

Al Farabi Kazakh National University
International Relations Faculty
Diplomatic Translation Department

APPROVED
Dean of the Faculty


Sayrambayeva Zh.T.
30 "March 2025

METHODOLOGICAL COMPLEX OF THE DISCIPLINE

IYa 1105 « Foreign Language»

Specialty “6B04104 World Economy”

Course – 1
Semester – spring
Credits – 5

Almaty 2025

The Methodological complex was compiled by associate professor of the
Diplomatic Translation Department Smagulova A.S.

Based on the curriculum for the educational program "**6B04104 World
Economy**"

Reviewed and recommended at the meeting of the Department of Diplomatic
Translation

from «3» 09 2025 г., protocol № 12

Head of the Department  Murzagaliyeva M.K.

Lector  Smagulova A.S.

SYLLABUS
Fall semester 2025-2026 academic year
Educational program “6B04104 World Economy”

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)							
[50] Foreign language	4	-	5		5	6					
ACADEMIC INFORMATION ABOUT THE COURSE											
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control						
Offline	Basic course of elective component	-	discussion, problem-solving		Oral exam						
Lecturer - (s)	Smagulova A.S.										
e-mail :	Smagulova.aigerm@gmail.com										
Phone :	87011674373										
Assistant - (s)	-										
e-mail :	-										
Phone :	-										
ACADEMIC COURSE PRESENTATION											
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)						
Purpose-to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills are considered as a basis for the development of communicative competence; implementation of acquired speech skills in the process of searching, selecting and using material in English.	1. to understand professional terminology and abbreviations, structure of texts, titles, and explain main idea and themes of authentic texts related to professional activities;				1.1 understands professional terminology and abbreviations structure of texts;						
	2. interpret professional texts including articles, international and economic documents;				1.2 explains the main idea and themes of authentic texts related to professional activities;						
	3. to apply skills and abilities to recognize professional terms and academic grammar structures in authentic texts.				2.1 interpret professional texts using economic terminology;						
	4. to develop skills in all aspects of speech activity: speaking, listening, reading and writing;				2.2 able to work efficiently with international documents;						
	5. to produce language using vocabulary and grammar structures appropriate for the context of cross-cultural communication				3.1 applies skills and abilities to recognize basic professional terms in authentic texts;						
				3.2 able to use academic grammar structures in their speech;							
				4.1 develops speaking skills using professional terminology and academic grammar in given professional situations;							
				4.2 develops listening skills to comprehend academic speech;							
				5.1 able to generate written speech on professional topics.							
				5.2 able to discuss main professional issues, express their opinion and prove their points of view.							
Prerequisites	Foreign Language (English)										
Postrequisites	Professionally oriented English										
Learning Resources	Literature: <ol style="list-style-type: none"> 1. Market leader Upper intermediate John Rogers 2013. – 175p 2. Makisheva M.K., Duiseyeva L.A., Sarbayeva R.E. English for economists. 2013. - 152c. 										

	<p>3. Английский язык для экономистов. Аванесян Ж.Т.Москва.2014. Дуканова Н.М.Английский для экономистов:</p> <p>4. Английский для студентов факультета права и экономики Алонцева Н.Б. 2010</p> <p>5. Market Leader –Business English Intermediate level</p> <p>6. Market Leader –grammar Upper Intermediate level</p> <p>7. English Grammar in Use Murphy. Cambridge University Press.</p> <p>8. Книги по домашнему чтению</p> <p>9. www.englishyear.com –электронный ресурс</p> <p>10. www.better-english.com –электронный ресурс</p> <p>11. www.business-test.com –электронный ресурс</p> <p>12. www.multitran.com –электронный ресурс</p> <p>Дополнительная:</p> <p>13. Профессиональный английский для юристов и экономистов Алонцева Н.Б. 2010</p> <p>14. English for University Students. Berezina</p> <p>15. Коваленко П.И. Английский для экономистов Москва.2013</p> <p>16. Шевелева С.А. Основы экономики и бизнеса Москва.2015</p> <p>17. Мамаева Н.Л. Английский язык для экономистов Москва.2014</p> <p>Professional scientific databases:</p> <ol style="list-style-type: none"> 1. Scientific database https://www.scopus.com 2. Science Direct scientific database https://id.elsevier.com/ 3. Scientific database IEEE Xplore https://ieeexplore.ieee.org/Xplore/home.jsp <p>Internet resources:</p> <ol style="list-style-type: none"> 1. The UN official website: https://www.un.org/en/ 2. TED Talks: https://www.ted.com 3. CNN News: https://edition.cnn.com 4. BBC News: https://www.bbc.co.uk 5. English-Russian Online Dictionary: www.multitran.com/ 6. English-Russian Online Dictionary: https://www.lingvolve.com/en-us 7. Collocation Online Dictionary: http://www.ozdic.com 8. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/ 9. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org 10. FutureLearn platform courses https://www.futurelearn.com/ 11. Forensic psychology https://www.futurelearn.com/courses/forensic-psychology 12. Introduction to criminology https://www.futurelearn.com/courses/criminology-and-crime 13. Coursera platform https://www.coursera.org/ 14. E-International Relations https://www.e-ir.info/
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Academic course policy	<p>The academic policy of the course is determined by <u>the Academic Policy</u> and the <u>Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. Documents are available on the main page of IS Univer .</p> <p>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 and assignments.</p> <p>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.</p> <p>Academic 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.</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"</u> , <u>"Instructions for the final control of the autumn / spring semester of the current academic year"</u> , <u>"Regulations on checking students' text documents for borrowings"</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p>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</p>
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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 e-mail smagulova.aigerm@gmail.com or via video link in zoom <https://us04web.zoom.us/j/7102206935?pwd=SIJWUH1JaFMrZmZvZWZCT0NmYU0zZz09>

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

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Assessment Methods	
				Criteria-based assessment	Formative and summative assessment
A	4.0	95-100	Great	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.
A-	3.67	90-94		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.	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.
B+	3.33	85-89	Fine	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 and summative assessment
B	3.0	80-84		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.	Points % content
B-	2.67	75-79	Satisfactorily	Activity at lectures classes	10
C+	2.33	70-74		Work in practical classes	20
C	2.0	65-69	Satisfactorily	Independent work	20
C-	1.67	60-64		Design and creative activity	10
D+	1.33	55-59	Unsatisfactory		
D	1.0	50-54			
FX	0,5	25-49	Unsatisfactory	Final control (exam)	40
F	0	0-24		TOTAL	100

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
MODULE 1 Module 1 Introduction to the profession in a foreign language			
1	PT1 Communication Discussion- Talk about makes a good communication Texts- A quite word beans sending e-mail Financial times Language work- good communication Idioms Skills- dealing with communication breakdown Case study- The price of success	3	8
2	PT 2 International marketing Discussion- Talk about international brands Texts- Diego Della Language work- marketing word partnership Skills- brainstorming Case study- Henry-Claude Cosmetic creating a global brand IWST 1 Consultation on the implementation of IWS 1	3	8
3	PT3 Building relationship Discussion- Talk about building relationship Texts- How East is meeting West Language multi word verbs Skills- networking Case study- Al- Miner Hotel and spa Group: come up with a plan for improvising customer satisfaction and loyalty	3	8

4	PT 4 Success Discussion- Discuss what makes a people companies successful Texts- Carlos slim the telegram Language work- prefixes Skills- negotiation Case study- Kensington united: negotiate a sponsorship deal with football club	3	8
4	IWS 1. Pair presentation Success in business (canva, prezi)	3	18
5	PT 5 Job satisfaction Discussion- Discuss motivation factors and do a quiz Texts- The Sunday times Language work- synonym and word buildings Skills- Cold-calling Case study- Just good friends	3	8
5	IWST 2. Consultation on the types of essay and their peculiarities	1	
MODULE 2 Foreign language competence in given situations			
6	PT 6 Risk Discussion- Discuss different aspect of risks Texts- Internationalization risk or opportunities Language work- describing risk Skills- reaching agreement Case study- Winton carter mining evaluate the risk of a new mining venture	3	8
	IWST 3. Consultations on the implementation of IWS 2	1	
7	PT 7 Management style Discussion- Discuss different aspect of management style Texts- Anna Wintour Jim buck master CBS- Times online Language work- management qualities Skills- Presentation Case study- Selig and Lind choose the new project manager for a team	3	8
8	PT 8 Team building Discussion- Talk about working in teams and do the quiz Texts- Receipt for team Language work- prefixes modal perfect Skills- resolving conflict Case study- motivation the sales team		8
	IWST 4. Consultations on the implementation of IWS 3	1	
	IWS 2. Midterm control assignments	2	18
	Midterm control 1		100
9	PT 9 Raising finance Discussion- Discuss how and were finance can be raised Texts- No easy money Language work- financial terms Skills- negotiation Case study- Last throw of the dice; negotiate finance for the new film	3	8
10	PT 10 Customer service Discussion- Discuss factors in and importance of customer serves Texts- Customers service Language work- gerund Skills- active listening Case study- Hurrah Airlines Deal with customer compliance	3	8
MODULE 3 Professional discourse and speech culture			
11	PT 11 Crisis management Discussion- Discuss ways of handing crises Texts- How not to take care of brand Language work- conditional Skills- asking and answering difficult questions Case study- In range: plan a press conference to defend criticism of a video game	3	9
	IWST 5. Colloquium: week 1-10	1	
12	PT 12 Mergers and acquisitions Discussion- Define and discuss acquisitions mergers and joint ventures Texts- Green targets Language work- predict and profitable Skills- making presentation Case study- Rinnovar international present recommendation for an acquisitions	3	9

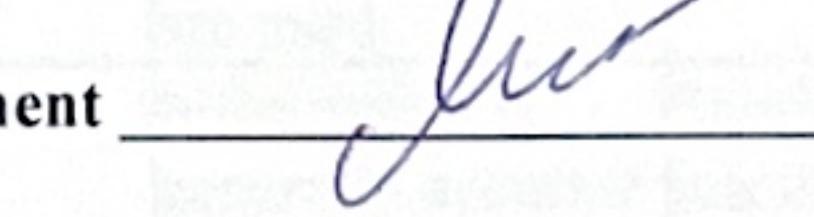
	IWS 3. Reading and analyzing the book Economy	3	20
13	PT 13 International market Discussion- Talk about makes a good communication Texts- A quite word beans sending e-mail Financial times Language work- good communication Skills- dealing with communication breakdown Case study- International market	3	8
14	PT 14 Cross-Cultural Negotiations: Language and Non-Verbal Communication Discussion- Talk about makes a good communication Texts- A quite word beans sending e-mail Language and Non-Verbal Communication Language work- good communication Skills- dealing with communication breakdown Case study- The price of success	3	9
	IWST 6. Consultation on the implementation of IWS 5.	1	
15	PT 15 Public Speaking: Mastering Professional Language Discussion- Talk about makes Professional Language Texts- A quite word beans sending e-mail Financial times Language work- good communication Idioms Skills- dealing with communication breakdown Case study- Advance languages	3	9
	IWS 4. Conducting final term assessment	3	20
	Midterm control 2		100
	Final control (exam)		100
	TOTAL for course		100

Dean of International Relations Faculty



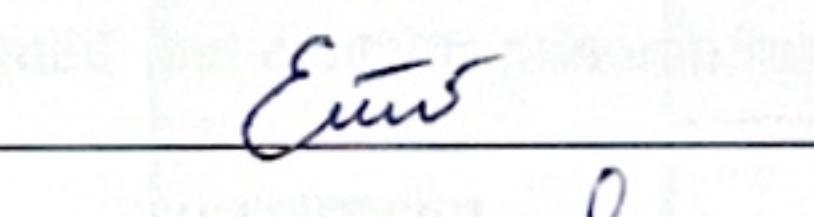
Sairambaeva Z.T

Head of Diplomatic Translation Department



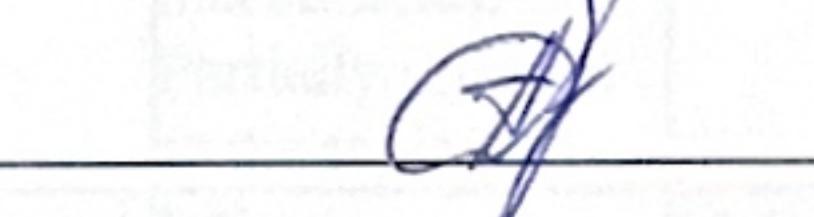
Murzagalieva M.K.

Chair of the Academic Committee



Yerimpasheva A.T.

Lecturer



Smagulova A.S.

THE RUBRICATOR OF SUMMATIVE ASSESSMENT OF IWS IN THE FORM OF A PRESENTATION (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 24-20%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Clarity of the purpose and objectives of the presentation	The purpose and objectives are clearly articulated, easily understood by all audience members, and leave no room for doubt.	The purpose and objectives are stated but may be somewhat vague or not entirely clear.	The purpose and objectives are unclear, making it difficult to grasp the main intention.	There is no clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Relevant lexical and grammatical structures are actively and accurately used throughout the presentation.	Relevant lexical and grammatical structures are used, but there are some errors that affect clarity.	A few relevant lexical and grammatical structures are used, with multiple errors that hinder understanding.	No relevant lexical or grammatical structures are used, resulting in numerous errors that obscure meaning.
Analysis skills and presentation of main ideas	In-depth analysis of key ideas, detailed presentation with additional insights, and effective use of visual aids (e.g., charts, graphs, images).	Good analysis with key aspects presented, though lacking in detail or specific examples. Some visual aids are used.	Limited analysis of key ideas with fragmentary information presented. Few visual aids are included.	Lack of analysis; the presentation is superficial and difficult to follow. Primarily consists of text without visual aids.
Relevance and accuracy of the information provided	All information presented is complete, accurate, relevant, and fully aligned with the topic.	Information is generally accurate but contains minor gaps or inaccuracies. Partially relevant to the topic.	Significant omissions or inaccuracies are present in the information, with most content being irrelevant.	Information is fragmented and does not meet assignment requirements. Lacks relevance to the topic.
Public speaking skills	Confident and professional delivery, excellent use of voice, gestures, and engagement with the audience. Clear diction and pronunciation.	Effective speaking, though some improvement is needed in communication skills. Good diction with occasional phonetic errors.	Major improvements are needed in public speaking skills. Poor diction and pronunciation with numerous errors.	Delivery is ineffective, making it difficult for the audience to understand and engage.
Critical thinking skills and own judgement	The presentation includes deep and original conclusions, demonstrating strong critical thinking.	Main conclusions and critical thinking are evident but could be further developed.	Conclusions are present but limited; critical thinking skills are underdeveloped.	There are no original conclusions or recommendations provided.