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## Syllabus

### Department «History of Kazakhstan and social and social disciplines»


#### Working curriculum of the discipline "Psychology and cultural studies"

#### Educational program ««6V10115 Medicine»»


1.	<b>General information about the Course</b>		
1.1	Course Code: PK2102	1.6	Academic year: 2023-2024
1.2	Course name: Psychology and Cultural Studies	1.7	Year:2
1.3	Prerequisites: History of Kazakhstan, Philosophy	1.8	Term:4
1.4	Post-requisites: Sociology and Political Science	1.9	Number of credits (ECTS):4
1.5	Cycle: OEA	1.10	Component:OK
2.	Discipline description:  Psychology and cultural studies in the system of human sciences. Emotions and volitional processes. Values, interests, norms as the spiritual basis of the individual. Psychology of communication. Models of personal behavior in conflict interactions. The concept and essence of culture. The language of culture. Space and forms of culture. Culture of nomads of Kazakhstan. Medieval culture of Central Asia. Kazakh culture in the XY-XIX centuries. Kazakh culture of the XX-XXI centuries. Cultural policy of Kazakhstan.		
3.	<b>Summative assessment form</b>		
3.1	Testing+	3.5	Coursework
3.2	Writing	3.6	Essay
3.3	Oral	3.7	Project
3.4	OSPE / OSCE or Practical Skills Acceptance	3.8	Other (specify)
4.	Discipline objectives  Formation of the social and humanitarian worldview of students in the context of solving the problems of modernization of public consciousness, defined by the state program "Looking to the future: modernization of public consciousness".		
5.	<b>Learning outcomes (Course learning outcomes)</b>		

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CLO1.	Explains and interprets subject knowledge(concepts, ideas, theories) in the field of cultural studies and psychology;					
CLO2.	Explains the social and ethical values of society as a product of integration processes in the systems of basic knowledge of the disciplines of psychology and cultural studies;					
CLO3.	Algorithmically represents the use of scientific methods and research techniques in the context of the disciplines of psychology and cultural studies;					
CLO4.	Explains the nature of situations in various spheres of social communication based on the content of theories and ideas of scientific fields of the disciplines of psychology and cultural studies; He is able to work with literature on a specific topic and scientifically substantiate his own formed point of view.					
5.1	Course learning outcomes	The learning outcomes of the EP, which are related to the learning outcomes of the course				
	CLO 1, CLO 2	CLO 1. Applies in practice fundamental knowledge in the field of biomedical, clinical, epidemiological and socio-behavioral sciences.				
	CLO 1, CLO 2	CLO 2. Provides patient-centered care in the field of biomedical, clinical, epidemiological and socio-behavioral sciences, aimed at the diagnosis, treatment and prevention of the most common diseases.				
	CLO 3, CLO 4	CLO 3.Effectively communicates with patients, their families and medical professionals on the basis of compliance with the rules of ethics and deontology, leading to effective exchange of information and cooperation.				
	CLO 3, CLO 4	CLO 4.Performs professional duties qualitatively on the basis of self-control and continuous improvement of its activities.				
6.	Details of the course					
6.1	6.1 Venue (building, auditorium) South-Kazakhstan Medical Academy, Department of History of Kazakhstan and Social and Public Public Disciplines. 27 Tokaeva st., 3rd floor, rooms 1-9.					
6.2	Number of hours	Lectures	Prac. lessons	Lab.lessons	SIW	SIWT
		8	32	-	24	56
7.	Information about teachers					
№	Full name	Degrees and title	Email address	Scientific interests, etc..	Achievements	
1	Nurzhanbayeva Zhanat Oralbayevna	Doctor of PhD, Head of the Department	<a href="mailto:janat189@mail.ru">janat189@mail.ru</a>	Research work on the new and modern history of Kazakhstan	Author of more than 60 scientific papers, 3 teaching aids	

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2	Mahatova Laila Talgatovna	Master's degree, Senior Lecturer	Mahatova.Layla@mail.ru	Research work on the new and modern history of Kazakhstan	Author of more than 30 scientific articles.	
3	Erkinbekova Asemkul Seitzhapparovna	Master's degree, Senior Lecturer	<a href="mailto:Acem2769@mail.ru">Acem2769@mail.ru</a>	Research work on the new and modern history of Kazakhstan	Author of more than 30 scientific papers, 3 teaching aids	
8.	Thematic plan					
Week/ Day	Topic name	Summary	Cours e learn ing outco mes	Num ber of hour s	Forms / methods / learning technolog ies	Forms / assessm ent methods
1	<b>Lecture.</b>  Introduction to Psychology. Psychology as a Science	Subject, goals and objectives of the course "Psychology and Cultural Studies". The place of psychology and cultural studies in the system of human sciences. The importance of psychology and cultural studies, psychological and cultural knowledge in the formation of a modern personality and the modernization of public consciousness. Methods of Psychology. Psychology as a science and practice that contributes to effective life (psychology in business, sports, health care, advertising).	CLO1, CLO3,	1	Overview (webinar)	Feedbac k (blitz survey)
	<b>Practical lesson.</b>  Branches of modern psychology.	Psychology as a Science. Tasks and place of psychology in the system of human sciences. The importance of psychology and psychological knowledge in the formation of a modern personality and the modernization of public consciousness. Methods of Psychology. Psychology as a science	CLO1, CLO3,	3	Debates	Completing tasks

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		and practice that contributes to effective life (psychology in business, sports, healthcare, advertising) ..				
	<b>SROP. SRO theme and task</b>  Psychology in my life and profession.  The role of the anti-plagiarism program in ensuring reliability.	Psychology as a Science. Tasks and place of psychology in the system of human sciences. The importance of psychology and psychological knowledge in the formation of a modern personality and the modernization of public consciousness. Methods of Psychology. Psychology as a science and practice that contributes to effective life (psychology in business, sports, healthcare, advertising)	CLO1,  CLO3,	2/5	Essay	Completing assignments, essay defense
2	<b>Lecture.</b>  <b>Emotions and volitional processes.</b>	Motivation and self-motivation. General organization of the motivational sphere. Motives and needs. Types of motives. Leading motive. Motivation to achieve success or avoid failure. Understanding of emotions and the ability to empathize.  Methods and mechanisms of emotion regulation: rethinking emotions and suppressing emotions. Definition of emotional intelligence.  The concept of will in psychology. The structure of a volitional act. Decision making and the problem of choice. Will and personality. Psychology is suicide.	CLO1  CLO3  CLO4	1	Information (webinar)	Feedback (blitz survey)
	<b>Practical lesson.</b>  The motivational-need-sphere of the personality. Emotions.	The role of emotions in human life. Definition of emotional intelligence. The concept of will in psychology. The structure of a volitional act. Decision making and the problem of choice. Will and personality. Stress symptoms. The concept of stress resistance. Mayor of self-destructive (suicidal) prevention among youth.	CLO1,  CLO3, CLO4.	3	Situational tasks	Solving tasks
	<b>SROP. SRO theme and task.</b>  Increasing the motivation of	Motivation and self-motivation. General organization of the motivational sphere. Motives and needs. Types of motives. Leading motive. Motivation to achieve success	CLO1,  CLO3,	2/5	Content Analysis	Task completion

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	employees of the organization.	or avoid failure. Understanding of emotions and the ability to empathize. Suicidal behavior of youth.	CLO4.			
3	<b>Lecture.</b>  Individual-typological personality traits.  Values, interests, norms as the spiritual basis of personality.	Temperament, character and ability. The properties of the nervous system as the basis of temperament. Definition of temperament. Types of temperament: choleric, sanguine, phlegmatic and melancholic. The balance of temperament and character. Definition of character. Accentuation of character and upbringing. The concept of "national character". The inclinations and abilities of the individual.  I am in the social world. I am a concept. Self-presentation. values in people's lives. Study of the concept of "value". Values as an important psychological resource of the individual.  The meaning of life, life goals and programs. Beliefs and guidelines of a professional at the present stage of development of Kazakhstan: competitiveness, pragmatism, openness of consciousness, national identity.  The relationship and mutual influence of the mind and body. Psychological factors in the occurrence of diseases and health promotion.	CLO1,  CLO3,  CLO4.	1	Information	Feedback (blitz survey)
	<b>Practical lesson.</b>  Personal resources as a factor in the preservation and development of national consciousness.  Values, interests, norms as the spiritual	The balance of temperament and character. Definition of character. Accentuation of character and upbringing. The concept of "national character". The inclinations and abilities of the individual.  Personal values. Interest as the leading motive of social activity. behavior and attitudes. Moral foundations of personality. The relationship and mutual influence of the mind and body. Psychological factors in the	CLO1,  CLO3,  CLO4.	3	Debate	Task Completion


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	basis of personality.	occurrence of diseases and health promotion.				
	<b>SROP. SRO theme and task.</b>  Development of volitional qualities of a professional.  Psychological portrait of a modern student.	The concept of will in psychology. The structure of a volitional act. Decision making and the problem of choice. Will and personality. Temperament, character and abilities. Properties of the nervous system as the basis of temperament. Definition of temperament. Temperament types: choleric, sanguine, phlegmatic and melancholic. The balance of temperament and character. Definition of character. Accentuations of character and education. The concept of "national character". The makings and abilities of the individual	CIO1, CLO2, CLO4.	2/5	Content analysis  Essay	Completing a task
4	<b>Lecture.</b>  Interpersonal communication as a factor in the development of a harmonious personality of a Kazakhstani.	The concept of communication. Types, forms and functions of communication. Interpersonal communication as a subject of scientific knowledge. Characteristics of interpersonal communication. The perceptual side of communication is how people perceive each other in the process of communication. The essence of psychological influence. Types of psychological impact. Mechanisms of influence: infection, suggestion, imitation, persuasion. Communication is the exchange of information. Structure, functions and types Analysis of communication Digital technologies in communication. Verbal and non-verbal means of communication. The nature and cause of social	CLO1, CLO3 CLO4	1	Information	Feedback (blitz survey)

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		<p>conflicts. Types of psychological conflicts. Constructive and destructive functions of conflict. Constructive and destructive functions of conflict. Stages of development of the conflict. conflict prevention technology. Technologies of rational behavior in conflict. Behavior in conflict: strategies of cooperation, rivalry, avoidance, withdrawal, cooperation.</p> <p>The concept of effective communication. Principles, rules, skills, techniques and technologies for effective communication. conditions for effective communication. Social intelligence.</p>				
	<p><b>Practical lesson.</b></p> <p>Psychology of interpersonal communication. Effects of interpersonal perception and analysis of communication in modern society.</p>	<p>The concepts of interpersonal communication, interaction, interpersonal perception. Features of interpersonal, intergroup and international communication. Communication styles. Leadership and leadership.</p> <p>Perceptual communication mechanisms: empathy, identification, decentration, attraction, tolerance, reflection, feedback. Factors for Effective Persuasion</p> <p>Socio-cultural, age, gender characteristics of communication.</p>	<p>CIO1</p> <p>CLO3</p> <p>CLO4</p>	3	Situational tasks	Solving tasks
	<p><b>SROP. SRO theme and task.</b></p> <p>My career and professional development. Preservation of professional health.</p>	<p>The meaning of life, life goals and programs. Beliefs and guidelines of a professional at the present stage of development of Kazakhstan: competitiveness, pragmatism, openness of consciousness, national identity. Personal values and meanings in professional self-determination. Barriers to professional growth, ways to</p>	<p>CLO1</p> <p>CLO3</p> <p>CLO4</p>	2/5	RBL	Analysis of scientific articles




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		<p>prevent and overcome them. Crisis of professional identity and burnout syndrome.</p> <p>The relationship and mutual influence of the mind and body.</p> <p>Psychological factors in the occurrence of diseases and health promotion. The use of surfactants and bad habits as a factor in the deterioration of health. Healthy lifestyle as a basis for personal success.</p>				
5	<p><b>Lecture.</b></p> <p>Morphology and language of culture.</p>	<p>The history of the formation of the concept of culture: a variety of approaches to the definition of the essence and functions of culture. Axiological, civilizational, structuralist, anthropological, economic interpretations of the concept of culture. Review of theoretical approaches: F. Boas, L. White, Z. Freud, K. Levi-Strauss, K. Marx, E. Tylor, O. Spengler, A. Toynbee, L. Gumilyov, P. Sorokin, S. Huntington. History of cultural studies as a scientific discipline: the genesis of theoretical approaches, fundamental and applied cultural studies, the interdisciplinary nature of cultural studies, philosophy, theory and sociology of culture, cultural and social anthropology, cultural history.</p> <p>Global, glocal and local approaches in cultural studies.</p> <p>Typology of culture: concept of type of culture, historical typology of cultures, linear and local approach.</p> <p>Culture as a world of signs and meanings. Information-semiotic understanding of culture.</p> <p>Verbal-sign systems are natural languages.</p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p>	1	Information	Feedback (blitz survey)




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	<b>Practical lesson.</b>  The concept and structure of socio-psychological conflict.  Mechanisms and methods of conflict regulation in the labor collective. The relationship between effective communications and the competitiveness of a specialist.	The concepts of interpersonal communication, interaction, interpersonal perception. Features of interpersonal, intergroup and international communication. Communication styles. Leadership and leadership.  Participants and driving forces of the conflict, their needs, interests and goals. Spatio-temporal boundaries of the conflict. typical stages of conflict. Functions and consequences of the conflict. Conflict resolution as a multi-stage process. types of manipulators. Basic manipulative techniques. Personality in the process of manipulation. Manipulation as a hidden message. Negotiation as a way to resolve conflicts. Image and self-presentation in communication. Imaging technologies. Appearance as part of the image. Active listening techniques. Technologies of the negotiation process.	CLO2 CLO3 CLO4	3	Debates	Completing tasks
	<b>SROP. SRO theme and task.</b>  Leadership and leadership.  Perception of others in the process of communication.	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 leadership.  The perceptual side of communication is how people perceive each other in the process of communication. Perceptual	CLO2 CLO3 CLO4	2/5	Comparative analysis, essay	Task completion, compilation of comparative tables

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		communication mechanisms: empathy, identification, decentration, attraction, tolerance, reflection, feedback. The space of interpersonal interaction. Me and others.				
6	<b>Lecture.</b>  Semiotics and anatomy of culture.	. Structuralist, semiotic approaches to cultural studies. Textological concepts of culture R. Barth, J. Kristeva. Semiotic concepts of culture F. Saussure, Y. Lotman, E. Cassirer, O. Suleimenov. cultural code. The concept of cultural code. The uniqueness of the cultural code of national culture. The ethos of culture. conventional signs. The concept of a symbol of culture. The space of culture. Three-dimensional model of culture. cultural forms. The structure of cultural space: paradigms, faces of culture, cultural scenarios. Axial cultural forms: cognitive paradigms, value paradigms, regulatory paradigms. Forms of culture: myth, art, religion, morality, philosophy, law, politics, science, technology. Sacred culture of the Kazakh people. The genesis of art. social culture. The structure of social culture. The concepts of "morality", "morality", "ethics. Law in the system of sociocultural values. political culture. Technological culture. Engineering. The cultural niche of engineering. Science as a new cultural phenomenon. Cultural scenarios of activity. Variety of cultural scenarios.	CLO2  CLO3  CLO4	1	Informational (webinar)	Feedback (blitz survey)
	<b>Practical lesson.</b>  Culture, its place and role in	Morphology of culture: space and time of culture, main components and patterns of culture. Diachronic and synchronous approaches to	CLO2  CLO3	3	TBL	Completing Tasks

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	human life and activity	culture. The specificity of the space of culture. The main parameters of 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. Typology of culture: concept of type of culture, historical typology of cultures, linear and local approach. Variety of forms of culture. Eurocentrism and typology of cultures: pluses and minuses. West and East. North and South. Culture and civilization.	CLO4			
	<b>SROP. SRO theme and task.</b>  S. Huntington "Clash of Civilizations". "Integration and Localization of Culture". Symbols of culture, their role and significance in cultural communication.	. The history of the formation of the concept of culture: a variety of approaches to the definition of the essence and functions of culture. Axiological, civilizational, structuralist, anthropological, economic interpretations of the concept of culture. Review of theoretical approaches: F. Boas, L. White, Z. Freud, K. Levi-Strauss, K. Marx, E. Tylor, O. Spengler, A. Toynbee, L. Gumilyov, P. Sorokin, S. Huntington. 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 Kazakh culture.	CLO2 CLO3 CLO4	2/5	Comparative analysis	Discussion of the assignment, compilation of comparative tables
7	<b>Lecture.</b>  Culture of the nomads of Kazakhstan.	Archaic culture on the territory of ancient Kazakhstan: monuments of material culture. Nomadism as a type of culture. Concepts of	CLO2 CLO3	1	Information	Feedback (blitz survey)

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	Medieval culture of Central Asia	<p>nomadism. Typology of nomadic culture. Classification and types of nomadism (nomad culture). Nomadic culture of Saks, Massagets, Sarmatians, Scythians. Myths and religious beliefs of the Saks, Sarmatians, Scythians. Representation of space and time in nomadic culture. Natural monuments and monuments of material culture of the Saks, Massagets, Sarmatians, Huns. Hunnic period of development of nomadic culture in Kazakhstan. Proto-Turkic period in the development of nomadic culture. Usun and Kangly culture. Cultural heritage of the Turkic peoples inhabiting the territory of Kazakhstan. The program "Madeni mura". The main vectors of cultural policy aimed at the preservation and restoration of cultural monuments, the cultural area and settlements of the ancient nomads of Kazakhstan. Program "Sacred Geography of Kazakhstan". Silk Road: Kazakhstan as a link between East and West. The development of philosophy and medieval science. Al-Farabi: philosophical, socio-ethical and aesthetic views. Al-Farabi's contribution to the formation of medieval culture and science. Cultural heritage of the Turks as a factor of influence on the formation of Kazakh culture. Development of science and medicine. Khorezmi as an outstanding medieval mathematician. Abu Reyhan Biruni as a mathematician and cultural historian. Abu Ali ibn Sina and his Canon of Medicine.</p>	CLO4			
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		<p>Social and natural sciences in Central Asia. University development.</p> <p>Culture of the Karakhanid period. Al-Kashgari is a singer of the Turkic world. Yusuf Balasaguni and his book "Blessed Knowledge". Ahmed Yugneki, Suleiman Bakyrangani and their contribution to Turkic culture. Ahmed Yugneki is the author of the poem "Khibat al(ul)-khakayik" ("The Gift of Truth"). The spread of Islam in Kazakhstan. Medicine: the book of Zayn al-Din Gorgani (Dzhurjani) "The Treasure of the Khorezmshah". Program "Sacred Kazakhstan". Restoration and preservation of cultural monuments of the Turkic period. Mausoleum Kozha Akhmet Yassau, the ancient city of Taraz and other cultural objects as a framework of national identity and cultural heritage of the Kazakhs. Folk medicine of Ancient Kazakhstan as the basis of modern scientific medicine.</p>				
	<b>Practical lesson.</b>  Morphology and anatomy of culture: their role in the study of culture configuration. Culture and civilization: relationship and difference. Nomadic types of culture.	<p>The concept of the language of culture. The language of culture as a way of being culture. Linguistic picture of the world. The 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. Sociocultural differentiation of languages</p> <p>The ethos of culture. Ethos and code of culture. Types of global cultural codes: pre-written (traditional), written (book), screen, digital. Mass culture code. Code of Kazakh traditional culture. Code of</p>	CLO2  CLO3  CLO4	3	Debates	Discussion of tasks


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		<p>Kazakh culture.  Symbols and archetypes of Turkic and Kazakh culture.  Spiritual culture. Types of spiritual culture.</p>				
	<b>SROP. Subject and task of the SRO.Boundary control No. 1</b>	Control work on 1-7 topics of practical classes and SRO	CLO1 CLO2 CLO3 CLO4	2/5	Test work in writing (video conference))	Checklist
8	<b>Lecture.</b>  Kazakh culture in the XY-XX centuries. Kazakh culture in the context of modern world processes.  Cultural policy of Kazakhstan.	<p>The epic culture of the Kazakhs. Myths and legends of the Kazakh people. Formation of the Kazakh traditional culture. Forms of folk poetry, Musical creativity of akyns and zhyrau.</p> <p>Project national museum-reserves: Botai, Sarayshyk, Bozok cultural object Beket-Ata, Aksu-Zhabagly, Korzhalgyn as a cultural and geographical framework of national identity.</p> <p>Sacred Kazakh culture. Monuments of sacred culture on the territory of Kazakhstan.</p> <p>The program "Madeni mura". Cultural heritage of the Kazakh people of the XVIII-XIX centuries. The role of Kazakh culture in the formation of ethnic identity and cohesion of the Kazakh people. The Kazakh language and its role in preserving the cultural code of the nation. Cultural geography, main centers of development, nomad routes, toponymy and cartography</p> <p>Kazakh culture in the Soviet period. Kazakhstan of the twentieth century. The development of the film industry in Kazakhstan of the twentieth century.</p> <p>Humanities in Kazakhstan of the XX century. The role of Kazakh</p>	CLO2  CLO3  CLO4	1	Бинарная  (webinar)	Feedback (blitz survey)


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		<p>humanitarian studies and intelligentsia in preserving the spirituality of the Kazakh people, in the formation of the national identity of the Kazakh people, the spiritual values of the Kazakh people.</p> <p>Globalization and the problem of self-identification of ethno-regional cultures. Kazakh culture and the Turkic world. The place of Kazakh culture in the multicultural space of modern Kazakhstan. Spiritual traditions and innovative processes in modern Kazakh culture.</p> <p>Problems of preserving the cultural heritage of the Kazakh people in the context of globalization.</p> <p>Museums of Kazakhstan and their role in the preservation of cultural heritage. Museum of the Republic of Kazakhstan in the broadcast of the cultural heritage of the Kazakh people. The role of museums in preserving the cultural and ethnic memory of the Kazakh people.</p> <p>Implementation of the "Madeni Mura" program, the project of museum-reserves, cultural and natural monuments of Kazakhstan.</p> <p>Genesis and principles of cultural policy: "Law of the Republic of Kazakhstan on Culture".</p> <p>The main patterns of spiritual values of modern Kazakh culture.</p> <p>One hundred names of Kazakh culture.</p>				
	<b>Practical lesson.</b> Cultural heritage of nomads and proto-Turks.	Traditions and customs. Images of legendary heroes. Art of the Saks, Massagets, Scythians, Sarmatians: weapons, arts and crafts, sculpture, architecture. The military art of the Saks, Massagets, Scythians. The poem "Shu-batyr". Writing. Cultural values of the Saks and	CLO2 CLO3 CLO4	3	Round table	Discussion of tasks




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		<p>Massagets.</p> <p>Ancient Turkic runic writing. Code of sacred writings of the ancient Turks "Altunbitig" (Golden Book). Cultural heritage of the Turkic peoples inhabiting the territory of Kazakhstan. Turkish writing.</p>				
	<p>SROP. Theme and task of SRO.</p> <p>The Turks of Kazakhstan in the intercultural communication of the peoples of the Great Silk Road.</p>	<p>Silk Road: Kazakhstan as a link between East and West. Interaction of cultures in the Central Asian region. Iranian components in the archetype of Turkic and Kazakh culture. Dialogue of Indian and Central Asian cultures. Mutual influence of Indian culture and Turkic civilization. Mutual influence and interaction of Turkic and Islamic culture</p>	<p>PO2</p> <p>PO3</p> <p>PO4</p>	2/5	Content analysis	Discussion of the assignment, compilation of comparative tables
9	<p><b>Practical lesson.</b></p> <p>The culture of the Turks of Kazakhstan in the Middle Ages and their influence on European and Islamic culture. 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 great cities of the Silk Road on the territory of Kazakhstan: Isfijab (Sairam), Balasagun, Otrar, Suyab, Taraz, Shash (Tashkent), Shymkent, Karashok, Karnak, Ekioguz, Ashnas, Yasy (Turkestan). Urban culture. The role of cities in the development of cultural life in medieval Kazakhstan. The rise of the urban culture of Central Asia. The cities of Nishapur, Khorasan, Sistan, Termez, Samarkand, Bukhara, Khorezm as centers of science, development of education, architecture and art. Central Asian cities as centers of religious teaching (Buddhism, Zoroastrianism, Nestorianism, Manichaeism). Architecture of the cities of Central Asia. Palace culture of Central Asia. Culture of the Karakhanid period. Mongol invasion as a cultural</p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p>	4	TBL	Execution of tasks by a group of experts

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		catastrophe. The development of Sufism during the period of Mongol rule. Bahauddin Nakshband (1318-1389) as an ancestor				
	<b>SROP. The theme and task of SRO.</b>  Turkic Renaissance and its place in the heritage of world culture. The influence of the cultural heritage of the Turks on the European and Islamic worlds.	Sufi Renaissance. Personality and activity of Ahmed Yassuavi (Yasavi) (1093-1166). The book "Diwani Hikmet". Najm ad Din Kubra (1145-1220) and his model of spiritual life. His treatise "The High Road of God's People". Sufi poet Farid al-Din Attar from Nishapur (1145-1221) and his allegorical poem "The Conversation of the Birds". The image of the Simurgh bird. 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. Loss of the achievements of the Enlightenment. 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. Al-Kashgari and his role in the formation of Turkic literature and language. Al-Kashgari is a singer of the Turkic world. The work of Mahmud Kashgari "Collection of Turkic dialects" ("Dictionary of Turkic dialects"). Yusuf Balasaguni and his book "Blessed Knowledge". Ahmed Yugneki, Suleiman Bakyrangani and their contribution to Turkic culture. Ahmed Yugneki is the author of the poem "Khibat al(ul)-khakayik" ("The Gift of	CLO2 CLO3 CLO4	2/5	Content analysis	Task completion, topic protection

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		Truth”).				
10	<b>Practical lesson.</b> Kazakh culture at the turn of the XYIII - the end of the XIX centuries. Kazakh culture in the historical dimension: the cultural heritage of the Kazakh people. Cultural code of the Kazakh nation.	The development of Kazakh art: painting, sculpture, architecture, opera, ballet, music, drama of the twentieth century. Famous Opera Performers of the 20th Century Literature of Kazakhstan of the XX century. Soviet Kazakh writers of the twentieth century. Formation and development of Kazakh cinema. Soviet Kazakh film directors and film actors. The development of the film industry in Kazakhstan in the twentieth century Modern trends in Kazakh cinema. Problems and prospects for the development of the modern Kazakh film industry. Kazakh film directors. Kazakh movie stars. The best Kazakh films. Film festivals in Kazakhstan. The role of Kazakhstani film festivals in the development of festive culture. The place of Kazakhstani film festivals in the development of intercultural communication. Kazakhstan film festivals as a platform for broadcasting.	CLO2 CLO3 CLO4	4	Working in small groups	Completing tasks
	SROP. Theme and task of SRO. Youth subculture of Western Europe of the XX-XXI centuries. and its impact on the value system of Kazakhstani youth	Youth subculture and problems of spiritual, moral, aesthetic and religious values. The role of cultural institutions in the formation and education of the cult of knowledge, pragmatism and competitiveness, cultural identity and solidarity, patriotism for the Motherland among modern Kazakhstani youth. Formation of positive Kazakhstani spirituality and values, overcoming false and imposed forms of identity (cultural,	CLO2 CLO3 CLO4	2/5	Comparative analysis	Task discussion

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		religious) among modern Kazakhstani youth.				
	The program "Cultural Heritage" and its significance. Densauyk program for 2020-2025	Project national museum-reserves: Botai, Sarayshyk, Bozok. cultural object Beket-Ata, Aksu Zhabagly, Korzhalgyn as a cultural and geographical framework of national identity. The problem of cultural, information security.			RBL	Protection of a scientific project
	<b>SROP. Subject and task of the SRO.</b>  <b>Boundary control No. 2</b>	Topics of lectures (7-8), practical classes (7-10), SRO (7-11).	CLO1 CLO2 CLO3 CLO4	4/6	Test work in writing	Checklist
<b>9.</b>	<b>Training and Teaching Methods</b>					
9.1	Lectures	<p>Overview, informational, thematic, binary.</p> <p>Under DOT conditions, a webinar is held online on the Zoom, Webex information platforms and video lectures on the UKMA YouTube channel.</p>				
9.2	Practical lessons	<p>TBL: debates, solving situational problems, working in small groups, round table</p> <p>Oral survey, discussion of tasks</p> <p>Under DOT conditions:</p> <ul style="list-style-type: none"> <li>- group work in the classroom in on-line mode, solve cases, situational tasks, actively participate in the discussion of the topic and answer the teacher's related questions orally on broadcast platforms (ZOOM, Webex, etc.);</li> <li>-individual work in off-line mode to complete tasks submitted to AIS Platonus in the "Assignment" module it is carried out in writing and discussion of the issues of the topic in the chat of the module "Task".</li> </ul>				
9.3	SIW / SIWT	<p>RBL: essay, content analysis, comparative analysis, compilation of a comparative table, development and protection RBL: essay, content analysis, comparative analysis, compilation of a comparative table,</p>				


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		development and protection of the project, analysis of scientific articles  In DOT conditions, tasks are performed on the subject of SROP within the specified time according to the schedule of delivery of SROP in the "Task" module. Additionally, the teacher can use an on-line discussion of SRO using various information platforms and social networks (group call Whatsapp, Zoom, Webex, Skype, etc.).				
9.4	Mid-term examination	Testing, oral, written work. In DOT conditions: in op-line testing on the Quizzis platform, Kahhott (40-50 test tasks) - by uploading to ICE Platonus, each ticket contains 2 questions; - oral interview in the op-line mode				
10.	Evaluation criteria					
10.1	Criteria for evaluating the learning outcomes of the discipline					
	№ Name results of learning	Unsatisfactory	Satisfactorily	Good	Excellent	
	1 Explains and interprets the social and ethical values of society.	1. Does not recognize the social and ethical values of society. 2. Does not describe the social and ethical values of society. 3. Cannot characterize the role of the psychological and cultural values of society as elements of culture in the process of socialization of the individual.	1. Describes in general terms the social and ethical values of society. 2. Selects and correlates the social and ethical values of society. 3. Cannot characterize the role of the psychological and cultural values of society in the process of socialization of the individual.	1. Systematizes the social and ethical values of society. 2. Argues and explains the social and ethical values of society. 3. It does not fully characterize the role of the psychological and cultural values of society in the process of socialization of the individual.	1. Ranks the social and ethical values of society. 2. Evaluates the social and ethical values of society. 3. Evaluates new information and scientific achievements in the field of the place and role of the psychological and cultural values of society in the process of socialization of the individual	
	2 Argumentatively and reasonably presents	1. Does not remember information about the	1. Describes information about the various stages of cultural	1. Systematizes information about the various stages of development of	1. Compares and draws conclusions from information	

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		information about the various stages of development of culture, social and interpersonal relations.	various stages of cultural development, social and interpersonal relationships. 2. Does not provide information about the various stages of cultural development, social and interpersonal relationships. 3. Does not know the content of scientific thought and the theory of psychological and cultural science	development, social and interpersonal relationships. 2. Interprets information about the various stages of cultural development, social and interpersonal relationships. 3. Does not know the content of scientific thought and the theory of psychological and cultural science.	culture, social and interpersonal relations.  2. Establishes and explains information about the various stages of development, culture, social and interpersonal relationships. 3. Interprets the state of psychological relations in various fields on the basis of the content of scientific thought and theory within the discipline under study.	about different stages of development, culture, social and interpersonal relationships. 2. Argues and explains information about the various stages of cultural development, social and interpersonal relationships. 3. Critically evaluates the content of scientific thought and theory within the discipline under study.
	L C 3	Analyzes various situations in different areas of communication and resolves conflict situations in professional society.	1. Does not define different situations in different areas of communication . 2. Not able to formulate solutions to conflict situations in a professional society. 3. Does not characterize the problems of the language and culture of the Kazakh	. Recognizes different situations in different areas of communication. 2. Describes in general terms the solution of conflict situations in professional society. 3. Does not characterize the problems of the language and culture of the Kazakh society at various stages of its development.	1. Analyzes various situations in different areas of communication. 2. Criticizes and displays solutions to conflict situations in professional society.	1. Evaluates different situations in different areas of communication. 2. Determines and predicts solutions to conflict situations in professional society. 3. Compares the content of the cultural programs of the Kazakh society at various stages of its development.




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			society at various stages of its development.			
	L C 4	He has the ability to reasonably defend his own opinion on issues of social significance. He is able to work with literature on a specific topic and scientifically substantiate his own formed point of view.	1. Does not represent his own opinion on issues of social importance. 2. Does not show his own opinion on issues of social importance. 3. Does not know psychological categories and laws. 3. Ne znaet how to work with literature on a specific topic 4. What does it mean to scientifically substantiate your own formed point of view.	1. Expresses in his own words his own opinion on issues of social significance. 2. Discloses and interprets his own opinion on issues of social significance. 3. Classifies the methods of psychological science. 3. Reveals and interprets scientifically based own formed point of view. 4. Uses literature on a specific topic.	1. Analyzes and reasonably defends his own opinion on issues of social significance. 2. Systematizes defend one's own opinion on issues of social significance with reason. 3. Explains the features of psychological and cultural processes in the context of their role in the modernization of Kazakhstani society. 3. Explains Scientifically based own formed point of view. 4. Collect information literature on a specific topic.	1. Evaluates to reasonably defend their own opinion on issues of social significance. 2. Interprets and proves to reasonably defend his own opinion on issues of social significance. 3. Matches the main concepts, categories and content of psychology and cultural studies. 3. Compares and interprets basic literature on a specific topic and scientifically justify your own formed point of view.
<b>10.2</b>	<b>Criteria for evaluating teaching methods and technologies</b>					
	<b>Practice Checklist</b>					
<b>10.1</b>	<b>Form of control</b>	<b>Rating</b>		<b>Criteria for rating</b>		<b>G</b>
<b>1.</b>	<b>Debates</b>	Excellent Complies with the estimates: A (4.0; 95-100%); A- (3.67; 90-94%)		A good argument relating to the most important aspects of the topic is quite convincing; an outstanding counterargument will be required to refute it. The speech is clear, the structure and		




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			performance of the role are impeccable.
		<p style="text-align: center;">Good</p> <p>Complies with the estimates:  B + (3.33; 85-89%);  B (3.0; 80-84%);  B- (2.67; 75-79%);  C + (2.33; 70-74%);</p>	<p>All the arguments are relevant, and for the most part convincing. Sometimes there are gaps in the logical chain of justification, superficiality in argumentation (makes it easily vulnerable to opponents), several minor, unimportant arguments.</p> <p>Speech attracts and holds the attention of the audience, the structure is clear, the role is fulfilled.</p>
		<p style="text-align: center;">Satisfactorily</p> <p>Complies with the estimates:  C (2.0; 65-69%);  C- (1.67; 60-64%);  D + (1.0; 50-54%);  D- (1.0; 50-54%)</p>	<p>In general, the arguments are relevant, largely justified. There are gaps in the logical chain of reasoning (unreasonable assumptions and assumptions), many arguments are not important, the reasoning is superficial in places.</p> <p>The speech holds the audience's attention, mostly clear, but rarely convincing.</p> <p>The structure is present, but not clearly enough presented. The role and functions are mostly fulfilled.</p>
		<p style="text-align: center;">Unsatisfactory</p> <p>Corresponds to the assessment  FX (0.5; 25-49%);  F (0; 0-49%)</p>	<p>For the most part, relevant arguments are stated in the speech, but with very weak justification. The content is almost completely irrelevant (does not apply to the debated resolution), is contradictory and confusing. The lack of structure, the role and functions are weak or practically not fulfilled.</p>

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2.	Work small groups	<p style="text-align: center;">Excellent</p> <p>Complies with the estimates:  A (4.0; 95-100%);  A- (3.67; 90-94%)</p>	It is put in the event that students correctly, fully answered the question, did not make any mistakes, inaccuracies during the answer, correctly used scientific terms and achievements of other disciplines.
		<p style="text-align: center;">Good</p> <p>Complies with the estimates:  B + (3.33; 85-89%);  B (3.0; 80-84%);  B- (2.67; 75-79%);  C + (2.33; 70-74%);</p>	It is put in the event that the students answered the question correctly, completely, did not make gross mistakes during the answer, made minor inaccuracies or mistakes corrected by the student himself, correctly formulated the question for the other team.
		<p style="text-align: center;">Satisfactory</p> <p>Complies with the estimates:  C (2.0; 65-69%);  C- (1.67; 60-64%);  D + (1.0; 50-54%);  D- (1.0; 50-54%)</p>	It is put in the event that students made inaccuracies and unprincipled mistakes during the answer, gave an incomplete answer to the question.
		<p style="text-align: center;">Unsatisfactory</p> <p>Corresponds to the assessment  FX (0.5; 25-49%);  F (0; 0-49%)</p>	It is put in the event that students made fundamental gross mistakes during the answer, or did not give an answer to the question at all.
3.	Solution of situational problems	<p style="text-align: center;">Excellent</p> <p>Complies with the estimates:  A (4.0; 95-100%);  A- (3.67; 90-94%)</p>	<ul style="list-style-type: none"> <li>- - shows a deep knowledge of the material;</li> <li>- - actively participates in solving situational problems and in discussing them;</li> <li>- - chooses the best way to solve a situational problem;</li> <li>- - argues his decision;</li> <li>- Logically, competently answers questions and asks them.</li> </ul>
		<p style="text-align: center;">Good</p> <p>Complies with the estimates:  B + (3.33; 85-89%);</p>	<ul style="list-style-type: none"> <li>- - shows knowledge of the material;</li> <li>- - participates in solving situational problems and in discussing them;</li> <li>- - chooses the best way to solve a situational problem;</li> <li>- - argues his decision;</li> </ul>

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		B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);	- - competently answers questions and asks them. - makes minor mistakes, some, with leading questions of the teacher, independently corrects.
		Satisfactorily Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.0; 50-54%); D- (1.0; 50-54%)	- - shows incomplete knowledge of the material; - - little participation in solving situational problems and in discussing them; - - cannot choose the optimal way to solve a situational problem; - - does not argue its decision; - - answers questions not fully; - makes mistakes that he cannot correct on his own, even with leading questions from the teacher.
		Unsatisfactory Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	- It is put in the event that students made fundamental blunders during the answer, or did not give an answer to the question at all.
<b>4</b>	<b>Oral interview</b>	Excellent Complies with the estimates: A (4.0; 95-100%); A- (3.67; 90-94%)	- The student actively participates and answers questions, offering reasoned answers to the questions posed, based on the materials. Respectfully listens to the opinions of other students and effectively interacts in a team. participation in the discussion corresponds to the topic, the problem and the attachment to practice.
		Good Complies with the estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);	- The student participates, asks questions, listens to the opinions of others, the student makes minor mistakes in the discussion. Respectfully listens to the opinions of other students and effectively interacts in a team.
		Satisfactorily Complies with the estimates:	- The student is not active, does not ask questions, does not offer solutions, listens to the opinions of others. The student makes mistakes in the discussion.

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		C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.0; 50-54%); D- (1.0; 50-54%)	
		Unsatisfactory Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	- The student performs the role of a bystander. Does not participate, does not offer solutions, does not answer questions. the student does not participate in the work of the group.
<b>Checklist for individual work students</b>			
<b>1</b>	<b>Content analysis</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	Content analysis was completed on time, written independently, the structure fully complies with the requirements. Content analysis fully reflects the problem under study. The student analyzed the problem, argued his conclusions and presented his own analysis of this problem. Illustrations are given. Answered all questions correctly.
		<b>Good</b> Corresponds to the ratings: B+ (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C+ (2.33; 70-74%);	Content analysis was completed on time, written independently, the structure fully complies with the requirements. Illustrations are given. During the defense, he made inaccuracies in answering questions.
		<b>Satisfactorily</b> Corresponds to the ratings: C (2.0; 65-69%); C- (1.67; 60-64%);	Content analysis was completed on time, written independently, the structure fully complies with the requirements. Illustrations are given. When defending, he was poorly oriented in the questions asked. He didn't provide enough

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		D+ (1.0; 50-54%);  D-(1.0; 50-54%)	reason for his conclusions.
		<b>unsatisfactory</b>  Corresponds to the assessment  FX (0.5; 25-49%);  F (0; 0-49%)	Content analysis was not completed on time. The problem is little covered, there is no analysis and own argumentation of the problem, He does not answer questions.
<b>2</b>	<b>Essay</b>	Excellent Complies with the estimates:  A (4.0; 95-100%); A- (3.67; 90-94%)	The abstract was compiled carelessly and was not submitted at the appointed time, written independently on less than 10 pages of typewritten text, using less than 5 literary sources. When defending the abstract, the text reads: Answering questions, he makes gross mistakes, does not orient himself in the material.
		Good Complies with the estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%) C + (2.33; 70-74%);	The essay was completed on time, written independently, the structure fully meets the requirements. Illustrations are provided. During the defense, I made inaccuracies in answering questions.
		Satisfactorily Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%) D (1.0; 50-54%)	The essay was completed on time, written independently, the structure fully meets the requirements. Illustrations are provided. During the defense, he was poorly oriented in the questions asked. He did not sufficiently substantiate his conclusions.
		Unsatisfactory Compliant with the assessment FX (0.5; 25-49) F (0; 0-49%)	The essay was not completed on time. The problem is poorly covered, there is no analysis and own argumentation of the problem, does not answer questions.


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3	<b>Comparison table</b>	<p>Excellent Complies with the estimates:</p> <p>A (4.0; 95-100%); A- (3.67; 90-94%)</p>	<p>Comparative analysis was completed in full and on time. All recommendations and requirements for the implementation of the work are taken into account.</p> <p>In defense, the student demonstrates deep knowledge on the topic. Does not make mistakes when answering questions during the discussion.</p>
		<p>Good Complies with the estimates:</p> <p>B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);</p>	<p>Comparative analysis was completed in full and on time. All recommendations and requirements for the implementation of the work are taken into account. In defense, the student shows good aunt knowledge. Makes unprincipled errors in answering questions that he corrects.</p>
		<p>Satisfactorily Complies with the estimates:</p> <p>C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%); D (1.0; 50-54%)</p>	<p>Comparative analysis was performed in an incomplete volume and at an unspecified date. Not all recommendations and requirements for the performance of work have been taken into account. In defense, the student makes fundamental mistakes in answering questions.</p>
		<p>Unsatisfactory Compliant with the assessment</p> <p>FX (0.5; 25-49) F (0; 0-49%)</p>	<p>Comparative analysis is not performed.</p>


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4	SBL (solution of situational problems)	<p style="text-align: center;">Excellent</p> <p style="text-align: center;">Complies with the estimates:</p> <p>A (4.0; 95-100%); A- (3.67; 90-94%)</p>	<ul style="list-style-type: none"> <li>- - shows a deep knowledge of the material;</li> <li>- - actively participates in solving situational problems and in discussing them;</li> <li>- - chooses the best way to solve a situational problem;</li> <li>- - argues his decision;</li> <li>- Logically, competently answers questions and asks them.</li> </ul>
		<p style="text-align: center;">Good</p> <p style="text-align: center;">Complies with the estimates:</p> <p>B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);</p>	<ul style="list-style-type: none"> <li>- - shows knowledge of the material;</li> <li>- - participates in solving situational problems and in discussing them;</li> <li>- - chooses the best way to solve a situational problem;</li> <li>- - argues his decision;</li> <li>- - competently answers questions and asks them.</li> <li>- makes minor mistakes, some, with leading questions of the teacher, independently corrects.</li> </ul>
		<p style="text-align: center;">Satisfactorily</p> <p style="text-align: center;">Complies with the estimates:</p> <p>C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%); D (1.0; 50-54%)</p>	<ul style="list-style-type: none"> <li>- - shows incomplete knowledge of the material;</li> <li>- - little participation in solving situational problems and in discussing them;</li> <li>- - cannot choose the optimal way to solve a situational problem;</li> <li>- - does not argue its decision;</li> <li>- - answers questions not fully;</li> <li>- makes mistakes that he cannot correct on his own, even with leading questions from the teacher.</li> </ul>
		<p style="text-align: center;">Unsatisfactory</p> <p style="text-align: center;">Compliant with the assessment</p> <p>FX (0.5; 25-49) F (0; 0-49%)</p>	<ul style="list-style-type: none"> <li>- - shows a lack of knowledge of the material;</li> <li>- - not involved in solving situational problems and in discussing them;</li> <li>- - cannot choose the optimal way to solve a situational problem;</li> <li>- - does not argue its decision;</li> <li>- - answers questions not fully;</li> <li>- - makes fundamental gross errors in solving situational problems and in</li> </ul>




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			discussing them. - does not take part in the work of the group.
5	<b>Discussion</b>	<p style="text-align: center;">Excellent</p> <p>Complies with the estimates:</p> <p>A (4.0; 95-100%); A- (3.67; 90-94%)</p>	<p>The student actively participates in the discussion and answers questions, offering reasoned answers to the questions posed, based on the materials. Respectfully listens to the opinions of other students and interacts effectively in a team. participation in the discussion corresponds to the topic, problematic and attachment to practice.</p>
		<p style="text-align: center;">Good</p> <p>Complies with the estimates:</p> <p>B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);</p>	<p>The student participates in the discussion, asks questions, listens to the opinions of others, the student makes minor mistakes in the discussion. Respectfully listens to the opinions of other students and interacts effectively in a team.</p>
		<p>Satisfactorily</p> <p>Complies with the estimates:</p> <p>C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.0; 50-54%); D- (1.0; 50-54%)</p>	<p>The student is not active in the discussion, does not ask questions, does not offer solutions, listens to the opinions of others. The student makes mistakes in the discussion.</p>
		<p>Unsatisfactory</p> <p>Corresponds to the assessment</p> <p>FX (0.5; 25-49%); F (0; 0-49%)</p>	<p>The student performs the role of an outside observer. Does not participate in the discussion, does not offer solutions, does not answer questions. The student does not participate in the work of the group.</p>
	Checklist for individual work students		
1.	<b>Presentation</b>	<p style="text-align: center;">Excellent</p> <p>Complies with the estimates:</p> <p>A (4.0; 95-100%); A- (3.67; 90-94%)</p>	<p>The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are informative and concise. During the defense, the author demonstrates deep knowledge of the topic. Does not make mistakes when answering</p>

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			questions during the discussion.
		<p style="text-align: center;">Good</p> Complies with the estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%) C + (2.33; 70-74%);	The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are informative and concise. During the defense, the author demonstrates good knowledge of the topic. He makes unprincipled mistakes when answering questions that he corrects himself.
		<p style="text-align: center;">Satisfactorily</p> Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%) D (1.0; 50-54%)	. The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are not meaningful. During the defense, the author makes fundamental mistakes when answering questions.
		<p style="text-align: center;">Unsatisfactory</p> Compliant with the assessment FX (0.5; 25-49) F (0; 0-49%)	The presentation is not delivered on time, the volume is less than 20 slides. Less than 5 literary sources were used. The slides are not meaningful. During the defense, the author makes gross mistakes when answering questions. Does not orient himself in his own material.
<b>2.</b>	<b>Preparation and defense of the abstract</b>	<p style="text-align: center;">Excellent</p> Complies with the estimates: A (4.0; 95-100%); A- (3.67; 90-94%)	The abstract is carefully executed and submitted at the appointed time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic of the abstract are given. When defending the abstract, the text does not read, but tells. Confidently and accurately answer all the questions asked.
		<p style="text-align: center;">Good</p> Complies with the estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%) C + (2.33; 70-74%);	The abstract is carefully executed and submitted at the appointed time, written independently on at least 10 pages of typewritten text, using at least 5 literary sources. Diagrams, tables and figures corresponding to

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			the topic of the abstract are given. When defending the abstract, the text does not read, but tells. When answering questions, he makes unprincipled mistakes.
		<p style="text-align: center;">Satisfactorily Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%); D (1.0; 50-54%)</p>	The abstract is carefully designed and submitted at the appointed time, written independently on at least 10 pages of typewritten text using at least 5 literary sources. Diagrams, tables and figures corresponding to the topic of the abstract are given. When defending the abstract, the text is not read, but told. Answering questions, he makes unprincipled mistakes.
		<p style="text-align: center;">Unsatisfactory Compliant with the assessment FX (0.5; 25-49) F (0; 0-49%)</p>	The abstract was made carelessly and was not submitted at the appointed time, written independently on less than 10 pages of typewritten text, using less than 5 literary sources. When defending the abstract, the text reads. When answering questions, he makes gross mistakes, does not orient himself in the material.
3	<p style="text-align: center;"><b>Comparison table</b></p>	<p style="text-align: center;">Excellent Complies with the estimates:  A (4.0; 95-100%); A- (3.67; 90-94%)</p>	<p>Comparative analysis was completed in full and on time. All recommendations and requirements for the implementation of the work are taken into account.</p> <p>In defense, the student demonstrates deep knowledge on the topic. Does not make mistakes when answering questions during the discussion.</p>
		<p style="text-align: center;">Good Complies with the</p>	Comparative analysis was completed in full and on time. All

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		estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%) C + (2.33; 70-74%);	recommendations and requirements for the implementation of the work are taken into account. In defense, the student shows good aunt knowledge. Makes unprincipled errors in answering questions that he corrects.
		Satisfactorily Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%) D (1.0; 50-54%)	Comparative analysis was performed in an incomplete volume and at an unspecified date. Not all recommendations and requirements for the performance of work have been taken into account. In defense, the student makes fundamental mistakes in answering questions.
		Unsatisfactory Compliant with the assessment FX (0.5; 25-49) F (0; 0-49%)	Comparative analysis is not performed.
4	Discussion of scientific articles	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The task was developed on time, written independently, the structure fully meets the requirements. The plan fully reflects the problem being studied. The student analyzed the problem, argued his conclusions and presented his own analysis of this problem. Illustrations are provided. When defending, he answered all the questions correctly.
		<b>Good</b> Corresponds to the ratings: B+ (3.33; 85-89%); B (3.0; 80-84%);	The work was completed on time, written independently, the structure fully meets the requirements. Illustrations are

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		B- (2.67; 75-79%); C+ (2.33; 70-74%);	provided. During the defense, I made inaccuracies in answering questions.
		<b>Satisfactorily</b> Corresponds to the ratings: C (2.0; 65-69%); C- (1.67; 60-64%); D+ (1.0; 50-54%); D-(1.0; 50-54%)	The work was completed on time, written independently, the structure fully meets the requirements. Illustrations are provided. During the defense, he was poorly oriented in the questions asked. He did not sufficiently substantiate his conclusions.
		<b>Unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	The task was not completed on time. The problem is poorly covered, there is no analysis and own argumentation of the problem, does not answer questions.
5	<b>Presentation</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are informative and concise. During the defense, the author demonstrates deep knowledge of the topic. Does not make mistakes when answering questions during the discussion.
		<b>Good</b> Corresponds to the ratings: B+ (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C+ (2.33; 70-74%);	The presentation was made independently, at the appointed time, with a volume of at least 20 slides. At least 5 literary sources were used. The slides are informative and concise. During the defense, the author demonstrates good knowledge of the topic. He makes unprincipled mistakes when answering questions that he corrects himself.
		<b>Satisfactorily</b> Corresponds to the ratings:	The presentation was made independently, at the appointed time, with a volume of at least 20


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		C (2.0; 65-69%); C- (1.67; 60-64%); D+ (1.0; 50-54%); D-(1.0; 50-54%)	slides. At least 5 literary sources were used. The slides are not meaningful. During the defense, the author makes fundamental mistakes when answering questions.
		<b>Unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	The presentation is not delivered on time, the volume is less than 20 slides. Less than 5 literary sources were used. The slides are not meaningful. During the defense, the author makes gross mistakes when answering questions. Does not orient himself in his own material.
6	<b>Project research</b>	Excellent Complies with the estimates: A (4.0; 95-100%); A- (3.67; 90-94%)	The project was completed on time, the structure is fully consistent with the requirements. The project fully reflects the problem being studied. The student conducted an analysis of the problem, argued for his findings and presented his own analysis of this problem. The illustrations are provided. When defending, he answered all questions correctly.
		Good Complies with the estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);	The project was completed on time, the structure is fully consistent with the requirements. The illustrations are provided. When defending, he made inaccuracies in answering questions.
		Satisfactorily Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%)	The project was completed on time, the structure is fully consistent with the requirements. The illustrations are provided. When defending poorly guided in the questions asked. Insufficiently


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		D (1.0; 50-54%)	argued his conclusions.
		Unsatisfactory Compliant with the assessment FX (0.5; 25-49) F (0; 0-49%)	The project was not completed on time. The problem is poorly covered, there is no analysis and its own argumentation of the problem. It does not answer questions.
6.	Interim certification		
1.	<b>Written work</b>	Excellent Complies with the estimates: A (4.0; 95-100%); A- (3.67; 90-94%)	It is put in the event that the student did not make any mistakes or inaccuracies during the answer. He is guided by theories, concepts and directions in the discipline under study and gives them a critical assessment, uses scientific achievements of other disciplines.
		Good Complies with the estimates: B + (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C + (2.33; 70-74%);	It is put in the event that the student did not make gross mistakes during the answer, made unprincipled inaccuracies or fundamental errors, managed to systematize the program material.
		Satisfactorily Complies with the estimates: C (2.0; 65-69%); C- (1.67; 60-64%); D + (1.33; 55-59%); D (1.0; 50-54%)	It is put in the event that the student made inaccuracies and unprincipled mistakes during the answer, limited himself only to the educational literature indicated by the teacher, experienced great difficulties in systematizing the material.
		Unsatisfactory Compliant with the assessment FX (0.5; 25-49) F (0; 0-49%)	It is put in the event that the student made fundamental mistakes during the answer, did not work out the main literature on the topic of the lesson; does not




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			know how to use the scientific terminology of the discipline, written work with gross stylistic and logical errors.
2.	Execution of test tasks	Excellent	95-100% correct answers
		Good	75-89% correct answers
		Satisfactory	50-74% correct answers
		Unsatisfactory	Less than 50% correct answers
10.2	Multi-point system of knowledge assessment		
Grade by letter system	Numeric equivalent of points	Percentage	Grade by traditional system
A	4,0	95-100	Excellent
A -	3,67	90-94	
B +	3,33	85-89	Good
B	3,0	80-84	
B -	2,67	75-79	
C +	2,33	70-74	Satisfactorily
C	2,0	65-69	
C -	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	Unsatisfactory
FX	0,5	25-49	
F	0	0-24	
11.	Learning resources		
Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests)		1. <a href="http://www.akorda.kz">http://www.akorda.kz</a> 2. <a href="http://azps.ru/">http://azps.ru/</a> 3. <a href="http://psychology.net.ru/articles">http://psychology.net.ru/articles</a> 4. <a href="http://www.psychology-online.net/">http://www.psychology-online.net/</a> 5. <a href="http://psynet.narod.ru/main.htm">http://psynet.narod.ru/main.htm</a> 6. <a href="http://psyfactor.org/">http://psyfactor.org/</a>  * Kithapkhana Slides <a href="http://lib.ukma.kz">http://lib.ukma.kz</a> • Electronic catalog • ishki paidalanushylar usin <a href="http://10.10.202.52">http://10.10.202.52</a> * syrtky paidalanushylar ush'in <a href="http://89.218.155.74">http://89.218.155.74</a> * Republikalyk zhogary oku oryndary aralyk electrondy kitapkhana	

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	<a href="http://rmebrk.kz/">http://rmebrk.kz/</a> • "Zan" kutyktyk akparattyn elektrondy derekkozi <a href="https://zan.kz">https://zan.kz</a> • Gylmy elektrondy kitapkhana <a href="https://elibrary.ru/">https://elibrary.ru/</a> • «Web of science» (Thomson Reuters) <a href="http://apps.webofknowledge.com">http://apps.webofknowledge.com</a> • «Science Direct» (Elsevier) <a href="https://www.sciencedirect.com">https://www.sciencedirect.com</a> • «Scopus» (Elsevier) <a href="http://www.scopus.com">www.scopus.com</a> * The UMKD is posted on the educational portal <a href="http://ukma.kz">ukma.kz</a> * Electronic library "Student Consultant". Access link: <a href="http://www.studmedlib.ru">http://www.studmedlib.ru</a> , USERNAME ibragim123, PASSWORD Libukma123 • Website of the Library and Information Center of the Academy <a href="http://lib.ukma.kz">lib.ukma.kz</a>
Electronic textbooks	1. Kulturology [Electronic resource]: electronic study. manual for university students / ed. by A. N. Markova. - 4th ed., reprint. and an additional electron. text data. ( 6.07 MB). - Moscow: UNITY-DANA, 2011. - 400 p. e. opt. disk (CD-ROM). - (Study lit. for the higher ones. and secondary Prof. education).  2. Dobrokhotoy, A. L. Kulturology [Electronic resource]: classical works: collection of tr. / A. L. Dobrokhotoy. - Electron. text data. ( 10.0 Mb). - Moscow : KNORUS, 2011. - 45306 p. e. opt. disk (CD-ROM).  3. Grushevitskaya, T. G. Kulturology [Electronic resource]: electronic textbook for university students / T. G. Grushevitskaya, A. P. Sadokhin. - 3rd ed., reprint. and an additional electron. text data. ( 5,45). - Moscow: UNITY-DANA, 2011. - 686 p. e. opt. disk (CD-ROM).  4. Stolyarenko, A.M. Psychology and pedagogy [Electronic resource]: electronic textbook for university students / A.M. Stolyarenko. - 3rd ed., additional-Electron. text data. ( 6.40 Mb). - Moscow: UNITY-DANA, 2011. - 540 p. e. opt. disk (CD-ROM). - (Study lit. for the higher ones. and secondary Prof. education).  5. Chernyshova, L. I. Business communication [Electronic resource]: electronic textbook / L. I. Chernyshova. - Electron. text data. ( 2,76 MB). - M. : YUNITI-DANA, 2011. - 414 p. al. opt. disk (CD-ROM).  6. Lukatsky, M. A. Psychology [Electronic resource] : textbook for universities / M. A. Lukatsky, M. E. Ostrecov. - 2-e Izd., Rev. and extra Electron. text data. (39.7 MB). - M.: Publishing group "GEOTAR-Media", 2010. - 664 p. e. opt. disk (CD-ROM); ill. - (Electronic textbook).  7. Neznaynov, N. G. Psychiatry [Electronic resource]: textbook / N. G. Neznaynov. - Electron. text data. (35,9 MB). - M.: Publishing group "GEOTAR-Media", 2010. - 496 p. e. opt. disk (CD-ROM).
Laboratory physical resources	
Special programs	IBM SPSS Statistics <a href="http://www.ibm.com.ru/products/spss-statistics">http:// www.ibm/ com.ru/ products/spss-statistics</a>
Journals (electronic journals)	<a href="http://aknurpress.kz/login">http://aknurpress.kz/login</a> промо код SDN-28 Скопус базасы <a href="https://www.scopus.com/home.uri">https://www.scopus.com/home.uri</a> Springer базасы <a href="https://link.springer.com/">https://link.springer.com/</a>
Literature	In Russian:

<p style="text-align: center;"> ONTÜSTIK-QAZAQSTAN  <b>MEDISINA</b>  <b>AKADEMIASY</b>  «Оңтүстік Қазақстан медицина академиясы» АҚ </p> <p style="text-align: center;">  </p> <p style="text-align: center;"> SOUTH KAZAKHSTAN  <b>MEDICAL</b>  <b>ACADEMY</b>  АО «Южно-Казахстанская медицинская академия» </p>	
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	<p>Main:</p> <ol style="list-style-type: none"> <li>1. Psychology and pedagogy for students of medical universities. 1 ch.: textbook / ed. by N. V. Kudryavoy. - Almaty :Evero, 2017. - 196 p.</li> <li>2..Psychology and pedagogy for students of medical universities. 2 ch.]: textbook / ed. by N. V. Kudryavoy. - Almaty :Evero, 2017. - 192 p.</li> <li>3. Psychology and pedagogy. Part 1: textbook for stom.fac. / edited by N. V. Kudryavoy. -". - Almaty :Evero, 2016. - 284 p.</li> <li>4. Psychology and pedagogy. Part 2: textbook for students. stom. fac. / edited by N. V. Kudryavoy. -;- Almaty : Evero, 2016. - 184 p..</li> <li>5. Arnd p. Psychomatics and psychotherapy. - Moscow: MEDpress-inform,2014</li> <li>6.Ospanova, Zh. B. Psychology of management: textbook. stipend. - Almaty :Evero, 2014 – - 160</li> <li>7.Magzumova R. Z. Organizational psychology in medical organizations: textbook Evero2014</li> <li>8. Lukatsky, M. A. Psychology: textbook. for universities-2nd ed., ispr. and additional; Rec. Educational and methodical obed. by med. and pharm. education of Russian universities. - Moscow: GEOTAR-Media, 2013</li> <li>9.Ostrovskaya, I. V. Psychology . - Moscow: GEOTAR-Media, 2013.</li> <li>10. Timoshinov, V. I. Kulturology: Kazakhstan-Eurasia-East-West. Analytical review of world culture: studies. manual / V. I. Timoshinov. - 4th ed., docked, with additions; Rec. Ministry of Education and Science of the Republic of Kazakhstan. - Almaty :Nus, 2007.</li> <li>11. Volkova, D. V. Kulturologiya: ucheb. manual / D. V. Volkova, A. Yu. Novikov. - Rostov n/A: Phoenix, 2008. - 314 p.</li> <li>12..Karakuzova, Zh. K. Kulturologiya : ucheb. for intermediate and Prof. education / Zh. K. Karakuzova. - Astana: Folio, 2007. - 448 p.</li> <li>13. Nurzhanbayeva Zh. O. Psychology and cultural studies: educational and methodological manual / Zh. O. Nurzhanbayeva, G. S. Aidarbekova, A. S. Erkinbekova. - Karaganda : AKNUR, 2019. - 222 bet s</li> </ol> <p>Additional information:</p> <ol style="list-style-type: none"> <li>1. Bekeshova, G. U. Osnovy psikhologii: uchebno-metodicheskoe posobie / - Almaty : Evero, 2017. - 208 p.</li> <li>2. Aleshanova, L. V. Temperament and character: a methodological guide / L. V. Aleshanova, N. B. Smirnova. - Almaty :Evero, 2017. - 92 p.</li> <li>3. Larentsova, L. I. Interaction of a doctor and a patient: psychology of harmonious relationships: an educational and methodological guide / Almaty :Evero, 2017. - 112 p. –</li> <li>4. Zorin, K. V. Introduction to prenatal pedagogy and health psychology: an educational and methodological guide. - Almaty :Evero, 2017. - 76 p.</li> <li>5. Turkpen-uly, J. Fundamentals of general and pedagogical psychology of studies.- methodological guide for high school students. - Almaty :Evero, 2014. - 228 p.</li> </ol>
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	<p>6. Ospanova, Zh. B. Psychology of management: textbook. stipend. - Almaty :Evero, 2014 – - 160</p> <p>7. Magzumova R. Z. Organizational psychology in medical organizations: textbook Evero 2014</p> <p>8. Lukatsky, M. A. Psychology: textbook. for universities-2nd ed., ispr. and additional; Rec. Educational and methodical obed. by med. and pharm. education of Russian universities. - Moscow: GEOTAR-Media, 2013</p> <p>9. Ostrovskaya, I. V. Psychology . - Moscow: GEOTAR-Media, 2013.</p> <p>10. Timoshinov, V. I. Kulturology: Kazakhstan-Eurasia-East-West. Analytical review of world culture: studies. manual / V. I. Timoshinov. - 4th ed., docked, with additions; Rec. Ministry of Education and Science of the Republic of Kazakhstan. - Almaty :Nus, 2007.</p> <p>11. Volkova, D. V. Kulturologiya: ucheb. manual / D. V. Volkova, A. Yu. Novikov. - Rostov n/A: Phoenix, 2008. - 314 p.</p> <p>12..Karakuzova, Zh. K. Kulturologiya : ucheb. for intermediate and Prof. education / Zh. K. Karakuzova. - Astana: Folio, 2007. - 448 p.</p> <p>13. Nurzhanbayeva Zh. O. Psychology and cultural studies: educational and methodological manual / Zh. O. Nurzhanbayeva, G. S. Aidarbekova, A. S. Erkinbekova. - Karaganda : AKNUR, 2019. - 222 bet</p> <p>14.</p> <p>Additional information:</p> <p>1. Bekeshova, G. U. Osnovy psikhologii: uchebno-metodicheskoe posobie / - Almaty : Evero, 2017. - 208 p.</p> <p>2. Aleshanova, L. V. Temperament and character: a methodological guide / L. V. Aleshanova, N. B. Smirnova. - Almaty :Evero, 2017. - 92 p.</p> <p>3. Larentsova, L. I. Interaction of the doctor and patient: psychology of harmonious relationships: educational and methodological guide / Almaty :Evero, 2017. - 112 p. -</p> <p>4. Zorin, K. V. Introduction to prenatal pedagogy and health psychology: an educational and methodological guide /. - Almaty :Evero, 2017. - 76 p.</p> <p>5. Turkpen-uly, J. Fundamentals of general and pedagogical psychology of studies.- methodological guide for high school students. - Almaty :Evero, 2014. - 228 p.</p> <p>6. Amanova, I. K. Psychology : textbook / I. K. Amanova, A. T. Kamzanova. - Almaty : [s. n.], 2016. - 270 p.</p> <p>7. Taylor, Shelley E. Health psychology: textbook / Shelley E. Taylor. - 9thed. - Los Angeles : McGraw-Hill, 2015. - 430 p.</p> <p>8. Nurjanbaeva J.O. «Psychology and cultural studies: an educational and methodological guide»</p> <p>Nurjandaeva J.O. , Aidarbekova G.S., Erkinbecova A.S. Karaganda: Acnyr, 2019. - 222p</p>
12.	Course policy

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#### Requirements for students:


- do not miss classes without a valid reason;
- have a neat appearance;
- adhere to the generally accepted special form at the university;
- be active in practical classes;
- come to classes prepared;
- timely perform and be able to protect tasks on SRO;
- don't be late for class;
- maintain a friendly atmosphere during the class;
- take care of the property of the department.
- independent work of students(essays,reports) must be checked for plagiarism
- perform tasks according to the schedule of lectures, practical classes and classes with students, keep track of the final dates of delivery of tasks (in the conditions of DOT).



Missed classes for a disrespectful reason are not worked out. Missed classes for a valid reason are worked out when providing an exculpatory document (due to illness, family circumstances or other objective reasons). The student submits an application to the dean and receives a work-out list with a deadline, which is valid for 30 days from the moment of receiving it at the dean's office). The SRS score is set at the SRS classes according to the schedule in the academic performance journal and the electronic journal, taking into account penalty points for skipping SRS classes. A student who fails to show up for the border control without a valid reason is not allowed to take the exam in the discipline. A student who has not scored a passing score (50%) on one of the types of controls (current control, boundary control No. 1 and / or No. 2) is not allowed to take the exam in the discipline


Penalty measures: If you miss one lecture class without a valid reason, the penalty point is 1 point (skipping lectures in the form of penalty points are deducted from the boundary control assessments (skipping classes in the form of penalty points are deducted from the SRO assessments). The penalty point for skipping 1 class with a child is 2 points. For being late, incorrect behavior during the lesson, damage to the property of the department, using a cell phone in the classroom, 0.5 points are deducted. For untimely protection of the SRO, 20% is removed, in case of delivery of the SRO in the weeks of the Republic of Kazakhstan, 50% is removed.

Incentive measures: For active participation in the educational process (participation in Olympiads, research projects, conferences), 0.5 points are added to the boundary control in the discipline.

13.	Academic policy based on the moral and ethical values of the academy
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13.1	<a href="https://ukma.kz/ru/">https://ukma.kz/ru/</a> Student`s Code of Honor		
13.2	Grading policy  1. Several forms of knowledge control are used for classes. The average score is put in the magazine.  2. A student who has not scored a passing score (50%) on one of the types of controls (current control, 1 or 2) is not allowed to take the exam.  3. The final rating of admission to the exam in the discipline must be at least (60%), which is calculated automatically based on the average assessment of boundary controls (20%).  4. The intermediate certification is carried out in two stages: the reception of practical skills by the method of an objective structured practical exam and testing.  5. In the conditions of DOT, intermediate certification of students is carried out online: the reception of practical skills in online mode is carried out on the Zoom, Webex platform, uses online proctoring technologies for testing – a system of identity verification and confirmation of the results of online exams.		
14.	Approval and revision		
	Date of approval at the Department "History of Kazakhstan and social and social disciplines»	Protocol №.18 31.05.2023	Nurzhanbayeva Zh. O.  
	Date of approval for the Medicine»	Protocol №.11 05.06.23	Full name chairman Sadikova A. Sh.  
	Date of revision at the Department "History of Kazakhstan and social and social disciplines»	Protocol №. ____	Nurzhanbayeva Zh. O.
	Date of approval for the Medicine»	Protocol №. ____	Full name chairman Sadikova A. Sh.


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**F-044/270/01-2022**


**Protocol for the harmonization of the working curriculum for the discipline (Syllabus)  
"Psychology and Cultural Studies" with other disciplines for 2023-2024**


<b>Disciplines of coordination</b>	<b>Proposals for changes in the proportions of the material, the order of presentation, etc.</b>	<b>Numbers of protocols and dates of meetings of agreed departments</b>
1	2	3
Prerequisites: 1. History of Kazakhstan	The sequence of presentation of educational material is considered appropriate. In the course of study "Psychology and Cultural Studies", when giving lectures and conducting practical exercises, attention should be focused on the following issues: 1. Prerequisites for the emergence of nomadic civilization in the era of ancient metallurgy. 2. Turkic civilization and the Great Steppe. 3. Culture of Kazakhstan (XVIII-early XX centuries). 4. Socio-political and spiritual development.	№ 10, 05.01.2023 y. № 7, 05.01.2023 y.
Prerequisites: 2. Fundamentals of law and economics	The course "Psychology and Culturology" studies the following questions: forms of culture: myth, art, religion, morality, philosophy, law, politics, science, technology; law in the system of socio-cultural values; "Law of the Republic of Kazakhstan on Culture". At the same time, it is planned to focus on questions on this topic in the learning process "Fundamentals of Law and Economics": the origin of law, its features and sources.	№ 10, 05.01.2023 y. № 7, 05.01.2023 y.





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Postrequisites: 1. Philosophy	Approve the content of the material presented in the course "Psychology and Culturology" on issues of values, interests, norms as the spiritual basis of the individual; cultural heritage of nomads; medieval culture of Central Asia. Deepening knowledge on this topic is planned in the process of teaching "Philosophy" in the course of studying the following issues: 1. Man, individual, individuality, personality. 2. Human philosophy and value world 3. The meaning of life 4. Axiology and morality. 5. Society and culture. 6. Problems of spiritual modernization in the framework of the project "Rukhani Zhangyru".	№ 7, 05.01.2023 y.  № 10, 05.01.2023 y.
Related disciplines: 1. Sociology and political science	Approve the sequence of presentation of educational material on the course "Psychology and Cultural Studies" on interpersonal communication as a factor in the development of a harmonious personality of a Kazakhstani, Kazakh culture in the context of modern world processes, and the cultural policy of Kazakhstan. Deepening knowledge on these topics is planned in the course of training "Sociology and Political Science" in the course of studying the following issues: 1. Religion, culture and society. Sociology of culture. 2. The influence of mass media on the development of new standards, stereotypes, motivations, behaviors and lifestyles. 3. Culture of rationality. 4. Politics, morality and religion. 5. Conflict as a social phenomenon. 6. Globalization of world political processes and global challenges of our time. 7. Concept, essence, structural components and functions of political culture.	№ 7, 05.01.2023 y.  № 10, 05.01.2023 y.

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