



**PICASP**

– “Pilot Courses  
in Practice Enterprise  
to implement the  
University-Enterprise  
Cooperation for the  
development of Caspian  
Area”

**“Practice-oriented teaching  
in Cultural studies”**

*21 November 2024 (Almaty,  
Kazakhstan)*



**UIB**  
SINCE 1992

University of  
Practical  
Knowledge



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# University of International Business



## “Practice-oriented teaching in Cultural studies”



**UIB**  
SINCE 1992

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# Teaching the course "Cultural Studies" on the example of the UIB



- The course is designed with an emphasis on in-depth study of the culture of the Kazakh people.
- When considering a number of issues, a comparative and comparative analysis with world culture is carried out (knowledge of nomadic and sedentary peoples; Renaissance in Europe and the East (periodization); features of the Muslim Renaissance, the ideology of the Enlightenment in Europe and Kazakhstan, etc.).
- The structure of the course includes 4 modules on the main problems of the course, in each topic of the module the material is presented in chronological order

## Course structure:

<b>Module 1. The intellectual tradition of the Kazakhs: the experience of accumulation and transfer of knowledge</b>	<b>Theoretical aspects of cultural studies Methods of cultural research. Worldview of the Kazakh people: traditional roots (Zoroastrianism, Tengrism, shamanism - harmony with nature)</b>
<b>Module 2. Language and Literature</b>	<b>The main stages of the evolution of the Kazakh language. From the history of Kazakh literature.</b>
<b>Module 3. Customs and rituals as elements of spiritual culture</b>	<b>Ritual-cult settings and festivities in the Kazakh traditional society. Kazakh culture in the socio-political conditions of the XVIII–XXI centuries.</b>
<b>Module 4. Art</b>	<b>The evolution of the traditional art of nomads. Architecture. Musical culture of the Kazakh people. Culture of Kazakhstan in the global world.</b>

## “Cultural Studies” & PICASP:

As part of the PICASP project, some changes were made to the course program: 1st year students, as they studied the course “Cultural studies”, were offered SIW (independent work) in the form of a team project (for the selection):

### **Open Air Museums: Case 1. Petroglyphs of Tamgaly Tas**



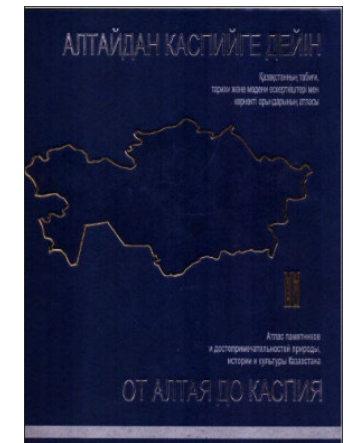
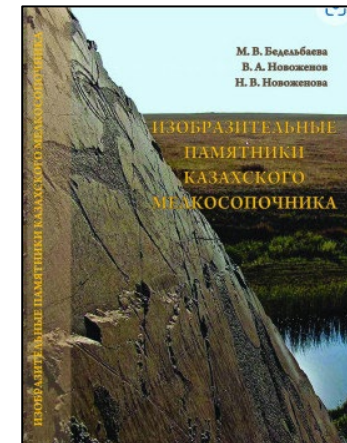
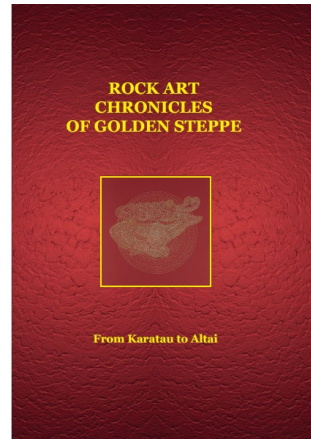
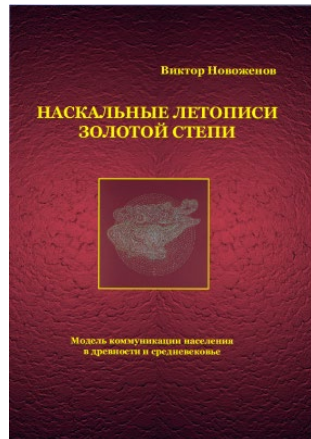
# The main stages of the project implementation (theoretical part):

- 1st year students who expressed a desire to participate in the project chose "Open Air Museum - Tamgaly Tas" from the proposed topics
- Of these, two teams were formed (a total of 19 people), which included students of different specialties: "Sustainable Tourism", "Restaurant and Hotel Business", "Accounting and Audit", "Corporate Finance", "Law", "Digital Marketing", "International Business -logistics", "Marketing", "Psychology", "Journalism".



## Team members were recommended literature for study:

- Novozhenov V. A. Naskal'nyye letopisi Zolotoy stepi: model' kommunikatsii naseleniya v drevnosti i srednevekov'ye Tom 1. - Almaty: Tsentr sblizheniya kul'tur, 2020. – 780 c.
- Rock Art Chronicles of the Golden Steppe: from Karatau to Altai. In two volumes. Volume 2. / Edited by E. Jacobson-Tepfer; V. A. Novozhenov. Collective monograph.– Almaty: UNESCO Center for the Rapprochement of Cultures, 2020. – 676 p.
- Novozhenov V. A., Rogozhinsky A. E. Cultural landscapes with petroglyphs of Central Asia in questions and answers. 2018; Novozhenov V. A., Rogozhinskiy A. Ye. Kul'turnyye landshafty s petroglifami Tsentral'noy Azii v voprosakh i otvetakh. 2018.
- Novozhenov V. A. Petroglificheskiy kanal kommunikatsii. // V kn.: Novozhenov V.A. i dr. Izobrazitel'nyye pamyatniki kazakhskogo melkosopochnika. Karagandy, 2015, s. 57–64.
- Khafizova K. SH. Dialog tsivilizatsiy na Shelkovom puti (istoricheskiye syuzhety). Astana, 2015 – 456 c.
- Atlas pamyatnikov i dostoprimechatel'nostey prirody istorii i kul'tury Kazakhstana. T 1. Almaty, 2011.



**Each student submitted an essay or an analytical note, made proposals for a project within their specialty**

**As a result of the work done, team leaders emerged, who distributed responsibilities for each participant, controlled the implementation, and at the end of the project assessed the contribution of each**





## Case discussion:

The students of the two teams were invited to discuss the potential for tourism development in the "Open Air Museums", expressing all the "pros" and "cons".



### Кейс -1. «Музеи под открытым небом».



Поиск и оценка информации,  
Зарубежный опыт  
Аргументация «за» или «против»  
Выявление проблем  
Пути решения  
Аргументация



Предлагая студентам проект, мы увидели, что далеко не всех студентов интересует эта тема.

1. Кому нужны петроглифы?
  - Профильным министерствам (культуры и спорта, экологии и т. д.)
  - Ученым-исследователям (археологи, историки, культурологи)
  - Преподавателям (историки, культурологи)
  - Туристическим агентствам
  - Крупному, малому или среднему бизнесу
  - Иностраным туристам
  - «Диним» туристам
  - и т. д.
2. Какие проблемы возникают у тех, кто заинтересован в продвижении информации и популяризации тренда «Музеи под открытым небом»?
3. Что мешает продвижению (непрофессионализм, несогласованность работы ведомств, коррупция и т. д.)
4. Что нужно предпринять, чтобы петроглифы Тамгалы – памятника Всемирного наследия ЮНЕСКО стали «визитной карточкой» Казахстана?
5. Какие проблемы (объективные и субъективные) необходимо решить для успешной реализации проекта?
6. Не нанесут ли подобные проекты больше вреда, чем пользы? Как это предотвратить?

#### Методические рекомендации:

1. Отличия этого кейса в том, что студенты делятся (по своим предпочтениям) на две группы - одна группа «за», другая «против».
2. При подготовке и обсуждению темы ознакомьтесь с работой Рогожинского А., Новоженнова В. «Культурные ландшафты с петроглифами в вопросах и ответах»;
3. Соберите дополнительную информацию, ознакомьтесь с зарубежным опытом организации подобных музеев.
4. Каждая группа составляет концептуальную карту – одна «ЗА», другая «ПРОТИВ».
5. Оценки выставляются индивидуально.

Здесь был Вася. До нашей эры. // <https://time.kz/articles/reporter/2019/10/02/do-nashej-ery>



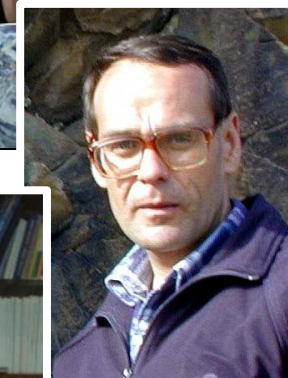
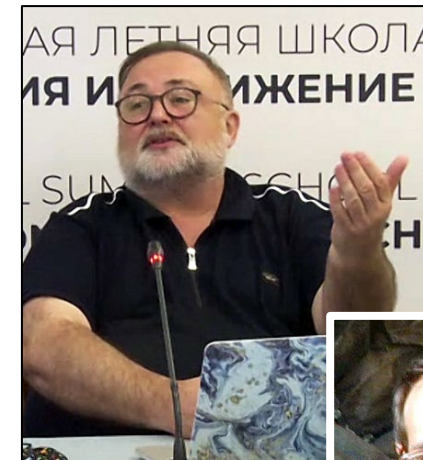
Bizhigitova K., Zaitseva I.

## Guidelines:

1. The difference between this case is that students are divided (according to their preferences) into two groups - one group is “for”, the other is “against”.
2. In preparation for the discussion of the topic, read the work of Rogozhinsky A., Novozhenov V. “Cultural landscapes with petroglyphs in questions and answers”; (Novozhenov V. A., Rogozhinskiy A. Ye. Kul'turnyye landshafty s petroglifami Tsentral'noy Azii v voprosakh i otvetakh. 2018;)
3. Gather additional information, familiarize yourself with foreign experience in organizing such museums.
4. Each group makes a conceptual map - **one is FOR, the other is AGAINST.**
5. Grades are set individually.

## Practical part of the work:

- departure to the Tamgaly Tas tract near the Ili River, 120 km from Almaty, where petroglyphs are preserved on the rocks (April 17, 2022)
- The trip was attended by prominent national historians, whose scientific research is directly related to the study of this problem:
- **Novozhenov V. A.**, Ph.D., archaeologist and orientalist, specialist in ancient and modern communications of Eurasia, UNESCO expert;
- **Rogozhinsky A.E.** - Ph.D., leading researcher at the A. Margulan Institute of Archeology, author of the book "Petroglyphs of the archaeological landscape of Tamgaly" (2011); («Petroglify arkheologicheskogo landshafta Tamgaly» (2011))
- **Khafizova K. Sh.** - Ph.D., sinologist, recognized specialist in the history of Kazakh-Chinese relations and Chinese sources about Kazakhs and Dzungars, author of the book “Dialogue of Civilizations on the Silk Road (Historical Scenes)” («Dialog tsivilizatsiy na Shelkovom puti (istoricheskiye syuzhety)



# Goals and objectives of the trip:

- familiarization of students with monuments of ancient art and assessment of opportunities for the development of tourism and small and medium-sized businesses at the site;
- video filming at the facility, discussion with invited experts of ways to implement the project;
- recording student impressions and proposals for the implementation of the PICASP project;
- preparation of presentation materials based on the information received (videos, photographs)



The results of students' independent work on the topic "Open Air Museums" of the 2nd semester of the 2021/2022 academic year):



- Depending on the specialization, the students contributed to the implementation of the project: students of the specialty:
- "Tourism" - justification for the choice of objects, taking into account their significance and uniqueness; possible routes of excursions;
- "Logistics" - to think over the most efficient, comfortable travel route, the availability of information materials, souvenirs, etc., as well as conditions for recreation at the facility;
- "Marketing", "Journalism" - the most presentable and attractive material for the target audience, etc.;
- "Information systems" - after visiting the objects - selection of the footage, editing of videos and other presentation materials;
- teamwork of students contributed to the integration of interdisciplinary knowledge, the development of practical, communicative, language skills

## Open Air Museums: Petroglyphs of Tamgaly Tas (review of a practical trip)

<https://www.youtube.com/watch?v=uaCS2mz3Tzc>

**In the 2022-2023 academic year:**



**according to the PICASP project - " Pilot Courses in Practice Enterprise to implement the University-Enterprise Cooperation for the development of Caspian Area " (Erasmus + program), associate professors of the Department of Social Sciences and Humanities - Zaitseva I.A., Bizhigitova K.S. developed a case for 1st year undergraduate students - "Kok-Zhailau: pristine or for skiing?"**

**The discussion of the problem was held in the format of a situational role-playing game "Public hearings on the Kok-Zhailau project"**

# “Public hearings on the Kok-Zhailau project”



The game was attended by students of three streams of the 1st year, studying in the specialties:

- **Big Data Analytics, Smart Technology, Digital Marketing,**
- **Corporate Finance, Accounting and Auditing ACCA,**
- **Psychology (Management of socio-psychological processes), Psychology (Peculiarities of personality development),**
- **Political science (International Analytics),**
- **Journalism (Advertising and PR, Convergent Journalism).**



# KOK-ZHAILAU:

- **KOK-ZHAILAU is a tract on the territory of the Ile-Alatau National Natural Park, located 10 kilometers from Almaty**
- **Due to its location, the tract is considered one of the most accessible and favorite places for recreation for Almaty residents The total area of the tract is 42 thousand hectares**
- **The territory of Kok-Zhailau is inhabited by plants and animals listed in the Red Book of Kazakhstan**



# The history of the construction of a ski resort:

- On the territory of the Kok-Zhailau tract began in 2002, when the Bonita Group presented the “Zaili Alatau” resort project to Nursultan Nazarbayev, but due to the lack of an investor, the project was frozen.
- The project for the construction of the “Kok Zhailau” ski resort on the territory of the Ile-Alatau National Park was initiated by the Akimat of Almaty in 2011



# The history of the construction of a ski resort:



- The project was positioned as environmental and social: “this is not a factory”, “we will transplant plants from the Red Book”;
- “We will provide new jobs, benefits for veterans, the disabled”

«Social project»



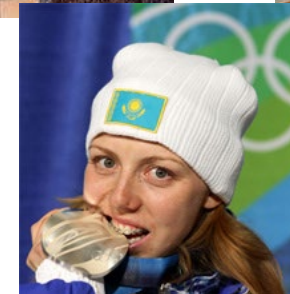
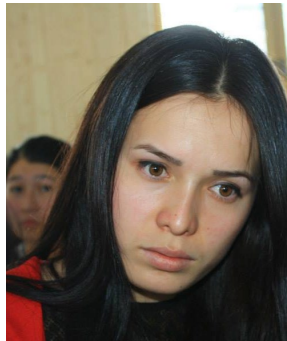
- Scientists, sportsmen,
- journalists,
- townspeople opposed

# The history of the construction of a ski resort:

- The feasibility study of the project included the creation of an infrastructure for the ski resort at the expense of budgetary funds (\$450 million),
- then the resort was planned to be sold to private investors for \$160 million.



# The history of the construction of a ski resort:



- From 2011 to 2019, the confrontation between opponents and supporters of the project lasted.

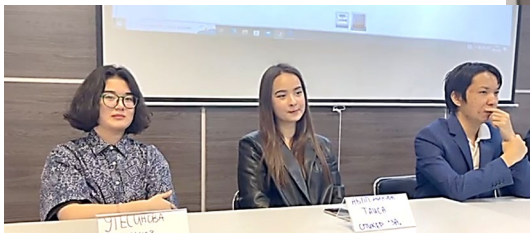
# The history of the construction of a ski resort:

- On October 29, 2019, during a working visit to Almaty, President Kassym-Jomart Tokayev called the plans to build a resort a problem: “... today I forbid this project. That is, the construction of a ski resort at Kok-Zhailau.
- We do not need it, especially since all professional ecologists and the competent public oppose it.”



# “Public hearings on the Kok-Zhailau project”

- In most groups, "public hearings" were led by moderators and speakers from students, "journalists" asked questions to speakers, "experts", "environmentalists" expressed their opinions, students mastered the roles of "civil servant, "investors", famous athletes, artists, citizens, pensioners, etc.
- In addition, posters, leaflets were prepared, and “public opinion” polls were conducted.



# “Public hearings on the Kok-Zhailau project”



- **Some students were attracted by game moments, others argued their position, criticized opponents. In general, the game aroused interest from the students, allowed many participants of the "public hearings" to show their speaking abilities, creative and creative skills.**



## Public hearings on the Kok-Zhailau project (business game)

<https://youtu.be/uUptKst447I>