**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

Faculty of philosophy and political sciences

Chair of pedagogy and educational management

**Approve**

**Dean faculty \_\_\_\_\_\_\_\_\_ А.R.Massalimova**

**«\_\_\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_2019y.**

**Program of final examination of discipline**

**“Higher School Pedagogy”**

**for master degree program, 1st year,2 credits, Autumn semester**

Almaty 2019y

The list of examinational themes for preparation to final examination:

**Module 1.**

Pedagogical science and its place in the system of human sciences. The modern paradigm of higher education. The system of higher professional education in Kazakhstan. **“**Contribution of scientists in the development of the pedagogy of higher education in Kazakhstan». Methodology of pedagogical science. Professional and communicative competence of the teacher of higher education. Academic freedoms and their role in the development of universities. Development of academic freedoms in Kazakhstan.”

**Module 2.**

Theory of education in higher educational establishment. Content of higher education. Classification of scientific research methods and their characteristics. Organization of the learning process on the basis of the credit system of education in higher school. Traditional and innovative methods and forms of organization of training. "Development of active teaching methods: presentation of one's method". Organization of independent work of students in the conditions of credit technology. Technology of compilation of teaching materials. Organization of independent work of students in the conditions of credit technology. Technology of compilation of teaching materials

**Module 3.** New educational technologies in higher school. Theory of scientific activity of higher school. Research work of students. RWS. Higher school as a social institution of education and formation of the personality of a specialist. Curator in the system of higher education. Theory of education of higher school. Management of higher school

***As a result of mastering the discipline, student is able to:***

•Present scientific information in appropriate language for various audiences, including scholarly and general, in print and online.

•Understand of the needs of various audiences/reader ships and how these needs affect the style, vocabulary, and content of writing.

•Understand the origins of scientific writing styles

•Write concisely, concretely, and accurately to present complex scientific ideas clearly.

•Expand information literacy (researching primary and secondary sources) for finding, evaluating, integrating and synthesizing ethically the necessary information and visuals for the completion of a project.

•Work with scientists.

•Effectively and ethically incorporate appropriate scientific exhibits (visuals, graphs, charts, etc) for designing presentations and posters, and for supplementing text.

•Workshop and revise text, respond effectively to peers’ work in progress and participate in collaborative learning activities.

Competence in the mechanics of writing is essential, including use of appropriate

documentation styles.

## Grading Criteria:

## 

|  |  |
| --- | --- |
| **Grade** | **Criteria** |
| **Excellent** | 1. the correct and complete answers to all theoretical questions are given; 2. The practical task is completely solved; 3. The material is set forth correctly in a logical sequence; 4. Creativity is demonstrated. |
| **Good** | 1. The correct but incomplete answers to all theoretical questions are given, insignificant errors or inaccuracies are existed; 2. The practical task has been completed, but a minor mistake has been made; 3. The material is set forth correctly in a logical sequence. |
| **Satisfactory** | 1. The answers to theoretical questions are correct, but incomplete, inaccuracies in the wording and logical errors are existed; 2. The practical task is not fully completed; 3. The material is presented correctly, but the logical sequence is broken. |
| **Unsatisfactory** | 1. Answers to theoretical questions contain gross errors; 2.The practical task is not completed; 3. In the statement of the answer, grammatical and terminological errors were made, the logical sequence was violated. |

**Assessment of exam papers is carried out on a 100-point scale,  
taking into account the degree of completeness of the student’s response:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale, points** | Grade  1st question | Grade  2nd question | Grade  3rd question |
| 90-100 excellent | 26-30 | 32-35 | 32-35 |
| 75-89 good | 23-27 | 26-31 | 26-31 |
| 50-74 satisfactory | 14-22 | 18-26 | 18-26 |
| 0-49 unsatisfactory | 0-15 | 0-17 | 0-17 |

**Recommended literature:**

1. S. U. Naushabayeva. Pedagogy of Higher Education. Educational manual.-Almaty “Qazaq university” 2016

2. Мынбаева А.К. Основы педагогики высшей школы: Учебное пособие. – Алматы, 2013. – 190 с.

3. Мынбаева А.К., Садвакасова З.М. Инновационные методы обучения, или Как интересно преподавать. – Алматы, 2012. – 344 с.

4.Кусаинов А. Качество образования в мире и в Казахстане. – АНОО «Издательский Центр ИЭТ», Москва, 2014.- 208 с.

5. Inez De Florio.Effective Teaching and Successful Learning: Bridging the Gap Between Research and Practice.- Cambridge University Press:2016