

Matrix by subject area «History»

1	Introduction	<p>Educational systems of most modern countries , including the Central Asian states are in the process of reform. Within the framework of the Bologna Process universities seek to harmonize educational programs (their settings on each other) . In this context, particularly important is the expression level of educational attainment and qualifications in terms of competence and learning outcomes. Key tool for solving this problem has become a methodology developed in the framework of international educational project «Tuning of educational structures».</p> <p>Tuning of subject area «History» was developed in 10 countries of Latin America (Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Mexico)</p>
2	Description of subject area	<p>The word “history” comes from ancient Greek, where it meant “story”, “a story about what we have learned”, “research”. Nowadays, term “history” has several meanings. On the one hand, history mean any development in nature and society - in this sense we can talk about the history of different objects and phenomena. On the other hand, the concept of “history” refers to the past, stored in the memory of the people, as well as any story about the past.</p> <p>In our project the definition of “history” is used primarily to refer to one of the humanities disciplines. In this case, history – is a special science (or complex of science) concerned with the study of the past of human society in all its diversity. On this basis, as a subject of history can be called all manifestations of human life, beginning with the origin of human society and to the present time. Respectively, as a main task of history should be considered knowledge, study and understanding of the past of mankind needed to understand the current condition of human society and anticipate its future development.</p> <p>History consists of specialties of social sciences and humanities, leading comprehensive study of the development of human society in all its concreteness and diversity, which is known in order to understand its present and future prospects; processes of development of society, which also include the aggregate of remedies, methods, techniques, methods for studying the past of mankind, the priorities of public society, the development of archive work, problems of professional education methods and methodology of studying the past of human society. History as a subject of study and as a science has several socially significant functions: cognitive (intellectual and developmental), ideological, practical and political, educational.</p> <p><i>Cognitive (intellectual-developing) function</i> lies in a specific study of the historical path of development of human society, in the theoretical generalization of facts and events, in identifying the main trends in the history of world civilizations and their characteristics, reflected in the historical sources.</p> <p><i>Ideological function</i> is to form a historicism of thinking because he teaches to think by historical categories, to see society in the development, to evaluate the phenomena of social life in relation to their past and to correlate with the subsequent course of development.</p>

Practically political function is to develop science-based policy.

Educational function contributes to the formation of civil qualities, helps to understand categories such as honor, duty to society, good and evil, and the whole moral values of humanity in their development.

The significance of this trend highlights the fact that in Central Asian countries the subject "History of the Fatherland" is a unit of mandatory subjects, following which students take the state exam

- **Kazakhstan, Kyrgyzstan:** study of history separately at the History Faculty. At the same time, in all institutions on all specialties is studied national history, by results of which, students pass the state exam or **midterm exam** on 1 course.
- **TurkmenistanТуркменистан:** study of history separately at the History Faculty. At the same time, in all institutions on all specialties is studied national history, by results of which, students pass the state exam or **midterm exam** on 1 course.
- **Tajikistan:** study of history separately at the History Faculty. At the same time, in all institutions on all specialties is studied national history, by results of which, students pass the state exam or **midterm exam** on 1 course.

History – is a multisectoral science in which there are the following areas: *world history, national history, regional history*. Along with this trend, this subject area has a close relationship with the other humanities, that allows to select the following branches of historical knowledge: *civil history, political history, history of the state and law, history of economy, military history, history of culture, music, language, literature*.

Identified a number of auxiliary historical disciplines, developing common questions the methods and techniques of historical research: *archeology, ethnology and ethnography, historiography, source study, methodology of history, paleography, heraldry, numismatics, toponymy, sphragistics, historical geography*.

3 Typical degrees, suggested in 3 levels of education

According to the International Standard Classification of Education (2011) and national classifiers of education specialties of Central Asian countries subject area "History" is included in two groups - the «Education» and «Humanities».

In this subject area in universities of Central Asia are implemented following basic educational programs and assigned following degrees:

Levels	Educational programs	Classification/ degree of graduate
1 level: Bachelor degree (для всех республик)	1. History (education) 2. History (humanitarian) 3. Archaeology and Ethnology 4. Museology and monuments protection	Bachelor

		2 level: Master's degree program (Kazakhstan, Kyrgyzstan, Tajikistan)	<ol style="list-style-type: none"> 1. History (education) 2. History (humanitarian) 3. Archaeology and Ethnology 4. Museology and monuments protection 	Bachelor
		3 level: Doctoral degree program (in Republic of Kazakhstan)	<ol style="list-style-type: none"> 1. History (education) 2. History (humanitarian) 3. Archaeology and Ethnology 	Master
		3 level: Postgraduate studies (Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)	<ol style="list-style-type: none"> 1. History 	Candidate of historical sciences
		4 level: Doctoral degree program (Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan)	<ol style="list-style-type: none"> 1. History 	Doctor of historical sciences
4	Typical employment of graduates	<p>Traditional areas of activity of graduates are the following areas: education, research, cultural, educational, public administration, political and ideological sphere.</p> <p>Objects of professional activity:</p> <p>1 level (Bachelor) - organization of secondary and post-secondary education, including high schools, colleges, gymnasiums, research institutes and organizations, training institutions, publishers, libraries, methodical cabinets.</p> <p>2 level (master) - by profile preparation: national, regional and district departments of public education, regional and district methodical centers, control and analysis service of the Ministry of Education, national, regional and district cultural organizations; government, agency (including a variety of private institutions)</p>		

archives, historical museums.
 scientific and pedagogical learning: higher education institutions, scientific research institutes, departmental research organizations.
 3 level (doctor PhD) - universities, scientific research institutes, departmental research organizations
 Graduates can work:
 1 level (bachelor) – teacher of history and subjects of historical and humanitarian cycle in secondary and post-secondary educational institutions, including high schools, gymnasiums, colleges, employee of archives museum workers, a specialist in public institutions, assistant deputies
 2 level (master) - teacher of history in specialized secondary and post-secondary educational institutions, including high schools, gymnasiums, colleges, teacher, historian Methodist education manager, employee of scientific research institutes, analysts in government agencies, associates and advisers of deputies
 3 level (doctor PhD) - преподавателем в высших учебных заведениях, сотрудниками научно-исследовательских институтов, ведомственных научно-исследовательских организаций

5 General and subject-specific competences

One of the main objectives of the project was to develop an agreed set of general competencies for the various areas of learning. In order to determine which of the general competencies are the most important, during the project were conducted consultations and questionnaires with representatives of the academic community (university professors), employers, students and graduates. Employers for subject area "History" were school principals, heads of archives and museums, heads of state structures.
 As a result of analysis and comparison of the lists of general and subject-specific competences proposed by different subject groups by relevance (ranking), allocating general and subject-specific competences mentioned by all or more groups as important, were determined following the general and subject specific competences as key competences:

Teachers	Employers	Students	Graduates
<ul style="list-style-type: none"> • Ability to use analysis and synthesis • Possession of knowledge of the professional field • Ability to use logic and critical thinking to solve. • Ability to education and self- • Ability to 	<ul style="list-style-type: none"> • Possession of knowledge of the professional field • Ability to use analysis and synthesis • Ability to education and self- • Ability to perceive and develop knowledge • Time- 	<ul style="list-style-type: none"> • Possession of knowledge of the professional field • Ability to use logic and critical thinking to solve. • Ability to use analysis and synthesis • Ability to education and self- • The ability to 	<ul style="list-style-type: none"> • Possession of knowledge of the professional field • Ability to use logic and critical thinking to solve. • Ability to education and self- • Ability to use analysis and synthesis • Ability to apply

		<p>scientific research work using the methods and methodology of scientific research</p> <ul style="list-style-type: none"> • The ability to competently communicate in state language, Russian and foreign languages • Ability to apply knowledge in practice • Ability to perceive and develop knowledge • Ability to use innovation 	<p>management</p> <ul style="list-style-type: none"> • The ability to competently communicate in state language, Russian and foreign languages • Ability to use logic and critical thinking to solve. • Ability to apply knowledge in practice • Ability to take initiative and entrepreneurship • Ability to use innovation 	<p>competently communicate in state language, Russian and foreign languages</p> <ul style="list-style-type: none"> • Ability to take initiative and entrepreneurship • Ability to perceive and develop knowledge • Time-management • Ability to use innovation • Ability to scientific research work using the methods and methodology of scientific research 	<p>knowledge in practice</p> <ul style="list-style-type: none"> • Ability to leadership and skill to work in a team • Focus on qualitative achieving results • Ability to take initiative and entrepreneurship • The ability to competently communicate in state language, Russian and foreign languages • Ability to use innovation
Subject-specific competences					
		<ul style="list-style-type: none"> • Knowledge of national history as part of world history • Critical understanding of the relationship between current events, processes and past • Ability to understand the challenges and issues of national historiography • The development of skills and capabilities to research 	<ul style="list-style-type: none"> • Critical understanding of the relationship between current events, processes and past • Ability to systematize and interpret historical information • Ability to understand the challenges and issues of national historiography • Ability to use the mechanisms of the 	<ul style="list-style-type: none"> • Knowledge of national history as part of world history • Critical understanding of the relationship between current events, processes and past • Ability to identify the problem and formulate a research topic • The development of skills and capabilities to research 	<ul style="list-style-type: none"> • Knowledge of national history as part of world history • Understanding and respect of national and human values / social-ethical values, including customs and traditions • The development of skills and capabilities to research activities • Ability to use the mechanisms of the

		<p>activities</p> <ul style="list-style-type: none"> • Understanding and respect of national and human values / social-ethical values, including customs and traditions • Knowledge and application of didactics of history. • Knowledge of local lore (regional) history • Ability to identify the problem and formulate a research topic • Knowledge of the history of civilizations of world history • Ability to acquire new knowledge, using modern information and communication technologies 	<p>special sciences (paleography, epigraphy, historical onomastics) and related (literary criticism, history of language, art history, archeology, anthropology, law, sociology, etc.) in historical research</p> <ul style="list-style-type: none"> • Ability to use the terminology and techniques adopted in the historical science in native and foreign languages • Ability to acquire new knowledge, using modern information and communication technologies • The development of skills and capabilities to research activities • Knowledge of national history as part of world history • Ability to comment, process, annotate documents and historical texts • Ability to extract information from various sources, analyze 	<p>activities</p> <ul style="list-style-type: none"> • Ability to understand the challenges and issues of national historiography • Knowledge of local lore (regional) history • Understanding and respect of national and human values / social-ethical values, including customs and traditions • Ability to acquire new knowledge, using modern information and communication technologies • Knowledge of the history of civilizations of world history • Knowledge of an ancient language 	<p>special sciences (paleography, epigraphy, historical onomastics) and related (literary criticism, history of language, art history, archeology, anthropology, law, sociology, etc.) in historical research</p> <ul style="list-style-type: none"> • Ability to understand the challenges and issues of national historiography • Ability to identify the problem and formulate a research topic • Critical understanding of the relationship between current events, processes and past • Ability to acquire new knowledge, using modern information and communication technologies • Ability to systematize and interpret historical information • Knowledge of the history of civilizations of world
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	it and relate it with knowledge received in the study of the subject		history
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Based on the analysis of results, and after consultation with the European experts members subject group came to the conclusion that as the core competencies it is necessary to identify those subject competence, the importance of which were evaluated by all four groups of respondents, without exception, namely:

- GC-10 Knowledge of the professional field**
- GC-1 Ability to apply analysis and synthesis**
- GC-2 Ability to apply logic and critical thinking to solve.**
- GC-8 Ability to education and self-education**
- GC-12 Ability to competently communicate in state language, Russian and foreign languages**
- SC-10 Knowledge of national history as part of world history**
- SC- 1 Critical understanding of the relationship between current events, processes and past**
- SC- 4 Ability to understand the challenges and issues of national historiography**
- SC- 13 development of skills and capabilities to research activity**
- SC–20 Ability to acquire new knowledge, using modern information and communication technologies**

It is these general and subject specific competences more clearly define subject area «History», including highlighting the most important areas of activity of the future historian. Achievement of these competencies is compulsory for the graduate of the specialty «History», regardless of the profession in the field of historical science, which will be chosen by student in the future. These competences can be called universal in general for a specialist in humanitarian areas.

Also members of the group considered important the fact that the selected competence can not be considered outside the context of social and ideological nature of the subject «History», which, is due to socio-economic and socio-political relations and allows to define place of historians in public life and society. Importance of solving problems of historical education and historical science defined the role of history in shaping of national consciousness arising from consolidation of functions and educational history

6 Level descriptors (in accordance with the qualification framework) in a terms of competences

Levels of education	Knowledge	Skills	Level of autonomy and responsibility
GENERIC COMPETENCES			
GC-10: Knowledge of the professional field			
Level 6:	a thorough knowledge of the history	be able to formulate a knowledge in the field of history	Ability to creatively use the knowledge of the history in various fields of professional

			activity, including the work in the school and communication with different audiences
Level 7:	To have in-depth knowledge of the historical processes in spatial and chronological characteristics	To have the skills to creative comprehension of historical processes, to determine the location of a particular historical event in the general historical process	The ability to creatively use the knowledge on the history in developing specific research project
Level 8:	To have in-depth knowledge of history, including critical thinking of historical events, facts, phenomena	Have advanced skills of interpretation of historical events, facts, phenomena; be able to formulate research questions and main hypotheses	Ability to generalize and interpret historical knowledge, to use it in research
GC-1: Ability to apply analysis and synthesis			
Level 6	To know the basics of the methodology and source study of history	Be able to formulate and explain the essence of the method of analysis and synthesis	The ability to apply the method of analysis and synthesis in the work with historical sources
Level 7	To know the relation of general and specific techniques and methods for the study of historical facts, events, phenomena and historical sources.	Be able to use the skills to work with the method of analysis and synthesis in the study of sources on a specific research topic	The ability to apply the method of analysis and synthesis in during a research work on a scientific project
Level 8	To have in-depth knowledge in the field of methodology of history	Be able to relate the method of analysis and synthesis with other	The ability to extract the necessary information from sources on the researched

		general and particular methods, be able to use this method in historical researches	scientific topic, relying on the method of analysis and synthesis
GC-2: Ability to apply logical and critical thinking for solving problems			
Level 6	To possess basic knowledge about the logic and critical thinking, which is necessary in the process of studying history	Be able to apply the knowledge, acquired in the study of logic, in cognition of historical processes	Ability to use basic knowledge about logic and critical thinking in practical work of history teachers
Level 7	To know the content and purpose of logic and critical thinking for solving urgent problems of historical science	Be able to apply logic and critical thinking in the study of the historical past, in general, and individual facts, events and phenomena of history	Ability to creatively use the knowledge of methodology of history, in particular, the laws of logic and critical thinking in the elaboration of a specific research project
Level 8	To know an integral system of methods and techniques of historical research, the place and the role of a particular method of critical and logical thinking in the methodology of history	Be able to operate a logical and critical thinking in solving complicated scientific cognitive tasks	The ability to apply knowledge in the field of methodology of history in professional work of researcher and practice of a high school teacher
GC-8: Ability to education and self-education			
Level 6	To have a strong basic knowledge of world and national history	Be able to acquire knowledge during the learning and independent work in libraries, archives, Internet resources and be able to independently engage in their own learning	Ability to creatively use the knowledge in the professional work of the teacher of history in school

		Level 7	Have in-depth knowledge of global and national history, theory and methodology of historical science.	Be able to apply acquired knowledge during the research on the scientific project	The ability to generalize acquired knowledge and formulate research tasks, develop their own opinions on studied issues
		Level 8	To have advanced knowledge on actual problems of history and related humanitarian sciences	Be able to formulate research questions and the main hypotheses on the world and national history and be able to receive information from a variety of types and kinds of sources and a special, scientific literature	Ability to independently implement a research project, defend their own position in the scientific debates and discussions
		• GC-12: Ability to communicate in state language, Russian and foreign languages			
		Level 6	Knowledge of the theoretical and practical bases of functioning of the state, Russian and foreign languages, and linguistic links between them.	Ability to competently implement basic types of speech and writing activities in the state, Russian and foreign languages.	Demonstrate ability to manage communication processes in various interpersonal relationships and professional fields.
		Level 7	Highly qualified knowledge of methodological bases of functioning of the state, Russian and foreign languages, as well as techniques and technologies of communication.	The ability to competently use modern technology in the implementation of the basic types of speech and writing activities in the state, Russian and foreign languages.	To demonstrate the ability to manage and create communication environment in different societies (social groups) and professional fields.
		Level 8	Advanced knowledge in the field regulatory documents regulating the	Skills to diagnose on a scientific basis the dynamics of development	To demonstrate the high scientific and professional state, Russian and foreign languages

		<p>maintenance of the state, Russian and foreign languages, as well as research knowledge in the field of advanced linguistic and philological schools.</p>	<p>of the state, Russian and foreign languages at different levels: the essential, meaningful, functional, status, etc.</p>	<p>and demonstrate the ability to operate with modern scientific and professional terminology.</p>
SUBJECT SPECIFIC COMPETENCES				
SC-10 Knowledge of national history as part of world history				
Level 6	<p>To have a basic knowledge of the main stages of the historical development of their country, their relationship with the world historical process</p>	<p>Be able to convincingly justify its position concerning national, human and spiritual values on the basis of the knowledge in national and world history</p>	<p>The ability to teach world and national history in secondary schools, ability to defend an active life position, guided by the idea of national independence</p>	
Level 7	<p>to know position and evaluation of the main European, American, Asian and national historiographical schools on the history of his country, to know the basic complexes of sources on national history</p>	<p>Be able to analyze and predict the historical facts and events of national history, to determine their place and role in the world historical process.</p>	<p>The ability to apply knowledge of national history in the system of preprofile education and scientific research</p>	
Level 8	<p>To know scientific theories, concepts, approaches and methods that allow to understand laws of formation, functioning and development of national history as part of world history.</p>	<p>Be able to select, analyze, process and apply historical information on the national history during the implementation of the scientific project</p>	<p>The ability to non-standard creative approach in the study of national history, which provides in-depth knowledge and erudition in the field of world history</p>	

SC- 1: A critical awareness of the relationship between current events and processes and the past			
Level 6	To know basic historical processes of national and world history	Be able to compare historical facts, events, phenomena of national and world history in the search for similarities and differences	The ability to apply knowledge in the professional activity of the teacher of history
Level 7	To know the different approaches and assessment of historical processes in the past and the present, the content and purpose of criticism techniques used in historical cognition of sources	Be able to critically evaluate the historical processes relying on general scientific and private methods and techniques of research	The ability to apply knowledge in various fields of professional activity
Level 8	Have a profound, comprehensive knowledge of national and world history in different epochs	Be able to compare and critically analyze historical events and phenomena of the past and modern history, to identify the problem and the main trends of development of human society in the XXI century on this basis	Ability to give prognostic variants of historical events, phenomena, processes, justify and defend them in public speeches at scientific conferences, seminars, publications, scientific articles, monographs, doctoral dissertation
SC- 4 Ability to understand the challenges and issues of national historiography			
Level 6	Know the basic	Be able to extract	Ability to apply

		regularities and features of the formation of historical thought, research methods	information from historical and contemporary sources of knowledge, possess the knowledge system about the basic stages of national historical science development	knowledge in of teaching activity
	Level 7	To know the most important historiographical problems (directions and schools) of national and world history	Be able to apply historiographical knowledge for writing historiographical surveys in research projects	Ability to apply knowledge in teaching and scientific activities
	Level 8	To know the theoretical and methodological and specific historical views of the most important representatives of major historiographical schools and directions of foreign and domestic historiography	Be able to analyze and compare the most important methodological concepts, freely operate with scientific concepts and terms in the field of historiography	Ability to apply knowledge during the implementation of research projects
SC- 13 development of skills and capabilities to research activities				
	Level 7	Have a basic knowledge of the national and world history	Have the skills to write essays, reports on a certain topic of national, world history, on any section of the theoretical and applied disciplines (auxiliary historical disciplines, source study, archeology, ethnology, etc..)	Ability to apply knowledge during the public speeches at conferences, debates, the ability to carry out scientific supervision of school scientific projects

		Level 7	To have in-depth knowledge of the theoretical and methodological foundations, scientific instruments of historical science, philosophy, logic, historical information	Be able to find, select, organize and use various sources of information, including Internet resources, in the work on a scientific project	The ability to independently solve research problems using the achievements of historical and related humanitarian sciences
		Level 8	To have vast knowledge of theoretical and methodological foundations of historical science, related humanities, natural and exact sciences	To possess an innovative strategy and tactics, methods of solving creative problems in scientific subject (historic) area	The ability to independently engage with their own learning, to build their own scientific trajectory of research and defend it in scientific disputes
C-20: Ability to acquire new knowledge, using modern informational technologies in education.					
		Level 6	To have a basic knowledge in the use of ICT in study of the history	Have the skills to work with educational and scientific literature on the history , using internet resources and ICT	Ability to apply achievements of innovative technologies in the study of history
		Level 7	To have in-depth knowledge about methods and techniques of use of archival sources, materials, online resources and ICT in historical researches	To have the skills to collect and systematize historical knowledge, including Internet resources. Have skills to apply ICT in research projects.	Ability to generalize the information extracted from archival sources, internet resources, using ICT
		Level 8	To have advanced knowledge about the latest methods and techniques of identification, selection and use of historical knowledge	Be able to conduct independent work for search and collection of empirical data, give professional evaluation of	Ability to creatively use ICT, internet resources in the study of history and research projects

			sources of information, including ICT	
7	Approaches to learning, teaching and assessment	<p>In all countries, in all the universities of the Central Asian region are used a comparable with each other approaches, teaching methods and evaluation of the results</p> <p><u>Approaches to teaching:</u></p> <ul style="list-style-type: none"> • Project approach – organization of the educational process where the activities of the students have the design character, which implies obtaining a practical result and its public presentation. • Problem approach - organization of the educational process, which implies the creation of problem situations by a teacher. • Competence approach - organization of the educational process, aimed at forming and development of competencies. <p><u>Technology of teaching:</u></p> <ul style="list-style-type: none"> • Advanced lecture—a modified interactive lecture implying special stops in the process the teacher gives information. In the process of stops is conducted an interact of students with the information, the teacher, with each other, and also summarize the results of each part of the lecture and discussions are conducted. An advanced lecture is completed with ten-minute essay or another type of summarization. • Method of forecasting (prediction)—is used on classes initial stage in order to concentrate students’ attention on a problem or subject and stimulation of interest to the material under consideration. The prediction is used by a text title on key words. Students record their assumptions in notebooks and voice their arguments in pairs or in a group. • Filling heuristic table (strategy of work with information on a particular topic or issue)— consists of 3 columns. The 1stone contains everything that a student knows on the subject or problem, in the 2ndcolumn there are written questions, to which students want to get answers, and the 3rdcolumn there are written answers opposite to questions, as well as new ideas. • Reading with notes—a method of work with the information, labeling to help effectively think and read, it's a way to dialogue with the text and a means of tracking and understanding information. The 		

following icons are used: "V" (*tick*) - familiar information, "+" (*plus*) - new information, "-" (*minus*) - is contrary to what you already knew, or thought you knew, "?" (*question*) - is not clear whether you want to get more information on this issue.

- **Filling a conceptual map**—a teacher gives a task to present a schematic own conception of the subject, that is, to come to new knowledge in the context of the knowledge acquired earlier. The basic steps are:
 1. Students are encouraged to a topic that they know well, or well enough.
 2. Students make a list of ideas on this topic and write them on the board.
 3. Categorical review.
 4. Are divided in groups.
 5. Develop the concept in groups.
 6. Students graphically depict concepts and establish strong and weak links between categories and individual concepts.
 7. Preparation for the presentation.
 8. Presentation, taking into account the diversity of the views of all members of the group.
- **Rotation Method** – a strategy of work together, is one of the types of discussions, which results in a discussion of issues, problems, according to a certain scheme.
- **Discussions** - its types: cross one, "Joint search", "Corners" meta discussion, web discussion.
- **Two-part diary** - is an interactive method of work with text that suggests a record of student's discourse, his comments, evaluations, etc. in the following form: a teacher asks students to select some quotes of text (lecture or textbook) from the beginning, middle and end of the text. Quotation should not be too long (one sentence, a phrase, a word). Then students draw table of 2 columns: the left and the right one. The quotation is written in the left column of the diary, and a comment to it, associations, discourses or interpretation are written in the right column. Students alternately discuss quotes and give grounded comments to them.
- **RAFT method** - is a type of creative work presupposing conduction students through the procedure "Role - Auditorium - Form – Theme"
- **Essay Writing** - their types: arguing, a ten-minute, a five-minute ones.
- **WEB - QUESTtechnology.**
- **Information and communication technologies.**
- **Case-study.**

		<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Criteria Assessment– signs, on the basis of which assessment, definition or classification of anything is implemented. • Feedback - can be direct or indirect, oral or written (questionnaires with closed or open questions). • Summative Quality Evaluation - final test or exam. • Formative Evaluation - current estimation, expressed in evaluation judgments of the teachers and also estimation of intermediate results of learning. • Peer - Assessment–is produced by students on certain criteria or rules, with which students are acquainted in advance. • Self - evaluation - suggests correlation by a student of his understanding of criteria evaluation with those required by a teacher. It forms a skill to exercise reflection and to argue assessment in oral and written form, as well as to make own criteria evaluation. • Portfolio Assessment - a collection of works of the student, fully demonstrating his learning outcomes, as well as the efforts made to achieve them. This is a targeted, systematic, continuous assessment of learning outcomes, it is a way of a collective evaluation. 				
8	Level descriptors in terms of learning outcomes	<p>Approaches to learning, teaching and assessment suggest a clear separation of the concepts of competencies and learning outcomes.</p> <p>Competence is the aim of the educational program, expressed in language understandable to the employer (usually competence of graduates determined based on the types of tasks and professional activities).</p> <p>Learning outcomes relate to elements of the educational program (modules disciplines, practitioners, etc.) and are formulated as the expected and measured «components» of competences: knowledge, practical skills, experience activities, that students must obtain and be able to demonstrate after mastering the educational program element.</p> <table border="1" data-bbox="622 1182 2007 1444"> <thead> <tr> <th data-bbox="622 1182 1099 1222">Competences</th> <th data-bbox="1099 1182 2007 1222">Learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1222 1099 1444">GC-10 knowledge of the professional field</td> <td data-bbox="1099 1222 2007 1444">Level 6: be able to describe the basic laws of historical development; reproduce the course of historical events; determine the causes and effects of historical events on the development of society, to be able to demonstrate the knowledge gained in the teachers' work and in the process of communicating with different audiences.</td> </tr> </tbody> </table>	Competences	Learning outcomes	GC-10 knowledge of the professional field	Level 6: be able to describe the basic laws of historical development; reproduce the course of historical events; determine the causes and effects of historical events on the development of society, to be able to demonstrate the knowledge gained in the teachers' work and in the process of communicating with different audiences.
Competences	Learning outcomes					
GC-10 knowledge of the professional field	Level 6: be able to describe the basic laws of historical development; reproduce the course of historical events; determine the causes and effects of historical events on the development of society, to be able to demonstrate the knowledge gained in the teachers' work and in the process of communicating with different audiences.					

			<p>Level 7: be able to compare and evaluate discuss the role and importance of historical events; to understand the relationship of historical events, to allocate general and particular laws of development of historical events, to demonstrate the existing knowledge in the teaching and research activities</p> <p>Level 8: be able to critically comprehend modern concepts of historical science; classify and to differentiate between scientific schools of history, analyze their theoretical and practical developments, historical creatively apply scientific knowledge in the implementation of research projects.</p>
		<p>GC-1 Ability to apply analysis and synthesis</p>	<p>Level 6: to describe historical events, facts, phenomena, based on the analysis and synthesis, to apply basic philosophical categories used in the theory of historical science</p> <p>Level 7: understanding of the essence of concrete and abstract thinking, to systematize the basic philosophical categories used in the theory of historical science, critically analyze existing concepts, theories and approaches to the study of historical processes and events</p> <p>Level 8: to rely on basic philosophical categories in the formulation of the results of scientific research, have the skills and techniques source study criticism and historiography, to conduct independent scientific research characterized by academic integrity, based on current theories and methods of analysis and synthesis of historical events</p>
		<p>GC-2 Ability to apply logic and critical thinking to solve.</p>	<p>Level 6: to allocate causal connections, to be able to distinguish facts from assumptions and subjective opinions, to analyze information from a position of logic, be able to make informed judgments, decisions and apply the results to both standard and non-standard situations, issues and problems.</p> <p>Level 7: understanding of the essence of critical and logical thinking, apply the basic laws of logical thinking in addressing the educational and professional goals, to analyze the direct and indirect consequences of historical events and phenomena, demonstrate independent thinking, consider the issue from different angles, to express various arguments and hypotheses</p> <p>Level 8: to understand the principles and mechanism of logical and</p>

		critical thinking, to use critical thinking in the study of the major issues and private issues of sector of historical knowledge, to express grounded opinions, to demonstrate the depth and boldness of thinking, analyzing and evaluate the conclusions
	GC-8 Ability to education and self-education	<p>Level 6: to demonstrate knowledge of the basic ways to retrieve historical information from educational and scientific literature, to identify the main sources of historical information, apply existing methods of work with historical sources, independently find the necessary information</p> <p>Level 7: formulate goals and objectives of the study, prepare a plan for independent research; to determine intermediate stages, choose effective forms of self-control, to expand and deepen the knowledge needed for everyday professional and continuing education in doctoral study</p> <p>Level 8: independently formulate goals and objectives of the research, propose and justify the research hypotheses, organize, plan and implement the process of research</p>
	GC-12 Ability to competently communicate in state language, Russian and foreign languages	<p>Level 6: to demonstrate knowledge of grammatical and lexical rules of the state, Russian and foreign languages, to be able to carry out the main types of speech and writing activity at the state, Russian and foreign languages, to be able to apply the knowledge of the languages in their professional activity</p> <p>Level 7: to demonstrate knowledge of the basic rules of professional communication in three languages; be able to use the language skills in the study of historical sources in the original in different languages, to be able to use the knowledge of the languages when writing scientific papers on national and world history.</p> <p>Level 8: know the basic rules of translation and summarization in Kazakh, Russian and foreign languages, to be able to use scientific and professional communication style in Kazakh, Russian and foreign languages., to be able to discuss scientific issues in the professional field, including in a foreign environment, to be able to write research works in three languages.</p>
	GC 13 Ability of leadership and teamwork skills	Level 6: o describe the basic principles of teamwork, qualitatively to fulfill its function as a team, to carry out interpersonal

			<p>communication, plan activity and the organization of work in a team, be able to prioritize</p> <p>Level 7: to demonstrate teamwork skills, participate in making general decisions on research problem on the basis of equal participation of all team members; provide advice to team members, to demonstrate leadership skills of communication</p> <p>Level 8: to demonstrate excellent skills of the business leadership, to identify needs of team and find ways to implement them, objectively analyze their own actions and decisions, and actions of the team members, to make the final decision</p>
		<p>Ability to apply innovations</p>	<p>Level 6: reproduce information about the latest advances in the field of innovative technologies, to apply innovative technologies in teaching and practice</p> <p>Level 7: to demonstrate knowledge of basic interactive methods of learning the material, identify the latest achievements in innovative technologies, to recognize changes in the external environment and change their behavior in relation to these changes, to own technology, innovative forms and methods education</p> <p>Level 8: to research innovations in various areas of life, to assess their effectiveness and efficiency, to formulate professional goals, to define a methodology for achieving them, and optimally to rethink them process of professional activity, to solve professional tasks with innovative means, to demonstrate the ability to adapt to changing conditions, to carry out their own innovative search and discovery.</p>
		<p>SC-10 Knowledge of national history as part of world history</p>	<p>Level 6: to demonstrate knowledge of national and world history, obtain, collate and critically verify historical information, obtained from various sources, to share national and world history into stages and evaluate historical events, confirm own estimates of historical processes by arguments and facts</p> <p>Level 7: to demonstrate in-depth knowledge of national history as part of world history, to apply knowledge of national history in teaching courses of national and world history, when implementing research projects</p> <p>Level 8: to understand general and particular laws of development of world and national history, to apply the latest achievements of</p>

			<p>humanities in the study general and specific processes of national history as part of world history, to predict the development of historical processes on the basis of extensive knowledge of national and world history</p>
		<p>SC- 1 Critical understanding of the relationship between current events, processes and past</p>	<p>Level 6: to characterize interrelation and to draw parallels between historical events of the present, past and future, to explain the causes and predict the course of the historical process, to be able to collate and compare historical periods</p> <p>Level 7: to demonstrate in-depth knowledge of the methodology of scientific knowledge, to determine, analyze and synthesize historical facts, phenomena and processes from the standpoint of historical knowledge, to critically evaluate the course of historical processes in the implementation of the analytical work</p> <p>Level 8: objectively assess current events and processes, to apply critical thinking in the analysis of the main and private issues of past and present history, to carry out an analysis of historical information, based on comprehensive scientific methods to operate with modern methodological principles and methodological techniques in the study of national and world history</p>
		<p>SC- 4 Ability to understand the challenges and issues of national historiography</p>	<p>Level 6: to determine the main stages of formation and development of historical thought, to identify general and specific in the development of foreign and national historiography, understand, critically analyze and present the basic historiographical information to demonstrate method of analysis of historiographical sources and scientific literature</p> <p>Level 7: to demonstrate in-depth knowledge about modern concepts, achievements of national historiography, methodology of historical research, to apply the basic theory of scientific cognition, self-isolate and solve the basic philosophical problems in the study of historiography and methodology of historical research and to carry out expertise and analytical work in the area of historiography and methods of historical research,</p> <p>Level 8: to represent the present state of historical research in the global and domestic science, to demonstrate the capacity for independent learning and the development of new methods of historiographical research, to demonstrate the teaching methods of</p>

			<p>the national historiography, to apply the methodology of scientific research in professional field.</p>
		<p>SC- 13 development of skills and capabilities to research activity</p>	<p>Level 6: to represent essence and content of research, reproduce basic general scientific and private methods of scientific research, to implement bibliographic work, using modern information technology, to process the obtained results, analyze, and interpret them taking into account available scientific and source data, to demonstrate skills of registration outcome of the work, done in the form of reports, abstracts</p> <p>Level 7: to classify various approaches and techniques scientific research work, to determine the content of the studied problem, its place and importance in historical cognition, synthesize, organize and theoretically interpret the empirical material, to choose appropriate research methods, present the results of the research work in the form of scientific articles, designed in accordance with existing requirements, using modern means of editing and printing</p> <p>Level 8: to conduct independent scientific research on a selected topic, using the methods and methodology of scientific research, generate their own new scientific ideas, report their knowledge and ideas to the scientific community, expanding the boundaries scientific cognition, to modify existing and develop new methods, based on the specific tasks of scientific research, to summarize results of experimental research and analytical work in the form of dissertations, articles, reports, actively use the language of modern historical science</p>
		<p>SC–20 Ability to acquire new knowledge, using modern information and communication technologies</p>	<p>Level 6: to describe the basic techniques of using ICT in the study of history; to understand mechanism of use of ICT and the Internet resources in the search and extract of historical information; practice the possibilities of Internet resources, ICT in the study and teaching of history.</p> <p>Level 7: to describe latest achievements in the field of innovative technologies, their use in research projects.</p> <p>Level 8: to classify ways of using ICT in the study of history; critically evaluate sources of information and the possibility of their use in historical research; creatively apply knowledge of ICT in solving scientific problems.</p>

9	Conclusion	In the course of this project a clear and understandable was the elucidation of such important components of modern higher education system as a competence-based approach to learning, articulating competencies and learning outcomes that will undoubtedly contribute to the improvement of our work. Work on the matrix allowed us to determine the complexity of which were primarily related to the implementation of the sixth and eighth paragraphs . There was a problem with clear lines and the definition of material that should be in these two paragraphs .
10	List of members of groups subject areas	<p><u>Experts of the subject groups</u></p> <ol style="list-style-type: none"> 1. Janny de Jong, University of Groningen, The Netherlands 2. Gyorgy Novaky, Uppsala University, Sweden <p>Members of the subject groups:</p> <p>The Republic of Kazakhstan</p> <ul style="list-style-type: none"> - Shotbakova Lyazzat , Karaganda State University named after Y.A. Buketov - Tuleuova Bakhytgul, Karaganda State University named after Y.A. Buketov - Gulnara Smagulova, Karaganda State University named after Y.A. Buketov - Abdrakhmanova Kymbat, Karaganda State University named after Y.A. Buketov - Orazbekova Gulnur, Karaganda State University named after Y.A. Buketov - Narbekova Banu , the Ministry of Education and Science <ul style="list-style-type: none"> - Dyusheeva Nazir , Issyk-Kul State University , Kyrgyzstan - Atoeva Mansur , Moscow University in Dushanbe, Tajikistan - Shadullaev Shapulat , Termez State University , Uzbekistan - Nureyev Gurbandzhamal , Turkmen National Institute of Education
11	Links	<ol style="list-style-type: none"> 1. The Bologna Declaration on the European space for higher education. http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf 2. Laws on Education of Central Asian Countries 3. On approval of the state educational standards appropriate levels of education of Central Asian Countries 4. National Qualifications Framework of the Central Asian Countries 5. In particular the document defines the structure and regulates the activities of state institutions of primary secondary and higher education and also considers two-cycle system of and higher education (bachelor's and master's degree) 6. Bologna process: learning outcomes and competence-based approach (the book app 1) Under the scientific. Ed. Dr. ped. sciences, Professor V.I. Baydenko. - M.: 2009. / Research Center for problems the quality of training, - 536 p., 2003. - P.256-260.

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