

Department of History of Kazakhstan and socio-public disciplines

Working curriculum of the discipline "History of Kazakhstan"

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## Syllabus

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

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

Educational program "6B10115 - Medicine"

1	General information about the Course		
1.1	Course Code: HK 1101	1.6	Academic year: 2024-2025
1.2	Course name: <b>History of Kazakhstan</b>	1.7	Year: 1
1.3	Prerequisites: No	1.8	Semester 1
1.4	Post-requisites: Philosophy.	1.9	Number of credits (ECTS):5
1.5	Cycle: OEA	1.10	Component: OK
2	Formation of the ideological, civil and moral positions of a future specialist based on a deep understanding and scientific analysis of the main stages, patterns and peculiarities of the historical development of Kazakhstan, as well as the skills of using methods and techniques of historical description to analyze the causes and consequences of events in the history of Kazakhstan.		
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.			
5.	Learning outcomes (Course learning outcomes)		
CLO1.	Demonstrates knowledge and understanding of the main stages of the development of history Kazakhstan.		
CLO2.	Correlates the phenomena and events of the historical past with the general paradigm of the world-historical development of human society through critical analysis.		
CLO3.	He has the skills of analytical and axiological analysis in the study of historical processes and phenomena of modern Kazakhstan, develops his own moral and civic position.		
CLO4.	He is able to objectively and comprehensively comprehend the immanent features of the modern Kazakh model of development, shows a civic position based on a deep understanding and scientific analysis of the main stages, patterns and peculiarities of the historical development of Kazakhstan.		
CLO5.	Systematizes and gives a critical assessment of historical phenomena		

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	and processes in the history of Kazakhstan, uses methods and techniques of historical description to analyze the causes and consequences of events in the history of Kazakhstan					
5.1	Course learning outcomes		The learning outcomes of the EP, which are related to the learning outcomes of the course			
	CLO 2 CLO 3 CLO 4		LO 1. Applies in practice fundamental knowledge in the field of biomedical, clinical, epidemiological and socio-behavioral sciences.			
	CLO 2 CLO 5		LO 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 information exchange and cooperation.			
	CLO 1 CLO 3 CLO 4		LO 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-social disciplines". Tokaeva 27, 3rd floor, 1-9 auditorium. Email: Kazaxstan@mail.ru					
6.2	Number of hours	Lectures	Prac. lessons	Lab.lessons	SIW	SIWT
		10	40	-	15	85
7.	Information about teachers					
№	Full name	Degrees and title			Email address	
1	Nurzhanbayeva Zhanat Oralbayevna	Doctor of PhD, Head of the Department			<a href="mailto:nurzhanbayevaz@mail.ru">nurzhanbayevaz@mail.ru</a>	
2	Turadilov Meirbek Unerbekovich	Ph. D., Acting Associate Professor			<a href="mailto:mr.sk312@mail.ru">mr.sk312@mail.ru</a>	
3	Aidarbekova Galiya Sarybayevna	Ph. D., Acting Associate Professor			<a href="mailto:Aidarbekova_70@mail.ru">Aidarbekova_70@mail.ru</a>	
4	Mahatova Laila Talgatovna	Master's degree, Senior Lecturer			Mahatova.Layla@mail.ru	
8.	Thematic plan					
Week/Day	Topic name	Summary		Course learning outcomes	Number of hours	Forms / methods / learning technologies
1	Lecture. Ancient people and the formation of	1. Introduction to the discipline. Periodization of the historical process. 2. Modern theories of the		CLO1 CLO2 CLO3 CLO5	1	Overview  Feedback (blitz survey)

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	nomadic civilization. Prerequisites for the emergence of nomadic civilization in the era of ancient metallurgy.	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.				
	<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 Paleolithic. 4. The development of language, rational knowledge, the reconstruction of religious ideas in the Mesolithic, Neolithic, Eneolithic.	CLO1 CLO2 CLO3 CLO5	3	The debate, Brainstorming	Completing tasks
	<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	1/6	Essay, presentation	Completing assignments, defending essays
2	<b>Lecture. Turkic civilization</b>	1. The development of nomadic state and cultural traditions in the era of the	CLO1 CLO2 CLO3	1	Thematic	Feedback (blitz)

	<b>and the Great Steppe</b>	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.	CLO5			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 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.	CLO1 CLO2 CLO3 CLO5	3	Situational tasks, discussion	Discussion and solution of tasks
	<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 Sakas in the Greco-Persian wars. The struggle of the Sakas against the conquests of Alexander the Great.	CLO1 CLO2 CLO3 CLO5	1/6	Presentation, preparation of maps	Discussion of the topic, presentation protection
<b>3</b>						
	<b>Practical lesson. Stages of ethno-cultural integration of</b>	1. Education, structure and political history of the Turkic Khaganate. 2. Political history of the Karluk state: education,	CLO1 CLO2 CLO3 CLO5	2	Round table, brain ring	Discussion of tasks

	the Turkic-speaking ethnic, 3,3 фФф фФф groups of Central Asia in the pre-Mongolian period	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.				
	<b>SIWT. Theme and task of SIW.</b> Significance of the Great Silk Road in the era of late antiquity and the Middle Ages.	The interaction of two economic and cultural types: settled and nomadic (the "city-steppe" system). Cities and settlements as centers of military-administrative life, culture, trade and crafts. Architectural monuments of medieval Kazakhstan of the Turkic period. The heyday of the urban culture of South Kazakhstan and Semirechye. Kazakhstan routes of the Great Silk Road. Money turnover.	CLO1 CLO2 CLO3 CLO5	1/5	Content analysis, map preparation	Completing a task
<b>4</b>	<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</b>	1. Kazakhstan as part of	CLO1	3	Brainstorm,	Discuss

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	<b>lesson.</b> The formation of the Kazakh people. The ethnonym "Kazakh". Kazakh zhuzes	three Mongolian uluses. 2. Moghulistan (mid-14th - early 16th century). Territory and ethnic composition. 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.	CLO2 CLO3 CLO5		debates	ion of tasks
	<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	1/6	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 with Dzungaria, China and Russia.	CLO1 CLO2 CLO3 CLO5	1	Information	Feedback (blitz survey)
	<b>Practical lesson.</b>	1. Socio-economic and political situation of the	CLO1 CLO2	3	Debates, press	Completing

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	Kazakh Khanate in the 17th - early 18th centuries.	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.	CLO3 CLO5		conference	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	1/6	Presentation, essay	Completing a task, protecting a topic
6						
	<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	Debates, round table	Discussion of tasks
	<b>SIWT. Theme and task of SIW.</b> Traditional nomadic culture of the Kazakhs.	Types of nomadic economy, their features. Tools. Armament. Crafts and home crafts. Trade and trade routes.	CLO1 CLO2 CLO4 CLO5	1/5	Content analysis	Completing a task, protecting a topic
7	<b>Lecture.</b> Kazakhstan in the context of	1. The reform of government institutions and the introduction of a system of	CLO1 CLO2 CLO3	1	Information	Feedback (blitz)



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	Russian politics: administrative reform (the last quarter of the XVIII -the beginning of the XX century.)	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.	CLO5			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 into the Russian Empire.	CLO1 CLO2 CLO3 CLO5	3	Debates, round table	Execution of tasks by a group of experts
	<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.	CLO1 CLO2 CLO3 CLO5	1/6	Comparative analysis, preparation of maps	Completing a task, compiling comparative tables



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		Colonization of the Trans-Ili region. Creation of the Alatau district. Campaign of V. Perovsky to Kokand (1853). Entry of Semirechye and South Kazakhstan into the Russian Empire.				
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.</b> <b>Land issue</b>	1. Construction of border lines, land acquisition. Military Cossack colonization: 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.	CLO1 CLO2 CLO3 CLO5	3	Discussion, press conference	Completing tasks
	<b>SIWT. Theme and task of SIW.</b>	Test tasks or written work on 1-6 topics of practical classes and SIW	CLO1 CLO2 CLO3	1/6	Testing, written work	Checklist

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	Midterm control №1		CLO5			
9						
	<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 Bukeev 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 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.	CLO1 CLO2 CLO3 CLO5	2	Debates, round table	Completing tasks
	<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	CLO1 CLO2 CLO3 CLO5	1/5	Content analysis, preparation of maps	Discussion of scientific articles on the topic

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		for the defeat and the historical significance of the uprising				
10	<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> 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	Discussion of tasks
	<b>SIWT. Theme and task of SIW.</b>	The role of the newspapers "Kazakh", "Vakyt", "Shuro", "Akmulla", the magazine	CLO1 CLO2 CLO3	1/6	Content analysis, synchronist	Content analysis of

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	The first periodicals in the Kazakh language.	"Aikap" in the formation of the national identity of the Kazakh people. The work of Mukhamedzhan Seralin, Spandiyar Kubeev, Sultanmakhmud Toraigyrov and others.	CLO5		ic tables	periodic als material s
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	Feedbac k, 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	Debate, the expert group	Discuss ion 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 (NEP) in Kazakhstan. The content of the NEP and the features of its implementation. Famine in Kazakhstan 1921-1922.	CLO1 CLO2 CLO3 CLO5	1/6	Content analysis	Discuss ion of scientific and archival material s
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	Discussion, round table	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	1/5	Comparative analysis, tables	Discussion of the assignment, compilation of comparative tables
13	<b>Lecture.</b> Kazakhstan in the world community (1991-2022). Declaration of Independence of Kazakhstan 1. The socio-political situation in Kazakhstan on	1. The socio-political 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	CLO1 CLO2 CLO3 CLO4 CLO5	1	Information	Feedback, blitz survey

	the eve of independence.	capital of Kazakhstan.				
	<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, debates	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 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.	CLO1 CLO2 CLO3 CLO5	1/6	Content analysis, synchronistic tables	Analysis of scientific and archival materials
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".	CLO1 CLO2 CLO3 CLO4 CLO5	1	Information	Feedback, blitz survey

		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> 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 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. 5. The introduction of innovative and digital technologies into the modern economy of Kazakhstan. The potential of artificial intelligence systems and neural networks.	CLO1 CLO2 CLO3 CLO4 CLO5	3	Round table, debate	Execution of tasks by a group of experts
	<b>SROP. The subject and task of the SRO.</b> Changes in the migration, demographic and ethnic composition of	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	CLO1 CLO2 CLO3 CLO4 CLO5	1/6	Presentation of the project	Protection of a scientific project



	the population of Kazakhstan	Kazakhstanis is the key to strengthening independence and democracy.				
15	<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, Round table, discussion	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	1/5	Testing, written work	Checklist
9.	<b>Teaching methods and forms of controls</b>					
9.1	Lecture	Compare Overview, thematic, informational, binary.				
9.2	Practical exercises	Debates, solving situational problems, brainstorming, discussion, "expert group meeting", round table, press conference, preparation of maps, preparation of synchronistic tables. Oral interview, discussion of tasks				
9.3	SIW/SIWT	Essay, presentation, project development and protection, content analysis, comparative analysis. preparation of synchronistic tables.				
9.4	Midterm control 1	Testing, oral, written work.				
10.	<b>Evaluation criteria</b>					
10.1	<b>Criteria for evaluating the learning outcomes of the discipline</b>					
№ CLO	Name results learning	Unsatisfactory	Satisfactorily	Good	Excellent	
CLO1	Demonstrate knowledge and understanding of the main stages of the development of history	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	1. Describes in general terms the main stages in the development of history Kazakhstan; 2. Can paraphrase	1. Compares the main stages in the development of history Kazakhstan to establish links and	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	

	Kazakhstan.	the development of history Kazakhstan.	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.	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	history of Kazakhstan; 3. Interprets and evaluates the events 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.	1. Does not remember the phenomena and events of the historical past of Kazakhstan; 2. Does not represent differences between phenomena and events of the historical past with a common paradigm of the world-historical development of human society.	1 Reveals the phenomena and events of the historical past; 2 Uses in practice the phenomena and events of the historical past with a common paradigm of the world-historical development of human society through critical analysis.	1. Summarizes the phenomena and events of the historical past with a common paradigm of the world-historical development of human society through critical analysis.; 2. Connects and contrasts the phenomena and events of the historical past with the general paradigm 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.; 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.

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				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	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.
CLO4	Be able to objectively and comprehensively comprehend	1. Does not recognize features modern Kazakhstan model of development; 2. Does not name	1. Demonstrates the importance of immanent features modern	1. Generalizes immanent features modern Kazakhstan	1. Evaluates and comprehends immanent features modern Kazakhstan model of development.;

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	immanent features modern Kazakhstan model of development .	immanent features modern Kazakhstan model of development.	Kazakhstan model of 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.	model of development ; 3. Systematizes immanent features modern Kazakhstan model of development .; 4. Explores and arranges immanent features modern Kazakhstan model of development ..	2. Protects and objectively interprets immanent features modern Kazakhstan model of development..
CLO5	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	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.

				processes of the history of Kazakhstan.	
10.2 Criteria for evaluating teaching methods and technologies					
Checklist for practical training					
1	Debates	Excellent Corresponds to the estimates: A (4.0; 95-100); A- (3.67; 90-94)	A good argument relating to the most important aspects of the topic is quite convincing; it will require an outstanding counterargument to refute it. The speech is clear, the structure and performance of the role are impeccable.		
		Good Corresponds to the estimates: 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 the 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.		
		Satisfactorily Corresponds to the estimates: 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 and largely justified. There are gaps in the logical chain of reasoning (unfounded assumptions and assumptions), many arguments are not important, and the reasoning is superficial in places. The speech holds the audience's attention, for the most part clear, but rarely convincing. The structure is present, but not clearly presented. The role and functions are mostly fulfilled.		
		Unsatisfactory Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	The speech contains mostly relevant arguments, 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	Excellent Corresponds to the estimates: A (4.0; 95-100); A- (3.67; 90-94)	they answer the question correctly, completely, do not make any mistakes or inaccuracies during the answer, correctly use scientific terms and achievements of other disciplines.		
		Good Corresponds to the estimates: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79);	correctly, they fully answer the question, do not make gross mistakes during the answer, make unprincipled inaccuracies or errors corrected by the student himself, correctly formulate the question for another team.		

		C+ (2.33; 70-74);	
		<b>Satisfactorily</b> Corresponds to the estimates: C (2.0; 65-69); C- (1.67; 60-64); D+ (1,0; 50-54); D-(1,0; 50-54)	they make inaccuracies and unprincipled mistakes, and gave an incomplete answer to the question.
		<b>Unsatisfactory</b> Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	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 estimates: 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 estimates: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- makes unprincipled mistakes, corrects some of them independently with leading questions from the teacher.
		<b>Satisfactory</b> Corresponds to the estimates: C (2.0; 65-69); C- (1.67; 60-64); D+ (1,0; 50-54); D-(1,0; 50-54)	- makes unprincipled mistakes that he cannot correct on his own, even with leading questions from the teacher.
		<b>Unsatisfactory</b> Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	<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 estimates: A (4.0; 95-100);	<ul style="list-style-type: none"> <li>- shows deep knowledge of the material;</li> <li>- actively participates in solving tasks and discussing them;</li> <li>- chooses the optimal solution path;</li> </ul>

		A- (3.67; 90-94)	- justifies his decision; - logically, competently answers questions and asks them.
		<b>Good</b> Corresponds to the estimates: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- makes unprincipled mistakes, corrects some of them independently with leading questions from the teacher.
		<b>Satisfactory</b> Corresponds to the estimates: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	- makes unprincipled mistakes that he cannot correct on his own, even with leading questions from the teacher.
		<b>Unsatisfactory</b> Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	- makes fundamental blunders in solving situational problems and in discussing them. - does not know the educational material; - does not participate in the round table.
5	<b>Expert group meeting</b>	<b>Excellent</b> Corresponds to the estimates: A (4.0; 95-100); A- (3.67; 90-94)	The work of experts in the practical training of students at the university includes 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.
		<b>Good</b> Corresponds to the estimates: 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.
		<b>Satisfactory</b> Corresponds to the estimates: C (2.0; 65-69); C- (1.67; 60-64);	The work of experts in the practical training of students at the university includes relevance and significant validity of arguments. However, there are gaps in the logical chain of reasoning, unfounded assumptions and assumptions, and there are also unimportant and



		D+ (1,0; 50-54); D-(1,0; 50-54)	superficial arguments. Speech generally 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 fulfilled, but can be further developed.
		<b>Unsatisfactory</b> Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	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.
6	<b>Preparation of maps on the topic</b>	<b>Great</b> Corresponds to the estimates: 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>- the completed map fully corresponds to the theme;</li> <li>- high quality of the manufactured card;</li> <li>- logically answers questions and formulates them.</li> </ul>
		<b>Good</b> Corresponds to the estimates: 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>- makes unprincipled mistakes, corrects them independently in case of leading questions from the teacher</li> <li>- there are minor errors in the map.</li> </ul>
		<b>Satisfactory</b> Corresponds to the estimates: 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> <li>- the map is incomplete, and does not quite correspond to the content of the lesson topic.</li> </ul>
		<b>Unsatisfactory</b> Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	<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> <li>- the absence of a completed map or the prepared map does not correspond to the theme and chronological period.</li> </ul>
7	<b>Discussion</b>	<b>Excellent</b> Corresponds to the estimates: A (4.0; 95-100); A- (3.67; 90-94) <b>Great</b> Corresponds to the estimates: A (4.0; 95-100);	A good argument relating to the most important aspects of the topic is quite convincing; it will require an outstanding counterargument to refute it. The speech is clear, the structure and performance of the role are impeccable.

		<b>A- (3.67; 90-94)</b>	
		<b>Good</b> Corresponds to the estimates: 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 the 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>Satisfactory</b> Corresponds to the estimates: 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 and largely justified. There are gaps in the logical chain of reasoning (unfounded assumptions and assumptions), many arguments are not important, and the reasoning is superficial in places. The speech holds the audience's attention, for the most part clear, but rarely convincing. The structure is present, but not clearly presented. The role and functions are mostly fulfilled.
		<b>Unsatisfactory</b> Corresponds to the FX score (0.5; 25-49); F (0; 0-24)	The speech contains mostly relevant arguments, 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.
Chek page for SIW			
<b>1</b>	<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 solving situational problems and in their discussion;</li> <li>- chooses the best way to solve a situational problem;</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>- shows knowledge of the material;</li> <li>- participates in solving situational problems and in their discussion;</li> <li>- chooses the best way to solve a situational problem;</li> <li>- justifies his decision;</li> <li>- competently answers questions and asks them.</li> <li>- makes unprincipled mistakes, corrects some of them independently with leading questions from the teacher</li> </ul>
		<b>Satisfactorily</b> Corresponds to the ratings: C (2.0; 65-69); C- (1.67; 60-64);	<ul style="list-style-type: none"> <li>- shows incomplete knowledge of the material;</li> <li>- little participates in solving situational problems and in their discussion;</li> <li>- cannot choose the best way to solve a situational problem;</li> </ul>

		D+ (1.0; 50-54); D-(1.0; 50-54)	- does not justify his decision; - - answers the 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 a lack of knowledge of the material; - does not participate in solving situational problems and in their discussion; - cannot choose the best way to solve a situational problem; - does not justify his decision; - - answers the questions incompletely; - makes fundamental blunders in solving situational problems and in discussing them. - does not participate in the work of the group
2	<b>Essay</b>	<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, and the structure fully meets the requirements. The essay fully reflects the problem being studied. The student analyzed the problem, argued his conclusions and presented his own analysis of the problem. Illustrations are provided. During the defense, he answered all the 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, and the structure fully meets the requirements. Illustrations are provided. 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, and 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 essay was not completed on time. The problem is poorly covered, there is no analysis and own argumentation of the problem, does not answer questions.
3	<b>Project development</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100%);	The project was completed on time, the structure fully meets the requirements. The project fully reflects the problem being studied. The student analyzed the problem, argued his conclusions and presented his own

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		A- (3.67; 90-94%)	analysis of the problem. Illustrations are provided. During the defense, he answered all the 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 meets the requirements. Illustrations are provided. 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 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 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.
<b>4</b>	<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); C+ (2.33; 70-74);	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.
		<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	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

		FX (0.5; 25-49); F (0; 0-49)	questions.
5	<b>Content - analysis</b>	<b>Excellent</b> Corresponds to the ratings: A (4.0; 95-100); A- (3.67; 90-94)	Content analysis was completed on time, written independently, the structure fully complies with the requirements. Content analysis fully reflects the problem under study. The student analyzed the problem, argued his conclusions and presented his own analysis of this problem. Illustrations are given. Answered all questions correctly.
		<b>Good</b> Corresponds to the ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	Content analysis was completed on time, written independently, the structure fully complies with the requirements. Illustrations are given. During the defense, he made inaccuracies in answering questions.
		<b>Satisfactorily</b> Corresponds to the ratings: C (2.0; 65-69); C- (1.67; 60-64); 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	<b>Comparative analysis</b>	<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: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	The comparative analysis was completed in full and on time. All recommendations and requirements for the performance of the work were taken into 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);	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



		D+ (1.0; 50-54); D-(1.0; 50-54)	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.
7	<b>Compilation of synchronistic tables</b>	<b>Excellent</b> Corresponds to the estimates: A (4.0; 95-100); A- (3.67; 90-94)	The synchronistic table is completed on time, written independently, the structure fully meets the requirements. The table fully reflects the problem under study. During the defense, he answered all the questions correctly.
		<b>Good</b> Corresponds to the estimates: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	The table was completed on time, written independently, and the structure fully meets the requirements. During the defense, he made inaccuracies in answering questions.
		<b>Satisfactory</b> Corresponds to the estimates: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	The table was completed on time, written independently, and the structure fully meets the requirements. During the defense, he was poorly oriented in the questions asked. He did not sufficiently substantiate his conclusions.
<b>Intermediate certification</b>			
1	<b>Control work of test tasks in writing</b>	<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%);	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.

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		D+ (1.0; 50-54%); D-(1.0; 50-54%)	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	Completing test tasks	Excellent	95-100% correct answers	
		Good	75-89% correct answers	
		Satisfactorily	50-74% correct answers	
		unsatisfactory	Less than 50% correct answers	
<b>Multi-point system of knowledge assessment</b>				
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	
C		2,0	65-69	Satisfactorily
C -		1,67	60-64	
D+		1,33	55-59	
D-		1,0	50-54	
FX		0,5	25-49	Unsatisfactory
F		0	0-24	
11.	<b>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)		The YUKMA Electronic Library - <a href="https://e-lib.skma.edu.kz/genres">https://e-lib.skma.edu.kz/genres</a> • Republican Interuniversity Electronic Library (RMEB) – <a href="http://rmebrk.kz/">http://rmebrk.kz/</a> / • Aknurpress Digital Library - <a href="https://www.aknurpress.kz/">https://www.aknurpress.kz/</a> / • Electronic library "Epigraph" - <a href="http://www.elib.kz/">http://www.elib.kz/</a> / • Epigraph - portal of multimedia textbooks <a href="https://mbook.kz/ru/index/">https://mbook.kz/ru/index/</a> / • ABS IPR SMART <a href="https://www.iprbookshop.ru/auth">https://www.iprbookshop.ru/auth</a> / • information and legal system "Zan" - <a href="https://zan.kz/ru">https://zan.kz/ru</a> / Cochrane Library - <a href="https://www.cochranelibrary.com/">https://www.cochranelibrary.com/</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>		



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	<p><a href="http://aknurpress.kz/login">http://aknurpress.kz/login</a> promo code SDN-28</p> <ol style="list-style-type: none"> <li>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></li> <li>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></li> <li>3. Zhumakaeva B.D. Kazakhstan tarihy: okulyk: - Almaty: 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></li> <li>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></li> </ol>
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 p.</li> <li>14. Klyashtorny S. G., Sultanov T. I. States and peoples of the Eurasian steppes. Antiquity and the Middle Ages. St. Petersburg: Petersburg Oriental Studies, 2004 -368 p.</li> <li>15. History of Kazakhstan. - Almaty, Almaty kitap, 2016 - 458b.</li> <li>16. History of Kazakhstan (from ancient times to the present day). In 5</li> </ol>

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18. Abuseitova M.Kh. Kazakhstan and Central Asia in the XV-XVII centuries: history, politics, diplomacy. – Almaty: Dike-Press, 1998.-592 p.
19. Erofeeva I.V. Symbols of Kazakh statehood (late Middle Ages and modern times). – Almaty: Dike-Press, 2001.-256 p.
20. Erofeeva I.V. Khan Abulkhair: commander, ruler, politician. – Almaty: Dike-Press, 2007.- 456 p.
21. Masanov N.E. The nomadic civilization of the Kazakhs: the foundations of the life of the nomadic society. - Almaty: Horizon, 1995. - 320 p.
22. History of Kazakhstan (Kazakheli). Book 3: Kazakhstan in a colonial and totalitarian system. - Almaty: Oner, 2018. - 265 p.
23. Aminov, T. M. Modern History of Kazakhstan : tutorial / T. M. Aminov. - A. :Bastau, 2017. - 416 p.
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- 1 Akishev A. Art and mythology of the Saks. Institute of History, Archeology and Ethnography of the Academy of Sciences of the Kazakh SSR. Alma-Ata: Science, 1984. - 176 p.
2. Akishev K. A., Kushaev G. A. Ancient culture of the Saks and Usuns of the Ili river valley. Alma-Ata: Publishing House of the Academy of Sciences of the Kazakh SSR, 1963. - 298 p.
3. Akhinzhanov S.M., Makarova L.A., Nurumov T.N. On the history of cattle breeding and hunting in Kazakhstan. Alma-Ata: Gylym, 1992. - 217 p.
4. Ismagulov Orazak., Ethnic anthropology of Kazakhstan: (Somatol. research) / O. Ismagulov. - Alma-Ata: Science, 1982. - 231 p.
5. Margulan A. Kh., Akishev K. A., Kadyrbaev M. K., Orazbaev A. M. Ancient culture of Central Kazakhstan. Alma-Ata: Science of the Kazakh SSR, 1966.- 435 p.
6. Samashev Z. Berel. Almaty: Taymas, 2011. - 236 p.
7. Bartold V.V. Works. T.1: Turkestan in the era of the Mongol invasion. - M.: Publishing house. east. literature, 1963. - 760 p.
8. Akhinzhanov S.M. Kypchaks in the history of medieval Kazakhstan. - Alma-Ata: Gylym, 1989 - 296 p.
- 9.Safargaliev M.G. The collapse of the Golden Horde. - Saransk, 1960 - 252 p.
10. Orazbayeva A.I. Civilization of nomads of the Eurasian steppes. - Almaty: Dike-Press, 2005 - 311 p.
- 11.Kinayatuli Z. Kazakh memleketi zhane Zhoshy khan. - Almaty: Eltanym, 2014. - 360 b.
- 12Baypakov K.M. Medieval cities of Kazakhstan on the Great Silk Road. - Almaty: Gylym, 1998. - 216 p.
13. History of Kazakhstan in Arabic sources.T. 1. - Almaty: Dike-Press, 2005. - 711 p.

14. History of Kazakhstan in Persian sources.T. IV. - Almaty: Dike-Press, 2005 - 625 p.
15. Bartold V.V. Works. T.1: Turkestan in the era of the Mongol invasion. - M.: Publishing house. east. literature, 1963. - 760 p.
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19. Qinayatuli Z. Kazakh memleketi zhane Zhoshy khan. - Almaty: Eltanym, 2014. - 360 b.
20. Baypakov K.M. Medieval cities of Kazakhstan on the Great Silk Road. - Almaty: Gylym, 1998. - 216 p.
21. History of Kazakhstan in Russian sources of the XVI-XX centuries. In 10 volumes. - Almaty: Dike-Press, 2005 - 551p.
22. Alimbay N.A., Mukanov M.S., Argynbaev Kh.A. The traditional culture of life support of the Kazakhs. Essays on theory and history. – Almaty: Gylym, 1998. – 233 p.
23. Kasymbaev Zh.K. Kenesary Khan. - Almaty: Anatili, 2002. - 200 p.
- Martin V. Law and custom in the steppe: Kazakhs of the Middle Zhuz and Russian colonialism in the 19th century. - Almaty: KazATiSO, 2012 - 692 p.
24. Khafizova K.Sh. Steppe rulers and their diplomacy in the XVIII-XIX centuries. - Nur-Sultan: KazISS under the President of the Republic of Kazakhstan, 2019. - 480 p.
25. Epistolary heritage of the Kazakh ruling elite in 1675–1821. T. 1,2. – Almaty: ABDI Company, 2014 – 1032 p.
26. Abylkhozhin Zh.B. Post-Stalin period in the history of Soviet Kazakhstan: a series of doomed reforms and failed declarations (1953 - 1991). – Almaty, KBTU, 2019. – 465 p.
27. History of Kazakhstan (from ancient times to the present day). In 5 volumes. T. 4. - Almaty, Almaty kitap, 2010. – 312 p.
28. Abylkhozhin Zh.B. Essays on the socio-economic history of Kazakhstan. XX century. - Almaty: Turan, 1997. - 360 p.
29. Abenov E.M., Arynov E.M., Tasmagambetov I.N. Kazakhstan: the evolution of the state and society. - Almaty: Atamura, 1996. - 390s.
30. Nazarbaev N.A. epicenter of the world. - Astana: Elorda, 2001. -294 p.
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34. Ayagan B.G., Abzhanov Kh.M., Seliverstov S.V., Bekenova M.S. Modern history of Kazakhstan. - Almaty: Raritet, 2010. - 432 p.
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	<p>24. History of Kazakhstan (from ancient times to the present day). In 5 volumes. T. 4. - Almaty, Almaty kitap, 2010. - 312 p.</p> <p>25. Abylkhozhin Zh.B. Country in the heart of Eurasia: Plots on the history of Kazakhstan. - Almaty: Cossack University, 1998. - 280 p.</p> <p>26. Nazarbaev N. A. The era of independence. - Astana: Atamura, 2017–508 p.</p> <p>27. Tokaev K.K. Under the Banner of Independence: Essays on the Foreign Policy of Kazakhstan. - Almaty: Bilim, 1997. -736 p.</p>
<b>12.</b>	<b>Politics of discipline</b>
<p>Student Requirements, Attendance, Behavior, Grading Policy, Penalties, Incentive Measures, etc.:</p> <ul style="list-style-type: none"> <li>- do not miss classes without a good reason;</li> <li>- have a neat appearance;</li> <li>- adhere to the special form generally accepted at the university;</li> <li>- to be active in practical exercises;</li> <li>- come to class prepared;</li> <li>- timely fulfill and be able to defend tasks for SRO;</li> <li>- do not be late for classes;</li> </ul> <p>maintain a friendly atmosphere during the lesson;</p> <ul style="list-style-type: none"> <li>- take care of the property of the department.</li> <li>- independent work of students (abstracts, reports) must be checked for plagiarism</li> <li>- perform tasks according to the schedule of lectures, practical classes and classes</li> <li>- SROP, follow the deadlines for the delivery of assignments (in terms of DOT).</li> </ul> <p>Missed classes for a disrespectful reason are not worked out. Missed classes for a good reason are worked out when providing an exculpatory document (due to illness, family circumstances or other objective reasons). The student submits an application addressed to the dean and receives a work-out sheet indicating the deadline, which is valid for 30 days from the date of receipt at the dean's office). The CROPE score is set at the CROPE classes according to the schedule in the academic performance journal and the electronic journal, taking into account penalty points for skipping CROPE classes. A student who does not show up for the border control without a valid reason is not allowed to take the exam in the discipline. A student who has not scored a passing score (50%) on one of the types of controls (current control, boundary control No. 1 and/or No. 2) is not allowed to take the exam in the discipline.</p> <p>Punitive measures: If you miss one lecture session without a valid reason, the penalty point is 1 point (skipping lectures in the form of penalty points are deducted from the boundary control assessments (skipping classes in the form of penalty points are deducted from the CROPE assessments). The penalty point for skipping 1 session of the SROP is 2 points. For being late, inappropriate behavior during class, damage to the property of the department, use of a cell phone in class, 0.5 points are deducted. For late protection, 20% is deducted from the crop, in case of delivery of the crop during the weeks of the Republic of Kazakhstan, 50% is deducted.</p> <p>Incentive measures: 0.5 points are added to the boundary control in the discipline for active participation in the educational process (participation in Olympiads, research and development, conferences).</p>	
<b>13.</b>	<b>Academic policy based on the moral and ethical values of the academy</b>
<b>13.1</b>	<p><a href="https://ukma.kz/ru/">https://ukma.kz/ru/</a></p> <p>P. 4 Student Honor Code</p>
<b>13.2</b>	<b>GRADING POLICY</b>

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	<p>1. Several forms of knowledge control are used in the lesson. The average score is given to the magazine.</p> <p>2. A student who has not scored a passing score (50%) on one of the types of controls (current control, boundary control No. 1 and / or No. 2) is not allowed to take the exam in the discipline. 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 boundary controls (20%). 4. Intermediate certification is carried out by testing.</p>			
14.	Approval and revision			
Date of approval with the Library and Information Center		Protocol №9 14.06.24	Full name of the head of the BIC	Signature
			Darbicheva R.I.	
Date of approval at the department "History of Kazakhstan and social and social disciplines"		Protocol №16 04.06.24.	Full name of the head of the BIC	Signature
			Nurzhanbayeva Zh.O.	
Date of approval for the COP "Medicine"		Protocol №11 14.06.24	FULL NAME. chairman:	Signature
			Kalmenov N.D.	
Date of revision at the department "History of Kazakhstan and social and social disciplines"		Protocol №. —	Full name of the head	Signature
			Nurzhanbayeva Zh.O.	
Date of revision to COP		Protocol № —	FULL NAME. chairman:	Signature
			Kalmenov N.D.	
Protocol for the coordination of the Working Curriculum for the discipline (Syllabus) "History of Kazakhstan" with other disciplines for 2024-2025 Educational program "6B10115 - Medicine"				
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:	In order to comply with the order of presentation and content of		№16 04.06.24	

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1. Philosophy	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 (XYIII-early XX centuries). 3. Socio-political and spiritual development. 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 world processes. Cultural policy of Kazakhstan.	№ 11 10.06.24
2. Sociology and political science		№16 04.06.24 № 11 10.06.24

Head of the department

Nurzhanbayeva Zh.O. \_\_\_\_\_  
(full name)

(signature)

- prerequisites;
- post-requisites;
- related disciplines.

Head departments

Ashirov Sh.A. \_\_\_\_\_  
(full name)

(signature)

- prerequisites;