**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "6B07204-Food chemistry and technology"**

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| **ID and name of discipline** | | | **Independent work of the student**  **(SIW)** | | | | **Number of credits** | | | | **General**  **number of credits** | | **Independent work of the student**  **under the guidance of a teacher (SWIT)** | |
| **Lectures (L)** | **Prakt. classes (PZ)** | | **Lab. classes (LZ)** | |  |
| *MSPZ 1103*  *Psychology* | | | Number of SIW 2-5. | | | | 1 5 | 5 | |  | | 2 | Quantity of SIWT 3.  This is a teacher's guide for the preparation of the SIWs. | |
| **ACADEMIC INFORMATION ABOUT THE DISCIPLINE** | | | | | | | | | | | | | | |
| **Learning Format** | | | **Cycle,**  **component** | **Lecture types** | | | | **Practice Types** | | | **Form and platform**  **final control** | | | |
| *Offline* | | | DB  University component | problematic,  analytical lecture | | | | problem solving,  situational tasks | | | Written – traditional form | | | |
| **Lecturer - (s)** | | | Dzhakupov M.S. | | | | | | | |
|  | | | Tastanova A.A. | | | | | | | |
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| **ACADEMIC PRESENTATION OF THE DISCIPLINE** | | | | | | | | | | | | | | |
| **Purpose of the discipline** | | | **Expected Learning Outcomes (LE) \***  Describe what is the result of studying the discipline  the student will be able to: | | | | | | | | **Indicators of achieving RO ( ID)** | | | |
| **The purpose of the discipline is** to form ideas about psychological competence, the ability to apply psychological knowledge to analyze professional and life situations | | | As a result of studying the discipline, the student will be able to: | | | | | | | |  | | | |
| LE 1. To form an understanding of psychological science and practice, the role of psychological knowledge in personal life and professional activity, understanding of mental health and well-being; | | | | | | | | ID 1 .1 - determine the subject and tasks of psychological science, the content of the main branches of modern psychology  ID 1.2 - distinguish between scientific and everyday psychology  ID 1.3 - explain the meaning of psychology for oneself, the team, society  ID 1.4. reveal the basic methods of psychology | | | |
| LE 2 Understand the essence and causes of psychological phenomena; | | | | | | | | ID 2.1 - correctly understand the meaning of basic psychological terms  ID 2.2 - explain the difference between psychological, physiological, sociological processes and phenomena | | | |
| LE 3 Identify general psychological features of one's own personality, situation, group of people; | | | | | | | | ID 3.1 - summarize the results of a diagnostic mini- study based on the instructions ;  ID 3.2 - make a general psychological description of yourself, a colleague, a friend, your team  ID 3.3 - compose ( write) a short story-essay on a psychological topic | | | |
|  | | | LE 4 Make effective decisions in communication and activities based on psychological knowledge | | | | | | | | ID 4.1 - choose the appropriate psychological technique (method) to resolve the situation  ID 4.2 - evaluate the situation not only from your own position, but also from the position of the interlocutor  ID 4.3 - solve a problem using knowledge about the character, temperament, personality of another person  ID 4.4 - anticipate the psychological consequences of the development of the situation | | | |
|  | | | LE 5 Apply the skills of self-regulation of the personality, psycho-correction and prevention of psychological health | | | | | | | | ID 5.1 - evaluate and justify your psychological resources  ID 5.2 - describe own difficulties/problems of a psychological nature  ID 5.3 - analyze the main measures for the prevention and correction of psychological health  ID 5.4 - apply psychological knowledge for self-development, for effective relationships in a team. | | | |
| Prerequisites and postrequisites | | | | | | Prerequisites: The concept of modern natural science  Postrequisites: educational practice | | | | | | | | |
| **Literature and resources** | | | | | | **Literature:**  **Main**   1. Nazarbaev N.A. "On the Threshold of the 21st Century ". – Astana, 2016. 2. Nazarbaev N.A. "A look into the future". – Astana, 2017. 3. Aronson E. "Köpke umtylgan zhalgyz" = The Social Animal : аleumettik psikhologiyaғa kіrіspe: / E. Aronson; room D. D. Duisenbekov. - 11-bass. - Astana: "Ulttyk audarma bureaus" kogamdyk kory, 2018. - 407 p. - (Rukhani zhangyru). 4. Dzhakupov S.M. "Introduction to General Psychology". – A.: Kazakh University, 2014 5. Myers D. "Psychology" / per. from English. I.A. Karpikov, V.A. Starovoitov. - 4th ed. - Minsk: Potpourri, 2017. - 848 p. 6. Rudenko A.M. "Psychology in diagrams and tables": a textbook. - M: Phoenix, 2016. - 379 p.   **Additional**   1. Nazarbaev N.A. "Looking to the Future: Modernization of Public Consciousness". – Astana, AKORDA, 2017 / [http ://​ www .​ akorda .​ kz /​ ru](http://​www.​akorda.​kz/​ru) . 2. Antsupov A.Ya., Shipilov A.I. - "Conflictology ".- M: Yurayt, 2017. 3. Berdibayeva S.K. Tulga psychology. - Almaty, Kazakh University, 2016 4. Vinogradova S. M. "Psychology of mass communication": textbook / S. M. Vinogradova, G. S. Melnik. - Moscow: Yurayt, 2014. - 512 p. 5. Efimova N.S. "Social Psychology". – Moscow: Yurayt, 2017. 6. Ilyin E.P. "Psychology of communication and interpersonal relations". - St. Petersburg: Piter, 2016. - 576 p. ill. - (Series "Masters of Psychology"). 7. Maklakov A.G. "General psychology". Teach for universities. M: Yurayt, 2018. 8. Shults D. "Kazirgi psychology of tarihy" / D. Shults, S. E. Shults; room B. Қ. Akyn. Astana "Ulttyk audarma bureaus" - (Rukhani zhangyru)   **Internet resources**  Coursera  Open.kaznu.kz | | | | | | | | |
| **Academic discipline policy** | | The academic policy of the discipline 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 KazNU.](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 in 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 SROP, SRO, 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 discipline. Failure to meet deadlines results in loss of points.  **academic honesty.** Practical/laboratory classes, SRO 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 advisory assistance by e-mail maksat\_neo@mail.ru.  **MOOC integration (massive open online course).** If MEO C is integrated into the discipline, all students must register for MEO C. The deadlines for passing MEO C modules must be strictly observed in accordance with the discipline study schedule.  **ATTENTION! The deadline for each task is indicated in the** calendar (schedule) for the implementation of the content of the discipline, as well as in the MEOC. 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 discipline.Conducted 3-4 times per semester when performing SIW. 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 discipline 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** | | | | | **Points % content** |
| 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 | | unsatisfactory | | | | Final control (exam) | | | | | 40 |
| D | 1.0 | | 50-54 | | TOTAL | | | | | 100 |
| **Calendar (schedule) of the implementation of the content of the discipline. Methods of teaching and learning.** | | | | | | | | | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **b all \*\*\*** |
| **Module 1 Introduction to Psychology** | | | |
| 1 | **L 1.** Psychology as a science. Methodological and methodological aspects of research in psychology. | **1** | **5** |
| 2 | **L 2.** Me and my motivation. General organization of the motivational sphere. | **1** | **5** |
| **Module 2. Psychological characteristics of personality** | | | |
| 3 | **L 3.** Emotions and emotional intelligence | **1** | **5** |
| SIW 1. Introduction to psychology  1. Glossary of basic concepts of psychology 2. Table of research methods 3. Essay: "Psychology in my life and profession" | **5** | **15** |
| 4 | **L 4.** The will of man and the psychology of self-regulation | **1** | **5** |
| 5 | **L 5.** Individual-typological personality traits | **1** | **5** |
| **S 1.** Motives and needs. Emotional-volitional sphere of personality. | 1 | **15** |
| **Module 3 Psychology of the meaning of life** | | | |
| 6 | **L 6.** Values, interests, norms as the spiritual basis of personality | **1** | **5** |
| 7 | **L 7.** Psychology of the meaning of life and professional self-determination | **1** | **5** |
| **S 2.** Individual-typological personality traits | **1** | **15** |
| **SIW 2.** *Protection of individual projects.*   1. Essay: “Sow a habit, reap a character” (10 b) 2. Make a Psychological portrait of a gifted person = (10 b) | **5** | **20** |
| **RC 1** |  |  | **100** |
| 8 | **L 8.** Psychology of personal health  Lifestyle and health | **1** | **5** |
| **SIW 3. Resilience of personality**   1. Essay: "Healthy lifestyle as the basis of personal success" (5b) 2. Case: Barriers to professional growth and ways to overcome them (10 b) | **5** | **15** |
| **Module 4. Communication** | | | |
| 9 | **L 9.** Communication of the individual and groups | **1** | **5** |
| **S 3.** Psychology of professional and personal success. Negative emotions and health. | 1 | **15** |
| 10 | **L 10.** The communicative side of communication | **1** | **5** |
| **SIW 4. Management and leadership**   1. Conduct a comparative analysis of leadership and leadership (5 b) 2. Psychological portrait of an effective leader (5 b) | **5** | **10** |
| 11 | **L 11.** Interactive side of communication | **1** | **5** |
| **S 4**. Analysis of communication in modern society | 1 | **10** |
| 12 | **L12.** The perceptual side of communication | **1** | **5** |
| 13 | **L 13** The concept and structure of socio-psychological conflict | **1** | **5** |
| **S 5.** Psychological barriers in communication. Factors for Effective Persuasion | 1 | **10** |
| **SIW 5 Features of interpersonal perception**   1. Effects of interpersonal perception (5 b) 2. Make a table "Psychological barriers in communication and overcoming them" (5 b) | **5** | **10** |
| 14 | **L 14.** Models of personality behavior in conflict | **1** | **5** |
| **15** | **L 15.** Effective Communication Techniques | **1** | **5** |
| **SIWT 6**. Exam preparation advice. | **5** |  |
| **RC 2** | |  | **100** |

Faculty Dean\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B. B. Meirbaev

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Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ M.S. Dzhakupov