

Educational and methodical complex of Al-Farabi Kazakh National University

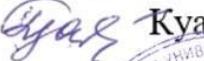
**LAW FACULTY OF AL-FARABI KAZAKH NATIONAL UNIVERSITY DEPARTMENT OF
CUSTOMS, FINANCIAL AND ENVIRONMENTAL LAW METHODOLOGICAL
GUIDELINES for conducting seminars and independent work of undergraduates in the discipline**

**Educational program Master of Law "7M04226 Jurisprudence"
103831 Problems of development of water legislation**

УМКД составлена на основе рабочего учебного плана по образовательной программе 7М04217 - «Юриспруденция» к.ю.н. Джетибаевым Н.С.

Рассмотрено и утверждено на заседании кафедры таможенного, финансового и экологического права

протокол № 21 от 24.06. 2025 г.

Заведующая кафедрой  Куаналиева Г.А.

Одобрен академическим комитетом по качеству образования и обучения.

Протокол № 11 от 25.06. 2025 г.

Председатель  Уришбаева А.А.

Представлен на Ученом совете факультета

Протокол № 10 от 26.06. 2025. г.

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General provisions Seminars are recognized as one of the forms of training for undergraduates studying under the educational program "7M04217 Jurisprudence". The proposed general provisions are purely advisory in nature. Practical exercises are a necessary element of the educational process. The purpose of practical classes is to deepen the knowledge gained by the lecture, to form professionally important knowledge and skills. Practical classes help undergraduates to master legal terminology, develop a culture of speech and professional thinking, and are a means of operational two-way communication. Undergraduates acquire in practical classes the skills of applying legal norms to specific conditions, clarifying regulatory documents, selecting relevant norms from a variety of legal acts, and the ability to adhere to their individuality, independent thinking, and their opinions to the end. The structure of practical classes includes the following elements: the organizational stage (the teacher welcomes undergraduates and identifies undergraduates who do not attend classes in the journal, determines the preparation of undergraduates for classes, publishes topics and lesson plans); listens to undergraduates' answers to questions about the material; the main part (analysis of theoretical issues and problem solving); summing up the lesson (teacher evaluates the work of the entire group, announces and explains the grades, shows the results and shortcomings in the answers of a particular graduate student, gives assignments for the next lesson). The main part of practical exercises should be aimed at the operational coordination of theoretical issues with problem solving, a significant part of the time is spent on solving problems, during a 50-minute lesson it is recommended to spend 10-15 minutes analyzing theoretical issues. The analysis of theoretical issues is diverse: reports by undergraduates, problem solving, and a theoretical seminar. The teacher should explain to the undergraduates what requirements the report should meet. Noting the topic of the report, it is necessary to mention the authors used in the work, to set out in detail the outline of the report and the relevant questions on the report to the sources, indicating references to sources, opinions of the authors, if possible, expressing their opinion. The solution of the problems should be contained in the notebooks of undergraduates in writing in the form of a complete answer to the questions posed. Each event described in the task requires a legal assessment of the related issues. A clear answer must be given to each question (Yes, no). with reference to the norms of the law. The master's student must indicate how the relevant norm was applied, in appropriate cases with reference to regulatory rulings of the Supreme Court of the Republic of Kazakhstan (other legal acts), scientific explanations. A master's student who has mastered this methodology acquires practical skills related to the effective solution of professional tasks. A seminar is a form of educational process based on the independent study of undergraduates in the form of individual questions, reports, or joint discussion of problems on behalf of the supervisor. Compared to practical classes, the seminar is theoretical in nature and is deeply focused on a specific discipline. Seminar classes contribute to the strengthening of knowledge, directing

students to independence in educational and cognitive activities. During the seminar, the knowledge gained as a result of working with sources, additional literature, and documents is systematized, deepened, and monitored. The main purpose of the seminar sessions is to provide undergraduates with the opportunity to acquire skills in using theoretical knowledge based on the specifics of the fields being studied. There are three types of seminars, depending on the main objectives: • a seminar dedicated to an in-depth study of a particular course of study, thematically related to the material of this course; • A seminar on a methodologically relevant course or a reasoned preparation of a specific topic; • A research-type seminar designed for the scientific treatment of specific topical issues, which can be transferred to a special seminar. The special seminar is a school for young researchers to communicate with a specific problem under the guidance of a renowned scientist. An experienced supervisor creates an atmosphere of scientific creativity, orients undergraduates to collective intellectual activity, and uses effective research methods. At the final lesson, the teacher conducts a full review and summarizes the master's scientific papers, reveals the possibilities for further study of the problems under consideration, and explains the possibilities for interested undergraduates to participate in the study of these problems. The seminar sessions are closely related to the lecture sessions, however, the training material of the seminar does not duplicate the lecture material. The teacher's leadership role is to carefully plan the academic work, identify important issues for the seminar analysis, select literature for independent preparation, and guide the discussion process. Depending on the method of conducting the seminar, it is divided into the following types: An interview seminar means involving a significant part of undergraduates in an active discussion of the topic, expressing the willingness of all undergraduates to engage in all issues related to the seminar. After a brief report by the teacher, detailed statements by several undergraduates on specific issues of the plan are heard, supplemented by answers from other undergraduates, and at the end the teacher draws conclusions. A discussion seminar or a dispute seminar is an opportunity for a dialogue between the participants of the seminar to collectively discuss and solve a problem. The most relevant problems of the discipline under study are selected for discussion. Panelists learn to articulate their thoughts, support their opinions, and respect critical opinions. The most effective form of seminar sessions is the "round table" in the rules of participants' compliance. In this regard, it is necessary to train undergraduates in the culture of communication and interaction in order to discuss the topic of discussion through dialogue. The mixed form of the seminar is conducted in the form of a discussion of reports, free speeches by participants, and scheduled discussions. The pedagogical guidance for the preparation of undergraduates for the seminar consists in the teacher's assistance in drawing up a plan of reports, teaching how to take notes on literary sources, correct formatting of abstracts and reports, and advising on issues arising in the process of independent work. • Independent work of undergraduates • Types of work.

Their general characteristics. Writing requirements • Goals of writing independent work Independent work is the planned work of undergraduates, aimed at developing the cognitive abilities of undergraduates and improving independent continuing education, under the guidance and assignment of a teacher. Due to the sharp growth of educational and scientific material, and the lack of classroom hours for studying the discipline, CPM plays an important role in the educational process. Any university graduate should have fundamental knowledge, skills, professional skills, experience in creative and research activities, social and communication skills, formed in the process of independent work of undergraduates. The didactic tasks of the CPM are: consolidation, deepening, expansion, systematization of knowledge acquired during classroom classes; independent development of new educational material; development of professional skills, as well as skills of independent thinking; improvement of independent thinking, interest in legal literature, practical legal activity, and the law-making process. The main forms of CPM are: homework; preparation of abstracts on specific topics; educational and research work of undergraduates, which is participation in scientific circles and scientific conferences (educational and research work of undergraduates - UIRS and research work of undergraduates - R&D); organization and conduct of business games during extracurricular hours. Homework manifests itself in independent preparation for practical and seminar classes, in the form of any independent educational activity that is part of the educational process. The main activity is the development of self-study skills, the definition of methods and means of work, and the planning of training. Homework helps to consolidate the knowledge and skills acquired in classroom classes, form skills, and master new material. Didactic conditions that ensure the successful completion of independent work: a clear understanding of the tasks and recommendations related to the completion of assignments; the validity of the study assignment (for what, why it helps); effective amount of homework; form of the report through the teacher, deadlines; definition of types of consultations; evaluation criteria, types and forms of control. The content of the independent study work of undergraduates is: studying and taking notes on literature, presented by the teacher; solving problems in specific sections, sections of the course in combination with discussion in practical classes; review of court cases with discussion at a seminar or a meeting of a scientific circle; participation in court sessions on behalf of the teacher, familiarization with the work of legal departments of various organizations, notary offices; preparation of feedback on draft laws in the form of homework; preparation of draft legal documents within the framework of the topic under study in combination with practical exercises. Preparation of abstracts is one of the forms of organization and control of CPM. An abstract (Latin *referre*-statement, message) is a summary of the content of a source through a rational assessment or disclosure of the state of a problem based on a comparison and analysis of several sources. Depending on the content and activities in the educational process, the essays are divided into scientific-

problematic and review-informational. The purpose of writing the abstract is to improve undergraduates' skills in independent work with literary and normative sources published by forensic investigative practice. Undergraduates can draw theoretical and practical conclusions by self-substantiating them based on their analysis and generalization. The topic of the essays and the list of recommended literature are determined by the teacher. Abstracts related to a summary of the contents of a book or article can be considered the first stage of preparing a master's thesis on the relevant topic. The volume of the abstract can be as much as 15-20 pages of machine text. The typical structure of the abstract is: a plan; an introduction indicating the basics of the topic and tasks; the main part, consisting of several paragraphs; a conclusion containing conclusions on the topic; a bibliographic list. General job requirements When choosing the topic of independent work for undergraduates, the following rules should be taken into account: - the work should meet the interests and specific will of undergraduates, - the work should be useful for the specialty of jurisprudence (in particular, the topic should be suitable for publication as an article, taking into account the current state of science). What has been said should not be repeated in such a way that they meet the requirements of undergraduates who, in connection with the advancement of science, Another possibility in the future does not provide clear topics for independent work. works to prevent copying. • The main directions of independent work • Abstracts (reports) The main academic course provides a thematic overview (comparative analysis) and provides topics related to the problems of the subject not covered by the main program, depending on the time. In particular, depending on the main course, they can be divided into three groups: a) for the purpose of deeper disclosure of the topic briefly covered by the main course; b) topics not covered by the compulsory course at all; c) topics covered in the compulsory course that are not related to the independent work of undergraduates. • Requirements for completing independent work The work must be typed on a computer. The text should indicate the course, subject, author's full name, and the title of the work. If the work has a translation, then accurate bibliographic information of the same material should be provided. In addition, a dictionary of professional terms should be attached to the translation. If the work is not translated, then its content is given. A numbered list of references must be indicated on the last page of the work. In the text, the numbers of the works in this list must be indicated in direct brackets indicating the appropriate locations. • Preparing for independent work and writing it Choosing a theme. The preliminary selection of the topic in the above areas is carried out independently by the graduate student. The topic is being clarified, consultations with the teacher, drawing up a plan, and a list of references. The master's student can receive answers from the teacher for any questions that arise. Consultations are scheduled if necessary. The work is assigned to the teacher no later than two weeks before the session. Independent work protection is allowed during the session. • Criteria for evaluating independent work The teacher poses oral questions when accepting

a job from each graduate student. The undergraduate student must answer the teacher's question, depending on the text of the paper. When responding, it is necessary to indicate the assimilation of the material in the text (writing, translation, copying). When evaluating the work, the written version of the text and the originality of writing the independent work of undergraduates should be taken into account, as well as the validity of these conclusions and instructions.

