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| <div>ONTÜSTIK-QAZAQSTAN<br/>MEDISINA<br/>AKADEMIASY<br/>«Оңтүстік Қазақстан медицина академиясы» АҚ</div> <div><br/>SOUTH KAZAKHSTAN<br/>MEDICAL<br/>ACADEMY<br/>АО «Южно-Казахстанская медицинская академия»</div> |  |
| Foreign languages department   |  |
| Syllabus on educational program 7M10104 “Pharmacy”   |  |
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**Syllabus**  
**Department «Foreign languages»**  
**Discipline academic work program (Syllabus)**  
**Educational program 7M10104 “Pharmacy” 1 year (profile direction)**

|  |   |      |   |
|--|---|------|---|
| 1.   | General information about the Course  |      |   |
| 1.1  | Course Code: M-Sht  | 1.6  | Academic year: 2025-2026  |
| 1.2  | Course name: Foreign language (professional)  | 1.7  | Year: I   |
| 1.3  | Prerequisites: Bachelor course of Foreign language (English)  | 1.8  | Term: I   |
| 1.4  | Post-requisites: branch disciplines of specialty  | 1.9  | Number of credits (ECTS):3/90 hours   |
| 1.5  | Cycle: BD (basic discipline)  | 1.10 | Component: UC   |
| 2.   | Course description (maximum 50 words)   |      |   |
| Purpose of discipline: The purpose of the discipline is to develop professional and communicative competence that ensures the ability to effectively use a foreign language in research, educational, clinical, pharmaceutical and international activities, as well as for further professional growth and participation in the global pharmaceutical community. Formation of the ability to analyze and interpret specialized texts, conduct business correspondence and participate in professional discussions.  |   |      |   |
| 3.   | Summative assessment form   |      |   |
| 3.1  | Testing   | ✓    |   |
| 4.   | Discipline objectives   |      |   |
| The purpose of discipline at this stage includes the development of the following competencies:<br>- linguistic and cultural competence involves the formation of the necessary knowledge of educational cultural material, knowledge of the minimum of general literary vocabulary, knowledge of linguistic means (phonetic, lexical, grammatical), which allow to be engaged in the process of communication, form life activity in accordance with spiritual and moral, moral and ethical, aesthetic and creative potential;<br>- cognitive competence ensures the formation of language as an integral part of the process of cognition and the formation of thinking;<br>- communication competence contributes to the mastery of complex communication skills and skills, the formation of adequate skills in new social structures, including knowledge of cultural norms and restrictions in communication, knowledge of customs and traditions. |   |      |   |
| 5.   | Learning outcomes   |      |   |
| LO1.   | To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts   |      |   |
| LO2.   | To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts  |      |   |
| LO3.   | To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records      |      |   |
| LO4.   | To explore and evaluate research techniques and resources and crediting sources of information.   |      |   |
| LO5.   | To promote learner independence by encouraging learners to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented. |      |   |
| 5.1  | Course learning outcomes  |      | The learning outcomes of the EP, which are related to the learning outcomes of the course |

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| Foreign languages department   |  | 36-11( )  |
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|          | LO 1. To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts  |  |  | LO 7. Is engaged in professional growth, demonstrates introspection skills                              |  |  |
|          | LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts   |  |  |   |  |  |
|          | LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records                                   |  |  |   |  |  |
|          | LO 4. To explore and evaluate research techniques and resources and crediting sources of information.  |  |  |   |  |  |
|          | LO 5. To promote learner independence by encouraging learners to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.                              |  |  |   |  |  |
| 6.       | Details of the course  |  |  |   |  |  |
| 6.1      | Location (building, auditorium): Contact information: SKMA JSC, Department of Foreign Languages, Tokayev st., 27A auditorium No. 402. e-mail: inostr.kaf@mail.ru, <a href="mailto:inostr.kaf@ukma.kz">inostr.kaf@ukma.kz</a> |  |  |   |  |  |
| 6.2      | Number of hours  | Practical lessons  |  |   | LIWT   | LIW  |
|          | 90   | 30   |  |   | 9  | 51   |
| 7.       | Information about teachers   |  |  |   |  |  |
| №        | Full name  | Degrees and title  | Email address  | Scientific interests, etc..   |  |  |
| 1.       | Zhumagulova Gulshat Kopzhanovna  | Candidate of Philology, Head of the Department of Foreign Languages  | <a href="mailto:dan-adik@mail.ru">dan-adik@mail.ru</a> | Theory of speech acts, pragmalinguistics,   |  |  |
| 2.       | Dzharkimbekova Nazikha Karzhaubekovna  | Candidate of Philology, docent   |  | Cooperation with foreign universities to exchange experience in the field of teaching foreign languages |  |  |
| 8.       | Thematic plan  |  |  |   |  |  |
| Week/Day | Topic name   | Summary  | Course learning outcomes                               | Number of hours   | Forms / methods / learning technologies                                    | Forms / assessment methods                                   |
| 1        | Practical lesson: Education and learning   | Good study habits<br>Effective reading: survey, skim, scan and intensive reading<br>Education in the UK<br>Comparing and contrasting<br>Degrees of adjective | LO1,4  | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work | Question – answer, discussion on the topic, Test<br>Feedback |
|          | LIWT Postgraduate education in Kazakhstan  | Developing public speech: topic sentences, body sentences, final sentences   | LO2,4,5  | 1/4   | Individual work<br>Demonstration of presentation                           | Monologue speech   |
| 2        | Practical lesson: Education in Japan and England   | Education in Japan and England : a comparison<br>Checking your writing:  | LO1,2,5  | 3   | Work in pairs//<br>Work in small groups                                    | Question – answer, discussion                                |



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|          | Review   | sentence length , word order and linking words, missing words  |         |     | //Discussion   | on the topic, Test Feedback                               |
|          | <b>LIWT:</b> Comparing the education system in Kazakhstan with either England or Japan     | Writing a comparing and contrasting essay  | LO1,3,5 | 1/5 | Individual work<br>writing essay   | Essay   |
| <b>3</b> | <b>Practical lesson:</b> Innovations in health and medicine                                | Effective reading: increasing your reading speed; focusing your reading. Main idea, heading and key words                  | LO1,3,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work | Question – answer, discussion on the topic, Test Feedback |
|          | <b>LIWT:</b> Vaccinations  | Developing a paragraph: topic sentences, body sentences, final sentences   | LO3,4,5 | 1/5 | Individual work<br>writing paragraph                                       | Essay   |
| <b>4</b> | <b>Practical lesson:</b> Keeping healthy<br>Review   | Recording vocabulary: which words to record; what to record about a word; choosing is suitable method to record vocabulary | LO2,3,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work | Question – answer, discussion on the topic, Test Feedback |
|          | <b>LIWT:</b> Diet and health   | Writing a paragraph  | LO2,3,5 | 1/4 | Individual work<br>Writing paragraph                                       | Essay   |
| <b>5</b> | <b>Practical lesson:</b> A model of a good urban planning                                  | Paragraph purpose. Searching the internet efficiently and selecting information  | LO1,2,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion                    | Question – answer, discussion on the topic, Feedback      |
|          | <b>LIWT:</b> Why Shymkent should hold the national/cultural event<br><b>Midterm exam 1</b> | Writing a persuasive article   | LO2,3,5 | 1/5 | Individual work<br>Demonstration of project                                | Monologue speech<br><br>Google forms                      |
| <b>6</b> | <b>Practical lesson:</b> An international trade fair<br>Review                             | Text cohesion<br>Using a reference material<br>Prioritizing brainstorming<br>Collocation: adjective +noun; verb +noun      | LO2,3,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work | Question – answer, discussion on the topic, Test Feedback |
|          | <b>LIWT:</b> Cultural event in   | Writing a thesis statement   | LO1,2,3 | 1/5 | Individual   | Presentation  |

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|    | Shymkent   | and introduction to the essay  |           |     | work<br>Demonstration of presentation                                       | with planned mistakes  |
| 7  | <b>Practical lesson:</b><br>Water, food and energy   | Finding information from more than one source (data, numerals, percentage)<br>Identifying language for rephrasing and giving examples<br>Introductions and conclusions | LO1,2,4,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work  | Question – answer, discussion on the topic, Test Feedback                |
|    | <b>LIWT:</b> National event in Shymkent  | Writing a thesis statement and introduction to the essay   | LO1,2,3   | 1/4 | Individual work<br>Demonstration of presentation                            | Presentation with planned mistakes                                       |
| 8  | <b>Practical lesson</b> Sources of energy<br>Review  | Writing to describe and explain  | LO1,2,4,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion,<br>Individual work | Question – answer, discussion on the topic, Test Feedback                |
|    | <b>LIWT:</b> Renewable sources of energy   | Developing public speech: topic sentences, body sentences, final sentences   | LO1,2,3   | 1/5 | Individual work<br>Writing persuasive article                               | Project: Article   |
| 9  | <b>Practical lesson</b><br>Free trade and fair trade   | Supporting a point of view<br>Presenting arguments   | LO1,2,4,5 | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work  | Question – answer, discussion on the topic, Test Feedback                |
|    | <b>LIWT:</b> In favour, neutral or against   | An opinion essay   | LO1,2,3   | 1/5 | Individual work<br>Writing opinion essay                                    | Essay  |
| 10 | <b>Practical lesson</b><br>Examples of a fair trade<br>Vocabulary development<br><b>Review</b><br><br><b>Midterm exam II</b> | Multiple meanings  | LO2,4,5   | 3   | Work in pairs//<br>Work in small groups<br>//Discussion<br>Individual work  | Question – answer, discussion on the topic, Test Feedback<br>Google form |



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|  | <b>Preparation and carrying out of midterm exam</b><br>(10% of the total number of hours allocated to the discipline)                 |  |  | <b>9</b>   |
| <b>9.</b>  | <b>Training and Teaching Methods</b>  |  |  |  |
| 9.1  | Practical lessons   | oral response, discussions, performing test tasks, performing exercises, dictionary dictation, compiling monologues, dialogues, oral interviewing, etc.                  |  |  |
| 9.2  | LIW / LIWT  | self-mastering the topics included in the program, preparing presentations, writing essays, info poster, monologue-speech, project etc.                                  |  |  |
| 9.3  | Midterm examination   | test in Google form.   |  |  |
| 9.4  | Final examination   | examination in the form of comprehensive testing. Learners who have fully mastered the discipline program and scored a 50% admission rating are allowed to the exam.     |  |  |
| <b>10.</b>   | <b>Evaluation criteria</b>  |  |  |  |
| <b>10.1</b>  | <b>Criteria for evaluating the learning outcomes of the disciplin</b>   |  |  |  |
| LO discipline  | Unsatisfactory  | Satisfactorily   | Good   | Excellent  |
| LO 1.To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts                 | does not understand the text or misunderstands the content of the text;<br><br>not oriented in the text when searching certain facts. | ability to work with a whole text and navigate its structure;<br>ability to extract the main content of what is read depending on the nature of the textual information. | ability to find necessary generalizations in a text or several texts in case of explicit nature of textual information;<br>ability to draw on a broad context; to recognize internal logical connections and make appropriate generalizations;<br>utilize background tasks to fill in gaps in meaning.<br>in case of implicit nature of information. | Mastering the basics of semantic compression of the original with the purpose of compiling a secondary document (report, abstract and/or annotation);<br>elimination of redundant material, generalization of semantic blocks and concretization of parts of the original, realization of appropriate lexico-grammatical transformations while preserving semantic identity. |
| LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts | does not have the skills to produce coherent writing/speech   | conversation with the use of elements of description, narration and reasoning on the topic;<br>discussing the read or listened text, expressing                          | presenting an oral report on a given topic (with preliminary preparation);<br>reproduction of a brief or detailed retelling of a listened or read text.  | composing a coherent text with using key words on professional topics.   |

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|   |  | their opinion and attitude to the narrated text.   |   |  |
| LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records      | unable to work with unfamiliar terminological vocabulary.                                    | choosing the right word meaning from the series of words presented in the dictionary.  | expanding the potential vocabulary through conversion and systematization of word formation methods; mastering lexical and phraseological phenomena characteristic of medical and pharmaceutical texts. | expanding the scope of learners' receptive vocabulary; inclusion of general scientific terminological and professionally oriented vocabulary into the active vocabulary of learners.   |
| LO 4. To explore and evaluate research techniques and resources and crediting sources of information.   | research skills are not developed.   | ability to work with sources and documents; ability to work with reference literature; ability to work with computer search engines. | ability to perform basic logical operations; ability to make observations; ability to conduct various types of research; ability to organize data in various ways.                                      | ability to express one's thoughts (formulate judgments); ability to present the results of research.   |
| LO 5. To promote learner independence by encouraging learners to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented. | lack of independent activity skills;<br><br>low level of motivation in the learning process. | solves a reproductive; problem; uses literature under the teacher's guidance.  | solves problems and any teacher's tasks independently; presents the result obtained; exercises self-control; self-corrects actions; performs adequate self-assessment of actions.                       | independently solves tasks and any teacher's assignments; presents the obtained result; exercises self-control performs step-by-step self-correction of actions; performs adequate self-assessment of actions; helps other learners. |

## 10.2 Criteria for evaluating the learning outcomes of the discipline

### Practical lesson's Checklist

| Type of assessment | Criteria for assessing learner's knowledge   | Grade      |
|--------------------|--|------------|
|                    | <b>Clarity:</b> Ensure the question is clear, focused, and aligned with the learning objectives. | <b>0-5</b> |



|                                   |   |  |
|-----------------------------------|---|--|
|                                   | <b>Relevance:</b> Does the question reflect theoretical or applied linguistic concepts covered in the course?   | <b>0-5</b>   |
|                                   | <b>Depth:</b> Check if the question encourages critical thinking or application of knowledge.   | <b>0-5</b>   |
|                                   | <b>Answer Completeness:</b> Is the learner's answer comprehensive and accurate?   | <b>0-5</b>   |
|                                   | <b>Citations/Evidence:</b> Has the learner provided relevant examples or references to support their answer?  | <b>0-5</b>   |
| <b>Type of assessment</b>         | <b>Criteria for assessing learner's knowledge</b>   | <b>Grade</b>   |
| Discussion on the Topic Checklist | <b>Participation</b>  |  |
|                                   | Did the learner actively participate in the discussion?   | <b>0-5</b>   |
|                                   | Were the contributions timely and relevant to the topic?  | <b>0-5</b>   |
|                                   | <b>Quality of Contributions</b>   |  |
|                                   | Did the learner present original ideas or perspectives?   | <b>0-5</b>   |
|                                   | Were arguments well-supported with references, theories, or examples?   | <b>0-5</b>   |
|                                   | Did the learner critically engage with peers' ideas (e.g., ask questions, build on points)?   | <b>0-5</b>   |
|                                   | <b>Communication Skills</b>   |  |
|                                   | Was the language clear, professional, and appropriate for the academic context?   | <b>0-5</b>   |
|                                   | Did the learner maintain respect and courtesy during the discussion?  | <b>0-5</b>   |
| <b>Type of assessment</b>         | <b>Criteria for assessing learner's knowledge</b>   | <b>Grade</b>   |
| Feedback                          | <b>Constructiveness:</b> Is the feedback specific, actionable, and constructive?  | <b>0-5</b>   |
|                                   | <b>Balance:</b> Does the feedback highlight both strengths and areas for improvement?   | <b>0-5</b>   |
|                                   | <b>Focus:</b> Is the feedback relevant to the content and skills assessed?  | <b>0-5</b>   |
|                                   | <b>Tone:</b> Is the feedback encouraging and respectful?  | <b>0-5</b>   |
|                                   | <b>Examples:</b> Does the feedback include examples or suggestions to support improvement?  | <b>0-5</b>   |
|                                   | <b>Clarity:</b> Is the feedback easy to understand and well-structured?   | <b>0-5</b>   |
| <b>Type of assessment</b>         | <b>Criteria for assessing learner's knowledge</b>   | <b>Grade</b>   |
| Test                              | The test is taken electronically in Google forms.<br>The test consists of 10 questions and should be passed in 5 min.<br>The score is calculated on a 10-point scale. | Excellent 9-10<br>Good 7-8<br>Satisfactory 5-6<br>Unsatisfactory 0-4 |
| <b>Checklist for LIWT</b>         |   |  |

| Types of LIWT | Grade  | traditional grade | Criteria for assessing learner’s knowledge   |
|---------------|--|-------------------|--|
| Presentation  | A (4.0; 95-100%);<br><br>A- (3.67; 90-94%)                         | Excellent         | <ul style="list-style-type: none"> <li>- presentation is exceptionally clear, concise, and focused, with a well-defined message and purpose.</li> <li>- content is highly relevant to the topic, demonstrating an in-depth understanding of the subject matter.</li> <li>- presenter's research and knowledge are extensive, providing comprehensive insights.</li> <li>- presenter effectively supports their arguments with a wide range of compelling evidence and examples</li> <li>-the presenter consistently engages the audience, maintaining their interest throughout the info poster.</li> <li>- logical and consistent presentation of the text of the work</li> </ul> |
|               | B+ (3.33; 85-89%);<br><br>B (3.0; 80-84%)<br><br>B- (2.67; 75-79%) | Good              | <ul style="list-style-type: none"> <li>-the presentation is generally clear and focused, with a discernible message and purpose.</li> <li>-content is mostly relevant to the topic, demonstrating a solid understanding of the subject matter.</li> <li>-the presenter has conducted thorough research and displays adequate knowledge.</li> <li>-the organization and structure of the presentation are logical, allowing for a coherent flow of information.</li> <li>-the presenter uses a reasonable amount of supporting evidence and examples.</li> </ul>  |
|               | C+ (2.33; 70-74%).   | Good              | <ul style="list-style-type: none"> <li>- made in the correct literary language, stylistically corresponds to the content;</li> <li>- there are single factual inaccuracies;</li> <li>- there are minor inconsistencies in the presentation of thoughts;</li> <li>- the conclusion contains conclusions that logically follow from the content to main part.</li> </ul>   |
|               | C (2.0; 65-69%)<br>C- (1.67; 60-64%)                               | Satisfactory      | <ul style="list-style-type: none"> <li>-the presentation has a discernible message and purpose, but it may lack clarity and focus.</li> <li>-content is somewhat relevant to the topic, with gaps in understanding.</li> <li>-the level of research and knowledge is basic and may lack depth.</li> <li>-the organization and structure of the presentation are somewhat logical but may be disjointed.</li> <li>-the use of supporting evidence and examples is minimal.</li> </ul>   |
|               | D+ (1, 33; 55-59 %)  |                   | <ul style="list-style-type: none"> <li>-the presentation shows a lack of research and understanding of the subject matter.</li> <li>-there is a lack of relevant literature, data, or sources to support the presentation's content.</li> <li>-It addresses a topic or problem that is irrelevant or trivial</li> </ul>  |
|               | D (1.0; 50-54%)  |                   |  |
|               | F (0; 0-49 %)  |                   | <ul style="list-style-type: none"> <li>• The content is inaccurate or irrelevant to the topic.</li> <li>• Major points are missing, or the information is superficial, lacking depth and explanation.</li> </ul>   |



### Checklist for Midterm control


| Computer test   | Max. 100 | Min. 50              |
|---|----------|----------------------|
| The test is taken electronically in Google forms.<br>The test consists of 50 questions and should be passed in 50 min.<br>The score is calculated on a 100-point scale.<br>Unsatisfactory FX could be repassed.<br>Unsatisfactory F means failed midterm. | 90-100   | Excellent            |
|   | 70-89    | Good                 |
|   | 50-69    | Satisfactory         |
|   | 25-49    | Unsatisfactory<br>FX |
|   | 0-24     | Unsatisfactory<br>F  |

### Point-rating letter system for evaluating educational achievements in accordance with the level model and translation into ECTS and the traditional rating scale

| Level and description of language proficiency according to pan-European competence (further - OEC) | Letter System Evaluation | ECTS Score (isities) Digital Points Equivalent | ECTS Score (isities) Digital Points Equivalent | % content | Traditional Rating Scale |
|--|--------------------------|--|--|-----------|--------------------------|
| C1   | A                        | A  | 4,0  | 95-100    | excellent                |
|  | A-                       |  | 3,67   | 90-94     |                          |
|  | B+                       | B  | 3,33   | 85-89     | good                     |
|  | B                        |  | 3,0  | 80-84     |                          |
|  | B-                       | C  | 2,67   | 75-79     | good                     |
|  | C+                       |  | 2,33   | 70-74     |                          |
|  | C                        |  | 2,0  | 65-69     | satisfactory             |
|  | C-                       | D  | 1,67   | 60-64     |                          |
|  | D+                       |  | 1,33   | 55-59     |                          |
|  | D                        | E  | 1,0  | 50-54     | satisfactory             |
|  | F                        | FX, F  | 0  | 0-49      | unsatisfactory           |


### 11. Learning resources

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| Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests) | Электронная библиотека ЮКМА - <a href="https://e-lib.skma.edu.kz/genres">https://e-lib.skma.edu.kz/genres</a><br>• Республиканская межвузовская электронная библиотека (РМЭБ) – <a href="http://rmebrk.kz/">http://rmebrk.kz/</a><br>• Цифровая библиотека «Aknurpress» - <a href="https://www.aknurpress.kz/">https://www.aknurpress.kz/</a><br>• Электронная библиотека «Эпиграф» - <a href="http://www.elib.kz/">http://www.elib.kz/</a><br>• Эпиграф - портал мультимедийных учебников <a href="https://mbook.kz/ru/index/">https://mbook.kz/ru/index/</a><br>• ЭБС IPR SMART <a href="https://www.iprbookshop.ru/auth">https://www.iprbookshop.ru/auth</a><br>• информационно-правовая система «Зан» - <a href="https://zan.kz/ru">https://zan.kz/ru</a><br>• Medline Ultimate EBSCO<br>• eBook Medical Collection EBSCO<br>• Scopus - <a href="https://www.scopus.com/">https://www.scopus.com/</a> |
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| Electronic textbooks  | Англо-русский медицинский словарь [Электронный ресурс] : словарь / под ред. И. Ю. Марковиной, Э. Г. Улумбекова. - Электрон. текстовые дан. ( 30,3 Мб). - М. : ГЭОТАР - Медиа, 2013. - 496 с. эл. опт. диск (CD-ROM)   |
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| Foreign languages department  | 36-11( )        |
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## 12. Course policy

Minimum attendance of 50 % is required to pass the course. Absences exceeding may affect eligibility for certification.

Timely submission of assignments is required. Extensions are only granted with prior approval and valid reasons. Late work may result in a grade reduction.

Assessment based on participation, written assignments, presentations, and a final exam. Final grades reflect overall performance throughout the course.

Active engagement in class discussions, group activities, and debates is expected. C1 learners should demonstrate a high level of fluency and critical thinking.

Materials (articles, case studies, professional documents) will be provided. Learners are encouraged to bring additional resources relevant to their industry or profession.

Regular feedback will be provided. Instructors are available for one-on-one consultations during office hours to address specific learning needs.

A learner who has scored a low score (less than 50 points) when passing midterm exam has two attempts for retaking and when the next attempt is taken away 10 points from the total score.

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

Academic policy. 11.4 Learner Honor Code


The learner aspires to become a worthy citizen of the Republic of Kazakhstan, a professional in the chosen specialty, to develop in himself the best qualities of a creative personality.

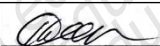

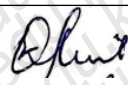
The learner respects the elders, does not allow rudeness towards others and shows sympathy for the socially vulnerable and takes care of them to the extent possible.

The learner's pattern of decency, culture and morality is intolerant of immorality and does not discriminate on the basis of sex, nationality or religion.

The learner leads a healthy lifestyle and completely abandons bad habits. The learner respects the traditions of the university, protects its property, monitors cleanliness and order in the learner dormitory. The learner recognizes the necessary and useful activities aimed at developing creative activity (scientific, educational, sports, artistic, etc.), at improving the corporate culture and image of the university. Outside the walls, the learner always remembers that he is a representative of the higher school and makes every effort not to drop his honor and dignity.

The learner considers it his duty to fight against all types of academic dishonesty, including: writing off and asking others for help when undergoing knowledge control procedures; Submission of any volume of training materials (abstracts, course, control, diploma and other

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|  | <p>works), including Internet resources, as results of own work; using family or service relationships to gain a higher rating; absenteeism, delays and skipping training without good reason.</p> <p>The learner considers all the listed types of academic unscrupulous as incompatible with obtaining a high-quality and competitive education worthy of the future economic, political and managerial elite of Kazakhstan.</p> |   |   |
| 14.  | <b>Approval and revision</b>   |   |   |
| Agreement date with bibliography and information center    | Protocol № <u>7</u>  | Head of the BIC Darbicheva R.I.                                     | Signature   |
| 4.06.2025  |  |   |    |
| Approval date  | Protocol № <u>11</u>   | Head of the department Zhumagulova G.K.                             |   |
| 16.06.2025   |  |   |   |
| Acceptance date 27.06.2025                                 | Protocol № <u>12</u>   | Head of the AC on Magistracy and Doctoral Studies Orynbasarova K.K. |   |
|  |  |   |  |
| Revision date on department                                | Protocol № _____   | Head of the department Zhumagulova G.K.                             |   |
|  |  |   |   |
| Revision date on the AC on Magistracy and Doctoral Studies | Protocol № _____   | Head of the AC on Magistracy and Doctoral Studies Orynbasarova K.K. |   |