**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

Faculty of philosophy and political sciences

Department of pedagogy and educational management

**Approve**

**Dean faculty \_\_\_\_\_\_\_\_\_ B.B.Meyirbayev**

**«\_\_\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_2024y.**

**Methodical recommendations for practical classes**

**«Higher school pedagogy»**

Almaty 2024

**Methodical recommendations for practical classes on «Higher school pedagogy»**

***Practical lesson 1* Pedagogical science and its place in the system of human sciences**

**Methodology guidelines:**  
In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
Accordingly, the lecturer should give the students a task for the seminar - what questions to prepare, what literature to read, what independent tasks to complete and to monitor its implementation.  
Master students are required to attend seminars, prepare for them and work actively. At the seminars, students should answer basic and additional questions, participate in their discussion, solve educational problems, prepare presentations. At the end of the seminar, the lecturer summarizes the work of students and gives them grades.  
Conducting seminars involves various forms of work: business games, seminars, conferences, debates, working with sources, round tables, designing presentations, as well as introducing modern innovative technologies.

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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

***Practical lesson 2* The modern paradigm of higher education**

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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5. Inez De Florio.Effective Teaching and Successful Learning: Bridging the Gap Between Research and Practice.- Cambridge University Press:2016

***Practical lesson 3. The system of higher professional education in Kazakhstan.***

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
Accordingly, the lecturer should give the students a task for the seminar - what questions to prepare, what literature to read, what independent tasks to complete and to monitor its implementation.  
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5. Inez De Florio.Effective Teaching and Successful Learning: Bridging the Gap Between Research and Practice.- Cambridge University Press:2016

***Practical lesson 4. Methodology of pedagogical science.***

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 5.*** Professional and communicative competence of the teacher of higher education.

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 6.*** Theory of education in higher educational establishment.

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 7.*** Content of higher education

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 8.* Organization of the learning process on the basis of the credit system of education in higher school.**

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 9.* Traditional and innovative methods and forms of organization of training.**

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
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***Practical lesson 10.* Organization of independent work of students in the conditions of credit technology. Technology of compilation of teaching materials.**

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 11. New educational technologies in higher school.***

***Origins of Scientific Writing.***

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
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***Practical lesson 12.* Theory of scientific activity of higher school. Research work of students. RWS**

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
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***Practical lesson 13. Higher school as a social institution of education and formation of the personality of a specialist. Curator in the system of higher education.***

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
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***Practical lesson 14. Theory of education of higher school.***

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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***Practical lesson 15. Management of higher school.***

**Methodology guidelines:**

In the process of conducting seminars, the lecturer asks the main and additional questions, organizes their discussion. In the classroom, educational tasks are solved, test tasks and tasks issued for independent work are analyzed, speeches are heard.  
The seminar begins with the lecturer’s introduction, which delivers the questions, purpose, objectives of the lesson, and ends with a summary: conclusions on the topic of the lesson and affixing grades.  
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