

**RSI «KURMANGAZY KAZAKH NATIONAL CONSERVATORY»
FACULTY OF THE MUSICOLOGY, ART-MANAGEMENT AND
SOCIAL AND HUMANITARIAN DISCIPLINES**

Approved by
at the meeting of the Academic
Council

RSI «Kurmangazy Kazakh
National Conservatory»

Prot. № 09 dated 24.04., 2024

Chairman [Signature] N. Ashirov

**EDUCATIONAL PROGRAM
«COMPOSITION»**

Code and name of the specialty: **8D02111 – «Composition» (doctoral studies)**
Academic degree: «PhD»

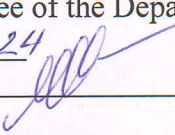
| Developed by: | | | Agreed by: | | |
|----------------------------------------------------------------------------|------------------|--------------------|------------------------------------------------------------------------------------------------------------|------------------|--------------------|
| Position | Full name | Signature | Position | Full name | Signature |
| Head of Department of Musicology and Composition, PhD, Associate Professor | Koilybayeva M.T. | <u>[Signature]</u> | Vice-rector for EEMW, prof., PhD | Abdirakhman G.B. | <u>[Signature]</u> |
| Associate Professor of Department of Musicology and Composition, PhD | Shapilov V.A. | <u>[Signature]</u> | Dean of the Faculty of the Musicology, Art-Management and Social and Humanitarian Disciplines, prof., PhD. | Musagulova G.Zh. | <u>[Signature]</u> |
| Agreed by members Academic committee | | | | | |
| Position | Full name | Signature | Employers | Full name | Signature |
| Head of Department of Musicology and Composition, PhD, Associate Professor | Koilybayeva M.T. | <u>[Signature]</u> | Acting rector of Kazakh National Academy of Arts named after T. Zhurgenov | Zhudebayev A.A. | <u>[Signature]</u> |
| Associate Professor Department of Musicology and Composition, PhD | Shapilov V.A. | <u>[Signature]</u> | Director of the Kazakh State Philharmonic named after Zhambyl | Abdualiev A.Zh. | <u>[Signature]</u> |

| | | | | |
|----------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Associate Professor of Department of Musicology and Composition, PhD | Berdibay A.R. |  | Director of the K.Baiseitova Republican Secondary Specialized Music Boarding School for Gifted Children |  |
| Teacher, Master of Arts | Goryacheva T.V. |  | Director of the P.Tchaikovsky Almaty Musical College |  |
| Lecturer, secretary | Suleimenova L.A. |  | | |
| 1st year doctoral student of the «Musicology» | Krementsov Ya.S. |  | | |
| 2nd year Master's student of the «Musicology» | Safieva Zh. |  | | |
| 2nd year undergraduate student of the «Composition» | Zhukhanova M. |  | | |
| 4th year student of the «Composition» | Shin D. |  | | |
| 4th year student of the «Musicology» | Tleugabylova B. |  | | |

Reviewed and approved

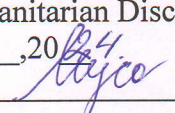
at a meeting of the Academic Committee of the Department of Musicology and Composition

Protocol №04 dated 19.04., 2024

Chairman, Head of department  M. Koilybayeva

Considered at a meeting of the Methodological Council of the Faculty of Musicology, Art-Management and Social and Humanitarian Disciplines

Protocol №04 dated 22.04., 2024

Chairman, Dean  G. Musagulova

Agreed: Head of SPBPM

 N. Yertayeva

Almaty, 2024

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1. GENERAL DESCRIPTION OF THE EDUCATIONAL PROGRAM 8D02111 - COMPOSITION (DOCTORAL STUDY)

1.1. Explanatory note

Activities under the educational program (hereinafter – EP) 8D02111 – «Composition» (doctoral studies) are carried out by the State License No. №KZ17LAA00035300 dated October 17, 2023. In 2019, the EP received an accreditation certificate from the MusiQuE International Accreditation Agency, valid until 2025, and in 2019, it received international accreditation from the NU Independent Accreditation and Rating Agency and received a license for educational activities for 7 years.

History of the educational program

The Department of Composition as an independent educational structural unit of the Conservatory was founded in 1960. Composers were also trained by the Department of Theory, History of Music and Composition (since 1944), the Department of Composition and Opera and Symphony Conducting (since 1996), and the Department of Composition and Art Management (since 2008). At the present stage, students of the specialty «Composition» study at the Department of Musicology and Composition.

In the 1930s, an intensive stage in the formation of a European-style professional musical culture began. The creation of musical groups and educational institutions caused the need to expand and strengthen the national repertoire. The selfless activity of a whole generation of composers – E. Brusilovsky, A. Zhubanov, L. Hamidi, D. Matsutsin, and S. Shabelsky contributed to the solution of this problem. V. Velikanov, M. Ivanov-Sokolsky. Their work has become an example for talented musicians who are interested in creating academic music, which became an incentive to create a composition class at the Music and Drama College, led by E. Brusilovsky.

At present, the content of the EP «Composition» reflects the current level of development of knowledge, skills, and abilities necessary for a specialist in his future composing activity. The educational program is aimed at developing students' creative (composing), scientific, and pedagogical potential.

The Department of Musicology and Composition is an integral part of the Faculty of Musicology, Art Management, and Social and Humanitarian Disciplines, which entered the 21st century with a rich spiritual experience, invaluable traditions, and huge creative potential.

The Kazakh National Conservatory named after Kurmangazy admission to doctoral studies in the specialty «Composition» was opened in 2018.

The content of general educational programs of postgraduate education provides for theoretical training, including basic and major disciplines, professional practice, research (experimental research) work writing a dissertation with a focus on learning outcomes and compliance with the national qualifications framework and sectoral qualifications frameworks (On Education. Art. .22).

After successfully defending a dissertation for the degree of Doctor of Philosophy, the Committee for Control in Education and Science awards graduates with the academic degree Doctor of Philosophy (PhD) or Doctor of Arts.

Uniqueness EP «Composition» of the Kazakh National Conservatory named after Kurmangazy consists of the education of a modern composer-creator who understands the features of world and Kazakhstani culture, represents the national school of composers at the republican and world level, owns modern methods and techniques and composition, creates musical works that meet the needs of modern society.

The competence model of a graduate embodies the idea of a professional who has completed the process of postgraduate education (3rd cycle) and reflects the totality of various competencies that are necessary for the effective implementation of professional and scientific activities.

A specialist who has completed training under this program can not only engage in professional activities in creating musical works in various forms and genres, but also work in all areas of practical, scientific, pedagogical, administrative, and managerial activities of this profile both in the republican and in the world.

Mastering the professional competencies specified in this document enables specialists to meet the demands of society in the field of the functioning of musical art.

Regulatory documents

The educational program «Composition» (doctoral studies) is developed based on the following documents:

- Law of the Republic of Kazakhstan "On Education," 2007;
- "European Qualifications Framework for Lifelong Learning (EQF)" (approved by the Recommendation of the European Parliament and the Council of the European Union dated April 23, 2008);
- "Learning Outcomes of the Association of European Conservatories (hereinafter AEC) - 2017". [<http://www.aec-music.eu/publications/tuning-educational-structures-in-europe-reference-points-for-the-design-and-delivery-of-degree-programmes-in-music-2009-en-fr-de>];
- "Competency-Based Approach to Designing Educational Programs," Karaganda, KarGTU - 2017. The following chapters were used from this document in the educational program: 1. Formulation of the main goal of the specialist's work; 2. Profile map of training within the educational program; 4. Competence profile; 5. Professional competencies map of the graduate; 6. Matrix development of courses forming educational modules; 7. Development of a module map for competency formation; 9. Content of the educational program. [<http://www.kstu.kz/wp-content/uploads/2017/11/kompetentnostnyj-podhodk-proekt.pdf>];
- "Taxonomy of Educational Objectives: Cognitive Domain," B. Bloom, 1956. The cognitive domain is used, which includes six categories of objectives with further subdivisions and a list of verbs describing processes associated with each level or degree of learning.

[<https://nsportal.ru/shkola/algebra/library/2013/09/29/taksonomiya-urovneypoznaniya-bendzhamina-bluma>];

– Methodological recommendations for universities on designing educational programs, Ministry of Education and Science of the Republic of Kazakhstan, 2017. The form of the educational program was borrowed from this document;

– National Occupational Classifier, dated May 11, 2017, No. 130-od. The qualification name was taken from this document;

– Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, No. 2 "On the approval of state compulsory standards for higher and postgraduate education";

– Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011, No. 152 "On the approval of the rules for organizing the educational process under the credit technology of education in organizations of higher and (or) postgraduate education";

– Standard rules for the operation of educational organizations implementing educational programs of higher and (or) postgraduate education, approved by the Order of the Minister of Education and Science No. 595 dated October 30, 2018;

– Order of the Acting Minister of Culture and Information of the Republic of Kazakhstan dated April 17, 2024, No. 150 "On the approval of professional standards in the field of culture";

– Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated November 20, 2023, No. 591 "On the approval of professional standards for educators (faculty) of higher and (or) postgraduate education institutions."

The formation and approval of the 8D02111 "Composition" educational program is based on scientifically substantiated approaches to planning, methodological support, and teaching technologies. This ensures the continuity of European and state compulsory education standards. The academic integrity of regulatory and educational documents derived from this guarantees effective management of the educational program's implementation mechanism.

According to the provisions of the normative documents "Learning Outcomes of the Association of European Conservatories" and "Polyphony/Dublin Descriptors," each learning outcome at the master's level (second cycle of education) is linked to the corresponding learning outcomes at the bachelor's level (first cycle) and doctoral level (third cycle), i.e., it enhances the skills, knowledge, and competencies obtained by students at the previous stage of education. At the same time, the development of these skills, knowledge, and competencies can be further continued in the doctoral cycle.

1.2 Purpose and mission of the educational program

The mission of the EP «Composition» (doctoral studies) is the training of scientific personnel for the development of the Kazakhstani School of Musicology, which has a high level of acquired competencies, capable of active scientific and professional activities.

The purpose of the EP «Composition» (doctoral studies) is the preparation of a highly qualified composer-researcher engaged in creative, scientific, pedagogical, and educational activities at a high professional level.

2. ADMISSION RULES

Admission to doctoral studies is carried out with the obligatory presence of an international certificate of foreign language proficiency.

The two creative exams include a screening of a large form of one's composition. The presence of the score is necessary.

Oral answer on a ticket containing three questions - on historical disciplines (history of foreign music, history of modern music, history of Kazakh music); theoretical disciplines (music theory, harmony, polyphony, analysis of musical works); on literature. May include questions on theory, music history, musical folklore, or teaching methods of special disciplines related to the chosen research topic

3. PASSPORT OF THE EDUCATIONAL PROGRAM

| Field of name | Note |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EP code | 8D02111 |
| Code and classification of the field of education | 8D02 Arts and Humanitarian sciences |
| Code and classification of training areas | 8D021 Art |
| Name of the EP | Composition |
| Type of the EP | Acting EP |
| Purpose of the EP | Preparation of a highly qualified composer-researcher engaged in creative, scientific, pedagogical, educational activities at a high professional level. |
| NQF level | 6 |
| IQF level | 6 |
| Academic degree | «Doctor of Philosophy PhD» |
| The area of professional activities: | <ul style="list-style-type: none"> – teaching the whole complex of musical-historical and musical-theoretical disciplines, as well as areas of knowledge related to musicology in institutions of higher education; – lecturer, journalistic, editorial and critical activities in the media and cultural institutions (concert organizations, agencies, creative unions, publishing houses, etc.); – cultural and educational activities in the field of musical art; – creative and organizational activities in the field of musical performing and musical and theatrical art; – scientific activity in research organizations and higher educational musical institutions. |
| Learning outcome: OR-overall result; TR-theoretical result; PR-practical result; | <p>EO1 (TR) To be able to view, interpret, analyze, evaluate, manage, preserve and transfer to other knowledge derived from relevant literature and / or other resources as necessary within their field of study and / or artistic practice.</p> <p>EO2 (PR) To document and demonstrate original understanding and innovative solutions for implementation,</p> |

| | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>recreation, creation, processing and / or production as part of creative activity / practice.</p> <p>EO3 (PR) Demonstrate original understanding and innovative solutions in the interpretation and teaching of disciplines in the profile of training, based on the results of scientific research, knowledge of the artistic context of traditional and academic music.</p> <p>EO4 (TR) RO1 (TR) To identify and coordinate with the context the problematic issues of the subject of study, based on their artistic practice or musical space, in order to expand understanding and create new knowledge and products of study.</p> <p>EO5 (PR) To plan and provide research and project results, develop and use methodological processes and resources, including available sources of funding, evaluate any possible risks and / or negative impacts.</p> <p>EO6 (PR) Maintain influence on the practice and methods of achieving results in a diverse environment, using a wide range of practical, communication and networking skills.</p> <p>EO7 (PR) Systematically and critically analyze and evaluate your own study / research results and the results of others.</p> <p>EO8 (PR) To identify, select and use effective and appropriate methods and techniques for informing and disseminating information on the research results, taking into account the needs of the target audiences.</p> <p>EO9 (OR) Demonstrate readiness to carry out project-management activities in the field of culture and art, relying on knowledge of modern strategies and directions of cultural processes.</p> <p>EO10 (PR) Demonstrate readiness to carry out pedagogical activities in higher education institution, to apply and transfer teaching and methodological and scientific-methodological knowledge in the practice of teaching and professional development of teachers in the profile of training.</p> <p>EO11 To collaborate with a wide range of researchers, practitioners, developers and creators should take into account their critical comments and suggestions and be sensitive to criticism of their own work.</p> <p>EO12 To take into account the impact of their research / study on a diverse audience and facilitate the emergence of a proper understanding of the audience of professionals and amateurs.</p> <p>EO13 Demonstrate the ability to create, present, review, publish, make expert examinations of scientific, scientific-methodological, educational and methodological works, articles, materials on art history, interdisciplinary and pedagogical problems in scientific journals, in collections of materials of national and international conferences and other publications.</p> |
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4. COMPETENCE PROFILE

| Graduate Competency Profile 8D02111 - «Composition» | |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional competencies (PC): - research; - pedagogical | <ul style="list-style-type: none"> – improving the skills of a teacher-researcher, mastering modern methods of working with scientific information, its analysis, synthesis, generalization, skills in working with scientific literature, the ability to solve pedagogical problems in order to use these skills, abilities, qualities in professional activities. – the ability to use the achievements of modern pedagogical science and practice in solving the professional problems of a composer-teacher, to carry out professional communication in various social environments, to apply modern musical and pedagogical technologies. |
| Universal competencies (UC): - social and personal; - critical thinking skills; - communicative. | <ul style="list-style-type: none"> – development of the ability to take an active civic position in educational, professional, social and personal situations, showing responsibility, perseverance, initiative, organization, culture of behavior; – development of mental abilities, the formation of skills and abilities through cognition to ensure the effectiveness of the educational process; – possession of skills to confidently enter into communication in professional and educational situations with motivation for professional development. |

5. MATRIX OF ACHIEVABILITY OF LEARNING OUTCOMES

Educational program «8D02111 – Composition»

| № | Discipline name (D) | Description of the discipline | Term | N. of credits | | EO1 | EO2 | EO3 | EO4 | EO5 | EO6 | EO7 | EO8 | EO9 | EO10 | EO11 | EO12 | EO13 |
|--------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | | | | (TR) | (PR) | (OR) | (PR) | (PR) | (TR) | (PR) | (PR) | (OR) | (PR) | (PR) | (PR) | (PR) | |
| Basic Discipline Cycle (BDC) / University Component (UC) | | | | | | | | | | | | | | | | | | |
| 1. | Academic writing | The course is aimed at studying the methods of creating texts of academic content (scientific articles, dissertations, monographs, etc.), as well as reviewing and correspondence with experts, publishing houses, documentation on research projects. | 2 | 3 | | V | | | | | | V | | V | | | | V |
| 2. | Art of composition 1 | The discipline is a continuation of the Compositions 1-3 course received in the Master's program. A doctoral student works in more complex forms - for example, he writes a ballet, symphonic suite. Trying to work in the genre of opera. | 1 | 4 | V | V | | | | | | | | | | | | |
| 3. | Methods of scientific research | The course is aimed at the study and disclosure of scientific research methods. The acquired knowledge helps the doctoral student to make the most of the analyzed research for the full disclosure of the meaning of the dissertation. | 1 | 4 | | | | | V | | V | | | | | | | V |
| 4. | Source study | A discipline that studies the origin, typological features and specifics of functioning in the context of the socio-cultural development of historical sources. | 3 | 3 | V | | V | | | | | | | | | | V | V |
| 5. | Pedagogical practice | The practice is aimed at developing pedagogical skills, knowledge of the program requirements for special disciplines of higher-level music educational institutions; educational and scientific-methodical literature; traditional and latest (including author's) teaching methods. | 2,3 | 10 | V | | | | | | | | | | V | | | |
| Basic Discipline Cycle (BDC) / Elective Component (EC) | | | | | | | | | | | | | | | | | | |
| 6. | Category of sound in the instrumental music of Turkic peoples of Central Asia | The course is designed to show the originality of the music of the Turkic peoples, primarily in terms of its sound expression. A complex discipline associated with the involvement of data from musical theory, musical acoustics, as well as related sciences - history, ethnography, culture, and the language of the Turkic peoples. | 1 | 3 | | | V | | | | | | | | | | | |
| 7. | Chordophones of Central Asia: Aspects of study | The course connects chordophones reviewed across countries throughout Central Asia. The key goal of the course is to study the aspects of identifying, analyzing, and synthesizing chordophones | 1 | 3 | | | V | | | | | | | | | | | |
| 8. | Philosophy of art | The course is a theoretical and methodological basis for studying, understanding art as a special phenomenon of human activity and culture in all the diversity of its existence. | 1 | 4 | | | | V | V | | | | | | | | | |
| 9. | Strategy research of modern cultural processes | The course is aimed at learning a foreign language, dictated by the characteristics of the future profession or specialty. The essence of professionally-oriented teaching of a foreign language lies in its integration with special disciplines in order to obtain additional professional knowledge and form professionally significant personality traits. | 1 | 4 | | | | V | V | | | | V | | | | | |
| Profiling Discipline Cycle (PDC) / University Component (UC) | | | | | | | | | | | | | | | | | | |
| 10. | SRWDS 1 | Determination of the scope of the dissertation work. Analyzing sources on these issues, collecting information on the availability of musical, audio and video material on the chosen direction. Definition of the research topic. Justification of the topic of the doctoral dissertation, its goals and objectives, plan. Critical review of the literature on the topic. Compilation of bibliographic card index. Collection of material for the dissertation (work in archives, institutions, scientific institutes and libraries). Mastering scientific methodology. Participation in an international conference. Preparation of the report for publication. Justification of the topic of the doctoral dissertation and its plan. | 1 | 123 | | V | | V | | V | | V | | | | | | V |
| 11. | SRWDS 2 | Processing of the received materials. Preparation and participation in folklore-ethnographic expeditions. Drawing up the route of the expedition. Mapping of the studied region (for doctoral students whose topics are related to the study of traditional musical art). Development of questionnaires and questionnaires for interviews with figures of musical culture and conversations with bearers of tradition. Mastering empirical, theoretical and historical research methods. Selection of scientific methods for the study of the chosen topic. Understanding of managerial, prognostic, analytical and axiological functions of musicology methodology. Preparation of a scientific article in | 2 | | | V | | V | | V | | V | | | | | | V |

| № | Discipline name (D) | Description of the discipline | Term | N. of credits | | | | | | | | | | | | | |
|-------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|
| | | | | | EO1 (TR) | EO2 (PR) | EO3 (OR) | EO4 (PR) | EO5 (PR) | EO6 (TR) | EO7 (PR) | EO8 (PR) | EO9 (OR) | EO10 (PR) | EO11 (PR) | EO12 (PR) | EO13 (PR) |
| | | the journal CCSON. Preparation of an article in the journal of Scopus base. Participation in the international conference. Preparation of the report for publication. Writing fragments of the thesis. | | | | | | | | | | | | | | | |
| 12. | SRWDS 3 | Systematization and transcription of folklore expedition materials (for doctoral students whose topics are related to the study of traditional musical art). Conducting a comparative analysis of the studied works with similar in genre/style works of the same/different authors of the same epoch. Continuation of work on the thesis. Additional acquaintance with scientific literature. Participation in an international conference. Preparation of a report for publication. Preparation of an article for the CCSON journal. Writing fragments of the thesis. | 3 | | | V | | V | | V | | V | | | | | V |
| 13. | SRWDS 4 | Continuation of work on the thesis. Use of new scientific approaches and methods. Preparation of the plan of the 2nd scientific internship. Travel to the internship: consultations of a foreign specialist (consultant). Work in archives and libraries. Search for new materials for the thesis. Their systematization. Preparation and participation in folklore expedition. Drawing up the route of the expedition. Searching for new respondents and correcting the information obtained in the first expedition (for doctoral students whose topics are related to the study of traditional musical art). Preparation of an article for the CCSON journal. Writing fragments of the dissertation. | 4 | | | V | | V | | V | | V | | | | | V |
| 14. | SRWDS 5 | Preparation of the first version of the thesis text for discussion at the departmental meeting. Computer typesetting of musical material for the thesis appendix. Clarification of archival information, search for photographs of musicians, concert posters, events, etc. | 5 | | | V | | V | | V | | V | | | | | V |
| 15. | SRWDS 6 | Work on the final version of the doctoral dissertation and its submission to the extended meeting of the department. Reviewing the work of experts and correcting their comments. Writing the abstract in three languages (Kazakh, Russian, English), preparing the presentation. Presentation of the dissertation for defense. | 6 | | | V | | V | | V | | V | | | | | V |
| 16. | Research practice | Aimed at work in archives, institutions, scientific institutes, libraries. Transcription of samples of traditional music (for doctoral students whose topics are related to the study of traditional musical art). Planning a scientific internship. Preparation of a scientific internship plan. Trip for an internship: consultations of a foreign specialist (consultant). Work in archives and libraries. Search for new materials for the dissertation. Writing a report on a scientific internship. | 4,5 | 10 | | V | | V | V | V | | V | | | | | V |
| Profiling Discipline Cycle (PDC) / Elective Component (EC) | | | | | | | | | | | | | | | | | |
| 17. | Art of composition 2 | The course is a continuation of the discipline Art of Composition 1. Student's complete compositions of large forms - they complete the choice of a ballet suite or an opera. | 2 | 4 | | V | | | | | | | | | | | |
| 18. | Interdisciplinary studies in musicology | The discipline reveals the features of research in musicology, synthesizing interdisciplinary connections. Students learn to select, recognize, distinguish between the phenomena that appear in the daily analysis of the study of musicological sources. | 2 | 4 | | | V | | | V | V | | | | V | | |

6. MAP OF TRAINING MODULE

| № | Module name | Competence | Name of disciplines |
|----------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Modern paradigms of science and art | – knowledge of the theory and methodology of studying the phenomena of art, understanding the role of the artist in the creative and social process in the implementation of expert and analytical work and project activities | 1. Philosophy of art 2. Strategy research of modern cultural processes 3. Methods of scientific research |
| 2 | Research competencies of a doctoral student | – possession of modern strategies for studying the culture and art of «postmodernity», the latest technologies for processing scientific information and using them in practical activities, expanding and deepening one's scientific worldview – interpret, analyze, evaluate the basic characteristics of the paradigms of modern society, the functioning of culture and art – possession of the skill of writing texts as a sequence of tasks, including the search, evaluation, analysis and synthesis of suitable resources; knowledge of formal and informal standards of academic writing, including syntax, style, structuring, abstracting, bibliographic references, requirements of leading music publishers. – know the basic laws of the origin and development of traditional musical culture; be able to analyze its samples; know the historical stages of development of the national school of musicology. – demonstrate knowledge of musicology research methods, apply selected approaches to the development and evaluation of ideas, concepts and processes in the field of study; the ability to realize the scientific goals set by the research through appropriate methodologies. – demonstrate a deep and versatile knowledge of the practices, forms, materials, technologies and techniques in music related to the main discipline studied, and, if necessary, related disciplines, textual data, resources and concepts. – be able to identify relevant literature and other resources for scientific research; make bibliographic lists. | 1. Academic Writing 2. Category of Sound in Instrumental Music of Turkic Peoples of Central Asia 3. Chordophones of Central Asia: Aspects of Study 4. SRWD 1-6 5. Research Practice 6. Source Study |
| 3 | Expert practice in the field of professional activity | – demonstrate knowledge of musicology research methods, apply selected approaches to the development and evaluation of ideas, | 1. Art of composition 1, 2 2. Interdisciplinary |

| | | | |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| | | concepts and processes in the field of study; – the ability to realize the scientific goals set by the research through appropriate methodologies. – demonstrate deep and versatile knowledge of practices, forms, materials, technologies and techniques in music related to the main discipline studied, and, if necessary, related disciplines, textual data, resources and concepts; – be able to identify relevant literature and other resources for scientific research; make bibliographic lists; – composing stage music | studies in musicology 3. Pedagogical practice |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|

7. TEACHING METHODS

EP «Composition» includes a set of modules aimed at acquiring general, practical, and theoretical competencies and enhancing educational and cognitive activity. Teaching methods are aimed at improving the process of independent determination by a doctoral student of the parameters of training and the search for knowledge, skills, and the acquisition of professional competencies. Much attention is paid to the activity, mobility, and creativity of learning, during which doctoral students carry out self-analysis and self-assessment of educational professional activities.

The search and research activities of doctoral students are aimed at mastering the methods of scientific knowledge, methods of creative activity, techniques of independent formulation of problems, development of research tasks, finding ways to solve them, checking the data obtained, etc. The methods of educational work directly develop into methods of scientific research and independent creative activity.

The applied teaching methods directly depend on the purpose and objectives of specific disciplines combined into modules, as well as on the form of conducting classes (lectures, seminars, individual – research work of a doctoral student):

| № | Form of conducting classes | Applied teaching methods |
|---|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | lecture group lessons | explanatory and illustrative method - conducting lectures using various technical teaching aids (presentation with slides, audio and video recordings, fragments of educational films, etc.) and handout visual material (scores, clavier, diagrams, etc.) |
| 2 | seminar group lessons | active teaching methods based on the interaction of a teacher and a doctoral student (analysis of scientific and educational literature, discussions, discussing, surveys, creating presentations, completing term papers, etc.). |
| 3 | individual (doctoral student's research work) lessons | research methods aimed at acquiring research skills, mastering scientific methodology, archival research skills, working in libraries, completing the text of a doctoral dissertation, publishing scientific articles in Kazakhstani and foreign publications, preparing reports at conferences, round tables, seminars and other search activities. |

8. POLICY FOR EVALUATING LEARNING OUTCOMES

(CURRENT, MIDTERM AND FINAL CONTROL)

1) Types and forms of control of knowledge and skills of students.

Midterm control 1 (7th week) – presentation/coursework (written) work/test / creative task (composing music, orchestration) / oral answer.

Midterm control 2 (15th week) – presentation/coursework (written) work/test / creative task (composing music, orchestration) / oral answer.

Final control - exam (answer on tickets), presentation of a piece of music

2) Criteria for assessing the knowledge of students:

- the validity and clarity of the statement of the answer;
- the level of proficiency in composing technique;
- quality of work performed;
- the level of mastering of educational material by doctoral students;
- the ability to use theoretical knowledge when performing practical tasks;
- ability to actively use educational resources;
- the ability to formulate the problem, offering its solutions;
- the ability to form their position, assess and argue for it;
- registration of the material in accordance with the requirements.

| Answer | Percent % content of academic discipline s | Tradional system | Rating letters systems | Digital equival ent |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------|------------------------------|---------------------------|
| At the oral (comprehensive) exam, the student deeply and consistently reveals the theoretical provisions of the discipline, illustrates them with examples from world music practice, and is fluent in basic and additional terminology. Possesses additional information. Individual and creative examination tasks are performed absolutely correctly, the musical text is designed according to the rules | 95-100 | excellent | A | 4,0 |
| At the oral (complex) exam, the student has a complete understanding of the content of the discipline, owns the basic terminology. Performs individual and creative exam tasks correctly, with minor errors | 90 - 94 | excellent | A- | 3,67 |
| At the oral (complex) exam, the student has an idea of the content of the discipline, knows the basic terminology, but admits inaccuracies in the interpretation of concepts. Difficult in detailing the answer. Performs individual and creative exam tasks at a good level, admitting errors | 85-89 | good | B+ | 3,33 |
| At the oral (complex) exam, the student has an idea of the content of the discipline, knows the basic terminology, but allows a significant amount of inaccuracies in the interpretation of concepts. Finds it difficult to detail the answer, gives insufficient examples from musical | 80-84 | good | B | 3,0 |

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| practice. Performs individual and creative exam tasks at a good level, allowing for errors | | | | |
| At the oral (complex) exam, the student has knowledge of the subject within the scope of the curriculum. Doesn't answer the questions comprehensively enough. Demonstrates average analytical skills. Performs individual and creative exam tasks at a good level, admitting errors | 75-79 | good | B- | 2,67 |
| At the oral (complex) exam, the student has knowledge of the subject within the scope of the curriculum. Answers insufficiently exhaustively and only after leading questions from the teacher. Demonstrates average analytical skills. Allows inaccuracies in the interpretation of concepts. Performs individual and creative exam tasks at an intermediate level, admitting errors | 70-74 | good | C+ | 2,33 |
| At the oral (complex) exam, the student does not have knowledge of the subject within the scope of the curriculum. Answers insufficiently exhaustively and only after leading questions from the teacher. Demonstrates average analytical skills. Allows many inaccuracies in the interpretation of concepts. There are knowledge gaps in complex sections. Performs individual and creative exam tasks at an insufficient level, making mistakes | 65-69 | satisfactorily | C | 2,0 |
| At the oral (complex) exam, the student does not have knowledge of the subject within the scope of the curriculum. The questions asked are not answered clearly and completely. Demonstrates weak analytical skills. Allows many inaccuracies in the interpretation of concepts; there are gaps in knowledge. Performs individual and creative exam tasks at an insufficient level, making many mistakes | 60-64 | satisfactorily | C- | 1,67 |
| At the oral (complex) exam, the student does not have knowledge of the subject within the scope of the curriculum. The questions asked are answered unclearly and incompletely. Demonstrates weak analytical skills. Allows many inaccuracies in the interpretation of concepts; there are large gaps in knowledge. Operates with imprecise wording. Performs individual and creative exam tasks at an insufficient level, making many mistakes | 55-59 | satisfactorily | D+ | 1.33 |
| At the oral (complex) exam, the student does not have the required knowledge of the subject. Answers to the questions asked vaguely and incompletely or does not answer at all. | 50-54 | satisfactorily | D | 1.0 |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------|----|-----|
| Demonstrates weak analytical skills. There are large knowledge gaps. Poorly versed in terminology. Performs individual and creative exam tasks at a low level | | | | |
| At the oral (complex) exam, the student does not have the required knowledge of the subject. Finds it difficult to answer all additional questions. Performs individual and creative exam tasks partly at a low level | 25-49 | satisfactorily | FX | 0,5 |
| At the oral (complex) exam, the student does not have the required knowledge of the subject. Finds it difficult to answer all the questions. Performs individual and creative exam tasks at a low level | 0-24 | satisfactorily | F | 0 |

Incentives (2 points)

- initiative in performing additional work on the course;
- a creative approach to the task
- **Penalty points (2 points)**
- untimely provision of material;
- formal approach to the completed assignment

3) General scale for assessing knowledge, skills, and abilities

| Grade by letter system | Numerical equivalent of points | % content of the mastery of the academic discipline | Assessment by traditional system |
|------------------------|--------------------------------|-----------------------------------------------------|----------------------------------|
| A | 4,0 | 95-100 | excellent |
| A- | 3,67 | 90-94 | |
| B+ | 3,33 | 85-89 | good |
| B | 3,0 | 80-84 | |
| B- | 2,67 | 75-79 | |
| C+ | 2,33 | 70-74 | |
| C | 2,0 | 65-69 | satisfactorily |
| C- | 1,67 | 60-64 | |
| D+ | 1,33 | 55-59 | |
| D- | 1,0 | 50-54 | |
| FX | 0,5 | 25-49 | unsatisfactory |
| F | 0 | 0-24 | unsatisfactory |

Rating scale

| № | Types of work | Qty occupations | Number of points for 1 lesson | Maximum number of points |
|---|-----------------------|-----------------|-------------------------------|--------------------------|
| 1 | Attendance at classes | ...* | 100 | 100 |
| 2 | SIW | ...* | 100 | 100 |
| 3 | Mid-term control | 2 | 100 | 100 |

| | | | | |
|---|---------------|---|-----|-----|
| 4 | Final control | 1 | 100 | 100 |
| 5 | Total points | | 100 | 100 |

* Depending on the number of loans

9. CONTENT OF THE EDUCATIONAL PROGRAM

The working curriculum of the educational program for the entire period of study: