


ОҢТҮСТІК ҚАЗАҚСТАН <b>MEDISINA</b> <b>AKADEMIASY</b> «Оңтүстік Қазақстан медицина академиясы» АҚ	 SOUTH KAZAKHSTAN <b>MEDICAL</b> <b>ACADEMY</b> АО «Южно-Казахстанская медицинская академия»
Department of « History of Kazakhstan and social – public disciplines»	044/60-11
Methodological recommendations for practical Lessons of psychology and cultural studies	

## METHODOLOGICAL RECOMMENDATIONS FOR PRACTICAL LESSONS

Discipline: Psychology and Cultural Studies  
 Code of discipline: RK 2108  
 The name OP6V10115 - "Medicine"  
 Training hours (credits): 120 (4 credits)  
 Course and semester of study: 2/4  
 Practical classes: 32hours

Methodical recommendations for practical training are developed in accordance with the work program of the discipline (syllabus) "Psychology and Cultural Studies" and discussed at a meeting of the department

Protocol № 18 "31" may 2023y.

Head of the Department, Doctor PhD:  Nurzhanbaeva Zh.O.

### **1. Theme №1: Branches of modern psychology.**

**2. Purpose:** to form a general idea of psychology as a science and its modern branches.

### **3. Learning objectives:**

- to reveal the significance of psychology and psychological knowledge in the formation of a modern personality and the modernization of public consciousness
- consider the tasks and place of psychology in the system of human sciences
- characterize the methods of psychology
- to characterize the branches of modern psychology.

### **4. The main issues of the topic:**

1. Psychology as a science. Tasks and place of psychology in the system of human sciences.
2. The importance of psychology and psychological knowledge in the formation of a modern personality and the modernization of public consciousness
3. Methods of psychology.
4. Psychology as a science and practice that promotes effective life (psychology in business, sports, healthcare, advertising)
5. Branches of modern psychology.

### **5. Teaching and teaching methods/technologies: debates**

Debates are an intellectual game during which controversial issues are discussed. Each side, refuting the opinion of the interlocutor, finds theses in defense of its position and necessarily claims to achieve the goal.

The Group should discuss the following issues:

1. The role of psychology in medicine.
2. The role of psychology in business.
3. The role of psychology in sports.
4. The role of psychology in advertising.

### **6. Assessment methods/technologies: completing tasks**


### **7. Literature:**

#### **Primary:**

1. Psychology and pedagogy. Part 1: textbook for ostomy. Fak. / ed. N.V. Kudryava. - ". - Almaty: Evero, 2016. - 284 p.
2. Psychology and pedagogy. Part 2: a textbook for students. ostomy. Fak. / ed. N.V. Kudryava. -; - Almaty: Evero, 2016. -- 184 p.
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4. Ospanova, J. B. Management Psychology: Textbook. benefits. - Almaty: Evero, 2014. -- 160
5. Magzumova R.Z. Organizational Psychology in Medical Organizations: Evero 2014 Tutorial

#### **Additional:**

1. Bekeshova, G.U., Fundamentals of Psychology: a training manual / - Almaty: Evero, 2017. - 208 p.
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6. Lukatsky, M. A. Psychology [Electronic resource]: a textbook for high schools / M. A. Lukatsky, M. E. Ostrenkova. - 2nd ed., Rev. and add. - The electron. text data (39.7 MB). - M.: Publishing Group "GEOTAR-Media", 2010. - 664 p. email opt. disk (CD-ROM): ill. - (Electronic textbook).
7. Neznanov, N. G. Psychiatry [Electronic resource]: textbook / N. G. Neznanov. - The electron. text data (35.9 MB). - M.: Publishing Group "GEOTAR-Media", 2010. - 496 p. email opt. disk (CD-ROM).

### Internet sources:

1. <http://www.akorda.kz>
2. <http://azps.ru/>
3. <http://psychology.net.ru/articles>
4. <http://www.psychology-online.net/>
5. <http://psynet.narod.ru/main.htm>
6. <http://psyfactor.org/>

### 8. Control: questions


1. What does psychology study as a science?
2. What are the tasks and place of psychology in the system of human sciences?
3. What are the methods of psychology?
4. What branches of psychology do you know?
5. What does the word "psychology" mean?

### 1. Theme №2. Motivation-need sphere of personality. Emotions.

**2. Purpose:** to form a general idea of the motivational-need sphere and emotions of the individual and their role in interpersonal communication

### 3. Learning objectives:

- reveal the place of need as the basis of motivation processes
- consider the general organization of the motivational sphere
- characterize internal and external motives in communication
- consider the concept of emotions, methods and mechanisms for regulating emotions

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- explain the concept of emotional intelligence
- describe the concept of will
- characterize the types of stress and the concept of stress resistance.

- reveal measures of self-destructive (suicidal) prevention among young people.

#### 4. The main issues of the topic:

- 1.Motives and needs. Types of motives.
- 2.Motivational personality profile. The decrease in labor efficiency associated with violations of the motivational sphere of personality.
- 3.The role of emotions in human life.
- 4.Emotional intelligence as a cognitive ability and as an individual characteristic of personality. Methods and mechanisms for regulating emotions: rethinking emotions and suppressing emotions.
- 5.Diagnosis and development of emotional intelligence.
- 6.The concept of will in psychology. Will and personality.
- 7.Psychology of personality self-regulation (stress management).
- 8.The concept of stress. Types of stress.
- 9.The concept of resistance to stress.
10. Measures of self-destructive (suicidal) prevention among young people.

#### 5. Methods / technologies of learning and teaching: solving situational problems

##### Situational task number 1

A 20-year-old girl was diagnosed with pregnancy at 12 weeks; the pregnancy was desired. When conducting the necessary tests, a positive HIV status was also established. The woman felt complete helplessness and anxiety, she could not make a decision to keep or terminate the pregnancy, because did not have sufficient information about HIV, treatment methods, the impact of the disease on the course of pregnancy and the health of the baby. She did not see the future, did not know what to say to her relatives.

Analyze the situation. What should the nurse do in this situation?

##### Situational task number 2

The patient was being examined in the pulmonology department, he was referred for bronchoscopy. He asked the nurse on duty to explain why he was assigned to this type of study. The nurse replied rudely, "Don't bother! You have cancer." In the morning the patient was found dead. An autopsy showed that he had poisoned himself.

Analyze the situation. How ethical are the nurses?

##### Situational task number 3

In the oncologist's office, during the next medical examination, the following dialogue took place between patient A. and the doctor:

- How old are you?
- Fifty.
- Do you have tumors?
- Apparently not.
- Weird! At your age, it could be something.

Analyze the situation. How ethical are the doctor's actions?

##### Situational task number 3

A child (5 years old) is afraid to sit in a dental chair, hardly opens his mouth for examination and cries even with the mere sight of instruments. The nurse yells at him and says:

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“If you don’t calm down immediately, then you will be treated with a drill – look how it buzzes. And if this does not help, then you will be admitted to the hospital, and your mother will be sent home.”

Analyze the situation. How ethical are the nurses?

#### **6. Methods / technologies of assessment:** completing tasks

#### **7. Literature**

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1. Psychology and pedagogy. Part 1: textbook for ostomy. Fak. / ed. N.V. Kudryava. - ". - Almaty: Evero, 2016. - 284 p.
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3. <http://psychology.net.ru/articles>

4.<http://www.psychology-online.net/>

5.<http://psynet.narod.ru/main.htm>

6.<http://psyfactor.org/>

### 8. Control: questions

- 1.What is need as a universal property of living systems?
- 2.What kinds of needs do you know?
- 3.Expand the meaning of the pyramid of needs A. Maslow.
- 4.How can I describe the concepts of motive, motivation?
- 5.Expand the hierarchical structure of the motivational sphere of personality.
- 6.What are the types of motives.
- 7.What are the methods and mechanisms for regulating emotions?
- 8.How can you diagnose and develop emotional intelligence?
- 9.What is the will?
- 10.What is stress and what types of stress do you know?
- 11.What about stress tolerance.

### 1. Theme №3. Personal resources as a factor in the preservation and development of national consciousness.

Values, interests, norms as the spiritual basis of personality.

**2. Purpose :** to form an idea of personal resources as a factor in the preservation and development of national consciousness and the formation of an idea of the concepts of value, interests and norms as the spiritual basis of the individual.

### 3. Learning objectives:

- reveal the specific physiological foundations of temperament (I.P. Pavlov)
- characterize the main types of temperament
- consider modern criteria for temperament
- assess the relationship of temperament and character
- consider character accentuation and parenting
- describe the concept of "national character"
- describe the inclinations and abilities of the person.
- - to consider the concepts of value, interests
- Describe the meaning of life
- to study the beliefs and guidelines of the personality of a professional at the present stage of development of the Republic of Kazakhstan
- consider personal values and moral foundations of the individual.
- to reveal the relationship and mutual influence of the psyche and body.
- to determine the psychological factors of the occurrence of diseases and health promotion.

### 4. The main issues of the topic:

- 1.Properties of the nervous system as the basis of temperament. Types of Temperament
- 2.The history of the study and explanation of temperament.
- 3.The model of temperament I.P. Pavlova.
- 4.Temperament model V.M.Rusalova.
- 5.Temperament Model G. Aizenka
- 6.Model of temperament A. Thomas and S. Chess.
- 7.The model of temperament by Y. Strelyau.
- 8.The ratio of temperament and character.
- 9.Determination of character. Accentuation of character and education.
11. I am in the social world. I am a concept. Self-presentation.



12. Values as an important psychological resource of the individual.
13. Personal values. Moral foundations of personality.
14. The meaning of life, life goals and programs. Beliefs and guidelines of a professional at the present stage.
15. Barriers to professional growth, ways to prevent and overcome them
16. Crisis of professional identity and burnout syndrome.
17. Relationship and mutual influence of mind and body.
18. Psychological factors in the occurrence of diseases and health promotion.
19. Healthy lifestyle as a basis for personal success.
20. The concept of "national character".
21. The inclinations and abilities of the individual

#### **5. Methods/technologies of learning and teaching: debates**

Debates are an intellectual game during which controversial issues are discussed. Each side, refuting the opinion of the interlocutor, finds theses in defense of its position and necessarily claims to achieve the goal.

1. Freedom as the main value.
2. Education as a value.
3. Barriers to professional growth.
4. Burnout syndrome.

#### **Situational task No. 1.**

Diana worked tirelessly for two months on a course work in psychology. An unfortunate accident prevented her from handing in her work on time. And now the teacher refuses to give her an assessment, arguing that she was passed one hour late. Diana feels her face turn purple, her heart starts pounding hard. Describe how Diana could express her anger directly or indirectly or contain it. Analyze the situation.

#### **Situational task No. 2.**

I offered a friend to climb Mount Kazygurt, but he refused, explaining that he had a fear of heights. What is the name of this phobia in psychology? What you will do.

#### **Situational task No. 3.**

A 40-year-old man turned to a psychologist to determine professional suitability. During the conversation, the psychologist drew attention to the following features of the patient's temperament: a balanced, active, mobile person, easily experiencing troubles. Identify and describe the type of temperament in this patient.

#### **Situational task No. 4.**

A young girl N. likes to read sentimental novels, at the same time deeply empathizes with the characters, has a weak type of nervous system. Determine and describe the type of temperament of the girl N.


#### **6. Assessment methods/technologies: task completion**

#### **7. Literature:**

##### **Primary:**

1. Psychology and pedagogy. Part 1: textbook for ostomy. Fak. / ed. N.V. Kudryava. - ". - Almaty: Evero, 2016. - 284 p.
2. Psychology and pedagogy. Part 2: a textbook for students. ostomy. Fak. / ed. N.V. Kudryava. - ; - Almaty: Evero, 2016. -- 184 p.
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4. <http://www.psychology-online.net/>
5. <http://psynet.narod.ru/main.htm>
6. <http://psyfactor.org/>

#### **8. Control: questions**

1. What is the artistic description of temperament by H. Bidstrup?
2. How did A. Chekhov artistically describe his temperament?
3. What is the description of temperament in Hippocrates and Galen?
4. How did Ernst Kretschmer explain and classify temperament?
5. How did William Herbert Sheldon explain and classify temperament?
6. How did IP Pavlov describe the specific physiological foundations of temperament?
7. Lists and explain the modern criteria for temperament?
8. What about the temperament models of Thomas and Chess?
9. How can I describe the views of Hans Jürgen Eysenck on temperament?
10. Express in your own words a model of temperament according to J. Strelju?

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11. How can you show your understanding of the relationship between temperament and character.
12. What is character?
13. How can one generalize the concept of character accentuation and education?
13. How can the concept of “national character” be explained?
14. How can one compare the inclinations and abilities of a person?
15. Define the concepts of value orientations and attitudes of the individual.
16. What is the significance of the psychology of the meaning of life?
17. Expand the content of the values and guidelines of the personality of a professional at the present stage of development of the Republic of Kazakhstan.
18. How can you describe the barriers to professional growth and ways to prevent and overcome them?
19. What can be said about the crisis of professional identity and burnout syndrome?
20. What is the relationship and mutual influence of the mind and body?
21. How can one generalize the psychological factors of the occurrence of diseases and the promotion of health?
22. Why is a healthy lifestyle the basis of a person's success?

#### **Theme № 4.**

##### **1. Topic. Psychology of interpersonal communication. Effects of interpersonal perception and analysis of communication in modern society.**

**2. Purpose:** formation of ideas about the concepts of communication, its types, functions; form an idea of the perceptual, interactive and communicative aspects of communication

##### **3. Learning objectives:**

- to consider the concepts of communication, its types, forms and functions.
- characterize interpersonal communication
- explain the concepts of interpersonal communication, interaction, interpersonal perception
- to characterize the features of interpersonal, intergroup and international communication
- comment on communication styles
- compare the characteristics of leadership and leadership.
- reveal the essence of cross-cultural, ethnic features of communication
- characterize verbal means of communication
- consider non-verbal means of communication

##### **4. The main issues of the topic:**

1. The concept of communication.
2. Types, forms and functions of communication.
3. Interpersonal communication as a subject of scientific knowledge. Characteristics of interpersonal communication.
4. Concepts of interpersonal communication, interaction, interpersonal perception.
5. Features of interpersonal, intergroup and international communication.
6. Styles of communication.
7. Leadership and leadership.
8. Perceptive side of communication as people's perception of each other in the process of communication.
9. Perceptive mechanisms of communication: empathy, identification, decentration, attraction, tolerance, reflection, feedback

10. The space of interpersonal interaction. Me and others.
11. Essence of psychological impact. Types of psychological impact
12. Mechanisms of influence: infection, suggestion, imitation, persuasion.
13. Factors of effective persuasion.
14. The main methods and techniques of psychological influence: demonstration, misinformation, spreading rumors, intimidation, manipulation in the media.
15. Communication as an exchange of information. Structure, functions and types of communications.
16. Digital technologies in communication. Verbal and non-verbal means of communication.
17. Significance and necessity of communicative roles.
18. Communication barriers (professional, semantic, organizational, personal-psychological).
19. Socio-cultural, age, gender characteristics of communication.

**5. Methods/technologies of learning and teaching:** situational tasks.

**Situational task number 1.**

Lina took a Valium tablet to reduce her anxiety during her history exam. What is likely to happen to her? What will you do?

**Situational task number 2.**

Linda has to hand in her term paper in a month. What would you advise her

**Situational task number 3.**

Polyclinic. The nurse came out of the office. The patient is indignant: "I sit here for 2 hours and wait for the doctor to see me, while other patients who came later were already invited." Analyze the situation. What should the nurse do in this situation?

**Situational task number 4.**

Eric finds history a boring subject. How should he plan his classes?

**Situational task number 5.**

Entering the auditorium where the math exam was taking place, Berta was very nervous. Her mouth was dry, her palms were sweaty, and there was a lump in her throat. Suddenly she realized with horror that she could not remember a single formula. What happened to Bertha? Analyze the situation.

**6. Methods / technologies of assessment:** task completion

**7. Literature:**

**Primary:**

1. Psychology and pedagogy. Part 1: textbook for ostomy. Fak. / ed. N.V. Kudryava. - ". - Almaty: Evero, 2016. - 284 p.
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<http://psynet.narod.ru/main.htm>

<http://psyfactor.org/>

#### **8. Control:**

1. Define the concept of communication.
2. Name the types and forms of communication.
3. Expand the functions of communication.
4. What are the characteristics of interpersonal communication?
5. What can be said about the concepts of interpersonal communication, interaction, interpersonal perception?
6. How can you describe the features of interpersonal, intergroup and international communication?
7. How can communication styles be summarized?
8. What conclusion can be drawn about leadership and leadership?
9. How can you describe the perceptual side of communication?
10. How can the concepts of empathy, identification, deceneration, attraction, tolerance, reflection, feedback be explained?
11. What can be said about the space of interpersonal interaction?
12. How can you show your understanding of the essence of psychological influence
13. What is the relationship between the concepts: infection, suggestion, imitation, persuasion?
14. How can the factors of effective persuasion be assessed?
15. What are the functions of the main methods and techniques of psychological influence: demonstration, misinformation, spreading rumors, intimidation, manipulation in the media?
16. What are the functions and types of communications?
17. What are verbal and non-verbal means of communication?
18. What is the importance and necessity of communicative roles?
19. What can be done about communication barriers?
20. How can you show your understanding of the socio-cultural, age, gender characteristics of communication?

**1. Theme №5: 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.**

**2. Purpose of the lesson:** to form an idea of the concept and structure of the socio-psychological conflict; to characterize the mechanisms and methods of conflict regulation in the work team and form an idea of the concept and types of effective communication

**3. Learning objectives:**

- reveal the nature and cause of social conflicts
- characterize the types of psychological conflicts
- consider the functions and stages of development of conflicts
- characterize the participants, the driving forces of the conflict, their needs, interests and goals
- describe the space-time boundaries of the conflict
- explain the functions and consequences of conflict
- reveal the main mechanisms and methods of conflict regulation
- consider conflict resolution as a multi-stage process
- describe basic manipulative techniques
- explain the role of negotiation as a way to resolve conflicts
- to reveal the concept of effective communication
- discuss the principles, rules, skills, techniques and technologies of effective communication.
- consider the conditions for effective communication
- comment on the concept of image and self-presentation in communication, imaging technologies
- describe active listening techniques
- generalize the technologies of the negotiation process

**4. Main questions of the topic:**

1. The nature and cause of social conflicts. Types of psychological conflicts.
2. Constructive and destructive functions of the conflict. Stages of conflict development
3. Participants and driving forces of the conflict, their needs, interests and goals.
4. Spatio-temporal boundaries of the conflict.
5. Functions and consequences of the conflict.
6. Technology of conflict prevention.
7. Behavior in conflict: strategies of cooperation, rivalry, avoidance, withdrawal, cooperation.
8. Conflict resolution as a multi-stage process.
9. Types of manipulators. Basic manipulative techniques.
10. Negotiations as a way to resolve conflicts.
11. The concept of effective communication. Principles, rules, skills, techniques and technologies for effective communication.
12. Conditions for effective communication. social intelligence
13. Image and self-presentation in communication. Imaging technologies.
14. Techniques of active listening.
15. Technologies of the negotiation process.

**5. Methods/technologies of learning and teaching:** Debate;

Task 1. The lesson takes place in the format of "free debate", where participants have an equal right to vote, demonstrate their knowledge and share their thoughts. Main issues for discussion:

1. Describe the types of psychological conflicts.
2. What functions and stages of development of conflicts do you know?



3. List the participants and driving forces of the conflict, their needs, interests and goals?
4. How can the spatio-temporal boundaries of the conflict be described?

Questions for discussion:

1. Personality in the process of manipulation.
2. Negotiations as a way to resolve conflicts.

Discussion - a collective discussion of a specific problem or a comparison of different positions, ideas, opinions, proposals and information.

### 1. Stage- Orientation

- formation of the problem, goals of the discussion
- getting to know the speakers
- motivation of the participants of the discussion
- establishment of rules, regulations
- maintaining a business atmosphere
- clarification of terms, precise use and their indisputability

### 2. Stage - evaluation

- speeches of the discussants, answers to questions
- collection of the maximum amount of opinions, ideas, suggestions
- maintaining the personal activity of each participant
- suppression of personal ambitions and deviations from the topic
- summarizing mini-results

### 3. Stage - consolidation

- analysis of the results of the discussion
- coordination - consolidation of opinions, positions
- joint formulation of the solution
- decision-making

### 6. Evaluation methods/technologies: task completion

### 7. Literature:

#### Primary:

1. Psychology and pedagogy. Part 1: textbook for ostomy. Fak. / ed. N.V. Kudryava. - ". - Almaty: Evero, 2016. - 284 p.
2. Psychology and pedagogy. Part 2: a textbook for students. ostomy. Fak. / ed. N.V. Kudryava. -; - Almaty: Evero, 2016 .-- 184 p.
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**8. Control:**


1. What is the cause of social conflicts?
2. Describe the types of psychological conflicts.
3. What functions and stages of development of conflicts do you know?
4. List the participants and driving forces of the conflict, their needs, interests and goals?
5. How can the space-time boundaries of the conflict be described?
6. What are the basic rules of rational behavior in conflict.
7. What is the essence of conflict resolution as a multi-stage process
8. Expand the essence of the main manipulative techniques.
9. What conflict prevention technologies do you know?
10. What can be said about the types of manipulators?
11. What does the concept of effective communication mean?
12. Can you identify principles, rules, skills, techniques and technologies for effective communication?
13. What are the conditions for effective communication?
14. How can the concept of social intelligence be explained?
15. How can you show your understanding of the concept of image?
16. What can be said about the main imaging technologies?
17. How can you generalize active listening techniques?
18. How can you describe the technology of the negotiation process?

**Theme № 6. Culture, its place and role in human life and activity.**

**2. Purpose:** to form an idea of the essence of the concept of culture, its functions and structure

**3. Learning objectives:**

- consider the stages of the formation of the concept of culture
- evaluate the variety of approaches to determining the essence of culture, the function and morphology of culture
- reveal the essence of the concept of culture
- characterize material and spiritual culture
- reveal the concept of typology of culture, historical typology of cultures, linear and local approach
- describe the concept of morphology of culture: the space and time of culture, the main components and patterns of culture.

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#### 4. The main issues of the topic:

1. The history of the formation of the concept of culture: a variety of approaches to the definition of the essence and functions of culture.
2. Global, glocal and local approaches in cultural studies.
3. Morphology of culture: space and time of culture, main components and patterns of culture.
4. Material and spiritual culture.
5. Typology of culture: the concept of the type of culture, historical typology of cultures, linear and local approach.
6. Culture and civilization

#### 5. Methods / technologies of learning and teaching: TBL

TBL – or team training (HVAC), a method of training based on teamwork.

Students are divided into small groups and prepare for the following questions:

##### Group 1:

Basic approaches to understanding culture.

##### Group 2:

Types and functions of culture.

##### Group 3:

Typology of culture.

#### 6. Assessment methods/technologies: completing tasks

#### 7. Literature:

##### Primary:

1. Psychology and pedagogy. Part 1: textbook for ostomy. Fak. / ed. N.V. Kudryava. - ". - Almaty: Evero, 2016. - 284 p.
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5. <http://psynet.narod.ru/main.htm>

**8. Control: questions:**

1. What is culture?
2. What are the functions of culture?
3. What is the relationship between the concepts of culture and civilization?
4. What are the stages of the formation of the concept of culture?
5. What approaches to determining the essence of culture, functions and morphology of culture do you know?
6. What can be said about material and spiritual culture?
7. How can the concept of culture typology be characterized?
8. What does the concept of morphology of culture mean: the space and time of culture, the main components and patterns of culture.

**1. Topic № 7: Morphology and anatomy of culture: their role in the study of culture configuration. Culture and civilization: relationship and difference. Nomadic types of culture.**


**2. Purpose:** formation of ideas about the morphology and anatomy of culture, concepts of space and forms of culture

**3. Learning objectives:**

- consider the content of the information-semiotic understanding of culture.
- understanding the characteristics of culture as a world of meanings
- reveal the main types of signs and sign systems
- consider verbal-sign systems - natural languages
- consider the content of the concepts of space and forms of culture
- characterize the three-dimensional model of culture
- reveal the structure of cultural space: paradigms, faces of culture cultural scenarios
- reveal the concept of mythology: essences and types of myths
- consider religion as a sacred form of culture
- understanding the functions of morality
- consider science as a new phenomenon of culture
- to reveal the content of the concept of "work culture"
- consider the relationship between the concepts of "culture" and "education"
- familiarization with the types of communication, the concept of etiquette
- consider nomadic types of culture: forms and methods of encoding cultural information
- compare culture and civilization: their relationship and differences
- compare the main parameters of the main types of culture: criteria of archaic, sedentary, industrial culture

**4. Main questions of the topic:**

1. Culture as a world of signs and meanings. Information-semiotic understanding of culture.
2. Culture as a world of meanings. Kinds of meanings.
3. Typology of sign systems of culture. The main types of signs and sign systems

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4. Language as a way of communication and transmission of culture. Linguistic picture of the world.
5. The Kazakh language and its role in the cultural and ethnic identification of the individual. Communicative functions of the Kazakh language.
6. Common language norms.
7. Cultural code. The concept of cultural code.
8. Ethos of culture. Ethos and code of culture.
9. Types of global cultural codes: pre-written (traditional), written (book), screen, digital.
10. The concept of a symbol of culture. The main symbols of culture.
11. Space of culture. The structure of cultural space: paradigms, faces of culture, cultural scenarios.
12. Forms of culture: myth, art, religion, morality, philosophy, law, politics, science, technology
13. Spiritual culture. Types of spiritual culture
14. Social culture. . Structure of social culture
15. Law and morality Legal culture of the population.
16. Cultural scenarios of activity.
17. Leisure culture. Culture and communication. Types of communication. Etiquette

#### **5. Methods / technologies of learning and teaching:** Debates

The lesson takes place in the format of "free debates", where participants have an equal right to vote, demonstrate their knowledge and share their thoughts. Main issues for discussion:

1. Culture as a world of signs and meanings.
2. Culture and civilisation
3. Law and morality.

#### **6. Assessment methods/technologies: discussion of tasks**


#### **7. Literature:**

##### **Primary:**

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### 8. Control: questions

1. How do you understand the information-semiotic understanding of culture?
2. What is culture as a world of meanings?
3. What kinds of meanings do you know?
4. What are the main types of signs and sign systems?
5. Define the meaning of language as a way of communication and transmission of culture?
6. What determines the modern language picture of the world?
7. What is the role of the Kazakh language in the cultural and ethnic identification of a person?
8. What is the generally accepted language norms?
9. What is a cultural code?
10. What does the concept of ethos of culture mean?
11. List the types of global cultural codes?
12. What is a symbol of culture?
13. What are the components of the concept of cultural space?
14. What are the forms of culture?
15. What can be said about spiritual culture and its types?
16. How can the concept of social culture be described. and its structure?
17. How do law and morality relate?
18. What does the concept of cultural activity scenarios mean?
19. What types of communication do you know?
20. How can you describe etiquette?

### Lesson number 8.

#### 1. Topic: Cultural heritage of nomads and proto-Turks.

2. Purpose: to form ideas about the achievements of the culture of the nomads and proto-Turks of Kazakhstan

#### 3. Learning objectives:

- consider the main achievements of material ("technological") culture
- understand the concepts of nomadism and the typology of nomadic culture
- consider the classifications and types of nomadism (nomad culture)
- reveal the main features of the culture of the nomads of the Eurasian space
- Familiarization with the myths and religious beliefs of the Saks, Sarmatians, Scythians
- consider the art of the Sakas, Massagets, Scythians, Sarmatians: weapons, arts and crafts, sculpture, architecture
- reveal the content of the teachings of the Saka thinkers (Toxaris, Anacharsis)
- consider the myths and religious beliefs of the Huns



- Familiarization with the art of the Huns

#### 4. Main questions of the topic:

1. Archaic culture on the territory of ancient Kazakhstan: monuments of material culture.
2. Nomadism as a type of culture. Great nomadic civilizations of Saks, Sarmatians, Scythians.
3. Cultural interaction of the Saka civilization with ancient Greek, ancient Indian and ancient Chinese. Indo-Buddhist type of culture.
4. Hunnic period of development of nomadic culture in Kazakhstan.
5. Ancient Turkic civilization and its features
6. Cultural heritage of the Turkic peoples inhabiting the territory of Kazakhstan.
7. Beliefs of the Turks from the 6th to the 8th centuries: Buddhism, Manichaeism, Christianity (Nestorianism).

#### 5. Methods / technologies of learning and teaching: round table

The round table is a practical exercise, it is based on several different points of view on the same issue, as a result of which the participants come to positions and solutions acceptable to each of them.

Assignment:

1. Concepts of nomadism and typology of nomadic culture.
2. Nomad culture in the Eurasian space.
3. Cultural interaction of the Saka civilization with ancient Greek, Ancient Indian and Ancient Chinese.

#### 6. Assessment methods/technologies: Discussion of tasks

#### 7. Literature:

##### Primary:

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6. <http://psyfactor.org/>

### 8. Control: questions

1. How can you describe the archaic culture on the territory of ancient Kazakhstan?
2. What is nomadism as a type of culture?
3. What is the relationship of the Saka civilization with ancient Greek, ancient Indian and ancient Chinese?
4. What conclusion can be drawn about the Hunnic period of development of nomadic culture in Kazakhstan?
5. Name the features of the ancient Turkic civilization.
6. What are the components of the cultural heritage of the Turkic peoples inhabiting the territory of Kazakhstan?
7. How can one generalize the beliefs of the Turks from the 6th to the 8th centuries?
8. What are the main values of the steppe civilization?

### Lesson number 9.

**1. Topic: 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.**

**2. Purpose:** formation of ideas about the culture of the Turks of Kazakhstan in the Middle Ages and their influence on European and Islamic culture; formation of ideas about the features of the 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.

### 3. Learning objectives:

- consider the importance of the Great Silk Road and the role of Kazakhstan as a link between East and West
- to reveal the Iranian components in the archetype of the Turkic and Kazakh culture
- understanding the dialogue between Indian and Central Asian cultures
- to consider the mutual influence of Indian culture and Turkic civilization
- understanding the mutual influence and interaction of Turkic and Islamic cultures
- to reveal the content of Al-Farabi's views (philosophical, socio-ethical and aesthetic)
- to consider the views of Khorezmi as an outstanding medieval mathematician
- Familiarization with the views of Abu Reykhan Biruni as a mathematician and cultural historian
- reveal the content of the culture of the Karakhanid period
- consider the views of Al-Kashgari and his role in the formation of Turkic literature and language
- familiarization with the views of Yusuf Balasaguni and the content of his book "Blessed Knowledge"

- to consider the work of Suleiman Bakyrangani, Ahmed Yugneki and their contribution to Turkic culture
- to understand the processes of the spread of Islam in Kazakhstan: the relationship between Islam and nomadism
  - consider the Mongolian period and its influence on the development of the culture of the Turkic peoples of medieval Kazakhstan.
- show the impact of the Mongol invasion as a cultural disaster.
- be able to critically evaluate the features of the spread of Islam and the cultural sources of its formation.
- evaluate the culture of the peoples of the Silk Road: compare and define the forms of cultural interaction with the peoples of Europe, Russia: patterns and achievements.
  - to objectively assess the contribution of the Turks to the development of world culture and their influence on the East-West dialogue
- be able to compare cultural monuments of the Turkic peoples and identify their influence on the spiritual development of the peoples of the Central Asian and Middle Eastern regions
- be able to critically assess the features of the development of the urban culture of Central Asia - the ability to demonstrate knowledge of 100 monuments of sacred culture and the cultural heritage of the Kazakh steppe.
- Familiarization with the myths and legends of the Kazakh people
- consider the forms of folk poetry: the musical creativity of akyns and zhyrau
- reveal the role of the great Kazakh biys
- familiarization with the cultural values and ethics of the batyrs, weapons skills
- consider Kazakh arts and crafts
- reveal the ethical values of the Kazakh traditional culture
- introduction to sports games
- consider the rites of the life cycle: birth, maturity, death
- consider folk holidays, folk songs

#### **4. Main questions of the topic:**

1. Turkic culture of the Middle Ages. The development of philosophy and medieval science.
2. Art, literature, architecture, development of technology.
3. Education in medieval Kazakhstan and Central Asia.
4. Development of science and medicine. Abu Ali ibn Sina and his "Canon of Medicine"
5. Culture of the Karakhanid period. Al-Kashgari and Yusuf Balasaguni, Suleiman Bakyrangani, Ahmed Yugneki.
6. Great cities of the Silk Road on the territory of Kazakhstan.
7. The development of science during the reign of Khorezmshah. Medicine: the book of Zayn al-Din Gorgani (Dzhurjani) "The Treasure of the Khorezmshah".
8. The Mongolian period and its influence on the development of the culture of the Turkic peoples of medieval Kazakhstan.
9. Sufi Renaissance. Personality and activity of Ahmed Yassau (Yasavi) (1093-1166).
10. Main technological achievements of the Golden Horde. Culture during the Timurid period
11. Culture of the Great Moguls. Indian-Turkic Renaissance.
12. Architecture, development of science, mathematics, astronomy and technological achievements of the Mughal culture.
13. Program "Sacred Kazakhstan". Restoration and preservation of cultural monuments of the Turkic period. Mausoleum Kozha Akhmet Yassau
14. The epic culture of the Kazakhs. Myths and legends of the Kazakh people

15. Formation of the Kazakh traditional culture. Forms of folk poetry.
16. Musical creativity of akyns and zhyrau Musical instruments
17. Great Kazakh biys. Rhetors of the Kazakh steppe.
18. Cultural values and ethics of batyrs
19. Weapon skill. Kazakh arts and crafts.
20. Ethical values of the Kazakh traditional culture.
21. Traditions, rituals, customs of the Kazakh people. Rites of the life cycle: birth, maturity, death
22. Technological achievements of the Kazakhs.
23. The project of national museums-reserves: Botai, Saraishyk, Bozok cultural object Beket-Ata, AksuZhabagly, Korzhalgyn as a cultural and geographical framework of national identity.

#### **5. Methods / technologies of learning and teaching: TBL**

TBL – or team training (HVAC), a method of training based on teamwork.

1. Correlate with ancient scientists and their works.
2. Analyze the titles of the works of medieval scientists and distribute them by fields of sciences.
3. Using the text and your own knowledge, determine the features of medieval historical and cultural monuments.
4. Make a table: "Spiritual and moral values of the customs of the Kazakh people."
5. Describe the level of development of crafts and crafts on the territory of Kazakhstan. Use images.
6. Compare the map with the directions of the Great Silk Road and the modern administrative map of Kazakhstan. Make a conclusion about the role of the HSE in the emergence and development of cities in Kazakhstan.

**6. Assessment methods/technologies:** Oral interview, task completion

#### **7. Literature:**

##### **Primary:**

1. Timoshinov, V. I. Culturology: Kazakhstan-Eurasia-East-West. An analytical review of world culture: textbook. allowance / V.I. Timoshinov. - 4th ed., Docketed, with additions; Rec. M-vom education and science of the Republic of Kazakhstan. - Almaty: Nus, 2007.
2. Volkova, D.V. Cultural studies: textbook. manual / D.V. Volkova, A. Yu. Novikov. - Rostov n / a: Phoenix, 2008. -- 314 p.
3. Karakuzova, J. K. Culturology: textbook. for secondary and prof. Education / J.K. Karakuzova. - Astana: Tome, 2007. -- 448 p.

##### **Additional:**

1. Grushevitskaya T.G. "Culturology": textbook / T.G. Grushevitskaya, A.P. Sadokhin. - M.: Alpha-M: INFRA-M, 2015.
2. Danilyan O.G. "Culturology": a textbook / O. G. Danilyan, V. M. Taranenko. - 2nd ed. - M.: INFRA-M, 2014.
3. "Culturology. Anthology". T. 1-4. - M., 2012.
4. "Culturology": textbook. / ed. A.S. Mamontov. - 2nd ed., Rev. and add. - M.: Yurait Publishing House, 2016.
5. "Culturology": a textbook / under the scientific. ed. G.D. Dracha. - 2nd ed., Erased. - M.: KNORUS, 2014.

##### **Electronic resources:**

1. Culturology [Electronic resource]: electronic textbook. manual for university students / ed. A. N. Markova. - 4th ed., Revised. and add. - The electron. text data (6.07 Mb). - M.: UNITY-

DANA, 2011 .-- 400 p. email opt. disk (CD-ROM). - (Textbook. Lit. for higher and secondary vocational education).

2. Dobrokhотов, A. L. Culturology [Electronic resource]: classic works: collection. tr / A. L. Dobrokhотов. - The electron. text data (10.0 Mb). - M.: KNORUS, 2011 .-- 45306 p. email opt. disk (CD-ROM).

3. Grushevitskaya, T. G. Culturology [Electronic resource]: an electronic textbook for university students / T. G. Grushevitskaya, A. P. Sadokhin. - 3rd ed., Revised. and add. - The electron. text data (5.45). - M.: UNITY-DANA, 2011 .-- 686 p. email opt. disk (CD-ROM).

### 8. Control: questions

1. Determine the role of Al-Farabi in science.
2. What is the contribution of Khorezmi and Abu Reykhan Biruni as outstanding medieval scientists?
3. Give a description of the culture of the Karakhanid period.
4. What is the role of Al-Kashgari in the formation of Turkic literature and language?
5. Determine the contribution of Yusuf Balasaguni, Ahmed Yugneki, Suleiman Bakyrangani to the Turkic culture.
6. How did the spread of Islam affect the development of culture in Kazakhstan?
7. What are the ethical values of the Kazakh traditional culture?
8. Name the forms of folk poetry.
9. What folk holidays do you know?
10. How did the formation of the Kazakh traditional culture take place?
11. What forms of folk poetry do you know?
12. What can be said about the musical creativity of akyns and zhyrau?
13. What great Kazakh biys do you know?
14. How can one describe the cultural values and ethics of the batyrs?
15. How can you characterize the Kazakh arts and crafts?
16. How can you classify the traditions, rituals, customs of the Kazakh people?
17. Name the technological achievements of the Kazakhs.
18. What is the purpose of the national museum-reserves project?

### Lesson number 10.

**1. Topic: Kazakh culture at the turn of the 18th - late 19th centuries. Kazakh culture in the historical dimension: the cultural heritage of the Kazakh people. Cultural code of the Kazakh nation.**

**2. Purpose:** formation of ideas about the development of Kazakh culture at the turn of the 18th - late 19th centuries; formation of ideas about the features of the development of the Kazakh culture of the XX century, about the features of the development of Kazakh culture in the context of modern world processes, as well as the main directions of the cultural policy of Kazakhstan.

### 3. Learning objectives:

. reveal the role of Kazakh culture in the formation of ethnic identity and cohesion of the Kazakh people.

- evaluate the role of the Kazakh language in preserving the cultural code of the nation.

- to consider the cultural geography, the main centers of development, nomadic routes, toponymy and cartography of Kazakhstan

- characterize. The phenomenon of the Kazakh Enlightenment, the creativity of the main representatives

- to consider the phenomenon of "Zar Zaman" in Kazakh culture

- describe the musical creativity of Kurmangazy, Tattimbet, Zhayau Moussa
- to consider the main ideas of the largest representatives of the Kazakh intelligentsia: A. Bukeikhanov, A. Baitursynov, M. Dulatov, T. Ryskulov
- characterize. sacred Kazakh culture.
- evaluate the development of the culture of Kazakhstan in the Soviet period
- familiarization with the process of industrialization of the country: the place and role of the scientific and technical intelligentsia in the industrialization of the country
- uncover conflicting trends in cultural policy
- familiarization with the contribution of the Kazakh intelligentsia to the development of Kazakh culture and to the preservation of the continuity of the cultural development of the people
- clarification of the contribution of the most famous scientists of Kazakhstan of the twentieth century.
- consider the work of famous opera performers of the twentieth century.
- acquaintance with the processes of formation and development of Kazakh cinema: Soviet Kazakh film directors and film actors
- .consider the work of Soviet Kazakh writers of the twentieth century.
- assimilation of the state of the humanities in Kazakhstan in the twentieth century.
- demonstrate knowledge of the basic values and patterns of mass and modern media culture, the characteristics of the culture of postmodernism
- consider the basic principles of cultural reform in Kazakhstan
- to reveal the problem of preserving the cultural code of the Kazakh nation
- familiarization with the features of the formation of new value orientations
- to understand the problems of cultural and civilizational identity of the Kazakh culture
- to consider the State Program "Cultural Heritage" as a sphere of cultural policy
- Learn the basic patterns of cultural harmony.
- Familiarization with the problems of preserving the language code of the nation
- understanding the specifics of gender policy in Kazakhstan
- consider the issues of physical culture of Kazakhstan: national sports
- consider the development of cultural tourism and its role in the formation and implementation of the state programs "Tugan-el", "Sacred Geography of Kazakhstan", "Modern Kazakhstani culture in the global world"
- understand the problems of education in the context of globalization
- understand the meaning of the program "One Hundred Names of Kazakhstani Culture".

#### 4. Main questions of the topic:

1. The phenomenon of the Kazakh Enlightenment. Ch. Valikhanov and his work.
2. Abay as a great Kazakh poet and thinker.
3. Creativity Shakarim. AND.
4. Altynsarin as a prominent educator and teacher.
5. Musical creativity of Kurmangazy, Tattimbet, Zhayau Moussa.
6. The phenomenon of "Zar Zaman" in the Kazakh culture. Kazakh social thought and the main trends in Kazakh literature at the turn of the XIX-XX centuries.
7. The main ideas of the largest representatives of the Kazakh intelligentsia: A. Bukeikhanov, A. Baitursynov, M. Dulatov, T. Ryskulov.
8. Sacred Kazakh culture. Monuments of sacred culture on the territory of Kazakhstan. 9. Program "Madeni mura". Cultural heritage of the Kazakh people of the XVIII-XIX centuries.
10. Kazakh culture in the Soviet period. Totalitarian administrative system and national culture.
11. Formation and development of Kazakh science, institutions of education and culture.



12. The development of Kazakh art in the twentieth century: painting, sculpture, architecture, opera, ballet, music, dramaturgy.
13. Literature of Kazakhstan of the XX century. Soviet Kazakh writers of the twentieth century.
14. The development of the film industry in Kazakhstan in the twentieth century.
15. Humanities in Kazakhstan of the twentieth century. The role of Kazakh humanitarian studies and intelligentsia in preserving the spirituality of the Kazakh people,
16. The place of Kazakh culture in the multicultural space of modern Kazakhstan. Spiritual traditions and innovative processes in modern Kazakh culture.
17. The main trends and directions of contemporary art in Kazakhstan.
18. The role of the humanitarian intelligentsia in preserving the patterns of Kazakh culture, in the development of the Kazakh language and expanding its cultural space, in preserving and elevating the spiritual values of the Kazakh people
19. The main genres of modern Kazakh art: literature, painting, theater, architecture, music, cinema, television. Modern mass culture in Kazakhstan.
20. Formation and development of show culture in Kazakhstan
21. Cultural code of the Kazakh people. The problem of preserving the cultural code of the Kazakh nation.
22. Problems of preserving the cultural heritage of the Kazakh people in the context of globalization.
- 23.. Cultural patterns and spiritual values of Kazakhstan's festive culture.
- 24.. The main values of urban culture. Architectural appearance of Astana
25. Genesis and principles of cultural policy: "The Law of the Republic of Kazakhstan on Culture".
26. National idea "Mangilik El". Assembly of the People of Kazakhstan and its role in the cultural creation of the Kazakh society.
27. State Program "Cultural Heritage". Dynamics of traditions and innovations, mechanisms of continuity and transmission of cultural experience
28. Development of cultural tourism and its role in the formation and implementation of the state programs "Tugan-el", "Sacred Geography of Kazakhstan", "Modern Kazakh Culture in the Global World".
29. Basic patterns of spiritual values of modern Kazakh culture.

**5. Methods / technologies of learning and teaching: work in small groups**

1. The group is divided into subgroups, each of which should discuss the following problem situations:
  1. Determine the similarities and differences in the socio-political activities of A. Kunanbaev, Sh. Valikhanov, I. Altynsarın.
  2. Kazakh social thought and the main trends in Kazakh literature at the turn of the XIX-XX centuries.
  3. Sacred Kazakh culture.
  4. Determine the changes and continuity in the education system of Kazakhstan in the XIX - early XX centuries.
2. Make a cluster on the topic "My small Motherland"
  1. Famous personalities.
  2. Monuments of culture.



3. Historical events.

4. Modern cultural centers.

**6. Methods / technologies of assessment:** completing tasks

**7. Literature:**

**Primary:**

1. Timoshinov, V. I. Culturology: Kazakhstan-Eurasia-East-West. An analytical review of world culture: textbook. allowance / V.I. Timoshinov. - 4th ed., Docketed, with additions; Rec. M-vom education and science of the Republic of Kazakhstan. - Almaty: Nus, 2007.

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**8. Control:**

1. What can be said about the phenomenon of the Kazakh Enlightenment?

2. How can you characterize the work of Abay?

3. What is the main idea of Shakarim's creativity?

4. What conclusion can be drawn about the work of Altynsarin?

5. How can one determine the contribution to the musical art of Kurmangazy, Tattimbet, Zhayau Musa?

6. How can the phenomenon of "Zar Zaman" be described in Kazakh culture?

7. How can you generalize the main ideas of the largest representatives of the Kazakh intelligentsia: A. Bukeikhanov, A. Baitursynov, M. Dulatov, T. Ryskulov?

8. Describe the features of the development of Kazakh culture in the Soviet period.

9. How did the formation and development of Kazakhstani science, educational and cultural institutions take place?

10. Name the Soviet Kazakh writers of the twentieth century.

11. Describe the features of the development of the film industry in Kazakhstan in the 20th century
12. How can one describe the development of the humanities in Kazakhstan in the twentieth century?
13. What is the role of the Kazakh humanities and intelligentsia in preserving the spirituality of the Kazakh people?
14. What is the connection between models of cultural policy and the system of basic values of society?
15. What are the problems of interethnic and interfaith harmony in the Republic of Kazakhstan?
16. Are there any problems of cultural adaptation and integration of compatriots into modern Kazakh society?
17. What are the ways of formation and development of the ecological culture of Kazakhstanis?
18. Determine the cultural significance of the Tugan-zher Program.
19. Which of the most famous Kazakhstanis was included in the list of "100 new faces of Kazakhstani culture"?
- .Name the features of the sacred Kazakh culture of the territory of Kazakhstan?
20. What is the purpose of the Madeni Mura program?