

## Syllabus

Department of " History of Kazakhstan and social and social disciplines»

## Working curriculum of the discipline "History of Kazakhstan"

Educational program "6B10115 - Medicine"

<b>1</b>	<b>General information about the Course</b>		
1.1	Course Code: MHK 1101	1.6	Academic year: 2023-2024
1.2	Course name: <b>History of Kazakhstan</b>	1.7	Year: 1
1.3	Prerequisites: No	1.8	Term:1
1.4	Post-requisites: Philosophy	1.9	Number of credits (ECTS):5
<b>1.5</b>	Cycle: OEA	1.10	Component: OK
<b>2</b>	Description of the discipline: Introduction to the discipline. Ancient people and the formation of nomadic civilization, Turkic civilization and the Great Steppe, Kazakhstan in modern times (XVIII - early XX centuries), Kazakhstan as part of the Soviet administrative-command system, Kazakhstan in the world community (1991-2022)		

3	Summative assessment form			
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			
To give objective knowledge about the main stages of the development of the history of Kazakhstan from ancient times to the present.				

<b>5.</b>	<b>Learning outcomes (Course learning outcomes)</b>		
CLO1.	Demonstrate knowledge and understanding of the main stages of the development of history Kazakhstan.		
CLO2.	Correlate the phenomena and events of the historical past with the general paradigm of the world-historical development of human society through critical analysis.		
CLO3.	Possess the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan		
CLO4.	Be able to objectively and comprehensively comprehend immanent features modern Kazakhstan model of development.		
CLO5.	Systematize and give a critical assessment of historical phenomena and processes of the history of Kazakhstan		
<b>5.1</b>	<b>Course learning</b>	<b>The learning outcomes of the EP, which are related to the</b>	

	outcomes		learning outcomes of the course				
	CLO 2 CLO 3 CLO 4		RO 1. Applies in practice fundamental knowledge in the field of biomedical, clinical, epidemiological and socio-behavioral sciences.				
	CLO 2 CLO 3		RO 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 5		RO 4. 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 1 CLO 3 CLO 4		RO 10. Applies scientific principles, methods and knowledge in medical practice on the basis of continuous self-education and development.				
6	Details of the course						
6.1	South Kazakhstan Medical Academy, Department of "History of Kazakhstan and socio-public social disciplines". Al-Farabi Square-1, building No. 3, 2nd floor, 120b, 130, 209, 210, 232 auditoriums. Phone (PBX): 40-82-22 (226) Kazaxstan @mail.ru If you have any questions about training and / or technical support, please contact us by phone and / or by e-mail, indicated on the website of JSC "YUKMA" in the CALL-Center section, Helpdesk on the main page of the site						
6.2	Number of hours	Lectures 10	Prac. lessons 40	Lab.lessons -	SIW 30	SIWT 70	
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		
2	Turadilov Meirbek Unerbekovich	Ph. D., Acting Associate Professor	<a href="mailto:mr.sk312@mail.ru">mr.sk312@mail.ru</a>	Research work History of land relations in Kazakhstan in the late XIX-early XX centuries	Author of more than 50 scientific articles, 3 teaching aids		
3	Aidarbekova Galiya Sarybayevna	Ph. D., Acting Associate Professor	<a href="mailto:Aidarbekova_70@mail.ru">Aidarbekova_70@mail.ru</a>	Scientific research of Socio-economic development of modern Kazakhstan.	Author of more than 30 scientific articles, 3 teaching aids		
4	Bekkulova Akmaral Atygayevna	Master's degree, Senior Lecturer	<a href="mailto:maral.2479@mail.ru">maral.2479@mail.ru</a>	Research work on the new and modern history of Kazakhstan	Author of more than 30 scientific papers, 1 teaching aids		

6	Mahatova Laila Talgato vna	Master's degree, Senior Lecturer	Mahatova.Layla@mail.ru	Research work on the new and modern history of Kazakhstan	Author of more than 25 scientific papers, 1 teaching aids	
8.	Thematic plan					
Week/Day	Topic name	Summary	Course learning outcomes	Number of hours	Forms / methods / learning technologies	Forms / assessment methods
1	<b>Lecture.</b> Ancient people and the formation of nomadic civilization. Prerequisites for the emergence of nomadic civilization in the era of ancient metallurgy.	1. Introduction to the discipline. Periodization of the historical process. 2. Modern theories of the origin of man and the problem of the ancestral home. Discovery of archaeological sites of the Stone Age on the territory of Kazakhstan. 3. Eneolithic and Bronze Age on the territory of the Great Steppe. Botai culture of Northern Kazakhstan. 4. Paleoeconomics of the Bronze Age. Formation of metallurgical centers on the territory of Kazakhstan.	CLO1 CLO2 CLO3 CLO5	1	Overview	Feedback (blitz survey)
	<b>Practical lesson. Prehistoric human evolution</b>	1. Landscape and climatic changes on the territory of Kazakhstan in the Stone Age. 2. The territory of Kazakhstan is one of the centers of the formation of homosapiens. 3. The beginnings of art and religious ideas in the early	CLO1 CLO2 CLO3 CLO5	3	Debates	Completing tasks

		Paleolithic. 4. The development of language, rational knowledge, the reconstruction of religious ideas in the Mesolithic, Neolithic, Eneolithic.				
	<b>SIWT. Theme and task of SIW Features of anthropo- and zoomorphic images on the monuments of primitive art.</b>	The development of language, rational knowledge, the reconstruction of religious ideas in the Mesolithic, Neolithic, Eneolithic. Rock art - petroglyphs (Mynshunkyr, Olenty, Enbek, Tesiktas, Shatyrtas, Akbidaik, Akbaur, Bayanzhurek).	CLO1 CLO2 CLO3 CLO5	2/4	Essay	Completing assignments, defending essays
<b>2</b>	<b>Lecture. Turkic civilization and the Great Steppe</b>	1. The development of nomadic state and cultural traditions in the era of the ancient Turks. The problem of the origin of the Turks. 2. The Turkic factor in the ethno-political history of Kazakhstan in the IX-XII centuries. 3. Karakhanid statehood as a new stage in the evolution of Turkic statehood. 4. The problem of the origin and ethnic history of the Kypchaks.	CLO1 CLO2 CLO3 CLO5	1	Thematic	Feedback (blitz survey)
	<b>Practical lesson. The genesis of equestrian culture</b>	1. Periodization of the history of nomadism. Prerequisites for the emergence of nomadism: natural-geographical and socio-cultural factors. 2. Ethnopolitical and	CLO1 CLO2 CLO3 CLO5	3	Situational tasks	Solving tasks

		social history of the tribes of the Early Iron Age. Political formations of the Saks and Sarmatians. 3. Ethnopolitical associations of the Usuns of Semirechye and Tien Shan. 4. Historical and cultural heritage of Kangyui.				
	<b>SIWT. Theme and task of SIW. The culture of the tribes of the early Iron Age</b>	The culture of the tribes of the early Iron Age: chronology, funeral rite, weapons, bridle, art of the animal style. Relations between the Sakas and the Achaemenid Empire. Participation of the Saks in the Greco-Persian wars. The struggle of the Saks against the conquests of Alexander the Great.	CLO1 CLO2 CLO3 CLO5	2/4	Presentation	Discussion of the topic, presentation defense
<b>3</b>						
	<b>Practical lesson.</b> Stages of ethno-cultural integration of the Turkic-speaking ethnic groups of Central Asia in the pre-Mongolian period	1. Education, structure and political history of the Turkic Khaganate. 2. Political history of the Karluk state: education, relations with neighboring tribes and states. 3. Karakhanids on the territory of medieval Kazakhstan. 4. The problem of the origin and ethnic history of the Kypchaks. 5. Turkic civilization and the Great Silk Road.	CLO1 CLO2 CLO3 CLO5	2	Round table	Discussion of tasks
	<b>SIWT. Theme and task of SIW.</b> Significance of the	The interaction of two economic and cultural types: settled and	CLO1 CLO2 CLO3	2/3	Content Analysis	Task completion

	Great Silk Road in the era of late antiquity and the Middle Ages.	nomadic (the "city-steppe" system). Cities and settlements as centers of military-administrative life, culture, trade and crafts. Architectural monuments of medieval Kazakhstan of the Turkic period. The heyday of the urban culture of South Kazakhstan and Semirechye. Kazakhstan routes of the Great Silk Road. Money turnover.	CLO5			
4	<b>Lecture.</b> The Great Steppe in the period of the Golden Horde (XIII-XV centuries) Kazakh Khanate in the XV-XVI centuries.	1. Genghis Khan and the formation of the Mongol Empire. 2. The conquest of the territory of Central Asia and Kazakhstan by the Mongols. Formation of the Golden Horde as a Eurasian empire. 3. State of Ak-Orda (late XIII - early XV century). 4. Education and periodization of the era of the Kazakh Khanate. 5. Weakening of the political foundations of Moghulistan. The transformation of the Kazakh Khanate into one of the strong states of Central Asia.	CLO1 CLO2 CLO3 CLO5	1	Information	Feedback (blitz survey)
	<b>Practical lesson.</b> Education of the Kazakh people. The ethnonym "Kazakh". Kazakh zhuzes	1. Kazakhstan as part of three Mongolian uluses. 2. Moghulistan (mid-14th - early 16th century). Territory and ethnic composition.	CLO1 CLO2 CLO3 CLO5	3	Brainstorm	Discussion of tasks

		3. State of nomadic Uzbeks. Migration of sultans Dzhanibek and Kerey (1459). 4. Historical prerequisites for the formation of the Kazakh people. Ethnic processes on the territory of Kazakhstan.				
	<b>SIWT. Theme and task of SIW.</b> Cultural and civilizational heritage of the Golden Horde.	The formation of the Golden Horde as a Eurasian empire: territory, ethnic processes, cultural symbiosis. The flourishing of urban planning, new archaeological discoveries about the level of cultural development of Desht-i Kypchak in the imperial period of the Golden Horde.	CLO1 CLO2 CLO3 CLO5	2/4	Comparative analysis	Preparation of the presentation, compilation of comparative tables
<b>5</b>	<b>Lecture.</b> Kazakhstan in the era of the New Age (XVIII - early XX centuries). The beginning of the era of colonialism in Kazakhstan	1. Kazakhstan in the era of modern times: new methodological trends in the study. 2. The liberation struggle of the Kazakh people against the Dzungarian conquerors. comparative analysis. 3. Taking an oath from the Kazakh khans and influential sultans of the Younger and Middle Zhuzs (40s of the XVIII). 4. Negotiations of the tsarist government with Abulkhair in the late 1740s. 5. Dzungar-Kazakh war of 1739-1741. Relations of Abylai	CLO1 CLO2 CLO3 CLO5	1	Information	Feedback (blitz survey)



		with Dzungaria, China and Russia.				
	<b>Practical lesson.</b> Kazakh Khanate in the 17th - early 18th centuries.	1. Socio-economic and political situation of the Kazakh Khanate in the XVI century. Yesimkhan's struggle for the Syrdarya cities. 2. The emergence of the Dzungar Khanate and the first Kazakh-Dzungarian relations. 3. Zhangir Khan and Orbulak battle. Kazakh Khanate under Zhangir. 4. The reign of Tauke Khan and his policy.	CLO1 CLO2 CLO3 CLO5	3	Debates	Completing tasks
	<b>SIWT. Theme and task of SIW.</b> Urban culture of Kazakhstan in the XIV-beginning of the XVIII centuries.	The relationship between the city and the steppe. The structure of cities in different regions of Kazakhstan. The decline of urban culture in the XVII-early XVIII centuries.	CLO1 CLO2 CLO3 CLO5	2/4	Presentation	Task completion, topic protection
<b>6</b>						
	<b>Practical lesson.</b> The foreign policy situation of the Kazakh zhuzes in the first quarter of the 18th century.	1. The rise of the Dzungar Khanate: the strategy of the Dzungars' aggressive policy. 2. Years of "Aktabanshubryndy", "Alkakolsulam". 3. Significance of the victory at Bulanty. Anrakai battle. 4. The role of Kazakh batyrs in the history of the liberation struggle of the Kazakh people.	CLO1 CLO2 CLO3 CLO5	2	Debate	Discussion of tasks
	<b>SIWT. Theme and task of SIW.</b> Traditional nomadic culture of	Types of nomadic economy, their features. Tools. Armament. Crafts and	CLO1 CLO2 CLO4 CLO5	2/3	Content analysis	Task completion, topic protection



	the Kazakhs.	home crafts. Trade and trade routes.				
7	<b>Lecture.</b> Kazakhstan in the context of Russian politics: administrative reform (the last quarter of the XVIII -the beginning of the XX century.)	1. The reform of government institutions and the introduction of a system of territorial and administrative management in the territory of Junior and Middle zhuzes. 2. Introduction of temporary regulations on management in the Semirechensk and Syrdarya regions (1867) Regulations on the management of the Turkestan region (1886). 3. Transformation of the social organization of the Kazakh nomadic society: new estates (officialdom, nobility, honorary citizenship). 4. Formation of the Kazakh intelligentsia: social composition, education.	CLO1 CLO2 CLO3 CLO5	1	Information	Feedback (blitz survey)
	<b>Practical lesson.</b> Kazakhstan and the Central Asian states at the end of the 18th century.	1. Khiva campaign in 1839 and its results. Creation of the Syrdarya border line. 2. Campaign of V. Perovsky in Kokand (1853). The uprising of the Kazakhs against the Kokand domination in 1858 3. Military operations in 1860 in Semirechye. Uzun-Agash battle. The capture of Aulie-Ata, Merke, Turkestan. 4. Entry of Semirechie and South Kazakhstan	CLO1 CLO2 CLO3 CLO5	3	TBL	Execution of tasks by a group of experts

		into the Russian Empire.				
	<b>SIWT. Subject and task of the SIW.</b> Accession of Kazakhstan to the Russian Empire.	Acceptance of Russian citizenship by the Sultan of the Senior Zhuz Suyuk Abylaikhan-uly. Diploma of Alexander I on the acceptance of the Kazakhs of the Senior Zhuz into citizenship of Russia. Acceptance of Russian citizenship by the sultans of Semirechye in 1846. Colonization of the Trans-Ili region. Creation of the Alatava district. Campaign of V. Perovsky to Kokand (1853). Entry of Semirechye and South Kazakhstan into the Russian Empire.	CLO1 CLO2 CLO3 CLO5	2/4	Comparative analysis	Task completion, compilation of comparative tables
8.	<b>Lecture.</b> Implementation of the Soviet model of state building.	1. The idea of "Small October" F.I. Goloshchekina: essence and consequences. 2. The beginning of the repression of the Kazakh intelligentsia. 3. Features of industrialization in Kazakhstan. 4. Forced transition of nomadic and semi-nomadic Kazakh households to settled life. Consequences of hunger.	CLO1 CLO2 CLO3 CLO5	1	Binary	Feedback, blitz survey
	<b>Practical lesson. Land issue</b>	1. Construction of border lines, land acquisition. Military Cossack colonization:	CLO1 CLO2 CLO3 CLO5	3	TBL	Completing Tasks

		Ural, Orenburg, Siberian Cossack troops. 2. The resettlement issue in the 60-90s. 19th century Temporary rules on the resettlement of the Russian peasantry in Kazakhstan. 3. Ethno-demographic characteristics of the population of Kazakhstan at the end of the nineteenth century. 4. Migration policy and Stolypin's modernization in Kazakhstan at the beginning of the 20th century.				
	<b>SIWT. Theme and task of SIW. Midterm control №1</b>	Test tasks or written work on 1-6 topics of practical classes and SIW	CLO1 CLO2 CLO3 CLO5	2/4	Testing, written work	Checklist
<b>9</b>						
	<b>Practical lesson.</b> People's liberation struggle of the Kazakh people against colonialism	1. People's liberation movement in the Younger Zhuz under the leadership of batyr SyrymDatov 2. The uprising of the Kazakhs in the Bukeyev Khanate led by Isatai Taimanov and Makhambet Utemisov (1836-1838): driving forces, character, stages of the uprising, its significance. 3. People's liberation movement of the Kazakhs under the leadership of Sultan Kenesary Kasimuly (1837-1847): driving	CLO1 CLO2 CLO3 CLO5	2	Debates	Completing tasks

		forces, course, main stages and causes of defeat. 4. The Kazakh steppe during the First World War: Decree of June 25, 1916 on the requisition of foreigners for rear work. 5. The Central Asian national liberation uprising of 1916, its causes, driving forces, beginning, course and main stages.				
	<b>SIWT. Theme and task of SIW.</b> National liberation uprising of 1916	Central Asian national liberation uprising of 1916, its causes, driving forces, beginning, course and main stages. The role of Amangeldy Imanov, Tokash Bokin, Bekbolat Ashekeyev, Abdigafar Zhanbosynov and others in the organization of the rebel armies. Repressive measures of the government and military actions of punitive troops. The military art of the rebels. The reasons for the defeat and the historical significance of the uprising	CLO1 CLO2 CLO3 CLO5	2/3	RBL	Discussion of scientific articles on the topic
<b>10</b>	<b>Lecture.</b> Socio-political and spiritual development.	1. The formation of social movements in the Republic of Kazakhstan and the formation of a multi-party system. 2. The historical significance of the article of the President of the Republic of	CLO1 CLO2 CLO3 CLO4 CLO5	1	Information	Feedback, blitz survey

		Kazakhstan K.Zh. Tokaev "Independence above all". 3. "January events". Messages of the President of Kazakhstan K.Zh. Tokaev "New Kazakhstan: the path of renewal and modernization". 4. Referendum on amendments to the Constitution of the country. Expansion of democratic reforms. Settlement of the role of parliament.				
	<b>Practical lesson.</b> Movement "Alash" and the idea of a national state.	1. February bourgeois-democratic revolution in Russia and its impact on Kazakhstan. 2. New tasks of the national liberation movement in connection with revolutionary changes. 3. Activities of representatives of the national intelligentsia in the bodies of the Provisional Government. 4. The political crisis of the summer of 1917. 5. July All-Kazakh Congress and the decision to form the Alash party	CLO1 CLO2 CLO3 CLO5	3	Round table	Discussion of tasks
	<b>SIWT. Theme and task of SIW.</b> The first periodicals in the Kazakh language.	The role of the newspapers "Kazakh", "Vakyt", "Shuro", "Akmulla", the magazine "Aikap" in the formation of the national identity of the Kazakh people. The	CLO1 CLO2 CLO3 CLO5	2/4	RBL	Content analysis of periodicals materials

		work of Mukhamedzhan Seralin, Spandiyar Kubeev, Sultanmakmud Toraigyrov and others.				
11	<b>Lecture.</b> The policy of "perestroika" in Kazakhstan	1. Large-scale changes in ideology, economic and political life. Reforms M.S. Gorbachev. 2. December events of 1986 in Alma-Ata and other cities of the republic. 3. August 1991 coup. 4. Termination of the activities of the CPSU. The collapse of the USSR and the formation of the Commonwealth of Independent States (CIS).	CLO1 CLO2 CLO3 CLO5	1	Thematic	Feedback, blitz survey
	<b>Practical lesson.</b> Kazakhstan during the years of civil and political confrontation	1. Establishment of Soviet power. 2. Formation of the Kirghiz (Kazakh) Soviet Socialist Autonomous Republic. 3. . Land and water reform in Kazakhstan. 4. The content of the NEP and the features of its implementation. 5. Famine in Kazakhstan in 1921-1922. The struggle of the Kazakh intelligentsia against hunger.	CLO1 CLO2 CLO3 CLO5	3	Debates	Discussion of tasks
	<b>SIWT. Theme and task of SIW.</b> The formation of the Bolshevik regime in Kazakhstan	The formation of the Bolshevik regime in Kazakhstan. Land and water reform in Kazakhstan. New Economic Policy	CLO1 CLO2 CLO3 CLO5	2/4	RBL	Discussion of scientific and archival materials

		(NEP) in Kazakhstan. The content of the NEP and the features of its implementation. Famine in Kazakhstan 1921-1922.				
12						
	<b>Practical lesson.</b> Contradictions and Consequences of Soviet Reforms in Kazakhstan in the Second Half of the 20th Century	1. The main directions of the foreign and domestic policy of the Soviet state on the eve of World War II. 2. Participation of Kazakhstanis in front- line actions, in the partisan movement. 3. Kazakhstan in the post-war years. Criticism of the period of the "cult of personality" I. Stalin. 4. Reform N.S. Khrushchev in the system of party-state administration and its superficial nature. 5. Ethno-demographic policy of the center: internal migration, passport regime as an obstacle to Kazakhs moving from village to city, "registration", language discrimination and other ways of implementation.	CLO1 CLO2 CLO3 CLO5	2	TBL	Completing Tasks
	<b>SIWT. Theme and task of SIW.</b> Creation of the Soviet educational system	Destruction of the national and cultural foundations of society. Weakening of positions of the Kazakh language. Transition from Arabic to Latin, then to Cyrillic. Socialist realism in literature and art.	CLO1 CLO2 CLO3 CLO5	2/3	Comparative analysis	Discussion of the assignment, compilation of comparative tables
13	<b>Lecture.</b>	1. The socio-political	CLO1	1	Information	Feedback,



	Kazakhstan in the world community (1991-2022). Declaration of Independence of Kazakhstan 1. The socio-political situation in Kazakhstan on the eve of independence.	situation in Kazakhstan on the eve of independence. 2. Formation of the state structure of the Republic of Kazakhstan 3. Approval of the symbols of the Republic of Kazakhstan – flag, coat of arms, anthem 4. Strategy "Kazakhstan – 2030". Transfer of the capital of Kazakhstan.	CLO2 CLO3 CLO4 CLO5			blitz survey
	<b>Practical lesson.</b> Large-scale changes in ideology, economic and political life.	1. National conflicts in the Union republics against the backdrop of glasnost and democracy. 2. December events of 1986 in Alma-Ata and other cities of the republic. 3. Declaration of independence of Kazakhstan. Difficulties on the way to sovereignty: economic crisis, social difficulties, declining living standards, rising unemployment and crime. 4. Multi-vector foreign policy of independent Kazakhstan. 5. Problems of world and regional security of Kazakhstan.	CLO1 CLO2 CLO3 CLO5	3	Press conference	Discussion of reports
	<b>SIWT. Theme and task of SIW.</b> December events of 1986 in Alma-Ata	Large-scale changes in ideology, economic and political life. Reforms M.S. Gorbachev. National conflicts in the Union republics against the	CLO1 CLO2 CLO3 CLO5	2/4	RBL	Analysis of scientific and archival materials

		background of glasnost and democracy. Economic crisis. Activities of D.A. Kunaev. December events of 1986 in Alma-Ata and other cities of the republic.				
14	<b>Lecture.</b> Socio-political and spiritual development.	1. The formation of social movements in the Republic of Kazakhstan and the formation of a multi-party system. 2. The historical significance of the article of the President of the Republic of Kazakhstan K.Zh. Tokaev "Independence above all". 3. "January events". Messages of the President of Kazakhstan K.Zh. Tokaev "New Kazakhstan: the path of renewal and modernization". 4. Referendum on amendments to the Constitution of the country. Expansion of democratic reforms. Settlement of the role of parliament.	CLO1 CLO2 CLO3 CLO4 CLO5	1	Information	Feedback, blitz survey
	<b>Practical lesson.</b> Kazakhstan's model of economic development	1. Difficulties on the way to sovereignty: economic crisis, social difficulties, declining living standards, rising unemployment and crime. 2. The transition to a market economy, the creation of private property institutions	CLO1 CLO2 CLO3 CLO4 CLO5	3	TBL	Execution of tasks by a group of experts

		and the formation of domestic business. 3. Difficulties and shortcomings in the formation of a new economic system. Introduction of the national currency. 4. Modern directions of reforming the economy of Kazakhstan.				
	<b>SROP. The subject and task of the SRO.</b> Changes in the migration, demographic and ethnic composition of the population of Kazakhstan	Changes in the migration, demographic and ethnic composition of the population of Kazakhstan. Population censuses for the years of independence and their results (1999, 2009, 2021). Interethnic harmony of Kazakhstanis is the key to strengthening independence and democracy.	CLO1 CLO2 CLO3 CLO4 CLO5	2/4	RBL	Scientific Project Protection
<b>15</b>	<b>Practical lesson.</b> Foreign policy and international relations of the Republic of Kazakhstan	1. Multi-vector foreign policy of independent Kazakhstan. 2. Establishment of diplomatic relations with foreign countries. 3. The Republic of Kazakhstan and international organizations. 4. Problems of global and regional security of Kazakhstan. 5. The referendum.	CLO1 CLO2 CLO3 CLO4 CLO5	2	Debates	Discussion of tasks
	<b>SIWT. Theme and task of SIW. Midterm control №2</b>	Test tasks or written work on 8-13 topics of practical classes and SIW	CLO1 CLO2 CLO3 CLO4 CLO5	2/5	Testing, written work	Checklist
	<b>Preparation and</b>					

	conduct of intermediate certification					
9.	Training and Teaching Methods					
9.1	Lecture	Lectures are Overview, thematic, informational, binary.				
9.2	Workshops	TBL: debates, solving situational problems, brainstorming, expert group meeting, round table, press conference. Oral survey, discussion of tasks.				
9.3	SIW/SIWT	RBL: essays, project development and defense, content analysis, comparative analysis, discussion of scientific and archival materials, discussion of periodicals.				
9.4	Midterm control 1	Testing, oral, written work.				
10.	Evaluation criteria					
10.1	Criteria for evaluating the learning outcomes of the discipline					
№ CLO	Name results learning	unsatisfactory	Satisfactorily	Good	Excellent	
CLO 1	Demonstrate knowledge and understanding of the main stages of the development of history Kazakhstan.	1. Does not know the events of the main stages of the development of history Kazakhstan; 2. Does not demonstrate understanding of the main stages of the development of history Kazakhstan.	1. Describes in general terms the main stages in the development of history Kazakhstan; 2. Can paraphrase information on the main stages of the development of history Kazakhstan; 3. Conveys in his own words the events of the main stages of the development of history Kazakhstan.	1. Compares the main stages in the development of history Kazakhstan to establish links and patterns; 2. Summarizes the events of the main stages of the development of history Kazakhstan. 3. Systematizes and classifies the main stages in the development of history Kazakhstan	1. Arranges and ranks the main stages of the development of history Kazakhstan; 2. Makes judgments regarding the significance of the main stages in the development of the history of Kazakhstan; 3. Interprets and evaluates the events of the main stages of the development of history Kazakhstan.	
CLO 2	Correlate the phenomena and events of the historical past with the general paradigm of the world-historical development of human society	1. Does not remember the phenomena and events of the historical past of Kazakhstan; 2. Does not represent differences	1 Reveals the phenomena and events of the historical past; 2 Uses in practice the phenomena and events of the historical past	1. Summarizes the phenomena and events of the historical past with a common paradigm of the world-historical development of	1 Interprets the phenomena and events of the historical past with a general paradigm of the world-historical development of human society	

	through critical analysis.	between phenomena and events of the historical past with a common paradigm of the world-historical development of human society.	with a common paradigm of the world-historical development of human society through critical analysis.	human society through critical analysis.; 2. Connects and contrasts the phenomena and events of the historical past with the general paradigm of the world-historical development of human society through critical analysis.	through critical analysis.; 2. Compares and distinguishes between phenomena and events of the historical past with a common paradigm of the world-historical development of human society through critical analysis.
CLO 3	Possess the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan	1. Does not know the historical processes and phenomena of modern Kazakhstan; 2. Does not recognize the essence of analytical and axiological analysis.	1. Demonstrates an understanding of the skills of analytical and axiological analysis when the study of historical processes and phenomena of modern Kazakhstan; 2. Describes in general terms the problems of historical processes and phenomena of modern Kazakhstan.	1. Systematizes the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan; 2. Reconstructs the problems of historical processes and phenomena of modern Kazakhstan. 3. Analyzes and classifies information of historical processes and phenomena of modern Kazakhstan;	1. Compares and interprets the skills of analytical and axiological analysis when the study of historical processes and phenomena of modern Kazakhstan 2. Compares and explains the problems of historical processes and phenomena of modern Kazakhstan, using the methods of axiological analysis.
CLO 4	Be able to objectively and comprehensively comprehend immanent features modern Kazakhstan model	1. Does not recognize features modern Kazakhstan model of development; 2. Does not name	1. Demonstrates the importance of immanent features modern Kazakhstan model of	1. Generalizes immanent features modern Kazakhstan model of development;	1. Evaluates and comprehends immanent features modern Kazakhstan model of

	of development.	immanent features modern Kazakhstan model of development.	development.; 2. Describes in general terms immanent features modern Kazakhstan model of development.. 3. Summarizes the importance of immanent features modern Kazakhstan model of development.	3. Systematizes immanent features modern Kazakhstan model of development.; 4. Explores and arranges immanent features modern Kazakhstan model of development..	development.; 2. Protects and objectively interprets immanent features modern Kazakhstan model of development..
CLO 5	Systematize and give a critical assessment of historical phenomena and processes of the history of Kazakhstan	1. Represents no distinction between historical phenomena and processes of the history of Kazakhstan; 2. Does not name facts and information about historical phenomena and processes of the history of Kazakhstan.	1. Describes historical phenomena in general terms and processes of the history of Kazakhstan 2. Describes historical phenomena in his own words and processes of the history of Kazakhstan; 3. Explains historical phenomena in words and processes of the history of Kazakhstan	1. Reconstructs and systematizes historical phenomena and processes of the history of Kazakhstan. 2. Analyzes and classifies historical phenomena and processes of the history of Kazakhstan; 3. Collects information about the problems of historical phenomena and processes of the history of Kazakhstan.	1. Compares and systematizes historical phenomena and processes of the history of Kazakhstan; 2. Compares and critically evaluates historical phenomena and processes of the history of Kazakhstan.

**10.2 Criteria for evaluating teaching methods and technologies****Practice Checklist**

1	Debates	<b>Excellent</b> Corresponds to the ratings: 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 performance of the role are impeccable.
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		<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%);	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. Speech attracts and holds the attention of the audience, the structure is clear, the role is fulfilled.
		<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%)	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. The speech holds the audience's attention, mostly clear, but rarely convincing. The structure is present, but not clearly enough presented. The role and functions are mostly fulfilled.
		<b>unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	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.
2	Press conference	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	Correctly, fully answer the question, do not make any mistakes, inaccuracies during the answer, correctly use scientific terms and achievements of other disciplines.
		<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%);	Correctly, they fully answer the question, do not make gross mistakes during the answer, admit unprincipled inaccuracies or errors corrected by the student himself, correctly formulate the question for another team.
		<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%)	They admit inaccuracies and unprincipled mistakes, gave an incomplete answer to the question.
		<b>unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	They make fundamental blunders, or do not give an answer to the question at all.



3	<b>Solving situational problems</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	<ul style="list-style-type: none"> <li>- shows deep knowledge of the material;</li> <li>- actively participates in the discussion and solution of the case;</li> <li>- offers optimal solutions to the problems presented in the case;</li> <li>- justifies his decision;</li> <li>- logically answers questions and formulates them.</li> </ul>
		<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%);	<ul style="list-style-type: none"> <li>- admits unprincipled mistakes, some, with suggestive questions from the teacher, independently corrects.</li> </ul>
		<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%)	<ul style="list-style-type: none"> <li>-makes unprincipled mistakes that he cannot correct on his own, even with leading questions from the teacher.</li> </ul>
		<b>unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	<ul style="list-style-type: none"> <li>- makes fundamental blunders in the discussion of the case.</li> <li>- does not know the educational material.</li> </ul>
4	<b>Round table</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	<ul style="list-style-type: none"> <li>shows deep knowledge of the material;</li> <li>- actively participates in solving tasks and in their discussion;</li> <li>- selects the optimal solution path;</li> <li>- justifies his decision;</li> <li>- logically, competently answers questions and asks them.</li> </ul>
		<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%);	<ul style="list-style-type: none"> <li>- admits unprincipled mistakes, some, with leading questions from the teacher, independently corrects.</li> </ul>
		<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%)	<ul style="list-style-type: none"> <li>- makes unprincipled mistakes that he cannot correct on his own, even with leading questions from the teacher.</li> </ul>
		<b>unsatisfactory</b> Corresponds to the	<ul style="list-style-type: none"> <li>- makes fundamental blunders in solving situational problems and in discussing them.</li> </ul>

		assessment FX (0.5; 25-49%); F (0; 0-49%)	- does not know the educational material; - does not participate in the round table.
5	Expert group meeting	Excellent Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The work of experts in the practical training of students at the university includes an impeccable argumentation relating to the most important aspects of the topic, quite convincing; an outstanding counterargument will be required to refute it. The speech should be clear, the structure and performance of the role are unmistakable.
		Good 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 of experts at the practical lesson demonstrates the relevance and persuasiveness of all arguments. However, there may be gaps in the logical chain of justification and some superficiality in the argumentation, which makes it vulnerable to opponents. Some arguments may be secondary and may not be key. Speech should attract and hold the attention of the audience, and the structure should be clear, and the role should be performed at a good level.
		Satisfactorily 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 of experts in the practical training of students at the university includes the relevance and significant validity of arguments. However, there are gaps in the logical chain of reasoning, unreasonable assumptions and assumptions, and there are also not important and superficial arguments. The speech as a whole holds the attention of the audience, although it is rarely convincing. The structure is present, but requires a clearer presentation. The role and functions are mostly performed, but can be further developed.
		unsatisfactory Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	The work of experts in the practical lesson of students is presented with a very weak justification. The content of the speech is almost completely irrelevant and does not relate to the debated resolution, which is contradictory and confusing. There is no structure, and the role and functions are weak or practically not fulfilled.
Чек-лист для СРО			
1	Solving situational problems	Excellent Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	-- shows deep knowledge of the material; -- actively participate in solving situational problems and in their resolution; -- chooses ways to solve a situational problem; -- justify your decision; -- Logically, competently answers questions and asks them.
		Good Corresponds to the ratings:	- shows knowledge of the material; - participates in solving situational problems and in their discussion;

		B+ (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C+ (2.33; 70-74%);	- chooses the best way to solve a situational problem; - justify your decision; - Responds well to questions and asks them. - makes unprincipled mistakes, some, with leading questions from the teacher, corrects them on his own.
		<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%)	- shows incomplete knowledge of the material; - participates little in solving situational problems and in their discussion; - cannot choose the optimal way to solve a situational problem; - does not justify his decision; - answers questions incompletely; - makes mistakes that he cannot correct on his own, even with leading questions from the teacher.
		<b>unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	- shows lack of knowledge of the material; - does not participate in solving situational problems and in their discussion; - cannot choose the optimal way to solve a situational problem; - does not justify his decision; - answers questions incompletely; - makes fundamental gross mistakes in solving situational problems and in their discussion. - does not participate in the work of the group.
2	Essay	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The essay was completed on time, written independently, the structure fully complies with the requirements. The essay 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%);	The essay 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%); D+ (1.0; 50-54%); D-(1.0; 50-54%)	The essay 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 reason for his conclusions.
		<b>unsatisfactory</b> Corresponds to the	Essay not completed on time. The problem is little covered, there is no analysis and own argumentation of the problem, He does not answer questions.

		assessment FX (0.5; 25-49%); F (0; 0-49%)	
		<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The essay was completed on time, written independently, the structure fully complies with the requirements. The essay 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.
3	<b>Project development</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The project was completed on time, the structure fully complies with the requirements. The project 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%);	The project was completed on time, 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%); D+ (1.0; 50-54%); D-(1.0; 50-54%)	The project was completed on time, 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 reason for his conclusions.
		<b>unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	The project 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.
4	<b>Discussion of scientific and archival materials, discussion of periodicals.</b>	<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. During the defense, he answered all the questions
		<b>Good</b> Corresponds to the ratings: B+ (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%);	The work was completed on time, written independently, the structure fully meets the requirements. Illustrations are provided. During the defense, I made inaccuracies in answering questions.

		C+ (2.33; 70-74%);	
		<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	Content analysis	<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%); D+ (1.0; 50-54%); D- (1.0; 50-54%)	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 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.
6	Comparative analysis	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	The comparative analysis was completed in full and on time. All recommendations and requirements for the performance of the work were taken into account. During the defense, the student demonstrates deep knowledge on the topic. Doesn't make mistakes when answering questions during a discussion.
		<b>Good</b> Corresponds to the ratings:	The comparative analysis was completed in full and on time. All recommendations and requirements for the performance of the work were taken into



		B+ (3.33; 85-89%); B (3.0; 80-84%); B- (2.67; 75-79%); C+ (2.33; 70-74%);	account. When defending, the student shows good knowledge of the subject. Makes minor mistakes when answering questions that he corrects.
		<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%)	Comparative analysis was performed incompletely and in an unscheduled time frame. Not all recommendations and requirements for the performance of work were taken into account. When defending, the student makes fundamental mistakes when answering questions.
		<b>unsatisfactory</b> Corresponds to the assessment FX (0.5; 25-49%); F (0; 0-49%)	Comparative analysis has not been performed.
Intermediate certification			
1	Control work of test tasks in writing	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%); A- (3.67; 90-94%)	It is put in the event that the student did not make any mistakes, inaccuracies during the answer. He orients himself in theories, concepts and directions in the discipline under study and gives them a critical assessment, uses the scientific achievements of other disciplines. 90-100% correct answers on tests
		<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%);	It is put in the event that the student during the answer did not make gross errors in the answer, made unprincipled inaccuracies or fundamental errors corrected by the student himself, managed to systematize the program material with the help of the teacher. 70-89% correct answers on tests
		<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%)	It is put in the event that the student made inaccurate and unprincipled mistakes during the answer, limited himself only to the educational literature indicated by the teacher, experienced great difficulties in systematizing the material. 50-69% correct answers on tests
		<b>unsatisfactory</b> Corresponds to 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 through the main literature on the topic of the lesson; does not know how to use the scientific terminology of the discipline, answers with gross stylistic and logical errors. Less than 50% correct answers on tests
2	Execution of test tasks	Excellent	95-100% correct answers
		Good	75-89% correct answers
		Satisfactorily	50-74% correct answers
		unsatisfactory	Less than 50% correct answers

Multi-point system of knowledge assessment			
Grading by letter system	Digital equivalent of points	Percentage	Assessment according to the 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	
<b>11. Learning Resources</b>			
Electronic resources, including but not limited to: databases, simulation animations, professional blogs, websites, other electronic reference materials (e.g. video, audio, digests)		SKMA repository. <a href="http://lib.ukma.kz/repository/">http://lib.ukma.kz/repository/</a> Republican Interuniversity Electronic Library. <a href="http://rmebrk.kz/">http://rmebrk.kz/</a> "Aknurpress" digital library. <a href="https://aknurpress.kz/login">https://aknurpress.kz/login</a> Base of regulatory legal acts "Zan". <a href="https://zan.kz/ru">https://zan.kz/ru</a> "Paragraph Medicine" information system. <a href="https://online.zakon.kz/Medicine/">https://online.zakon.kz/Medicine/</a>	
Electronic textbooks		1. History of Kazakhstan [Electronic resource]: textbook / A. B. Dolgoplov. - Electronic text data (273Mb). - M. : "Litterra", 2016. - 343 p. 2. Kazakhelitarikhs.Primbetova E.U., 2019 oku kural. Primbetova E.U / Central Bank Aknurpress / <a href="https://aknurpress.kz/login">https://aknurpress.kz/login</a> 3. Sarmurzina, G.A. and others. Modern history of Kazakhstan: Textbook. / G.A. Sarmurzina, K.K. Chatybekova, G.A. Davletova. - Almaty: KazNITU, 2016. - 123 p. Sarmurzin, G.A. etc. /RMEB/ <a href="http://rmebrk.kz/">http://rmebrk.kz/</a> <a href="http://aknurpress.kz/login">http://aknurpress.kz/login</a> promo code SDN-28 1. History of Kazakhstan. Berdenova K.A., Turyszhanova R.K., Popova T.M. , 2019 Tutorial/Central Bank Aknurpress / <a href="https://aknurpress.kz/login">https://aknurpress.kz/login</a> 2. Turgaraeva. -Almaty: Evero publishing house, 2020. - 440 p. <a href="https://www.elib.kz/ru/search/read_book/458/">https://www.elib.kz/ru/search/read_book/458/</a> 3. Zhumakaeva B.D. Kazakhstan tarihy: okulyk: - Almaty:	



	<p>Evero, 2020 - 320 bet  <a href="https://www.elib.kz/ru/search/read_book/536/">https://www.elib.kz/ru/search/read_book/536/</a>          4. Shayakhmetov N.U.          XX-gasyrdagy Kazakhstan tarihy. Oku kuraly. -          Almaty:          Evero, 2020. - 348 b.  <a href="https://www.elib.kz/ru/search/read_book/2093/">https://www.elib.kz/ru/search/read_book/2093/</a></p>
Laboratory/Physical Resources	
Special programs	
Journals (electronic journals)	<a href="http://aknurpress.kz/login">http://aknurpress.kz/login</a> promo code SDN-28
Literatures	<p>In Russian:          Main literature:</p> <ol style="list-style-type: none"> <li>1. Abdurakhmanov N. A. Modern history of Kazakhstan: textbook / N. A. Abdurakhmanov. - 2nd ed. - Karaganda: AKHYP, 2019. - 346 bet s</li> <li>2. Dolgoplov, A. B. Selected lectures on the history of Kazakhstan: textbook. allowance / - Almaty: Evero, 2016. - 192 p.</li> <li>3. Alzhanova, R.S. History of Kazakhstan (military aspect): textbook. allowance / R. S. Alzhanova. - Almaty: Evero, 2016. - 220 p.</li> <li>4. Baimagambetov, S. Z. History of culture of Kazakhstan XX - early. XXI centuries studies. allowance - Almaty: Evero, 2014.</li> <li>5. Kovalskaya, S. I. Historiography of the history of Kazakhstan: textbook. allowance. - Almaty: Evero, 2014</li> <li>6. Taymagambetov Zh.K., Baigunakov D.S. Kazakhstannyn tas dauiri (zerttelu tarihy men negizgi maseleleri). - Almaty: Kazakh University, 2008. - 266 p.</li> <li>7. Toleubaev, A. T. Early Saka Shilikta culture [Text]: scientific publication / A. T. Toleubaev. - Almaty: IP "Sadvakasov A.K.", 2018. - 528 p.</li> <li>8. Seibert V.F. Botai culture. - Almaty: Kazakhparat, 2009. - 576 p.</li> <li>9. History of ancient Kazakhstan. Under redBaypakova K.M. - 2nd ed. - Almaty: Rauan, 1996. - 112 p.</li> <li>10. Podushkin A.N. Arys culture of South Kazakhstan IV century. BC. - VI century. AD - Turkestan: MKTU, 2000. - 202 p.</li> <li>11. History of Kazakhstan (from ancient times to the present day). In 5 volumes. - Volume 1 - Almaty: Atamura, 1997. - 345 p.</li> <li>12. Kumekov B.E. The state of the Kimaks in the 9th-11th centuries - Alma-Ata, Nauka, 1972 - 695 p.</li> <li>13. Sultanov T.I. Raised on a white felt mat. Khans of the Kazakh steppes. Astana: Astana Damu, 2006 - 256</li> </ol>

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27. Tokaev K.K. Under the Banner of Independence: Essays on the Foreign Policy of Kazakhstan. - Almaty: Bilim, 1997. -736 p.

**12.****Politics of discipline**

Student Requirements, Attendance, Behavior, Grading Policy, Penalties, Incentive Measures, etc.:

- do not miss classes without a good reason;
  - have a neat appearance;
  - adhere to the special form generally accepted at the university;
  - to be active in practical exercises;
  - come to class prepared;
  - timely fulfill and be able to defend tasks for SRO;
  - do not be late for classes;
- maintain a friendly atmosphere during the lesson;
- take care of the property of the department.
  - independent work of students (abstracts, reports) must be checked for plagiarism

- perform tasks according to the schedule of lectures, practical classes and classes
- SROP, follow the deadlines for the delivery of assignments (in terms of DOT).


In the context of distance learning, the main information platform is the Platonus automated information system (hereinafter referred to as AIS Platonus). The main monitoring of ongoing processes is carried out in this system. Tasks are trained only in AIS Platonus. Additionally, it is possible to conduct online classes using the electronic platforms Zoom, Webex, WhatsApp, etc.

Missed classes for unexcused reasons will not be made up. Missed classes due to a good chance are worked out when a voucher appears (due to illness, family development or other objective circumstances). The student submits an application addressed to the dean and receives a worksheet indicating the due date, which is valid for 30 days from the date of receipt by the dean's office). The SIW score is given in the SIWT classes according to the schedule in the educational journal and electronic journal, taking into account penalty points for missing SIWT classes. A student who does not appear at the border control without a good reason does not matter for the important passing of the exam in the discipline.

A student who has not scored a passing score (50%) in 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 passes: If one lecture session is missed without a valid reason, the penalty point is 1 point (lecture omissions in the form of penalty points are deducted from the assessments of midterm control (absences of SROP classes in the form of penalty points are deducted from the SRO scores). The penalty point for missing 1 SROP lesson is 2 points.


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

<b>13.</b>	<b>Academic policy based on the moral and ethical values of the academy</b>		
<b>13.1</b>	<a href="https://ukma.kz/ru/">https://ukma.kz/ru/</a> P. 4 Student Honor Code		
<b>13.2</b>	<b>GRADING POLICY</b> <ol style="list-style-type: none"> <li>1. The lesson uses several forms of knowledge control. The journal is given an average rating.</li> <li>2. A student who has not scored a passing score (50%) in 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.</li> <li>3. The final rating of admission to the exam in the discipline must be at least 50 points (60%), which is calculated automatically based on the average score of the current control (40%) + the average score of midterm controls (20%).</li> <li>4. Intermediate certification - is carried out in two stages: the acquisition of practical skills by the OSPE method (objectively structured practical exam) and testing.</li> <li>5. In the conditions of DOT, intermediate certification of students is carried out online: practical skills are received online on the Zoom, Webex platform; for testing, online proctoring technology is used - a system for verifying the identity and confirming the results of passing online exams.</li> </ol>		
<b>14.</b>	<b>Approval and revision</b>		
<b>Date of approval at the department "History of Kazakhstan and social and social disciplines"</b>		<b>Protocol №.18</b> <b>31.05.23</b>	<b>Nurzhanbayeva</b> <b>Zh.O.</b>
			<b>Signature</b> 

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<b>Date of approval for the COP "General Medicine"</b>	<b>Protocol №.11 05.06.23</b>	<b>FULL NAME. chairman: Sadykova A.Sh.</b>	<b>Signature</b> 
<b>Date of revision at the department "History of Kazakhstan and social and social disciplines"</b>	<b>Protocol №. ____</b>	<b>Nurzhanbayeva Zh.O.</b>	<b>Signature</b>
<b>Date of revision to COP</b>	<b>Протокол № ____</b>	<b>FULL NAME. chairman: Sadykova A.Sh.</b>	<b>Signature</b>

### Protocol for the coordination of the Working Curriculum for the discipline (Syllabus) "History of Kazakhstan" with other disciplines for 2023-2024

Disciplines of coordination	Proposals for changes in the proportions of the material, the order of presentation, etc	Numbers of protocols and dates of meetings of agreed departments
1	2	3
Prerequisites: No	-	-
Postrequisites: 1. Philosophy	In order to comply with the order of presentation and content of the educational material, it seems appropriate in the course of teaching the discipline "Philosophy" to focus on the following issues: 1. Turkic civilization and the Great Steppe. 2. Culture of Kazakhstan (XVIII-early XX centuries). 3. Socio-political and spiritual development.	№
Related disciplines: 1. Sociology and political science	To ensure coherence and logical consistency in the course of studying the discipline "Sociology and Political Science", it is recommended to pay attention to the following questions: 1. Interpersonal communication as a factor in the development of a harmonious personality of a Kazakhstani. 2. Kazakh culture in the context of modern	№

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	world processes. Cultural policy of Kazakhstan.	