Approved by
Chairman of the Board - Rector
of NPJSC "Zhetysu University
named after I. Zhansugurov",
Doctor of Geographical Sciences,
Professor

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«___» _____ 2021

REGULATIONS
on educational and methodical work
IRD-ZU-09-04

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CONTENT

1 SCOPE

1.1 Regulations on educational and methodological work (hereinafter referred to as the Regulations) of Zhetysu University named after I. Zhansugurov (hereinafter referred to as the University) were developed in accordance with the Rules for the organization and implementation of educational and methodological and scientific and methodological work dated November 29, 2007.

1.2 These Regulations determine the procedure for organizing and implementing educational and methodological and scientific and methodological work at the University.

1.3 These Regulations are mandatory for execution by structural units, higher schools of the University participating in the educational process.

1.4 The management of the University's EMW is carried out by the Academic Council (hereinafter referred to as the Council), the coordination of EMW in higher schools is carried out by Academic Committees (hereinafter referred to as AC) and methodological groups of educational programs (hereinafter referred to as MGEP), as well as other members of the EMW, teaching staff of the University, which directly conducts educational and methodological work in higher schools.

1.5 EMW is the activity of an educational organization to provide the educational process with psychological, pedagogical, didactic, methodological and educational and material objects in order to achieve its educational, educational and developmental goals.

1.6 These Regulations establishe requirements for the formation, updating and storage of educational and methodological complexes of educational programs and educational and methodological complexes of disciplines and are mandatory for all educational programs of the university.

1.7 These Regulations are used by the educational and methodological department of higher and postgraduate education to evaluate the activities of the educational programs of the university.

2 REGULATORY REFERENCES

In these Regulations references to the following regulatory documents are used:

Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III	On education
Order of the Minister of Education and science of the Republic of Kazakhstan dated October 30, 2018 No. 595	On approval of the Model Rules for the Activities of Educational Organizations of the Relevant Types
Order of the Minister of Education and science of the Republic of Kazakhstan dated April 20, 2011 No. 152	On approval of the Rules for organizing the educational process on credit technology of education
Order of the Minister of Education and science of the Republic of Kazakhstan dated December 21, 2007 No. 644	On the approval of the Model Rules for the Activities of the Methodological (Educational and Methodological, Scientific and Methodological) Council and the procedure for its election
Order of the Minister of Education and science of the Republic of Kazakhstan dated October 31, 2018 No. 604	On approval of state compulsory education standards for all levels of education
Order of the Ministry of Education and Science of the Republic of Kazakhstan dated November 29, 2007 No. 583	Rules for the organization and implementation of educational and methodological and scientific and methodological work.

Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 20, 2015 No. 137	On approval of the Rules for organizing the educational process on distance learning technologies
IRD-ZU-38-01	Regulations on the development of educational programs
IRD-ZU-15-06	Regulations on planning the activities of the university
IRD-ZU-09-05	Regulations on the implementation of the thesis (project)
IRD-ZU-10-01	Academic policy of NPJSC "Zhetysu University named after Ilyas Zhansugurov"
IRD-ZU-10-01	Academic policy of NPJSC "Zhetysu University named after Ilyas Zhansugurov"
IRD-ZU-06-07	Regulations on office work and archive management
IRD-ZU-15-02	Documented procedure. Documented information management
IRD-ZU-09-08	Rules for organizing and conducting professional practice
IRD-ZU-09-09	Rules for determining organizations as practice bases and organizing the activities of a branch of higher schools

3 TERMS AND DEFINITIONS

In these Regulations terms and definitions are used in accordance with the Rules for the organization and implementation of educational and methodological and scientific and methodological work dated November 29, 2007 No. 583:

Educational and methodical work	this is the activity of an educational organization to provide the educational process with psychological, pedagogical, didactic, methodological and educational and material objects in order to achieve its educational, educational and developmental goals
Scientific and methodological work	a multi-level, multifunctional system of joint activities of managers, teachers and structural divisions of educational organizations, which contributes to ensuring the quality of education by improving the professional competence of teachers and solving innovative problems of the educational process
Educational and Methodological Department of Higher and Postgraduate Education	structural units that carry out educational and methodological work in educational organizations
Working curriculum (syllabus)	educational and methodological program of the discipline, including a description of the subject being studied, goals and objectives, a summary, a list of topics and types of classes, tasks for independent work, teacher requirements, assessment policy and a list of basic and additional literature
Academic Calendar	calendar of training and control events, professional practices during the academic year, indicating the days of rest (holidays and holidays)
Credit training technology	training based on the choice and independent planning by students of the sequence of studying disciplines and (or) modules with the accumulation of academic credits
Hand-outs	visual illustrative materials distributed in the classroom to motivate the student to creatively successfully master the topic (lecture abstracts, links, slides, examples, glossary, assignments for independent work)
Educational achievements of students	knowledge, skills, abilities and competencies of students, acquired by them in the learning process and reflecting the achieved level of personality development

Qualification Examination	a procedure carried out in order to determine the degree of mastering the volume of academic disciplines and (or) modules and other types of educational activities provided for by the educational program in accordance with the state compulsory standard of the corresponding level of education
Point-rating letter system for assessing educational achievements	a system for assessing the level of educational achievements in points corresponding to the letter system accepted in international practice with a digital equivalent, and allowing you to set the rating of students
Independent work of the student under the guidance of a teacher	the work of a student under the guidance of a teacher, carried out according to a separate schedule, which, depending on the category of students, is divided into: independent work of a student under the guidance of a teacher, independent work of a master student under the guidance of a teacher and independent work of a doctoral student under the guidance teacher
Independent work of the student	work on a specific list of topics allotted for independent study, provided with educational and methodological literature and recommendations, which, depending on the category of students, is divided into independent work of a student, independent work of a master student and independent work of a doctoral student
Elective disciplines	academic disciplines included in the university component and the elective component within the established academic credits and introduced by educational organizations, reflecting the individual training of the student, taking into account the specifics of socio-economic development and the needs of a particular region, established scientific schools

4 SYMBOLS AND ABBREVIATIONS

The following abbreviations are used in these Regulations:

EMW	Educational and methodical work
TS	Teaching staff
SOSE	State obligatory standard of education
CTP	Calendar-thematic plan
SIW	Students' Independent work
SIWT	Students' Independent work with teachers
MEMSEP	Map of educational and methodological support of the educational program
MEMPD	Map of educational and methodological provision of the discipline

5 RESPONSIBILITIES AND AUTHORITIES

5.1 These Regulations are approved by the Chairman of the Board - Rector of the University.

5.2 The head of the educational and methodological department of higher and postgraduate education is responsible for managing the procedure.

5.3 Responsibility for the implementation of the requirements specified in these Regulations rests with the head of the educational and methodological department.

5.4 Responsibility for the quality of the implementation of the EMW and control over compliance with the established standards rests with the head of the educational and methodological department of higher and postgraduate education.

5.5 Deans of higher schools, heads of educational programs, chairmen of the Academic Committees and heads of the MGOP are responsible for organizing the activities of the teaching staff for

the implementation of planning and implementation of educational and methodological work in higher schools.

5.6 Heads of educational programs are responsible for the formation, updating and storage of educational and methodological complexes of educational programs and educational and methodological complexes of disciplines.

6 PROCESS DESCRIPTION

6.1 Purpose and main tasks of the EMW

6.1.1 The purpose of the EMW is to improve the methodology of teaching disciplines, direct methodological support of the educational process, the introduction of recommendations developed as a result of the implementation of scientific and methodological work into it, and the improvement of the pedagogical qualifications of the teaching staff.

6.1.2 The main tasks of the EMW are:

1) drafting new and innovative educational programs in priority areas of training of higher and postgraduate education personnel with subsequent inclusion in the register of educational programs;

2) drawing up working curricula (syllabuses) for newly introduced disciplines and reviewing existing programs;

3) making proposals for the development of interdisciplinary and multidisciplinary disciplines;

4) development of methodological materials for the control of students' knowledge;

5) drawing up maps of the provision of disciplines with educational, educational and methodological literature;

6) preparation of documents for planning the educational process: academic calendar, schedule of the educational process, SIW schedule, internship schedule, etc.

7) visits to classes by heads of educational programs, mutual visits to classes of teaching staff, participation in demonstration, open classes;

8) performance of all types of work to prepare the teacher for conducting training sessions;

9) development of educational and program documentation, including textbooks and teaching aids, lecture notes, tests, assignments for laboratory and practical classes, guidelines for graduation theses, methodological developments on the use of new technologies in the educational process and other educational and methodological documents;

10) development of technologies for the formation in the process of training the competencies of graduates, their professionally significant personality traits as specialists;

11) methodological support for all types of practices;

12) design and manufacture of visual teaching aids (layouts, models, demonstration materials, etc.;

13) improvement of existing technologies, methods and forms of the educational process and the introduction of innovative and digital educational technologies into the educational process;

14) methodical work within the framework of advanced training of teachers;

15) study, generalization and integration of positive foreign experience, implementation of educational programs.

16) development, implementation of new and improvement of existing technologies, methods, means and forms of the educational process;

17) development of the creative thinking of the teacher, ensuring advanced training and professional skills of pedagogical workers, improving the scientific and methodological potential of the teaching staff.

6.2 Main directions of EMW

The main directions of EMW are:

1) carrying out activities to generalize and disseminate advanced pedagogical experience and informatization of education;

2) analysis of the impact of the organization of educational and methodological and scientific and methodological work on the current academic performance of students;

3) development of methodological support for independent work of students;

4) development of methodological support for the work on the annual formation of a contingent of students, taking into account the profile, level of training and opportunities;

5) monitoring the provision of the educational process with educational literature and scientific and methodological developments;

6) organization of long-term planning of the educational process, taking into account the demographic, economic and sectoral situation in the regions and in the country as a whole;

7) development and implementation of educational and methodological and scientific and methodological documentation on new learning technologies, including distance learning technologies;

8) development and participation in competitions of scientific projects, scientific and methodological developments and implementation of their results in production, in the educational process;

9) development and implementation of didactic-methodical, teaching and learning aids;

10) examination of textbooks, educational, teaching aids, dissertations, monographs, scientific articles, scientific and methodological developments, projects;

11) introduction into the educational process of modern educational and methodological and scientific and methodological, didactic materials and software for automated learning systems, information support systems, information and library systems;

12) development of textbooks, educational and methodological and scientific and methodological complexes, teaching aids, including on electronic media and didactic materials;

13) development and implementation of educational and methodological and scientific and methodological documentation on new learning technologies;

14) analysis of the quality of teaching, the level of educational achievements of students;

15) organizing and conducting thematic scientific, scientific and methodological seminars, conferences, webinars, meetings to improve educational and methodological and scientific and methodological work;

16) organization, coordination, analysis of the content and form of research, scientific and methodological work of students, undergraduates, doctoral students;

17) organization and holding of thematic scientific, scientific and methodological seminars, conferences, webinars, meetings to improve educational and methodological and scientific and methodological work;

6.3.1 Organization of control of higher schoolsMain characteristics and procedure for conducting open classes

6.3.1.1 An open training session is a form of methodical work of teachers, an effective element of the educational process in the university.

6.3.1.2 Open lesson - a training session (lecture, laboratory, practical), announced in advance and available to everyone.

6.3.1.3 Open classes are held in accordance with the schedule of training sessions in order to exchange experience, assist teachers in organizing classes and methods for conducting them.

6.3.1.4 Without fail, open classes are conducted by teachers before being elected by competition (due to the expiration of the term of work under the contract, in connection with the election to another position).

6.3.1.5 Demonstrative open classes are conducted by experienced teaching staff, the best methodologists of the university in order to demonstrate the exemplary organization and methodology of conducting classes, effective methods for using laboratory equipment, information and communication teaching aids and other elements of the educational and material base in the classroom.

6.3.1.6 The choice of the theme of the demonstration open lesson is given to the teacher who conducts the lesson. Preference should be given to complex topics of the program, which are important for the implementation of interdisciplinary communications, require serious changes in the method of

their presentation due to the low assimilation of the topic based on the results of testing residual knowledge, etc.

6.3.1.7 At the beginning of the academic year, the higher school draws up a schedule of open classes for the semester.

6.3.1.8 Without fail, the head of the EP or his deputy (responsible for educational and methodological work), as well as employees with less than three years of teaching experience, must attend an open lesson.

6.3.1.9 The lesson is considered to have taken place if it was attended by at least three teaching staff of a higher school, including the head of the EP.

6.3.1.10 All invitees must observe pedagogical tact, not interfere in the course of the lesson, not express their attitude to the work of the teacher leading it in the presence of students.

6.3.1.11 Invited in the process of observation should follow: how the teacher, leading the lesson, achieves the goal; with the help of what methodological techniques and teaching aids implements the requirements of the curriculum; what are the results of his activities.

6.3.1.12 Immediately after the lesson, its analysis is carried out, during which the advantages and disadvantages of the lesson are analyzed in detail, the lesson is evaluated from a scientific and methodological point of view, attention is drawn to the achievement of the goals of training, education and development, to the effectiveness of the use of multimedia, visual aids, didactic materials, etc.

6.3.2 Criteria for assessing pedagogical skills

The criteria for assessing pedagogical skills are:

1) compliance of the content of the lesson (the topic and the questions that reveal it) with the work program of the discipline;
2) the presence of a syllabus;
3) a variety of types of educational activities of students;
4) forms of work with students (frontal / group / individual work);
5) the correctness of the selection by the teacher of the material for the lesson, the scientific nature of its presentation;
6) connection of theory with practice (disclosure of the practical significance of knowledge, training in the application of knowledge in practice);
7) use by the teacher of his own developments in the course;
8) intra-subject and inter-subject communications;
9) reference to various sources of information (from the list of basic and additional literature), including periodicals available in the ZhU library;
10) the use of technical teaching aids and information technology during the lesson;
11) use of visual aids, didactic material;
12) the correspondence of the methods to the content of the lesson, the level of preparation of students, the effectiveness of the methods and techniques used;
13) use of innovative teaching methods;
14) activation of students in the classroom, a differentiated approach to working with them;
15) organization of the SIW (the topic of the seminar, indication of literature, etc.);
16) control of students' knowledge;
17) summarizing the lesson;
18) achievement of goals;
19) discipline and attention of the audience during the lesson (concentration and switching of attention, the nature of the questions asked to the teacher, etc.).

6.3.3 Criteria for assessing the quality of an open lecture

1) Lecture content:

- scientific, evidence-based and argumentative;
- Informativeness (correspondence to the modern level of development of science);
- Coverage of the history of the issue, demonstration of various concepts;

- Use of examples, vivid facts from practice.

2) Lecture methodology:

- observance of the external and internal regulations of classes (beginning, end, sections of the lecture).
- clear lecture structure and presentation logic;
- availability and clarification of new terms and concepts;
- evidence and reasoning;
- highlighting the main thoughts and conclusions;
- use of consolidation techniques: repetition, summing up at the end of the question, the entire lecture.

3) Student management:

- accentuated presentation of the lecture material (emphasis on tempo, voice, intonation, repetition of the most important, essential information);
- provision of pauses for recording, note-taking; the task of the lecturer is to give students the opportunity for meaningful note-taking;
- organization of visual perception of the material (writing on the board, demonstration of illustrative material, use of information technology, interactive whiteboard);
- use of methods of maintaining attention (rhetorical questions, jokes, oratory);
- control of assimilation of the content of the material;
- activation of thinking by putting forward problematic issues and resolving contradictions during the lecture;
- maintaining discipline in lectures.

4) Lecturer data:

- culture of speech (compliance with the norms of stress, pronunciation, absence of jargon, etc., style of presentation adequate to the material);
- narration skills: intelligibility, clarity of articulation, loudness;
- expressiveness of speech (emotionality, intonation richness, enthusiasm for the subject);
- oratory (the main indicator is the formation of interest among the audience);
- pedagogical tact (respectful attitude towards the student, absence of insults, recognition of one's possible mistakes);
- the ability to establish contact.

5) The effectiveness of the lecture:

- informational value;
- educational aspect;
- achievement of didactic goals.

6.3.4 Criteria for evaluating a practical (seminar) lesson

The criteria for evaluating a practical (seminar) lesson are:

1) Purposefulness: statement of the problem, the desire to connect theory with practice, using the material in future professional activities.

2) Planning: highlighting the main issues, the presence of new products in the list of references.

3) Organization of the seminar: the use of active and interactive methods and techniques, the ability to provoke and support a discussion, a constructive analysis of all answers and speeches, the fullness of study time with discussion of problems.

4) The style of the seminar: lively, with the formulation of sharp questions, the emerging discussion or sluggish, does not arouse any thoughts or interest.

5) Relations "teacher - students": respectful, moderately demanding, indifferent, etc.

6) Group management: quick contact with students, confident behavior in a group, reasonable and fair interaction with students or, on the contrary, raises the tone, relies on leaders in work, leaving other students passive.

7) Teacher's comments: qualified, generalizing or no comments.

8) Students take notes at seminars: regularly, rarely, do not take.

6.3.5 Criteria for evaluating a laboratory lesson

The criteria for evaluating a laboratory lesson are:

1) The presence of a laboratory workshop (guidelines or other literature on laboratory work).

2) Availability and preparation of machinery, instruments, equipment, utensils, reagents, etc., necessary for laboratory work.

3) Availability of safety instructions for work.

4) Conducting safety briefing (paying attention to safety measures during work).

5) Compliance with the rules of work in the laboratory.

6) The ability to control the correctness of the experiments during the work (method of conducting, compliance with safety regulations, the correct description of the course of the observed process, the correspondence of the equations of physical, chemical, and other reactions to the observed process).

7) Ability to process and present the results of the experiment, use the methods of statistical processing of results, graphical analysis and, if necessary, other methods of processing results (regression or correlation analysis).

8) The ability to sum up the results of the lesson.

9) Formation of skills for designing and presenting results in tabular and text format.

6.3.6 Registration of control results

6.3.6.1 All those who attended the lesson draw up a conclusion (analysis) on the quality of the open lesson, which assesses the level of organization of the lesson, the content and methodology of its conduct. These parameters should be reflected in the final assessment of the quality of the lesson, which is set on a 10-point scale:

1 – unsatisfactory condition. The training session was conducted at a very low level.

2 – is a very low score. Not enough work is being done.

3 – low score. The work is done at a low level. There are a lot of significant shortcomings.

4 – satisfactory rating. Significant shortcomings in the work.

5 – is the average score. The work is being carried out at a relatively acceptable level. There are some shortcomings.

6 – average score. The work is being carried out at a fairly good level. The disadvantages are insignificant.

7 – is a good score. The work is being carried out at a fairly good level. Deficiencies are few, insignificant and easily corrected.

8 – is quite high. Almost completely meets the requirements.

9 – high. Fully complies with the requirements.

10 – is very high. Fully complies with the requirements. It is recommended to use for dissemination of experience.

6.3.6.2 The content of the conclusion about the quality of the lesson depends on the type of open class. If, following the results of an open lesson, comments were made to the teacher, it should be noted whether the shortcomings were eliminated.

6.3.6.3 Based on the results of the demonstration lesson, the conclusion should reflect those features of the lesson that are recommended for:

- introduction into the practice of other teachers,
- participation in competitions,
- conducting master classes, creative workshops, etc. at the university level.

6.3.6.4 In the conclusion, without fail, the teacher who conducted the lesson should reflect proposals, recommendations for disseminating experience, for improving the theoretical and methodological level of conducting classes.

6.3.7 Mutual attendance of classes

6.3.7.1 The schedule of mutual visits to higher school classes is drawn up for one half of the academic year; approved at the beginning of the semester at a meeting of the higher school and signed by

the head of the EP. The head of the EP and teachers are responsible for its implementation. After attending classes, the teacher fills out a class attendance sheet.

6.3.7.2 The class attendance list consists of quantitative and qualitative indicators. Quantitative indicators are evaluated on a 10-point scale, in the column "Notes" a more detailed explanation is given. Qualitative indicators are marked with a “yes” or “no” mark, in the column mark “Availability mark”, then appropriate comments and recommendations are given.

6.4 Requirements for training load planning

6.4.1 The Working Curriculum (WC) is a normative document that the university draws up for the current academic year.

WC is developed for the academic year on the basis of the educational program of undergraduate, graduate and doctoral studies, approved by the rector of the university based on the decision of the Academic Council.

WC is compiled by the head of the EP with a working group for the development of educational programs, followed by coordination with the Educational and Methodological Association (EMA) to prepare for approval.

The WC determines the list of disciplines for the academic year and their labor intensity in credits, the order of study, types of training sessions and forms of control, as well as other types of educational activities (practices (educational, industrial, undergraduate, research work, experimental research, Doctoral Student's Research Work, EWD), final certification (complex exam), writing and defending a thesis (project) (writing and defending a master's thesis (project) and a doctoral dissertation).

The working curricula contain a complete list of disciplines of the compulsory component (CC), the university component (UC) and the elective component (EC), indicating the number of credits for each of them. Credits allocated for the study of an elective component are distributed by educational programs independently.

WC serves as the basis for scheduling training sessions and calculating the labor intensity of the teacher's educational work.

6.4.2 When planning the amount of study work, it is assumed that 1 (one) credit is equal to 30 (thirty) academic hours for all its types. One academic hour for all types of educational work is equal to 50 minutes. The labor intensity of one Kazakh academic credit (30 academic hours) corresponds to 1 credit.

6.4.3 Calculation of hours and distribution of teaching staff for educational programs is carried out in hours. The determination of the staff of the teaching staff of a higher school and the distribution of the teaching load between teachers is carried out on the basis of the calculation of the teaching load in hours.

Training load planning is carried out on the basis of:

- payroll fund;
- the contingent of students;
- results of registration for disciplines;
- volumes of educational, educational-methodical, organizational-methodical and research work of teaching staff;

6.4.4 Based on the specified contingent of students, approved working curricula for educational programs, the results of registration of students for disciplines, the workload of a higher school is calculated in accordance with the established requirements.

6.4.5 In the calculation of the teaching load of a higher school are indicated:

- name of the discipline;
- academic flow of students;
- course of study;
- the number of students;
- number of credits per discipline;
- the number of hours of lectures, practical and laboratory classes;
- number of hours of intermediate control of students' knowledge;

- number of hours (credits) for graduation theses (projects), master's theses (projects), doctoral dissertations;
- supervision of theses (projects), master's theses (projects)
- number of hours (credits) for all types of practice;
- number of hours (credits) of work of the Commission (SEC) and the State Examination Commission (SAC EC);
- total hours.

6.4.6 According to the records of students for disciplines, the calculation of the teaching load of a higher school is signed by the head of the EP, the dean and the head of the UMOV and PVO, the Chairman of the Board - Rector approves. The head of the educational program is responsible for the accuracy of calculations and for compliance with the input data (working curriculum, student population, approved standards).

6.4.7 The office of the Registrar submits the results of registration of students for disciplines, and the head of the study program provides the teaching and methodological department with the total volume of the teaching load (consolidated). The teaching load for the first year is provided after the completion of the admission of applicants.

6.4.8 The schedule of the educational process reflects the terms and duration of the academic periods, intermediate and final certification, midterm control, professional practice, holidays and the summer semester, is approved by the Chairman of the Board - the Rector of the University based on the decision of the Academic Council of the University.

The schedule of the educational process consists of academic periods, periods of intermediate certification, vacations and practices. At the graduation course, the academic year includes a period of final certification.

6.4.9 For the formation of the timetable for higher education, schedules for the passage of academic disciplines are submitted to the EMA. Schedules for the passage of academic disciplines indicating the semester, groups, number of credits and the form of study are submitted to the EMA by the head of the EP for each six months.

In order to ensure an individual educational trajectory and electiveness of teachers with credit technology of education, the schedule of training sessions is drawn up in the context of academic disciplines and teachers. SIWT is carried out according to a separate schedule, which is not included in the general schedule of training sessions

6.4.10 Educational and Methodological Department:

- checks the correctness of the performed calculations;
- is the annual teaching load;
- calculates and submits for approval the annual teaching load and the draft staffing table of the teaching staff.

6.4.11 Chairman of the Board - Rector of the University analyzes and approves the annual teaching load and staffing of the teaching staff.

6.4.12 The head of the EP, on the basis of the approved annual teaching load and the total workload of the higher school, distributes the workload among the teachers of the higher school. At the same time, the head of the EP takes into account:

- the nature of the contingent of students;
- the need to involve a teacher in certain types of work;
- qualifications and individual capabilities of teachers in the most efficient performance of a particular type of work;
- uniform distribution of workload by semesters, the ratio of classroom and extracurricular hours.

6.4.13 Based on the distributed teaching load and the calculation of hours, each teacher draws up his own individual work plan according to the approved form (Form of the individual work plan.

The following information is reflected in the individual work plan:

- educational work (in hours);
- educational and methodical work;
- organizational and methodological work;

- scientific work;
- increase of professional competence;
- Social and creative work;
- Conclusion on the implementation of an individual plan.

6.4.14 Individual work plans of the teaching staff are considered, discussed at a meeting of the higher school, approved by the head of the EP.

6.4.15 The transfer of classes from holidays and the replacement of teachers' classes is recorded in the "Journal of registration of the replacement of classes and additional classes"**.**

6.4.16 Individual work plans of the head of the study program are approved by the dean of the higher school.

6.4.17 Problems that have arisen in the preparation of individual work plans for teaching staff are resolved:

- dean of the higher school;
- if the problem is unsolvable at the level of higher education - by the head of the educational and methodological department of higher and postgraduate education or a member of the Board - Vice-Rector for Academic Affairs.

6.5 Basic provisions for the development of educational and methodological support of educational programs

6.5.1 The implementation of educational programs of higher and postgraduate education is carried out on the basis of the formation of an educational program.

6.5.2 The objectives of the formation of the work program (syllabus) are:

1) educational and methodological support for effective classroom and extracurricular work of students and maintaining continuity in the teaching of academic disciplines.

2) methodological support and advisory support for the educational activities of students in all forms of education;

3) regulatory and methodological support for the activities of the teaching staff in the implementation of a particular discipline;

4) ensuring the integrity of the educational process and an integrative approach to its organization.

6.5.7 The work program (syllabus) includes the following structural elements:

1) a model curriculum for the disciplines of the compulsory component of the OBA cycle;

2) a working curriculum (syllabus) in all disciplines of the educational program;

3) lecture complex: lecture abstracts, including the topic, plan, keywords, illustrative material used in lectures; slides, maps, dummies, tables, etc.;

4) guidelines for practical (seminar), laboratory classes; on the performance of laboratory work, course projects (if provided for by discipline); on the passage of educational practice, a list of reporting documentation (if provided for by discipline).

6.6 The procedure for developing a working curriculum (syllabus)

6.6.1 Taking into account the functional purpose, content and structure, there are currently two types of programs of academic disciplines: a typical curriculum, a working curriculum (syllabus). The principles of drawing up programs of each type are determined by their main goals. A typical curriculum is a direct component of the disciplines of the compulsory component of the OBA cycle and determines their content. A working curriculum (syllabus) is a document developed in all disciplines of the educational program by a teacher who is assigned a discipline, taking into account the priority of certain sections and issues of the program, with the characteristics of a given region, university, area of scientific interests of higher education and authors.

6.6.2 The working curriculum (syllabus) is an integral part of the educational program and is a basic educational and methodological document that defines and regulates the structure and content of the discipline for teaching at the university. The syllabus should reflect the relationship between the objectives of the EP, expected results, learning strategies and assessment methods.

6.6.3 The syllabus is compiled for each discipline of the educational program. For compulsory disciplines of the OBA cycle, it is allowed to develop one syllabus for several educational programs. In this case, the corresponding entry is made on the title page of the syllabus.

6.6.4 When developing syllabuses, it is necessary to proceed from the fact that their content, volume, organizational forms of study should ensure the formation of a body of knowledge, skills and abilities provided for in state education standards among graduates of a higher educational institution..

6,6.5 The structure and content of the syllabus is the same for all forms of education and levels of education.

6.6.6 The syllabus is a structured document and should consist of the following parts:

1) title page;
2) modular reference book;
3) evaluation policy);
4) calendar-thematic plan of the discipline;
5) a plan for independent work of the student;
6) map of educational and methodological provision of the discipline.

6.6.7 On the front of the title page of the syllabus is indicated: the name of the university that approved it; date of approval; the full name of the discipline according to the working curriculum; code (cipher) and the full name of the educational program (specialty) for which it is intended; the total number of academic credits for studying the discipline.

On the reverse side of the title page of the curriculum, information about the authors (last name, first name, patronymic, position, academic degree and title) is indicated; scientific and methodological structures that recommend the curriculum for approval (full name, number and date of the protocol).

6.6.8 A syllabus can be developed by one author or a team of authors from one or more higher schools..

6.6.9 The name of the discipline must correspond to the working curriculum of this educational program.

6.6.10 The module guide defines the goals and objectives of the course; the role and importance of this discipline in the training of specialists, the relationship with other disciplines of the curriculum; the competencies acquired during the study of this elective course and necessary for the subsequent practical activity of a university graduate are briefly described. It is indicated on the knowledge of which disciplines the study of this discipline is based (prerequisites). If it is general scientific, then it can be noted in which special courses the knowledge gained as a result of its study is used (post-requisites).

6.6.11 For a discipline included in the working curriculum of several educational programs, with the same number of hours or academic credits, it is allowed to develop one syllabus. If there is a difference in the number of hours or credits, syllabuses are developed for each educational program separately.

6.6.12 When drawing up the calendar-thematic plan of the discipline, the current state of the relevant sectors of the economy, science, culture, economy with the prospect of their development should be taken into account, to ensure the assimilation and practical application of relevant knowledge for the future activities of a university graduate.

6.6.13 Syllabuses should form the worldview of students and provide a solid foundation of knowledge in the relevant field of science..

6.6.14 The syllabus contains a list of basic and additional recommended literature (educational, methodological, scientific, etc.), computer programs and other scientific and methodological materials based on information about new publications and their availability in the university library. The list of additional literature includes educational or scientific literature for in-depth study of individual sections of this discipline.

6.6.15 The syllabus is developed for 1 year, discussed at a meeting of the higher school and the academic committee of the higher school in the areas of training.

6.6.16 The approved version undergoes an examination for compliance with the general requirements, the educational program, the working curriculum and is endorsed by the head of the study

program, the chairman of the academic committee of the higher school in the areas of training and the dean of the higher school.

6.6.17 After approval by the dean of the higher school in the areas of training, the syllabus is submitted for consideration and approval by the Academic Council of the University.

6.6.18 The syllabus is kept in the high school.

6.6.20 Requirements for the design of all educational and methodological documentation: Typeface KZ Times New Roman for Kazakh texts and Times New Roman for Russian texts, font size - 14, for tabular data font size - 12, Line spacing - 1.

6.7 Organization of SWIT

6.7.1 To ensure high efficiency of SIW, it is mandatory to introduce SIWT – independent work of the student under the guidance of a teacher. SIWT is carried out according to an approved schedule, the number of hours allotted for SWIT is on average 20% of the volume of the discipline and is of a consulting nature (based on the materials of lectures, homework, course projects (works), semester and control works, reports and other types of SIW tasks). SIW involves students working with a textbook and a primary source, performing group tasks, individual analytical activities within the framework of the task. SIWT allows you to detail and expand the issues discussed at lectures, practical classes, etc.

6.7.2 The SIWT is conducted for each discipline throughout the academic period according to a schedule indicating the date, time, audience and tutors.

6.7.3 Classes within SIW can have consultative and interactive forms, the ratio of which is determined by the complexity of the course being studied, the amount of clasSIWom hours allocated for its study, the level of preparedness of students. Classes within the framework of SIWT are also intended for students who have a low current rating, who want to receive additional consultations, who have difficulties in completing the tasks received in the discipline. The tutor, guided by the current rating of students, must coordinate the composition of those attending classes within the framework of SIWT.

6.7.4 SIWT is a joint work of a student and a teacher, since training sessions are conducted in an interactive mode, for example, training, discussion, business and didactic games, presentation, case preparation, development of individual and group projects, mutual learning, pair work, demonstration of lesson fragments, cluster development, annotation of articles in special journals and familiarization with new products etc.

6.7.5 Materials (cases, role-playing games, tests, crosswords, etc.) should be prepared for each SIWT, which allow you to detail any questions, expand them, work out the skills of analyzing certain situations, solve problems, etc.

6.7.6 SIWT performs two functions – advisory and supervisory.

Advisory function: assistance in independent work for students in each of the disciplines;

-assistance to the student in choosing the methods of work necessary for mastering the program material;

- creating an opportunity to re-listen to the explanation of a difficult topic for the student, performing practical tasks to consolidate the educational material;

- promoting in-depth study of educational material;

- assistance in the independent work of the student in the scientific field.

6.7.7 The control function of the SWIT is carried out during the current, milestone and final accounting and evaluation of students' knowledge to increase motivation for learning. During the SWIT, the student receives a task to perform control, semester and term papers, consults with the tutor, the evaluation for the SWIT is included in the overall evaluation of the current control.

6.7.8 A typical single cycle of independent work of students under the guidance of a teacher (SWIT) includes the following four main functions.

The first one involves the implementation of the active perception by students of the teacher's information received during the installation classes in the academic discipline.

The second function assumes that students independently, based on the recommendations of the teacher, study teaching aids, literary sources, do homework, control and term papers, etc. At this stage, students are required to know working methods, fix their difficulties, self-organization and self-discipline.

The third function of students is to analyze and systematize their difficult situations, identify the causes of difficulties in understanding and assimilation of educational material by them, and perform other educational actions. Students translate unsolvable difficulties into a system of questions for the teacher (rank them, arrange them, formalize them), build their own versions of the answers to these questions.

The fourth function of students is to contact the teacher for appropriate explanations, advice, and consultations.

6.7.9 The forms of the SWIT are determined by the teacher depending on the topic (or module). In addition to consulting work, SWIT also involves rating events in the form of colloquiums, discussions, written control papers, etc. An approximate list of forms, methods and techniques used in practical (seminar) classes and SWIT: collective interactive forms of organizing students' activities, working in small groups, working in pairs, presentation, project defense, training, workshop, round table, problem solving, individual consultation, training exercises, discussions, essays, reviewing, annotation, thesis, self-control, mutual control, brainstorming, case study, matrix filling, conference, briefing, glossary compilation, situation modeling, dictation, business game, etc.

6.8 Organization of SIW

6.8.1 Independent work of students (SIW) is a key component of the educational process, which determines the formation of skills, abilities and knowledge, methods of cognitive activity and provides interest in creative work. Independent work is a mandatory component of all types of educational activities. In addition to the practical value of SIW, it should also have a great educational value. It forms independence not only as a set of certain knowledge, skills and abilities, but also as a personal characteristic of a modern specialist.

6.8.2 When performing independent work, the student should develop skills of working with information sources, individual methods for consolidating knowledge, develop the ability to analyze, synthesize and creative thinking, activate intellectual activity and creative approach to solving educational tasks, form the foundations of self-discipline and the need for regular replenishment of knowledge; in this case, the student is able to join the scientific-research and inventive work.

6.8.3 The key structural elements of the SIW are techniques that allow students to be given appropriate training tasks promptly and in a planned manner, stimulating the cognitive activity of students during academic and extracurricular time. This will allow you to independently prepare abstracts and reports, hold discussions and seminars, business games, scientific conferences for students, undergraduates, doctoral students and young professionals, contests and Olympiads, organize research and inventive work of students, and also ensure the current control of students' knowledge.

6.8.4 The organization of independent work of students is carried out by the higher school and the students themselves. To organize and control the independent work of students at the higher school, the necessary documentation is compiled, which includes:

- schedule of consultations and admission of independent work of students by a teacher;
- the workload and criteria for evaluating the independent work of students (in syllabus);

the section in the syllabus "The student's independent work plan" and "Methodological recommendations for the implementation of SIW".

6.8.5 Independent work should be carried out personally by the student, have a logical conclusion, contain a solution and analysis of an actual problem on this topic, contain elements of research work.

6.8.6 The development of the forms and content of SIW is based on an activity-based approach, when the learning goals are focused on the formation of skills to solve not only typical, but also atypical tasks, when the student must show creative activity, initiative, knowledge, skills and skills acquired while studying a particular discipline.

6.8.7 Methodological support of independent work provides for: a list of subjects of independent study, the availability of educational, scientific and reference literature on these topics, the formulation of tasks and goals of independent work, the availability of methodological guidelines for working with this topic. Assignments should correspond to the objectives of the course and the goals of professional formation. In junior courses, the SIW aims to expand and consolidate the knowledge acquired by students in traditional forms of classes. At senior courses, SIW should contribute to the development of the

creative potential of students. Control over the implementation should be strictly individual, despite the fact that the tasks can be complex.

6.8.8 Tasks for SIW contain specific types of work, a list of information sources, topics of course projects and works, reports, as well as an approximate list of issues to be considered. In addition, students should receive oral recommendations from the teacher (tutor) at consultations and with the teacher. The organization of independent work of students in the discipline (course) is planned and organized by the teacher and is described in the corresponding section of the syllabus. For each discipline, the proposed content of the SIW, specific tasks, deadlines for their implementation, reference material, reporting forms and control methods with the workload and evaluation criteria are described in detail.

6.8.9 SIW can be divided into three areas: educational, research and creative. The educational direction includes the student's independent work in preparation for lectures, laboratory, practical and seminar classes, homework and semester assignments, preparation of abstracts, laboratory reports on practical classes, calculation, graphic and drawing works, preparation for debates, credit classes and exams.

6.12.12 The organization of SIW and the requirements imposed on it should be discussed at higher schools, meetings of the academic committee, the academic council of the university. In higher education, a schedule for the admission of SIW by the teacher organizing the SIW should be drawn up.

6.8.13 The productivity of independent work of students largely depends on the control. Checking the completion of the task for the SIW is carried out by teachers during extracurricular time. At the same time, the teacher can monitor the performance of tasks of independent work during the hours allotted for carrying out the SIWP. The maximum 100 points for SIW are distributed depending on the type of task and its weight, include the fulfillment of established requirements and expectations: compliance with deadlines, the number of tasks, the quality of performance. The choice of the form and type of SIW for each discipline is carried out in accordance with the goals and objectives of studying the discipline, the degree of training of the student, the number of hours allotted for independent work. Each SIW, as a rule, consists of several tasks. The syllabus should reflect the content, the "weight" of each task, i.e. how many points a student can get for completing them. The deadlines and the form of delivery of all SIW tasks are indicated in the syllabus. The teacher, in accordance with the terms of admission, accepts the assignment and evaluates it, registers it in the journal, evaluates the quality of performance in points. According to the adopted table "General evaluation of knowledge", the terms of awarding points to the electronic journal are indicated - 4, 7, 11, 14 weeks of the semester on a 100-point scale.

6.9 The system of assessment of knowledge, skills and abilities of students

The specifics of the credit technology of training is that a cumulative system is used, i.e. the level of educational achievements of students in each discipline is determined by the final grade formed from the admission rating (60% of the final grade and the exam score (40%). The admission rating is formed for each discipline as a result of the current (60% or 60 points) and boundary control (40% or 40 points) for the academic period (15 weeks). At the same time, the student's academic achievements are evaluated on a 100-point scale, which includes completing tasks and participating in classes during the week (answering current classes, passing homework, SIW, SIWT, etc.) and the final admission rating is summed up by calculating the arithmetic mean sum of all grades received during the control period.

The syllabus should reflect the criteria for scoring points for each type of control. At the same time, the teacher takes into account the specifics of the discipline, the specifics of the requirements for the competence of the student in this discipline, but along with this, he must take into account some general established requirements:

-evaluation criteria are the requirements that are imposed on the student in the discipline in order to determine the degree of achievement of learning outcomes (which are reflected in the modular handbook);

-learning criteria should be built in the context of types of knowledge control:current control (lecture, tactics); SIW; boundary control; final control;

the evaluation criteria are built in accordance with Bloom's taxonomy and are determined by the teaching methodology (according to the discipline): knowledge; understanding; application; analysis;

synthesis; evaluation;

-in language disciplines, the evaluation criteria are based on the evaluation of the following learning outcomes: listening; speaking; reading; writing;

A simplified version of the assessment criteria can be set in general for higher education (if the areas of training coincide).

So, the "Current control" parameter assumes attendance control, control of the implementation of practical, laboratory and homework assignments. It is necessary to take into account the activity of the student at the lecture. Points are given: for visiting, taking notes, participating in the discussion of problems and tasks raised by the lecturer, asking questions to the lecturer, independence in judgments, critical thinking, creativity. The maximum 100 points includes the assessment of students' participation in lectures, practical (seminar) classes and SIWT.

Points are given: for solving problems, completing homework and test tasks, answering teacher's questions, practical work at the blackboard, direct and active participation of the student during the entire lesson, independent creative work, etc. Each teacher individually determines the types of work, tasks for his discipline and develops a rating cumulative system for assessing knowledge for each boundary control, taking into account the specifics and program content of the discipline, determines the form of boundary control, it can be a colloquium, project defense, presentation, essay, written control work, etc. The syllabus should specify the forms of each boundary control and clear criteria for their evaluation by components.

The maximum 100 points for SIW are distributed depending on the type of task and its weight, include the fulfillment of established requirements and expectations: compliance with deadlines, the number of tasks, the quality of performance. The choice of the form and type of SIW for each discipline is carried out in accordance with the goals and objectives of studying the discipline, the degree of training of the student, the number of hours allotted for independent work. Each SIW, as a rule, consists of several tasks. The syllabus should reflect the content, "weight" of each task, i.e. how many points a student can get for completing them.

Working off of missed classes and liquidation of arrears on the main control measures (missed for good reasons) are carried out on the 7th and 14th weeks on the eve of the boundary control. Classes missed for disrespectful reasons and worked out later do not participate in the rating and do not add points.

During the semester, teachers monitor the progress and attendance of students. The total ratings of academic performance and attendance at the end of each week are put down by teachers through the local network of the university in an electronic journal.

6.10 Planning and control of EMW

The process of organizing the activities of the Academic Council, Academic Committee, IGC involves the following sequence:

- revision of the composition, approval of the composition;

-analysis of EMW tasks, preparation and approval of plans of the Academic Council, Academic Committee, IGC;

-bringing plans to the relevant departments, specific performers;

-implementation of plans, preparation of reports and adjustment of actions;

summing up the results, making reports on the implementation of plans, setting tasks for the next academic year.

The general monitoring of the progress of the University's EMW is carried out by a member of the Board-the Vice-Rector for Academic Affairs, the coordination of EMW in higher schools is carried out by deans and chairmen of the Academic Committee, heads of the EP and heads of the IGC.

The current control of the implementation of the EMW and the provision of the necessary methodological support is carried out by the head of the educational and methodological department of higher and postgraduate education and periodically created by working bodies: expert and working groups, methodological commissions from among expert teachers.