**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "\_\_\_\_\_"**

IYaMD 3225Иностранный язык в международной деятельности

The total volume of the syllabus is not more than 5-6 pages, not counting the IWS assessment rubricators.

Font Times New Roman, size 10.

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)**  *Enter IWS, IWM, IWD*  *depending on the level of education* | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)**  *Submit IWST, IWMT, IWDT depending on the level*  *of education* |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| IYaMD 3225 | The number of IWS is 2-5. | | 0 | 3 | 0 | 9 | The number of  IWST is 6-7.  This is a teacher's guide.  for the preparation of the IWS. |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| ***Offline*** |  |  | | Résolution de problèmes pratiques, exécution de tâches situationnelles, (jeux de rôle, jeux d'affaires) | | Moodle | |
| **Lecturer - (s)** | Bakitov Aitkali Taizhanovitsh | | | | |
| **e-mail :** | bakitov77aitkali@mail.ru | | | | |
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| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION**  Objectif de la discipline: développement des compétences de la perception à l’orale et de la compétence d’expression orale, élargissement des connaissances linguistiques des étudiants, perfectionnement de la compétence de production orale dans le cadre des thèmes grammaticaux prévus dans le programme.  A la sortie de l’apprentissage de la discipline l’étudiant sera capable de:  1. Lancer un appel ir candidature; definir les diplômes et l'experience requis;d6flnir les qualit6s du candidat; examiner une candidature ; poser des questions sur un appel de candidature, parler de son expririence professionnelle; rédiger un CV et une lettre de motivation  2. organiser des réunions, le déroulement d'une réunion, présenter Ie contenu d'une réunion, Présenter de façon neutre des evenements passes ou futurs, lancer une table ronde, accumuler, énumérer pour insister et convaincre ; exprimer des réactions  3. Demander de donner ou d'expliquer son point de vue ; lntroduire, exprimer, caractériser un point de vue (synthèse) ; articuler un raisonnement ; Réfuter des arguments, un point de vue, une analyse, prendre la parole, garder la parole, passer d'un point d un autre (orienter le débat)  4. effectuer la traduction de textes professionnels d'affaires à partir d'une langue étrangère dans la langue d'état et de la langue d'état en langue étrangère;  5. mener la correspondance d'affaires en français avec en tenant compte des particularités stylistiques des lettres officielles et non officielles et  différences socioculturelles dans le format de la correspondance; | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \***  Describe what is the result of studying the course  the student will be able to: | | | | | **Indicators of LO achievement (ID)**  Demonstrated ability to use knowledge, skills, abilities  in learning and practice,  which students will be able to demonstrate in LO (at least 2 per LO) | |
| acquisition et  développement des compétences de communication linguistiques et socioculturelles nécessaires à la poursuite de l'efficacité de la  communication dans les différents domaines de l'activité professionnelle | 1. Avoir la capacité de communiquer verbalement et par écrit en russe et dans les langues étrangères pour résoudre les problèmes de l'interaction interpersonnelle et interculturelle | | | | | * 1. maîtriser langue étrangère en volume,   nécessaire pour obtenir une formation professionnelle informations provenant de sources étrangères et communication élémentaire en général et niveau professionnel; général, d'affaires et vocabulaire professionnel d'une langue étrangère dans la mesure nécessaire pour communiquer, lire et traductions (avec dictionnaire) de textes étrangers orientation professionnelle; - principaux structures grammaticales de la littérature et langue parlée | |
| 1.2 Être capable d'utiliser une langue étrangère dans communication interpersonnelle et professionnelle activités; exprimer librement et adéquatement vos pensées lors de la conversation et de comprendre la parole interlocuteur en langue étrangère; | |
| 2. posséder la capacité, en utilisant des sources d'information du pays et étrangères, recueillir les données nécessaires pour les analyser et préparer un examen d'information et / ou rapport analytique | | | | | 2.1 Être en mesure de trouver indépendamment des informations sur  pays d'apprentissage de la langue à partir de divers sources (périodiques, Internet, référence, enseignement, art  littérature); d’analyser les informations  sources (sites, forums, périodiques  éditions); | |
| 2.2 Maîtriser les techniques d'annotation et  références; des technologies de l & apos; information et programmes permettant  représenter l'étranger recueilli informations sous forme visuelle ou schématique | |
| 3. posséder la capacité à utiliser des technologies modernes pour résoudre des problèmes de communication | | | | | 3.1 Connaître les technologies de l'information de base utilisées pour résoudre les problèmes analytiques et tâches de recherche dans une langue étrangère; | |
| 3.2 Être capable d'exercer le bon choix  technologies de l'information pour la solution de l'analyse et de la recherche sur langue étrangère; - appliquer des techniques outils pour résoudre les problèmes analytiques et tâches de recherche dans une langue étrangère; | |
| 4. Justification des déclarations; formation de comportements verbaux et non verbaux en fonction des caractéristiques linguistiques, culturelles et socioculturelles de la langue française; utilisation de différents types de discours. | | | | | 4.1 savoir réagir adéquatement à la parole de l'interlocuteur, la communication vise à répéter, reformuler et corriger les erreurs. | |
| 4.2 être capable de se représenter en français, de poser des questions, de mener des discussions simples; capable d'utiliser les systèmes lexicaux et grammaticaux de la langue pour exprimer la pensée. | |
| 5. Mise en œuvre d'une communication professionnelle écrite et orale en français dans le cadre de thèmes passés. | | | | | 5.1 savoir transmettre à l'interlocuteur étranger des informations personnelles simples (par contact personnel et par téléphone). | |
| 5.2 être capable d'écrire des lettres d'affaires , de remplir des formulaires, d'inscrire son nom, sa nationalité, son adresse sur la feuille d'enregistrement de l'hôtel. | |
| **Prerequisites** |  | | | | | | |
| **Postrequisites** |  | | | | | | |
| **Learning Resources** | **Literature:** main, additional.  1. Laurence Riehl, Michel Soignet, Objectif diplomatie, Le Français des relations européennes et internationales, niveau В1et B2 Hachette, 2014  2. И.Н.Попова, Ж.А.Казакова, Г.М.Ковальчук Французский язык – Manuel de français, Учебник для 1 курса ВУЗов и факультетов иностранных языков, Москва: ООО «Издательство «Нестор Академик», 2014, - 576 с.  3. Л.В. Тогунова, LE FRANÇAIS DE LA COMMUNICATION PROFESSIONNELLE, Учебное пособие для развития навыков устной профессиональной речи на французском языке, Владимир 2014  4. Bakitov A, Jumanova R, Guide de conversation kazakh - français, français-kazakh), - Editions universitaires européennes, 2016, стр. 332.  5. M. P. Rosillo, P. Maccotta, M. Demaret ; Quartier d’affaires, Français professionnel et des affaires. Cle International, 2014, p.112  **Internet resources** (at least 3-5)  1 . <https://enseigner.tv5monde.com/>  2. <https://www.lefrancaisdesaffaires.fr/professeurs/ressources/numerifos/>  3. <https://francaisfacile.rfi.fr/fr/exercices/>  4. <http://www.ladocumentationfrancaise.fr/>  5. <https://www.francaisfacile.com/> | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mail enter *teacher's contacts* or via video link in MS Teams *enter a permanent link to the meeting.*  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  The teacher enters his score into points in accordance with the calendar (schedule).  The exam does not change  and the final score in the course. |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1 Voyage d’affaires** | | | |
| **1** | **PC 1.** Vous êtes bien logé? | **3** | **12** |
| **PC 1.** Logement. Description d’un logement |  |
| **Chercher des appartements à louer. Les petites-annonces** |  |
| **2** | **L 2. Hébergement dans un hôtel** |  |  |
| **PC 2.** Réservation d’une chambre d’hôtel…Travail avec le fichier ‘’Gérer un réservation’’. Le lien du site : <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2019/05/HR_Fiche2_ETUDIANT_A2_Gerer_une_reservation.pdf>  Matéril audio à écouter sur le site : <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2019/01/Gérer-réservation_Hôtel-Champerret.mp3> |  | 12 |
| **IWS P 1.** Consultations on the implementation of **IWST 1**  Travail avec le fichier avec le matériel «Conseiller un hébergement».  <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/Fiche_tourisme_001_etudiant.pdf>  <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2019/01/Conseiller-un-client_logement.mp3> |  | **25** |
| **3** | **PC 3.** Vous partez en mission ? |  | **12** |
| **PC 3.** Le 60 anniversaire des Nations Unies |  |  |
| **LC 3.** Les organisations internationales: ONU, OTAN |  |  |
| **IWST 1.** : Visionner sur Internet le vidéo «Herman Van Rompuy, président du Conseil européen», l’adresse du vidéo: <http://enseigner.tv5monde.com/fle/herman-van-rompuy-president-du-conseil-europeen-2009-2014>  Après le visionnement du vidéo faire les activités sur la Fiche apprenant : <http://enseigner.tv5monde.com/sites/enseigner.tv5monde.com/files/asset/document/bareurope-vanrompuy-b1-app.pdf> |  | 25 |
| **4** | **PC 4.** Vivre et travailler à l’étranger |  | **12** |
| **PC 4.** À la banque |  |  |
| **LC 4.** Des virements bancaires |  |  |
| **5** | **L 5. Sorties touristiques** |  | **12** |
| **PC 5.** Visite des sites touristiques du Kazakhstan |  |  |
| **LC 5.** Sites touristiques de la France. |  |  |
| **MODULE 2 Poste à pourvoir** | | | |
| **6** | **PC 6.** Appel à candidature. Lancer un appel ir candidature; definir les diplôme et l'experience requis;définir les qualités du candidat; examiner une candidature. Poser des questions sur un appel de candidature. |  | **12** |
| **PC 6.** Rédiger un CV et une lettre de motivation |  |  |
| **LC 6.** Entretien d’embauche/ se presenter, presenter son parcours lors d’un entretien d’embauche |  |  |
| **IWST 2.** Consultations on the implementation of **IWS 2**. Rédiger son CV et une lettre de motivation. <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/B1-Rédiger-un-CV-étudiant.pdf> et <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/B1-Rédiger-une-lettre-de-motivation-étudiant.pdf> |  | **25** |
| **7** | **PC 7. Rendez-vous chez le médecin** |  | **12** |
| **PC 7.** Les parties du corps |  |  |
| **LC 7.** Décrire une maladie ;, donner des conseils. <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2023/02/Numerifos_Sante_B1_Decrire-une-maladie_Apprenant.pdf> |  |  |
| **IWST 2.** **Expliquer une maladie, son évolution et son traitement - B1, 55 min - Préparation DFP.** [**https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2020/10/Numerifos\_expliquer-maladie-evolution-traitement\_B1\_55min\_Apprenant\_DFP.pdf**](https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2020/10/Numerifos_expliquer-maladie-evolution-traitement_B1_55min_Apprenant_DFP.pdf) |  | **25** |
| **Midterm control 1** | | | **100** |
| **8** | **PC 8. Bonnes vacances !** |  | **12** |
| PC 8. Rédiger une proposition de formule de voyage sur mesure :  <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2020/07/Numerifos_Rediger>  \_une\_proposition\_de\_formule\_de\_voyage\_sur\_mesure\_B1\_apprenant\_dfp.pdf |  |  |
| **IWST 3.** Consultations on the implementation of **IWS 2** : PRESENTER UNE FORMULE DE VOYAGE: <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2020/07/Numerifos_Presenter-une-offre-touristique_B1_1h_Apprenant_DFP.pdf> |  | **25** |
| **9** | **PC 9. Vous avez la parole !** |  | **12** |
| **PC 9. Préparer et prononcer un discours dans une réunion** |  |  |
| **IWST 2.** **Rédiger l'ordre du jour d'une réunion** [**https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/A2-B1-Rédiger-lordre-du-jour-dune-réunion-étudiant.pdf**](https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/A2-B1-Rédiger-lordre-du-jour-dune-réunion-étudiant.pdf) |  |  |
| **10** | **PC 10.** Gastronomie Française et Kazakhe Habitudes gastronomiques des Francais |  |  |
| **PC 10.** Vous déjeuner où ? Au restaurant ; Déjeuner d’affaires. |  |  |
| **IWST 4.** Consultation on the implementation **of IWS 3: Expliquer une recette: <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2018/06/Hotellerie-Restauration_expliquerunerecettedecuisine_Etudiant_A2.pdf>** |  | **25** |
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| **MODULE 3 Organigramme** | | | |
| **11** | **PC 11. La structure organisationnelle d’une entreprise** |  | **12** |
| **PC 11.** Organisation internationale de la Francopohonie |  |  |
| **IWST 3.** Réaliser une fiche entreprise : <https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2020/06/NumeriFOS_TV5MONDE>  \_PresenterUneEntreprise\_A2\_1h\_APP.pdf |  | **20** |
| **12** | **PC12. Point grammatical:** Subjonctif |  | **12** |
| **PC 12.** Rédiger un texte de présentation d'un produithttps://www.lefrancaisdesaffaires.fr/wp-content/uploads/2021/03/NumeriFOS\_43\_RedigerUnTexteDePresentationDUnProduit\_A2\_1h\_APP.pdf |  |
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| **With RO 3.** **Répondre à un courriel de réclamation :** [**https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/B1-Répondre-à-un-courriel-de-réclamation-étudiant.pdf**](https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/B1-Répondre-à-un-courriel-de-réclamation-étudiant.pdf) |  | **20** |
| **13** | **PC 13.** Les grands couturiers et la haute couture. La mode et l’image personnelle. Décrire une tenue vestimentaire. Tenue traditionnelle kazakhe |  | **12** |
| **IWST 5.** Consultation on the implementation **of IWST 4. Présenter une collection de prêt-à-porter :** [**https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2019/05/MODE\_Fiche2\_ETUDIANT\_A2B1\_**](https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2019/05/MODE_Fiche2_ETUDIANT_A2B1_)  **Presenter\_une\_collection\_de\_pret\_a\_porter.pdf** |  | **12** |
| **14** | **PC 14. Les achats sur Internet.** |  | **12** |
| **LC 14.** Choisir un cadeau pour quelqu’un. Caractériser un objet, indiquer sa fonction. |  |  |
| **15** | **PC 15.** Fêtes et rituels en France et au Kazakhstan. |  | **12** |
| **LC 15.** Parler et comparer des rituels de fêtes au Kazakhstan et en France |  |  |
| **IWST 4.** **RACONTER L’HISTOIRE D’UNE TRADITION :** [**https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/TOURISME\_002\_Fiche\_Etudiant.pdf**](https://www.lefrancaisdesaffaires.fr/wp-content/uploads/2016/05/TOURISME_002_Fiche_Etudiant.pdf) |  | **20** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

Issued at the request of the teacher for each planned summative assessment (IWST)

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in %** |
|  |  |  |  |  |

**Example 1. Written assignment "My professional history" (25% of 100% MC)**

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| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| **Understanding Theories**  **and concepts of professional identity and professionalism of a teacher** | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided. | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided. | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided. | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher.  Relevant references (citations) to key sources are not provided. |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan** | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research. | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research. | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research. |
| **Policy proposal or practical recommendations/suggestions** | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan. | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Letter,**  **APA style** | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style. | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |

**Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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| **Criterion** | **"Excellent"**  25-30% | **"Good"**  20-20% | **"Satisfactory"**  15-20% | **"Unsatisfactory"**  0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession** | Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Understanding theories, concepts of the professional identity of the teacher and the teaching profession. | Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession. |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan** | Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research. | Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research | Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used. |
| **Pilot Study** | Excellent use of the results of pilot studies (interviews or surveys) in the presentation | Good use of the results of pilot studies (interviews or surveys) in the presentation. | Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation. | Poor use of the results of pilot studies (interviews or surveys) in the presentation. |
| **Suggestion of policy or practical recommendations/suggestions** | Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Presentation,**  **teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality visuals, slides or other materials, good teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low engagement, low quality content, poor teamwork. |