«ESIL UNIVERSITY» INSTITUTION

QUALITY MANAGEMENT SYSTEM

ESIL
UNIVERSITY

Approved
Rector of «Esil University» institution
_____A. Taubayev
«__» _____ 2024.

DIDACTIC CONCEPT OF «ESIL UNIVERSITY»

DC EsU 17-13

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Didactic concept of "Esil University" Institution

Approved at the meeting of the Academic Council of "Esil University" Institution (Minutes #6 from "26". 12. 2024).

Content

1. General provisions

1.1 Didactic concept of Esil University (hereinafter - EsU) is a theoretically grounded system of principles, goals, methods and forms of organization of the educational process, which determines the strategy of learning in the university

1.2 The goal of the University is to train highly qualified specialists.

Quality education should focus on the formation of a creative and responsible personality, capable of working constructively in problem situations, combining professional competence with civic and personal responsibility, having a proper outlook and moral consciousness.

1.3 Principles of learning at EsU

- focus of higher education on the development of future specialist's personality;
- compliance of the content of higher education with modern and predictable trends in the development of science (engineering) and production (technology);
- adherence to the principles of academic integrity by all participants in the educational process — students, teachers and researchers;
- optimal combination of general, group and individual forms of organization of educational process in higher education institution;
- rational application of modern methods and means of education at different stages of specialists training;
- compliance of the results of specialists' training with the requirements of the specific sphere of their professional activity; ensuring their competitiveness;
- ensuring the continuity of stages in the continuous education process;
- integration of higher education, science and production.

1.4 This didactic concept uses references to the following normative documents: Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 (with amendments and additions); State obligatory standards of higher and postgraduate education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan № 2 dated 20.07.2022 (with amendments and additions); Model rules of activity of educational organizations of relevant types, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan from October 30, 2018 № 595 (with amendments and additions); Rules of organization of educational process on credit technology of education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan from April 20, 2011 № 152 (with amendments and additions) and internal regulatory documents of EsU.

2. Learning goals and objectives

The learning goals and objectives in the EsU didactic concept define the main guidelines and directions to be achieved during the educational process.

2.1 Learning Objectives:

- Formation of professional competencies: providing students with the necessary knowledge and skills for successful activity in their chosen profession.
- Development of critical thinking and analytical skills: preparing students for the ability to analyze, synthesize information and make informed decisions in complex situations.
- Social responsibility and civic position: developing students' sense of responsibility for their actions, understanding of social justice and active citizenship.
- Personal development: promoting the development of students' personal qualities such as leadership, creativity, teamwork and adaptability to change.
- Fostering a culture of academic integrity: developing students' understanding of the value of intellectual work, respect for authorship, and rejection of plagiarism and unfair practices, which contributes to building trust and fairness in the educational environment.
- Scientific approach and research skills: stimulate interest in scientific activity, develop research skills and critical approach to the obtained data.

2.2 Learning Objectives:

- Defining educational content: formulating and structuring curricula, courses and modules that aim to achieve the objectives.
- Selection of teaching methods and technologies: identifying effective teaching methods and approaches that will contribute to the achievement of educational objectives.
- Implementation and maintenance of the principles of academic integrity: development of mechanisms for the prevention and control of violations of academic ethics, development of sustainable skills of honest and responsible behavior among students and teachers in educational and scientific activities.
- Assessment and control of learning processes: development of systems of assessment and control of knowledge that will help to monitor the progress of students and the quality of the educational process.
- Creating conditions for active learning: creating an atmosphere conducive to student engagement in the learning process, including the use of active and interactive methods.

- Support for individual approach: development of mechanisms to take into account individual needs and characteristics of students, which allows to adapt the educational process.
- Strategic planning: defining long- and short-term plans that will help achieve the educational goals of the university and adapt to changes in the educational environment.
- Integration of theory and practice: ensuring a balance between theoretical knowledge and practical skills, which allows students to apply their knowledge in real-life situations.

3 Student-centered approach

3.1 Student-centered approach in HEI is an educational strategy focused on individual needs and interests of students. The modern "student-centered" approach to the management of the educational process implies the formation of partnership relations with the student, as the student's self-actualization as a future professional increases dramatically not only in the process of learning, but also in the process of controlling its results

3.2 The goal of the student-centered approach: to provide a learning environment in which students themselves can determine the vector of their learning in a particular area of knowledge, as well as the formation of independent, creative and successful graduates.

3.3 The underlying principles of student-centered learning (SCL) are as follows:

- SCL requires a continuous process of reflection;
- SCL does not have a one-size-fits-all approach;
- Students have different learning styles;
- Students have different needs and interests;
- Students have different backgrounds and experiences;
- Choice is a central aspect of effective learning in SCLs;
- Students need to be able to control their own learning;
- The point of SCL is to enable, but not to inform;
- The SSC ensures compliance with academic integrity, which contributes to the formation of trusting and responsible relationships in the educational process.
- Learning requires collaboration between students and university staff.

3.4 Student support at the university:

Individual approach: each student is unique, his/her needs and abilities are taken into account. Individual approach is implemented in the learning process, counseling, mentoring and adaptation of curricula.

Academic support: includes extra classes, electives, access to resources and libraries, assistance with exam preparation, etc.

Supporting the principles of academic integrity: developing students' skills in completing academic assignments honestly, preventing unfair practices, and fostering a culture of responsibility for their own learning outcomes.

Technology support: providing access to up-to-date technology and online resources, allowing students to learn in a format that is convenient for them.

Psychological support: the university provides psychological support services to enable students to cope with stress, anxiety and other emotional difficulties

Career and professional development: the career center organizes job fairs, seminars, compiles a job bank, thus supporting students in their career choices, internships and job placement

Social Inclusion: conditions are created for students to be socially active, including clubs, activities, and volunteer programs that build community and improve interpersonal skills.

Feedback and evaluation: through surveys, regular feedback is obtained from students on the quality of instruction and support, allowing the university to adapt its programs and services.

4 Teaching methods

4.1 Teaching methods in the didactic concept of EsU encompass a variety of approaches and techniques that are used to transfer knowledge and build skills in students (see the Regulations on the design of the teaching and learning complex of the discipline).

4.2 Methods are aimed at creating an active and engaged learning environment that promotes not only the assimilation of knowledge, but also the development of skills necessary for successful professional activity and social adaptation.

4.3 Teaching methods include:

1. *Traditional methods*:

- Lectures: description of theoretical material by the instructor, which can be combined with questions and discussions.
- Seminars: group/microgroup sessions in which students discuss topics studied in lectures and work on practical assignments.

2. *Active techniques*:

- Discussions: students participate in discussions, share opinions and argue their points of view
- Group projects: work in teams on specific tasks or projects, which promotes the development of cooperation and teamwork skills

3. *Interactive methods*:
   - Case method: analyzing real situations and problems, which allows students to apply theoretical knowledge in practice
   - Role-playing: students take on different roles to explore different points of view and develop interaction skills
4. *Practical methods:*
   - Laboratory work: conducting experiments and practical research, which allows to deepen the understanding of theoretical material.
   - Internships and practicums: an opportunity to apply knowledge in real working conditions, which helps students to develop professional skills.
5. *Distance and blended*:
   - Online courses and webinars: utilizing technology for distance learning, allowing students to learn in a flexible format.
   - Blended: a combination of traditional and online methods, allowing the benefits of both approaches to be utilized
6. *Individualized learning*:
   - Mentoring: working individually with teachers or tutors to learn material in greater depth and receive personalized feedback.
   - Self-study: support students in developing their own study plans and selecting topics for study
7. *Assessment and self-assessment*:
   - Formative assessment: regular feedback on the learning process, which allows students to correct their actions and improve their results.
   - Student self-assessment: encouraging students to self-assess their knowledge and skills, which develops critical thinking
8. *Technology integration:*
   - Utilization of multimedia tools: use of videos, presentations, interactive platforms to increase student engagement.
   - Educational technologies: use of specialized programs and applications to support the learning process.

And others.

5 Assessment and control of knowledge

Assessment and control of knowledge in the didactic concept of EsU includes several important aspects aimed at evaluating educational outcomes and supporting the learning process:

5.1. Assessment methods: identification and use of various assessment methods and tools such as tests, exams, coursework, projects, presentations, practical assignments, etc., to provide a complete picture of students'

knowledge and skills. This allows to get a complete picture of students' knowledge and skills.

5.2. Assessment criteria: developing clear and transparent assessment criteria to help students understand what to look for when preparing and completing assignments. This may include both quantitative and qualitative measures.

5.3. Academic integrity in assessment: ensuring objectivity and transparency in knowledge assessment procedures, preventing cheating, plagiarism and falsification; developing students' responsibility for the honest achievement of educational results.

5.4. Current, end-of-term and interim monitoring: use of both formative - current and end-of-term (ongoing, throughout the learning process) and summative - interim and final (at the end of the module or course) assessment. Formative assessment helps to monitor progress and adjust the learning process, while summative assessment gives an overall view of the results achieved.

5.5. Feedback: providing students with constructive feedback on assignments and examinations. This helps them understand their strengths, weaknesses and areas for further development.

5.6. Automation and technology: introduction of technologies and automated assessment systems that can simplify the process of knowledge control and make it more efficient.

5.7. Adaptation to individual characteristics: taking into account individual student characteristics, such as different learning styles, which may require flexibility in assessment approaches.

5.8. Accreditation and Standards: adherence to accreditation standards and requirements, which includes compliance of the assessment methodology with generally accepted norms and standards of educational quality

5.9. Student self-assessment: incorporating elements of self-assessment and peer assessment, which helps students develop critical thinking and self-reflection skills.

6 Social responsibility

Social responsibility in the didactic concept of EsU includes several key aspects that help to shape students not only professional skills, but also an understanding of their role in society and responsibility for its development:

6.1 Education and citizenship education: formation of students' understanding of their rights and duties as citizens, development of an active position in society, awareness of the significance of participation in social

and political processes. 6.2 Ethics and sustainable development: inclusion of topics related to ethical issues, social justice, sustainable development and ecology in the curriculum.

6.2 Ethics and Sustainable Development: incorporating topics related to ethical issues, social justice, sustainable development and ecology into the curriculum. This helps students to recognize the impact of their actions on society and the environment.

6.3 Social projects and volunteering: encouraging students to participate in social projects, volunteer initiatives, which helps develop teamwork, leadership and empathy skills.

6.1. Research activities: encouraging students to conduct research related to current social problems that can lead to practical solutions and improve the quality of life in the community.

6.2. Strategic partnerships: cooperation with local communities, non-governmental organizations and businesses to solve social problems and improve educational programs, which contributes to the development of social responsibility both in students and the university as a whole.

6.3. Critical Thinking and Analysis: teaching students critical thinking skills so that they can analyze social problems, propose solutions and consciously participate in social life.

7 Final provisions

7.1. The present Regulations and amendments and additions introduced into it shall come into force from the moment of their approval by the Academic Council of Esil University.

7.2. Responsible for the audit of the document is the head of the Department of Planning and Monitoring of the educational process.

7.3. Responsibility for storage is the Department of Quality Assurance and Strategic Analysis.

Approval sheet

Position	Name	Date	Signature
The first vice rector –vice rector on academic activity	Makysh S.B.	20.12.24	
head of planning and monitoring of the educational process	Zharlgassova B.Y.	20.12.24	
Head of quality and strategic analysis department	Mendaliyeva Sh.O.	20.12.24	

Change registration sheet

№	Title of the regulatory document on amendment	Date of approval of the change	An amendment to this copy was made		
			FULL NAME responsible for documentation	Signature	Date