**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "Practical course on speech communication"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| 90824  Practical course on speech communication | 3 | | - | 45 | - | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* | UC  M – 8  Language and culture module | - | | Practical lesson, discussion, written tasks | | Standard oral examination, offline | |
| **Lecturer - (s)** | Rakymbayev Ayat Zhumashevich, senior lecturer | | | | |
| **e-mail :** | [aktam.82@mail.ru](mailto:tolesha.81@mail.ru) | | | | |
| **Phone :** | 3773330 (1270) | | | | |
| **Assistant - (s)** | - | | | | |
| **e-mail :** | - | | | | |
| **Phone :** | - | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \***  As a result of studying the discipline the undergraduate will be able to: | | | | | **Indicators of LO achievement (ID)** | |
| The purpose of the discipline "Practical Course on Speech Communication" is to develop students' spoken communication skills in English. This includes improving fluency, accuracy, and confidence in expressing ideas, engaging in discussions, and responding to various communicative situations, preparing them for real-life interactions in academic and professional environments. | **LO 1** (cognitive) **–** to understand different communicative strategies and techniques for effective spoken interaction in academic and professional contexts. | | | | | 1.1 knows the principles of effective communication, including tone, body language, and conversational turn-taking | |
| 1.2 knows how to analyze spoken interactions and identify key features of successful communication. | |
| **LO 2** (functional) – to demonstrate fluency in expressing ideas and opinions on a wide range of topics, including academic and professional subjects. | | | | | 2.1 can participate in discussions, expressing ideas with clarity and coherence in English. | |
| 2.2 owns the ability to respond fluently and spontaneously to a variety of communicative situations, maintaining a natural flow of speech. | |
| **LO 3** (functional) – to use correct grammar and vocabulary to communicate accurately in spoken English across diverse contexts. | | | | | 3.1 knows and applies appropriate vocabulary and grammar structures in spoken English for professional and academic discussions | |
| 3.2 owns the skills to use precise language in formal and informal spoken interactions, avoiding common errors. | |
| **LO 4** (systematic) – to engage in structured debates, presentations, and group discussions, demonstrating confidence and competence in public speaking | | | | | 4.1 can deliver well-organized presentations on relevant topics using clear and confident speech. | |
| 4.2 owns the ability to engage actively in group discussions and debates, contributing meaningfully to the exchange of ideas. | |
| **LO 5** (systematic) – to apply spoken communication skills in real-life simulations of professional or academic scenarios. | | | | | 5.1 can role-play communicative situations such as interviews, meetings, or academic debates in English. | |
| 5.2 owns the ability to navigate and respond effectively in professional or academic interactions, demonstrating appropriate language use and communication strategies. | |
| **Prerequisites** | Basic Foreign Language B1 | | | | | | |
| **Postrequisites** | Basic Foreign language in the context of intercultural communication | | | | | | |
| **Learning Resources** | **Literature:** main, additional.   1. Insight: Pre- Intermediate (Student’s book)  * Authors: Jayne Wildman, Fiona Beddall   2. Cambridge English: Face2Face Pre-Intermediate (Student’s Book)   * Authors: Chris Redston, Gillie Cunningham   3. Oxford: English File Pre-Intermediate (Third Edition)   * Authors: Christina Latham-Koenig, Clive Oxenden   4. Longman: Cutting Edge Pre-Intermediate (Third Edition)   * Authors: Sarah Cunningham, Peter Moor   **Research infrastructure**  1. The department of Turkology and the theory of language  **Internet resources**  1. ManyThings.org - American English Pronunciation Practice  2. BBC Learning English (https://www.bbc.co.uk/learningenglish)   * Description: Provides free audio and video lessons focused on improving listening, speaking, and vocabulary skills. The materials include everyday conversations and situational dialogues. * Why Use: It serves as supplementary material for extra listening and speaking practice outside the classroom.   **Software**   1. Duolingo 2. Elsa Speak 3. Memrise 4. BBC Learning English App 5. Speakometer | | | | | | |

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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 [k.akmaral2309@gmail.com](mailto:k.akmaral2309@gmail.com).  **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** | **Points % content** |
| B- | 2.67 | | 75-79 | Work in practical classes | 70 |
| C+ | 2.33 | | 70-74 | Independent work | 30 |
| C | 2.0 | | 65-69 | Satisfactorily | Final control (exam) | 40 |
| C- | 1.67 | | 60-64 | TOTAL | 100 |
| D+ | 1.33 | | 55-59 | TOTAL | 100 |
| 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 Everyday Life, Communities, and Food** | | | |
| **1** | **PC 1.**  Unit 1  A. Everyday life  Reading Life in a day  Strategy Scanning for specific information  Vocabulary insight Adjectives + prepositions: feelings  Vocabulary insight Compound nouns: everyday objects | **3** | **10** |
| **2** | **PC 2.** Unit 1  B. Around the world  Grammar Present simple and present continuous  Listening Volunteer projects | **3** | **10** |
| **IWST 1.** Consultations on the implementation of **IWS 1** |  |  |
| **3** | **PC 3** Unit 2  A. Ghost towns  Reading Ghost towns: then and now  Strategy Identifying paraphrase  Vocabulary insight Antonyms: describing places  Vocabulary Places in town | **3** | **10** |
| **IWS 1.** Essay on topic (250-300 words)  Why Volunteering is Important: Helping Others and Learning New Skills". |  | **15** |
| **4** | **PC 4** Unit 2  B. The kindness of strangers  Grammar Past simple and past continuous  Listening A happy ending | **3** | **10** |
| **5** | **PC 5** Unit 3  A. In my fridge  Reading Food for thought: the good, the bad and the ugly  Vocabulary Life cycle of food  Vocabulary insight Compound nouns and adjectives | **3** | **10** |
| **MODULE 2**  **Life Changes, Technology, and Personal Experiences.** | | | |
| **6** | **PC 6** Unit 3  B. Burger or broccoli?  Grammar Determiners: a lot of, a little, a few, some, any,  much and many  Listening Eating habits in the UK | **3** | **10** |
| **IWST 2.** Consultations on the implementation of **IWS 2** |  |  |
| **7** | **PC 7** Unit 4  A. Moving house  Reading The 1940s house  Vocabulary insight Adverbs of manner and comment  Vocabulary insight Compound adjective | **3** | **10** |
| **IWS 2.** Essay on topics:  The Best Day of My Life – Describe a memorable day and explain why it was so special.  My Favorite Hobby – Discuss your favorite hobby or pastime and how it makes you feel. |  | **15** |
| **Midterm control 1** | | | **100** |
| **8** | **PC 8.** Unit 4  B. A room of my own  Grammar Comparative and superlative adjectives (not) as... as, too, enough  Listening The best room in the house**PC 5.** Unit 5 | **3** | **10** |
| **9** | **PC 9.** Unit 5  A. Taking risks  Reading Blame your brain  Strategy Understanding pronoun referencing  Vocabulary insight Adjective suffixes: -ing and -ed  Vocabulary insight Noun suffixes: -merit and -ion | **3** | **10** |
| **IWST 3.** Consultations on the implementation of **IWS 3** |  |  |
| **10** | **PC 10.** Unit 5  B. Too young, too old?  Grammar Present perfect and past simple  Present perfect with already, just and yet  Listening At the top of the world | **3** | **10** |
| **IWS 3**. Group presentation:  Technology in Our Lives – Groups can talk about how modern technology, such as smartphones or the internet, impacts daily life and communication. |  | **20** |
| **MODULE 3**  **Challenges, Aspirations, and Life Lessons** | | | |
| **11** | **PC 11.** Unit 5  C. Fears and phobias  Listening The fear factor  Vocabulary insight Base and strong adjectives  Everyday English Describing a photo | **3** | **10** |
| **12** | **PC 12.** Unit 5  D. Antarctic adventure  Reading Eyewitness account: Scott's Hut  Vocabulary insight Phrasal verbs: stages in a journey  Grammar Present perfect with for and since | **3** | **10** |
| **13** | **PC 13.** Unit 6  A. A hard lesson  Reading War zones  Vocabulary insight Collocations: crime  Vocabulary insight Negative prefixes: un-, im-, ir- and il- | **3** | **10** |
| **IWST 4.** Consultation on the final examination |  |  |
| **14** | **PC 14.** Unit 6  B. Hungry to learn  Grammar will and going to  First conditional  Listening 1 want to be a teacher | **3** | **10** |
| **15** | **PC 15.** Unit 6  C. The best things in life  Listening Playing games  Strategy Taking notes  Grammar Zero conditional  Everyday English Making offers and suggestion | **3** | **10** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**ISW 1.** Essay on topics (250 300 words)

Why Volunteering is Important: Helping Others and Learning New Skills".

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy | A variety of complex grammatical structures is used  with some flexibility and accuracy.  Grammar and punctuation are generally  well controlled, and error-free sentences  are frequent. | A mix of simple and complex sentence  forms is used but flexibility is limited.  Examples of more complex structures are not marked by the same level of accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate.  Some structures are produced accurately but grammatical errors are frequent  Punctuation is often faulty or inadequate | There is little or no evidence of  sentence forms (except in memorised  phrases). |
| Task response | The main parts of the prompt are appropriately addressed. A clear and developed position is presented.  Main ideas are extended and supported | The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant. | The main parts of the prompt are incompletely addressed. The  format may be inappropriate in places.  The writer expresses a position, but the development is not always  clear.  Some main ideas are put forward, but they are limited and are not  sufficiently developed. | No part of the prompt is adequately addressed, or the  prompt has been misunderstood.  No relevant position can be identified, and/or there is  little direct response to the question/s.  There are few ideas, and these may be irrelevant or  insufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.  There is some ability to use less common  and/or idiomatic items.  An awareness of style and collocation is  evident.  There are only a few errors in spelling  and/or word formation and they do not  detract from overall clarity. | The resource is generally adequate and appropriate for the task.  The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.  There are some errors in spelling and/or word formation, but these do not impede  communication. | The resource is limited but minimally  adequate for the task.  Simple vocabulary may be used accurately  but the range does not permit much  variation in expression.  Errors in spelling and/or word formation  may be noticeable and may cause some  difficulty for the reader. | The resource is extremely limited with few  recognisable strings, apart from memorised  phrases.  There is no apparent control of word  formation and/or spelling. |
| Coherence and cohesion | Information and ideas are logically organised,  and there is a clear progression throughout  the response.  A range of cohesive devices including  reference and substitution is used flexibly.  Paragraphing is generally used effectively to  support overall coherence, and the sequencing  of ideas within a paragraph is generally logical. | Information and ideas are generally arranged  coherently and there is a clear overall  progression.  Cohesive devices are used to some good effect  but cohesion within and/or between sentences  may be faulty or mechanical due to misuse,  overuse or omission. | Organisation is evident but is not wholly logical  and there may be a lack of overall progression.  Nevertheless, there is a sense of underlying  coherence to the response.  The relationship of ideas can be followed but  the sentences are not fluently linked to each  other. | There is no apparent logical organisation. Ideas are  discernible but difficult to relate to each other.  There is minimal use of sequencers or cohesive devices.  Those used do not necessarily indicate a logical relationship  between ideas.  There is difficulty in identifying referencing. |

**ISW 2. SIW (students’ individual work)**

**Essay on topics:**

The Best Day of My Life – Describe a memorable day and explain why it was so special.

My Favorite Hobby – Discuss your favorite hobby or pastime and how it makes you feel.

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy | A variety of complex grammatical structures is used  with some flexibility and accuracy.  Grammar and punctuation are generally  well controlled, and error-free sentences  are frequent. | A mix of simple and complex sentence  forms is used but flexibility is limited.  Examples of more complex structures are not marked by the same level of accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate.  Some structures are produced accurately but grammatical errors are frequent  Punctuation is often faulty or inadequate | There is little or no evidence of  sentence forms (except in memorised  phrases). |
| Task response | The main parts of the prompt are appropriately addressed. A clear and developed position is presented.  Main ideas are extended and supported | The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant. | The main parts of the prompt are incompletely addressed. The  format may be inappropriate in places.  The writer expresses a position, but the development is not always  clear.  Some main ideas are put forward, but they are limited and are not  sufficiently developed. | No part of the prompt is adequately addressed, or the  prompt has been misunderstood.  No relevant position can be identified, and/or there is  little direct response to the question/s.  There are few ideas, and these may be irrelevant or  insufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.  There is some ability to use less common  and/or idiomatic items.  An awareness of style and collocation is  evident.  There are only a few errors in spelling  and/or word formation and they do not  detract from overall clarity. | The resource is generally adequate and appropriate for the task.  The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.  There are some errors in spelling and/or word formation, but these do not impede  communication. | The resource is limited but minimally  adequate for the task.  Simple vocabulary may be used accurately  but the range does not permit much  variation in expression.  Errors in spelling and/or word formation  may be noticeable and may cause some  difficulty for the reader. | The resource is extremely limited with few  recognisable strings, apart from memorised  phrases.  There is no apparent control of word  formation and/or spelling. |
| Coherence and cohesion | Information and ideas are logically organised,  and there is a clear progression throughout  the response.  A range of cohesive devices including  reference and substitution is used flexibly.  Paragraphing is generally used effectively to  support overall coherence, and the sequencing  of ideas within a paragraph is generally logical. | Information and ideas are generally arranged  coherently and there is a clear overall  progression.  Cohesive devices are used to some good effect  but cohesion within and/or between sentences  may be faulty or mechanical due to misuse,  overuse or omission. | Organisation is evident but is not wholly logical  and there may be a lack of overall progression.  Nevertheless, there is a sense of underlying  coherence to the response.  The relationship of ideas can be followed but  the sentences are not fluently linked to each  other. | There is no apparent logical organisation. Ideas are  discernible but difficult to relate to each other.  There is minimal use of sequencers or cohesive devices.  Those used do not necessarily indicate a logical relationship  between ideas.  There is difficulty in identifying referencing. |

**ISW 3.** Group project/presentation:

Technology in Our Lives – Groups can talk about how modern technology, such as smartphones or the internet, impacts daily life and communication.

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the Topic | Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity. | Shows a solid understanding of the topic. | Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic. | Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic. |
| Organization and Structure | Presentation is well-structured with a clear introduction, body, and conclusion. | Presentation has a logical flow with clear sections and transitions between topics. | Presentation lacks clear organization; transitions may be unclear. | Presentation lacks structure, making it difficult to follow or understand. |
| Engagement and Delivery | Delivery is engaging, confident, and captures the audience's attention throughout the presentation. | Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding. | Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience. | Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience. |
| Project defense, team work | Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work. | Good engagement, good quality of visuals, slides and other materials, good level of team work. | Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work. | Low level of engagement, low quality of slides, poor level of individual/team work. |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U.  Dzholdasbekova**

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning\_\_\_\_\_\_\_\_ S.D. Seidenova**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.Zh.Rakymbayev**