтау, тезис құрау - эссенің бастапқы нұсқасын жазу</p>	10
5 апта				

	<p>Мәтінді тыңдап, интерпретация жасау.</p> <p>Әңгіменің күрделі түрін жазу (диалог беру, монолог-ойын баяндау).</p> <p>Мәтінді оқып, түйінді ой қорыту.</p> <p>Ұсынылған тақырып бойынша мақал-мәтел айтып, мағынасын түсіндіру, келісу/келіспеуін білдіру.</p> <p>Грамматика: шарт мәнді құрылымдар: етістік+са/се+жіктік жалғау</p>	<p>1. Ұрпақ арасындағы қайшылық</p> <p>2. Мүмкіндік пен қажеттілік арасындағы қайшылық</p>	<p>Эссе жазу:</p> <ul style="list-style-type: none"> - эссенің жұмыс нұсқасын редакциялау - қайта қарау, толықтыру; - толық нұсқасын ұсыну. 	10
Лексикалық тақырып: Таңдау				
6 апта				
	<p>Тақырып бойынша дискуссивті эссе жазу.</p> <p>Мәтінді тыңдап, пікірлерді салыстыру, пікір қосу.</p> <p>Мәтінді оқып, негізгі ойды анықтау.</p> <p>Мәтін бойынша сұрақтар әзірлеу, пікір алмасу.</p> <p>сұхбат арқылы өз пікірін дәлелдеу.</p> <p>Грамматика: мезгіл мәнді құрылым, -ғанда, -ған соң, кейін / уақытта/ шақта құрылымдары</p>	<p>1. Мамандықты дұрыс таңдадыңыз ба?</p> <p>2. Қабілет және мүмкіндік</p>	<p>"Мүмкіндік пен қажеттілікті ұштастырудың үлгілері" тақырыбында сұхбат жүргізу;</p> <ul style="list-style-type: none"> - өмір тәжірибелерінен мысал келтіру, - әңгімелеу; - қорытындылау. 	10
7 апта				
	<p>Мәтінді оқып, негізгі айғақтар мен детальдарды анықтау. 2. Пікір-эссе жазу (2 абзацын жазу).</p>		<p>"Құзыретті маман болудың негіздері"</p> <p>Ақпараттық-танымдық жоба жасау:</p> <ul style="list-style-type: none"> - Жоба тақырыбын, мақсат, міндеттерін анықтау; 	

	<p>Сұхбатты тыңдап, пікірлерді негізгі идеялары бойынша салыстыру.</p> <p>Ұсынылған тұжырым бойынша өз пікірін білдіру, аргумент құру әдістерін қолдану.</p> <p>Грамматика: етіс формаларының қолданысы</p>	<p>1. Еңбек өнімділігі: сапа мен көлем</p> <p>2. Жұмыс түрі және еңбекақы</p>	<p>-топқа бөлу, әрбір топ мүшесі алдындағы жұмысты анықтау;</p> <p>- зерттеу: ақпарат жинау,сұхбат, сауалнама жүргізу;</p> <p>- нәтиже шығару: талдау, жинақтау, қорытындылау;</p> <p>- қорғауға ұсыну.</p>	10
Лексикалық тақырып: Табыс кілті - еңбекте				
8 апта				
	<p>Мәтінді оқып, идеяны анықтау.</p> <p>Сұхбатты тыңдап, қолдау немесе қарсылық білдіру.</p> <p>Ұсынылған тұжырымға өз пікірін білдіру, аргумент құру әдістерін қолдану.</p> <p>Пікір-эссе жазу.</p> <p>Грамматика: қалау мәнді құрылымдар: -са/-се деймін, ырықсыз етіс.</p>	<p>1. Табысты болғыңыз келе ме?</p> <p>2. Ақша және адамдар</p>	<p>"Ақшаның адам өміріндегі рөлі" дебат</p> <p>- қарсы аргументтер ұсыну,</p> <p>аргументтерді қолдану;</p> <p>- өз пікірін дәлелдеу, сілтеме жасау;</p> <p>- шаршы топ алдында сөйлеу мәдениетін сақтау.</p>	10
9-апта				
	<p>Мәтінді толық түсіну, жаңа сөздерді анықтау, мәтінге сай ақпараттарды нақтылау.</p> <p>Өз пікірін дәлелдеу, пікір алмасу.</p> <p>Бірнеше дереккөзден алынған мәліметтерді оқып, қорытынды жасау.</p> <p>Сауалнама қорытындысы бойынша талдау жазу.</p> <p>Грамматика: есімше формаларының септелуі;</p>	<p>1. Отбасы бюджеті</p> <p>2. Ақша жұмсай білесіз бе?</p>	<p>"Үнемшілдік пен ысырапшылық" постер әзірлеу:</p> <p>- ұсынылған пікірлермен танысу;</p> <p>- тақырыпқа сәйкестігін анықтау;</p>	10

	етістік +есімше жұрнақтары+табыс септік		- өз пікірін білдіру.	
Лексикалық тақырып: Бос уақыт және саяхат				
10 апта				
	<p>Ұсынылған тұжырым бойыша өз пікірін білдіру, аргумент құру әдістерін қолдану. Мәтінді тыңдап, сұрақтарға жауап беру, маңызды ойға назар аудару. Мәтінді оқып, ақпараттарды топтастыру. Үзіндіге түсіндірме жазу.</p> <p>Грамматика: е с і м ш е формаларының септелуі: етістік+есімше жұрнақтары+жатыс септік</p>	<p>1. Бос уақытты өткізу мәдениеті</p> <p>2. Есте қалған саяхат</p>	<p>Дөңгелек үстел:</p> <p>"Бос уақытыңызды тиімді қолданасыз ба?"</p> <p>- бос уақытты өткізу мәдениеті туралы талдау жасау;</p> <p>- пікір алмасу сұрақтарын әзірлеу;</p> <p>- бос уақытты тиімді пайдалану жайлы пікір алмасу,</p> <p>- пікірлерді тұжырымдау.</p>	10
11 апта				
	<p>Ақпараттың шынайылығын нақтылау. Мәтінде берілген ақпаратқа сыни талдау жасау. Айтылған ойға көзқарасын білдіру. мәселені шешу эссесін жазу. Грамматика: сөз тудырушы жұрнақтардың қолданысы</p>	<p>1. Қазақстандық саяхатшыларды білесіз бе?</p> <p>2. Қазақстан табиғаты жайлы шетелдіктердің көзқарасы</p>	<p>Эссе жазу:</p> <p>"Менің ең қызықты саяхатым"</p> <p>- ақпараттарды жинақтау;</p> <p>- ақпараттарға талдау жасау;</p> <p>- аргументтерді салыстыру, жинақтау;</p> <p>- эссенің бастапқы нұсқасын жазу.</p>	10
12 апта				
	<p>Мәселені шешу жолдарын ұсыну, пікір алмасу. Мәтінге сәйкес ақпараттарды нақтылау, ақпаратты толықтыру.</p>		Эссе:	

	<p>Мәтінде берілген ақпаратқа сыни талдау жасау, өз көзқарасын білдіру. Мәселені шешу эссесін жазу.</p> <p>Грамматика: салыстыру мәнді құрылымдар: о н ы м е н</p> <p>салыстарғанда, оған қарағанда, гөрі</p>	<p>Қазақстандықтар қайда демалады?</p> <p>2. Еліміздегі туризмнің даму деңгейі қандай?</p>	<p>- эссенің бастапқы нұсқасын редакциялау</p> <p>- қайта қарау, толықтыру;</p> <p>- толық нұсқасын ұсыну.</p>	10
Лексикалық тақырып: Жаңалықтар				
13 апта				
	<p>Өз пікірін дәлелді беру, пікір алмасу. мәтінді толық түсіну,</p> <p>Жаңа сөздерді анықтау, сұрақтарға жауап жазу.</p> <p>Бірнеше дереккөзден алынған мәліметтерді оқып, қорытынды жасау. Суреттеу эссесін жазу.</p> <p>Грамматика: болжам мәнді құрылымдар: - уы мүмкін; -уы ықтимал; - атын/-етін шығар</p>	<p>1. Жаңалықтарды қайдан білесіз?</p> <p>2. Ауа райының өзгеруі жайлы жаңалықтар</p>	<p>Ақпараттық-танымдық жоба жасау: "Мені таңғалдырған жаңалық"</p> <p>- жоба мақсат, міндеттерін анықтау ;</p> <p>-топқа бөліну, әрбір топ мүшесі алдындағы жұмысты анықтау;</p> <p>- зерттеу: ақпарат жинау,сұхбат, сауалнама жүргізу;</p> <p>- нәтиже шығару: талдау, жинақтау, қорытындылау;</p> <p>- қорғауға ұсыну.</p>	10
14 апта				
	<p>Белгілі бір жаңалыққа байланысты өз көзқарасын жазу. Өз пікірін дәлелдеу, пікір алмасу.</p> <p>Мәтінді толық түсіну, жаңа сөздерді анықтау, ақпараттарды топтастыру.</p> <p>Бірнеше дереккөзден алынған мәліметтерді оқып, қорытынды жасау.</p>	<p>1. Мәдени жаңалықтар</p> <p>2. Спорт жаңалықтары</p>	<p>"Тамаша жеңістер" түсіндірме (комментарий) жасау</p> <p>- ақпаратты таңдау;</p> <p>- таңдау себебін көрсету;</p> <p>- көзқарасын білдіру ;</p>	10

	Грамматика: көсемшенің қимыл-сын пысықтауыштық қызметі		- қорытындылау.	
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15 апта

	Естіген жаңалықтарға түсіндірме (комментарий) жазу. Өз пікірін дәлелді беру, пікір алмасу. мәтінді толық түсіну; Жаңа сөздерді анықтау, сұрақтарға жауап беру. Бірнеше дереккөзден алынған мәліметтерді оқып, қорытынды жасау. Грамматика: қимылдың өту сипаты: іс-әрекеттің басталуын білдіру, басталуға жақын тұрғандығын білдіру (жаза бастады, басталғалы жатыр) іс-әрекеттің толық аяқталу мағынасының берілуі: -п шық, -п бітір, -п қой	1. Экономика және өндіріс жаңалықтары 2. Қоғамдық саяси жаңалықтар	Интервью жүргізу: "Табиғи таза өнімдер" - интервьюдің мақсатын анықтау; - интервью нысанына сәйкес сұрақтар әзірлеу; - интервью берушіні анықтау және келісу; - интервью жүргізу; - бейнематериалдар әзірлеу; - интервью бойынша түйіндеме жасау; - қорғауға ұсыну.	10
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Ескерту: 1 академиялық кредит = 30 академиялық сағат

Барлығы: 300 академиялық сағат

Уровень выше среднего (B2-1)

№	Content of the discipline	Topics of seminars (practical) classes	Topics of independent work of students	Number of hours
Лексикалық тақырып: Отбасы – шағын мемлекет				
1 апта				
	Мәтін бойынша сұрақтарға жауап беру, сөйлемді толықтыру; ақпаратты (кесте/сызба арқылы)			

	<p>сипаттау. Мәтіндегі негізгі ойды анықтау; мәтін ақпаратына сыни талдау жасау.</p> <p>"Әкеге қарап ұл өсер, анаға қарап қыз өсер" - эссе жазу.</p> <p>Грамматика: зат есім тудырушы - лық, -шы, -гер жұрнақтары, болып келеді, деп саналады құрылымдары</p>	<p>1. Отбасындағы қарым-қатынас</p> <p>2. Отбасындағы әкенің рөлі</p>	<p>"Біз қонақты қалай күтеміз?" пікір алысу.</p> <p>Әр халықтың қонақ күту дәстүрі" тақырыбына мәлімет жинау, ақпараттық презентация дайындау.</p>	10
2 апта				
	<p>Мәтінді оқу, түйінді ой қорыту, баға беру.</p> <p>Мәтін бойынша өз көзқарасын білдіру, пікірлерді салыстыру, дәлелдеу және қорытындылау.</p> <p>Суреттеу эссесін жазу.</p>	<p>1. Ұлттық танымдағы қара шаңырақ туралы түсінік</p> <p>2. Қандай отбасын құрғыңыз келеді?</p>	<p>"Үйлену онай, үй болу қиын" - монолог құрастыру</p>	10
3 апта				
	<p>Мәтін бойынша пікір білдіру, мазмұндау.</p> <p>Ақпараттың шынайылығын нақтылау.</p> <p>Мәтінді оқып, түйінді ой қорыту, басқалардың пікіріне баға беру; өз пікірін білдіру, дәлелдеу, пікір алмасу.</p> <p>Дискуссивті (мәселені шешу жолдары) эссе жазу.</p> <p>Грамматика: себеп-салдар мәнді құрылым, сондықтан, сол себепті, өйткені жалғаулықтары</p>	<p>1. Студенттік отбасы</p> <p>2. Жас отбасының келіспеушілігі: себептері мен алдын алу</p>	<p>"Жас отбасыларға қандай көмек көрсетілуде?" пікір алысу.</p> <p>- тақырып бойынша зерттеу жүргізу;</p> <p>- зерттеу қорытындысын статистикалық дәлелдемелермен ұсыну.</p>	10
Лексикалық тақырып: Табысқа барар жол				

4 апта

	<p>Тыңдаған материалдан қажетті ақпаратты іріктеп алу, мәтіндегі ақпараттың өзектілігін анықтау. Тақырып бойынша ақпаратты анықтау, болжам жасау, өз ойын айтып, сараптама жасау. Мәтінді оқып шығып, сыни тұрғыда баға беру; мәтін бойынша проблемалық эссе жазу.</p> <p>Грамматика: болжалды сан есім+ға/ге жуық, сан есім + (-даған, -дап); етістік+уға тура кел құрылымы</p>	<p>1.Еңбек нарығы дегеніміз не?</p> <p>2. Сұранысқа ие мамандықтар</p>	<p>"Біздің түлектеріміз қайда жұмыс істеп жүр?"</p> <p>"Жоғары білім беру жүйесіне реформа жүргізу керек пе?" тақырыптарына дөңгелек үстел өткізу.</p>	10
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5 апта

	<p>Мәтін бойынша жоспар құру, мәтіннің бір бөлімін тыңдап, болжау жасау, ақпаратты анықтау; кесте, диаграмма, шартты белгілер мен сызбаларда берілген ақпараттарды өзара салыстырып бағалау.</p> <p>Мәтінге ауызша шолу жасау; ақпараттың/объектінің кемшілік тұстарын салыстыра отырып, өз ойын дәлелдеп жазу.</p> <p>Грамматика: үстеу тудырушы -лай, -лей, -ша, -ше жұрнақтары, мақсат үстеулері</p>	<p>1. Жұмыс беруші талаптары</p> <p>2. Бәскеге қабілеттілік</p>	<p>Табысты адамдар туралы ақпарат жинау, табыс формуласын саралап шығару: портфолио дайындау.</p>	10
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6 апта

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	<p>Тыңдалым материалындағы негізгі ойды түсіну, ақпаратты анықтау және оған өз көзқарасын білдіру, сыни тұрғыдан бағалай білу.</p> <p>Мәтінді оқып, дұрыс, бұрыс жауаптардың тұсына белгісін қою, астарлы ойды анықтау; ақпаратты өңдеп, пікірге қатысты үндеу хат жазу.</p> <p>Грамматика: етістік + атын болу, етістік + пай қоймау құрылымы, туынды етістік жасаушы жұрнақтар</p>	1. Жұмыссыздық және жастар	"Білімді ұрпақ – болашағымыз" тақырыбына презентация дайындау.	10
Лексикалық тақырып: Жастар мәселесі				
7 апта				
	<p>Тыңдаған мәтін мазмұны бойынша сұрақтарға жауап беру, кесте толтыру; өзекті мәселелер бойынша өз пікірін білдіру, дәлелдеу және қорытындылау.</p> <p>Мәтінді оқып, негізгі ойды анықтау, автордың келтірген дәлелдерін жүйелеу. Мәтін ақпаратына сыни талдау жасау; пікір-эссе жазу.</p> <p>Грамматика: деп біледі, деп атап өтті құрылымдары, себеп үстеулері, табыс септігіндегі есімше</p>	<p>1. Жаңа әлемдегі жастар келбеті</p> <p>2. Ұлтқа қызмет ету</p>	<p>"Мен жастарға сенемін" (М.Жұмабаев)</p> <p>- өлеңді мәнерлеп оқу, жаттап алу;</p> <p>- өлең мазмұнындағы фразеологизмдердің мағынасын ашу;</p> <p>- "Жас болу оңай ма?" тақырыбына пікірталасқа дайындалу, қатысу.</p>	10
8 апта				
	Тыңдалған сюжет бойынша өз пікірін білдіру. Ақпараттың			

	<p>шынайылығын нақтылау.</p> <p>Мәтін мазмұны бойынша түйінді ой қорыту, басқалардың пікірі мен көзқарасына салыстырмалы баға беру; ақпаратты (кесте/ сызба арқылы) сипаттау.</p> <p>Бейнекөрініс материалдарын қолдана отырып, автор көзқарасына сыни пікір жазу.</p> <p>Грамматика: қарсылықты мәнді құрылым, бірақ, дегенмен, әйтсе де, сөйтсе де, алайда жалғаулықтары</p>	<p>1. Жастар арасындағы девианттық мінез-құлық</p> <p>2. Жастарға идеал керек пе?</p> <p>3. Жастардың байлық туралы көзқарасы</p>	<p>"Ұлтқа қызмет етудің жарқын үлгілері" тақырыбына ақпараттық презентация дайындау.</p>	10
Лексикалық тақырып: Білім – болашақ баспалдағы				
9 апта				
	<p>Тыңдалған мәтін бойынша сұрақтарға жауап беру және пікір білдіру; сұхбат барысында пікірлерді салыстыра отырып, ойын жүйелі жеткізу.</p> <p>Мәтінді оқып, негізгі айғақтар мен детальдарды анықтау.</p> <p>Ұсынылған тақырып бойынша деректер жинақтай отырып, графиктік мәтін (кесте, сызба түрінде) құрастыру.</p> <p>Грамматика: ашық рай+дейді моделі, барыс септігіндегі есімше</p>	<p>1. Білімді жастар – болашақтың тірегі</p> <p>2. Білім және бәсеке</p>	<p>"Үш тілді білу – заман талабы".</p> <p>Берілген тақырып бойынша БАҚ мәліметтеріне шолу жасау, эссе жазу.</p>	10
10 апта				
	<p>Тыңдалған мәтіндегі әлеуметтік өзекті мәселелерді</p>			

	<p>талдау, шешімін табу, болжау; нақты ақпараттарды анықтауға бағытталған сұрақтар құрастыру.</p> <p>Сұхбаттың мазмұнын түсіну, сұхбат барысында өз пікірін басқа пікірлермен салыстыра отырып, ойын жүйелі жеткізу.</p> <p>Аргументативті эссе жазу</p> <p>Грамматика: ашық рай +дейсің құрылымы, шығыс септігіндегі есімше, етістік+қысы бар/ келген ойы/ниеті/ тілегі бар - фразеологиялық құрылымы</p>	<p>1. Шетелдерде оқып жүр талай қазақ баласы</p> <p>2. "Болашақ" бағдарламасының түлегімен сұхбат</p> <p>3. Білім адам өмірін жақсартуы керек</p>	<p>"Қазақ жастары неге шетелден білім алуға құштар?"</p> <p>-- студенттер арасында сауалнама жүргізу;</p> <p>-- тақырып бойынша зерттеу жасау;</p> <p>-- зерттеу қорытындысын статистикалық дәлелдемелермен ұсыну.</p>	10
Лексикалық тақырып: Дүниетаным				
11 апта				
	<p>Тыңдалған мәтіннің белгілі бір бөлігін өз сөзімен айтып беру, негізгі ойды анықтау; көтерілген мәселені талқылау, сыни пікір айту, өз көзқарасын дәлелдеу.</p> <p>Нақты ақпараттарды табу.</p> <p>Дәлелді мәтіндер жазу.</p> <p>Грамматика: жатыс септігіндегі есімше, зат есім жасаушы күрделі жұрнақтар; етістік+а ал мүмкіндік құрылымы</p>	<p>1. Әлемге түркілік көзқарас</p> <p>2. Ұлттық ділге тән тұрақтылық пен өзгермелілік</p>	<p>"Шығыс кереметінің құпиясы неде?"</p> <p>Оңтүстік-шығыс Азия, Жапония, Оңтүстік Корея мемлекеттерінің дамуындағы ұлттық ділдің қызметі.</p> <p>Топтық жұмыс, ақпараттық-ғылыми сараптамалық талдау жасау, қорытынды тұжырымдарды ұсыну.</p>	10
12 апта				
	<p>Мәтінді өз қиялымен өзгертіп аяқтау; ойын тұжырымдап, нақты</p>			

	жеткізу; астарлы ойды анықтау, шығарма кейіпкерлерін салыстыра білу. Мәтін мазмұнын түсінуге, нақты ақпараттарды анықтауға бағытталған сұрақтар құрастыру. Грамматика: ауыспалы өткен шақ, сұраулық шылау, есімшенің болымсыз түрі	1. Театр мәдениеті 2. Қазіргі қазақ киноиндустриясы деңгейі 3. Нағыз өнер туындылары уақыт талғамайды	"Театр болашағы бар/ жоқ", "Актер болу дарындылық па, әлде ақша табудың оңай жолы ма?" американдық форматтағы (АПФ) дебатқа қатысу.	10
Лексикалық тақырып: Цифрлық Қазақстан: ақпарат және технология				
13 апта				
	Мәтіндегі оқиғаларды, іс-әрекеттерді салыстыра талдай алу; шешім шығару, қорытынды пікір жасау. Ақпаратты өз қажетіне қарай нақтылау; өз ойын сыни тұрғыда дәлелдеу. Грамматика: етістік +ып біт, таста құрылымы, кимыл-сын үстеуі	1. Ақпараттар кеңістігі 2. Ақпараттық мәдениет	"Мен блогермін", "Қазақша интернет контентті байытудың жолдары", "Жастар арасындағы танымал блогерлер", "Вайнер: жастарға не берді?" тақырыптарының бірін таңдау, ақпараттық сараптамалық талдау мақаласын жазу.	10
14 апта				
	Тыңдалған мәтіннің негізгі мазмұнын түсіну, ақпараттың шынайылығы мен нақтылығын анықтау. Белгілі бір тақырыпқа қатысты ойын білдіру, дәлелмен сөйлей білу. Мәтіндегі мағлұматтар арқылы мәтіннің жалпы мағынасын түсіну; қорытынды шешім шығару,	1. Цифрлық технология – заман талабы 2. Цифрлық технология - халықтың өмір сүру сапасын арттыру	"Электронды сауда", "Электронды қызмет көрсету порталдары" тақырыптарында ақпарат жинау, талдау жасау қоғамның сұранысын бағалау	10

	тақырыпты аша білу , өз көзқарасын дәлелдеу. Грамматика: етістік +a/e/-й келеді, бер, жүр құрылымы		(презентация дайындау).	
15 апта				
	Тыңдаған мәтін бойынша сұрақтар қою; салыстырмалы талдау жасау, мазмұндау. Мәтіндегі негізгі және қосымша ақпаратты ажырата білу, зерттеп оқу; кестеге берілген мәтін үзінділерінің ретін жазу. Грамматика: салыстырмалы мәнді құрылым қандай/сондай, қалай/ солай, секілді , сияқты, формаларының қызметтері	1. Smart оқыту - білім берудің жана парадигмасы	" S m a r t технологиялардың мүмкіндіктері" тақырыбына ақпараттық презентация дайындау.	10
Ескерту: 1 академиялық кредит = 30 академиялық сағат Барлығы: 300 академиялық сағат				

Высокий уровень (B2-2)

№	Content of the discipline	Topics of seminars (practical) classes	Topics of independent work of students	Number of hours
Лексикалық тақырып: Ұлттық мүдде және нарық				
1 апта				
	Тыңдалған мәтіндегі фразалар мен дәйексөздердің мағынасын аша білу, тақырып бойынша көтерілген мәселені талқылау, болжау, пікір айту. Берілген тақырыпқа сай сөздерді орынды қолдана отырып, мақсатты аудиторияға арналған ауызша мазмұнды мәтіндер құрастыру. Мәтіндегі ақпараттың өзектілігін анықтау , қорытынды жасау. Мәтіндердің жанрлық және стильдік ерекшелігін сақтап, шағын мақала, аннотация, шолу, нұсқаулық жазу. Грамматика: ыңғайлас, себеп-салдар, қарсылықты салалас құрмалас сөйлемдер (қайталау)	1. Ұлттық бренд 2. Әлемдегі экономикалық кереметтер	"Қазақстанның имиджін қалыптастыратын ұлттық бренд деп қандай өнім/қызмет түрін атай аласыз?" БАҚ материалдарын жинау, әлеуметтік, экономикалық негіздерін анықтау, аналитикалық шолу ж а с а у (бейнебаяндар, суреттік көріністер, трек кестелер қолдану).	10

2 апта			
<p>Тыңдалған мәтіннің негізгі мазмұнын түсіну, ақпараттың шынайылығы мен нақтылығын анықтау.</p> <p>Коммуникативтік жағдаяттарға байланысты сөйлеу этикеті формаларын дұрыс таңдай білу.</p> <p>Ғылыми стильде (аннотация, пікір, тезис, мақала, баяндама, презентация) жазылған еңбектердің тілдік және жанрлық ерекшелігін анықтап, талдау жасау.</p> <p>Эссе құрылымы мен дамуын сақтап, мәселе бойынша ұсынылған шешімнің артықшылығы мен кемшілік тұстарын салыстыра отырып, өз ойын дәлелдеп жазу.</p> <p>Грамматика: түсіндірмелі салалас құрмаластың жасалуын білу: қандай/ сондай, қалай/ солай, соншалық/ соншама</p>	<p>1. Өнім сапасын анықтайтын халықаралық стандарт талаптары</p> <p>2. Сұраныс пен ұсыныс</p>	<p>"Сіз кәсіпкер ретінде тұтынушылар сұранысын қалай арттырар едіңіз?" тақырып бойынша термин сөздерді қолдана отырып, сауалнама жүргізу. Нәтижесін презентация ретінде ұсыну.</p>	10
Лексикалық тақырып: Заң және заман			
3 апта			
<p>Әлеуметтік - қоғамдық тақырыптар аясында айтылған сөздер мен термин сөздердің мағынасын түсіну.</p> <p>Коммуникативтік жағдаятқа сай сөйлеу тіліндегі интонация, кідіріс, логикалық екпіннің мәнін түсініп, өз ойын жеткізу.</p> <p>Сараптамалық талдау мақалаларымен танысу, талдау.</p> <p>Жазба жұмыстарында афоризмдерді тиімді қолданып жазу.</p> <p>Грамматика: ыңғайластық қатынасты білдіретін және қарсылықтық қатынасты білдіретін жалғаулықтардың қызметін білу, ауызша және жазба жұмыстарында орынды қолдану</p>	<p>1. Ата заң – еліміздің тірегі, тәуелсіздігіміздің тұғыры</p> <p>2. Мен заңды қаншалықты жақсы білемін?</p>	<p>"Жеті жарғы" қазақ халқының дәстүрлі әдеп-ғұрып заңдарының жинағымен танысып, оны қазіргі Ата заңымызға сәйкестігін салыстыру, саралау, тұжырым жасау, дөңгелек үстел өткізу.</p>	10
4 апта			
<p>Көтерілген (тұрмыстық, әлеуметтік, қоғамдық) мәселені анықтап, өз пікірін білдіру.</p> <p>Шығарманың идеясы мен мазмұнына байланысты "автордың ойын" бағалау.</p> <p>Мәтіндердің стилін, жанрлық ерекшеліктерін салыстырып, талдау жасау.</p> <p>Тақырып бойынша түрлі стильдегі мәтіндер құрауда мәліметтерді жинақтап, дереккөздеріне сілтеме көрсетіп жазу.</p> <p>Грамматика: шартты, қарсылықты бағыныңқы сабақтас құрмалас сөйлемдер</p>	<p>1. Адамның және азаматтың конституциялық мәртебесі (адамның бостандықтары мен құқықтары)</p>	<p>"Жастардың құқықтары сақтала ма?" тақырыбы бойынша сараптамалық-танымдық талдау жасау, пікір алмасу, сауалнама жауаптарын ортаға салып, пікірталас өткізу.</p>	10
Лексикалық тақырып: Басқару (менеджмент)			

5 апта			
<p>Мәтіннің мақсатты аудиториясын, автордың негізгі ойы мен көзқарасын анықтау.</p> <p>Сөйлеу барысында түрлі стильде берілген тақырып бойынша қажетті аргументтерді орынды қолдану, диалогте, полилогте сенімді сөйлеу.</p> <p>Қосымша ақпарат көздерінен алынған мәліметтерден қорытынды жасау, өз көзқарасын білдіру.</p> <p>Тақырып бойынша бас әріппен жазылатын күрделі, құрама атауларды дұрыс жазу; сөйлем ішінде қойылатын тыныс белгілерді орынды қолдану.</p> <p>Грамматика: себеп-салдар, мезгіл бағыныңқы құрмалас сөйлемдер</p>	<p>1. Менеджменттің негізгі бағыттары мен Қазақстандағы менеджмент</p> <p>2. Тиімді менеджмент – табыс кепілі</p>	<p>Жастар саясатының аясында іске асатын - "Менеджмент жобасы", "Болашақ басқарушылар" атты негізгі бағдарламалармен таныса отырып, өз жобасын құрастырып, презентация жасау.</p>	10
6 апта			
<p>Тыңдалым материалдарының мазмұны негізінде көтерілген мәселеге сыни көзқарасын білдіру.</p> <p>Кесте, диаграмма, шартты белгілер мен сызбаларда берілген ақпараттарды өзара салыстырып бағалау.</p> <p>Мәтінде көтерілген мәселені ғаламдық мәселелермен байланыстыра отырып сыни тұрғыда баға беру.</p> <p>Эссе құрылымы мен дамуын сақтап, мәселе бойынша ұсынылған шешімнің артықшылығы мен кемшілік тұстарын салыстыра отырып, өз ойын дәлелдеп жазу.</p> <p>Тақырып бойынша бас әріппен жазылатын күрделі, құрама атауларды дұрыс жазу. Сөйлем ішінде қойылатын тыныс белгілерді орынды қолдану.</p> <p>Грамматика: мақсат бағыныңқы құрмалас сөйлемдер</p>	<p>1. Басшылық жасау және көшбасшылық</p> <p>2. Жастар арасындағы көшбасшылық</p>	<p>"Жастар және көшбасшылық" тақырыбында мәтін желісіндегі сөздік қорды пайдалана отырып, жоспар құрып пікір-эссе жазу.</p>	10
Лексикалық тақырып: Экотуризм			
7 апта			
<p>Тыңдалым материалдарының мазмұны негізінде көтерілген мәселеге сыни көзқарасын білдіру.</p> <p>Сөйлеу барысында түрлі стильде берілген тақырып бойынша қажетті аргументтерді орынды қолдану, диалогте, полилогте сенімді сөйлеу.</p> <p>Қосымша ақпарат көздерінен алынған мәліметтерден қорытынды жасау, өз көзқарасын білдіру.</p>	<p>1. Экологиялық мәдениет</p>	<p>"Табиғат қамқорлық күтеді" тақырыбы бойынша студенттер арасында, интернет форумдарында көтерілген экология</p>	10

<p>Мәтіндердің жанрлық және стильдік ерекшелігін сақтап, шағын мақала, аннотация, тезис жазу; тақырып бойынша түрлі стильдегі мәтіндер құрауда мәліметтерді жинақтап, дереккөздеріне сілтеме көрсетіп жазу.</p> <p>Грамматика: мәтіндердің стиль, жанрлық белгілері</p>	<p>2. Қазақстандағы экотуризмнің дамуы</p>	<p>лық мәселелерді атау, шешу жолдарын ұсыну. Рөлдік дөңгелек үстел өткізу (климатолог, эколог, дәрігер, тілшілер, министрлер).</p>	
8 апта			
<p>Тыңдалатын мәтіндегі фразалар мен дәйексөздерді талқылай отырып, тақырып пен көтерілетін мәселені болжау ;</p> <p>әлеуметтік-қоғамдық тақырыптар аясында айтылған сөздер мен термин сөздердің мағынасын түсіну.</p> <p>Коммуникативтік жағдаятқа сай сөйлеу тіліндегі интонация, кідіріс, логикалық екпіннің мәнін түсініп, өз ойын жеткізу; сөйлеу барысында түрлі стильде берілген тақырып бойынша қажетті аргументтерді орынды қолдану, диалогте, полилогте сенімді сөйлеу.</p> <p>Мәтіндегі ақпараттың өзектілігін анықтау , қорытынды жасау;мәтінде көтерілген мәселені ғаламдық мәселелермен байланыстыра отырып сыни тұрғыда баға беру.</p> <p>Мәтіндердің жанрлық және стильдік ерекшелігін сақтап, шағын мақала, аннотация, шолу, нұсқаулық жазу; тақырып бойынша түрлі стильдегі мәтіндер құрауда мәліметтерді жинақтап, дереккөздеріне сілтеме көрсетіп жазу.</p> <p>Грамматика: ыңғайластық қатынасты білдіретін және қарсылықтық қатынасты білдіретін сөйлемдер</p>	<p>1. Қазақстандағы экотуризм дамуындағы ұлттық парктің рөлі</p> <p>2. Мемлекеттік табиғи қорықтарды экологиялық туризм мақсатында қолдану туралы пікірлер</p>	<p>"Қазақстанның ұлттық парктерінде туризмді дамыту" тақырыбы бойынша мәселенің себептерін атау, шешу жолдарын ұсыну, жарнама жасау. (мультимедиялық презентация ретінде ұсыну).</p>	10
9 апта			
<p>Тыңдалған мәтіндегі фразалар мен дәйексөздерді талқылау және тақырып бойынша көтерілетін мәселені болжау.</p> <p>Орта көлемді прозалық, поэзиялық шығармалардан үзінді тыңдау, көтерілген (тұрмыстық, әлеуметтік, қоғамдық) мәселені анықтап, өз пікірін білдіру.</p> <p>Берілген тақырыпқа сай сөздерді орынды қолдана отырып, мақсатты аудиторияға арналған ауызша мәтіндер құрастыру.</p> <p>Коммуникативтік жағдаятқа сай сөйлеу тіліндегі интонация, кідіріс, логикалық екпіннің мәнін түсініп, өз ойын жеткізу.</p>		<p>Туристік қызметтерде қазақстандық және шетелдік азаматтардың сұраныстарын қамтамасыз ету</p>	

<p>Ғылыми стильде (аннотация, пікір, тезис, мақала, баяндама, презентация) жазылған еңбектердің тілдік және жанрлық ерекшелігін анықтап, талдау жасау.</p> <p>Мәтінде көтерілген мәселені ғаламдық мәселелермен байланыстыра отырып сыни тұрғыда баға беру.</p> <p>Мәтіндердің жанрлық және стильдік ерекшелігін сақтап, шағын мақала, пікір, интервью жазу;</p> <p>Тақырып бойынша сөздердің маңызды бөліктерін дұрыс жазу (жеке сөздер, бірге, бөлек және дефис арқылы жазылатын сөздер); сөйлем ішінде қойылатын тыныс белгілерді орынды қолдану.</p> <p>Грамматика: жазба жұмыстарында себеп-салдар, талғаулы, кезектес салалас құрмалас сөйлемдерді құрастыру</p>	<p>1. Шетелдік туристердің Қазақстан жеріне қызығушылығы</p> <p>2. Қазақстандағы туристік нысандар</p>	<p>үшін не істеу керек деп ойлайсыз?</p> <p>Ойталқы, тың идеялар, пікірталас жүргізе отырып, дөңгелек үстел сценарийін құрастыру, өткізу.</p>	<p>10</p>
Лексикалық тақырып: Білім. Ғылым. Жаһандану			
10 апта			
<p>Тыңдалым материалдарының мазмұны негізінде көтерілген мәселеге сыни көзқарасын білдіру.</p> <p>Сөйлеу барысында түрлі стильде берілген тақырып бойынша қажетті аргументтерді орынды қолдану, диалогте, полилогте сенімді сөйлеу.</p> <p>Публицистикалық мақалалармен танысу, оқу, қосымша ақпарат көздерінен алынған мәліметтерден қорытынды жасау, өз көзқарасын білдіру.</p> <p>Эссе құрылымы мен дамуын сақтап, мәселе бойынша ұсынылған шешімнің артықшылығы мен кемшілік тұстарын салыстыра отырып, өз ойын дәлелдеп жазу.</p> <p>Тақырып бойынша бас әріппен жазылатын күрделі, құрама атауларды дұрыс жазу. Сөйлем ішінде қойылатын тыныс белгілерді орынды қолдану.</p> <p>Грамматика: жазба жұмыстарында (шартты, қарсылықты, мезгіл, себеп, кимыл-сын, мақсат бағыныңқы) сабақтас құрмалас сөйлемдерді құрастыру</p>	<p>1. Мамандығым – менің болашағым</p> <p>2. Сұранысқа ие мамандықтарды таңдау және адамның жеке қабілетін дамыту мәселесі</p>	<p>"Жұмыссыз қалсаңыз, не істейсіз?"</p> <p>тақырып бойынша сауалнама жүргізу; Нәтижесін пікірталас, дөңгелек үстел ұйымдастыруды ұсыну.</p>	<p>10</p>
11 апта			
<p>Тыңдалған мәтіндегі фразалар мен дәйексөздерді талқылай отырып, тақырып бойынша көтерілген мәселені болжау, пікір білдіру.</p> <p>Әлеуметтік-қоғамдық тақырыптар аясында айтылған сөздер мен термин сөздердің мағынасын түсіну.</p>			

<p>Берілген тақырыпқа сай сөздерді орынды қолдана отырып, мақсатты аудиторияға арналған ауызша мәтіндер құрастыру.</p> <p>Коммуникативтік жағдаяттарға байланысты сөйлеу этикеті формаларын дұрыс таңдай білу.</p> <p>Кесте, диаграмма, шартты белгілер мен сызбаларда берілген ақпараттарды өзара салыстырып бағалау.</p> <p>Ғылыми стильде (аннотация, пікір, тезис, мақала, баяндама, презентация) жазылған еңбектердің тілдік және жанрлық ерекшелігін анықтап, талдау жасау.</p> <p>Қосымша ақпарат көздерінен алынған мәліметтерден қорытынды жасау, өз көзқарасын білдіру.</p> <p>Эссе құрылымы мен дамуын сақтап, мәселе бойынша ұсынылған шешімнің артықшылығы мен кемшілік тұстарын салыстыра отырып, өз ойын дәлелдеп жазу.</p> <p>Жазба жұмыстарында афоризмдерді тиімді қолданып жазу.</p> <p>Грамматика: жазба жұмыстарында (шартты, қарсылықты, мезгіл, себеп, кимыл-сын, мақсат бағыныңқы) сабақтас құрмалас сөйлемдерді құрастыру</p>	<p>1. ҚР Жоғары білім беру жүйесіндегі жаңашылдықтар</p> <p>2. Ғылым мен бизнес бәсекелестер ме, одақтастар ма?</p>	<p>"Қосымша мамандық алудың сапасы мен пайдасы" тақырыбы бойынша сауалнама сұрақтарын құрастыру, интернет қолданушылар арасында сауалнама жүргізу, қорытынды жасау, ұсыныс беру.</p>	<p>10</p>
12 апта			
<p>Тыңдалған мәтіннің негізгі мазмұнын түсіну, ақпараттың шынайылығы мен нақтылығын анықтау.</p> <p>Тыңдалым материалдарының мазмұны негізінде көтерілген мәселеге сыни көзқарасын білдіру.</p> <p>Коммуникативтік жағдаяттарға байланысты сөйлеу этикеті формаларын дұрыс таңдай білу.</p> <p>Кесте, диаграмма, шартты белгілер мен сызбаларда берілген ақпараттарды өзара салыстырып бағалау.</p> <p>Ғылыми стильде (аннотация, пікір, тезис, мақала, баяндама, презентация) жазылған еңбектердің тілдік және жанрлық ерекшелігін анықтап, талдау жасау.</p> <p>Мәтінде көтерілген мәселені ғаламдық мәселелермен байланыстыра отырып сыни тұрғыда баға беру.</p> <p>Мәтіндердің жанрлық және стильдік ерекшелігін сақтап, шағын мақала, аннотация, шолу, нұсқаулық жазу.</p> <p>Тақырып бойынша бас әріппен жазылатын күрделі, құрама атауларды</p>	<p>1. Әлем елдеріндегі білім беру жүйесі</p> <p>2. Жаһандандудың қазақстандық білім және ғылым саласына әсері</p>	<p>"Әлемге танымал жоғары оқу орындарында білім беру жүйесі" тақырыбы бойынша зерттеу жобасын ұсыну.</p> <p>Нәтижесін презентация ретінде ұсыну.</p>	<p>10</p>

дұрыс жазу.Сөйлем ішінде қойылатын тыныс белгілерді орынды қолдану. Грамматика: жазба жұмыстарында (шартты, қарсылықты, мезгіл, себеп, кимыл-сын, мақсат бағыныңқы) сабақтас құрмалас сөйлемдерді құрастыру			
Лексикалық тақырып: Академиялық ортадағы жазба дағдылары			
13 апта			
<p>Қоғамдық-әлеуметтік мәселелер туралы публицистикалық жанрда жазылатын шығарма түрі мақала жайында түсініктемелерді толыққанды түсіне білу. Академиялық жазба дағдылары оның ішінде мақаланың құрылымын және жазылу дағдысын анықтау.</p> <p>Әлеуметтік-қоғамдық тақырыптар аясында жазылған дайын мақаланың мазмұнын түсіну.</p> <p>Берілген тақырыпқа сай сөздерді орынды қолдана отырып, мақсатты аудиторияға арналған дайын мақалалармен таныса отырып, түсінгендерін ортаға салып, ой бөлісу, саралау, талдау.</p> <p>Сөйлеу барысында түрлі стильде берілген тақырып бойынша қажетті аргументтерді орынды қолдану, диалогте, полилогте сенімді сөйлеу.</p> <p>Дайын берілген мақаладағы ақпараттың өзектілігін анықтау, қорытынды жасау.</p> <p>Дайын мақаланың жазылу стилін, жанрлық ерекшеліктерін салыстырып, талдау жасау.</p> <p>Мақала құрылымы мен дамуын сақтап, мәселе бойынша ұсынылған шешімнің артықшылығы мен кемшілік тұстарын салыстыра отырып, өз ойын дәлелдеп жазу.</p> <p>Жазба жұмыстарында ғылыми стиль ерекшеліктерін және тілдік бірліктердің қолдану аясына көңіл бөлу.</p> <p>Грамматика: жазба жұмыстарында (шартты, қарсылықты, мезгіл, себеп, кимыл-сын, мақсат бағыныңқы) сабақтас құрмалас сөйлемдерді құрастыру</p>	<p>1. Мақала және оның түрлері</p> <p>2 . Проблемалық-сараптамалық мақала және оның құрылымы</p>	<p>1. Жаһандану және ұлт мәселесі" тақырыбы бойынша А.Айталы, О.Сәбден, Ғ.Есім және т.б. әлеуметтанушы ғалымдардың мақалаларымен танысу; талдау, анықтау.</p> <p>2. "Сіз еңбек нарығында сұранысқа ие мамандықты таңдай алдыңыз ба?"</p> <p>3. "Грант – бұл жағдайдан шығудың құралы ма , әлде болашақ үшін жасалған үлкен қателік пе?" тақырыбына материалдар жинақтау және сауалнамаға сұрақтар құрастыру. Интернет желісін қолданушылар арасында сауалнама жүргізу, сұхбат, интервью жүргізу; нәтижесін 1-2 беттік сараптамалық талдау ұсыну.</p>	10
14 апта			
<p>Тыңдалатын алдына қойған мақсатқа жету үшін дәрісті тыңдау, тыңдағанын түсініп, қабылдау және өзіне қажетті мәліметті конспектілеу сияқты құзыреттілігін кешенді дамыту.</p> <p>Семинарлар мен іскери кездесулерге қатысып, академиялық және кәсіби</p>		<p>1. "Сіз еңбек нарығында сұранысқа ие</p>	

<p>бағыттағы тақырыптарда презентация немесе баяндама жасау, пайымдау, пікірталастарда өз ойын ортаға салу сияқты құзыреттіліктерін кешенді дамыту.</p> <p>Іздеп оқу, ішінара қарап шығып оқу және мұқият оқу, оқығанын сыни ой елегінен өткізу; шолу, түйіндеме жазу үшін қазақ тіліндегі әдебиеттерді оқып, олардың ішінен өзіне қажетті ақпаратты табу, оған оны қабылдау және өзіне қажетті мәліметті конспектілеу сияқты білігі мен дағдысын дамытуға бағыттау.</p> <p>Ойын жинақтап жаза білу, мәтін құрастыру, академиялық, баяндама, мақала жаза білу сияқты академиялық жазба тілдік білігі мен дағдысын дамытуға бағыттау.</p> <p>Грамматика: жазба жұмыстарында (шартты, қарсылықты, мезгіл, себеп, қимыл-сын, мақсат бағыныңқы) сабақтас құрмалас сөйлемдерді құрастыру</p>	<p>1. Конспект және оның түрлері</p> <p>2. Қосымша ақпарат көздерінен алынған мәліметтерді конспектілеу жолдары</p>	<p>мамандықты таңдай алдыңыз ба?"</p> <p>2. "Грант – бұл жағдайдан шығудың құралы ма , әлде болашақ үшін жасалған үлкен қателік пе?" тақырыбына "Еркін конспектілеуді" басшылыққа ала отырып, жинаған материалдарды конспектілеу; проблемалық-сараптамалық мақала жазып ұсыну.</p>	<p>10</p>
15 апта			
<p>Тезис жазу алгоритмі және тезиске қойылатын талаптар туралы түсініктеме ақпарат алу және түсіну; әлеуметтік-қоғамдық тақырыптар аясында айтылған сөздер мен термин сөздердің мағынасын түсіну; мәтіннің мақсатты аудиториясын, автордың негізгі ойы мен көзқарасын анықтау.</p> <p>Сөйлеу барысында түрлі стильде берілген тақырып бойынша қажетті аргументтерді орынды қолдану, диалогте, интервью немесе сұхбаттасу жүргізуде, полилогте сенімді сөйлеу;кесте, диаграмма, шартты белгілер мен сызбаларда берілген ақпараттарды өзара салыстырып бағалау.</p> <p>Іздеп оқу, ішінара қарап шығып оқу және мұқият оқу, оқығанын сыни ой елегінен өткізу; шолу, түйіндеме жазу үшін қазақ тіліндегі әдебиеттерді оқып, олардың ішінен өзіне қажетті ақпаратты табу, оған оны қабылдау және өзіне қажетті мәліметті конспектілеу сияқты білігі мен дағдысын дамытуға бағыттау.</p> <p>Ойын жинақтап жаза білу, мәтін құрастыру, академиялық, баяндама, мақала жаза білу сияқты академиялық жазба тілдік білігі мен дағдысын дамытуға бағыттау.</p> <p>Грамматика: жазба жұмыстарында (шартты, қарсылықты, мезгіл, себеп,</p>	<p>1. Тезис жазу алгоритмі</p> <p>2. Тезиске қойылатын талаптар</p>	<p>"Сіз еңбек нарығында сұранысқа ие мамандықты таңдай алдыңыз ба?"</p> <p>"Грант – бұл жағдайдан шығудың құралы ма , әлде болашақ үшін жасалған үлкен қателік пе?" тақырыбына</p>	<p>10</p>

кимыл-сын, мақсат бағыныңқы) сабақтас құрмалас сөйлемдерді құрастыру	ж и н а ғ а н материалды қолдана отырып, тезис жазу.
<p>Ескерту: 1 академиялық кредит = 30 академиялық сағат</p> <p>Барлығы: 300 академиялық сағат.</p>	
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Annex 5
to the order of the Minister of
education and science of the
Republic of Kazakhstan
dated October 31, 2018, № 603

Model curriculum of the general educational discipline "Information and Communication Technologies" for organizations of higher and (or) postgraduate education

Footnote. Annex 5-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 19.04.2023 № 171 (shall be enforced ten calendar days after the day of its first official publication).

Chapter 1. General Provisions

1. This model curriculum of the general educational discipline "Information and Communication Technologies" for organizations of higher and (or) postgraduate education (hereinafter referred to as the Program) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Government Republic of Kazakhstan dated August 19, 2022 № 580 "On some issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan" and shall define the purpose, objectives, structure, content, teaching methods and criteria for evaluating learning outcomes.

Footnote. Paragraph 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 13.07.2023 № 314 (shall be enforced ten calendar days after the day of its first official publication).

2. The program is aimed at studying the updated content of the general educational discipline "Information and Communication Technologies" (hereinafter referred to as the Discipline), developing the ability to critically understand the role and significance of modern information and communication technologies in the era of digital globalization, forming a new "digital" thinking, acquiring knowledge and skills use of modern information and communication technologies in various activities.

3. The duration of study under the program in accordance with the structure of the educational program of higher education shall be 150 academic hours (5 credits).

Chapter 2. Purpose and objectives of the program

4. The purpose of the program is to develop the ability to critically evaluate and analyze processes, methods of searching, storing and processing information, and methods of collecting and transmitting information through digital technologies.

5. The objectives of the program are:

1) mastering the conceptual foundations of the architecture of computer systems, operating systems and networks by students;

2) formation of knowledge about the concepts of developing network and web applications, and tools for ensuring information security;

3) formation of skills in the use of modern information and communication technologies in various areas of professional activity, scientific and practical work, for self-educational and other purposes.

6. Based on the results of mastering the program, the student has the following learning outcomes:

1) explain the purpose, content and development trends of information and communication technologies, justify the choice of the most appropriate technology for solving specific problems;

2) explain the methods of collecting, storing and processing information, ways of implementing information and communication processes;

3) describe the architecture of computer systems and networks, the purpose and functions of the main components;

4) use Internet information resources, cloud and mobile services for searching, storing, processing and disseminating information;

5) use software and hardware of computer systems and networks for collecting, transmitting, processing and storing data;

6) analyze and justify the choice of methods and means of information protection;

7) with the help of digital technologies, develop tools for analyzing and managing data for various types of activities;

8) carry out project activities in the speciality using modern information and communication technologies.

Chapter 3. Structure and content of the program

7. This program begins with a review of the purpose and objectives, the thematic plan of the discipline, teaching methods, criteria for evaluating learning outcomes, prerequisites and postrequisites of the discipline.

8. The curriculum of the discipline, including the content of the discipline, the topics of seminars (practical) and the independent work of students, is given in the Annex to this program.

9. Teaching methods and technologies used in the course of the program implementation:

1) student-centred learning, based on a reflective approach to learning on the part of both the teacher and students;

2) interactive lecture (problem lecture, discussion lecture, lecture-conference, lecture-consultation, lecture "Press conference", lecture "Questions-answers-discussion");

- 3) interactive seminar (seminar "Problem Identification", seminar "Problem-Solving", seminar "Application of Problem-Solving");
- 4) case study (analysis of specific situations);
- 5) project method (development and transformation of own experience and competence).
10. The educational and methodological complex of the program includes:
- 1) syllabus (working curriculum);
- 2) guidance on the organization of independent work of students, the schedule for their implementation, and guidelines for them;
- 3) summary of lectures;
- 4) educational materials for seminars (practical), laboratory classes;
- 5) a map of the educational and methodological provision of the discipline;
- 6) the program of the final exam in the discipline.
11. Assessment of students' competencies shall be carried out according to the following criteria: demonstration of understanding of the updated program, knowledge of terminology, and use of acquired knowledge.

Annex
to the Model Curriculum "Information
and
Communication Technologies" for
organizations
of higher and (or) postgraduate education

Content of a typical curriculum "Information and communication technologies" for organizations of higher and (or) postgraduate education

№	The content of the discipline	Topics of laboratory (practical) classes	Topics of independent work of students	Quantity of hours
Week 1: The role of ICT in key sectors of society development. ICT standards				
1	Definition of ICT. The subject of ICT and its objectives. The role of ICT in key sectors of society development. ICT standards. The link between ICT and the achievement of the Millennium Development Objectives.	Calculation of computer system performance metrics: speed, efficiency, energy costs, Amdahl's law, CPU time.	Development of block diagrams of the operation of computer devices. Stage 1.	10
Week 2: Introduction to computer systems. Computer systems architecture				
2	Survey of computer systems. The evolution of computer systems. Architecture and components of computer		Development of block diagrams of the operation	10

	systems. Application of computer systems. Representation of data in computer systems.	1. Determining the properties of the operating system. Working with files and directories.	of computer devices. Stage 2.	
Week 3: Software. OS.				
3	Software. Types of software, purpose and characteristics. Basic OS concepts. The evolution of operating systems. Classification of operating systems, incl. for mobile devices. Classification of desktop applications.	Determining the requirements for developing an "easy-to-use" website.	Collection, analysis and structuring of data in a professional environment (database development). Stage 1.	10
Week 4: Human-computer interaction				
4	User interface as a means of human-computer interaction. Usability of interfaces. Types of interfaces: command line interface, text interface, graphical interface. The physical and mental characteristics of the user. Stages of user interface development. Types of interface testing (user testing). Prospects for the development of interfaces.	Development of database structure, creation of tables and queries. Working with a MySQL relational database. MySQL database administration using the phpMyAdmin program. Working with single table database.	Collection, analysis and structuring of data in a professional environment (database development). Stage 2.	10
Week 5: Database systems				
5	Fundamentals of database systems: concept, characteristics, architecture . data models. Normalization. Data integrity limitation. Request optimization and processing. SQL Fundamentals. Parallel data processing and recovery. Database design and development. ORM programming technology. Distributed, parallel and heterogeneous databases.	Designing and creating presentations of lecture material, scientific reports, etc.	Description of the network topology of the administrative building. Stage 1.	10
Week 6: Data analysis. Data management.				
6	Fundamentals of data analysis. Methods of collection, classification and forecasting. decision trees. Processing of large		Description of the network topology of	10

	volumes of data. Methods and stages of Data Mining. Tasks of Data Mining. Data visualization.	Processing numerical information, editing formulas and creating charts in spreadsheet editors.	t h e administrative building. Stage 2.	
Week 7: Networks and telecommunications.				
7	End devices, data transmission devices, data transmission medium. Network types. Stack protocols: TCP/IP, OSI. IP addressing. Local and global networks. Wired and wireless network technologies. DHCP protocol. Technologies for connecting to the Internet. Telecommunication technologies.	Create a simple network configuration. IP addressing. Network monitoring. Traffic analysis. Using sniffers to analyze network packets.	Comparative analysis of anti-virus information protection tools. Stage 1.	10
Week 8: Cybersecurity.				
8	Information security threats and their classification. Cyber security industry. Cybersecurity and Internet governance. Malicious programs. Measures and means of information protection. Standards and specifications in the field of information security. Legislative acts of the Republic of Kazakhstan regulating legal relations in the field of information security. Electronic digital signature. Encryption.	Using hardware and software to generate keys. The use of EDS and encryption in the exchange of messages via E-mail. Firewall program element settings for network traffic control and filtering. Work with various anti-virus programs.	Comparative analysis of anti-virus information protection tools. Stage 2.	10
Week 9: Internet technologies.				
9	Basic concepts of the Internet. The Uniform Resource Identifier (URI), its purpose, and its constituent parts. DNS service. Web technologies: HTTP, DHTML, CSS, and JavaScript. Email. Message format. Protocols SMTP, POP3, IMAP.	Getting data from the server. Working with content management systems WordPress, and Joomla. Development of website design using the multifunctional graphics editor Photoshop and the CSS markup language. Using the previously developed MySQL database to run the site.	Search for information on the profile of the speciality on the Internet, and the use of cloud services for storing and processing data. Stage 1.	10
Week 10: Cloud and mobile technologies.				
			Search for information	

10	Data centers. Trends in the development of modern infrastructure solutions. Principles of cloud computing. Virtualization technologies. Web Services in the Cloud. Basic terms and concepts of mobile technologies. Mobile Services. Mobile technology standards.	Google Cloud Services Docs and Microsoft Office web Apps. Creation of accounts for working with cloud services. Explore modes of operation related to storing, sharing, and processing files. Using mobile technologies to access information. GPS navigators. GSM alarm .	on the profile of the specialty on the Internet, and the use of cloud services for storing and processing data. Stage 2 .	10
Week 11: Multimedia technology				
11	Representation of text, audio, video and graphic information in digital format. Basic technologies for information compression. 3-D representation of the virtual world and animation. Tools for developing multimedia applications. The use of multimedia technologies for planning, describing business processes and their visualization.	Creation of video files using programs: HyperCam, Adobe Premiere Pro, Windows Movie Maker, etc.	Creation of an emblem, video and other materials on the profile of the speciality employing multimedia technologies. Stage 1.	10
Week 12: Smart technologies.				
12	Internet of Things. Big data . Blockchain technology. Artificial intelligence. Use of Smart -services. Green technologies in ICT. Teleconferences. Telemedicine.	Work with Smart applications: Smart TV, Smart hub, etc.	Creation of an emblem, video and other materials on the profile of the speciality using multimedia technologies. Stage 2.	10
Week 13: E-tech. Electronic business. E-learning. Electronic government.				
13	E-Business: Basic E-Business Models. Information infrastructure of the electronic business. Legal regulation in electronic business. E-learning: architecture, composition and platforms. Electronic textbooks. Electronic government: concept, architecture, services. Formats of e-government	Working with services on the e-government website http://egov.kz/cms/ru/government-services/for_citizen : registration of applications, obtaining duplicate documents, etc.	Presentation and defence of the main results of project activities in the speciality .	10

	implementation in developed countries.		Stage 1.	
Week 14: Information technology in the professional field. Industrial ICT.				
14	Software for solving problems in a specialized professional field. Modern IT trends in the professional field: medicine, energy, etc. Use of search engines and electronic resources for professional purposes. Security issues in industrial information and communication technologies.	Development of the structure and content of the lesson in the distance learning environment: Moodle, eDX, etc.	Presentation and defence of the main results of project activities in the speciality . Stage 2.	10
Week 15: ICT Development Perspectives				
15	Prospects for development in the IT market: the development of free software. Formation of an ecosystem of IT entrepreneurship and support for small start-up companies. Acceleration and incubation programs. Development of the necessary infrastructure for electronic payments and logistics. Prospects for the development of E-technologies.	Installation and use of application programs in the professional field. Work in the environment for scientific and technical calculations of Matlab. Working with Matlab extension packages for solving applied problems.	Acceptance of tasks and SRS	10
Note: 1 academic credit = 30 academic hours Total: 150 academic hours				
No	Content of the discipline	Topics of laboratory (practical) classes	Topics of independent work of students	Number of hours
Week 1: An ICT role in key sectors of the development of society. Standards in the field of ICT				
1	Definition of ICT. Subject ICT and its purposes. An ICT role in key sectors of development of society. Communication between ICT and the achievement	Calculation of metrics of productivity of computer	Development of flowcharts of computer	10

	of the objectives of sustainable development in the Millennium Declaration. Standards in the field of ICT.	system: speed, efficiency, energy costs, Amdahl's law , CPU time.	devices. Stage 1.	
Week 2: Introduction to computer systems. The architecture of computer systems				
2	Review of computer systems. Evolution of computer systems. Architecture and components of computer systems. Use of computer systems. Data representation in computer systems.	2. Determination of properties of an operating system. Operation with files and directories.	Development of flowcharts of computer devices. Stage 2	10
Week 3: Software. Operating systems				
3	Software. Types of the software, purpose and characteristic . Basic concepts of O S . Evolution of operating systems. Classification of operating systems, including mobile devices. Classification of desktop applications.	Determination of requirements to develop " convenience in application " of the website.	Collecting, the analysis and structurization of data in the professional environment (development of the database). Stage 1.	10
Week 4: Human-computer interaction				

4	<p>User interface as means of human-computer interaction. Usability of interfaces. Types of interfaces: command line interface, text interface, graphic interface. Physical and mental characteristics of the user. Development stages of the user interface. Types of testing of interfaces (testing of users). Perspectives of development of interfaces.</p>	<p>Development of database structure, creation of tables and requests. Working with a MySQL relational database. MySQL database administration using phpMyAdmin. Working with a single-table database.</p>	<p>Collecting, the analysis and structurization of data in the professional environment (development of the database). Stage 2.</p>	10
Week 5: Database systems				
5	<p>Bases of database systems: concept, characteristic, architecture. Data models. Normalization. Integrity constraint on data. Query tuning and their processing. Fundamentals of SQL. Parallel processing of data and</p>	<p>Design and creation of the presentations of lecture material, scientific reports, etc.</p>	<p>Description of network topology of</p>	10

	their restoration. Design and development of databases. The technology of programming of ORM. The distributed, parallel and heterogeneous databases.		the office building. Stage 1.	
Week 6: Data analysis. Data management				
6	Basics of Data Analysis. Methods of collection, classification and prediction. Decision trees. Processing of large volumes of data. Methods and stages of Data mining. Tasks Data mining. Visualization of data.	Processing of numerical information, editing formulas and creation of charts in spreadsheet editors.	Description of network topology of the office building. Stage 2.	10
Week 7: Networks and Telecommunications				
7	End devices, data transfer devices, transmission medium. Types of networks. Stack protocols: TCP/IP, OSI. IP addressing. Local and wide area networks.	Creation of a simple network configuration. IP addressing. Monitoring of a network. Analysis of	Comparative analysis of anti-virus means of	10

	Wire and wireless network technologies. DHCP protocol. Technologies of connection to the Internet. Telecommunication technologies.	traffic. Use of sniffers for the analysis of network packets.	information protection. Stage 1.	
Week 8: Cybersecurity				
8	Security risks of information and their classification. Industry of cybersecurity. Cybersecurity and control of the Internet. Malicious applications. Measures and means of information protection. Standards and specifications in the information security field. The acts of the Republic of Kazakhstan governing legal relations in the sphere of information security. Electronic digital signature. Encryption.	Use of hardware and software for key generation. Application of the EDS and encoding in case of message exchange by E-mail. Settings of the Firewall program element of the computer network for network traffic monitoring and filtering. Working with various antivirus programs.	Comparative analysis of anti-virus means of information protection. Stage 2.	10

Week 9: Internet Technologies

9	<p>Basic Internet concepts.</p> <p>The Uniform Resource Identifier (URI), its assignment and components.</p> <p>DNS service.</p> <p>Web technologies: HTTP, DHTML, CSS, and JavaScript.</p> <p>E-mail.</p> <p>Message format.</p> <p>SMTP, POP3, IMAP protocols.</p>	<p>Data acquisition from the server. Working with WordPress and Joomla web content management systems.</p> <p>Development of a website design using Photoshop multifunctional graphic editor and CSS style sheet language.</p> <p>Using of the previously developed MySQL database for the work of the website.</p>	<p>Information search in a speciality profile on the Internet, use of cloud services for storage and data processing.</p> <p>Stage 1.</p>	10
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Week 10: Cloud and mobile technologies

10	<p>Data centers.</p> <p>Tendencies of development of the modern infrastructure decisions.</p> <p>Principles of cloud computing.</p> <p>Technologies of virtualization.</p> <p>Web service in the Cloud.</p> <p>Main terms and concepts of mobile technologies.</p> <p>Mobile services.</p> <p>Standards of mobile technologies.</p>	<p>Introduction to Google Docs and Microsoft Office Web Apps cloud services.</p> <p>Creation of accounts to work with cloud services.</p> <p>Study of operation modes associated with file storage, sharing and processing.</p> <p>Use of mobile technologies for receiving information access.</p> <p>GPS navigators.</p> <p>GSM signalling.</p>	<p>Information search in a speciality profile on the Internet, use of cloud services for storage and data processing.</p> <p>Stage 2.</p>	10
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Week 11: Multimedia technologies

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11	<p>Representations of text, audio, video and graphical information in a digital format. Basic technologies for compression of information. 3 - D representations of the virtual world and animation. Instruments of development of multimedia applications. Use of multimedia technologies for planning, descriptions of business processes and their visualization.</p>	<p>Creation of video files with the use of programs: HyperCam, Adobe Premiere Pro, Windows Movie Maker, etc.</p>	<p>The creation of an emblem, video and other materials on a speciality profile means of multimedia technologies. Stage 1.</p>	10
Week 12: Smart technology				
12	<p>Internet of Things. Big data. Technology Block Chain. Artificial intelligence. Use of Smart-services. Green technologies in ICT. Teleconferences. Telemedicine.</p>	<p>Operation with Smart-applications: Smart TV, Smart Hub, etc.</p>	<p>The creation of an emblem, video and other materials on a speciality profile means of multimedia technologies. Stage 2.</p>	10
Week 13: E-technologies. Electronic business. Electronic training. Electronic government				

13	<p>Electronic business: Main models of electronic business. Information infrastructure of the electronic business. Legal regulation in electronic business. Electronic training: architecture, structure and platforms. Electronic textbooks. Electronic government: concept, architecture, services. Formats of implementation of the electronic government in developed countries.</p>	<p>Operation with services on the website of the electronic government http://egov.kz/cms/ru/government-services/for_citizen: registration of requests, obtaining counterparts of documents, etc.</p>	<p>Presentation and protection of the main results of design activity in the speciality. Stage 1.</p>	10
Week 14: Information technologies in the professional sphere. Industrial ICT				
14	<p>The software for the solution of tasks of the specialized professional sphere. Modern IT trends in the professional sphere: medicine, power, etc. Use of search engines and electronic resources for professional purposes.</p>	<p>Development of structure and the maintenance of a lesson in the environment of remote learning: Moodle, eDX, etc.</p>	<p>Presentation and protection of the main results of design activity in the speciality.</p>	10

	Safety issues in industrial information and communication technologies.		Stage 2.	
Week 15: Prospects of development of ICT				
15	Prospects of development in the sphere of the IT market: development of the free software. Forming of an ecosystem of IT of entrepreneurship and supporting the small startup of the companies. Programs of acceleration and incubation. Development of necessary infrastructure for electronic payments and logistics. Prospects of development of E-technologies.	Installation and use of application programs in the professional sphere. Working in the Matlab environment for scientific and technical computing. Working with the Matlab toolboxes for applied problem-solving.	Defence of the independent study of students.	10
Note: 1 academic credit = 30 academic hours Total: 150 academic hours				

Annex 6
to the order of the Minister of
education and science of the
Republic of Kazakhstan
dated October 31, 2018, № 603

Model curriculum of the module of social and political knowledge for organizations of higher and (or) postgraduate education

Chapter 1. General provisions

1. This model curriculum of the socio-political knowledge module for organizations of higher and (or) postgraduate education (hereinafter referred to as the Program) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Decree of the Government of the Republic of Kazakhstan dated August 19, 2022 № 580 "On some issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan" and shall define the objective, objectives, structure, content, methods and technologies of education.

Footnote. Paragraph 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 13, 2023 № 314 (shall be enforced ten calendar days after the day of its first official publication).

2. This curriculum shall suggest the study of four scientific disciplines – sociology, political science, cultural studies, psychology, each of which has its own subject, terminology, and research methods. The interaction between these scientific disciplines shall be based on the principles of informational complementarity; integrity; methodological integrity of the research approaches of these disciplines; the result-oriented unity of education methodology; a single system perspective of the typology of learning outcomes as the formed abilities.

3. The duration of the curriculum in accordance with the structure of the educational program of the higher education shall be 240 academic hours (8 academic credits).

Chapter 2. Goal, objectives and expected results of the curriculum

4. The goal of the curriculum shall be the formation of a social and humanitarian outlook of students in the context of solving the problems of modernization of the public consciousness, defined by the state program "Glance into the future: modernization of public consciousness".

5. The objectives of the curriculum shall be:

- 1) the learning of the basic social, political and humanitarian concepts, theories and approaches to the study of society and its subsystems;
- 2) formation of understanding of the basic principles of the functioning of modern society and its social institutions;
- 3) development of the skills to describe and analyze topical problems of modern society, the nature of social processes and relationships;
- 4) learning of the main sources and methods of obtaining sociological, political, cultural and psychological information;

5) development of the skills to use the knowledge gained in the process of learning of sociology, political science, cultural studies and psychology in professional activities.

6) formation of critical thinking skills and the ability to apply it in practice.

6. The expected learning outcomes upon completion of the curriculum shall be:

1) to explain and interpret the subject knowledge (concepts, ideas, theories) in all fields of science, forming the educational disciplines of the module (sociology, political science, cultural studies, psychology);

2) to explain the social and ethical values of the society as a product of integration processes in the systems of the basic knowledge of the disciplines of the socio-political module;

3) algorithm-driven presentation of the use of scientific methods and techniques of research in the context of a particular academic discipline and in the procedures of interaction of the disciplines of the module;

4) to explain the nature of situations in various spheres of social communication based on the content of the theories and ideas of scientific fields of the studied disciplines;

5) to reasonably provide information on various stages of development of the Kazakh society, political programmes, culture, language, social and interpersonal relations;

6) to analyze the peculiarities of social, political, cultural, psychological institutions in the context of their role in modernization of the Kazakhstan society;

7) to analyze different situations in different spheres of communication from the standpoint of correlation with the value system, social, business, cultural, legal and ethical standards of the Kazakhstan society;

8) to distinguish between strategies of different types of studies of society and justify the choice of methodology for analysis of specific problems;

9) to assess the specific situation of relationships in society from the standpoint of this or that science of socio-humanitarian type, to design perspectives of its development, taking into account possible risks;

10) to develop programs to resolve conflict situations in society, including in professional society;

11) to carry out research project activities in different spheres of communication, to generate valuable social knowledge, to present it;

12) to correctly express and defend own opinion on the issues of social importance.

Chapter 3. Structure and content of the curriculum

7. This curriculum shall begin with an overview of the goal and objectives, methods and techniques of teaching, criteria for assessment of learning outcomes, prerequisites and postrequisites.

8. The contents of the model curriculum of the module of socio-political knowledge for organizations of higher and (or) post-graduate education, including the course content, topics

of seminar (practical) classes and independent works of students shall be given in the Annex hereto.

9. Methods and techniques of instruction used in the program implementation process shall be:

1) student-centered training based on reflexive approach to learning on the part of the learner;

2) competence-oriented learning;

3) role plays and academic discussions of various formats;

4) case study (analysis of specific situations);

5) project method (production and transformation of their own experience and expertise, especially in the sphere of use of professional language).

10. Pre-requisites and post-requisites of the curriculum shall be established by the University itself.

Annex
to the model curriculum of the
module of social and political
knowledge for organizations of
higher and (or)
postgraduate education

The content of the model curriculum of the module of social and political knowledge for organizations of higher and (or) postgraduate education

Sociology				
№	Content of the discipline	Themes of seminar (practical) classes	Themes of independent works of students	Number of hours
Week 1: Sociology within the meaning of the social world				
1	Invitation to sociology. An individual and society. Social environment and social behavior. Social relations and social institutions. Socialization and identification. Social reality and common sense. Sociological thinking. Sociological	Sociology: an introduction to science and conceptualization of	1. An essay-substantiation of any phenomenon (sport, cinema, family) in society from the point of view of three main sociological approaches (structural functionalism, conflict management theories, symbolic interactionism). 2. Prepare an essay on the role of sociology within the meaning of the modern society. Give the definition of the concept "sociological imagination" (D. Brinkerhof, R. Waits R., S. Ortega Леуметтану негіздепi, Giddens E. Sociology). Explain why it is important for a modern person to master a sociological imagination, to see a sociological perspective.	4

	imagination. Sociological perspective.	concepts	3. Describe the social situation of homeless people in Kazakhstan society and other societies, using the sociological imagination as an approach.	
Week 2: Introduction to sociology theories				
2	Sociological theory. Macro and micro levels. Causal relationships in social experience. The development of individual doctrines and schools of thought (O. Comte, E. Durkheim, G. Spencer). Structural functionalism. Conflict management theories. Symbolic interactionism. Role theory.	Analysis of the stages of development of sociological theories	<p>1. Make a table, compare the main ideas of individual sociological doctrines, schools of thought, theoretical approaches, indicate the main representatives and their main works (Biographical essays by O. Comte, G. Spencer, E. Durkheim, J. Ritzer, Stepnicki J. Леуметтану теориясы, Ritzer J. Modern sociological theories).</p> <p>2. Write a report on the ideas of one of the well-known sociologists-theorists - K. Marx, E. Durkheim, M. Weber, G. Simmel. Highlight the main works and describe the provisions of sociological theories.</p>	4
Week 3: Sociological research				
3	Design of sociological research. Research question. Hypotheses. Variables. Selection. Methods of collecting information. Qualitative and quantitative. Data analysis.	Organization and conduct of sociological research	<p>1. Compare the advantages and disadvantages of qualitative and quantitative methods of sociological research. Make a table.</p> <p>2. Describe the main stages of sociological research. Analyze the features of sociological methods - survey, observation, experiment, content analysis, analysis of statistical data.</p> <p>3. Make up a program of sociological research. Theme at option. (execution algorithm: determine the research question, hypothesis; operationalize the concepts; plan the selection).</p>	4
Week 4: Social structure and stratification of society				
4	Society, equality and inequality. Open and closed society. Stratification as a structured inequality between different groups. Stratification systems and differentiation. A brief overview of the theories of social stratification (K. Marx, M. Weber). Forms of social stratification (P. Sorokin). Social mobility. Horizontal and vertical mobility.	Assessment of equality and inequality in a modern society.	<p>1. Compare the different approaches to the sociological study of stratification, highlight their features. (Brinkerhof, D., Waits R., Ortega S. Леуметтану негіздері. Giddens E. Sociology).</p> <p>2. Prepare a group project (divide into groups of 3-4 people) on the theme "Indicators of social inequality", give examples (Brinkerhof D., Waits R., Ortega S. Леуметтану негіздері, Giddens E. Sociology).</p>	4
Week 5: Socialization and identity				

5	The relationship between an individual and society. Theories of socialization and identity (T. Parsons, G.H. Mead). Stages of socialization. Primary socialization. Secondary socialization. Adult stage of socialization. Gender socialization. Gender order. Identity and personality. Social and personal identity. Roles and statuses.	Lifelong socialization : institutions and processes.	1. Prepare a presentation "Impact of social status of a family on a child's socialization process in urban and rural community" (Brinkerhof D., Waits R., Ortega S. Ллеуметтану негіздері, Giddens E. Sociology). 2. Consider the topic "Socialization agents" and give a description of each socialization agent, analyze its role in your socialization. (Brinkerhof, D., Waits R., Ortega, S. Ллеуметтану негіздері. Giddens E. Sociology). 3. An essay-compilation on the topic "Individuals as "social beings" .	4
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Week 6: Family and modernity

6	Family in cross-cultural and historical perspective. Family typology. Marriage and kinship. Social functions of the family. Sociological perspectives of the family. Change in family relationships. Alternative forms of marriage and family. Comparative studies of family and family relationships.	Family : typology, functions, perspectives	1. Discuss gender roles in a family (using the "Business game" method). 2. Develop a model for presentation of the topic "Family as a subsystem of society" (execution algorithm: correlate family as a subsystem of society; describe the main structural elements and functions; identify internal and external factors affecting the family). 3. Analyze and compare how the role of the family changes for a person at different stages of life. Show it, using the examples of your family members.	4
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Week 7: Deviation, crime and social control

7	Deviation and social control. A brief overview of the theoretical approaches to the deviation (sociological, biological, psychological, economic and cultural). Anomie and society. Delinquency and crime.	Sociological constructs of deviance and crime	1. Read and analyze the main types of suicide, using the works by Ritzer J. 2. Analytical review. Argument your position regarding the statement of E. Durkheim "that the deviation is a normal part of each society." 3. Explain the main ideas of the theory of imitation of Gabriel Tard and the theory of the differential association of Edwin G. Sutherland. Do you agree with the fact that the social environment influences the formation of a deviant model of human behavior? Prove or disprove the statement obtained from a sociological survey that peer groups in high school can influence alcohol and drug use (Brinkerhof D., Waits R., Ortega S. Ллеуметтану негіздері. Giddens E. Sociology).	4
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Week 8: Religion, culture and society

	Religion: basic concepts.			
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8	<p>Sociological analysis of religion. Social cohesion. Religion and social inequality. Elements of culture. Culture and civilization: the relationship of concepts and meanings. Sociology of culture. Cultural diversity. Values, traditions and customs. Modernization of public consciousness, national code, mentality and ideology: correlation parameters. National identity and culture. Preservation of national identity.</p>	<p>The Phenomenon of religion: a cultural and sociological perspective</p>	<ol style="list-style-type: none"> 1. Select and describe the elements of culture - language, values, norms, traditions. 2. Define the functions of religion as a social institution. Discuss what conflicts arise between society and religion (Brinkerhof D., Waits R., Ortega S. Жәуіметтану негіздері, Giddens E. Sociology). 3. Develop the idea of cultural convergence and cultural imperialism. (Ritzer J., Stepnicki J. Жәуіметтану теориясы, Ritzer J. Modern sociological theories). 	4
Week 9: Sociology of ethnicity and nation				
9	<p>Socio-ethnic community. Ethnic systems. Ethnicity, people, nation. Ethnic identity. National identity. Nation-state. Ethnic groups and their coexistence. Ethnic interests and inter-ethnic communication. Interethnic and interfaith harmony. Kazakhstan Peoples' Assembly. Ethnosociological study of society.</p>	<p>Ethnic groups in society: sociological studies</p>	<ol style="list-style-type: none"> 1. Compare the concepts "ethnos", "people", "nation", "ethnic group". 2. Highlight the forms of interaction between ethnic groups. Prepare a presentation. (Brinkerhof, D., Waits R., Ortega, S. Жәуіметтану негіздері, Giddens E. Sociology). 3. An essay-reasoning on the topic "Sociological analysis of the values of modern Kazakhstani youth." 	4
Week 10: Education and social inequality				
10	<p>Education in a global perspective. Education as a social institution. Functions of formal education. Education: social class, gender and ethnic differences. Accessibility of education, cultural capital and inequality</p>	<p>Education in sociological discourse.</p>	<ol style="list-style-type: none"> 1. Prepare a comparative table to identify the advantages and disadvantages of the availability of free education in Kazakhstan. Group presentation (no more than 4 people). 2. Provide a reasoned explanation why the education is the main factor determining the status of an individual. Define the concept "credentialism", give reasoned examples (Brinkerhof D., Waits R., Ortega S. Жәуіметтану негіздері, Giddens E. Sociology). 	4

	. Sociological perspectives of education. Education and cult of knowledge.		3. Prepare an essay-substantiation "Education and the third modernization of Kazakhstan".	
Week 11: Mass media, technology and society				
11	Mass information and mass communication in social systems. Functions of the mass media. Mass consciousness and digitalization. Mass communications and social interaction. Modern technologies. Technological inequality. Types of mass media. Media of globalization. Theoretical approaches to the media and technology. Social control and supervision. Cyberterrorism. Protection of personal data. The influence of mass media on the development of new standards, stereotypes, motivations, patterns of behavior and lifestyle.	Digital technology and social interaction	<p>1. Write an essay how mass information and mass communication, modern information technologies affect the daily life of a person.</p> <p>2. Prepare a scheme that shows the main types of communication in the group. (Brinkerhof D., Waits R., Ortega, S. Леуметтану негіздері, Giddens E. Sociology).</p>	4
Week 12: Economy, globalization and labor				
12	Economic development in historical perspective. Comparative analysis of economic systems. Labor market and employment structure. The main sectors of the economy. The changing role of labor in a global society. Global division of labor. Kazakhstan in the global socio-economic	Global economy and division of labor: a sociological analysis	<p>1. Analyze the features of modern economic systems - capitalism, socialism, mixed economy, political economy (Brinkerhof D., Waits R., Ortega S. Леуметтану негіздері, Giddens E. Sociology).</p> <p>2. Prepare an essay "Pragmatism in development of modern Kazakhstan society"</p>	4

	system. Culture of rationality. Pragmatism and planning.			
Week 13: Health and medicine				
13	Sociological approach to the study of health and medicine. Health and society (in historical perspective). Health care in an international perspective. Socially significant diseases. Social isolation. Economic and social aspects of health care. Accessibility of the health care system. Scientific medicine. Population aging	Social epidemiology of physical health	1. Show the importance of assessing such social characteristics of health and illness as gender, social group, sex, ethnic group, age. 2. Discuss the social status and social status of doctors and nurses (Brinkerhof D., Waits R., Ortega S. Леуметтану негіздері, Giddens E. Sociology).	4
Week 14: Population, urbanization and social movements				
14	Modernization and urbanization. Sources of social changes. Modern population studies. Migration. Global urbanization. Life in the countryside. Sources and types of social movements. Micro- and macro-factors affecting social movements. The life cycle of social movements.	Social movements, protest and thinking of people: the current state.	1. Highlight the relationship of urbanization and migration processes in society. Give examples and show the specifics of Kazakhstan. 2. Explain the features of demographic development using the example of one of the countries of the world. Discuss what demographic changes are occurring and how they affect the society (Brinkerhof D., Waits R., Ortega S. Леуметтану негіздері, Giddens E. Sociology).	4
Week 15: Social change: the latest sociological discussions				
15	Social change. Sociological perspectives to the study of social changes. The main components of social changes. Homogenization and unification.	Changes and understanding of the social world: social	1. Individual presentation on the topic "Social movement in the world (over the past half century): types of influence on society, causal relationships and relationships." 2. Explain the concept of "social change". Compare the main sociological approaches to the study of the interaction of technology and social changes: the structural-functional approach and conflict theory. Discuss the possibilities and limitations of new technologies (Brinkerhof D., Waits R., Ortega S. Леуметтану негіздері, Giddens E. Sociology). 3. Compare the main sociological approaches to the study of social movements: structural-functional approach, conflict theory,	4

		ogical discus sions.	symbolic interactionism (Brinkerhof D., Waits R., Ortega S. Jлеуметтану негіздері, Giddens E. Sociology).	
Note: 1 academic credit = 30 academic hours Total: 2 academic credits - 60 academic hours				
Literature: Basic:				
1. Buekenov K.U., Biekenova S.K., Kenzhakimova G.A. "Sociology: study guide". - Almaty: Evero, 2016. – 584 p.				
2. Ждірайымова Г.С. "Жастар социологиясы": оқу кӘралы. 2-басылым. – Алматы: "Қазақ университеті", 2012. – 224с.				
3. Grushin B.A. "Opinions about the world and the world of opinions". М.: Praxis, VTsIOM, 2011.				
4. "Sociology. Fundamentals of the general theory: a textbook" / Ed. by G.V. Osipov, L.N. Moskvichev. - 2nd ed., Corr. and add. - М.: Norma, 2015. - 912 p.				
5. Macionis J. Society: The Basics. Pearson, 2016. (Масионис Джей. Соушети: Зе Байзикс. Пэрсон, 2016.)				
6. Дж. Ритцер, Дж. Степнишки. "Јлеуметтану теориясы". – Алматы: "Ўлттық аударма бюросы" қоқамдық қоры, 2018. – 856 с.				
7. Giddens E. "Sociology" / With the participation of C. Birdsall: Transl. from English 2nd ed, completely remade and add. М.: Editorial URSS, 2005. - 632 p.				
8. Ritzer J. "Modern sociological theories". 5th ed. - SPb.: Peter, 2002. - 688 p.				
Дополнительная:				
1. Giddens A., Sutton Ph. Sociology. Wiley Academic, 2017. (Гиденс А., Суттон Ф. Соушиолоджи. Уилей Академик, 2017)				
2. Abdiraiymova G.S., Burkhanova D.K. Social structure of society and middle class: textbook / Almaty: Qazaq University, 2015. – 44p. (Абдраймова Г.С., Бурханова Д.К. Соушл стракчэр оф соушети анд мидл клас: текстбук / Алматы: Казак Юниверсити, 2015. – 44 пи.)				
3. Abdiraiymova G.S., Burkhanova D.K. Sociology of youth / Textbook. – Almaty: Qazaq university, 2016. – 98p. (Абдраймова Г.С., Бурханова Д.К. Соушлоджи оф яз / Текстбук. – Алматы: Казак Юниверсити, 2016. – 98 пи.)				
4. Ritzer G., Stepnisky J. Sociological Theory. – Los Angeles: Sage, 2018. – 802p. (Ритцер Джи. Степнишкий Джей. Соушлоджикал Теори. – Лос Анжелес: Сайдж, 2018. – 802пи.)				
5. Garadzha V.I. "Sociology of religion": Study Guide. - 4th ed., Remade and add. - М.: INFRA-M, 2014. – 304p. - (Higher education. Undergraduate).				
6. Zhanazarova Z.ZH. "Family and society". - Almaty: Kazakh University, 2014. - 133 p.				
Political science				
№	Content of the discipline	Themes of seminar (practical) classes	Themes of independent work of students	Number of hours
Week 1: Political science as a science and academic discipline				
1	The place of political science in the system of modern knowledge, the formation and development of political science, its main categories, subject and object of political science. The main paradigms and doctrines of political science. Methods of research of political reality. Scientific and educational, methodological and applied functions of political science.	Political science in the system of professional training of a specialist	Prepare a reasoned essay "Importance of political science for my future professional activity".	4

	The pragmatic meaning of political science. Political science in the system of professional training of a specialist			
Week 2: The main stages of formation and development of political science				
2	<p>The genesis of political ideas in the history of human civilization. Periodization of the history of formation and development of political thought.</p> <p>Elements of political science in the teachings of antiquity (Confucius, Plato, Aristotle). Political ideas of the Middle Ages (Augustine, Aquinas, Al-Farabi).</p> <p>The development of political ideas in the Renaissance and Reformation. Machiavelli's interpretation of the essence of politics. The theory of sovereignty of state power of J. Bodin. The ideal social order in the ideas of utopian socialism. (T.Mor, T.Campanella).</p> <p>Theories of natural law and social contract as the main political doctrines of the Enlightenment (G. Grotius, T. Hobbes, J. Locke). Radical democracy of J.-J. Rousseau. Theory of state and civil society in the concepts of I. Kant and G. Hegel. Political views of the Kazakh enlighteners.</p> <p>Formation of the concepts of conservatism, liberalism, Marxism. The main directions of modern political science.</p>	The history of the development of political thought in Kazakhstan	Prepare a presentation "Right" and "wrong" forms of government in the history of political thought.	4
Week 3: Politics in the system of public life				
	<p>The concept of politics. The main approaches to the definition of policy. Politics as an art of government. Politics as a public process. Politics as a compromise and consensus. Policy features. Policy structure and its</p>			

3	<p>classification. Levels of policy organization. Objectives and means in politics.</p> <p>The interaction of politics with other spheres of society. Politics and economics. Politics and law. Politics, morality and religion. Social policy bases, subjects and objects of policy. Objective and subjective in politics, its role in social development. The humanistic nature of politics.</p> <p>The main types and directions of political activity . The policy of the Republic of Kazakhstan at the stage of modernization of society.</p>	The nature of politics : form, content, process.	Make a table on the topic: "Comparative analysis of the main interpretations of the policy."	4
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Week 4: Political power: the essence and mechanism of implementation

4	<p>The essence of political power, different approaches to its definition (behaviorist, teleological, systemic, relativistic). Functions of power. Object and subjects, sources, bases and resources of political power. Levels of power. Forms and methods of power. Political and state power. Power delegation and division of powers. The legitimacy of political power and its sources.</p> <p>State power in sovereign Kazakhstan. The main institutions and criteria for the effectiveness of power.</p>	Political power institutions of the Republic of Kazakhstan	Write an essay-argument on the topic: "Methods and sources of power formation".	4
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Week 5: Political elites and political leadership

	<p>The main theories of elites: the classical theories of elites of G. Moski and V. Pareto, the concepts of democratic elitism (M. Weber) and pluralism of elites (G. Leiphart, R. Dahl).</p> <p>The concept of political elite. Classification of political elites according to the sources of their influence on society (hereditary, value, power, functional), the order</p>			
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5	<p>of formation (open and closed). The law of circulation of elites. The structure of the political elite (high and medium). Political elite recruitment systems. Features of the formation of the political elite of the Republic of Kazakhstan. The concept and nature of political leadership, its social functions. Modern theories of political leadership. The classification of political leadership. Factors determining the nature of political leadership. New trends in development of political leadership.</p>	The ruling elite and political leadership as social subjects of power	<p>Case study - Classification of political leadership. Determine the type of political leader and reason your choice.</p>	4
Week 6: The political system of society				
6	<p>The concept of a political system. The structure and elements of the political system. Analysis of the structure of the political system through the institutional, ideological, communicative, normative and cultural subsystems. The functions of the political system. The main theories of the political system (T. Parsons, D. Easton, G. Almond). Typology of political systems. The effectiveness of the political system. Political stability and political order, types of political stability. Political risk factors. The political system of the Republic of Kazakhstan.</p>	The mechanism of the political system	<p>Prepare a project on the topic : "Prospects for development of political system of Kazakhstan (based on the study of the strategic documents of the Republic of Kazakhstan)".</p>	4
Week 7: State and civil society				
	<p>The state as the main institution of the political system of society. Theories and concepts of the origin of the state. Signs and structure of the state. Forms of government and state structure. The functions of the state, their transformation in modern conditions. Policy</p>			

7	<p>development in the conditions of modern risks. The state - the Republic of Kazakhstan. Formation and development of democratic statehood in modern Kazakhstan. Legal and social state: the essence and principles. The Constitution of the sovereign state of the Republic of Kazakhstan. Conditions of formation of a social welfare state. Civil society: concept, structure, functions. The basic concepts of civil society. Areas of activity of civil society. Prospects for development of civil society in the Republic of Kazakhstan.</p>	Formation of the rule-of-law state and civil society	Write an essay-argument on the topic: "Formation of the legal and social state in the Republic of Kazakhstan."	4
Week 8: Political regimes				
8	<p>The concept and types of political regime. Totalitarianism as a historical and political phenomenon and its features. Authoritarian political regime and its forms. Basic theories and models of democracy. Modern forms of democracy. Democratic principles and procedures. Modern political regimes: Western polyarchies, new democracies, East Asian regimes, Islamic regime, military regimes. The political regime in Kazakhstan, its evolution. The process of democratization of the political system of the Republic of Kazakhstan.</p>	Political regimes of the modern world and their relationship with the political system of the state	Case study - Classification of political regimes. Determine the type of political regime and reason your choice.	4
Week 9: Election systems and elections				
	<p>Elections as a prerequisite of democracy. The essence of the electoral system and the main types of electoral systems. Modern concepts of electoral systems. Majority electoral system, its types and modifications.</p>			

9	<p>Proportional electoral system , its features in different countries. Mixed electoral systems. Multistage elections . Electoral procedure and election campaign.</p> <p>Legislation on elections in the Republic of Kazakhstan. The electoral system of modern Kazakhstan, the ways and directions for its improvement. Features of the electoral process in the Republic of Kazakhstan.</p>	Modern electoral systems and their features	Prepare a project on the topic : "Ways to increase the electoral activity of young people in the Republic of Kazakhstan".	4
Week 10: Political parties, party systems and social and political movements				
10	<p>Political parties: the concept, essence, features and functions. The typology of political parties. Political parties in the system of power relations. Party systems, their classification. Kazakhstan model of the party system.</p> <p>The emergence and evolution of socio-political movements and associations in the political life of society. The place and role of social movements in the political life of Kazakhstan's society. Lobbyism. Interest groups: concept, functions, typology. Pressure groups in politics.</p>	Political parties and party systems, social and political movements and organizations: the specifics of functioning	Case study - analysis of the strengths and weaknesses of the programs of political parties of the Republic of Kazakhstan	4
Week 11: Political culture and behavior				
11	<p>The concept, essence, structural components and functions of political culture. Political tradition, political myth, political stereotype, political symbolism in the structure of political culture. Levels of political culture: ideological, civil, political. The correlation of the political culture of society and political subcultures. Criteria of typology of political culture. The main models of political culture. Features of political cultures of the western and eastern types. Political culture in the</p>	Political culture, political behavior and political participation .	Prepare an analytical report on the models of political culture (optional)	4

	<p>Republic of Kazakhstan - the current state and development trends.</p> <p>Political socialization: essence, stages, models and factors. Political behavior and political participation - the concept, the basic theory, classification.</p>			
Week 12: Political consciousness and political ideology				
12	<p>Political consciousness: the concept, functions, forms and levels. The origin, place and role of ideology in society and politics. Different approaches to the definition of political ideology. The essence and purpose of political ideology.</p> <p>The main political ideologies of the present: liberalism, conservatism, the Marxist tradition and international social democracy.</p> <p>The strategy of the new model of consciousness and thinking in the Republic of Kazakhstan, the modernization of public consciousness. Preservation of the inner core of the national "Me" and national identity. The danger of modern models of modernization. Preservation of the national spirit and creation of a national model of the future development of the Republic of Kazakhstan.</p>	<p>Development of a new model of consciousness and thinking: main strategies and directions for their implementation in the Republic of Kazakhstan</p>	<p>Develop a project - presentation</p> <p>"Rukhani zhangyru – a strategy of a new model of consciousness and thinking in the Republic of Kazakhstan".</p>	4
Week 13: Political development and modernization				
	<p>Political development and its criteria. The concept of political modernization. The objectives of political modernization, its main features. Stages and factors of political modernization. The role of traditions in the modernization process. Political modernization in the Republic of Kazakhstan. The Nation Plan - 100 concrete steps to implement the five</p>	<p>Strategies and programs of modernization to</p>	<p>Write an essay-argument on the topic: "The main factors</p>	

13	institutional reforms. 5 presidential reforms: the formation of the modern state apparatus, the rule of law, industrialization and economic growth, the nation of a unified future, a transparent accountable state. The Strategy 2050 as a political course of the Republic of Kazakhstan. A strong state and Kazakhstan's joining the thirty most developed countries of the world.	ensure sustainable development of the Republic of Kazakhstan	and conditions for choosing a model of political modernization (using the example of one of the countries, optional)".	4
Week 14: Political conflicts and crises				
14	Conflict as a social phenomenon. Political conflicts, their nature, constructive and destructive functions. Typology of political conflicts and crises. The dynamics of political conflicts. Types and ways of resolving political conflicts. Technologies for prevention of social and political conflicts in Kazakhstan. Ways to overcome political crises in modern conditions. Ethnopolitical conflicts. Kazakhstan model of interethnic consent.	Essence, types and ways of resolving political conflicts and crises	Case study - Develop a Roadmap to resolve a political conflict	4
Week 15: World politics and modern international relations				
15	World politics and world political process. The concept and main subjects of international relations. Theoretical approaches and the main traditional schools of the theory of international relations. Historical types and features of the modern international order. Typology of systems of international relations and structural patterns of their functioning. The main trends in development of modern international relations. Globalization of world political processes and global challenges of our time.	Globalization and global challenges of our time	Develop a program - presentation "The role of	4

Kazakhstan in the system of modern international relations. Priority directions of Kazakhstan's foreign policy - promotion of national interests and strengthening of regional and global security.	Kazakhstan in the system of modern international relations”
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Note: 1 academic credit = 30 academic hours

Total: 2 academic credits - 60 academic hours

Literature: Basic:

1. Nazarbayev N.A. "Kazakhstan's Way-2050: Common Goal, Common Interests, Common Future". The Address of the Head of State N.Nazarbayev to the people of Kazakhstan.
2. Nazarbayev N.A. "The third modernization of Kazakhstan: global competitiveness". The Address of the Head of State N.Nazarbayev to the people of Kazakhstan.
3. Nazarbayev N.A. "Glance into the future: modernization of public consciousness" .- Astana, 2017
4. Абсаттаров Р.Б. "Саясаттану негіздері". – 2 том.- Алматы: Қарасай, 2011.
5. Heywood A. Politics. - N.-Y.: Palgrave Macmillan, 2013. (Хэйуд Эй. Политикс. – Эн. – Уай.: Палграйв Макмилан, 2013)
6. МӘсәтаев С.Ш. "Саяси билік": Оқу құралы. Алматы: Қазақ университеті. – 2014
7. "Әлемдік саясаттану антологиясы". "Мәдени мұра" мемлекеттік бағдарламасы. – Алматы: Қазақстан. – 2005-2009. - Т. 1-9
8. "Kazakhstan's way - 2050". - 3 vol. / Ed. by Sultanova B.K. - Almaty: KISI, 2014.

Additional:

1. Бәйділінов Л.Ә. "Теориялық саясаттану". – Алматы, 2005
2. Buluktaev Yu.O. "Political regime and post-communist transformation: theory, methodology, practice" .- Almaty, 2008.
3. МӘсәтаев С.Ш. "Саяси билік": Оқу құралы. Алматы: Қазақ университеті. – 2014.
5. "Kazakhstan's way - 2050". -3 vol. / Ed. by Sultanova B.K. - Almaty: KISI, 2014.
6. Мұсәтаев С.Ш. "Саяси билік": Оқу құралы. Алматы: Қазақ университеті. – 2014
7. "Әлемдік саясаттану антологиясы". "Мәдени мұра" мемлекеттік бағдарламасы. – Алматы: Қазақстан. – 2005-2009. - Т. 1-9
8. "Risk management in the sphere of internal policy of the Republic of Kazakhstan" / Ed. by Shaukenova Z.K. - Almaty, 2014.
9. Chebotarev A.E. "Political thought of sovereign Kazakhstan: dynamics, ideas, assessments". Almaty: IMEP under the Foundation of the First President, 2015.

Culturology

№	Content of the discipline	Themes of seminar (practical) classes	Themes of independent works of students	Number of hours
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Week 1: Morphology of Culture

	<p>The history of formation of the concept of culture: the diversity of approaches to the definition of the essence and functions of culture. Axiological, civilizational, structuralist, anthropological, economic interpretations of the concept of culture.</p> <p>Overview of theoretical approaches: F. Boas, L. White, Z. Freud, C. Levi-Strauss, K. Marx, E. Taylor, O. Spengler, A. Toynbee, L. Gumilev, P. Sorokin, S. Huntington.</p>	Culture, its place and role in human life and activity.		
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1	<p>The history of cultural science as a scientific discipline: the genesis of theoretical approaches, fundamental and applied cultural studies, the interdisciplinary nature of cultural research, philosophy, theory and sociology of culture, cultural and social anthropology, history of culture. Global, glocal and local approaches in cultural studies.</p> <p>The morphology of culture: the space and time of culture, the main components and patterns of culture . Diachronic and synchronous approaches to culture. The specifics of the space of culture. The main parameters of the archaic culture and the dichotomy between sedentary and nomadic cultures. Material and spiritual culture. Variations of cultural forms and artifacts depending on their social, historical, geographical distribution.</p> <p>Typology of culture: the concept of the type of culture, historical typology of cultures, linear and local approach. The diversity of cultural forms. Eurocentrism and typology of cultures: pros and cons. West and East. North and South. Culture and civilization.</p>	<p>To reveal the importance of knowledge about the essence of culture, morphology and anatomy of culture for the science of culture.</p> <p>Assess the value of the diversity of approaches to the definition of the essence of culture, function and morphology of culture.</p>	<p>Comparative table as a technique of analysis (based on the materials of the work of S. Huntington "The Clash of Civilizations"). Use the technique of the comparative table to analyze the problem "Integration and localization of culture ."</p>	4
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Week 2: Language of Culture

2	<p>Culture as a world of signs and meanings. Information and semiotic understanding of culture. Culture as a world of artifacts. Culture as a world of meanings. Types of meanings. Culture as a world of signs. Typology of the sign systems of culture. The main types of signs and sign systems. Natural signs. Functional signs. Iconic signs.</p> <p>Verbal sign systems - the natural languages. Language as a way of communicating and transmitting culture. Language and thinking. Cognitive functions of the language. Sapir-Whorf hypothesis. The concept of the language of culture. The language of culture as a way of existence of culture. Language picture of the world. Language of culture as a system of signs. The language of culture as a semiotic system. Artificial languages and their role in the development of culture. The language of digital culture. Socio-cultural differentiation of languages.</p> <p>Kazakh language and its role in cultural and ethnic identity. Cultural space of the Kazakh language. Communicative functions of the Kazakh language. Common language norms.</p>	<p>The morphology and anatomy of culture: their role in the study of cultural configuration</p> <p>1.</p>	<p>Project research on the topic: "Symbols of culture, their role and significance in cultural communication": presentation of results.</p> <p>Using a specific example, to consider the various types of symbols of culture (symbols of myth, symbols of religion, symbols in art, symbols in politics).</p>	4
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Week 3: Semiotics of culture

	<p>Structuralist, semiotic approaches to cultural research. Textological concepts of culture of R. Barth, Y. Kristeva. Semiotic concepts of culture of F. Saussure, J. Lotman, E. Cassirer, O. Suleimenov. Cultural code. The concept of cultural code. The uniqueness of the cultural code of the national</p>			
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3	<p>culture. Ethos of culture. Ethos and cultural code. Types of global cultural codes: pre-written (traditional), written (book), screen, digital. Mass culture code. Code of Kazakh traditional culture. The code of Kazakhstan culture.</p> <p>Conventional signs. The concept of a symbol of culture. The main symbols of culture. Symbols and archetypes of culture. Symbols of Saka and Scythian culture. Symbols and signs of the Huns in material culture. Symbols and archetypes of Turkic and Kazakh culture. Symbols of modern Kazakhstan culture.</p> <p>Symbols of myth. Symbols of ancient myths. Symbols of oriental myths. Symbols of Saka culture and myths. Symbols of Turkic myths. Symbols of Kazakh myths.</p> <p>Symbols of religion. Symbols of Zoroastrianism. Symbols of tengriism. Symbols of Buddhism. Symbols of Hinduism. Symbols of Judaism. Symbols of Christianity. Symbols of Islam.</p> <p>Symbols in art. Symbols of fine art. Symbols in architecture. Symbols in music. Symbols of dance and ballet.</p> <p>Symbols in politics. State political symbols. State political symbols of the Republic of Kazakhstan.</p> <p>The main symbols of science and technology.</p>	<p>Culture and civilization: interrelation and difference.</p> <p>Compare the main parameters of the main types of culture (Criteria for archaic, sedentary, industrial culture).</p>	-	3
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Week 4: Anatomy of culture

	<p>The space of culture. Three-dimensional model of culture. Cultural forms. The structure of the cultural space: paradigms, cultural images, cultural scenarios . Axial cultural forms: cognitive paradigms, value paradigms, regulatory paradigms.</p> <p>Forms of culture: myth, art, religion, morality, philosophy, law, politics, science, technology.</p> <p>Spiritual culture. Types of spiritual culture.</p> <p>Mythology: the nature and types of myths, the characteristic features of myths, the logic of mythological thinking, the functions of myth, modern mythology.</p> <p>Religion as a sacred form of culture. Religion. The main elements of religion. Functions of religion. Early forms of religious beliefs: animism, fetishism, totemism, pantheism, deism, monotheism. Buddhism. Christianity. Islam. The impact of religion on the forms of cultural life of society. Sacred culture. Sacred culture of the Kazakh people.</p> <p>The genesis of art. Art as a factor of anthropogenesis. Functions of art. Art as a mirror of culture. Art and art culture.</p> <p>Social culture. The structure of social culture. The concepts of "morality", "morals", "ethics". The formation of morality as a problem of development of spiritual culture. Functions of morals. The</p>			
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4	<p>mechanism of moral motivation. Paradoxes of moral culture.</p> <p>Law in the system of socio-cultural values. Law and moral. Functions of law. Legal culture. Legal culture of power. Culture of legislation. Legal culture of the population.</p> <p>Political culture. Functions of political culture. Types of political culture. Place of politics in culture .</p> <p>Technological culture. Technology as a cultural phenomenon. Formation and development of technological culture. Features of technological culture. The essence of technology. Technology: the world of technology, nature, man. The world of technology in the space of culture: technology as a means of creating a cultural environment, technology as a response of culture to a social order, technology as a tool of culture, technology as a sign system of culture. The image of technology in culture. Types of technology in the history of culture. Prospects for technical progress.</p> <p>Engineering. Specificity of engineering activity. The historical evolution of engineering culture. Cultural niche of engineering. Horizons of engineering culture.</p> <p>Science as a new phenomenon of culture. Science as a sociocultural institute. The main stages of the historical development of science. Socio-cultural landmarks of science: truth and benefits, autonomy and social control, neutralism and social responsibility, the commercialization of science (pros and cons). The ethical imperative of science.</p> <p>Cultural scenarios of activity. Variety of cultural scenarios. Culture of work. Culture of study. Culture and education. Culture of game. Game scenarios in the culture. Culture of recreation. Culture and communication. Types of communication. Etiquette.</p>	Nomadic types of culture: forms and methods of coding of the cultural information.	Analytical essay on the topic: "The culture of the nomads of Kazakhstan as a significant component of the cultural heritage of the Kazakh people."	4
Week 5: Culture of Kazakhstan Nomads				
	<p>Archaic culture in the territory of ancient Kazakhstan: monuments of material culture. The main achievements of the material ("technological") culture. The main monuments of technical achievements of the ancient world.</p> <p>Nomadism as a type of culture. Concepts of nomadism. Typology of nomadic culture. Classification and types of nomadism (nomadic culture).</p> <p>The main signs of culture of the nomads of the Eurasian space. Culture of ancient tribes in the territory of Kazakhstan: customs, traditions, cults, beliefs. The great nomadic civilizations of the Sakas , Sarmatians, Scythians.</p>			

5	<p>Nomadic culture of Sakas, Massagets, Sarmatians, Scythians. Myths and religious beliefs of Sakas, Sarmatians, Scythians. Traditions and customs. Images of legendary heroes. The art of Sakas, Massagets, Scythians, Sarmatians: weapons, decorative and applied, sculpture, architecture. Martial art of Sakas, Massagets, Scythians. Poem "Shu-batyr". Writing. Cultural values of Sakas and Massagets. Representation of space and time in the nomadic culture. Natural monuments and monuments of material culture of the Sakas, Massagets, Sarmatians, Huns. The main cultural and technical achievements of the nomads of Central Asia (Kazakhstan). Saka thinkers (Toksarid, Anaharsis). Cultural interaction of Saka civilization with ancient Greek, ancient Indian and ancient Chinese. Ancient settlements of Sakas, Massagets, Sarmatians. Sacred culture of Sakas, Massagets, Sarmatians, Huns, Scythians.</p>	<p>Cultural heritage of Sakas, Massagets, Huns, Usuns and Kanglys and their role in formation of the cultural heritage of the Turkic peoples.</p>	-	3
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Week 6: Cultural heritage of the Proto-Türks

	<p>Nomadic Huns culture. Myths and religious beliefs of the Huns. Hun period of development of the nomadic culture in Kazakhstan. Writing of Huns (alphabet, runic writing of the Huns). Hun heroes (Attila. Poem about Attila "Attila's first campaign in Gaul"). The image of Attila in the Scandinavian epic "Edda" ("The Tale about Atli"). "The Tale of the Nibelungen". The image of Attila in the Spanish tragedy of the 16th century playwright Cristobal Viruse - "The Terrible Attila", the romantic drama of C. Werner "Attila, the king of the Huns". Opera of Wolfgang Frank "Attila, the King of the Huns." Opera of Giuseppe Verdi "Attila". The poem of the English poet Herbert "Attila". The work of the French scientist A. Thierry "The History of Attila". Work of Solovyov A. "The Treasure of Attila". A play by M. Sultanbekov "Attila". Scientific research of S. Oteniaz "Attila".</p> <p>Art of the Huns. Animal Hun style.</p> <p>Proto-Turkic period in the development of nomadic culture. Enkida - the glorious hero of the proto-Türks (the poem "Gilgamesh"). The poem "Arimaspeya" by Aristeeas Prokonnes about the life of the Proto-Türks. "The Swan Song" of the Chinese princess from the Han – Shizhun house about the life of the proto-Türks of the 1st century BC. Culture of Usun and Kangly. Mysteries, dance art, music of Usuns and Kanglys.</p> <p>Ancient Turkic civilization and its features. Cosmogony and mythology of the ancient Turks. Cult of ancestors. Tengriism. Tengrian pantheon of gods. Traditions and rituals of the ancient Turks. The cult of aruaks. Ancient Turkic runic writing.</p>			
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6	<p>The Altun Betig Holy Scripture Code (The Golden Book).</p> <p>Cultural heritage of the Turkic peoples inhabiting the territory of Kazakhstan. Turkic writing. Transversal writing of the Turks. Types of Turkic writing: Sogdian, Brahmi, Manichean, Uygur. State writing of the Turkic Kaganate.</p> <p>Runic writing. Runic texts. Cultural monuments of the Turkic period. Written monuments of the Turks: Orkhon-Yenisei, Lena-Baltic, Altai, Irtysh, East Turkestan, Central Asian (Semirechensk runes, Fergana runes, Syrdarya runes) and East European monuments.</p> <p>Orkhon-Yenisei epigraphic works: "Monument of Kül-tegin", "Inscription in honor of Tonyukuk", "Inscription in honor of Bilge-kagan". Monuments of the Oguz tribes: "The book of my grandfather Korkut" ("Kitabi Korkut" the Korkut Book), "Oguz-name". Ancient Turkic poets Yollyg-tegin, Tonyukuk.</p> <p>Paper making technology. Publishing of Turks. Types and forms of books of the Turks.</p> <p>Beliefs of the Türks from VI to VIII centuries: Buddhism, Manichaeism, Christianity (Nestorian). Translation activities of the Turks. Translations of the Buddhist texts "Maitrisimat" "Perfection of wisdom" ("Prajnaparamita"), "Instruction to the kings" ("Rajvavadaka"), manuscript of Vasubandhu's poem "Abhidharmakosha" ("Treasure of knowledge", X century), basic canon of Buddhism "Tripitaka" into the Turkic language.</p> <p>Shyngko Shelitutung from Beshbalyk town - a Turkic translator of the Buddhist sutra "Suvarnabrahma" (Golden glitter). Turkic poets Chisui tudun, Pratyashiri, Kiki. Manichean literature. Christian religious literature.</p> <p>Stellas of Kosho-Tsaidam. Steppe civilization. The core values of the steppe civilization.</p> <p>Ancient Turkic civilizations and achievements. The concept of space and time. Technique and ancient technology of nomads. Cultural and natural riches of the Turkic region - as a cultural heritage. The program "Madeni Mura". The main vectors of cultural policy aimed at the preservation and restoration of cultural monuments, cultural area and ancient settlements of nomads of Kazakhstan. Program "Sacred Geography of Kazakhstan".</p>	<p>Cultural interaction and interinfluence of Saka-Massageth, Scythian culture with the culture of the ancient world.</p> <p>Based on a concrete example, demonstrate the knowledge of ancient cultures of the Eurasian space, cultural heritage and the achievement of the inhabitants of Kazakhstan.</p>	<p>A report on the topic: "Turks of Kazakhstan in the intercultural communication of the peoples of the Great Silk Road".</p>	5
Week 7: Medieval culture of Central Asia				
	<p>Silk Road: Kazakhstan as a link between East and West. The interaction of cultures in the Central Asian region. Iranian components in the archetype of the Turkic and Kazakh culture. Dialogue of the Indian and Central Asian cultures. The interaction</p>			

7	<p>of the Indian culture and Turkic civilization. Interaction and interinfluence of the Turkic and Islamic culture.</p> <p>Turkic culture of the medieval period. The development of philosophy and medieval science. Al-Farabi: philosophical, socio-ethical and aesthetic views. The contribution of al-Farabi in the formation of medieval culture and science. The development of mathematics. Art, literature, architecture, technology development. Education in medieval Kazakhstan and Central Asia.</p> <p>The development of science and medicine. Khorezmi as an outstanding medieval mathematician. Abu Reyhan Biruni and the Universe. Abu Reyhan Biruni as a mathematician and cultural historian. Abu Ali ibn Sina and his Canon of Medicine.</p> <p>Social and natural sciences in Central Asia. The development of universities.</p> <p>Great cities of the Silk Road on the territory of Kazakhstan: Isfidjab (Sayram), Balasagun, Otrar, Suyab, Taraz, Shash (Tashkent), Shymkent, Karashok, Karnak, Ekioguz, Ashnas, Yassy (Turkestan). City culture. The role of cities in the development of cultural life in medieval Kazakhstan.</p> <p>The golden age of urban culture of Central Asia. The cities of Nishapur, Khorasan, Sistan, Termez, Samarkand, Bukhara, Khorezm as the centers of science, development of education, architecture and art. Central Asian cities as the centers of religious studies (Buddhism, Zoroastrianism, Nestorianism, Manichaeism). Architecture of the cities of the Central Asia. Palace culture of the Central Asia.</p>	<p>Cultural heritage of the Turks as a factor of influence on the formation of the Kazakh culture.</p> <p>Objectively assess the contribution of the Turks to the development of world culture and civilization and its role in the formation of the medieval Renaissance.</p> <p>Objectively assess the contribution of the various peoples of Western Asia, Iran, Central Asia and Kazakhstan to the formation of Islamic culture.</p>	<p>Analytical essay on the topic: "The Turkic Renaissance and its place in the heritage of world culture."</p>	5
Week 8: Cultural heritage of the Turks				
	<p>Culture of the Karakhanid period. Urban culture, material culture of the Karakhanid period. The development of technology in the Turkic period. Monuments of material culture.</p> <p>Al-Kashgari and his role in the formation of the Turkic literature and language. Al-Kashgari - the singer of the Turkic world. Work of Mahmud Kashgari "Collection of Turkic adverbs" ("Dictionary of Turkic adverbs").</p> <p>Yusuf Balasaguni and his book "Gracious Knowledge". Ahmed Yunneki, Suleiman Bakyrangani and their contribution to the Turkic culture. Ahmed Yunneki – the author of the poem "Hibat al (ul) - hakayyk" ("The Gift of Truth"). The spread of Islam in Kazakhstan. Features of medieval Turkic culture: Islam and nomadism.</p> <p>The Mongolian period and its influence on the development of the culture of the Turkic peoples of</p>			

8	<p>medieval Kazakhstan. The development of science during the reign of Khorezmshah. Medicine: the book of Zayn al-Din Gorgani (Dzhurdzhani) "The Treasure of Khorezmshah". Literature of the period of Khorezmshah The poet of the twelfth century Rashid ad Din Umari (1114-1177). Writer Nizami Aruzi Samarkandi and his book "Collection of rarities, or Four conversations." Cultural life in Khorezmshah (architecture, ceramics).</p> <p>Sufi Renaissance. The personality and activities of Ahmed Yassawi (Yasavi) (1093-1166). The book "Diwani Hikmet". Najm ad Din Kubra (1145-1220) and his model of spiritual life. His treatise "The trodden path of God's people".</p> <p>Sufi poet Farid ad-Din Attar from Nishapur (1145-1221) and his allegorical poem "The Conversation of Birds". The image of the bird Simurg. Sufism as a powerful religious movement in Central Asia before the Mongol invasion. The influence of Sufism on the cultural values and worldview of the Turks. The loss of the achievements of the Enlightenment.</p> <p>Mongol invasion as a cultural catastrophe. The development of Sufism in the period of the Mongol rule. Bahauddin Naqshband (1318-1389) as the ancestor of the new religious movement. The influence of Sufism of Naqshband order on the spiritual life of the Islamic world. Music and poetry of Sufism.</p> <p>Culture of the Golden Horde period. Material and spiritual culture. Spiritual values. Art. Religious beliefs. Traditions and customs. The main technological achievements of the Golden Horde.</p> <p>Culture in the Timurid period. The revival of cultural and scientific life in Central Asia during the reign of Tamerlane (1336-1405). Architecture. Aksaray in Shakhrisabz. Bibi-Khanyim mosque in the center of Samarkand. Mausoleum of Khoja Ahmed Yassavi in Turkestan.</p> <p>The golden age of the palace culture during the reign of Mohammed Taragay. Construction of mosques and madrasas. Creation of "Islamic gardens". Baysungure bookstore and arts center. Art and architecture. Miniature. Mural art.</p> <p>Ulugbek (Mohammed Taragay) and the development of astronomical science. The development of mathematics. Jamshid al-Kashi (1380-1429) and Ali Kushchi (1402-1474): contribution to the development of astronomy and mathematics. Ulugbek Observatory. The collection "Gurgan Zij" ("Collection of Astronomical Tables") - an authoritative guide to the celestial bodies of the 15th century. Education and science in the Timurid period. The development of technology in the</p>	<p>Culture of the Turks of Kazakhstan in the Middle Ages and their influence on the European and Islamic culture.</p>	<p>Development of a comparative table on the topic: "The influence of the cultural heritage of</p>	4
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	<p>Timurid period. The golden age of Sufi poetry. Nuriddin Jami (1414-1492), the great Sufi poet of the Naqshbandi Order. The collection "The spirit of friendship from the convent of holiness" as a standard of Sufi prose.</p> <p>Alisher Navoi (1441-1501) - the great Turkic poet. The development of the Chagatai language. Kamoliddin Behzad (1450-1537) and the development of painting standards in the Muslim world. Architecture of XV century. The aesthetics of the Timurid dynasty and its influence on the culture of the Grand Mogul empire. Culture of the Grand Mogul. Indian-Turkic Renaissance. Architecture, development of science, mathematics, astronomy and technological achievements of the Mogul culture.</p> <p>The program "Sacred Kazakhstan". Restoration and preservation of cultural monuments of the Turkic period. The Kodja Ahmet Yassau Mausoleum, the Ancient City of Taraz and other cultural objects as a framework of the national identity and cultural heritage of the Kazakhs.</p>		the Turks on the European and Islamic worlds."	
Week 9: Formation of Kazakh culture				
9	<p>The epic culture of the Kazakhs. Myths and legends of the Kazakh people. The formation of the Kazakh traditional culture. Forms of folk poetry, Musical creativity of akyns and zhyrau. Musical instruments. Agon in oral Kazakh folk art. The Great Kazakh biys. Orators of the Kazakh steppe. Speech etiquette in the Kazakh language. Cultural values and ethics of batyrs. Weapon skills. Kazakh arts and crafts. Ethical values of the Kazakh traditional culture. Sport games. Traditions, rituals, customs of the Kazakh people. The rites of the life cycle: birth, maturity, death. Funeral and memorial rites. Wedding rites. Traditional holidays. Nauryz. Folk songs. Traditional dances. National games. Technological achievements of the Kazakhs.</p> <p>Project - national museums-reserves: Botai, Saraishyk, Bozok cultural object Beket-Ata, Aksu Zhabagly, Korgalzhyn as a cultural-geographical framework of the national identity.</p>	<p>Culture and civilization of the Turks and their cultural and civilizational role in the development of the culture of the peoples of the Great Silk Road.</p> <p>The ability to critically evaluate the features of the spread of Islam and the cultural sources of its formation.</p>	-	3
Week 10: Kazakh culture in the XVIII - the end of the XIX centuries.				
	<p>The phenomenon of the Kazakh Enlightenment. Ch. Valikhanov and his work. Abay as a great Kazakh</p>	<p>Culture of the Silk Road peoples: to compare and determine the forms of cultural interaction with the peoples of Europe, Russia: patterns and achievements.</p>		

10	<p>poet and thinker. Creativity of Shakarim. I. Altynsarin as a prominent educator and teacher. Musical creativity of Kurmangazy, Tattimbet, Zhayau Moussa.</p> <p>The phenomenon of "ZarZaman" in the Kazakh culture. Kazakh social thought and the main directions in the Kazakh literature at the turn of the XIX-XX centuries. The main ideas of the major representatives of the Kazakh clerisy: A. Bukeikhanov, A. Baitursynov, M. Dulatov, T. Ryskulov.</p> <p>Sacred Kazakh culture. Monuments of sacred culture in the territory of Kazakhstan. The program "Madeni Mura".</p> <p>Cultural heritage of the Kazakh people of the XVIII-XIX centuries. The role of the Kazakh culture in the formation of ethnic identity and cohesion of the Kazakh people. The Kazakh language and its role in preservation of the cultural code of the nation.</p> <p>Cultural geography, major development centers, nomadic routes, toponymy and cartography.</p>	<p>Objectively evaluate the contribution of the Turks to the development of world culture and their impact on the East-West dialogue.</p> <p>The ability to compare the cultural monuments of the Turkic peoples and identify their impact on the spiritual development of the peoples of the Central Asian and Middle Eastern regions.</p> <p>The ability to critically evaluate the characteristics of the development of urban culture of the Central Asia.</p> <p>The ability to demonstrate knowledge of 100 monuments of sacred culture and cultural heritage of the Kazakh steppe.</p>	-	4
Week 11: Kazakh culture of the twentieth century				
11	<p>Kazakh culture in the Soviet period. Totalitarian administrative system and national culture. The industrialization of the country. The place and role of the scientific and technical clerisy in the industrialization of the country. Conflicting trends in cultural policy. Formation and development of Kazakhstani science, educational and cultural institutions. The contribution of the Kazakh clerisy to the development of Kazakhstani culture and in maintaining the continuity of the cultural development of the people. The most famous scientists of Kazakhstan of the twentieth century.</p> <p>The development of the Kazakh art: painting, sculpture, architecture, opera, ballet, music, dramaturgy of the twentieth century. Famous opera performers of the twentieth century. Literature of Kazakhstan of the twentieth century. Soviet Kazakh writers of the twentieth century. The formation and development of Kazakh cinema. Soviet Kazakh filmmakers and film actors. The development of the film industry in Kazakhstan of the twentieth century . The humanities in Kazakhstan of the twentieth</p>	<p>Kazakh culture in the historical dimension: the cultural heritage of the Kazakh people. Critically assess the cultural heritage of the Kazakh people.</p> <p>Evaluate the cultural heritage of the Kazakhs, cultural values and ethics of the batyrs, poetic heritage and art, sports culture of the Kazakhs.</p>		3

	<p>century. The role of Kazakh humanities and clerisy in preserving the spirituality of the Kazakh people, in shaping the national identity of the Kazakh people, the spiritual values of the Kazakh people. The creative contribution of the clerisy in the development of Kazakh culture.</p>		-	
Week 12: Kazakh culture in the context of modern world processes				
12	<p>Globalization and the problem of self-identification of ethno-regional cultures. Kazakh culture and Turkic world. Place of the Kazakh culture in the multicultural space of modern Kazakhstan. Spiritual traditions and innovation processes in modern Kazakh culture.</p> <p>National picture of the world and its cultural representation.</p> <p>The main trends and directions of modern art of Kazakhstan. The role of humanitarian clerisy in the preservation of patterns of Kazakh culture, in the development of the Kazakh language and the expansion of its cultural space, in the preservation and rising of the spiritual values of the Kazakh people. The main genres of modern Kazakh art: literature, painting, theater, architecture, music, cinema, television.</p> <p>Modern mass culture in Kazakhstan. Formation and development of show culture in Kazakhstan. Challenges of media culture and new trends in the development of modern art in Kazakhstan.</p> <p>Current trends in Kazakhstani cinema. Problems and prospects of development of the modern Kazakh film industry. Kazakh filmmakers. Kazakh movie stars. The best Kazakh films. Film festivals in Kazakhstan. The role of Kazakhstan film festivals in the development of festive culture. Place of Kazakhstan film festivals in the development of intercultural communication. Kazakhstan film festivals as a platform for the demonstration of the achievements of modern Kazakhstani culture. The principles of tolerance and the problems of formation of national unity, solidarity and national outlook of the Kazakh people in the paradigm of media culture.</p> <p>Television as a phenomenon of culture. The development of modern television in Kazakhstan. Television dramaturgy of Kazakhstan.</p> <p>Kazakh traditional and modern Kazakh culture. Cultural code of the Kazakh people. The problem of preserving the cultural code of the Kazakh nation. Spiritual values of the Kazakh traditional culture and issues of adoption of Western values in the conditions of Kazakhstan. Commercialization of art. Problems of preserving the cultural identity of the Kazakh people and the role of national art in</p>	Culture of Kazakhstan: problems and prospects	<p>Make a presentation on the topic "Youth subculture of the XX-XXI centuries. Western Europe and their influence on the value system of Kazakhstani youth."</p>	5

	formation of the cultural and spiritual image of the modern Kazakhstani, in educating patriotism, love and respect for their homeland, national culture, in preserving the spiritual heritage, spiritual values of the Kazakh people, in preserving the cultural code of the Kazakh nation, introduction to the values of world culture.			
Week 13: Kazakh culture in the context of globalization				
13	<p>Problems of preservation of the cultural heritage of the Kazakh people in the context of globalization. Museums of Kazakhstan and their role in preservation of cultural heritage. Museum of the Republic of Kazakhstan in demonstration of the cultural heritage of the Kazakh people. The role of museums in preservation of cultural and ethnic memory of the Kazakh people. Implementation of the program "Madeni Mura", the project of museums-reserves, cultural and natural monuments of Kazakhstan.</p> <p>The project - national museums-reserves: Botai, Saraishyk, Bozok. Cultural object Beket-Ata, Aksu Zhabagly, Korzhalgyn as a cultural-geographical framework of national identity.</p> <p>Youth subculture and the problems of spiritual moral, aesthetic and religious values. The role of cultural institutions in formation and upbringing of the cult of knowledge, pragmatism and competitiveness, cultural identity and solidarity, patriotism among modern Kazakhstani youth. Formation of positive Kazakh spirituality and values, overcoming of false and imposed forms of identity (cultural, religious) among modern Kazakhstani youth.</p> <p>Holidays of Kazakhstan. Formation of festive culture in Kazakhstan. Cultural patterns and spiritual values of Kazakhstan's festive culture.</p> <p>The development of urban culture in modern conditions. Core values of urban culture. Architectural appearance of Astana. Semiotics of urban culture of Astana.</p> <p>Formation and development of multi-media culture in Kazakhstan. Problem of cultural, information security.</p>	<p>Cultural code of the Kazakh nation.</p> <p>Analyze the role of the cultural code of the Kazakh nation to preserve cultural and ethnic identity.</p> <p>Ability to demonstrate</p>	<p>Project research on the topic: "The program "Cultural heritage" and its significance", presentation of conclusions, their argumentation and defense.</p> <p>Visiting museums, exhibitions.</p> <p>Preparation of analytical materials, reviews of regional, cultural monuments and attractions.</p>	5
Week 14: Cultural policy of Kazakhstan				
	<p>The genesis and principles of cultural policy: "The Law of the Republic of Kazakhstan on Culture". Basic principles of cultural reform in Kazakhstan. Socio-cultural aspects of the processes of spiritual modernization in Kazakhstan. The link between the models of cultural policy and the system of basic values of society. Kazakhstani model of cultural policy. The national idea "Mangilik El". Kazakhstan Peoples' Assembly and its role in the culture of</p>	<p>The culture of the twentieth century, Media culture and the culture of postmodernism and their role in formation of a new system of values and</p>		

14	<p>Kazakhstani society. The main patterns of cultural harmony.</p> <p>The problem of cultural adaptation and integration of compatriots in modern Kazakhstani society.</p> <p>The problem of inculturation of the younger generation in the format of the new challenges of the second and third wave of modernization.</p> <p>Formation of new value orientations, modernization of public consciousness of the population, access to a new system of rational civilizational outlook. The main directions of modernization of public consciousness: competitiveness, pragmatism, openness of knowledge, the cult of knowledge. The problem of cultural and civilizational identity of the Kazakh culture.</p>	<p>behavioral models of man.</p> <p>Based on a concrete example, demonstrate the knowledge of core values and patterns of mass and modern media culture , characteristics of the culture of postmodernism.</p>	<p>Essay-reasoning on the topic: "The role of the Kazakh language and Kazakh culture in preservation of the cultural code of the nation."</p>	4
Week 15: The State program "Cultural heritage"				
15	<p>The State Program "Cultural Heritage". The dynamics of traditions and innovations, the mechanisms of continuity and transmission of cultural experience. Ecology of culture: difficulties and problems. Formation and development of the ecological culture of Kazakhstan. The role of cultural institutions, cultural organizations in creation and development of local history work. The role of museums, educational institutions and organizations in the study of regional history, in the restoration and preservation of cultural and historical monuments and cultural objects of local, regional scales.</p> <p>The program of creation and preservation of natural monuments as a component of the cultural heritage of Kazakhstan. The role of UNESCO international organizations in development of cultural heritage programs.</p> <p>Development of cultural tourism and its role in formation and implementation of the state programs "Tugan-el", "Sacred geography of Kazakhstan", "Modern Kazakhstani culture in the global world", "Digital Kazakhstan. Methodologies of cultural and cultural research".</p> <p>Gender policy in Kazakhstan. Gender roles and gender behaviors. Core values of gender culture.</p> <p>The main patterns of spiritual values of modern Kazakhstani culture. The most famous people of Kazakhstan. One hundred names of Kazakhstani culture. One hundred memorable places in Kazakhstan. One hundred symbols of Kazakh culture. Project "100 new faces of Kazakhstan". Regional Project "100 new faces".</p> <p>National sports. Values of physical culture of Kazakhstan.</p> <p>The problem of education in the context of globalization. The problem of forming a new model</p>	<p>The culture of politics in Kazakhstan and its influence on formation of a cultural strategy for preservation of the cultural identity of the Kazakh people.</p>	<p>Analysis of the situation "Media culture and the Digital Kazakhstan model: the future in the light of modernity " in a case format.</p>	4

of intellectual nation. Science and technology in modern Kazakhstan. Computer literacy and culture. "Digital Kazakhstan" model. Culture of tolerance, openness of knowledge. New values of intercultural and inter-ethnic communication.			
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Note: 1 academic credit = 30 academic hours

Total: 2 academic credits - 60 academic hours

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Psychology

№	Content of the discipline	Themes of seminar (practical) classes	Themes of independent works of students	Number of hours
Personality in the context of formation of national consciousness in psychology				
Week 1: Introduction to Psychology				
	Psychology as a science. Tasks and place of psychology in the system of human sciences. The meaning of psychology and psychological knowledge in formation of the modern			

1	personality and modernization of public consciousness. Methods of psychology. Psychology as a science and practice that contributes to effective life activity (psychology in business, sports, healthcare, advertising).	Branches of modern psychology.	Essay "Psychology in my life and profession."	4
Week 2: Me and my motivation				
2	Motivation and self motivation. The overall organization of the motivational sphere. Motives and needs. Types of motives. The leading motive. Motivation to succeed or avoid failure. Methods for studying motivation. Motivational personality profile. The decrease in the labor efficiency, associated with the failure of the motivational sphere of the person	Motivation to work.	Case "Increasing the motivation of employees of the organization."	4
Week 3: Emotions and Emotional Intelligence				
3	The role of emotions in human life. Understanding of emotions and empathy. Methods and mechanisms for regulating emotions: rethinking of emotions and suppressing of emotions. Definition of emotional intelligence. Emotional intelligence as a cognitive ability and as an individual characteristic of a person. Diagnosis and development of emotional intelligence.	The basic rules for expressing and experiencing emotions in different cultures.	Create a program for development of emotional intelligence.	4
Week 4: Human will and psychology of self-regulation				
4	The concept of will in psychology. The structure of volitional act. Decision making and the problem of choice. Will and personality. Psychology of self-regulation of personality (stress management). Conscious self-control. The concept of stress. Types of stress. Stages of stress. Symptoms of stress	The concept of "Free will" of an individual in an independent society.	Case "Development of volitional	4

	. Individual stress response styles. The concept of stress tolerance.		qualities of a professional".	
Week 5: Individual and typological characteristics of personality				
5	Temperament, character and ability. Properties of the nervous system as the basis of temperament. Determination of temperament. Temperament types: choleric, sanguine, phlegmatic and melancholic. The correlation of temperament and character. Definition of character. Accentuations of character and education. The concept "national character". The makings and abilities of the personality.	Personal resources as a factor of preservation and development of national consciousness.	To make a psychological portrait of a modern student.	4
Week 6: Values, interests, norms as the spiritual basis of personality				
6	I am in a social world. I am a concept. Self-presentation Values in people's lives. The study of the concept of "value". Values as an important psychological resource of the individual. Personal values. Interest as the leading motive of social activity. Behavior and attitudes. Moral foundations of personality. Spiritual socialization of personality.	Worldview and national identity of the person.	Develop the project "Life Line".	4
Week 7: Psychology of the meaning of life and professional self-determination				
7	The meaning of life, life goals and programs. Beliefs and benchmarks of a professional at the present stage of Kazakhstan development: competitiveness, pragmatism, openness of consciousness, national identity. Personal values and meanings in professional self-determination. Barriers to professional growth, ways to prevent and overcome them. The crisis of professional identity and burnout syndrome.	Psychology of professional and personal success.	Essay "My career and professional development"	4

Week 8: Psychology of personal health.

8	Interaction and interinfluence of mind and body. Psychological factors of disease and health promotion . The use of psychedelic drugs and bad habits as a factor of deterioration of health. Healthy lifestyle as the basis of success of the individual.	Negative emotions and health.	Case " Preservation of occupational health."	4
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Interpersonal communication as a factor of development of a harmonious personality of a Kazakhstani

Week 9: Communication of the individual and groups.

9	The concept of communication. Types, forms and functions of communication. Interpersonal communication as a subject of scientific knowledge. Characteristics of interpersonal communication. The concepts of interpersonal communication, interaction, interpersonal perception. Features of interpersonal, intergroup and international communication. Communication styles. Leadership and management.	Interethnic communication as a socio-psychological phenomenon.	To conduct a comparative analysis of leadership and management.	4
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Week 10: Perceptual aspect of communication.

10	The perceptual aspect of communication as the perception of each other in the process of communication. Perceptual mechanisms of communication: empathy, identification, decentration, attraction, tolerance, reflection, feedback. Space of interpersonal interaction. Me and others.	Effects of interpersonal perception.	Essay "The perception of others in the process of communication."	4
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Week 11: Interactive aspect of communication

11	The essence of psychological impact. Types of psychological impact. Mechanisms of influence: infection, suggestion, imitation, persuasion. Factors of effective persuasion. The main methods and techniques	Personality and group (socio-psychological influence).	Prepare a presentation " Analysis of the impact of social networks on formation of	4
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	of psychological impact: demonstration, misinformation, the spread of rumors, intimidation, manipulation in the media.		addictive behavior among young people".	
Week 12: Communicative aspect of communication				
12	Communication as an exchange of information. Structure, functions and types of communications. Digital technology in communication. Verbal and non-verbal communication. Meaning and necessity of communicative roles. Communicative barriers (professional, semantic, organizational, personal-psychological). Socio-cultural, age, gender features of communication.	Analysis of communication in modern society by G.D. Lasswell.	Make a table " Psychological barriers in communication and overcoming them."	4
Technologies of effective interpersonal communication as the basis for modernization of public consciousness				
Week 13: The concept and structure of the socio-psychological conflict				
13	The nature and cause of social conflicts. Types of psychological conflicts. Constructive and destructive functions of the conflict. Stages of conflict. Participants and drivers of conflict, their needs, interests and goals. Spatio-temporal boundaries of the conflict. Typical stages of conflict. Functions and consequences of the conflict.	Conflicts in our lives.	Make psychological recommendations for development of tolerant behavior.	4
Week 14: Personality behavior in conflict				
14	Conflict prevention technology. Technologies of rational behavior in conflict. Behavior in a conflict: strategies for collaboration, contest, avoidance, leave, cooperation. Conflict resolution as a multi-step process. Types of manipulators. Basic manipulative techniques. Personality in the process of manipulation. Manipulation	The mechanisms and methods of conflict management in the labor collective.	To conduct psychological self-diagnosis of the prevailing type of	4

	as a hidden message. Negotiations as a way to resolve conflicts.		behavior in a conflict situation.	
Week 15: Techniques and technologies for effective communication				
15	The concept of effective communication. Principles, rules, skills, techniques and technologies of effective communication. Conditions for effective communication. Social intelligence. Image and self-presentation in communication. Imaging technology. Appearance as part of the image. Active listening techniques. Technologies of negotiation process.	Interrelation of effective communications and competitiveness of a specialist.	Develop a training program "Effective communication".	4
<p>Note: 1 academic credit = 30 academic hours</p> <p>Total: 2 academic credits - 60 academic hours</p> <p>Literature: Basic:</p> <ol style="list-style-type: none"> 1. Nazarbayev N.A. "On the threshold of the XXI century." - Astana, 2016. 2. Nazarbayev N.A. "Glance into the future: modernization of public consciousness". - Astana, AKORDA, 2017 / http://www.akorda.kz/ru. 3. Nazarbayev N.A. "Glance into the future". - Astana, 2017. 4. Аронсон Э. "Қыпке Әмтылқан жалқыз" = The Social Animal: Қлеуметтік психологияға кіріспе: / Э. Аронсон ; ауд. Д. Д. Дійсенбеков. - 11-бас. - Астана: "Ұлттық аударма бюросы" қоғамдық қоры, 2018. – 407 с. - (Рухани жаһқыру). 5. Godfroy J. "What is psychology." Volume 1. - М.: Mir, 2005 - 496 p. 6. Godfroy J. "What is psychology." Volume 2. - М.: Mir, 2005 - 276 p. 7. Daniel Goleman. "Emotional intelligence. Why it can mean more than IQ." Publishing house Mann, Ivanov and Ferber: 2018. -560 p. 8. Dzhakupov S.M. "Introduction to general psychology". - А.: Kazakh University, 2014 9. Ilyin E.P. "Psychology of communication and interpersonal relations". - SPb.: Peter, 2009. - 576 p. with illustr - (A series of "Masters of Psychology"). 10. Майерс Д. "Јлеуметтік психология" / Д. Г. Майерс, Ж. М. Туенж ; ауд. Г. К. Айқынбаева. - 12-бас. - Астана : "Ұлттық аударма бюросы" ҚҚ, 2018. – 559 с.: сур. - (Рухани жаһқыру). 11. Mayers D. "Psychology" / transl. from English I.A. Karpikov, V.A. Starovoytova. - 4th ed. - Minsk: "Popourri", 2009. - 848 p. 12. "Psychology of individual differences" / Ed. by Yu.B. Gippenreiter, V.Ya. Romanova. - 3rd ed., remade and add. - М.: AST: Astrel, 2008. - 720 p. 13. А.М. Rudenko "Psychology in charts and tables": a tutorial. - М: Phoenix, 2016. - 379 p. 14. Шульц Д. "Қазіргі психология тарихы" / Д. Шульц, С. Э. Шульц ; ауд. Б. К. Ақын. - 11-бас. - Астана : "Ұлттық аударма бюросы" ҚҚ, 2018. – 447 с.: сур. - (Рухани жаһқыру). <p>Additional:</p> <ol style="list-style-type: none"> 1. Antsupov A.Ya., Shipilov A.I. - "Conflictology" .- Moscow: Yurayt, 2017. 2. Arbuzova E. N., Anisimov A. I., Shatrova O. V. "Practical work on psychology of communication". 2008 - 272 p. 3. Vinogradova, S. M. "Psychology of Mass Communication": textbook / S. M. Vinogradova, G. S. Melnik. - Moscow: Yurayt, 2014. - 512 p. 4. Garner A., Pease A. "Language of conversation". Publisher: Eksmo-Press 2006 - 224 p. 				

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Note: 1 academic credit = 30 academic hours
 Total: 8 academic credits - 240 academic hours

Annex 7
 to the order of the Minister of
 education and science of the
 Republic of Kazakhstan
 dated October 31, 2018, № 603

The model curriculum of the general education discipline "Physical culture" for organizations of higher and (or) postgraduate education

Chapter 1. General provisions

1. This standard curriculum of the general educational discipline "Physical Education" for organizations of higher and (or) postgraduate education (hereinafter referred to as the Program) has been developed in accordance with subparagraph 13) of paragraph 15 of the Regulations on the Ministry of Science and Higher Education of the Republic of Kazakhstan, approved by the Decree of the Government of the Republic of Kazakhstan dated August 19, 2022 № 580 "On some issues of the Ministry of Science and Higher Education of the Republic of Kazakhstan" and shall define the objective, objectives, structure, content, teaching methods.

Footnote. Paragraph 1-as amended by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 13, 2023 № 314 (shall be enforced ten calendar days after the day of its first official publication).

2. This curriculum shall be aimed at the study of the general education discipline "Physical culture", providing for physical training in accordance with international standards of education. The curriculum shall determine the joint cooperation of the teacher and the student in the process of physical education throughout the training in the context of the requirements to the level of mastering of the discipline.

3. The duration of the training in accordance with the structure of educational program of higher education shall be 240 hours (8 academic credits).

Chapter 2. Goal, objectives and expected results of the curriculum

4. The goal of the curriculum shall be the formation of socio-personal competences of students and the ability to purposefully use the means and methods of physical culture for conservation, promotion of health to prepare for professional activities; to take physical stress, mental stress and adverse factors in their future activities.

5. To achieve the goal, the following educational, recreational and educational objectives should be resolved:

1) to give basic science-based knowledge about the use of physical culture and sports in development of the vital physical qualities for preservation of health and maintenance of an optimal professional performance;

2) formation of motivational-valuable attitude to physical culture and the need for systematic physical exercises and sports;

3) health promotion, water quenching and increasing resistance to adverse factors of labor activity;

4) discipline, collectivism, comradely mutual assistance;

5) development of mental resilience, confidence, commitment, courage and determination, initiative, perseverance, endurance and self-control;

6) development and improvement of basic motor qualities – endurance, strength, speed, agility, flexibility;

7) to ensure the obtaining of versatile skills for the development of physical abilities, socio-cultural experiences and socio-cultural values of physical culture and sports;

8) development of communication skills, particularly the ability to use information from a variety of sources, present it clearly in an appropriate form;

9) development of thinking skills, skills of self-development and research skills.

6. Upon completion of the curriculum, the student shall have the following competencies:

1) personal:

willingness and ability to self-development and personal self-determination;

willingness to independently use the skills of professional adaptive physical culture in work and life situations;

2) transdisciplinarity:

the ability to use intersubject concepts and universal educational actions (regulatory, cognitive, communicative) in educational, sports, physical, health and social practices;

the willingness and ability for independent information and educational activities.

formation of skills of participation in various types of competitive activities.

3) subject:

the ability to use a variety of forms and types of physical activities for healthy life, active recreation and leisure.

Chapter 3. Structure and content of the curriculum

7. The structuring of the content of the discipline shall be carried out through the highlighting of the consolidated didactic units (module, section) in it. The structure of the discipline content shall include: introduction; sections (modules); topics of the training practical classes.

8. The curriculum content shall be based on the following conceptual positions:

1) general education orientation of the physical education process;

2) integrity of functions of physical culture;

3) consistency of the educational process;

4) professionally-applied orientation of physical education;

5) regulatory and methodical support of education of students in the field of physical culture and sports;

6) stage and final certification of students in physical education.

9. Methods and techniques of instruction used in the program implementation process shall be:

1) technologies of problem-modular training;

2) technologies of training and research activities;

3) communication technologies (debate, press conference, academic debates and other active forms and methods);

4) case study (situation analysis);

5) gaming technology in which the students participate in business, role-playing, simulation and other games.

10. The content of the curriculum shall correspond to the distribution of students in four educational departments: primary, preparatory, special (including the groups of medical physical culture), sports. Distribution of students in the training departments shall be conducted in the beginning of the academic year taking into account the gender, health status, physical development, physical and sport fitness. Students can be transferred from one of the training department (group) to another after the end of the academic year or semester.

Transfer of students in preparatory and special medical training departments in connection with the disease may be carried out at any time of the academic year.

In the primary and preparatory academic departments the students shall be distributed to the training groups of general physical training and the sports groups.

The students with low level of health status or minor deviations in health status shall be distributed to the preparatory group.

In the special education department, the students, classified according to the data of medical surveys, shall be distributed in a special medical group or a group of medical physical culture.

In the sports training department, the representation of groups shall depend on the type and level of sports skills of the students.

The training groups of athletic specialization in sports shall be created with the representation of a double squad of players.

11. Practical classes shall include the development of knowledge, motor skills, the formation of students' experience of implementing fitness and training programs:

1) Training (classroom) classes shall be the main form of physical education. Training classes shall consist of methodical-practical and training sections. Methodological section of practical training shall be aimed at: development of a technique of selection of physical exercises and sports; the preparation of complexes of general developmental and special exercises; the ability to exercise control and self-control during the classes, insurance and self-protection; development of the skills of judging the competition.

Training classes shall be aimed at: increasing the level of physical fitness and development of physical qualities; mastering the art of sports; preparation of students for participation in mass sports competitions; development and improvement of skills of professionally-oriented training in accordance with the requirements of the specialty.

2) extracurricular (out-of-class) classes shall be organized to ensure sufficient motoring regime of students:

1. physical exercises in the daily routine (morning hygienic gymnastics (MHG), athletic classes, wellness swimming, walking, running, skiing, skating, innovative, untraditional wellness technology by the capabilities of educational institutions);

2. classes in sports clubs, health, athletic, and interest clubs;

3. out-of-class activities shall maintain the high level of physical performance of students and contribute to the implementation of the requirements of the program. Guidance, supervision and consulting of all forms of training shall be made by the faculty members of departments of physical education and sport.

12. Assessment of competences of students (in order to form modern socio-personal and socio-professional competences of the graduate) shall be carried out according to the

following criteria: demonstration of understanding of the updated program, mastering of the glossary, the use of the knowledge acquired; introduction of independent practical exercises in practice, discussion forms.

A prerequisite for admission of a student to fulfill the attestation standards shall be:

- fulfillment of the requirements of the theoretical part of the curriculum by semesters and courses of training;
- regular attending of classes, providing the necessary level of physical and functional state of the body;
- testing of physical fitness;
- formation of skills in professional and physical training.

Students, freed from classes for long periods and students of group of medical physical culture, shall pass certification at the department of physical education and sport on the basis of the following regulatory requirements:

- assessment of the level of theoretical knowledge in compulsory lectures on the discipline "Physical culture";
- assessment of independent exploration of additional topics on physical culture taking into account the health status of a student, indications and contraindications for exercises;
- participation of students in research work of the department on the problems of health-improving and adaptive physical culture.

13. Thematic plans included in the theoretical and practical (methodological) sections of the discipline shall be given in the Annex hereto.

Annex
to the model curriculum of the
general education discipline
"Physical culture" for
organizations of higher and (or)
postgraduate education

1. Thematic plan included in theoretical section of the discipline

1. Physical culture as an academic discipline in the education system of the Republic of Kazakhstan.

2. The basics of a healthy lifestyle (HLS).

Forms and methods of formation of healthy lifestyle within the system of professional education. The motivation of students for healthy lifestyle.

3. Natural-scientific foundations of physical education.

The concept of socio-biological basics of physical culture. The major systems of the body. Physiology of physical activity.

4. Modern health systems and control principles of the physical condition of the body.

Characteristics of modern health technologies. Pedagogical control, self-monitoring and evaluation of the functional state, physical development and physical preparedness of students . self-control. Correction of the classes on the results of control and self-control.

5. Basic methods of independent physical culture and sports classes.

The content, forms and methods of independent classes. methods of their application. Content of independent classes with physical exercises.

6. Professionally-applied physical training (PAPT).

The goal, the means and organization of the PAPT of students.

2. Thematic plan included in the practical (methodological) section of the discipline

General physical preparation (development of physical qualities). When planning the practical section, it is recommended to use the following tools for development of physical qualities:

Speed. Running: normal, mincing, jogging, lifting hip, overflowing the shank. Run on bend, shuttle run. Relays.

Performance of various exercises on speed (elements of gymnastics, active and sport games).

Endurance. Jogging and ski training (for universities of the Northern regions). Mastering the art of trail running. Cross training.

Flexibility. General developmental exercises, with objects and without them, with active and passive resistance, wide swing.

Agility, coordination and balance. Gymnastic and acrobatic exercises with objects and without them. Active and sports games. Complex relay races (with elements of jumping, running, throwing, somersaults). General developmental exercises in the walk.

Power. General developmental exercises with objects and without objects. Exercises on the gymnastic and support equipment. Practice in tightening and resistance, carrying heavy loads. Performance of exercises according to the method of circuit training.

Special physical training. To select the means of special physical preparation, various exercises on organization, methodological support can be used, depending on the region.

Special exercises for development of speed and endurance:

- special exercises of a sprinter, starting jerks, acceleration, running on;
- control events: 100m, 500m, 1000m;
- performance of a variety of exercises on speed (elements of gymnastics, active and sport games);
- the complexes of general and special exercises of middle-distance runner, long-distance runner;
- mastering the art of skiing;
- performance of various efforts at a moderate pace for up to 10-15 minutes and 18-25 minutes;

- participation in athletics and skiing.

Special exercises for development of flexibility:

- simple bouncing and flapping with the dosed and maximal external assistance, with and without weights;

- repeated bouncing movements;

- exercises of the static positions with the greatest possible degree of stretch without equipment and with the use of gymnastic apparatus.

Special exercises for development of agility, coordination and balance:

- active and sports games. Simulation and diversionary actions;

- complex relay races (with elements of jumping, running, throwing, somersaults);

- improvement of balance when skiing, skating, cycling, roller skating.

Special exercises for development of strength:

- elements of weightlifting. General developmental and special exercises of a weightlifter.

Mastering the technique of power movements - push, pull;

- elements of kettlebell lifting. General developmental and special exercises. Mastering the technique of the jerk and press of kettlebells; development of exercises of health and power and training orientation;

- elements of athletic gymnastics. General developmental and special exercises with objects (expanders, attenuators, dumbbells) and with overcoming of own weight.

Performance of exercises for different muscle groups performed on simulators.

Types of sports (gymnastics, athletic gymnastics, sports games, athletics, skiing, swimming).

Gymnastics. General developmental exercises, running, jumps and dance elements used with emotional and rhythmic music. Forms of dance exercises. Performance of scoring and competitive rhythm-dance programs.

Athletic gymnastics. General developmental exercises with dumbbells; kettlebells; with expander; with a metal stick; in the gym, with a barbell. Exercises for eliminating various defects of the constitution, as well as to strengthen the muscles and improve efficiency.

Sports and outdoor games.

Basketball. Rules of the competitions. Defensive posture, turns, jumps, movement, dribbling, catching of the pass, shots. Teaching the technical and the basics of tactical actions. A team game.

Volleyball. Rules of the competitions. Posture and movement. Ball reception and pass on the spot and with movement (forward, backward, left, right). Actions with the ball. Pass of the ball. A team game.

Football. Rules of the competitions. Pass of the ball by the foot to the partner on the spot and moving in different directions. Hitting the ball with a foot, followed by a goal. Reception of ball. Movements of the player without the ball and with the ball. Hitting the ball. Dribbling the ball. Tackling the ball. The technique of a goalkeeper's game. A team game.

Handball. Movement, catching and passing, throwing, dribbling and fraudulent actions, barriers, blocking and tackling. Teaching the technical and the basics of tactical actions in attack and defense. A team game.

Outdoor games.

Model outdoor games: "Target", throwing of dishes, "Hunters and hares", "Handed-sit down", "Target mobile", "Pass", "Hit the ball", "Hit the circle", "Who's next", "Goal", "Accurate pass", "Dribbling and goal", "Soccer slalom", "For the ball", "Catch the ball", "Juggling two balls", "Ball in the air" and the Kazakh national games: "Ақсүйек", "Қармақ", "Ійрек ату", "Кімбаден доп шықару", "Аһ аулау", "Таяқ жігірту", "Садақ ату", "Қақпа тас", "Қарағие".

Athletics. Rules of the competitions. Running. Throwing. Jumping.

Skiing. Rules of the competitions. Performance of line tasks on skis, movement with skis and on the skis in a variety of ways at the training site and on the training track.

Overcoming the ascents and descents, braking, and turns on the spot and in motion. The technique of skiing over rough terrain. Coverage of the distance in slow and medium pace against the clock. Relay races on skis. Study of techniques of various steps.

Swimming. Rules of the competitions. Formation of skills of behavior on the water. General developmental and special exercises of the swimmer. Mastering the art of the main ways of swimming.

Professionally-applied physical training. The choice of means of the PAPT is caused by the directionality to ensure an effective adaptation of the organism to the complex factors of work, to improve the resistance to climatic conditions of production and the expansion of the arsenal of applied motor coordinations, involved in formation and consolidation of work skills.

Modern health systems (respiratory: paradoxical gymnastics of Strelnikova A., "BodyFlex" - the system of breathing exercises, coupled with stretching exercises, K. Dineiki relaxation: muscle relaxation, rhythmic gymnastics: posture, balance, with objects; aerobics: the exercise system of cyclic sports aimed at improving functionality of major systems of the body, callanetics: exercises, performed mostly in isometric mode and causing the activity of deeply located muscle groups, fitness: general fitness, physical and sports-oriented, shaping: science-based system of physical culture for girls, aimed at shaping and improving the functional state of the organism.

Pilates: an exercise system is safe from all kinds of fitness, aimed at rehabilitation of an injury or disease, stretching: exercises to improve physical health through stretching of muscles, tendons and ligaments, workout); articular exercises of S. M. Bubnovsky. Articular exercises improve the muscles, removing congestion in them; stimulate the blood and lymphatic circulation.

Control and self-control in the process of physical exercises.

The simplest methods of self-observation over the results of physical exercises. Keeping a diary of self-control and its importance in the process of monitoring the health status of students.

Objective and subjective indicators of self-control. Diagnosis of the health status of the organism under the influence of physical exercises and sports. The use of standards, anthropometric indices, functional tests and exercises, tests for assessment of physical development, functional state of body systems, physical fitness.

Planning in sports training department shall be carried out taking into account the sports skills of students and the types of sports. Students from different courses and faculties can train in the groups of the sports department simultaneously.

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