**MINISTRY OF EDUCATION AND SCIENCE**

**KYRGYZ REPUBLIC**

**OSH STATE UNIVERSITY**

**COLLEGE OF INTERNATIONAL EDUCATIONAL PROGRAMS**

**THE MAIN PROFESSIONAL EDUCATIONAL PROGRAM**

**SECONDARY VOCATIONAL EDUCATION**

**Direction: Foreign language**

**Qualification: English Teacher**

**Osh 2020**

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**1. General provisions**

The basic educational program of secondary vocational education of the college, implemented by Osh State University in the direction of "Foreign language", is a system of documents developed and approved by the Vice-Rector for Academic Affairs of Osh State University, taking into account the needs of the regional labor market on the basis of the state educational standard of secondary vocational education of the Kyrgyz Republic.

The OOP SPO regulates the goals, expected results, competencies, content, conditions and technologies for the implementation of the educational process, assessment of the quality of graduate training in this field of training and includes: curriculum, work programs of training courses, competence matrix, annotations of disciplines and other materials that ensure the quality of training of students, as well as educational, professional andbasic and professional-profile practices that ensure the implementation of appropriate educational technology. This educational program of secondary vocational education in the direction of "Foreign language" of secondary vocational education was developed by the Faculty of World Languages and Cultures of OSH State University in accordance with the Law "On Education" and other regulatory legal acts of the Kyrgyz Republic in the field of education and approved by the first Vice-Rector of OSH State University

**1.2. Terms, definitions, designations, abbreviations.**

In this OOP SPO, terms and definitions are used in accordance with the Law of the Kyrgyz Republic "On Education" and international documents in the field of secondary vocational education adopted by the Kyrgyz Republic in accordance with the established procedure:

- the main educational program is a set of educational and methodological documentation regulating the goals, expected results, content and organization of the educational process in the relevant field of training;

- direction of training - a set of educational programs for the training of personnel with secondary vocational education (specialists) of various profiles, integrated on the basis of the generality of fundamental training;

- profile - the focus of the main educational program on a specific type and (or) object of professional activity;

- a cycle of disciplines is a part of an educational program or a set of academic disciplines that has a certain logical completeness in relation to the established goals and results of training, education;

- a module is a part of an academic discipline that has a certain logical completeness in relation to the established goals and results of training, education;

- competence is a dynamic combination of personal qualities, knowledge, skills and abilities necessary to engage in professional activity in the relevant field;

- credit (credit unit) - a conditional measure of the labor intensity of the main professional educational program;

-learning outcomes - competencies acquired as a result of training in the main educational program/module.

**1.3. Abbreviations and designations.**

The following abbreviations are used in this OOP SPO:

State - State Educational Standard;

SPO - secondary vocational education;

OOP - the main educational program;

UMO - educational and methodical association;

CD OOP - cycle of disciplines of the main educational program;

OK- general cultural competencies;

PC - professional competencies.

**1.4. Regulatory documents for the development of OPOP SPO**

The regulatory framework for the development of the OOP SPO for the training of a specialist in the direction of "Foreign language" consists of:

- The Law of the Kyrgyz Republic "On Amendments to the Law of the Kyrgyz Republic "On Education", approved by the President of the Kyrgyz Republic on July 4, 2013 No. 110;

- Resolution of the Government of the Kyrgyz Republic dated November 15, 2016 No. 590 "On the State educational standard of school general education of the Kyrgyz Republic";

- Resolution of the Government of the Kyrgyz Republic dated October 4, 2015 No. 525 "On Amendments to the Resolution of the Government of the Kyrgyz Republic "On Approval of Acts on Independent Accreditation in the Education System of the Kyrgyz Republic" dated September 29, 2015 No. 670;

- Order of the Ministry of Education and Science .KR No.779/1 dated 09/15/2015 "On approval of the state educational standard of secondary vocational education in the direction 050303 foreign language, qualification of a foreign language teacher in primary classes.

- State Standard of Vocational and Technical Education of the Ministry of Education and Science of the Republic of Kyrgyzstan

- OshSU Charter

- Charter of FWLC OshSU

**Scope of application**

2.1. This General educational program of secondary vocational education in the direction of "Foreign language" is a set of norms, rules and requirements and is the basis for the development of educational and organizational and methodological documentation, assessment of the quality of mastering the OOP SPO.

2.2. The main users of this OOP SPO in the direction of "Foreign language" are:

- administration and scientific and pedagogical (teaching staff, researchers) staff of colleges responsible in their colleges for the development, effective implementation and updating of basic professional educational programs taking into account the achievements of science, technology and the social sphere in this area and level of training;

- students responsible for the effective implementation of their educational activities for the development of the main educational program of the university in this field of training;

- associations of employers in the relevant field of professional activity;

-educational and methodological associations and councils that ensure the development of basic educational programs on behalf of the central state executive authority in the field of education of the Kyrgyz Republic;

-state executive authorities that provide funding for secondary vocational education;

- authorized state executive bodies that ensure control over compliance with legislation in the system of secondary vocational education, carrying out certification, accreditation and quality control in the field of secondary vocational education.

2.3. Requirements for the level of preparedness of applicants.

2.3.1. The level of education of the applicant applying for secondary vocational education with the assignment of secondary general education or secondary vocational education.

2.3.2. The applicant must have a state-issued document on secondary general education or secondary vocational education.

**3. General characteristics of the direction of training**

3.1. Graduates of the college at the Faculty of World Languages and Cultures who have mastered the OPOP SPO for the training of a foreign language specialist and have successfully passed the state final certification in accordance with the established procedure are issued a diploma of secondary education with the qualification of a foreign language teacher in primary classes.

3.2. The standard period for mastering the OPOP SPO training in the direction of "Foreign language" is conducted in full-time and is 1 year 10 months on the basis of the 11th grade, and on the basis of the 9th grade is 2 years and 10 months.

3.3. The total labor intensity of mastering the OPOP SPO for training a specialist in the direction of "Foreign language" is at least 120 credits (credits).

The labor intensity of the OPOP SPO in full-time education for the academic year is at least 30 credits (credits).

One credit (credit unit) is equal to 30-36 hours of student's academic work (including his classroom, independent work and all types of certification).

3.4. Objectives of the OOP SPO in the direction of training "Foreign language" in the field of personal education and upbringing.

3.4.1. The purpose of the main educational program of secondary vocational education in the specialty 050303- "Foreign language" is to prepare in the field of basic humanitarian knowledge, to receive secondary vocational education in a foreign language and methods of teaching a foreign language in primary school, allowing the graduate to work successfully in his chosen field of activity, to have general and professional competencies that contribute to his social mobility and stability in the labor market. In the field of personality education, the purpose of the main educational program of secondary vocational education in the specialty foreign language is: the formation of students' social and personal qualities: purposefulness, organization, diligence, responsibility, citizenship, communication, tolerance, improvement of general culture, etc.

3.5. The field of professional activity of graduates of specialty 050303 - "Foreign language" includes: teaching and upbringing of primary school-age children in the process of implementing educational programs in a foreign language of primary general education.

3.6. The objects of professional activity of graduates are:

• tasks, content, methods, tools, technologies of the process of teaching a foreign language,

• organization of regular and extracurricular activities of primary school students in a foreign language;

• tasks, content, methods, forms of organization and the process of interaction with colleagues and social partners, parents (legal representatives) on the issues of teaching and educating students in primary classes in a foreign language;

• documentation support of the educational process.

3.7. The types of professional activities for which a graduate is preparing should determine the content of his educational program, developed by educational organizations implementing educational programs of secondary vocational education, together with interested employers.

Types of professional activity of graduates:

1. teaching a foreign language according to educational programs of primary general education;

2. organization of extracurricular and extracurricular activities in a foreign language and communication of younger students;

3. methodological support of the educational process.

Tasks of professional activity of graduates:

1. teaching a foreign language according to educational programs of primary general education

• to ensure the achievement of the set goals of teaching a foreign language and educating younger schoolchildren;

• proficient in the skills and techniques that a teacher teaches a foreign language to younger students;

• ability to apply linguistic knowledge in the practice of communication of a foreign language;

• design, plan and implement a holistic pedagogical process based on the analysis and assessment of the achieved level of development, education and upbringing of primary school children in a foreign language;

• to form and improve the communicative competence of primary school students;

• plan a lesson using the full variety of forms of teaching methods, and above all all types of independent work, dialogic and design research methods;

2. Organization of extracurricular and extracurricular activities in a foreign language and communication of schoolchildren:

• ensure the creation of a humanistic pedagogical environment;

• cooperation with parents (legal representatives) on the issues of teaching a foreign language to younger schoolchildren;

• organize and conduct extracurricular and extracurricular activities among primary school students;

3. Methodological support of the educational process:

• systematically improve their professional qualifications

• to deepen their knowledge and abilities, to carry out self-education

• be able to use visual aids in the classroom and various teaching methods.

• know and use methods and technical means of training

• participate in the activities of methodological associations and in other

• forms of methodical work

• to carry out the certification of the foreign language cabinet;

• constantly replenish the cabinet with methodological manuals for the passage of the curriculum, technical means of training.

3.8. A graduate who has mastered the basic educational program in the specialty of secondary vocational education 050303 Foreign language is prepared for:

-mastering the basic educational program of vocational education;

- to master the basic educational program of secondary vocational education in the relevant specialty and related areas of vocational training in an accelerated time (in the directions: 550000-"Pedagogical education", 550300-"Philological education")

**4. General requirements for the conditions for the implementation of the OOP SPO**

4.1.1. The College implements educational programs of secondary vocational education, independently develop the main educational program in the specialty "Foreign language". The main professional educational program is developed on the basis of the relevant State educational standard in the specialty, taking into account the needs of the labor market.

The College is obliged to update the main professional educational program annually, taking into account the development of science, culture, economics, technology, technology and the social sphere, in accordance with the recommendations for ensuring the quality of education, which are:

to develop a strategy to ensure the quality of graduate training;

in monitoring, periodic review of educational programs;

in the development of objective procedures for assessing the level of knowledge and skills of students, competencies of graduates based on clear agreed criteria;

in ensuring the quality and competence of the teaching staff;

in providing sufficient resources for all implemented educational programs, monitoring the effectiveness of their use, including by interviewing students;

in regularly conducting self-surveys according to agreed criteria to evaluate their activities (strategies) and compare with other educational organizations;

in informing the public about the results of their activities, plans, innovations.

4.1.2. The assessment of the quality of training of students and graduates should include their current, intermediate and final state attestation.

The current certification of students is carried out during the academic semester on the basis of a modular rating assessment system established by an educational organization implementing an educational program of secondary vocational education (approved by the pedagogical council).

Intermediate certification of students is carried out at the end of each semester in all disciplines, scores and final grades (exam grades) are given based on the results of the current certification in the semester.

The final state certification is carried out in order to determine the compliance of the results of mastering the basic educational programs by students that meet the requirements of the state educational standard and is accepted by the state examination commission.

The final state certification of graduates consists of the following types of state certification tests: the final exam in a separate discipline, the final interdisciplinary exam in the specialty.

A graduate who has no academic debt and has completed the full course of study provided for in the curriculum is allowed to complete the final certification.

For the current, intermediate attestation of students and final attestation of graduates for compliance of their personal achievements with the phased or final requirements of the relevant OOP SPO, evaluation databases are created, including standard tasks, control papers, unit tests that allow assessing knowledge, skills and the level of acquired competencies. The bases of evaluation tools are developed and approved by the educational organization implementing the educational program of secondary vocational education.

4.1.3. When developing the OOP of the SPO, the capabilities of the faculty and college implementing the educational program of secondary vocational education should be determined in the formation of social and personal competencies of graduates (for example, competencies of social interaction, self-organization and self-government, of a system-active nature). A college implementing an educational program of secondary vocational education is obliged to:

- to form your own socio-cultural environment;

- create the conditions necessary for the comprehensive development of the individual;

- to promote the development of the socio-educational component of the educational process, including the development of student self-government, student participation in the work of public organizations, sports and creative clubs, scientific student societies.

4.1.4. The OOP SPO implementing the educational program of secondary vocational education must contain disciplines of the student's choice in the amount of at least one third of the variable part of each cycle of disciplines. The Academic Council of the faculty establishes the procedure for the formation of disciplines of the student's choice.

4.1.5. A college implementing an educational program of secondary vocational education is obliged to:

- to provide students with a real opportunity to participate in the formation of their training program;

- to familiarize students with their rights and responsibilities in the formation of the main professional educational program;

- explain that the disciplines chosen by students become mandatory for them, and their total labor intensity should not be less than that provided for in the curriculum.

4.2. General requirements for the rights and obligations of the student in the implementation of the OOP SPO:

4.2.1. Students have the right to choose specific disciplines within the amount of study time allocated for the development of academic disciplines of the student's choice, provided for by the OOP SPO.

4.2.2. Students are required to complete all tasks provided by the OOP SPO implementing the educational program of secondary vocational education within the prescribed time.

4.2.3. In order to achieve results in the development of OOP SPO, students are required to participate in the development of student self-government, the work of public organizations, sports and creative clubs, scientific student societies.

4.3. The maximum amount of the student's academic load is set at 45 hours per week, including all types of his classroom and extracurricular (independent) academic work.

The volume of classroom classes per week in full-time education is determined by the State Educational Standard, taking into account the specifics of the specialty, no more than 50% of the total volume allocated for the study of each academic discipline.

4.4. For full-time education, the volume of classroom classes should be at least 16 hours per week.

4.5. The total amount of vacation time in the academic year should be 7-10 weeks, including at least two weeks in winter.

**5. The main goals for the formation of the OPOP SPO in the direction of "Foreign language"**

The purpose of teaching foreign languages in primary school is to lay the foundations for using English as a means of communication through four types of speech activity (listening, speaking, reading and writing). Special attention at this stage is paid to the study of the English alphabet and teaching students to read, as well as familiarity with transcription signs. In addition, when learning a foreign language in primary school, the formation of a multicultural multilingual personality of students begins by mastering their foreign language communicative competence.

5.1.a) Objective 1: To train specialists in the field of basic humanitarian knowledge, obtaining secondary vocational education in a foreign language and methods of teaching a foreign language in primary school, with general and professional competencies that contribute to its social mobility and stability in the labor market.

5.2.b) Goal2: Formation of students' social and personal qualities, cultural and moral values, professional and ethical responsibility, critical thinking skills, self-realization and self-education during life**.**

**6. The formed competencies of the OPOP SPO in the direction of "Foreign language"**

A graduate of the specialty 050303 - Foreign language in accordance with the objectives of the SPO OOP and the objectives of professional activity specified in paragraphs 11 and 15 of this State Educational Standard must have the following competencies:

a) general:

OK1 be able to organize their own activities, choose methods and methods of performing professional tasks, evaluate their effectiveness and quality;

OK2 solve problems, make decisions in standard and non-standard situations, take initiative and responsibility;

OK3 to search, interpret and use the information necessary for the effective performance of professional tasks, professional and personal development;

OK4 use information and communication technologies in professional activities;

OK5 be able to work in a team, communicate effectively with colleagues, management, clients;

OK6 take responsibility for the work of team members (subordinates) and their on-the-job training, for the result of completing tasks;

OK7 manage your own personal and professional development, adapt to changes in working conditions and technologies in professional activity;

OK8 be ready for organizational and managerial work with small teams.

OK9 is able to use the acquired knowledge necessary for a healthy lifestyle, nature conservation and rational use of resources.

OK10 is able to logically correctly, argumentatively and clearly build his oral and written speech in the state and official languages, to master one of the foreign languages at the level of social communication.

b) professional competencies:

• Teaching a foreign language in educational programs of primary general education;

PC1 Knows the phonetics, grammar and vocabulary of the language being studied;

PK2 Organizes and conducts foreign language lessons;

PC3 Be able to define the goals, objectives of teaching a foreign language and plan lessons;

PK4 is proficient in all four types of speech activity (speaking,

reading, writing and listening). Can conduct monologue and dialogic speech in a foreign language;

PK5 Analyze foreign language lessons;

PK6 Be able to use new methods and technologies of teaching a foreign language;

PK7 is ready to observe pedagogical ethics.

• Organization of extracurricular and extracurricular activities in a foreign language and communication of younger students;

PK8 Be able to conduct extracurricular activities and work with parents in a foreign language;

PK9 Be able to analyze the results of working with parents in a foreign language;

PK10 Be able to organize and conduct various events;

PK10 Be able to organize and conduct various events;

PC11 Understand the profession, show a steady interest in it.

• Methodological support of the educational process.

PK12 Work with educational and methodological documentation and other regulatory documents. Choose an educational and methodological kit, develop educational and methodological materials (calendar and thematic plans) based on the educational standard and training programs;

PC13 Create a subject-developing environment in the office. PC14 Choose standard methods and methods of performing professional tasks, evaluate their effectiveness and quality;

PK15 Systematize and evaluate pedagogical experience in

English lessons;

PC16 Independently determine the tasks of professional and personal development, engage in self-education, be able to design pedagogical developments in the form of reports, abstracts, and speeches.

**7. Goals and objectives of the specialty 050303 "Foreign language"**

Goal 1: To train specialists in the field of basic humanitarian knowledge, secondary vocational education and methods of teaching a foreign language in primary school, who have general and professional competencies that contribute to its social mobility and stability in the labor market.

Goal 2: Formation of students' social and personal qualities, cultural and moral values, professional and ethical responsibility, critical thinking skills, self-realization and self-education throughout life.

Learning outcomes generated when performing the OOP SPO in the direction 050303 "Foreign language"

RO 1 – Speaks three languages: state and official at the B1 level, a foreign language – at the B2 level for social communication and self-education improvement.

RO 2 – Defines, uses, analyzes psychological, pedagogical, ethical and environmental knowledge to achieve the set goals of teaching and educating younger schoolchildren

RO 3 – Applies information and communication technologies and methods of mathematical processing of information in professional activities.

RO4- Applies new methods and technologies of teaching younger students, is able to analyze the lesson.

RO5 – Knows the physiological characteristics of the human body, the age characteristics of younger schoolchildren, as well as the provision of first aid

RO-6 - Organizes scheduled, extracurricular and independent work of primary school students and carries out pedagogical activities.

RO 7- Knows the methods and techniques of analyzing historical phenomena and patterns of historical development of Kyrgyzstan

**8. Correlation (correspondence) of learning goals and results**

|  |  |
| --- | --- |
| **Purpose** | **Learning outcome** |
| 1. Training of specialists in the field of the basics of humanitarian knowledge, obtaining secondary vocational education and methods of teaching a foreign language in primary school, who have general and professional competencies that contribute to its social mobility and stability in the labor market. | RO 1 – Speaks three languages: state and official at the B1 level, a foreign language – at the B2 level for social communication and self-education improvement. |
| RO 2 – Defines, uses, analyzes psychological, pedagogical, ethical and environmental knowledge to achieve the set goals of teaching and educating younger schoolchildren |
| RO 3 – Applies information and communication technologies and methods of mathematical processing of information in professional activities.  RO4- Applies new methods and technologies of teaching younger students, is able to analyze the lesson. |
| 2. Formation of students' social and personal qualities, cultural and moral values, professional and ethical responsibility, critical thinking skills, self-realization and self-education throughout life. | RO5 – Knows the physiological characteristics of the human body, the age characteristics of younger schoolchildren, as well as the provision of first aid |
| RO-6 - Organizes scheduled, extracurricular and independent work of primary school students and carries out pedagogical activities |
| RO 7- Knows the methods and techniques of analyzing historical phenomena and patterns of historical development of Kyrgyzstan |

**9. Correlation of RO and Competencies**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **COMPETENCIES** |
| RO 1 – Speaks three languages: state and official at the B1 level, a foreign language – at the B2 level for social communication and self-education improvement. | | OK – 7 manages its own personal and professional development, adapt to changes in working conditions and technologies in professional activities;  OK10 – is able to logically correctly, argumentatively and clearly build his oral and written speech in the state and official languages, speak one of the foreign languages at the level of social communication.  PK1 – knows the phonetics, grammar and vocabulary of the language being studied.  PK4 – has four types of speech activity (speaking, reading, writing, listening). He is able to conduct monologue and dialogic speech in a foreign language. |
| PO2 – Defines, uses, analyzes psychological, pedagogical and ethical knowledge to achieve the set goals of teaching and educating younger schoolchildren. | | OK 1 – is able to organize his own activities, choose methods and methods of performing professional tasks, evaluate their effectiveness and quality;  OK 2 – solves problems, makes decisions in standard and non-standard situations, takes initiative and responsibility;  PC 7- ready to observe pedagogical ethics (culture, tact)  PC 15 - is able to systematize and evaluate pedagogical experience in English lessons  DC-9-owns the basic means and methods of pedagogical communication;  DC -11 knows the psychological basics |
| RO3 – Uses information and communication technologies and methods of mathematical processing of information in professional activities. | | OK 3- is able to search, interpret and use the information necessary for the effective performance of professional tasks, professional and personal development;  OK4 – is able to use information and communication technologies in professional activities;  DC -1 knows the basic methods of mathematical information processing; - principles of mathematical reasoning and proofs; - number systems; - methods of mathematical statistics;  DC-2 is able to use modern information and communication technologies (including application software packages, local and global computer networks) for collecting, processing and analyzing information in professional activities;  DC-3 is able to comply with safety regulations and hygiene recommendations when using ICT tools in professional activities; |
| RO 4 –Applies new methods and technologies of teaching younger students, is able to analyze the lesson. | | PC 2 - organizes and conducts foreign language lessons;  PC 3 - be able to determine the goals, objectives of teaching a foreign language and plan lessons;  PC 5- can analyze foreign language lessons;  PC 6- is able to use new methods and technologies of teaching a foreign language;  PC 14- is able to choose typical methods and methods of performing professional tasks, evaluate their effectiveness and quality |
| RO 5 – Knows the physiological characteristics of the human body, the age characteristics of younger schoolchildren, and also knows how to provide first aid. | | OK9 – is able to use the acquired knowledge necessary for a healthy lifestyle,  nature conservation and rational use of resources.  DC-4 – knows the forms, methods and means of teaching and upbringing, their pedagogical possibilities and conditions of application  DC-5 knows the terminology of human anatomy, physiology and hygiene - the physiological characteristics of the main processes of human vital activity; age-related anatomical and physiological characteristics of children and adolescents;  DC-6 knows the requirements and ways to ensure the safety of children's life;  -DC-7 knows the order and rules of first aid.  DC-8 is able to ensure compliance with hygienic requirements in the office, when organizing the training of younger students; |
| RO-6 – Organizes scheduled, extracurricular and independent work of primary school students and carries out pedagogical activities. | | OK 5 -can work in a team, communicate effectively with colleagues, school administration;  OK 6 is able to take responsibility for working with younger students, their training at the workplace, and ensure the result of completing tasks;  OK- 8 be ready for organizational and managerial work with younger students  PC 10- is able to organize and conduct various events;  PK8 - is able to conduct extracurricular activities and work with parents in a foreign language;  PC 9- can analyze the results of working with parents;  PC 16- is able to independently determine the tasks of professional and personal development, engage in self-education, be able to design pedagogical developments in the form of reports, abstracts, and speeches. |
| RO 7- Knows the methods and techniques of analyzing historical phenomena and patterns of historical development of Kyrgyzstan | | DC-12 - has the skills to work with historical literature, research monuments and sources of national history; – methods and techniques of analysis of historical phenomena;  DC-13 - is able to explain the place and meaning of the epic "Manas" among the masterpieces of oral folk art, the epic heritage of mankind; - apply the ideas of the epic "Manas" in the process of life.  DC-14- knows the patterns of the historical development of Kyrgyzstan, its place in the system of the world community;  DC-15- knows the idea, content, heroes of the epic "Manas" in the life of man and society; the history of the Kyrgyz in the epic "Manas"; - the main patterns of interaction between man and society; man and nature |

**12. COMPETENCE MAP**

**OPOP SPO “Foreign language" (college)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Disciplines | Competencies | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | ОК  1 | ОК  2 | ОК  3 | ОК  4 | ОК  5 | ОК  6 | ОК  7 | ОК  8 | ОК  9 | ОК  10 | ПК1 | ПК2 | ПК3 | ПК4 | ПК  5 | ПК  6 | ПК  7 | ПК  8 | ПК  9 | ПК  10 | ПК  11 | ПК  12 | ПК  13 | ПК  14 | ПК  15 | ПК  16 |
| Kyrgyz language |  |  |  | + |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Kyrgyz literature |  |  |  | + |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Russian language |  |  |  | + |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Russian literature |  |  |  | + |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Foreign language |  |  |  | + |  |  |  |  | + |  |  | + |  |  |  | + |  |  |  |  |  |  |  |  |  |  |
| History of Kyrgyzstan | + |  |  |  |  |  | + |  |  |  | + |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Civics (People and society) |  |  |  | + |  |  | + |  |  |  |  |  | + | + |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  | + |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |
| Physics | + |  |  | + |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Astronomy | + |  |  |  | + |  |  |  | + |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Biology | + |  |  | + |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Geography of Kyrgyzstan |  |  |  |  | + |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical culture |  |  |  |  | + |  |  |  |  |  | + |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |
| Prof Kyrgyz. yaz | + | + |  |  | + |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  | + |  |
| Prof Rus yaz | + | + |  |  |  |  | + |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prof Engl.yaz |  |  | + |  |  |  | + |  |  |  |  | + |  |  | + |  |  | + |  |  |  |  |  |  |  |  |
| Manasovedenie |  | + |  |  | + |  |  |  |  | + | + |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |
| History of Kyrgyzstan | + |  |  | + |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Philosophy | + |  |  | + |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  | + |  |  |  |
| Prof matem-ka |  |  | + |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information |  |  |  | + |  |  |  | + |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fundamentals of ecology |  |  |  |  | + |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practical.the course of the basics of in yaz. |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  | + |  |  |  |  | + | + |  |  |  |  |
| Practical.the course of the second in.yaz |  |  | + |  |  |  |  |  |  | + |  | + |  |  |  | + |  |  | + |  |  | + |  |  |  |  |
| Theory and pr-a interk-y comm-i |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  | + | + |  |  |  |  |  |
| Adaptation.practical. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  | + |  |  |  | + |
| Prof.-baz.practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  | + |  |  | + |  |  | + |
| Prof.-profil.prakt. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + | + | + | + | + | + |  | + |
| Latin language. | + |  |  |  |  |  |  | + |  |  |  | + |  |  |  |  |  |  |  |  |  | + |  |  |  |  |
| Antique lit-ra | + | + | + | + |  |  |  | + |  | + |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

13. Abstract of basic disciplines for the direction “Foreign language” (college)

13.1. Abstract of general education disciplines based on the 9th grade:

13.1.1. Abstract of the discipline OPOP SPO 1.1 “Kyrgyz language” for the direction 050303 “Foreign language” (college)

Disciplines: Fundamental, social, Zhana humanitarian, ilimderdin negizinde personality, kesiptik zapattary: maksatka umtuluuchuluk, uyushturuuchuluk, zhoopkerchiliktuuluk, oz aldynchalyk jarandyk, komunikabelduuluk, toleranttuuluk zhana turuktuuluk zhondomduuluktorun kamsyzdandyruu

Kutuluuchu natyzha: ON-1

Disciplinanyn competencies: Disciplinanyn mazmunu : Ortho kesiptik okuu zhailaryn studentteri uchun tyzulgon “Kyrgyz tili" boyuncha syllabus Ortho bilim beryun mamlekettik Standartyn talaptaryna ylayyk tyzuldu. Kursta Kyrgyz tilin teoriyalyk, praktik aspectide uironu menen bolochoktogu adis oz ene tilinde sabattuu zhazyp zhana suiloy algan oz kesibinin competenttu insany katary kalyptanat. Ushul maksatty ishke ashyruu uchun adistigine baylanyshtuu texter, konugulor menen ishto ish-araketteri sunushtaldy. Myna ushul tapshyrmalar boyuncha atalgan kursta sistemaluu ish-charalar, araketter zhurguzulup, bolochoktogu adistin “Kyrgyz tili” disciplines boyuncha Standardta korsotulgon competencialarga ee boluusuna mumkunchuluk tuzulot

13.1.2. Abstract of the discipline OPOP SPO 1.2 “Kyrgyz literature” for the direction 050303 “Foreign language” (college)

1. The purpose of the discipline: In the formation and development of professional Kyrgyz literature, the activities and creativity of Kyrgyz writers and poets are of great importance. To expand and deepen the knowledge of students who received it at school, to develop humanistic views, an active life position, education of morality and culture, written and oral speech, as well as aesthetic taste.

Competence indicators:information competence, social and communicative competence.

2. Place of discipline: The subject Kyrgyz literature belongs to general education disciplines, studied in the first and second semesters. The total number of practical classes is 95 hours: 50 hours in the first semester, 45 in the second semester.

3. Summary of the discipline: According to the curriculum, acquaintance with the poets of the XIX century, their works, Kyrgyz handwritten works, Kyrgyz professional literature, Kyrgyz literature of the postwar period, literature of the 1960s - 1990s are conducted. The acquaintance with each of the stages in Kyrgyz literary studies, the work of distinguished writers and poets is also conducted, an analysis of their works and the system of images in them is carried out.

In the written Kyrgyz literature, information is given about the historical and life destinies of the poets MoldoNiyaz, MoldoKylych, TogolokMoldo. And also the concept of love and philosophical features is given in the songs of Zhenizhok, Toktogul and Barpa. On the topic of the emergence and formation of professional Kyrgyz literature, full information is given about the creativity and ideas in the plots of the works of K. Tynystanov, A. Osmonov, M. Alybaev, R. Shukurbekov.

On the topic of Kyrgyz literature after the war, the life and creative ways of K. Bayalinov, R. Shukurbekov, M. Alybaev, B. Sarnogoeva are studied.

The works of Ch. Aitmatov, S. Eraliev, S. Zhusuev, Sh. Duisheev, T. Kasymbekov, U. Abdukaimov, M. Baizhiev, T. Abdumomunov are studied on the topic of literature of 60-80 and modern Kyrgyz literature.

13.1.3. Abstract of the discipline OPOP SPO 1.3 “Russian language” for the direction “Foreign Language” (college)

1. Objectives, learning outcomes and competencies of the discipline

Teaching the Russian language to students is complex, including practical (communicative) educational and educational goals that are in close cooperation with the tasks of training qualified specialists. To increase the general culture of students, the level of humanitarian education and humanitarian thinking, to develop communicative abilities, to form a psychological readiness to interact effectively with a communication partner, their own system of speech improvement.

Learning outcomes: RO-1

Competence indicators:

2. The place of professional Russian in the structure of the OOP "Foreign language" (college)

Professional Russian belongs to the cycle of humanities and social disciplines and is taught in the first and third semesters (on the basis of 11 classes). The total number of practical classes is 54 hours.

3. Summary of the discipline of the Russian language.

Introduction, structure of the modern Russian language, functional stylistics, culture of speech, the main qualities of speech as a means of achieving speech success, correctness as the main quality of speech, the main categories of rhetoric, oral public speaking, graphics, spelling, lexicology, syntax, speech styles, punctuation.

13.1.4. Abstract of the discipline OPOP SPO 1.4 “Russian literature” for the direction “Foreign Language” (college)

The purpose of studying the subject: - mastering the texts of works of art in the unity of content and form; - developing ideas about the specifics of literature in a number of other arts, imaginative and analytical thinking, aesthetic and creative abilities.

3. The content of the program Russian literature of the 19th century in the context of world literature. From the literature of the first half of the 19th century . From the literature of the second half of the 19th century . From foreign literature.

The place of the subject in the structure of the main educational program. The working program on literature for the 10th grade is implemented at the basic level in classes with a profile orientation (translation) and is based on an approximate program of basic general education in literature.

13.1.5. Abstract of the discipline OPOP SPO 1.5 “Foreign language” for the direction “Foreign Language” (college)

1. Goals, learning outcomes and competencies

The main purpose of this course is to form the ability to communicate at a basic level. Teach how to work with reference materials, dictionaries, educational and special literature. Development of linguistic skills.

Learning outcomes and competencies: RO-1

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem resolution".

2. The place of a foreign language in the structure of the OPOP SPO “Foreign language" (college) A foreign language belongs to general education disciplines and is taught in the first and second semesters. The total number of practical classes is 80 hours, 40 hours in the first, 40 hours in the second semester.

3. Summary of the foreign language discipline

Phonetics: Vowels and consonants.

Grammar: Word formation, the main parts of speech, the order of words in a sentence, verb tenses, making up questions, negative verbs, modal verbs, abbreviations, stable phrases.

Vocabulary: basic vocabulary of the English language: reading, speaking, listening and writing. Types of work: essays, topic, dictation, work on texts, study of songs in English, viewing and discussion of video material: thematic and music videos, etc.

13.1.6. Abstract of the discipline OPOP SPO 1.6 “History of Kyrgyzstan” for the direction “Foreign Language”(college)

1. Goals, learning outcomes and competencies

In the conditions of the modern world, historical science is an important factor in the formation of humanistic principles in a person, his development as a person, his creative thinking, the ability to consciously and intelligently navigate the surrounding reality.

The subject of the study of the history of Kyrgyzstan is the history of the Kyrgyz people and other ethnic groups and peoples who lived on the territory of Kyrgyzstan and beyond and had ethnogenetic and cultural ties with the Kyrgyz. The main objective of this course is to study the past, present and future of the Kyrgyz people and Kyrgyzstan, as well as other ethnic groups and peoples, countries that have a direct or indirect influence on the history of the Kyrgyz and Kyrgyzstan in an inseparable historical unity, chronological and dialectical relationship. Chronologically, the course covers historical events from the most ancient era to the present day.

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem resolution".

2. The place of the history of Kyrgyzstan in the structure of the OPOP SPO “Foreign language” (college) The history of Kyrgyzstan belongs to general education disciplines and is studied in the first semester. The total number of practical classes is 45 hours.

3. Summary of the training course:

The history of Kyrgyzstan consists in a systematic and consistent presentation of knowledge about the main stages and events of national history from ancient times to the present. Thanks to the serious socio-political changes of recent years, historical science got rid of the rigid ideological framework and was able to take a new approach to the study of the past, to creatively rethink many. Positions and attitudes that seemed unshakable, reveal previously inaccessible layers of history. Violent political and socio-economic upheavals. Radical changes in the sphere of culture. Sciences and education carry not only elements of recent historical events. The radically renewed appearance of modern Kyrgyzstan, and certain typological features of the distant past of our fatherland, rooted in its centuries-old history. A society deprived of historical memory is doomed to the loss of national identity and patriotism, culture and traditions.

**13.1.8. Abstract of the discipline OPOP SPO 1.8 “Mathematics“ for the direction "Foreign Language” (College)**

1.Goals, learning outcomes and competencies:

For students of humanities and non-mathematical areas, the education of mathematical culture and the application of some mathematical methods in their practical activities. Development of student's personality traits, development of logical and algorithmic thinking.Instilling skills through the compilation of mathematical models of practical, industrial, economic and scientific and technical tasks;

As a result of mastering the discipline, the student should be able to:

-simplify trigonometric expressions using trigonometric formulas, solve trigonometric equations and inequalities, and investigate trigonometric functions;

-calculate derivatives of functions , as well as apply the derivative to the study of elementary functions;

-calculate primitive functions, areas bounded by lines;

-simplify expressions given with a degree of rational exponent, solve exponential and logarithmic equations and inequalities;

-apply the axioms and theorems of stereometry to stereometry problems;

-solve problems with polyhedra, bodies of rotation.

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem resolution".

2. Locomathematics in the structure of the OPOP SPO “Foreign language" (college) Mathematics belongs to general education disciplines and is taught in the first and second semesters. The total number of practical classes is 165 hours, 80 hours in the first, 85 hours in the second semester.

3. Summary of the discipline: Trigonometry, Derivative and its application, Stereometry, Integral calculus, Exponential and logarithmic functions, Polyhedra.

13.1.9. Abstract of the discipline OPOP SPO 1.9 “Physics“ for the direction "Foreign Language” (college)

1. Goals, learning outcomes and competencies

The purpose of the discipline is to master the knowledge of the methods of scientific knowledge of nature; the modern physical picture of the world: the properties of matter and fields, space-time laws, dynamic and statistical laws of nature, elementary particles and fundamental interactions, the structure and evolution of the Universe; familiarity with the basics of fundamental physical theories: classical mechanics, molecular kinetic theory, thermodynamics, classical electrodynamics, special relativity theory, quantum theory.

Competence indicators: Information competence, Social and communicative competence, Competence "Self-organization and problem solving".

2. Physics (college) refers to general education disciplines and is taught in the first and second semesters. The total number of practical classes is 100 hours, 50 hours in the first, 50 hours in the second semester.

3. Summary of the discipline: Mechanics, Fundamentals of Molecular Physics, Fundamentals of Thermodynamics, The aggregate state of matter, Fundamentals of Electrodynamics, Basic Laws of Direct Current, Electric current in various media, Magnetic field, Electromagnetic induction, Electromagnetic oscillations, Electromagnetic Waves Optics, Geometric and Wave Optics, Quantum Physics, Atomic and Nuclear Physics.

**13.1.10. Abstract of the discipline OPOP SPO 1.10 “Astronomy” for the direction “Foreign Language” (college)**

1. Goals, learning outcomes and competencies

Objectives of the discipline:to give a holistic view of the structure and evolution of the Universe, to reveal to students the modern astronomical picture of the world and to enable them to master the skills of solving typical astronomical problems.

awareness of the fundamental role of astronomy in the knowledge of the fundamental laws of nature and the formation of a modern picture of the world;

the use of acquired knowledge and skills to solve practical problems of everyday life;

the formation of a scientific worldview;

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem solving".

The place of the discipline in the structure of the OPOP SPO “Foreign language" (college) the discipline "Astronomy" refers to the basic part of the professional cycle of disciplines, is one of the components of humanitarian education and a necessary basis for the training of linguists, as well as students of other humanities.

Content of the discipline •Fundamentals of spherical astronomy. The subject of astronomy in the structure of academic disciplines of the future translator. A general overview of the universe. The celestial sphere. Celestial coordinates. Azimuth, altitude, zenith distance. Declination, right ascension. The culmination of the luminaries. Constellations. Some methods for determining geographical latitude. The ecliptic. The ecliptic coordinate system. Fundamentals of time measurement. Stellar time. The concept of the average sun. Universal, time zone, maternity time. Twilight (civil, navigational, astronomical). The twinkling of stars. The structure of the solar system. Fundamentals of celestial mechanics. Configurations of planets and conditions of their visibility. Horizontal and diurnal parallax. Determination of distances to solar system bodies and stars. Annual parallax. The law of universal gravitation is the basis of celestial mechanics. Kepler's laws. The Earth-Moon system. Generalized Kepler's law. Application of laws to determine the masses of celestial bodies. Application of the triangulation method to determine the radius of the Earth. Determination of the mass and density of the Earth. Fundamentals of astrophysics. Basic concepts and concepts of astrophysics and radio astronomy. Methods of visual photometry. Application of the laws of radiation of black bodies to the elucidation of the nature of stars. Basic concepts of the theory and methodology of spectral analysis in astrophysics. The nature and evolution of stars. The initial stage of the evolution of stars. Our Galaxy. Spatial velocities of stars and the motion of the solar system. Rotation and mass of the Galaxy

**13.1.11. Abstract of the discipline OPOP SPO 1.11 “Biology“ for the direction "Foreign Language” (college)**

1. Goals, learning outcomes and competencies

Objectives of the discipline:to form students' holistic understanding of the properties of living systems, the historical development of life, the role of biota in planetary processes, modern trends, problems and prospects of biological sciences, to provide a basis for the study of professional disciplines; to acquaint students with the basic concepts and laws of biology, to teach them to navigate and use biological terminology, to teach students a competent perception of practical problems, related to biology in general, including human health.

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem solving".

2. Place of Biology disciplines In the structure of the OPOP SPO "Foreign Language" (college), the discipline "Biology" is included in the cycle of general education disciplines of secondary general education and is studied in the first and second semesters. The total number of practical classes is 35 hours, the SRS is 35 hours.

3. The content of the sections of the curriculum: Subject, tasks and methods of general biology research.Properties of living systems. Levels of organization of life. Molecular foundations of life. Elementary composition of living organisms. The history of creation and the main provisions of cellular theory. Structure and functions of organelles. Heredity and variability. Protein biosynthesis. General characteristics of metabolism. Assimilation, dissimilation. Photosynthesis and chemosynthesis. Reproduction of living organisms. Individual development of the organism. Theories of the origin of life on Earth. Basic theories of evolution. Ecology. Fundamentals of biocenology. Concepts of ecosystem and biogeocenosis. Types of ecosystem change

**13.1.12. Abstract of the discipline OPOP SPO 1.12 “Chemistry” for the direction “Foreign Language” (college)**

The total labor intensity of studying the discipline is 60 hours.

Objectives of the discipline:to form students' system knowledge about the topography of chemical elements in the human body, the study of basic methods of general chemistry; to study the basic concepts and basic laws of chemistry, types and rates of chemical reactions, equilibrium, chemical bonds, solutions and electrolytic dissociation; the formation of students' logical thinking, the ability to accurately formulate a task, the ability to isolate the main and secondary, the ability to draw conclusions based on the results obtained; acquisition by students of skills of independent work with chemical utensils, reagents, appliances and equipment.

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem solving".

2. The place of the discipline Chemistry in the structure of the OPOP SPO “Foreign Language” (college) The history of Kyrgyzstan belongs to general education disciplines and is studied in the first and second semesters. The total number of practical classes is 60 hours, the SRS is 60 hours.

3. The content of the sections of the curriculum: The subject, tasks and methods of general chemistry research, the basic concept and laws of chemistry, Types and rates of chemical reactions, the equilibrium state of chemical processes. Chemical equilibrium, Solutions. Electrolytic dissociation, Ionic equations, Redox reactions, Electrolysis, Corrosion of metals, Rate of chemical reactions, Chemical equilibrium.

**13.1.13. Abstract of the discipline OPOP SPO 1.13 “World history” for the direction “Foreign Language” (college)**

1. Objectives, learning outcomes and competencies of the discipline

– The main objectives of the discipline are:

– the development by students of a complex of systematized knowledge about the history of mankind, the formation of a holistic view of the place and role of Russia in

the world-historical process;

– mastering the skills and abilities of searching and systematization of historical information, working with various types of historical sources, critical analysis of historical information;

– the development of students' historical thinking – the ability to consider events and phenomena from the point of view of their historical conditionality, to compare different versions of the assessment of historical events and personalities, to determine and argumentatively present their own attitude to the debatable problems of history;

– education of students with a sense of national identity, democracy and tolerance, respect for the historical path of their own and other peoples, the desire to preserve and increase the country's wealth in the field of material and spiritual culture;

– formation of historical-cognitive, information-communicative and socio-ideological competence of students.

Competence indicators:

1. Information competence;

2. Social and communicative competence;

3. "Self-organization and problem solving".

1. Place of discipline World historyin the structure of the OPOP SPO “Foreign language" (college) General History refers to general education disciplines and is taught in the first and second semesters. The total number of practical classes is 45 hours, the SRS is 45 hours.

3. Summary of the discipline:Ways and methods of cognition of history, The Primitive epoch, The First states of the Ancient World, the Ancient Epoch in the history of mankind, The collapse of the empire of the Ancient World, Medieval civilizations (V-X centuries), the Era of the Classical Middle Ages (XI-XV centuries), The time of revolutionary upheavals and changes, Europe in the Early, Modern Times (later The Middle Ages), the countries of Europe and America at the end of the XVIII-XIX centuries, the countries of Asia and Africa in the era of European domination, the New system.

**13.1.15. Summary of the discipline OPOP SPO 1.15 “Initial military training” for the direction “Foreign Language” (college)**

1. Objectives, learning outcomes and competencies of the discipline

The purpose of this discipline is the formation of students' vital knowledge, skills and abilities related to applied physical and fire preparedness; ensuring the safety of life, mastering the requirements of civil protection, the basics of military affairs, military service, as well as primary medical preparedness necessary in everyday life and in the face of various threats

Learning outcomes: as a result of learning NVP, the following learning outcomes are formed in students:

- readiness of students for service in the Armed Forces of the Kyrgyz Republic;

- ensuring the necessary fire readiness of students;

- mastering the basics of safety of daily life;

- mastering the requirements of the GZ, based on the study of the characteristic features of modern WMD;

- mastering the basics of medical knowledge on the provision of primary medical care;

2. The place of pre-conscription training in the structure of the OPOP SPO “Foreign language” (college) Pre-conscription training of young people is a compulsory subject of study and is organized regardless of the forms of ownership and departmental subordination in general education organizations, educational organizations of primary and secondary vocational education and is trained in the first and second semesters. The total number of practical classes is 53 hours, 26 hours in the first, 27 hours in the second semester.

3. Summary of the discipline

Fire training: study of the material part of the Kalashnikov assault rifle and hand grenades

Fundamentals of the BDZ: rules and methods of behavior of citizens in the conditions of accidents, catastrophes and natural disasters, in various extreme situations of natural, social and criminal nature

WMD: construction of protective structures, use of personal protective equipment, sanitary treatment of people, disinfection of clothing, shoes and protective equipment.

Fundamentals of medical knowledge: providing primary medical training necessary in everyday life and in the face of various threats.

Abstract of disciplines based on the 11th grade

14.1. Abstract of humanitarian, social and economic disciplines:

14.1.1. Abstract of the discipline OPOP SPO 1.1 “Professional Kyrgyz language” for the direction “Foreign Language” (college)

1. Objectives, learning outcomes and competencies of the discipline

The purpose of the discipline is to form a system of language and speech knowledge and skills of uncomplicated and expedient use of language in various fields.

Learning outcomes: RO-1

Competence indicators:

2. The place of the professional Kyrgyz language in the structure of the PLO “Foreign Language” (college) The professional Kyrgyz language belongs to the cycle of humanities and social disciplines and is taught in the first and second semesters. The total number of practical classes is 108 hours, 54 hours in the first, 54 hours in the second semester, SRS 108 hours.

3. Summary of the discipline

Introduction, structure of the modern Kyrgyz language, functional stylistics, culture of speech, oral public speaking, phonetics, graphics, spelling, lexicology.

14.1.2. Summary of the discipline of the SPO 1.2 “Professional Russian language” for the direction “Foreign Language” (college)

1. Objectives, learning outcomes and competencies of the discipline

Teaching professional Russian to students is complex, including practical (communicative) educational and educational goals that are in close cooperation with the tasks of training qualified specialists. To increase the general culture of students, the level of humanitarian education and humanitarian thinking, to develop communicative abilities, to form a psychological readiness to interact effectively with a communication partner, their own system of speech improvement.

Learning outcomes: RO-1

Competence indicators:

2. The place of professional Russian in the structure of the OOP "Foreign language" (college)

Professional Russian belongs to the cycle of humanities and social disciplines and is taught in the first and third semesters (on the basis of 11 classes). The total number of practical classes is 54 hours.

3. Summary of the discipline of professional Russian.

Introduction, structure of the modern Russian language, functional stylistics, culture of speech, the main qualities of speech as a means of achieving speech success, correctness as the main quality of speech, the main categories of rhetoric, oral public speaking, graphics, spelling, lexicology, syntax, speech styles, punctuation.

14.1.3. Summary of the discipline SPO 1.5 "Professional foreign language" (English) for the direction "Foreign language" (college)

1. Objectives, learning outcomes and competencies of the discipline

The purpose of this discipline is to teach students the basics of grammar, vocabulary and phonetics of the English language, colloquial and everyday English speech for active use in both everyday and professional communication.

Learning outcomes: RO-1

Competence indicators: OK-7, PC-10

2. The place of a foreign language (English) in the structure of the PLO “Foreign Language” (college) A foreign language (English) belongs to the cycle of humanities and social disciplines and is taught in the third semester. The total number of practical classes is 36 hours, the SRS is 36 hours.

3. Summary of the discipline

Phonetics: Vowels and consonants, basics of articulation, stress and intonation.

Grammar: Word formation, the main parts of speech, the order of words in a sentence, verb tenses, making up questions, negative verbs, modal verbs, abbreviations, stable phrases.

Vocabulary: basic vocabulary of the English language: reading, speaking, listening and writing. Types of work: essays, essays, dictation, work on texts, dialogues, the basics of academic writing, learning songs in English, watching and discussing videos, thematic, etc.

14.1.4. Abstract of the discipline SPO 1.4 "History of Kyrgyzstan" (English) for the direction "Foreign language" (college)

1. Goals, learning outcomes and competencies

In the conditions of the modern world, historical science is an important factor in the formation of humanistic principles in a person, his development as a person, his creative thinking, the ability to consciously and intelligently navigate the surrounding reality.

The subject of the study of the history of Kyrgyzstan is the history of the Kyrgyz people and other ethnic groups and peoples who lived on the territory of Kyrgyzstan and beyond and had ethnogenetic and cultural ties with the Kyrgyz. The main objective of this course is to study the past, present and future of the Kyrgyz people and Kyrgyzstan, as well as other ethnic groups and peoples, countries that have a direct or indirect influence on the history of the Kyrgyz and Kyrgyzstan in an inseparable historical unity, chronological and dialectical relationship. Chronologically, the course covers historical events from the most ancient era to the present day.

Learning outcomes: RO-1, RO-2

Competence indicators: OK-1, OK-2, OK-4, IK-1, SLK-2, SLK-4

2. The place of the history of Kyrgyzstan in the structure of the PLO “Foreign Language” (college) The history of Kyrgyzstan belongs to the cycle of humanities and social disciplines and is studied in the third and fourth semesters. The total number of classroom classes is 36 hours, including 18 hours of lectures, 18 hours of practical classes, and 36 hours of CP.

3. Summary of the discipline:

The history of Kyrgyzstan consists in a systematic and consistent presentation of knowledge about the main stages and events of national history from ancient times to the present. Thanks to the serious socio-political changes of recent years, historical science got rid of the rigid ideological framework and was able to take a new approach to the study of the past, to creatively rethink many. Positions and attitudes that seemed unshakable, reveal previously inaccessible layers of history. Violent political and socio-economic upheavals. Radical changes in the sphere of culture. Sciences and education carry not only elements of recent historical events. The radically renewed appearance of modern Kyrgyzstan, and certain typological features of the distant past of our fatherland, rooted in its centuries-old history. A society deprived of historical memory is doomed to the loss of national identity and patriotism, culture and

14.1.5. Abstract of the discipline SPO 1.5 "Philosophy" for the direction "Foreign language" (college)

1. Goals, learning outcomes and competencies

An important goal of this course is: to present to students in an accessible form the history of philosophy as a branch of culture, its main problems in their formation, from antiquity to the twentieth century inclusive. An important educational goal of the discipline is to increase students' level of culture of citizenship and tolerance to someone else's worldview on the basis of acquaintance with the philosophical wisdom of the past.

Learning outcomes: RO-1, RO-2

Competence indicators: OK-1, IK-2, SLK-2

2. The place of philosophy in the structure of the PLO “Foreign Language” (college) The history of Kyrgyzstan belongs to the cycle of humanities and social disciplines and is studied in the fourth semester. The total number of classroom classes is 36 hours, including 18 hours of lectures, 18 hours of practical classes, and 36 hours of CP.

3. Summary of the discipline:

Epistemology, Philosophy, Ontology, Dialectics, Social Philosophy, Anthropology, Historical Course of Philosophy, Philosophy of the Ancient World, Ancient Philosophy, Medieval Philosophy, Philosophy of Modern Times, Modern Western Philosophy, Russian Philosophy.

15. Abstract of mathematical and natural science disciplines for the direction “Foreign language” (college)

15.1. Abstract of the discipline of the SPO 2.1 “Professional mathematics” for the direction “Foreign Language” (college)

1. Goals, learning outcomes and competencies

The main purpose of the discipline is:

- for students of humanities and non-mathematical areas, the education of mathematical culture and the application of some mathematical methods in their practical activities;

- development of student's personality traits, development of logical and algorithmic thinking.

Learning outcomes: RO-3

Competence indicators: OK-1, DC-1

2. The place of professional mathematics in the structure of the OOP “Translation business” (college)Professional mathematics belongs to the mathematical and natural science cycle and is taught in the third semester. The total number of classroom sessions is 36 hours, including 18 hours of lectures, 18 hours of practical classes, and 36 hours of SRS

3. Summary of the discipline: The subject of Mathematics, Methodological problems and principles. The concept of a set, operations on sets, A system of linear equations, the Gauss method, the Kramer Method, The theory of Complex numbers,Elements of linear algebra,The Basics of math.analysis. Fundamentals of Integral Calculus, Fundamentals of Differential Calculus, The subject of math. statistics.

**15.2. Abstract of the discipline SPO 2.2 “Computer Science" for the direction “Foreign Language” (college)**

1. Goals, learning outcomes and competencies

The main purpose of the discipline is:

- mastering the system of basic knowledge reflecting the contribution of computer science to the formation of a modern scientific picture of the world, the role of information processes in society, biological and technical systems;

- mastering the skills to apply, analyze, transform information models of real objects and processes, using information and communication technologies (ICT), including when studying other school disciplines;

- development of cognitive interests, intellectual and creative abilities through

the development and use of computer science methods and ICT tools in the study of various academic subjects;

- fostering a responsible attitude to compliance with ethical and legal norms of information activity;

-acquisition of experience in the use of information technologies in individual and collective educational and cognitive, including project activities.

Learning outcomes: RO-3

Competence indicators: OK-1, PC-1

2. The place of computer science in the structure of the OOP “Foreign Language” (college) Professional mathematics refers to the mathematical and natural science cycle and is taught in \_\_\_\_\_\_\_\_\_\_\_\_\_ semester. The total number of classroom sessions is 36 hours, including 18 hours of lectures, 18 hours of practical classes, and 36 hours of SRS

3. Summary of the discipline: Basic approaches to the definition of the concept of "information". Systems formed by interacting elements, states of elements, information exchange between elements, signals. Discrete and continuous signals. Information carriers. Types and properties of information. The amount of information as a measure of reducing the uncertainty of knowledge. Alphabetical approach to determining the amount of information. Classification of information processes. Encoding of information. Coding languages. Formalized and non-formalized languages. The choice of the method of presenting information in accordance with the task. Search and selection of information. Search methods. Selection criteria. Information storage; selection of the method of information storage. Transmission of information. The communication channel and its characteristics. Examples of information transfer in social, biological and technical systems. Processing of information. Systematization of information. Changing the form of information presentation. Transformation of information based on formal rules. Algorithmization as a necessary condition for automation. The possibility, advantages and disadvantages of automated data processing. Storage of information. Information protection. Methods of protection. Features of memorization, processing and transmission of information by a person. System management as an information process. The use of basic methods of computer science and ICT tools in the analysis of processes in society, nature and technology. Organization of personal information environment.

15.3. Abstract of the discipline SPO 2.3 “Fundamentals of ecology" for the direction “Foreign Language” (college)

1. The purpose of the discipline is the formation of a worldview, the development of versatile abilities, the education of ecological culture of students.

2. Learning outcomes and competencies:

3.The content of the discipline: The specificity of the subject is manifested in the formation of knowledge about the eco-system organization of the nature of the Earth within the boundaries of human habitation, a system of intellectual and practical skills to study, assess and improve the environment of their locality and the health of the population; education of the needs (motives, motives) of behavior and activities aimed at maintaining a healthy lifestyle life and improvement of the environment; the development of the intellectual sphere — the ability to target, causal and probabilistic analysis of environmental situations, the emotional sphere — aesthetic perception and assessment of the state of the environment, the volitional sphere — the belief in the possibility of solving environmental problems; the desire to disseminate environmental knowledge and personal participation in practical matters of environmental protection.

16. Abstract of the cycle of professional disciplines for the direction “Foreign Language” (college)

16.1. Summary of the discipline SPO 3.2 “Practical course of the first foreign language” for the first year of the direction “Foreign Language” (college)

1. Goals, learning outcomes and competencies

The purpose of the discipline "Practical course of the first foreign language" is to teach students English. As well as the acquisition by students of communicative competence, the level of which allows them to use a foreign language, both in professional activities and for the purposes of self-education.

Learning outcomes: RO-4, RO-5,

Competence indicators: PC-7, PC-2, PC-7, IC-1, SLK-2

2. The place of the discipline “Practical course of the first foreign language” in the structure of the OOP “Foreign Language” (college) refers to the basic part of professional disciplines and is taught in the first year. The total number of practical classes in the I-semester is 162 hours, in the II-semester is 162 hours.

3. Summary of the discipline

The discipline program is made up of the most relevant topics affecting various aspects of life. Familiarity with the culture of the country of the language being studied, which involves not just the accumulation of a certain amount of knowledge. Studying informative and rich texts in English, performing written and speech exercises.

16.2. Summary of the discipline SPO 3.2 "Practical course of the second foreign language" (English) for the direction "Foreign language" (college)

1. Objectives, learning outcomes and competencies of the discipline

The objectives of this discipline are to teach reading and pronunciation skills, listen and understand spoken German, French and Spanish in the form of short dialogues and small information blocks.

Learning outcomes:RO-1; RO-4

Competence indicators: OK-3; OK-4; IK-1, IK-4; SLK-2; PC-1,PC-2, PC-5, PC-8.

2. Place the practical course of the second foreign language (English) in the structure of the OOP “Foreign Language” (college)

The practical course of the second foreign language (English) belongs to the basic part of the professional cycle and is taught in the 2nd year (11th base) in the second semester. The total number of practical classes is 144 hours., 72 hours aud., 72 hours SRS

3. Summary of the discipline. The program, as the main ones, includes everyday topics, grammatical and lexical exercises that will allow students to quickly master the necessary skills of oral and written speech in German (Spanish, French).

16.4. Abstract of the discipline SPO 3.4 “Fundamentals of linguistics“ for the direction "Foreign Language” (college)

1. Goals, learning outcomes and competencies

The purpose of the discipline "Fundamentals of Linguistics" is:

- familiarization of students with the subject and tasks of linguistics, its structure and the main sections of linguistics;

- to form an idea of basic linguistic concepts, basic linguistic terminology;

- to provide basic information about linguistics necessary for further in-depth study of courses in certain sections of linguistic science.

Learning outcomes: RO-5

Competence indicators: PC-1, PC-9

2. The place of the discipline “Fundamentals of Linguistics” in the structure of the OPOP SPO “Foreign Language” (college) belongs to the basic part of professional disciplines and is studied in the 3rd semester of the second year of the 11th base. The total number of lectures is 26, seminars are 28.

3. Summary of the discipline: Linguistics as a science of language. The problem and theory of the origin of language. The nature, essence and functions of language. Language as a system and sections of linguistics Language and thinking. Syntagmatic, paradigmatic and hierarchical relations in linguistics. Language and society. Language and speech. Internal speech (external speech and its types, styles of speech). National literary languages. The main linguistic schools. Classification of the languages of the world

**16.5. Abstract of the discipline SPO 3.5 “Theory and practice of intercultural communication” for the direction “Foreign Language” (college)**

1. Goals, learning outcomes and competencies

The objectives of the discipline:

- to form students' holistic view of modern approaches to the study of communication;

- familiarization with the theoretical foundations of speech production, modern theory of communication, theory of speech influence;

- updating and expanding knowledge about various areas and theories of communication;

- formation of an idea about the main communicative tactics and strategies; familiarity with the variants of human speech behavior and its communicative roles.

Learning outcomes: RO-3

Competence indicators: OK- , PC-8, OK-

2. The place of the discipline “Theory and practice of intercultural communication” in the structure of the PLO “Foreign Language” (college) The theory and practice of intercultural communication refers to the basic part of professional disciplines and is studied in the 3rd semester of the second year. The total number of lectures 36, practical classes 36.

3. Summary of the discipline

Intercultural communication as an academic discipline. Communication and its types. Language as the most important means of human communication. Nonverbal means of communication. Psychophysiological foundations of communication. Cultural component of communication. Interpersonal communication. National-cultural specifics of speech behavior. Mass communication and corporate culture.

**17. Abstract of the disciplines of the variable part for the direction "Foreign language" (college)**

17.1 Summary of the SPO discipline Latin language

The purpose of studying the discipline: the formation of future specialists' communicative competencies - the ability to solve real problems by linguistic means in specific speech situations of the professional sphere. The ultimate goal is a sufficient level of language acquisition for special purposes, as a tool for solving intellectual and social problems in future professional activities, taking into account the intercultural factor.

The place of discipline in the curriculum: The academic discipline is part of the professional cycle. The teaching of the discipline is based on a system - activity approach.

Results of discipline training: PO-1 Competencies: OK-1, IK-4, SLK-2, PK-8.

The content of the discipline: Latin is a special linguistic discipline designed not only to expand the general linguistic horizons of students, but also to promote the development of their scientific approach to the foreign language being studied. The program is built with a strict selection of lexical and grammatical and at the same time studying the morphology and syntax of both simple and complex sentences.

**17.2 Abstract of the discipline SPO Ancient literature for the direction "Foreign language" (college)**

The purpose of the discipline: familiarization with the ancient cultural heritage that laid the foundations of European culture;

formation of the necessary basic ideas about the influence of the Latin language and the cultural heritage of ancient civilization on the further development of the pan-European linguistic and cultural space; formation of a terminological base based on knowledge of the etymology of cultural terms, the basis of which is the Latin language; formation of students' ideas about the unified nature of European civilization, development, deepening and improvement of socio-cultural ideas, moral norms, a sense of beauty, cultural tact and aesthetic taste.

The place of the discipline in the curriculum; the discipline "Ancient literature" refers to the variable part of the professional cycle of disciplines, is one of the components of humanitarian education and a necessary basis for the training of linguists, as well as students of other humanities.

Results of discipline training

RO-1

The content of the discipline: The program, as the main ones, includes topics related to the culture of Greece and Rome: "History of Ancient Greek Literature", "History of Roman Literature", "Ancient Greek religion and mythology" and – most importantly – a brief introduction to the grammar of Latin and ancient Greek languages, which will allow students who have not previously studied these languages, read the original works of Greek and Roman classics.

19. General provisions and requirements of the Final State certification in the direction of "Foreign language" college

19.1. In accordance with the Law of the Kyrgyz Republic "On Education", the state (final) certification of graduates completing their studies under the secondary vocational education program at the college of the Faculty of MIaK OSU is mandatory.

19.2. The purpose of the state (final) attestation is to establish compliance of the level and quality of graduate training with the State Educational Standard of secondary Vocational Education in terms of state requirements for the minimum content and level of graduate training (hereinafter referred to as State Requirements), the requirements of the regional component and the component of the educational institution in a specific direction.

19.3. The state (final) certification of graduates is carried out in the specialty provided by the state educational standard of secondary vocational education in accordance with the conditions indicated below, and ends with the issuance of a state-issued document on the level of education and qualifications.

19.4. The final state certification of graduates consists of two certification tests of the following types:

19.4.1. State examination in national history;

19.4.2. The final state exam in the specialty (hereinafter referred to as the exam in the specialty).

19.5. The examination in the specialty is conducted in order to identify the compliance of the level and quality of graduate training with State requirements, the requirements of the regional component and the component of the educational institution in a particular specialty.

19.1. The program of the state (final) attestations in the direction of "Foreign language"

19.1.2 The program of the state (final) attestation is part of the main professional educational program of the university in this specialty.

19.1.3. When developing the state (final) Program attestations are determined by:

- types of state (final) attestations;

- the amount of time to prepare and conduct for each type of state (final) attestations;

- the timing of each type of state (final) attestations;

- examination materials for each type of state (final) attestations;

- conditions for the organization and conduct of each type of state (final) attestations;

- forms of conducting for each type of state (final) attestations;

- criteria for assessing the level and quality of graduate training for each type of state (final) attestations.

19.1.4. The program of the state (final) attestation is developed annually by subject-cycle commissions on the specialty and approved by the rector of the university after its discussion at a meeting of the Academic Council of the university with the participation of the chairman of the state attestation commission no later than January of the current academic year.

19.1.5. The program of the state (final) attestation is brought to the attention of students no later than six months before the start of the state (final) attestations. To the state (final) attestations are allowed for persons who have fulfilled the requirements provided for by the main professional educational program and have successfully passed all intermediate attestation tests provided for by the university curriculum.

19.1.6. The amount of time for the preparation and conduct of the state (final) attestation is established by the State requirements for the specialty and the curriculum of the direction:

19.1.7. The amount of time for the preparation and conduct of the state (final) the certification is established by the State requirements for the specialty and the college curriculum:

19.1.8. Terms of the state (final) attestations are determined by the Vice-rector for Continuing Education in accordance with the curriculum of the specialty.

19.1.9 The content of the exam in the specialty is reflected in the examination materials being developed. Examination materials should include the entire scope of the tested theoretical knowledge and practical skills in accordance with State requirements, the requirements of the regional component and the university component of the specialty. Examination materials are formed on the basis of the existing work programs of the disciplines of the subject cycle, this specialty and represent a list of theoretical questions on academic disciplines and practical tasks. The formulation of tasks is assigned to the commission formed by the order of the rector of the university from among the teachers leading academic disciplines selected for the final state certification, no later than 8 months before the start of the state (final) attestations.

Examination tickets are a number of tasks that have an interdisciplinary (integrated), practice-oriented nature, aimed at identifying the formation of analytical, diagnostic, predictive skills of the graduate.

Tasks should be of equal complexity and labor intensity and provide a check of the graduate's readiness for specific types of professional activity. Their list should exceed the number of tasks required for the preparation of examination tickets by at least three. The wording of the tasks should be clear, concise, understandable, excluding double interpretation. The list of tasks is considered at a joint meeting of the interested subject commissions until December 1 of the current academic year.

19.1.10. When developing the state (final) Program attestations subject-cycle commissions independently determine the types and number of tasks included in the examination tickets, determine the number of stages of the examination in the specialty.

Based on the lists of tasks recommended for preparation for the exam in the specialty compiled and announced to students, examination tickets are compiled 1 month before the start of certification, the contents of which are not brought to the students.

19.1.11 The examination in the specialty can be conducted both on one day and dispersed during the time determined by the State requirements for the specialty.

19.1.12. The main conditions for the preparation of the exam in the specialty are:

- subject commissions determine the list of normative documents, program and methodological materials, visual aids, reference materials, samples of equipment that are allowed to be used in the exam in the specialty; sources of educational information must meet modern requirements;

- during the preparation for the exam in the specialty, in accordance with the schedule drawn up by the vice-rector for Continuing Education and approved by the rector of the university 20 days before the exam, consultations are held on the state (final) Program attestations for which up to 40 hours per study group are allocated from the total budget of time allocated for consultations;

- by the beginning of the exam in the specialty, the following documents must be prepared for the state attestation commission:

- examination tickets;

- a list of normative documents, visual aids, reference materials, samples of equipment allowed for use in the exam in the specialty.

19.1.13.The form of the exam is determined by the subject commissions when developing the final certification program:

19.1.14. The form of the exam in the specialty can be oral, written, combined.

19.1.15. The criteria for assessing the level and quality of graduate training are determined by the subject commissions, depending on the type and forms of the state (final) attestations.

19.2. Organization of the work of the state attestation commission

19.2.1. For the state (final) The State Attestation Commission is established in accordance with the procedure provided for by the Regulations on the State (final) attestation of university graduates, students in the program of secondary vocational education.

19.2.2. The number of the state attestation commission must be at least 5 people. The members and executive secretary of the State Attestation Commission are appointed by the order of the Rector of the University no later than January of the current year from among the teachers, members of the administration of the educational institution and persons invited from other educational institutions: teachers and specialists in the profile of graduates.

The State Attestation Commission works in accordance with the approved schedule of the final state attestation.

19.2.3. The State Attestation Commission is headed by the chairman, who organizes and controls the activities of the commission, ensures the unity of the requirements imposed on graduates.

**20. Working procedure of the State Attestation Commission**

20.1. The work of the State Attestation Commission is carried out in accordance with:

- The Charter of OshSU and FWLC;

- this Provision;

- The place of work of the State Attestation Commission is established by the rector of the university in consultation with the chairman of the State Attestation Commission.

20.2. Schedule of the state (final) the certification of graduates is approved by the rector of the university and brought to the attention of students no later than two weeks before the start of the work of the State Attestation Commission. Admission of students to the state (final) attestation is carried out on the basis of the decision of the Academic Council of the university and approved by the order of the rector no later than two weeks before the start of the state (final) attestations.

20.3. The following documents are submitted by the Vice-Rector for Continuing Education to the meetings of the State Attestation Commission:

- State requirements for the minimum content and level of training of graduates and additional requirements for the specialty;

- The program of the state (final) attestations;

- the order of the rector of the university on admission of students to the state (final)attestations;

- student's credit books;

- a book of minutes of meetings of the State Attestation Commission.

20.4. The decision of the State Attestation Commission is taken at a closed meeting by a simple majority of the votes of the commission members participating in the meeting (with an equal number of votes, the chairman's vote is decisive).

20.5. Meetings of the State Attestation Commission are recorded. The minutes are signed by the Chairman, all members and the secretary of the commission. Protocols are maintained in laced books, the sheets of which are numbered. The book of minutes of meetings of the State Attestation Commission has been kept in the university's files for 75 years.

20.6. The assignment of qualifications takes place at the final meeting of the State Attestation Commission and is recorded in the minutes of the meeting. The decision of the State Attestation Commission on the assignment of qualifications to graduates who have passed the state (final) certification and the issuance of an appropriate document on education is announced by the order of the rector of the university.

20.7. After the end of the state (final) The State Attestation Commission prepares an annual report on the work, which is discussed at the academic Council of the University. The report is submitted within two months after the completion of the state (final) attestations to the rector of the university.

The following information should be reflected in the report:

- qualitative composition of the state attestation commission;

- list of types of state (final) attestations on the main professional educational program in the specialty;

- characteristics of the general level of training of graduates; the number of diplomas with honors;

- analysis of the results for each type of state (final) attestations according to the established form;

- shortcomings in the preparation of students;

- conclusions and suggestions.

**20. The procedure for conducting the state (final) attestations**

20.1. Conducting an exam in the specialty

20.2 The examination in the specialty is conducted in specially prepared and equipped premises. The duration of the exam is 6-8 hours. Up to 4 academic hours can be allocated for preparing for the answer.

20.3. Passing the exam in the specialty is held at open meetings

The State Attestation Commission with the participation of at least two-thirds of its members.

When passing the exam in the specialty, no more than 1 academic hour is allocated per student.

20.4. The evaluation criteria that determine the level and quality of a student's training in the specialty, his professional competence include:

- the level of readiness to carry out the main activities in accordance with the qualification characteristics;

- the level of mastering by the student of the material provided by the curricula of the disciplines;

- the level of knowledge and skills that allows you to solve professional tasks;

- validity, clarity, completeness of answers;

- the level of information and communication culture.

20.5. An assessment is made for the exam in the specialty, which is recorded in the minutes of the meeting of the State Attestation Commission together with the special opinions of the commission members. The minutes of the meetings of the State Attestation Commission are signed by the chairman, Deputy Chairman, executive Secretary and members of the commission.

The results of any of the types of attestation tests included in the state (final) attestation are determined by the grades "excellent", "good", "satisfactory", "unsatisfactory" and are announced on the same day after the minutes of meetings of state attestation commissions are drawn up in accordance with the established procedure.

20.6. If there are stages in the exam in the specialty, the final grade consists of the grades for the stages of the exam in the specialty and is brought to the attention of the graduate along with the assignment of qualifications on the day of the exam.

20.7. The procedure for assigning qualifications to university graduates.

20.8. The assignment of appropriate qualifications to a university graduate and the issuance of a document on secondary vocational education to him is carried out on condition of successful completion of all established types of certification tests included in the state (final) certification.

20.9. A student who has not passed the certification tests that are part of the state (final) within the established period of study attestation, is expelled from the university and receives an academic certificate of the established sample.

20.10. Graduates who have not passed the final certification tests are allowed to them again no earlier than the next period of the state attestation commission. The procedure for re-passing the final certification tests of all types is determined individually with a subsequent order by the rector of the university.

20.11. Receiving an "unsatisfactory" grade on the final exam in a discipline taken before completing a full course of study in an educational professional program does not deprive a student of the right to continue studying and take exams in other disciplines.

20.12. Students who have not passed the final certification tests for a good reason, the rector of the university may extend the term of study until the next period of the state attestation commission, but not more than one year.

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Internet resources

1. To everyone who studies. – Access mode : http://www.alleng.ru

2. Regional collection of the Chelyabinsk region. - Access mode :http://imc.rkc-74.ru

3. Federal Center for Information and Educational Resources.- Access mode:http://eor.edu.ru

4. A single collection of digital educational resources. - Access mode:http://school-collection.edu.ru

5. A single window of access to educational resources.- Access mode:http://window.edu.ru

6. Native English. Learn English online.- Access mode:http://www.nativeenglish/ru

7. English language proficiency tests.- Access mode:http://www.engtests.ru

F O S

Assessment forms

1. Reading

The complexity of the text presented for reading depends on the stage of learning a foreign language. For example, the text offered for reading to 5th grade students differs greatly in complexity from the text offered to 9th grade students.

Reading with an understanding of the main content of the read (introductory)

The grade "5" is given to the student if he understands the main content of the original (unadapted) text, can highlight the main idea, determine the main facts, is able to guess the meaning of unfamiliar words from

context, either by word-formation elements, or by similarity to the native language. The speed of reading a foreign language text may be slower compared to that with which the student reads in his native language

The grade "4" is given to the student if he understands the content of the original text, can highlight the main idea, identify individual facts. However, he has an insufficiently developed language guess, he finds it difficult to understand some unfamiliar words, he is forced to turn to the dictionary more often, and the pace of reading is slowed down.

The grade "3" is given to a student who has not quite accurately understood the main content of what he has read, knows how to highlight only a small number of facts in the text, and he has not developed a language guess at all.

The grade "2" is given to the student if he understood the text or understood the content of the text incorrectly, does not orient himself in the text when searching for certain facts, does not know how to semanticize unfamiliar vocabulary.

Reading with a full understanding of the content (learning)

The grade "5" is given when the student has fully understood a simple original text (journalistic, popular science, instructions or an excerpt from a tourist prospectus). At the same time, he used all known techniques aimed at understanding what was being read (semantic guess, analysis).

The grade "4" is given to the student if he understood the text completely, but repeatedly turned to the dictionary.

The grade "3" is given if the student has not fully understood the text, does not know the techniques of its semantic processing.

The grade "2" is given when the text is not understood by the student. He can hardly find unfamiliar words in the dictionary.

Reading with finding interesting or necessary information (viewing)

A grade of "5" is given to a student if he can quickly view a simple original text (such as train schedules, menus, TV programs) or several small texts and select the information requested correctly.

The grade "4" is given to the student when viewing the text quickly enough, but at the same time he finds only about 2 \ 3 of the given information.

The grade "3" is given if the student finds in this text (or these texts) approximately 1 \ 3 of the given information.

The grade "2" is given if the student is practically not oriented in the text.

2. Understanding speech by ear

The main speech task in understanding the sounding texts by ear is to extract the information given to the student.

The grade "5" is given to a student who understood the basic facts, was able to identify separate, meaningful information for himself (for example, from the forecast of unfamiliar words by context, weather, announcements, radio and TV programs), guessed the meaning of some unfamiliar words by context, was able to use the information to solve the task (for example, this or that A grade of "4" is given to a student who has not understood all the basic facts.

When solving a communicative task, he used only 2\3 information.

A score of "3" indicates that the student understood only 50% of the text. I misunderstood some facts. He failed to fully solve the communicative task assigned to him.

The score is "2". If the student has understood less than half of the main text. He could not solve the speech task assigned to him.

3. Speaking

Speaking in real life comes in two forms of communication: in the form of coherent statements such as a description or a story and in the form of participation in a conversation with a partner. When evaluating coherent statements or participation in a conversation of students, many teachers pay special attention to lexical and grammatical errors and make grades based solely on the number of these errors. Such an approach can hardly be called correct.

Important indicators of a story or description are relevance to the topic, completeness of presentation, variety of language means. And during the conversation - the understanding of the partner, the correct response to the partner's remarks, the variety of their replicas. Mistakes can be different. Some of them disrupt communication, i.e. lead to misunderstanding. Others, although they indicate violations of the norm, do not violate understanding. The latter can be considered as reservations. In this regard, the main criteria for assessing speaking skills should be considered: compliance with the topic, sufficient volume of utterance, variety of language means, etc., and errors should be considered as an additional criterion.

Statements in the form of a story, description.

The grade "5" is given to the student if he has generally coped with the assigned speech tasks. His statement was coherent and logically consistent. The language tools were used correctly, there were practically no errors disrupting communication, or they were insignificant. The volume of the statement corresponded to what was set by the program for this year of study. There was an ease of speech and a fairly correct pronunciation. The student's speech was emotionally colored, there was not only the transfer of individual facts (separate information), but also elements of their evaluation of the expression of their own opinion. The speech is fluent.

The grade "4" is given to the student if he has generally coped with the assigned speech tasks. His statement was coherent and consistent. A fairly large amount of language tools were used, which were used correctly. However, some mistakes were made that disrupted communication. The speech is fluent. Pronunciation suffering from a strong influence of the native language was noted. The speech was quite emotionally colored. Elements of the assessment took place, but to a greater extent the statement contained information and reflected specific facts.

The grade "3" is given to the student if he was able to basically solve the assigned speech task, but the range of language means was limited, the volume of utterance is not available to the norm. The student made language mistakes. In some places, the sequence of utterance was violated. There were practically no elements of evaluation and expression of one's own opinion. The speech was not emotionally colored. There is no fluency of speech.

The grade "2" is given to the student if he has only partially coped with the solution of the communicative task. The statement was small in volume (did not meet the requirements of the program). There was a limited vocabulary. There were no elements of their own assessment. The student made a large number of mistakes, as language. And phonetic. Many mistakes disrupted communication, resulting in misunderstanding between speech partners.

Participation in the conversation

When evaluating this type of speaking, the most important criterion, as well as when evaluating coherent statements, is speech quality and the ability to cope with a speech task, i.e. to understand a partner and respond correctly to his remarks, the ability to maintain a conversation on a specific topic. The range of language tools used in this case is provided to the student.

A grade of "5" is given to a student who has managed to solve a speech problem by correctly using language tools. During the dialogue, he skillfully used replicas, there were no mistakes in speech that violate communication.

A grade of "4" is given to a student who has solved a speech problem, but the remarks uttered during the dialogue were somewhat confused. There were pauses in the speech related to the search for means of expressing the desired meaning. There were practically no errors disrupting communication.

The grade "3" is given to the student if he has not solved the speech problem completely, some of the partner's remarks caused him difficulties. There were pauses interfering with speech communication.

The grade "2" is given to the student if the student failed to solve the problem of speech activity. I found it difficult to answer the partner's prompting remarks. Communication did not take place.

4. Letter

Educational outcomes:

- to transmit in writing the content of the listened or read text (statements of various types ) in compliance with grammatical and stylistic norms and rules of compositional design;

- answer questions, respectively changing word forms, syntactic constructions, word order, which are present in the questions asked, which are the reference material for the student;

- write personal letters, congratulations, short messages for telegrams;

- conduct business documentation (write statements, receipts, business letters, autobiography, in compliance with the rules of their registration);

- transmit content-accessible information about events, impressions;

- to prove, to argue your point of view

- to write miniatures of various types (description, narrative, reasoning) based on various means of activating learning and without them;

- make notes, abstracts, brief annotations.

Dictation

The mark "5" is put for a job done accurately, in which no more than 2 (but no more than 1 spelling or general speech) mistakes are made.

The mark "4" is put for a work in which no more than 4 (but no more than 2 general speech or spelling) errors are made.

The mark "3" is put for a work in which no more than 10 (but no more than 7 general speech or spelling) errors are made. The mark "2" is put for a work in which no more than 15 (about no more than 11 general speech or spelling) errors are made.

Presentation

The mark "5" is given for a work in which a complete and accurate presentation of the content of the text read or listened to is given, all the rules for constructing a coherent text are observed, a variety of syntactic constructions compiled in accordance with grammatical and stylistic rules are used, no more than 2 errors (including 1 general speech) are made.

The mark "4" is put for the work in which the content of the presented text is sufficiently complete and correctly stated. The basic rules of constructing a coherent text have been observed. Grammatical and stylistic norms, but according to some indicators of proficiency in written speech, there are inconsistencies with the highest assessment (there is not sufficient completeness and accuracy of presentation). The rules of linguistic coherence of the text are not observed everywhere. 3-5 mistakes were made, but no more than 2 common mistakes).

The mark "3" is put for the work in which the main content of the text is stated, the ability to express thoughts is revealed

in a foreign language without serious violations of the rules of text construction in the presence of 6-9 errors, including no more than 6 common speech.

The mark "2" is put for the work. In which grammatical and stylistic norms of construction of constructions are found (10-13 errors with 10 common speech).

Mini-essay (essay)and letters

The mark "5" is given for a work in which thoughts are presented logically and in accordance with the requirements of the genre, all the norms of constructing a coherent text are observed, a variety of syntactic constructions are used, compiled in accordance with grammatical and stylistic rules, no more than 2 mistakes are made (including 1 general speech).

The mark "4" is given for a work in which thoughts are presented logically, but deviations from the requirements of the genre are allowed. , The basic rules of constructing a coherent text, grammatical and stylistic norms are observed, but according to some indicators of written language proficiency there are inconsistencies with the highest assessment (there is not sufficient completeness and accuracy of presentation. The rules of linguistic coherence of the text are not observed everywhere. 3-5 mistakes were made. But no more than 2 general speech).

The mark "3" is put for the work, the ability to express thoughts in a foreign language without serious violations of the norms of text construction is found in the presence of 6-9 errors, including no more than 6 general speech.

The mark "2" is put for the work in which grammatical and stylistic norms of construction of constructions are found (10-13 errors with 10 common speech).