

## CATALOGUE OF ELECTIVE DISCIPLINES

### «6B02303 - Foreign philology: Uyghur language and literature, history»

| Cycle of disciplines | Name of disciplines and their main sections  | (ECTS)   |
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| <b>GED 1</b>         | <b>CYCLE GENERAL EDUCATION DISCIPLINES (GED)</b>   | <b>5</b> |
| <b>1.</b>            | <b>Basis of the economy and business</b>   | <b>5</b> |
|                      | The aim of the discipline is to develop student ' s knowledge of the most important economic categories and laws, the main provisions of the economy and business in organic connection with the analysis of new phenomena in the development of modern society, the achievement of which is provided by the study of the following main sections: Social production; Essence, forms, capital structure; Production costs; production Revenues in the market economy; the Concept of business; Types of business.    |          |
| <b>2.</b>            | <b>Bases of law and anti-corruption culture</b>  | <b>5</b> |
|                      | Basic provisions of the Constitution, current legislation of the RK; the system of state management bodies, the terms of reference, objectives, methods of state regulation of the economy, the role of the public sector in the economy; financial law and Finance, the mechanism of interaction of substantive and procedural law; the essence of corruption, the causes of its origin; the extent of moral and legal responsibility for corruption offences; the legislation in the field of combating corruption |          |
| <b>3.</b>            | <b>Health and safety of the person</b>   | <b>5</b> |
|                      | The purpose of studying life safety is the formation and promotion of knowledge aimed at reducing mortality and loss of human health from external factors and causes. Creation of human protection in the technosphere from external negative influences of anthropogenic, technogenic and natural origin. The object of protection is a person.  |          |
| <b>4.</b>            | <b>Ecology and sustainable development</b>   | <b>5</b> |
|                      | Studying the discipline contributes to the formation of logical thinking among students, gives an idea of the general patterns of interaction of living organisms with the environment, the problems associated with anthropogenic impact on the environment, the consideration of specific tasks and priorities of environmental activities, awareness of the unity of man and nature.  |          |
| <b>CD 2</b>          | <b>CYCLE OF CORE DISCIPLINES(CD)</b>   |          |
| <b>1.</b>            | <b>Management in education and electronic documentation</b>  | <b>5</b> |
|                      | Scientific and methodological foundations of pedagogical management. Intra-school management. Patterns and principles of school management.Functions and methods of pedagogical management.Information technology in management. Leadership styles Ethics and management culture.Marketing. Competitive ability to organize education.Electronic journal of keeping records,completed documents and reports,monitoring visits to teachers and students,etc.  |          |
| <b>2.</b>            | <b>Inclusive education</b>   | <b>5</b> |
|                      | The role of inclusive education in social and educational policy. Legal support, models, forms, types of inclusive education. pedagogy and psychology of inclusive education. Psychological and pedagogical support of   |          |

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|           | subjects of inclusive education. Design of individual educational programs and routes for people with PLO in an inclusive education.   |          |
| <b>3.</b> | <b>Pedagogical measurements</b>  | <b>5</b> |
|           | Modern means of evaluation of learning outcomes. The problem of valuation activity. The model of technology based assessment. Principles of evaluation. Stages and tools of evaluation. Criteria table – the subject heading. Formative assessment and summative (internal and external) assessment. Moderation of summative assessment results.   |          |
| <b>4.</b> | <b>Morphology of modern Uyghur language</b>  | <b>4</b> |
|           | The course is aimed at mastering the system of theoretical knowledge on the morphology of the modern Uyghur literary language, acquisition of stable skills and grammatical analysis of words and forms, development of skills of grammatical analysis of adverbs, words, States, verbs, participles and adverbs, service parts of speech, modal words, interjections.   |          |
| <b>5.</b> | <b>Lexicon of modern Uighur language</b>   | <b>4</b> |
|           | The purpose of teaching "Vocabulary of the modern Uyghur language" is to familiarize students with the basic laws of development and functioning of the vocabulary of the Uyghur language at the synchronous level, as well as taking into account some features of its diachronic formation; the main categories of lexicology and phraseology of the modern Uyghur language, the organization and forms of their existence and change.                                       |          |
| <b>6.</b> | <b>Syntax of modern Uyghur language</b>  | <b>4</b> |
|           | The purpose of teaching the discipline-mastering the basic syntactic concepts and relevant terminology; the study and assimilation of syntactic units in different syntactic aspects, their system relations, their typology; the ability to navigate in different syntactic concepts, to see their relationship, strengths and weaknesses; development of skills of analysis of syntactic units in different aspects.   |          |
| <b>7.</b> | <b>History of the language</b>   | <b>4</b> |
|           | Ancient historical information about the Turkic tribes. Characteristics of the comparative-historical method. The characteristic features of the Turkic languages. Vocabulary of the studied language and its development. The evolution of the phonetic system of the studied foreign language. The evolution of the grammatical structure of the studied foreign language. Word-formation. Etymological characteristics of vocabulary.                                       |          |
| <b>8.</b> | <b>Comparative grammar of the Uigur and Kazakh languages</b>   | <b>4</b> |
|           | A systematic comparative description of the grammar of Uyghur and Kazak languages; identifying similarities and differences at all levels matching language systems; identify similarities and differences at all levels of the structure and functioning of compared languages; study of the use of meaningful linguistic units as the basis of translation theory; identify similarities and differences of compared languages in the implementation of machine translation. |          |
| <b>9.</b> | <b>Phonetics of modern Uighur language</b>   | <b>3</b> |
|           | The purpose of the course "Phonetics of the modern Uyghur language" - provides information about the sound system and reveals the laws of the  |          |

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|             | organization of the phonetic and phonological system of the Uyghur language and related subsystems; the features of their functioning; theoretical knowledge of the modern Uyghur literary language based on the study of system relations at the phonetic level and related subsystems.  |          |
| <b>10.</b>  | <b>Theory of literature</b>   | <b>4</b> |
|             | Literary type and literary genre. Genre classification of works of art. Genre forms of epic. Lyre-epic genres. Dramatic genres. Genre forms lyric poetry: ode, Elegy, epigram, ghazal, rubai. The literary language and the language of fiction. The structure of the artwork. The concept of composition and plot. Theme and idea of the artwork. Artistic and visual means. Regularities of the literary process, etc.                          |          |
| <b>11.</b>  | <b>The history of Uigur literature to 19 in</b>   | <b>5</b> |
|             | Uyghur literature of the XI-XIV centuries, XV-XVII centuries, XVIII-XIX centuries. Uyghur literature in the first half of the XIX century. "Geriplar hekayati" - a literary monument of the XIX century. Traditions and innovative research in the literature of the XIX century. the Creative path of the outstanding masters of the word A. Nizari, N. Ziyai and T. Gheribiy.   |          |
| <b>12.</b>  | <b>Uyghur literature of 20 th century</b>   | <b>5</b> |
|             | Purpose: to study the biographies and creative ways of writers, poets problems of genre-generic evolution and the main issues of poetics methods and style, etc. Formation of Uighur literature of the new period in Kazakhstan. Creativity of poets of the World. Zakeri, A. Mumi, T. SN etc. Drama. Literature of the great Patriotic war. The theme of SUAR in Uyghur literature. Post-war period of Uighur literature.                        |          |
| <b>MD 3</b> | <b>CYCLE OF MAJOR DISCIPLINES (MD)</b>  |          |
| <b>1.</b>   | <b>Word formation of modern Uyghur language</b>   | <b>5</b> |
|             | Purpose: to study the main ways of word formation in the Uighur language. Methods of word formation in the Uyghur language. Affixes. Derivational, inflectional and formative affixes. Affixes of subjective evaluation. Morphological method and its features. Lexico-semantic method and its features. Conversion method and its types and features.  |          |
| <b>2.</b>   | <b>Uyghur literature in independent Kazakhstan</b>  | <b>5</b> |
|             | The purpose of the course: familiarization with the periodization of "Modern Uyghur literature" and Uyghur literature of the XXI century. The main problems of modern literature. Familiarization with the works of writers and poets of our time. Modern Uighur literature. Dramaturgy. The works of A. Ashiri. Poetry and prose: the works of poets and writers: S. Mamatkulova, J. Rozakhunova, A. Dolatova, Kh. Ilakhunova, P. Sabitova, etc. |          |
| <b>3.</b>   | <b>Ancient history</b>  | <b>5</b> |
|             | Sources and historiography. Crete and Achaean Greece. Greece in the XI-IX centuries BC Homeric period. archaic Greece. classical Greece. Hellenistic period. Early Rome and Italy. Creation of the Roman Mediterranean power. The fall of the Western Roman Empire. great Nations migration. Types of sources of the ancient world. Historiography. Culture.  |          |

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| <b>4.</b> | <b>History of the countries in the Middle Ages (West)</b>   | <b>5</b> |
|           | The Course history of the middle ages (West) reveals the history of the peoples and States of modern Europe, which began in an era conventionally defined in historical literature as the "middle ages". The term Europe, indeed, embodies a certain territorial integrity of peoples and States, the history of which reveals a common economic, socio-political and spiritual development. The middle ages are divided into three main periods.   |          |
| <b>5.</b> | <b>Modern and Contemporary History of Europe and America</b>  | <b>5</b> |
|           | The process of studying the discipline is aimed at the formation and development of General cultural competence: to possess the culture of thinking, the ability to generalize, analyze, perceive information, setting goals and choosing ways to achieve it; ready for tolerant perception of social and cultural differences, respectful and careful attitude to the historical heritage; able to understand the driving forces and laws of the historical process.   |          |
| <b>6.</b> | <b>The contemporary history of Asia of Africa</b>   | <b>5</b> |
|           | Aware of new and novada history of Asian and African students in the light of the latest achievements of historical science consider distinguishing common and specific features, the approach in understanding and interpreting processes of historical development characteristic of these countries at this stage of the world historical process history Asia Africa examines the political, economic, social and cultural development of the countries of Asia and Africa in the twentieth and early twenty-first centuries. |          |
| <b>7.</b> | <b>History teaching methods</b>   | <b>5</b> |
|           | The course of history in a concentrated form reflects the industrial socio-political and moral experience of mankind. Development of their practical skills necessary to ensure the effectiveness of teaching history to form a high level of students ' historical consciousness. To reveal the nature and content of innovative methods of teaching history. Theoretical and methodological foundations of school history courses.  |          |