

AI-FARABI KAZAKH NATIONAL UNIVERSITY  
Faculty of History, Archeology and Ethnology  
Department of History of Kazakhstan

Approved by  
At the meeting of the Academic Council of the Faculty  
History, archeology and ethnology  
protocol №\_\_ from " " 2020  
Dean of the Faculty \_\_\_\_\_ Nogaybaeva M.S.

THE PROGRAM OF THE FINAL EXAM IN THE DISCIPLINE “SCIENTIFIC  
WRITING” IN BACHELOR SPECIALTIES History - 5B020300/  
History -5B114000  
3rd course  
spring semester  
1 credit

The program of the final exam in the specialty History - 5B020300/114 was prepared on the basis of the main curriculum.

The program was prepared by: Kabdoldina K.K.

The program was considered at a meeting of the Department of History of Kazakhstan

Minutes №\_\_\_\_. \_\_\_\_\_ 2020

Head of the department \_\_\_\_\_ B. K. Karibayev

Approved at the meeting of the Faculty's Method Bureau

Protocol No. \_ \_ \_ \_ \_ 2020

Chairman of the Methodbureau

U. Dzholdybaeva

The program was approved by the Academic Council of the Faculty from \_\_\_\_\_ 2020 d.

Chairman of the Academic Council

M. S. Nogaibayeva

Scientific Secretary

G. E. Abikenova

The development of the bachelor's degree program in the specialty History-5B020300/ 144 in the course "scientific writing" ends with an exam.

The exam is held within the terms specified in the academic calendar and working curricula for the specialties.

Bachelors who have received an unsatisfactory grade retake the exam according to the rules established by the Academic Policy of Al - Farabi Kazakh National University.

Basic requirements for the content of the discipline " Scientific writing»: knowledge of the culture of thinking, the ability to generalize, analyze, perceive information, set goals and choose ways to achieve them; striving for self-development, improving their skills and skills.

Learning outcomes:

- master the basic scientific terms, their definitions and interpretations;
- identify the latest approaches and trends in research
- willingness to study scientific and technical information
- analyze domestic and foreign experience on the subject of research
- ability to plan experimental research
- receive, process and analyze the results obtained

**Final exam - written creative, in the form of an Essay.  
In remote format, Al-Farabi KazNU CDO Moodle system**

### **Algorithm of preparation and passing of the exam, assessment policy**

In the general chat, students will be informed about the information and educational platform on which the exam will be held and the tasks will be uploaded (SDO Moodle)

2. The exam is scheduled according to the date and time of the exam.
3. The teacher will upload the TASK "Final Exam" 2 weeks before the exam date and sets the Deadline.
4. The general chat is given information about the exact timing of sending a response
5. Students must upload completed creative tasks to the system according to the schedule-for the time that the teacher has planned for the exam.
6. On the day of the exam, students will be reminded of the deadlines.
7. Be sure to check the received tasks (files) for originality in the ANTI-PLAGIARISM system.
8. It is forbidden to change deadlines at the request of students. The system records the changes.

Evaluation criteria and policy-the task texts submitted as a file are checked for originality, and are evaluated in accordance with the requirements for the essay (see below) and the correctness of the design. MAX-100 points.

The volume of the essay-not counting the title page and the list of references - 3-4 pages.

((computer typing, text Times New Roman, 14, interval 1). Text

Quality parameters. Methodological recommendations for the written exam in the form of a historical essay.

A historical essay is a model of historical reflection, combining the creative approach and individual position of the author with a free presentation, which reveals the raised problem by putting forward theses and arguments, maintaining semantic unity and logical connection. In a historical essay, there can be an analysis of information from sources, a detailed analysis of the problem situation with arguments and facts, quotations and references, a detailed analysis of examples illustrating the problem, etc.

Guidelines for preparing and writing essays:

- 1) make an essay plan; select sources, collect and analyze information and systematize them;
- 2) write an introduction (2-3 sentences that serve for the subsequent formulation of the problem). 2) find in the title and formulate the central problem
- 3) give comments on the problem;
- 4) formulate the author's thesis and give an argument;
- 5) write a conclusion (conclusion, generalization of what was said).

When working on the introduction, answers to the following questions may help: 1. Whether it is necessary to define the terms used in the topic of the essay? 2. Why is the topic I'm covering important at the moment? 3. What concepts will be involved in my reasoning on the topic? 4. Can I divide a topic into several parts? Thus, in the introductory part, the author defines the problem and shows the ability to identify cause-and-effect relationships, reflecting them in the methodology of solving the problem through a system of goals, tasks, etc.

Text presentation of the material (the main part) – the theoretical foundations of the selected problem and the presentation of the main question. This part involves the development of argumentation and analysis, as well as their justification, based on the available data, other arguments and positions on this issue. This is the main content of the essay and it is the main difficulty in writing it. Therefore, subheadings are of great importance, on the basis of which the argumentation is built; it is here that it is necessary to justify (logically, using data and strict reasoning) the proposed argument/analysis. The main part is reasoning and argumentation. In this part, it is necessary to present concepts, judgments and points of view relevant to the topic, give the main arguments "for" and "against" them, formulate your position and argue it.

Conclusion-generalizations and reasoned conclusions on the topic of the essay, indicating the scope of its application, etc. It summarizes the essay or once again makes explanations, reinforces the meaning and significance of what is stated in the main part. Methods recommended for drawing up the conclusion: repetition, illustration, quotation, statement. The conclusion may contain such a very important element that complements the essay, as an indication of the application of the study,

without excluding the relationship with other problems. Thus, in the final part of the essay, conclusions should be formulated and defined their application to the practical field of activity. The list of references is one of the parts of the work that reflects the independent creative work of the author and allows us to judge the degree of fundamental nature of this work. When compiling a list of references, the list includes only those sources that were actually used in the preparation of the essay. You can not refer to works that the author of the essay did not read himself.

## **References**

- 1 Zeiger M. Essentials of writing biomedical research papers. Maidenhead: McGraw-Hill, 1991; p 9.
- 2 Rosner JL. Reflections of science as a product. *Nature* 1990;345:180.
- 3 Venter JC, Adams MD, Myers EW, et al. The sequence of the human genome. *Science* 2001;292:1304–51.
- 4 Lander ES, Linton LM, Birren B, et al. Initial sequencing and analysis of the human genome. *Nature* 2001;409:860–21.
- 5 David A. Write a classic paper. *BMJ* 1990;300:30–1.
- 6 Toelle BG, Peat JK, Salome CM, Mellis CM, Woolcock AJ. Toward a definition of asthma for epidemiology. *Am Rev Respir Dis* 1992;146: 633–7.
- 7 Peat JK, Haby MM, Spijker J, Woolcock AJ, Berry G. Busselton revisited. Abstract presented at Thoracic Society of Australia, Annual Scientific Meeting, Canberra, 1992.
- 8 Cunningham JD. Egotism in prestige ratings of Sydney suburbs: where I live is better than you think. *Aust J Psychology* 1984;36:429–38.
- 9 Institute of Clinical Evaluative Sciences. Twist and shout: deciding when to X-ray a sprained ankle. *Informed* 1994;1:1–2.
- 10 Siebers RW, Fitzharris P, Crane J. Beds, bedroom, bedding and bugs: anything new between the sheets? *Clin Exp Allergy* 1996;26:1225–7

## **Additional information:**

1. Smith A. The diagnosis of Prader–Willi Syndrome. *J Pediatr Child Health* 1999;35:335–7.
2. Byard RW, Krons HF. Suffocation, shaking or sudden infant death: can we tell the difference? *J Pediatr Child Health* 1999;35:432–3.
3. Bower C, Werler MM. Folate before pregnancy: are we doing enough? *Med J Aust* 2001;174:619–20.
4. Shmakov AN, Ghosh S. Prion proteins and the gut: une liaison dangereuse? *Gut* 2001;35:419–26. 15 Ellaway C, Christodoulou J. Rett syndrome: clinical update and review of recent genetics advances. *J Pediatr Child Health* 1999;35:419–26.
5. Siebers RW, Fitzharris P, Crane J. Beds, bedroom, bedding and bugs: anything new between the sheets? *Clin Exp Allergy* 1996;26:1225–7.
6. Massel D. Similar, the same or just not different: a guide for deciding whether treatments are clinically equivalent. *Can J Cardiol* 1999;15: 556–62.

### **Methodological recommendations:**

- work with scientific and technical literature;
- evaluate the level of novelty and usefulness, including in comparison with foreign studies;
- design a new technology based on the results of scientific research;
- to set and solve fundamentally new tasks in their practical activities.
- Identify a specific area of the research topic — this will be the object of research.
- To answer the question "What exactly is being studied?" - phenomena, patterns, relationships, i.e. to clarify the field of research. This will be the subject of the study.