

**SYLLABUS**  
**Autumn semester 2024-2025 academic year**  
**Educational program «Finance» 7M04187**  
**«Accounting and auditing» 7M04118**

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)		
12512 Foreign language (professional)	4 (IWMS)		2		2	6

**ACADEMIC INFORMATION ABOUT THE COURSE**

Learning Format	Cycle, module component	Lecture types	Types of practical classes	Form and platform final control
offline	(CD) Core discipline. M1: Module of the history and Philosophy of science. (UC) University component.		Exercises, trainings; problem-solving; round-table discussion; modeling real problems; role play games	Offline, in a written form
<b>Lecturer - (s)</b>	Kamchat Muldabekova			
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**ACADEMIC COURSE PRESENTATION**

	Expected Learning Outcomes (LO)	Indicators of LO achievement (AI)
The purpose of the discipline is to form practical skills in various types of speech activity in a foreign language. The training course builds the ability to perceive, understand and translate information in the modern global space, participate in scientific events to test their own research. The discipline is aimed at improving competencies in accordance with international standards of foreign language education	<p><b>Reading:</b> Can demonstrate understanding of the main points in straightforward texts on familiar and unfamiliar topics to a satisfactory level of comprehension. Can identify and demonstrate understanding of key information and points of view on a variety of topics in a range of text types such as original articles and argumentative texts</p> <p><b>Writing :</b>Can write about a variety of familiar subjects well enough for others to understand the text.Can express opinions and ideas in online correspondence and respond to those of other people.Can write a variety of essays:describing problems and solutions;explaining advantages and disadvantages;giving reasons in support of or against a point of view.</p> <p><b>Listening:</b>Can demonstrate understanding of main ideas and some details of straight forward factual information in clear standard speech.Can demonstrate understanding of the main points of spoken interactions and extended discussion.Can demonstrate understanding of lectures, audio and audio-visual material on familiar and some unfamiliar topics.</p> <p><b>Speaking:</b> Can enter unprepared into conversations on familiar topics.Can give and seek personal opinions when discussing various topics.Can deliver clear, coherent prepared presentations.Can take an active part in discussion in familiar contexts, accounting for and sustaining views.</p>	<p>It is expected that students can:</p> <p><i>Comprehend a wide range of texts on familiar topics, articles and argumentative texts.</i></p> <p>Produce clear and coherent writing for a range of tasks: express ideas, opinions, points of view. Write presentations, a variety of essays on various topics, et cetera.</p> <p>Attending, perceiving, interpreting, remembering, and responding to the expressed ideas by other participants of the verbal interaction and information from lectures and audio-visual material.</p> <p>Interact with a degree of fluency and spontaneity with native speakers, take an active part in discussions of a wide range of subjects related to the field of interest; express view points, opinions, ideas on familiar contexts, make</p>

		presentations on the topics related to the speciality .
	<b>The learning outcomes in compliance with Bloom's taxonomy.</b>	The competency indicator should describe the completed activity. Accordingly, it is formed in the categories "knows", "can", "owns".
	1. <b>Remembering</b> of the previously learned material on the topic of the lesson: recall the content of texts and articles, lectures and audio-video materials, oral interactions in English et.cet.	1.1 Can recall information, relevant knowledge, facts from previously leaned material.  2.1 Can explain and summerise facts, ideas retrieved from the content of texts, articles, lectures, spoken interactions, et.cet.
	2. <b>Understanding</b> of the content of the material covered: interpret and explain the main view points , ideas, opinions when discussing the study material , et.cet.	
	3. <b>Applying</b> of the material covered in new concrete situations: use the data obtained from the lectures, articles and audio-video materials to build and construct new ideas and knowledge in a new context.	3.1Can utilize, experiment with the data, methods, ideas in a new way
	4. <b>Analyzing</b> : breaking the learned material into logical parts, determining the structure of the lectures, articles, audio-video materials.	4.1Can examine and categorize the motives or causes using logical principles.
	5. <b>Creating: based on the material learned making</b> predictions, solving problems, creating new ideas.	5.1. Can develop new methods, new techniques, find new decisions to solution of the problems.
	6. <b>Evaluation:</b> presenting the personal judgment, critical evaluation of the main value of the materials on the topic of the English lesson.	6.1. Can agree or criticize the validity of ideas, opinions, express personal attitude to the facts, quality of work.
<b>Prerequisites</b>	Discipline "Foreign Language" in the scope of the 1st year Bachelor's degree programme	
<b>Postrequisites</b>	Further study within the scope of the doctoral programme	
<b>Learning Resources</b>	<p><b>Literature:</b></p> <ol style="list-style-type: none"> <li>1. David Cotton, David Falvey, Simon Kent “Market leader” Intermediate Business English Course Book, New edition. Longman 2020.</li> <li>2. David Cotton, David Falvey, Simon Kent “Market leader” Intermediate Business English Practice File, New edition. Longman 2020.</li> </ol> <p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>1. Kavika Roy. Review articles in Educational Management Principles,Problems,and Solutions.(2022)</li> <li>2. Tony Bush, Les Bell, David Middlewood..Principles of Educational Leadership &amp; Management (2019).</li> <li>3. Martin Hewings. Advanced Grammar in Use. The 4th edition. Cambridge University Press.</li> <li>4. Paul Dummett and John Hird. Oxford EAP. Pre-Intermediate. B1. A course in English for Academic Purposes. Oxford University Press. 2020, p. 167.</li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>1.toptem.ru©:<a href="https://toptem.ru/items/finansy/">https://toptem.ru/items/finansy/</a></li> <li>2.MOOC openkaznu.kz “Academic writing”.</li> <li>3.SPOC openkaznu.kz “English for Master’s students in Marketing”.</li> <li>4. MOOC: 55 verbs for TOEFL <a href="https://app.memrise.com/course/212377/55-verbs-for-toefl/">https://app.memrise.com/course/212377/55-verbs-for-toefl/</a></li> <li>5. MOOC: TOEFL preparation <a href="https://app.memrise.com/course/281490/toefl-preparation-phrases/">https://app.memrise.com/course/281490/toefl-preparation-phrases/</a></li> <li>6. MOOC: Vocabulary for TOEFL and IELTS <a href="https://app.memrise.com/course/1260606/vocabulary-for-ielts-and-toefl/2/">https://app.memrise.com/course/1260606/vocabulary-for-ielts-and-toefl/2/</a></li> </ol>	

<b>Academic course policy</b>	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. Documents are available on the main page of IS Univer.</p> <p><b>Integration of science and education.</b> 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 IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p><b>Attendance.</b> 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.</p> <p><b>Academic honesty.</b> Practical 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.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control", "Instructions for the final control of the autumn/spring semester of the current academic year", "Regulations on checking students' text documents for borrowings"</u>. Documents are available on the main page of IS Univer.</p> <p><b>Basic principles of inclusive education.</b> 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 <a href="mailto:zeinegul.kaznu.kz@gmail.com">zeinegul.kaznu.kz@gmail.com</a> or MS Teams:</p> <p><b>Integration MOOC (massive open online course).</b> 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.</p> <p><b>ATTENTION!</b> 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.</p>
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**INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT**

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods									
<b>Grade</b>	<b>Digital equivalent points</b>	<b>points, % content</b>	<b>Assessment according to the traditional system</b>	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> 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.</p> <p><b>Summative assessment</b> -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Formative and summative assessment</th> <th style="text-align: left;">Points % content</th> </tr> <tr> <td>Activity at practical classes</td> <td>35</td> </tr> <tr> <td>Master Course Students' Independent work. Design and creative activity.</td> <td>20+20</td> </tr> <tr> <td>Mid-term control</td> <td>25</td> </tr> </table>		Formative and summative assessment	Points % content	Activity at practical classes	35	Master Course Students' Independent work. Design and creative activity.	20+20	Mid-term control	25
Formative and summative assessment	Points % content												
Activity at practical classes	35												
Master Course Students' Independent work. Design and creative activity.	20+20												
Mid-term control	25												
A	4.0 _	95-100	Great										
A-	3.67	90-94											
B+	3.33	85-89	Fine										
B	3.0	80-84											
B-	2.67	75-79											
C+	2.33	70-74											
C	2.0	65-69	Satisfactorily										
D+	1.33	55-59											

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.**

Week	Topic name	Number of hours	Max. score
<b>MODULE 1 Brand and Product Management</b>			
1	<b>Practical lesson 1</b> Vocabulary: Words that go with money. Reading/Speaking: Text “Glimpses of History of Money”	2	5
	Home task: SPOC “English for Master’s Students in Marketing” /Week 6 Platform – SDL. Moodle dl.kaznu.kz		
	<b>SIWST 1.</b> Consultation on the implementation of MOOC, SPOC		
2	<b>Practical lesson 2</b> Theme: «Analysis and assessment of the financial stability of the enterprise»	2	5
	<b>MOOC openkaznu.kz “Academic writing”.</b>		
	<b>SIWST 2.</b> Consultation on the implementation of SIW 1. Topic: “Financial management in conditions of market uncertainty” Giving a presentation.		
3	<b>Practical lesson 3</b> Theme: «Modern Financial Management Techniques»	2	5
	Home task: SPOC “English for Master’s Students in Marketing”.		
4	<b>Practical lesson 4</b> Theme: «Why Financial Innovation can be both a Force for Good and Bad ?»	2	5
	Home task: SPOC “English for Master’s Students in Marketing”. Week 11		
	<b>Writing:</b> Report. Use reference material. Search the Internet and write 3 paragraphs about “Morden Financial management Technicques” (150 words) <b>Speaking:</b>		
	<b>SIW 1 Writing:</b> Learn “Writing Language for Presentation.” <b>Speaking: Giving a presentation.</b> Make notes on prompt cards to give a 5—10 minute presentation to your colleagues. Use words and phrases from “I.anguage for Presentations”.		20
	<b>SIWST 3.</b> Consultation on the implementation of SIW 2: Тема ҚҮҮР: New economic policy. International Financial Center "Astana". (Goal 9)		
<b>MODULE 2 Organization and Change</b>			
5	<b>Practical lesson 5 Unit3 Organization</b> Vocabulary: Words and expressions to describe company structure.	2	5
	Home task: MOOC openkaznu.kz “Academic writing”.		
6	<b>Practical lesson 6</b> Theme: «Assessment and forecasting of the financial stability of the banking system»	2	5
	Home task: SPOC “English for Master’s Students in Marketing” /Week 8,12		
	<b>SIW 2. Topic:</b> New economic policy. International Financial Center "Astana". (Goal 9)		
7	<b>Practical lesson 7</b> «Financial aspects of international trade and investment»	2	5

	<p>Reading: Understanding ‘Trade and Investment’. Understanding visual information. Words describing.</p> <p>Listening:</p> <p><b>Control Work 1 - Writing: Report</b> (Write a report using any visual information, words describing International Trade)</p> <p>Speaking: Presentation “International Trade”. (Search the Internet and find more information.</p>		25
	Home task: SPOC “English for Master’s Students in Marketing” /Week 7		
	<b>Midterm control 1</b>		<b>100</b>
8	<p><b>Practical lesson 8</b> « Financial stability of the state budget and public finances.»Vocabulary: Words for financial stability.</p> <p>Reading/Speaking Text “Public finances»</p> <p>Speaking:.</p> <p>Reading Home task: Read and analyze the newspaper article about financial stability.</p>	2	5
	MOOC 55 verbs for TOEFL <a href="https://app.memrise.com/course/212377/55-verbs-for-toefl/">https://app.memrise.com/course/212377/55-verbs-for-toefl/</a>		
9	<p><b>Practical lesson 9</b> «Financial strategy and tactics in the context of globalization»</p> <p>Listening:</p> <p>Writing:</p>	2	5
	SPOC “English for Master’s Students in Marketing” /Week 14		
	<p><b>SIWST 4. Consultation on the implementation of SIW 3.</b> Topic <b>Writing: Report</b> “Sponsorship”. (Write a report summarizing the most interesting information you have learnt about “Sponsorship”).</p> <p><b>Speaking:</b> “Event and Sports Sponsorship” (Search the Internet and find more information about “Event and Sports Sponsorship”. Speak about what you discover.</p>		
10	<p><b>Practical lesson 10 “Innovations”</b></p> <p>Reading: Text “Promising Results from Cancer Study“ (A topic sentence, body sentences, and concluding sentences.)</p> <p>Writing: Writing a persuasive article “Innovations in my Specialty”.</p> <p>Speaking: Round Table Talk/Presentation for participation in the conference for undergraduates “Innovations in my Specialty”.</p>	2	5
	Home task: MOOC “English for Master’s Students in Marketing” /Week 10		20
	MOOC: TOEFL preparation <a href="https://app.memrise.com/course/281490/toefl-preparation-phrases/">https://app.memrise.com/course/281490/toefl-preparation-phrases/</a>		
	<b>SIW 3 Writing: Report</b> “Sponsorship”. <b>Speaking:</b> “Event and Sports Sponsorship”		
<b>MODULE 3 Money and Income</b>			
11	<p><b>Practical lesson 11 «Money»</b></p> <p>Vocabulary: Words and expressions for talking about Finance.</p> <p>Listening: An interview with the founder of a finance firm</p> <p>Reading/Speaking Text “Two financial reports”. Home task: Case Study5</p>	2	5
	MOOC: TOEFL preparation <a href="https://app.memrise.com/course/281490/toefl-preparation-phrases/">https://app.memrise.com/course/281490/toefl-preparation-phrases/</a>		
12	<p><b>Practical lesson 12 «Money and Income»</b></p> <p><b>Listening:</b> “Money” Vocabulary Development (Audio <a href="https://listenaminute.com/m/money.html">https://listenaminute.com/m/money.html</a>)</p> <p><b>Reading:</b> Text “Money and Income” Effective Reading</p> <p><b>Writing: Report</b> “Digital Money”. (Use reference material. Search the Internet and write about “Digital Money” (200-250 words))</p> <p><b>Speaking:</b> What are the World’s Major Currencies? (<b>INTERNET INFO:</b> Search the Internet and find more information about the World’s Major Currencies? Speak about what you discover. (<b>Shoot a video</b>, upload your link)</p>	2	5
	Home task: SPOC “English for Master’s Students in Marketing” /Week 13		

	MOOC: TOEFL preparation <a href="https://app.memrise.com/course/281490/toefl-preparation-frames/">https://app.memrise.com/course/281490/toefl-preparation-frames/</a>		
	<b>SIWST 5. Consultation on the implementation of SIW 4 Topic: Development of the real sector: Trans-Caspian route (Goal 9)</b>		
13	<b>Practical lesson 13 Unit 6 Advertising</b> Vocabulary: Words and expressions for talking about Advertising. Reading/Speaking Text “Successful advertising”.	2	5
	Home task: MOOC: Vocabulary for TOEFL and IELTS		
	Advertising Formats. Outdoor Advertising. <b>Writing a persuasive article.</b> “Advertising”. (Use reference material. Search the Internet and write about “Advertising” (200-250 words)) <b>Speaking:</b> “Advertising in Kz”. ( <b>INTERNET INFO:</b> Search the Internet and find more information about “Advertising in Kz”. Speak about what you discover.) <b>SIWST 6 Consultation on conducting the Midterm control 2</b>		
14	<b>Practical lesson 14 «Pension reform and the prospects of its impact on the investment market» «Discussion»</b>	2	5
	SPOC “English for Master’s Students in Marketing” /Week 4-5		20
	<b>SIW 4 Topic:</b> “Development of the real sector: Trans-Caspian route” (Goal 9)		
15	<b>Practical lesson 15 Professional Mastery</b> <b>Listening:</b> “Education” (Audio <a href="https://listenaminute.com/e/education.html">https://listenaminute.com/e/education.html</a> ). <b>Reading:</b> Text “The Unique Strengths of a Master’s Degree”. Effective reading/Survey/Skim/Scan the text. <b>Control Work 2</b> <b>Writing:</b> A Comparing and Contrasting Essay “Masters Degree Education System in Kazakhstan with either England or US” <b>Speaking:</b> “Masters Degree Education System in Kazakhstan and Abroad”. ( <b>ONLINE SHARING:</b> Use your blog, Facebook page, Telegram, Instagram, or any other social media tool to get opinions on “Masters Degree Education System in Kazakhstan and Abroad”. Share your links with the class.)	2	25
	Home task: SPOC “English for Master’s Students in Marketing”. Week 15		
	MOOC: Vocabulary for TOEFL and IELTS		
	<b>SIWST 7. Consultation on the Final control (exam)</b>		
	<b>Midterm control 2</b>		100
	<b>Final control (exam)</b>		100
	<b>TOTAL for course</b>		100

Executer/d. Dean

Chair of the Academic Committee  
on the Quality of Learning and Teaching

Executer/d. Head of Department

Lecturer



Dzholdasbekova B.U.

Sarsenbay Zh. A.

Dosmagambetova D.J.

Muldabekova K.T.

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**  
**CRITERIA EVALUATION OF LEARNING OUTCOMES**

Written assignment (25% of 100%)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
<b>Understanding Theories and concepts of professional identity and professionalism of a teacher</b>	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.
<b>Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan</b>	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.
<b>Policy proposal or practical recommendations/suggestions</b>	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.
<b>Letter, APA style</b>	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.

Group presentation (30% of 100%)

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.