**MODEL**

**INTERNATIONAL UNIVERSITY OF TOURISM AND HOSPITALITY**

**FACULTY OF TOURISM AND SPORTS**

**DEPARTMENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONFIRMED**

By the Dean of the Faculty of "Tourism and Sports"

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ Zh. Akimov

«\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_.

**CURRICULUM (SYLLABUS)**

**on the discipline TT ATT1202 Technique and tactics of active types of tourism**

**for educational program 6B11101 – Organization of the tourism and hospitality industry**

**Study form:** full-time

**Year of study:\_\_\_\_\_\_\_1\_\_\_\_**

**Term:\_\_\_\_\_1\_\_\_**

**Total amount of credits/ hours: \_\_5/150\_\_**

**Lecture (hours): \_\_\_30\_\_\_**

**Practice (seminar)(hours): \_\_\_15\_\_\_**

**SIW (hours): \_\_\_45\_\_\_**

**TOH (hours): \_\_\_60\_\_\_**

**Study language: \_\_\_\_Russian\_\_\_\_**

**Midterm I:**

**Midterm II:**

**Intermediate attestation: examination/ oral**

Turkistan – 202\_\_.

The curriculum (Syllabus) is based on the educational program and the standard curriculum (if available).

The curriculum (Syllabus) was reviewed and discussed at the meeting of the department "\_\_\_\_\_\_\_\_\_\_\_\_\_\_" "\_\_\_\_" \_\_\_\_\_\_\_ 202\_\_\_. Protocol No.\_\_\_\_.

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(signature) (Full name)

The curriculum (Syllabus) was approved by the Educational and Methodological Council of the Faculty of Tourism and Sport of the International University of Tourism and Hospitality.

"\_\_\_\_" \_\_\_\_\_\_\_ 202\_\_\_. Protocol No.\_\_\_\_.

Secretary of the Educational and Methodological Council \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( signature) (Full name)

**Information about the teacher:**

|  |  |
| --- | --- |
| International University of Tourism and Hospitality, Faculty of Tourism and Sports, ---- Departments (Senior Lecturer; Associate Professor; Professor) |  |
| e-mail |  |
| Phone number |  |
|  |  |

**Description of the discipline:**

**Objectives of the discipline:**

**Tasks of the discipline:**

**Prerequisites of the discipline:**

**Post-requirements of the discipline:**

**Discipline Learning outcomes (DLO):**

|  |  |
| --- | --- |
| **EP LO** | **Discipline Learning Outcomes (DLO):** |
| LО4- knows the methodological support of the educational process; - is able to apply methods of diagnosing the achievements of students and the theoretical foundations of pedagogy and psychology, taking into account the psychophysiological features of the age development of students | DLO 1-explains to schoolchildren the patterns of growth and development depending on age characteristics;  DLO 2- Analyzes educational work with children and adolescents, taking into account the anatomical and physiological characteristics of the body of different ages;  DLO 3- Summarizes children's knowledge of physiological features by age when planning and conducting classes;  DLO 4- Knows the general patterns of development of school-age children, the physiology of the nervous system, the peculiarities of the development of sensory systems. |
| LO 5- able to use general, specific and individual features of psychological, psychophysiological development and means of taking into account the values of inclusive education, knows the principles of inclusive education and regulatory regulation in the educational process of assessment and management. | DLO 5- Forms students' ideas and skills about a healthy lifestyle;  DLO 6- Uses methods and means of cognition, learning and self-control for their intellectual development, cultural development, professional competence, health, moral and physical self-improvement;  DLO 7 - Objectively assesses the knowledge, skills and abilities of students using modern teaching methods and techniques. |

**The plan of studying the discipline**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No. weeks** | **Lecture topics** | **Amount of lecture hours** | **Topics of practical (seminar) classes** | **Amount of seminar classes hours** | **Amount of SIW hours** | **Amount of TOH hours** | **Discipline learning outcomes** | **Submission period (week)** |
|  | **Module-** | | | | | | |  |
| 1 |  |  |  |  |  |  | DLO 1,  DLO 2,  DLO 5 |  |
| 2 |  |  |  |  |  |  | DLO 3,  DLO 2,  DLO 5 |  |
| 3 |  |  |  |  |  |  | DLO ,  DLO ,  DLO |  |
| 4 |  |  |  |  |  |  |  |  |
|  | **Module-** | | | | | | |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
|  | **Module-** | | | | | | |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |
|  | **Total:** |  |  |  |  |  |  |  |

**Table of SIW, TOH (**Teacher’s office hours**)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Task topic** | **Task content** | **Control type** | **Submission period (week)** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

**Methods of studying the discipline:** Working with a group, work in pair, learning and study, blitz questions, critical thinking, brainstorming, case-stages, method of developing learning, poster protection, jigsaw method, creativity teaching methods, Working with a group, cloud technologies, IT method, Case-study method, method group project work, Problem work method, Mini-research method, Project work Method, Professional development Method, Notetaking techniques, Dvolver moviemaker, Numerizer, Think-Pair-Share methods, PPP methods, Task-based Learning methods, Jigsaw methods, the method of problem-based work, the Silent way method, Project based approach technology, Modular learning technology, Brainstorming, Collaborative and cooperative learning, TBL-Task based learning. **The method of teaching the relevant discipline is selected.**

For students with disabilities, the teacher, in coordination with structural units, can change the methods, forms, type of control and the amount of time to perform specialized adaptive disciplines (modules).

**ASSESSMENT OF THE EDUCATION QUALITY**

**Knowledge assessment and certification policy**

**Knowledge assessment and certification policy**

Weekly assessment:

- assessment of the activity of work in the classroom weekly at practical, seminar classes; assessment of the completed task (the share in the weekly assessment is 100 percent / 1.0; lectures or tasks of TOH, SIW is 70 percent / 0.7 in the evaluated week);

- assessment of work activity in the total audience for 7.15 weeks according to lectures (share in the weekly assessment is 30 percent / 0.3);

- Performance of tasks of TOH, SIW of at least 5 tasks (share in the weekly assessment is 30 percent / 0.3);

- Criterion assessment: evaluation of learning outcomes in relation to descriptors (checking the formation of competencies at midterm control and exams).

- Final assessment of the discipline = (Mt1+Mt2)\*0,6/2+0,4\* FA

**Criteria for evaluating the current, intermediate certification of learning outcomes**

Educational achievements of students (knowledge, skills, abilities and competencies) by a letter system on a 100-point scale corresponding to the international system (as ratings decrease from "A" to "D", "unsatisfactory" – "FX", "F") is carried out in accordance with the digital equivalent of 4-a point scale. ((Types of knowledge control-Test, written record, oral survey, oral-written, essay, associogram, case-study, business game, presentation, glossary, bibliography, card file, project protection, creativity, etc. - the appropriate type of control is selected. Project papers, essays are checked for plagiarism).

For sample

**Only the selected types of control are recorded in the knowledge control table (the teaching staff writes out the evaluation criteria depending on the specifics of the subject).**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level** | **Criteria** | | | | |
| **90-100 (А; А-)** | **70-89 (В+; В; В-;С+)** | **50-69 (С;С-; D+; D-)** | **FX(25-49)** | **F (0-24)** |
| Test | A total of 25 questions are asked, 4 points for each question, the interval is 90-100 | A total of 25 questions are asked, 4 points for each question, the interval is 70-89 | A total of 25 questions were asked, 4 points for each question, the interval is 50-69 | A total of 25 questions are asked, 4 points for each question, the interval is 25-49 | A total of 25 questions are asked, 4 points for each question, the interval is 0-24 |
| Written form | the student memorized the learned educational material and presented his thoughts in detail | the student cannot fully express his thoughts in writing and memorize the learned learning material | the student memorized the learned educational material and stated his thoughts in writing | the student showed that he remembered the learned educational material and stated his thoughts in writing | the student did not save the learned educational material and could not express his thoughts in writing |
| **Oral** | the student memorized the learned educational material and presented his thoughts in a short, detailed form | the student remembered the learned educational material and could not express his thought in a short, complete form | the student memorized the learned educational material and presented his thoughts in a brief form, in a limited meaning | the student memorized the learned educational material and presented his thoughts in a short form, in a small amount | the student remembered the learned educational material and could not declare himself at all |
| Oral-written | the student sets out the learned learning material in writing, correctly, clearly, clearly, clearly states the idea in his own words | the student wrote down the learned learning material, spoke correctly, clearly, clearly, clearly, could not clearly express the thought in his own words | the student wrote down the acquired learning material in a limited way, expressing speech, expressing his words in a limited way | the student recorded the learned educational material in a small number of written, speech, game expressions in a small number in his own words | the student did not write the learned educational material in writing at all, could not speak in speech, could not speak in his own way |
| **Essay** | the student was able to freely present the problem in an essay, formulate a reasoned intellectual search, and present a personal point of view | the student could freely state the problem in an essay, a motivated intellectual search was made, but he could not state his personal point of view | in the essay, the student could only present the problem in a limited way, a search was made, but he could not state his personal point of view | in the essay, the student was able to state the problem only in a small volume, no search was undertaken, he could not state his personal point of view | the student could not explain the problem at all, a search was undertaken in Essen, he could not write his personal point of view |
| **Associogram** | The student was able to depict the association as an inscription or drawing | The student could not fully depict the association as an inscription or drawing | The student could only represent the association in a limited way in the form of an inscription or drawing | The student was able to depict the association in the form of an inscription or a drawing only in a small amount | The student could not depict the association as an inscription or a drawing at all |
| **Сase-study** | he showed that the student is professionally mature, has formed an interest and a positive attitude to classes | the student is professionally mature, could not fully show that he had formed an interest and a positive attitude to classes | the student was only able to show in a limited way that a professionally mature, inquisitive and positive attitude to classes had been formed | the student was able to show only in a small amount that a professionally mature, inquisitive and positive attitude to classes had been formed | couldn't show at all that I had formed an interest and a positive attitude to classes |
| Business Game | on his way to graduate , the student received the result of joint problem solving of his own | the student could not fully develop an independent result on the way to a joint solution of the tasks assigned to him | the student was able to develop an independent result on the way to a joint solution of the tasks assigned to him | the student was able to develop an independent result in a minimal amount on the way to a joint solution of the tasks assigned to him | the student was unable to develop an independent result on the way to a joint solution of the tasks assigned to him |
| **Presentation** | the student was able to conveniently convey to the audience complete information about the presentation form, written in accordance with the requirements | the student could not convey to the audience in a convenient form information about the form of the presentation, written in accordance with the requirements | the student was able to convey to the audience comprehensive information about the presentation form in a convenient form, not prescribed in accordance with the requirements | the student was able to convey to the audience comprehensive information about the presentation form in a convenient form only in small quantities, not prescribed in accordance with the requirements | the student was unable to convey to the audience in a convenient form complete information about the presentation form, not written in accordance with the requirements |
| **Glossary** | The student presented an explanatory dictionary of words rarely used in the educational material | The student did not provide a full explanatory dictionary of words rarely used in the educational material | In the educational material offered to students, there are limited errors in the explanatory dictionary of rarely used words | The educational material offered to students contains many errors in the explanatory dictionary of rarely used words | The explanatory dictionary of rarely used words in the educational materials presented to students does not meet the requirements |
| **Bibliography** | Библиографические записи были написаны в очень четком формате, смогли отобрать печатную продукцию и систематически их дифференцировать | Bibliographic records were written in a clear format, could not select printed materials and systematically differentiate it completely | Bibliographic records were not written in a clear format, they could selectively distribute printed materials and systematically restrict it | Bibliographic records were not written in a clear format, they could selectively distribute printed materials and systematically differentiate them in smaller quantities | Bibliographic records were not written in a clear format, printed materials were selected and systematically could not differentiate it at all |
| Project protection | The theme of the project was chosen correctly, built systematically, during the defense I was able to apply the skill of narration (visual aids), summarize and fully prove my idea | The topic of the project was chosen correctly, built systematically, during the defense I could not fully apply the skill of narration (visual aids), summarize and fully prove my point of view | The theme of the project was chosen correctly, there are errors in the requirements for creation, during the defense it was possible to use only a limited skill of narration (visual aids), to generalize and to argue your thought in a limited way | The topic of the project was chosen incorrectly, mistakes were made in the requirements for creation, during the defense it was possible to use the skill of narration (visual aids) only in a small amount, to argue your thought and in a smaller amount | The topic of the project was chosen incorrectly, there were mistakes in the requirements for creation, during the defense they could not use the skill of narration at all (visual aids), generalize and absolutely not prove their idea |
| Creation | Depending on the specifics of each subject, for example: the student was able to portray an artistic image through movements and movements | Depending on the specifics of each subject, for example: the student could not fully portray an artistic image through movements and movements | Depending on the specifics of each subject, for example: the student was able to depict an artistic image in a limited way through movements and movements | Depending on the specifics of each subject, for example: the student could not correctly portray an artistic image through movements and movements | Depending on the specifics of each subject, for example: the student could not correctly portray an artistic image through movements and movements |

Note 1: In the Evaluation criteria table of the current, intermediate attestation of learning outcomes, only the selected types of control are recorded (the teaching staff writes out the evaluation criteria depending on the specifics of the subject).

**A point-rating letter system for assessing the accounting of educational achievements of students with their transfer to the traditional scale of assessments and ECTS.**

Annex 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment in the letter system** | **Digital equivalent** | **Points (% content)** | **Assessment according to the traditional system** |
| А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | 3,33 | 85-89 | Good |
| В | 3,0 | 80-84 |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D- | 1,0 | 50-54 |
| FX | 0,5 | 25-49 | Unsatisfactory |
| F | 0 | 0-24 |

|  |  |
| --- | --- |
|  | Annex 2 |

*Language assessment system (foreign language, Kazakh, Russian)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The level and description of language proficiency in the Pan-European competence (hereinafter referred to as the PEC)** | **Assessment in letter system** | **ECTS Assessment** | **Digital equivalent of points** | **% content** | **Traditional rating scale** |
| А1 | А | А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | В | 3,33 | 85-89 | Good |
| В | С | 3,0 | 80-84 | Good |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | D | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | E | 1,0 | 50-54 | Satisfactory |
| F | FX, F | 0 | 0-49 | Unsatisfactory |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The level and description of language proficiency according to PEC** | **Assessment in letter system** | **ECTS Assessment** | **Digital equivalent of points** | **% content** | **Traditional rating scale** |
| А2 | А | А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | В | 3,33 | 85-89 | Good |
| В | С | 3,0 | 80-84 | Good |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | D | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | E | 1,0 | 50-54 | Satisfactory |
| F | FX, F | 0 | 0-49 | Unsatisfactory |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The level and description of language proficiency according to PEC** | **Assessment in letter system** | **ECTS Assessment** | **Digital equivalent of points** | **% content** | **Traditional rating scale** |
| В1 | А | А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | В | 3,33 | 85-89 | Good |
| В | С | 3,0 | 80-84 | Good |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | D | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | E | 1,0 | 50-54 | Satisfactory |
| F | FX, F | 0 | 0-49 | Unsatisfactory |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The level and description of language proficiency according to PEC** | **Assessment in letter system** | **ECTS Assessment** | **Digital equivalent of points** | **% content** | **Traditional rating scale** |
| В2 | А | А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | В | 3,33 | 85-89 | Good |
| В | С | 3,0 | 80-84 | Good |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | D | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | E | 1,0 | 50-54 | Satisfactory |
| F | FX, F | 0 | 0-49 | Unsatisfactory |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The level and description of language proficiency according to PEC** | **Assessment in letter system** | **ECTS Assessment** | **Digital equivalent of points** | **% content** | **Traditional rating scale** |
| С1 | А | А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | В | 3,33 | 85-89 | Good |
| В | С | 3,0 | 80-84 | Good |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | D | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | E | 1,0 | 50-54 | Satisfactory |
| F | FX, F | 0 | 0-49 | Unsatisfactory |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The level and description of language proficiency according to PEC** | **Assessment in letter system** | **ECTS Assessment** | **Digital equivalent of points** | **% content** | **Traditional rating scale** |
| С2 | А | А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | В | 3,33 | 85-89 | Good |
| В | С | 3,0 | 80-84 | Good |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | D | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | E | 1,0 | 50-54 | Satisfactory |
| F | FX, F | 0 | 0-49 | Unsatisfactory |

Note 2: The teaching staff indicates a point-rating letter system for evaluating the accounting of academic achievements of students with their transfer to the traditional scale of assessments and ECTS, depending on the specifics of the subject.

**Literature:**

**Main literature:**

1.

2.

3.

4.

5.

**Additional literature:**

1.

2.

3.

4.

5.

**List of WEB sites:**