

Syllabus

Department of History of Kazakhstan and Social and Public Disciplines

Working curriculum of the discipline "History of Kazakhstan"

Educational program: "6B10115 - Medicine"

1	General information about the discipline		
1.1	Course code: HK 1101	1.6	Academic year: 2025-2026
1.2	Course name: History of Kazakhstan	1.7	Course: 1
1.3	Prerequisites: -	1.8	Semester: 1
1.4	Postrequisites: Philosophy	1.9	Number of credits (ECTS): 5
1.5	Cycle: GED	1.10	Component: MC
2	Description of the discipline:		
	Formation of the worldview, civil and moral positions of the future specialist based on a deep understanding and scientific analysis of the main stages, patterns and originality of the historical development of Kazakhstan, as well as the ability to use the 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	Assessment of practical skills	3.8	Other (specify)
4.	Objectives of the discipline		
	To provide objective knowledge about the main stages of development of the history of Kazakhstan from ancient times to the present.		
5.	Final learning outcomes (LO of the discipline)		
LO1	Demonstrates knowledge and understanding of the main stages of history Kazakhstan.		
LO2	Relates the phenomena and events of the historical past to the general paradigm of the world-historical development of human society through critical analysis.		
LO3	Possesses skills in analytical and axiological analysis studying the historical processes and phenomena of modern Kazakhstan, develops his own moral and civic position.		
LO4	Able to objectively and comprehensively comprehend immanent features modern Kazakhstani development model , demonstrates a civic position based on a deep understanding and scientific analysis of the main stages, patterns and uniqueness of the historical development of Kazakhstan.		
LO5	Systematizes and gives a critical assessment of historical phenomena and processes of 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	LO disciplines	Learning outcomes of the OP, which are associated with the discipline LO			
	LO 2 LO 3 LO 4	LO1. Applies fundamental knowledge of biomedical, clinical, epidemiological, and social-behavioral sciences to practice.			
	LO 3 LO 5	LO10. Qualitatively performs professional duties on the basis of self-control and continuous improvement of his/her activity.			
6	Detailed information about the discipline				
6.1	South Kazakhstan Medical Academy, Department of History of Kazakhstan and Social and Public Disciplines . Turkestan 10. room 202. E-mail: HYPERLINK "mailto:Kazaxstan@mail.ru" Kazakhstan @ mail .ru				
6.2	Number of hours	Lectures	Practical. les.	IWST	IWS
		10	40	15	85

7.	Information about teachers			
No	F.I.O.	Degrees and LOsition		El. address
1	Nurzhanbaeva Zhanat Oralbaevna	Doctor PhD , superintendent. department o		nurzhanbayevaz @ mail .ru
2	Turadilov Meirbek Unerbekovich	K.i.n., i.o. Assistant PLOfessor		mr.sk312@mail.ru
3	Aidarbekova Galia Sarybaevna	K.i.n., i.o. Assistant Professor		Aidarbekova _70@ mail .ru
4	Bekkulova Akmaral Atygaevna	Master, senior lecturer		maral.2479@mail.ru
5	Makhatova Leyla Talgatovna	Master, senior lecturer		Mahatova . layla @ mail .ru

8.	Thematic plan					
Week /day	Topic title	Summary of contents	LO discip lines	Nu mb er of ho urs	Forms/ methods/ technologica l training	Forms/ method evaluat ion
1	Lecture. Goals and objectives of the course "History of Kazakhstan"	1.Introduction to the discipline. 2. Periodization of the historical process. 3. Modern theories of human origin and the problem of the ancestral homeland.	LO1 LO2 LO3 LO5	1	Overview	Feedba ck (blitz survey)

	Practical lesson . Prehistoric evolution of man	1. Landscape and climatic changes in the territory of Kazakhstan during the Stone Age. 2. Discovery of archaeological monuments of the Stone Age on the territory of Kazakhstan. 2. The territory of Kazakhstan is one of the centers of the formation of homo sapiens . 3. The beginnings of art and religious ideas in the Early Paleolithic. 4. Development of language, rational knowledge, reconstruction of religious ideas in the Mesolithic, Neolithic, and Eneolithic eras.	LO1 LO2 LO3 LO5	3	Oral survey, debate	Completing tasks
	IWST. Topic and task of IWS Features of anthropomorphic and zoomorphic images on monuments of primitive art.	Development of language, rational knowledge, reconstruction of religious ideas in the Mesolithic, Neolithic, Eneolithic eras. rock art - petroglyphs (Mynshunkyr , Olenty, Enbek , Tesiktas , Shatyrtas , Akbidaik , Akbaur , Bayanzhurek).	LO1 LO2 LO3 LO5	1/6	Essay	Completing assignments, presentation, essay defense
2	Lecture. Turkic civilization and the Great Steppe	1. Development of nomadic state and cultural traditions in the era of the ancient Turks. 2. The problem of the origin of the Turks. 3. The Turkic factor in the ethno-political history of Kazakhstan in the 9th-12th centuries.	LO1 LO2 LO3 LO5	1	Thematic	Feedback (blitz survey)
	Practical lesson . Genesis of the equestrian culture	1. Periodization of the history of nomadism. Prerequisites for the emergence of nomadism: natural-geographical and socio-cultural factors. 2. Ethno-political and social history of the tribes of the Early Iron Age. Political formations of the Sakas and Sarmatians.	LO1 LO2 LO3 LO5	3	Oral questioning, discussion, discussion of tasks	Discussion and solution of tasks

		3. Ethnopolitical associations of the Usuns of Semirechye and Tien Shan. 4. Historical and cultural heritage of Kangyui .				
	IWST. Topic and task of IWS . Culture of the Early iron Age tribes	The culture of the tribes of the early Iron Age: chronology, burial rites, wearons, bridles, animal style art. The relationship of the Sakas with the Achaemenid Empire . The participation of the Sakas in the Greco-Persian Wars. The struggle of the Sakas against the conquests of Alexander the Great.	LO1 LO2 LO3 LO5	1/6	Preparing maps on topic	Discussion of the topic, presentation defense
3	Practical lesson . Stages of ethnocultural integration of the Turkic-speaking ethnic groups of Central Asia in the pre-Mongol period	1. Formation, structure and Political history of the Turkic Khaganate. 2. Political history of the Karluk state : formation, relationships with neighboring tribes and states. 3. Karakhanids on the territory of medieval Kazakhstan. 4. The problem of the origin and ethnic history of the Kipchaks. 5. Turkic civilization and the Great Silk road.	LO1 LO2 LO3 LO5	2	Round table, discussion	Discussion of tasks
	IWST. Topic and task of IWS . The importance of the Great Silk road in the late antiquity and middle ages.	Interaction of two economic and cultural types: settled and nomadic (the "city-steppe" system). Cities and settlements as centers of military and administrative life, culture, trade and crafts. Architectural monuments of medieval Kazakhstan of the Turkic period. The flourishing of urban culture in Southern Kazakhstan and Semirechye. Kazakhstan routes of the Great Silk road. Money circulation.	LO1 LO2 LO3 LO5	1/5	Content analysis, preparation of maps on topic	Completing the task
4	Lecture. The Great Steppe	1. Conquest of the territory of Central Asia and Kazakhstan by	LO1 LO2	1	Informational	Feedback

	during the Golden Horde period (13th-15th centuries) Kazakh Khanate in the 15th – 16th centuries	the Mongols. Formation of the Golden Horde as a Eurasian empire. 2. Kazakhstan as part of three Mongolian uluses 3. Formation and periodization of the Kazakh Khanate era. 4. Formation of the Kazakh nationality. Ethnonym "Kazakh". Kazakh zhuzes .	LO3 LO5			(quick survey)
	Practical lesson . Medieval states in the 14th – 15th centuries on the territory of Kazakhstan and Central Asia	1. The collapse of the Golden Horde. Formation of the Chagatai State 2. The Ak Orda state (late 13th – early 15th centuries). 3. Moghulistan (mid-14th - early 16th century) . Territory and ethnic composition. 4. State of nomadic Uzbeks. Migration of the sultans Janibek and Kerey (1459). 5. Historical prerequisites for the formation of the Kazakh nationality. Ethnic processes on the territory of Kazakhstan.	LO1 LO2 LO3 LO5	3	Oral questioning, debate	Discussion of tasks
	IWST. Topic and task of IWS . Cultural and civilizational heritage of the Golden Horde.	Formation of the Golden Horde as a Eurasian empire; territory, ethnic processes, cultural symbiosis. The rise of urban development, new archaeological discoveries about the level of cultural development of Dasht -i Kipchak during the imperial period of the Golden Horde.	LO1 LO2 LO3 LO5	1/6	Comparative analysis	Preparing a presentation, compiling comparative tables
5	Lecture. Kazakhstan in the New Age (XVIII - early XX centuries). The beginning of the era of colonialism in Kazakhstan	1. Kazakhstan in the modern era: new methodological trends in study. 2. The liberation struggle of the Kazakh people against the Dzungar conquerors. 3. Taking the oath of allegiance from the Kazakh khans and influential sultans of the Younger and Middle Zhuzes (1740s). 4. Negotiations between the	LO1 LO2 LO3 LO5	1	Informational	Feedback, blitz survey

		tsarist government and Abulkhair in the late 1740s. 5. The Dzungar-Kazakh War of 1739-1741. Abylay's relations with Dzungaria, China and Russia.				
	Practical lesson . Kazakh Khanate in the 17th – early 18th centuries	1. The socio-economic and political situation of the Kazakh Khanate in the 16th century. Yesimkhan's struggle for the cities near the Syr Darya . 2. The emergence of the Dzungar Khanate and the first Kazakh - Dzungar relations. 3. Zhangir Khan and the Battle of Orbulak . Kazakh Khanate under Zhangir . 4. The reign of Tauke Khan and his policies.	LO1 LO2 LO3 LO5	3	Debates, press conference, round table.	Completing tasks
	IWST. Topic and task of IWS . Urban culture of Kazakhstan in the 14th–early 18th 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 17th-early 18th centuries.	LO1 LO2 LO3 LO5	1/6	Essay	Completing the task, defending the topic
6						
	Practical lesson . The foreign policy position of the Kazakh zhuzes in the first quarter of the 18th century.	1. The rise of the Dzungar Khanate: the strategy of the Dzungars' policy of conquest . 2. The years of “Aktabanshubyryndy”, “Alkakolsulam” . 3. The significance of the victory at Bulanty . The Battle of Anrakai . 4. The role of Kazakh batyrs in the history of the liberation struggle of the Kazakh people.	LO1 LO2 LO3 LO5	2	Debates, round table, oral questioning	Discussion of tasks
	IWST. Topic and task of IWS . Traditional nomadic culture of the Kazakhs.	Types of nomadic economy, their features. Tools. Weapons. Crafts and home trades. Formation of Kazakh folk medicine. Trade and trade routes.	LO1 LO2 LO3 LO5	1/5	Content analysis	Completing the task, defending the topic
7	Lecture. Kazakhstan in the	1. Reforming government institutions and introducing a	LO1 LO2	1	Informational	Feedback, blitz

	context of Russian policy: administrative reform (last quarter of the 18th - early 20th centuries)	system of territorial administrative management in the territory of the Junior and Middle Zhuzes . 2. Implementation of temporary regulations on governance in the Semirechye and Syr Darya regions (1867) Regulations on governance of the Turkestan region (1886). 3. Transformation of the social organization of the Kazakh nomadic society: new classes (officialdom, nobility, honorary citizenship).	LO3 LO5			survey
	Practical lesson . Kazakhstan and Central Asian states at the end of the 18th century	1. The Khiva campaign of 1839 and its results. Creation of the Syr Darya border line. 2. V. Pelovsky's campaign to Kokand (1853). The uprising of the Kazakhs against Kokand rule in 1858. 3. Military operations of 1860 in Semirechye. Battle of Uzungol -Agash . Capture of Aulie-Ata , Merke, Turkestan. 4. The entry of Semirechye and Southern Kazakhstan into the Russian Empire.	LO1 LO2 LO3 LO5	3	Debates, round table	Execution of tasks by a group of experts
	IWST. Topic and task of IWS . Annexation of Kazakhstan to the Russian Empire.	Acceptance of Russian citizenship by the Sultan of the Great Zhuz Suyukom Abylaikhan-uly . Charter of Alexander I on the acceptance of the Kazakhs of the Senior Zhuz into Russian citizenship . Acceptance of Russian citizenship by the sultans of Semirechye in 1846. Colonization of the Trans-Ili region. Creation of the Alatau district. V. Perovsky's campaign to Kokand (1853). The entry of Semirechye and Southern Kazakhstan into the Russian Empire.	LO1 LO2 LO3 LO5	1/6	Comparative analysis, preparation of maps	Completing the task, drawing up comparative tables
8	Lecture.	1. The February bourgeois-	LO1	1	Binary	Feedba

	Alash Movement and the Idea of a National State	democratic revolution in Russia and its impact on Kazakhstan. 2. New tasks of the national liberation movement in connection with revolutionary changes. 3. The July All-Kazakh Congress and the decision to form the Alash Party .	LO2 LO3 LO5			ck, blitz survey
	Practical lesson . Land issue	1. Construction of border lines, seizure of land. 2. Military Cossack colonization: Ural, Orenburg, Siberian Cossack troops. 3. The resettlement issue in the 60-90s of the XIX century. Temporary rules on the resettlement of Russian peasantry to Kazakhstan. 4. Ethnodemographic characteristics of the population of Kazakhstan at the end of the 19th century . 5. Migration policy and Stolypin Modernization in Kazakhstan at the beginning of the 20th century.	LO1 LO2 LO3 LO5	3	Discussion, press conference, meeting of a group of experts.	Completing tasks
	IWST. Topic and task of IWS . Border control №1	Test assignments or written work on 1-6 topics of practical classes and IWS	LO1 LO2 LO3 LO5	1/6	Testing, written work	Checklist
9	Practical lesson . The national liberation struggle of the Kazakh people against colonialism	1. The people's liberation movement in the Junior Zhuz under the leadership of batyr Syrym Date 2. The uprising of the Kazakhs in the Bukeyev Khanate under the leadership of Isatai Taimanov and Makhambet Utemisov (1836-1838): driving forces, character, stages of the uprising, its significance. 3. The people's liberation movement of the Kazakhs under the leadership of Sultan	LO1 LO2 LO3 LO5	2	Debates, round table, oral questioning.	Completing tasks

		Kenesary Kasymuly (1837-1847): driving forces, course, main stages and reasons for the 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.				
	IWST. Topic and task of IWS . National Liberation Uprising of 1916	. The Central Asian national liberation uprising of 1916, its causes, driving forces, beginning, course and main stages. The role of Amangeldy Imanov , Tokash Bokina , Bekbolata Ashekeeva , Abdigafara Zhanbosynov and others in the organization of rebel armies. Repressive measures of the government and military actions of punitive troops. Military art of the rebels. Causes of defeat and historical significance of the uprising.	LO1 LO2 LO3 LO5	1/5	Content analysis, map preparation	Discussion of scientific articles on the topic
10	Lecture. Kazakhstan in the Soviet period	1. The October Revolution and the political life of Kazakhstan. 2. Kazakh region - confrontation between "whites" and "reds". policy of "war communism". 4. New Economic policy (NEP) in Kazakhstan	LO1 LO2 LO3 LO5	1	Informational	Feedback, blitz survey
	Practical lesson . Implementation of the Soviet model of state building	1. The idea of "Little October" by F.I. Goloshchekin ; essence and consequences. 2. The beginning of the repression of the Kazakh intelligentsia. 3. Features of industrialization in Kazakhstan. 4. Forced transition of nomadic	LO1 LO2 LO3 LO5	3	round table, discussion, discussion of tasks.	Discussion of tasks

		and semi-nomadic Kazakh households to a settled way of life. Consequences of famine. 5. Contents of the NEP and features of its implementation. 6. Famine in Kazakhstan 1921-1922. The struggle of the Kazakh intelligentsia against famine.				
	IWST. Topic and task of IWS . The first periodicals in the Kazakh language.	The LOle of the newspaper "Kazakh", " Vyzyt ", " Shuro ", " Aknulla ", magazine " Aikap " in the formation of the national consciousness of the Kazakh people. Creation of Muhammedjana Seralina , Spandiyara Kubeeva , Sultanmahmuda Toraigyrova and others.	LO1 LO2 LO3 LO5	1/6	Content analysis, Discussion of scientific and archival materials, discussion of periodical materials.	Content analysis of periodicals
11	Lecture. Contradictions and consequences of Soviet reforms in Kazakhstan in the second half of the twentieth century	1. Kazakhstan in the post-war years. I. Stalin's "personality cult" . 3. N.S. Khrushchev's reform of the party-state governance system and its superficial nature. 4. Ethnodemographic policy of the center: internal migration, passport regime as an obstacle to the movement of Kazakhs from the village to the city, "registration", language discrimination and other methods of implementation.	LO1 LO2 LO3 LO5	1	Thematic	Feedba ck, blitz survey
	Practical lesson . The difficult situation of agriculture in Kazakhstan in the second half of the 1930s	1. The policy of Sovietization of the Kazakh village is the destruction of the traditional society of the Kazakhs. 2. The forced transition of nomadic and semi-nomadic Kazakh households to a settled way of life. 3. Methods and pace of collectivization. 4. political position of	LO1 LO2 LO3 LO5	3	Debates, panel of experts, round table.	Discuss ion of tasks

		supporters of national interests - S. Sadvakasova , S. Kozhanova , Zh. Mynbaeva				
	IWST. Topic and task of IWS . The establishment of the Bolshevik regime in Kazakhstan	Formation of the Bolshevik regime in Kazakhstan. Land and water reform in Kazakhstan. New Economic policy (NEP) in Kazakhstan. Contents of NEP and features of its implementation. Famine in Kazakhstan in 1921-1922.	LO1 LO2 LO3 LO5	1/6	Content analysis	Discussion of scientific and archival materials
12	Practical lesson . Kazakhstan on the eve and during the Second World War.	1. Stalin's repressions, their scale and grave consequences. 2. political mistrust and forced deportation of peoples to Kazakhstan. 3. The main directions of foreign and domestic policy of the Soviet state on the eve of the Second World War. 4. Participation of Kazakhstanis in frontline actions and in the partisan movement. 5. Results and lessons of the Second World War.	LO1 LO2 LO3 LO5	2	Discussion, round table, oral survey.	Completing tasks
	IWST. Topic and task of IWS . The creation of the Soviet educational system	Destruction of the national and cultural foundations of society. Weakening of the Kazakh language. Transition from Arabic to Latin, then to Cyrillic. Formation and development of the medical training system in Kazakhstan. Socialist realism in literature and art.	LO1 LO2 LO3 LO5	1/5	Comparative analysis, tables	Discussion of the task, drawing up comparative tables
13	Lecture. The policy of "perestroika" in Kazakhstan	1. Large-scale changes in ideology, economic and political life. Reforms of M.S. Gorbachev. 2. December events of 1986 in Alma-Ata and other cities of the republic. 3. The August putsch of 1991.	LO1 LO2 LO3 LO4 LO5	1	Informational	Feedback, blitz survey

	Practical lesson . December 1986 events in Alma-Ata. The collapse of the USSR and the formation of the USSR	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 path to sovereignty: economic crisis, social difficulties, declining living standards, rising unemployment and crime. 4. Multi-vector foreign policy of independent Kazakhstan. 5. Problems of global and regional security of Kazakhstan.	LO1 LO2 LO3 LO5	3	Press conference, debates, discussion of tasks.	Discuss ion of rerorts
	IWST. Topic and task of IWS . December events of 1986 in Almaty	Large-scale changes in ideology, economic and political life. Reforms of M.S. Gorbachev. National conflicts in the union republics against the backdrop of glasnost and democracy. Economic crisis. Activities of D.A.Kunaev . December events of 1986 in Alma-Ata and other cities of the republic.	LO1 LO2 LO3 LO5	1/6	Content analysis, synchronistic tables	Analysi s of scientifi c and archival materia ls
14	Lecture. Kazakhstan in the world community (1991-2022). Declaration of independence of Kazakhstan	1. The socio-political situation in Kazakhstan on the eve of independence. 2. Formation of the state structure of the Republic of Kazakhstan 3. The historical significance of the article by the President of the Republic of Kazakhstan K.Zh. Tokayev “Independence above all”. 4. "January Events". Messages of the President of Kazakhstan K.Zh. Tokayev "New Kazakhstan: the path of renewal and modernization".	LO1 LO2 LO3 LO4 LO5	1	Informational	Feedba ck, blitz survey

	Practical lesson . Kazakhstan model of economic development	1. Difficulties on the path to sovereignty: economic crisis, social difficulties, declining living standards, rising unemployment and crime. 2. Transition to a market economy, creation of private property institutions and development of domestic business. 3. Difficulties and shortcomings in the formation of a new economic system. Introduction of a national currency. 4. Modern directions of reforming the economy of Kazakhstan. Development of medicine in Kazakhstan. 5. Implementation of innovative and digital technologies in the modern economy of Kazakhstan. potential capabilities of artificial intelligence systems and neural networks .	LO1 LO2 LO3 LO4 LO5	3	Round table, debates, press conference rentia .	Executi on of the task niy group sing experts
	IWST. Topic and task of IWS . 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 over the years of independence and their results (1999, 2009, 2021). Interethnic harmony among Kazakhstanis is the key to strengthening independence and democracy.	LO1 LO2 LO3 LO4 LO5	1/6	PJBL (project development)	Defens e of science no project ta
15	Practical lesson . Foreign policy and international relations of the	1. Multi-vector foreign Lolicy of independent Kazakhstan. 2. Establishing diplomatic	LO1 LO2 LO3 LO4	2	Debates, round table, discussion, discussion of	Discussi on of tasks

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Republic of Kazakhstan	relations with foreign countries. 3. The Republic of Kazakhstan and international organizations. 4. Problems of global and regional security of Kazakhstan.	LO5		tasks.	
IWST. Topic and task of IWS . Border control No. 2	Test assignments or written work on 8-13 topics of practical classes and IWS	LO1 LO2 LO3 LO4 LO5	1/5	Testing, written work	Checklist
Preparation and implementation of interim assessment			15		

9.		Teaching methods and forms controls			
9.1	Lectures	Review, thematic, informational, binary .			
9.2	Practical classes	Debate, discussion, "expert group meeting", round table, press conference, preparation of maps on the topic, preparation of synchronistic tables. Oral survey, discussion of tasks			
9.3	IWS/IWST	Essay , presentation, PJBL (project development), content analysis , comparative analysis . preparation of synchronistic tables.			
9.4	Border control	Testing, written work			
10.		Evaluation criteria			
10.1		Criteria for assessing the learning outcomes of the discipline			
№ LO	Results training	Unsatisfactory	Satisfactorily	Fine	Great
LO1	Demonstrates knowledge and understanding of the main stages of history Kazakhstan.	1. Does not explain the events of the main stages of the development of history Kazakhstan; 2. Does not demonstrate an understanding of the main stages of	1. Describes in general terms the main stages of the development of history Kazakhstan; 2. Can paraphrase information on the main stages of history Kazakhstan;	1. Compares the main stages of history development Kazakhstan to establish connections and patterns; 2. Summarizes the events of the main stages of history development	1. Organizes and ranks the main stages of history development Kazakhstan; 2. Makes judgments regarding the significance of the main stages in the development

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		history's development Kazakhstan. 3. Cannot list key events at the main stages of the development of the history of Kazakhstan.	3. Conveys in his own words the events of the main stages of the development of history Kazakhstan.	Kazakhstan. 3. Systematizes and classifies the main stages of the development of history Kazakhstan.	of the history of Kazakhstan; 3. Interprets and evaluates events of the main stages of history development Kazakhstan.
LO2	Relates the phenomena and events of the historical past to 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 general paradigm of the world-historical development of human society through critical analysis.	1. Generalizes the phenomena and events of the historical past with a general paradigm of the world-historical development of human society through critical analysis . 2. Links 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.	1 And 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 differentiates between phenomena and events of the historical past with a common paradigm of the world-historical development of human society through critical analysis.
LO3	Possesses skills in analytical and axiological analysis studying the	1. Does not know the historical processes and	1. Demonstrates an understanding of analytical and axiological	1. Systematizes the skills of analytical and axiological	1. Compares and interprets the skills of analytical and

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	historical processes and phenomena of modern Kazakhstan, develops his own moral and civic position.	phenomena of modern Kazakhstan; 2. Does not recognize the essence of analytical and axiological analysis.	analysis skills when studying historical processes and phenomena of modern Kazakhstan; 2. Describes in general terms the problems of historical processes and phenomena of modern Kazakhstan.	analysis in studying historical processes and phenomena of modern Kazakhstan; 2. Reconstructs the problems of historical processes and phenomena of modern Kazakhstan. 3. Analyzes and classifies information on historical processes and phenomena of modern Kazakhstan;	axiological analysis when studying historical processes and phenomena of modern Kazakhstan 2. Compares and explains the problems of historical processes and phenomena of modern Kazakhstan, using methods of axiological analysis.
LO4	Able to objectively and comprehensively comprehend immanent features modern Kazakhstani model of development, demonstrates a civic position based on a deep understanding and scientific analysis of the main stages, patterns and uniqueness of the historical development of Kazakhstan.	1. Does not recognize features modern Kazakhstani development model; 2. Does not the name the immanent features modern Kazakhstani development model. 3. Does not the remember the features and content of the Kazakhstani development model.	1. Demonstrates the importance of immanent features modern Kazakhstani development model ; 2. Describes in general terms the immanent features modern Kazakhstani development model .. 3. Generalizes the importance of immanent features modern Kazakhstani development model.	1. Generalizes the immanent features modern Kazakhstani development model; 3. Systematizes immanent features modern Kazakhstani development model ; 4. Explores and organizes immanent features modern Kazakhstani development model.	1. Evaluates and understands the immanent features modern Kazakhstani development model ; 2. Projects and objectively interprets the immanent features modern Kazakhstani development model.

LO5	Systematizes and gives a critical assessment of historical phenomena and processes of the history of Kazakhstan, uses methods and techniques of historical description to analyze the causes and consequences of events in the history of Kazakhstan	1. Does not represent differences between historical phenomena and the processes of the history of Kazakhstan; 2. Does not name facts and information about historical events and processes in the history of Kazakhstan. 3. Does not remember and is unable to tell information about historical events and processes in Kazakhstan.	1. Describes historical phenomena in general terms and pLOcesses history of Kazakhstan 2. Describes in his own words historical phenomena and the pLOcesses of the history of Kazakhstan; 3. Explains historical phenomena in words and the processes of the history of Kazakhstan.	1. Reconstructs and systematizes historical phenomena and the processes of the history of Kazakhstan. 2. Analyzes and classifies historical phenomena, relying on the methods and techniques of historical description ; 3. Collects information about the problems of historical phenomena and processes of the history of Kazakhstan.	1. Compares and systematizes historical phenomena and the processes of the history of Kazakhstan; 2. Compares and gives a critical assessment of historical phenomena and processes, using the methods and techniques of historical writing . 3. Evaluates and draws conclusions on the information and content of historical phenomena and processes in the history of Kazakhstan.
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10.2 Criteria for assessing teaching methods and technologies

Checklist for practical lesson

	Form of control	Grade	Evaluation criteria
1	Debate	Great Corresronds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- a good argument that addresses the most important aspects of a topic is quite convincing; it will require an outstanding counterargument to refute it. - the speech is clear, the structure and execution of the role are impeccable.
		Fine Corresronds to ratings: B+ (3.33; 85-89); B (3.0; 80-84);	- all arguments are relevant and mostly convincing. - sometimes there are gaps in the logical chain of justification, superficiality in

		B- (2.67; 75-79); C+ (2.33; 70-74);	argumentation (makes it easily vulnerable to opponents), several secondary, unimportant arguments. - the speech attracts and holds the audience's attention, the structure is clear, the role is fulfilled.
		Satisfactorily Corresponds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D (1.0; 50-54)	- overall, the arguments are relevant and largely substantiated. - there are gaps in the logical chain of reasoning (unfounded assumptions and presumptions), many arguments are not important, the reasoning is superficial in places. - the speech holds the audience's attention, is mostly clear, but rarely convincing. - the structure is present, but not presented clearly enough. - the role and functions have been largely fulfilled.
		Unsatisfactory Meets the rating FX (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 (not related to the resolution being debated), is contradictory and - confusing . Lack of structure, roles and functions are weak or practically not fulfilled.
2	Press conference	Great Corresponds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- correct, answer the question completely, - do not make any mistakes when answering, - inaccuracies, correctly use scientific terms and achievements of other disciplines.
		Fine Corresponds to ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- correct, answer the question completely, - do not make gross mistakes when answering, - allow minor inaccuracies or errors that are corrected by the student himself, - correctly formulate the question for the other team.
		Satisfactorily Corresponds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D (1.0; 50-54)	- allow inaccuracies and minor errors, - make gross mistakes when answering - they formulate the question for the other team incorrectly. - incomplete answer to the question.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- make fundamental, gross mistakes, or do not answer the question at all.
3	Round table	Great Corresponds to ratings:	- demonstrates deep knowledge of the material; - actively participates in solving problems and

		A (4.0; 95-100); A- (3.67; 90-94)	discussing them; - selects the optimal solution; - justifies his decision; - logically and competently answers questions and asks them.
		Fine Corresronds to ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- makes minor mistakes, - some, when asked leading questions - teacher, corrects independently.
		Satisfactorily Corresronds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	- makes minor mistakes, - which he cannot correct on his own, even with leading questions from the teacher.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- makes fundamental, gross errors in assignments and during their discussion. - does not know the educational material; - does not participate in the work of the round table.
4	Meeting of the expert group	Great Corresronds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- the work of experts in practical classes for students at a university includes impeccable argumentation related to the most important aspects of the topic, and is sufficiently convincing; - To refute it, an extraordinary counter-argumentation will be required. - the speech must be clear, the structure and execution of the role must be flawless.
		Fine Corresronds to ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- ' performance during 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 opronents. - some arguments may be secondary and not key. - the speech must attract and hold the audience's attention, the structure must be clear and the role must be performed at a good level.
		Satisfactorily Corresronds to 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 practical classes for students at a 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

			superficial arguments. - the speech generally holds the audience's attention, although it is rarely persuasive. - the structure is there but needs to be presented more clearly. The role and functions are mostly fulfilled but could be improved.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- The work of experts in the students' practical lesson was presented with very weak justification. - The content of the speech is almost entirely irrelevant and does not relate to the resolution being debated, which is contradictory and confusing. the structure is absent and the role and functions are weak or practically not fulfilled.
5	Preparing maps on the topic	Great Corresronds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- demonstrates deep knowledge of the material; - completed the map is completely consistent with the theme; - high quality of the produced map; - answers questions logically and formulates them.
		Fine Corresronds to ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- makes minor mistakes and corrects them independently when asked leading questions by the teacher - There are minor errors in the map.
		Satisfactorily Corresronds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	- makes minor mistakes that he cannot correct independently, even with leading questions from the teacher; - The map is not complete and does not quite corresrond to the content of the lesson topic.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- makes fundamental, gross errors in discussing the case. - does not know the educational material; - lack of a completed map or the prepared map does not corresrond to the topic and chronological period.
6	Discussion	Great Corresronds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	-a good argument that addresses the most imrortant aspects of a topic is quite convincing; it will require an outstanding counterargument to refute it. -the speech is clear, the structure and execution of the role are impeccable.
		Fine Corresronds to ratings: B+ (3.33; 85-89);	-all arguments are relevant and mostly convincing. -sometimes there are gaps in the logical chain of justification, superficiality in argumentation

		B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	(makes it easily vulnerable to oponents), several secondary, unimortant arguments. -the speech attracts and holds the audience's attention, the structure is clear, the role is fulfilled.
		Satisfactorily Corresronds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	-overall, the arguments are relevant and largely substantiated. -there are gaps in the logical chain of reasoning (unfounded assumptions and presuppositions), many arguments are not imortant, and the reasoning is superficial in places. -the speech holds the audience's attention, is mostly clear, but rarely convincing. - the structure is present, but not presented clearly enough. - the role and functions have been largely fulfilled.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- the speech contains mostly relevant arguments, but with very weak justification. - the content is almost entirely irrelevant (not related to the resolution being debated), contradictory and confusing. - - lack of structure, role and functions are weak or practically not fulfilled.

Checklist for IWS, IWST

	Form of control	Grade	Evaluation criteria
1	Essay	Great Corresronds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- essay completed on time, - written independently, the structure fully complies with 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, I answered all the questions correctly.
		Fine Corresronds to 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 provided. - During his defense, he made some inaccuracies in answering questions.
		Satisfactorily Corresronds to ratings: C (2.0; 65-69); C- (1.67; 60-64);	- the essay was completed on time, written independently, the structure fully complies with the requirements.

	D+ (1.0; 50-54); D-(1.0; 50-54)	– Illustrations are provided. - during the defense, he had a poor understanding of the questions asked. - did not sufficiently substantiate his conclusions.
	Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	– the essay was not completed on time. – the problem is poorly covered, there is no analysis and no argumentation of the problem, – does not answer questions.

Checklist for assessing project work

2. Interim assessment of project work

No	Criterion	Description	oints
1	Definition of problematic situations and relevance of research	The problems are clearly formulated, scientifically substantiated and integrated. The relevance of the research topic is substantiated.	15-20
		The problems are formulated and substantiated. The relevance of the research topic is substantiated.	10-14
		The problems are partially formulated, not substantiated. The relevance of the research topic is partially argued.	5-9
		The problems are not formulated or formulated superficially. The relevance of the topic is not reflected.	0-4
2	Goal setting of project and definition of tasks to achieve it	The objective is formulated clearly and briefly. Research objectives are fully consistent with the purpose.	15 - 20
		Target formulated , But too much under the r obno described . The research objectives correspond to the goal .	10 - 14
		Target formulated floated . Tasks and the results partially correspond to the goal .	5 - 9
		Target formulated float or Not formulated . The research objectives do not correspond to the goal .	0 - 4
3	Selection and usage of literature	The most current publications / studies listed are indicated fullness of the kst b a zakh data , V authoritative publications. Links are indicated in the text sequentially with numbers and .	15-20
		Specified publications / research , r o sted V full- text bases data from o g r a n i c e n t y c h i s l a sources . Links in the text they are indicated sequentially with numbers .	10-14
		Specified same type publications / research , r o sted in the open a c c e s s and the Internet. Practical Not full - text are used bases data , authoritative and buildings . The bulk of sources Not from n ositsya To topic project . From the link t e x t e not near the cauldron.	5-9
		Practical Not are used full - text bases data , authoritative from the publication . Big Part and wastewater Not refers to the topic of the project . Links not indicated in the text .	0 - 4

4	Timely performance intermediate results	System mati che s kaya p u b l i c a t i o n cut at ltats project noy works on the board Tr e l l o . Intermediate precise cut at ltata project presented on time .	15-20
		Periodic publication results project works on T r e l l o board . The interim results of the project were presented on time .	10 - 14
		Periodic publication cut at ltats project works on Trello board . Interim project results are not presented on time.	5 - 9
		Project work results were not published on the Trello board. Interim project results were not presented on time.	0 - 4
5	Personal involvement, creative approach to work	According to between precise cut at ltatam is observed collective trade under way To solutions the task , equal distribution of functions and complex work	15-20
		According to in between cut at ltatam is observed uniform distribution of functions in the team , well - coordinated work	10-14
		According to between precise cut at ltatam is observed uneven distribution of functions in the team , well - coordinated work	5-9
		According to in between cut at ltatam observed formal relation among the participants To performed work , No collective interaction	0 - 4
Final assessment of the project work			
1	Depth of disclosure of the project topic	The theme of the project is completely covered , and its protection is demonstrated g l o b o k i e knowledge, exit i shi for frames from the expected programs. Described methods research , substantiated paths achievements purp oses . They are used for scientific terms , observed freely operated and eand m and. Modern research methods are used .	15-20
		The topic of the project is hidden , the residual protection is demonstrated knowledge V frames from the tea programs . Methods are described and the paths are substantiated achieving the goal . Not enough and are used on scienti fic terms . Text set out in a logical sequence .	10-14
		T e m a project ra s hid partially . Description project Not complete. Not used scientific terms . The text is presented in a different way .	5-9
		T e m a project Not r a s k r y t. Description project Not complete. Not used scientific terms . The text is presented clearly .	0 - 4
2	Objectivity and reliability of the obtained results, their practical significance	The results fully reflect the research , are objective and reliable . When brought to tables , rice in nki, formulas . Notice of applicability results research, target consumers of the results .	15 - 20
		Results are complete reflect the research findings , are objective and reliable . When brought to tables, rice in nki, formulas . Not The applicability is indicated results research, target consumers	10-14
		Resulting in ltata frequently reflect research , are objective , and reliable . Tables , rice in nki, forms of ly are given in	5-9

		insufficient qu a t i o n .	
		Rez u ltata Not reflect research , Not objects of activity , are not reliable . Not are brought or not enough are given tables , figures , forms .	0 - 4
3	Formulating conclusions	Conclusions with forms right, a r g u m e n t i o n s And fully reflect research results .	15 - 20
		Conclusions with forms right, a r g u m e n t i o n s, But partially reflect research results .	10 - 14
		The conclusions are not fully formulated , not sufficiently argued and partially reflect the results research .	5 - 9
		Conclusions are formulated not true , not reasoned and partially reflect or do not reflect the results of the investigations .	0 - 4
4	Achieving the project goal and solving the set tasks	The project goal has been achieved. All set tasks have been fully resolved.	15 - 20
		Target project V in general achieved . Fasting in fiefdoms z a d a t a s solved not completely.	10 - 14
		Target p r o t e t achieved partially . Not All delivered the problems have been solved .	5 - 9
		Target project Not t o s t i g n u t a. Delivered tasks partially resolved or not resolved .	0 - 4
5	Compliance of the project design with the requirements and project protection	In project reflected And revealed All sections . Text set out in a logical sequence , concisely , literately . Observed technical requirements To about the form project . Presentation eye - catching . At protection rerorter demonstrates prorofessionalism awareness and artists from m.	15 - 20
		The project reflects and discloses all sections. The text is presented in a logical sequence. There are minor grammatical and stylistic errors. The technical requirements for the design of the project are not fully met. The presentation is not very clear. During the defense, the speaker demonstrates professional awareness and artistry.	10 - 14
		IN project reflected All sections . Logical The sequence of presentation of the material is not always observed . There are grammatical and stylistic errors . Technical Requirements about the form and you p r o t e t Not observed . Presentation Not is distinguished by its clarity . At zashch i t e rerorter Not de mon st r i r e e t deep knowledge of the topic , forged .	5-9
		The project reflects today all sections . Logical sequence of presentation material n e observed . And there are GRAMMATIC And style and style o m i s t s. Technical requirements To about the form project Not complied with . Presentation no different visibility . At protection r e p a r e p o r t i c a n Not Demo erases the eyes sideways knowledge topics , it 's difficult at from the answers on question y , constrained.	0 - 4

3	Discussion of scientific and archival materials, discussion of periodical materials.	Great Corresponds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- the task was developed on time, written independently, the structure fully complies with the requirements. - the plan 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. - answered all questions correctly during the defense.
		Fine Corresponds to 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 complies with the requirements. -illustrations are provided. - during the defense, he made inaccuracies in answering questions.
		Satisfactorily Corresponds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	- completed on time, written independently, structure fully meets requirements. - illustrations are provided. - during the defense, he had a poor understanding of the questions asked. - did not sufficiently substantiate his conclusions.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- the task was not completed on time. - the problem is poorly covered , there is no analysis or proper argumentation of the problem, -does not answer questions.
4	Content analysis	Great Corresponds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- content analysis fully reflects the problem being studied. - conducted an analysis of the problem, substantiated his conclusions and presented his own analysis of this problem. -illustrations are provided. - answered all questions correctly during the defense.
		Fine Corresponds to ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- content analysis completed on time, written independently, structure fully meets requirements. -illustrations are provided. - during the defense, he made inaccuracies in answering questions.
		Satisfactorily Corresponds to ratings: C (2.0; 65-69); C- (1.67; 60-64);	- content analysis completed on time, written independently, structure fully meets requirements. -illustrations are provided. - during the defense, he had a poor understanding

		D+ (1.0; 50-54); D-(1.0; 50-54)	of the questions asked. - did not sufficiently substantiate his conclusions.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- content analysis was not completed on time. - the problem is poorly covered, there is no analysis and no original argumentation of the problem, - does not answer questions.
5	Comparative analysis	Great Corresponds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- the comparative analysis was completed in full and within the specified time frame. - all recommendations and requirements for the execution of work have been taken into account. - when defending, the student demonstrates deep knowledge on the topic . does not make mistakes when answering questions during discussions.
		Fine Corresponds to 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 within the specified time frame. - all recommendations and requirements for the execution of work have been taken into account. - when defending, the student demonstrates good knowledge of the subject. - makes minor mistakes when answering questions, which he corrects himself.
		Satisfactorily Corresponds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	- the comparative analysis was not completed in full and not within the specified time frame. - not all recommendations and requirements for completing the work have been taken into account. - when defending a thesis, the student makes fundamental mistakes when answering questions.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- comparative analysis not performed .
6	Compilation of synchronistic tables	Great Corresponds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- synchronization table is completed - on time, written independently, the structure fully complies with the requirements. - the table fully reflects the problem being studied. - answered all questions correctly during the defense.
		Fine Corresponds to ratings: 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, the structure fully complies with the requirements. - during the defense, he made inaccuracies in answering questions.

		Satisfactorily Corresponds to ratings: 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, the structure fully complies with the requirements. - during the defense, he had a poor understanding of the questions asked. - did not sufficiently substantiate his conclusions.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- the table was not completed on time. - the problem is poorly covered, there is no analysis and no original argumentation of the problem, - does not answer questions.
Checklist for midterm assessment			
1	Midterm work in written form	Great Corresponds to ratings: A (4.0; 95-100); A- (3.67; 90-94)	- as provided by the program, presented the material in literate language in a certain logical sequence, - presents the educational material consistently, clearly, coherently, reasonably and without errors: - gives an answer in a logical sequence using accepted terminology; - makes his own conclusions; - forms a precise definition and interpretation of basic concepts.
		Fine Corresponds to ratings: B+ (3.33; 85-89); B (3.0; 80-84); B- (2.67; 75-79); C+ (2.33; 70-74);	- presents the material in a certain logical sequence, while allowing one minor error or no more than two shortcomings, - observes the basic rules of written speech culture, - uses scientific terms. - allows minor violations of the rules for the preparation of written work.
		Satisfactorily Corresponds to ratings: C (2.0; 65-69); C- (1.67; 60-64); D+ (1.0; 50-54); D-(1.0; 50-54)	- the material is presented in an unsystematic, fragmentary manner, and not always consistently. - shows insufficient development of individual knowledge and skills; - he weakly argues his conclusions and generalizations and makes mistakes in them. - made mistakes and inaccuracies in the use of scientific terminology, - the definitions of concepts were not clear enough; he did not use conclusions and generalizations from observations and facts as evidence, or he made mistakes in presenting them.
		Unsatisfactory Meets the rating FX (0.5; 25-49); F (0; 0-24)	- did not learn and did not cover the main content of the material; - does not make conclusions or generalizations. - does not know and does not understand a

		significant or main part of the program material within the limits of the questions posed or has poorly formed and incomplete knowledge - does not know how to apply them to solving specific issues. - did not fully understand the material.
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Completion of test assignments is assessed using a multi-point knowledge assessment system

Letter Grading	Digital equivalent of points	Percentage content	Traditional system assessment
A	4.0	95-100	Great
A -	3.67	90-94	
B +	3.33	85-89	
B	3.0	80-84	Fine
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	Unsatisfactory
FX	0,5	25-49	
F	0	0-24	

11. Educational resources

Electronic resources, including but not limited to: databases, animations, simulators, professional blogs, websites, other electronic reference materials (e.g. , video, audio, digests)	ElectLonic library of YUKMA - https://e-lib.skma.edu.kz/genres • Republican Interuniversity ElectLonic Library (RIEL) – http://rmebrk.kz/ • Digital library "Aknurpress" - https://www.aknurpress.kz/ • ElectLonic library "Epigraph" - http://www.elib.kz/ • Epigraph - LOrtal of multimedia textbooks https://mbook.kz/ru/index/ • EBS IPR SMART https://www.iprbookshop.ru/auth • information and legal system "Zan" - https://zan.kz/ru • Medline Ultimate EBSCO • eBook Medical Collection EBSCO • Scopus - https://www.scopus.com/
Electronic textbooks	http://aknurpress.kz/login pLOmo code SDN -28 1. Zhanyzbekov, M.A.Modern history of Kazakhstan: [ElectLonic resource]: educational-methodical tutorial / MAZhanyzbekov; Sh.Sh.Nigmatullina. -

Shymkent: [sn], 2018. - 96 p.

2. Dedicated to practical lessons on the subject of the history of Kazakhstan: [ElectLonic resource]: teaching and methodological tools / M.U. Turadilov [and others]. - Shymkent, 2023 el. opt. disk (CD-LOM).
3. History of the Kazakh people. Primbetova E.U., 2019 textbook. Primbetova E.U. / Central Publishing House Aknurpress <https://aknurpress.kz/reader/web/1787>
4. History of Kazakhstan. Berdenova K.A., Turyszhanova R.K., LOLOva T.M. , 2019 Study guide/CB <https://aknurpress.kz/reader/web/1781>
5. Turgaraeva GM History of Kazakhstan. Textbook: course of lectures / G.M. Turgaraeva . -A lmaty: publishing house " EveLO ", 2020. - 440 p.https://www.elib.kz/en/search/read_book/458/
6. Zh Yimakaeva B.D. Kazakhstantarikhyy : oqolyk : - Almaty :« EveLO », 2020 – 320 бет https://www.elib.kz/ru/search/read_book/536/
7. Shayakhmetov N.U. X X- century Kazakhstan History . Reading tool . - Almaty : E veLO , 2020. – 348 p. https://www.elib.kz/ru/search/read_book/2093/
8. Kazakhstan modern time history [ElectLonic resource] : oh ku tool / Zh. O. Nurzhanbaeva [etc.]. - ElectLonic . fLOm texts. (3,628 KB). - Shymkent, 2021. - 210 pages e. wholesale disk (CD-LOM)
9. Lukpanova , D. U. XX century to the head before Kazakhstan history : practicum / D. U. Lukpanova . — Almaty, Moscow : EDP Hub (Idipi Hub), IPR Media , 2025. — 128 c.: <https://www.iprbookshop.ru/149204>
10. Kalieva , E. T. Kazakhstan History of the Kazakhs in the Urals and the Urals in 1869 SparLOW in the regions to colonialism against uprising : to read tool / E. T. Kalieva . — Almaty, Moscow : EDP Hub (Edipi Hub), AI Pi Ar Media, 2025. — 210 c.

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11. Ayaganov , B.G. and etc. Current Kazakhstan history : Textbook . / B.G. Ayaganov , H.M. Abzhanov , D.A. Mahat . - Almaty: Rarity, 2010. - 448 p. <https://rmebrk.kz/book/61757>
12. Begalieva , A.K. Kazakhstan history : reading tool . . - Almaty: Kazakh University , 2020. - 427 p. <https://rmebrk.kz/book/1178137>
13. Modern history of Kazakhstan : Textbook for students of non-historical specialties (bachelor's degree) of higher educational institutions . / B.G. Ayagan , H.M. Abzhanov , S.V. Seliverstov, M.S. Bekenova . - Almaty: Raritet, 2010. - 432 p. <https://rmebrk.kz/book/1159228>
14. Aminov , TMMModern History of Kazakhstan: Tutorial. . - Almaty: Bastau , 2017. <https://rmebrk.kz/book/1172540>
15. Bekmagambetova , M. Modern History of Kazakhstan. - Kostanay : Kostanay State Pedagogical University, 2018. <https://rmebrk.kz/book/1171943>
16. AubakiLOva , Zh ., Alekseenko , A. Kazakh in the Context of Demographic History Kazakhstan. - Ust-Kamenogorsk: Media-Alliance, 2020. <https://rmebrk.kz/book/1181167>

Magazines (electronic journals)

<http://aknurpress.kz/login> pLOmo code SDN -28

Literature

In Russian:

Basic literature:

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2. Turgaraeva, G. M. History of Kazakhstan: textbook: course lecture / G. M. Turgaraeva. - Almaty: Newbook, 2022. - 440 p.
3. Khalidullin G.Kh. History of Kazakhstan: educational and methodological manual. - Almaty: Newbook, 2022. - 300 p.
4. Berdenova K. A. History of Kazakhstan: textbook / K. A. Berdenova, R. K.

Turyszhanova, T. M. LOLOav. - 2nd research.
- Almaty: Medet GLOup, 2023. - 296 p.

5. Zhylykshybayeva K.K. Ancient history of Kazakhstan: a teaching aid / K. K. Zhylykshybayeva. - Almaty: Newbook, 2022. - 364 pages
6. Shayakhmetov N. U. History of Kazakhstan in the XX century: a teaching aid / N. U. Shayakhmetov. - Almaty: Newbook, 2022. - 348 pages
7. Abdrakhmanova K.D., Dalibayeva A.N., Tlekmetova G.B. History of Kazakhstan. Textbook 2024
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12. Politics and Discipline

Requirements for students , attendance, behavior, grading policy, penalties , incentives, etc .:

- do not miss classes without a good reason;
- have a neat appearance;
- adhere to the generally accepted special form at the university;
- be active during practical classes;
- come to class prepared;
- complete and be able to defend assignments on the IWS in a timely manner ;
- don't be late for classes;
- maintain a friendly atmosphere during the lesson;
- treat the department's property with care.
- **independent** work of students (abstracts, reports) must be checked
- complete assignments according to the schedule of lectures, practical classes and classes

Missed classes for an unjustified reason are not made up. Missed classes for a justified reason are made up upon presentation of a supporting document (due to illness, family circumstances or other objective reasons). The student submits an application to the dean and receives a work-off sheet indicating the deadline , which is valid for 30 days from the date of receipt in the dean's office). O tse na IWST is posted during IWS classes according to the schedule in the academic progress log and the electronic log, taking into account penalty points for missing IWS classes. A student who fails to appear for midterm control without a valid reason is not allowed to take the exam in the discipline . A student who does not achieve a passing score (50 %) in one of the types of tests (current test, midterm test No. 1 and/or No. 2) is not admitted to the exam in the discipline.

Penalties: For missing one lecture without a valid reason, the penalty point is 1 point (absences from lectures in the form of penalty points are subtracted from the midterm assessment grades (absences classes of the IWSTS in the form of penalty points are subtracted from the IWSTS grades). The penalty point for missing 1 IWSTS class is 2 points. For being late, inappropriate behavior during class, damaging department property, using a cell phone during class, 0.5 points are deducted. For untimely defense of the SR OP , 20% is deducted; in case of passing the SR OP during the RK weeks, 50% is deducted.

Incentive measures: For active participation in the educational process (participation in Olympiads, research papers, conferences), 0.5 points are added to the final assessment for the discipline.

13. Academic policy based on the moral and ethical values of the academy

13.1 <https://ukma.kz/ru/>
P. 4 Code of honor of the student

13.2 GRADING POLICY
1. Several forms of knowledge control are used in the lesson. The average grade is entered into the journal.
2. A student who does not achieve a passing score (50%) in one of the types of tests (current test, midterm test No. 1 and/or No. 2) is not admitted to the exam in the discipline.

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	3. The final rating for admission to the exam in the discipline must be at least 50 points (60%), which is calculated automatically based on the average grade of the current control (40%) + the average grade of the interim controls (20%). 4. Intermediate certification is carried out using testing.		
14.	AppLOval and revision		
Date of agreement with the Library and Information Center	Protocol No.7 04.06.2025	Head of the BIC Darbicheva R.I.	
Date of approval at the Department of History of Kazakhstan and Social and Public Disciplines	Protocol No.14 13.06.2025	Head of Department Nurzhanbaeva Zh.O.	
Approval date for the AK "General Education Disciplines"	Protocol No.14 13.06.2025	Chairman Nurzhanbaeva Zh.O.	
Date of revision at the Department of History of Kazakhstan and Social and Public Disciplines	Protocol No.	Head of Department Nurzhanbaeva Zh.O.	

Protocol of coordination of the Working curriculum for the discipline (Syllabus) "History of Kazakhstan" with other disciplines for 20 25 -20 26 .

Coordination disciplines	Suggestions for changes in the proportions of material, order of presentation, etc.	Numbers of minutes and dates of meetings of the coordinating 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 to focus attention on the following issues in the course of study of the discipline "Philosophy": 1. Turkic civilization and the Great Steppe. 2. Culture of Kazakhstan (XVIII-early XX centuries). 3. Socio-political and spiritual development.	No. No.
Related disciplines:	To ensure coherence and logical consistency in the	No.

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1. Sociology and political science

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.

No.

Head of Department Nurzhanbaeva Zh.O.

(Full name) (signature)

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



Head departments Ashirov Sh.A.

(Full name) (signature)

- prerequisites ;
- post-requisites ;
- related disciplines



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