

**KAZAKH NATIONAL CONSERVATORY NAMED AFTER KURMANGAZY  
FACULTY OF VOCALS, CONDUCTING AND MUSIC EDUCATION**

Approved  
at the meeting of the Academic Council  
RSU "Kazakh national  
Conservatory named after Kurmangazy »  
Protocol No. 1 of "04" 09 2019

**EDUCATIONAL PROGRAM  
"PEDAGOGY AND PSYCHOLOGY"  
(specialization "Pedagogy and Psychology of Music Education")**

Code and name of specialty: 7M01103 - Pedagogy and Psychology (master's program)  
Awarded degree: Master of Education

**Almaty, 2019**

## СОДЕРЖАНИЕ

	Стр.
<b>1 General characteristics of the educational program</b>	<b>3</b>
1.1 Explanatory note	3
1.2 Objectives and mission of the educational program	6
<b>2 Admission Rules</b>	<b>6</b>
<b>3 Education passport</b>	<b>7</b>
<b>4 Competency Profile</b>	<b>9</b>
<b>5 Learning outcome attainability matrix</b>	<b>10</b>
<b>6 Training Module Map</b>	<b>18</b>
<b>7 Teaching methods</b>	<b>19</b>
<b>8 Learning Assessment Policy (current, milestone and final control)</b>	<b>19</b>
<b>9 The content of the educational program (Work curriculum of the educational program for the entire period of study)</b>	<b>26</b>

## **1. General characteristics of the Educational program in the specialty 6B01103 - " Pedagogy and Psychology»**

### **1.1 Explanatory note**

#### **a) The uniqueness of the educational program (EP).**

The uniqueness of the OP is that it provides training demanded specialists who can provide psychological and pedagogical support to musicians and all participants in the musical sphere (composers, performers, musicologists, art managers, trainees), and organizes professional training of future pedagogy teachers and psychology for music colleges and universities. The program provides for the development of socio-cultural aspects of the musical sphere.

Graduates of the EP of the master's level are able on a scientific basis to develop and support the personnel responsible for the moral and spiritual component of Kazakhstani society.

The universality of psychological and pedagogical music education, reflecting systemic knowledge about the human psyche and the laws of its development, determines the broad possibilities of a music teacher-psychologist to organically engage at a professional level in the most diverse areas of the life of the musical sphere - educational, labor, creative, scientific, innovative - with the aim of expanding and transforming the creative potential of musicians.

Education in the magistracy gives advantages in expanding the scientific and career opportunities of pedagogs-psychologists in music education.

Providing the opportunity for in-depth study of professional subjects, taking into account the competence-based approach to the organization of the educational process, is a strategically important task, since pedagogs-psychologists get rich experience in providing comprehensive support to the person involved in creative musical activity.

Education is provided by the section "Pedagogy and Psychology of Music Education" of the Department of "Music Education and Pedagogy" of the Faculty of "Vocals, Conducting and Music Education".

*The attractiveness* of the program enhances the positive image of the Conservatory - the country's famous musical and creative university. This helps to realize the main idea of unified psychological, pedagogical and musical education.

Program and pedagogical team headed by Professor Z.Sh. Shakerimova, organizer and permanent leader of professional training of pedagogs-psychologists of music education. She is the developer of the first State standards and Model programs, teaching aids for professional pedagogical training of musicians and art managers. She created the author's courses "History and Theory of Music Education", "Musical Pedagogy", "Stage Excitement of Musicians", etc.

Within the framework of the EP, highly professional teachers who have published works in the country and abroad, as well as performances at international conferences and reading unique, not repeated in other universities, courses.

Thus, Associate Professor A.B. Alchimbaeva, having a musical education, specializes in giving courses in musical ethnopedagogy.

K.O.Kozhamzharova reads the author's courses in music therapy, methods of psychological training, psychology of musical creativity. The teacher was trained in doctoral studies, has many years of experience as a practical psychologist.

Associate Professor S.N. Laktionova, working for many years at the National Academy of Education named after Y. Altynsarin as a researcher and conservatory, developed the courses "Image of a musician", "Thinking of a musician", "Andragogika».

Professional and scientific experience of teachers allows them to successfully guide the writing of a thesis devoted to the study of the problems of music pedagogy and music psychology.

The scientific and pedagogical experience of undergraduates is enriched in classes, master classes, international scientific seminars and trainings with the participation of foreign teachers and psychologists. For example, students participated in:

- a training seminar on the basis of the Eurasian National University named after L.N. Gumilyov Gumilyov and Eurasian Institute of Psychology: "Status and trends of psychotherapy and counseling psychology practice in Kazakhstan, CIS and far abroad", Astana;

- Training of the Director of Education Quality Assurance D. Edwards and the Director of International Relations T. Ekimova of the Royal Northern College of Music (Manchester, UK) on



preparing for institutional accreditation, on the exchange of experience in the administration of academic, educational and concert affairs, Almaty, KNC named after Kurmangazy.

- Dr. Virginus Kundrotas Practical Workshop: "Modern Leadership. Managing organizations in a rapidly changing environment." - Almaty city;

- A master class in the framework of the program of the Ministry of Education and Science of the Republic of Kazakhstan at the invitation of foreign scientists and teachers of a qualified trainer and supervisor Nerbert Caroline: "Therapies in the Arts" Ragamuffin ", Almaty, KNC named after Kurmangazy,

The Conservatory annually hosts up to 50 master classes by both domestic and foreign teachers and musicians on the achievements of musical art and culture.

The educational process is provided by the rich fund of the Conservatory library. The base of practice is traditionally the faculties of the Conservatory.

In addition, the Conservatory has concluded 37 agreements on cooperation in the field of musical art and education. Among partners - Azerbaijan State Institute of Culture and Art, Royal Northern College of Music, Great Britain, Manchester, Tchaikovsky Moscow State Conservatory Moscow, Russian Federation, Music Academy named after K. Lipinsky, Poland, Wroclaw.

Conservatory also maintains professional relationships with the **International Association "Music of Turkic people"**, Association of European Conservatories and Higher Music Schools (since 1998); International Council for Traditional Music (ICTM); European Ethnological Music Seminar (EEMS); European Council for Psychology and Music Perception (ECPMP); The Association of European Conservatories (AEC);

Organized external and internal academic mobility.

The program is **one of a kind, since there are no analogues in the territory of the Republic of Kazakhstan and the post-Soviet space in higher educational institutions.**

**b) History of the program. (prerequisites, year of creation, year of receipt of attachments to the license); development of an educational program with the participation of associations and employers, percentage of employed graduates, international accreditation of an educational program, investment in an educational program):**

The prerequisites for the creation of the EP were the revealed global trends in the psychologization of music education and musical culture. In turn, in the Republic of Kazakhstan, the staff of many labor collectives of various profiles, including music schools, has introduced the posts of psychologists, educational psychologists, pedagog-psychologists, social educators, social psychologists, conflict managers, personality development specialists for employees and organizations, etc., which indicates the demand for graduates in the labor market.

The educational program "Pedagogy and Psychology" has been implemented at the Kazakh National Conservatory named after Kurmangazy at the undergraduate level - since 1998. Educational activity in the specialty 7M01103 (Master) "Pedagogy and Psychology" is carried out in accordance with state license No. KZ59LAA00005153 dated June 26, 2015 (primary issuance on 03/03/2010).

Duration of study: scientific and pedagogical direction - 2 years, profile - 1 year. Languages of study - Kazakh, Russian.

Graduates of the scientific and pedagogical direction are awarded the academic degree of the master of pedagogical sciences, and the profile - the master of education. The opportunity to enter a doctoral program is provided.

The percentage of employed graduates is 100%. The opportunity to study in doctoral studies in the specialty "Pedagogy and Psychology", there are graduate students of doctoral studies.

Master graduates work as teachers at the Conservatory, KazNUI Academy (Academy of Music), Astana, and the Republican Specialized School for Gifted Children named after K. Bayseitova- as psychologists.

In 2018, the EP passed the examination of employers - collectives of a number of music colleges in Kazakhstan. In the reviews of employers, the idea is constantly traced that they prefer to include in their staff precisely teachers-psychologists of musical education, rather than general



psychologists, since our specialists are able to integrate professional instruments of music, pedagogy, psychology in their activities.

OP passed international accreditation (MUSIQUE International Accreditation Agency) in 2016, confirmed in 2019.

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- The list of regulatory documents on the basis of which the EP is developed.
- The master's education program is a system (complex) of documents developed and approved by the Academic Council taking into account labor market requirements based on:
  - Law "On Education" of the Republic of Kazakhstan, 2007
  - Law "On Culture" (2017),
  - State Compulsory Standard 2016,
  - National Qualifications Framework (NQF) (order of the Minister of Labor and Social Protection of the Republic of Kazakhstan dated September 24, 2012 No. 373-ø-m and Minister of Education and Science of the Republic of Kazakhstan dated September 28, 2012 No. 444. Registered with the Ministry of Justice of the Republic of Kazakhstan 19 October 2012, No. 8022),
  - Professional standards "Pedagog", "Psychologist" (order of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" No. 288 dated December 22, 2016,
  - The European Framework of Qualifications for Education and Lifelong Learning (ERC) (approved by the Recommendation of the European Parliament and the Council of the European Union of April 23, 2008),
  - Results of the Training of the Association of European Conservatories (hereinafter AEK) - 2017,
  - "Polyphony / Dublin Descriptors",
  - "Competency-based approach to the design of educational programs" Karaganda, KarSTU - 2017,
  - "Taxonomies of Educational Objectives: A Sphere of Knowledge" B. Bloom, 1956,
  - Methodological recommendations for universities on the design of educational programs, MES RK, 2017,
  - National Classification of Occupations of May 11, 2017 No. 130-od.

The EP determines the goals, expected results, content, conditions and technologies for implementing the educational process, assessing the quality of education. The training is based on the regular review and clarification of work plans and training programs, the inclusion of popular elective courses, taking into account the wishes of employers and the professional interests of teachers and undergraduates.

### **1.1 Objectives and mission of the educational program**

The mission of the educational program "Pedagogy and Psychology" (master's program) is focused on meeting the needs for specialists - pedagogues-psychologists - for a multi-level system of music education in the Republic of Kazakhstan, creatively thinking and innovatively oriented, with competencies in priority areas of psychological and pedagogical practice, music education and science preserving the values of KNC named after Kurmangazy.

### **The main goal of the work performed by the specialist of the educational program "Pedagogy and Psychology" (master's program):**

- to carry out psychological and pedagogical diagnostics, correction, support of personality development in various musical organizations;



- to carry out teaching and educational activities in music educational institutions of various types, using interactive and active methods and technologies for organizing the educational and educational process;
- to develop and implement social and creative projects that positively affect the strengthening of the positive impact of music on society;
- to conduct research in the field of music education, identify the psychological component of musical creativity.

Based on these positions, the purpose of the educational program is defined: Education of specialists for the psychological and pedagogical support of the educational process in educational institutions of various types, the implementation of basic and additional educational programs for the personal and social development of students based on scientific achievements in the field of pedagogy and psychology; providing psychological and pedagogical assistance to persons with disabilities, as well as introducing society to the domestic and world musical culture, using psychological and pedagogical tools.

**Among the objectives of the EP** is the implementation of the content, forms, means and methods of managing the educational process for the formation of general cultural, professional, subject competencies of the future teacher-psychologist, among which the most important are the skills of accompaniment, support and development of the personality of musicians and all participants in the musical sphere. The emphasis is on the formation of critical thinking and the use of interactive learning technologies.

The educational program (hereinafter - OP) "Pedagogy and Psychology" operates in the context of the mission of the Kazakh National Conservatory named after Kurmangazy, educating talents, transforming the world with their art, developing the creative personality of each graduate, strengthening the image of Kazakhstan, a country with a long heritage and modern musical creative culture.

Given this context, the OP provides for the formation and upbringing of bright, socially responsible specialists, supporting the development of the personality of all participants in the musical sphere, helping successful musical activity.

### **1. Admission Rules**

The recruitment of applicants and the contingent of students is guided by the original concept of training, the essence of which is the focus on the integration of competencies in the field of pedagogy, psychology, and music.

Persons who have mastered the Higher Education Educational Program are admitted to the magistracy.

The rules for admission to study under the Master's program "Pedagogy and Psychology" on the basis of KNC named after Kurmangazy are annually created on the basis of the "Model rules for admission to study in educational institutions that implement educational programs of higher and postgraduate education", which ensures their timely correction in terms of clarifying terms acceptance of applications, examinations, the number of passing points, enrollment and the content of the acceptance test program. Exams are held in Kazakh and Russian.

Entrance examinations are allowed for both citizens of the Republic of Kazakhstan and foreign citizens, stateless persons, as well as persons with limited functional capabilities and other privileged categories. On admission, applicants apply for educational state grants and have the right to study on a paid basis.

The following criteria are put forward for candidates for study under the Program - the availability of music education (college or music school) and higher psychological and pedagogical education.

Regulations stipulate their own rules with additional requirements to form a strong line-up of students. In the process of entrance tests, creative tasks are also used to assess the potential of the future undergraduate. This program belongs to the group of EPs requiring special training, for the verification of which it is provided for the solution of psychological and pedagogical problems.

The purpose of the entrance test:

- identify the theoretical, methodological, research readiness of the applicant to master the master's program.



Objectives of the entrance test:

- check the level of theoretical and methodological knowledge of the applicant;
- determine the tendency and willingness of the applicant to research and creative activities;
- identify the ability to work independently with a scientific text in the field of musical pedagogy and musical psychology.

Applicants to the magistracy must:

know - special literature on the profile of the EP;

be able to - correctly state the main provisions on the profile of the EP;

own - the basic methods of scientific analysis in the field of musical pedagogy and psychology, the basic terminology for the profile of the EP, competent speech.

The enrollment of persons in the magistracy is carried out according to the results of Integrated Testing and creative tasks on the profile of the EP.

There is an appeal commission that considers applications from individuals entering the magistracy.

Advantages for admission are received by citizens, winners of the Republican contest of student works and having scientific publications.

Information about admission conditions is published on the Conservatory's website in advance.

### **1. Passport EP - 7M01103 - Pedagogy and Psychology ", specialization" Pedagogy and Psychology of Music Education "(master's program)**

<b>Название поля</b>	<b>Примечание</b>
Code EP	7M01103
Code and classification of the field of education	7M01 Pedagogical sciences
Code and classification of educational areas	7M011 Pedagogy and Psychology
Name EP	7M01103- Pedagogy and Psychology
View EP	actual current
Goal EP	Training of specialists for the psychological and pedagogical support of the educational process in educational institutions of various types, the implementation of basic and additional educational programs for the personal and social development of students on the basis of scientific achievements in the field of pedagogy and psychology; providing psychological and pedagogical assistance to persons with disabilities, as well as introducing society to the domestic and world musical culture, using psychological and pedagogical tools.
The level on the NQF	7
SQF level	7
Qualification Academic degree	Магистр педагогических наук – по окончании научно-педагогического направления обучения; Магистр образования – по окончании профильного направления обучения
Field of professional activity:	- education; - culture; -art; - the science; - society.
Learning outcome TO - theoretical PO - practical GO – General	<b>LO 1(PO).</b> Ability to determine general trends in the development of psychological, pedagogical and musical sphere. Use of professional information in a foreign language. <b>LO 2 (TO).</b> Mastery of research methods. Implementation of

Learning outcomes (LO)	search and research activities in the musical psychological, pedagogical and cultural-educational field.
	<b>LO 3 (TP).</b> The ability to create a source study base of scientific research. Research skills in the aspect of the selection and application of psycho-diagnostic techniques and interpretation of the data.
	<b>LO 4 (PO).</b> Skills in conducting training in psychology and pedagogy (for a university). Mastering the forms and methods of teaching
	<b>LO 5 (GO)</b> Social and communication skills with a focus on the organization of scientific contacts. The ability to systematically apply psychology in the educational musical process on a scientific basis
	<b>LO 6 (GO)</b> The ability to construct a matrix of critical thinking and design pedagogical technologies for carrying out all forms of the educational process at a university
	<b>LO 7 (PO)</b> The ability to activate the personal potential of students. Skills of choosing adequate methods of psychological influence on the subjects of management.
	<b>LO 8 (GO)</b> Skills of self-development and self-realization of the teacher-psychologist as a teacher. Skills for incorporating the achievements of Kazakh and foreign music into the educational and musical process. Ability to identify the processes of interaction between music and society
	<b>LO 9 (PO)</b> The use of a professional component in the activities of a specialist to improve the quality of the educational process in educational organizations, including musical ones. The ability to establish the interaction of business and culture. Media skills and willingness to form a new model of artistic consciousness in society
	<b>LO 10 (PO)</b> Understanding the phenomenon of mass musical culture in the historical and modern context (justification, discussion, evaluation). The skills of applying research methods of mass musical culture for using research results in the musical pedagogical process
	<b>LO 11 (TO)</b> Knowledge of the specifics of the research methodology as a strategy and methods of targeted scientific research, based on software installations and standards
	<b>LO 12 (PO)</b> Application of canons of traditional art of Kazakhs and peoples of Central Asia in the field of material and spiritual culture. Skills of their consideration in the process of support and development and personality of a musician
	<b>LO 13 (PO)</b> Understanding the phenomenon of the personality of a musician (description, identification of distinctive features of the personality of a musician, determining the place of a musician in society). The ability to organize psychological support for the development of a musician.

## 1. Competency profile



<b>Competency profile of a graduate in a specialty</b> <b>"Pedagogy and psychology"</b> <b>7M01103 - Master's program (Scientific and pedagogical direction of education)</b>	
<b>Professional competencies (PC):</b> <b>- research</b> <b>- pedagogical</b>	<ul style="list-style-type: none"> <li>- the implementation of multidisciplinary and multifactorial psychological and pedagogical activities in a multilevel education system;</li> <li>- knowledge of the logic of mastering and solving educational problems in the system: knowledge - understanding, application and ability to analyze - assessment and examination;</li> <li>- the use of psychological and pedagogical tools: diagnostics, support, support and correction of the development of a personality operating in the musical field;</li> <li>- creation of conditions for the implementation of creative initiatives, the provision of pedagogical stimulation, the formation of logical thinking, the development of creativity, the ability to design individual activities of subjects of the musical sphere.</li> </ul>
<b>Universal competencies (UK):</b> <b>-social personality</b> <b>-critical thinking skills</b> <b>-communicative</b>	<ul style="list-style-type: none"> <li>- qualities of a socially mature representative of Kazakhstan civil society;</li> <li>- properties of self-developing, self-fulfilling, competitive and ethically formed personality;</li> <li>- abilities of a creative and creative personality with developed critical thinking skills;</li> <li>- the presence of a general scientific and cultural outlook;</li> <li>- communication skills and teamwork.</li> </ul>

**5 RSU "Kazakh National Conservatory named after Kurmangazy"**  
**LEARNING OUTCOMES MATRIX**  
**Educational program 7M01103 - Pedagogy and Psychology (Master's program)**

№	Name of the discipline (D)	Brief description of the discipline (30-50 words)	Number of credits	Generated learning outcomes (codes)												
				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
Group of competencies: universal competencies (UK): social and personal, critical skills, communicative thinking																
<b>The name of the competency:</b> the presence of a general scientific and cultural outlook - knowledge of the theory and methodology of socio-humanitarian research, the ability to independently analyze processes and phenomena occurring in society and in modern culture																
<b>Module 1: Fundamental Scientific Knowledge</b>																
1	History and philosophy of science	<b>The history and philosophy</b> of science acquaints with modern philosophical discussions on the problems of science, which make it possible to pose and solve research problems in the musicology field at a modern level. Within the framework of the course, the formation of a common scientific, philosophical, methodological, ideological and disciplinary theoretical base for the scientific and scientific-pedagogical activity of future specialists, scientists, and teachers continues.	4		v	v									v	
2	Methodology and methodology of scientific research	<b>Methodology and methodology of scientific research</b> - reveals the scientific basis for the study of ongoing processes in the field of musical art and music education. Scientific thinking is being formed, the conditions for the application of its elements when conducting scientific research and improving teaching activities are provided	4		v	v										
<b>Title of competency:</b> communicative abilities and ability to work in a team based on the development of the language culture of a graduate student, able to carry out cognitive and communicative activities in professional activities.																
<b>Module 2: Person-Oriented Competencies</b>																
3	Foreign language (professional)	<b>Learning a foreign language (professional)</b> takes into account the features of the future profession. The essence of professionally oriented teaching of	5	v				v								



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				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
		a foreign language lies in its integration with special disciplines in order to obtain additional professional knowledge and the formation of professionally significant personality traits. The program of the course covers general and private issues of humanitarian education (world languages, English culture, music and music education, scientific knowledge, etc.) based on authentic texts of modern English and is aimed at improving the skills of practical knowledge of the English language for active use in the professional activity of a musician.														
<b>Group of competencies: Professional competencies (PC): research; pedagogical</b>																
<b>Title of competency:</b> knowledge of methods of sociocultural modeling and forecasting, interpersonal and intercultural communication skills, professional assessment of a work of art and the state of music education																
<b>Модуль 3: Педагогические компетенции преподавателя высшей школы</b>																
4	Higher Education Pedagogy	<b>Pedagogy of higher education</b> - aimed at developing the ability to analyze current problems and strategies for the development of higher education in the modern world educational space; design pedagogical technologies; conducting all forms of the educational process at the university; apply the results of mastering the discipline in professional activities.	4				v		v	v		v				
5	Psychology of management	<b>Management Psychology</b> - reveals the general theoretical aspects of the psychology of management, the psychology of the subject of management, which provides orientation in modern scientific concepts of an individual and a group. This allows you to optimally manage the teaching	4				v		v	v		v				v

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				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
		staff and choose adequate methods of psychological impact on the personality of the student.														
<b>Title of competency:</b> the implementation of multidisciplinary and multifactorial psychological and pedagogical activities in a multilevel education system																
<b>Module 4: Professional Competencies</b>																
6	<b>Modern problems of pedagogy of music education</b>	<b>Modern problems of pedagogy of music education</b> - the course forms an idea of the specifics of students using scientific and practical achievements in the pedagogical practice of the music education system. The issues of changing the educational paradigm, ways of activation all subjects of education, modern criteria and the basis for assessing educational achievements, the prospects for the development of scientific research in this area.	3	v			v			v						v
7	Mathematical methods in psychology	<b>Mathematical methods in psychology</b> - forms an understanding of statistical procedures and methods of their application that are adequate to the goals, situation and contingent of respondents.	3		v	v		v					v			
8	Theories of personality and technology of	<b>Theories of personality and technology of working with the personality of a musician</b> - the study of the phenomenon of personality as a	4					v		v	v					v



№	Name of the discipline (D)	Brief description of the discipline (30-50 words)	Number of credits	Generated learning outcomes (codes)												
				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
9	Actual problems of modern music and musicology	<b>Actual problems of modern music and musicology</b> - characterized by the distinctive features of modern musicology and the change of scientific paradigms in musicology. The latest categories of music-theoretical systems are presented. Kazakh music is presented as part of the world musical art and the interaction of music and society.	3	v									v			v
10	Musical instrumentation of the peoples of Central Asia	<b>Musical instrumentation of the peoples of Central Asia</b> - theoretical and practical development of musical instruments of the Central Asian region, including Turks, Mongols and Iranian peoples. Accompanied by acquaintance with the relevant music. A holistic view of a musical instrument as a historical-ethnocultural, natural-geographical, musical-auditory (acoustic) phenomenon, a methodology for its study is being formed.	6								v		v		v	v
11	Art Market and Media	<b>The art market and the media</b> - provides the ability to analyze the current state of the art market, the interaction of business and culture; entrepreneurship and the media; questions of correlation of aesthetic value and economic value of a work of art and to determine areas of interaction where the role of the media is presented as the most important component in the development of the market. Forms a willingness to design a new model of artistic consciousness in	3									v	v	v		

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				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
12	Mass musical culture	<b>Mass musical culture</b> - the phenomenon of mass musical culture is studied in a historical context. The main genres and directions of mass music of the 20th century are examined: jazz, rock, pop, ethnic music, etc. Methods of studying mass musical culture are studied from the standpoint of <del>musical culturology</del> <del>sociology</del> <del>anthropology</del> etc.	5					v		v		v	v		v	
13	Sociology of music	<b>Sociology of music</b> - the branch of sociological knowledge is being studied, revealing the place and role of music in society, the interaction of music and society, the forms of musical life of a society, the features of musical communication in different social conditions.	4/2	v							v	v	v		v	
14	Kazakh cultural heritage	<b>The cultural heritage of the Kazakhs</b> - gives an idea of the most important canons of the traditional art of the Kazakhs in the field of material and spiritual culture. Introduces the universals of traditional culture and art of the Kazakhs, with the basic stylistic principles of traditional material and spiritual art.	4/2							v	v	v			v	
15	Contemporary Cultural Policy	<b>The modern cultural policy</b> -course introduces a set of principles and norms that guide various subjects of the sociocultural field in their activities to preserve, develop and disseminate culture in the Republic of Kazakhstan and form a valuable attitude towards cultural heritage in them, contributes to the formation of the subject of cultural and creative activity.	4	v							v				v	

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				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
16	Fundamentals of lectures	<b>Fundamentals of lecture skills</b> - within the framework of the course, the oratory skills of the future higher education teacher are formed, the rules and norms for preparing the lecture, the methodology for its conduct and correction are	3/2				v	v	v	v						v
17	Scientific discourse and communication culture	<b>Scientific discourse and communication culture - is included in the module “Fundamental scientific knowledge”</b> , which is designed to familiarize with the features of the modern scientific episteme. Therefore, it includes the concept and idea of scientific discourse as a particularly relevant subject of communicative practice in the general cultural and professional sphere, as well as the identification of the nature, characteristics and forms of musical discourse.	3/1					v		v					v	
18	Methodology of pedagogy and psychology of music education	<b>The methodology of pedagogy and psychology of music education</b> is aimed at preparing masters for research activities, determining the role of pedagogical and psychological theories and psychological and pedagogical experiment in the implementation of urgent problems of pedagogy of music education.	3	v			v		v		v		v	v		v



№	Name of the discipline (D)	Brief description of the discipline (30-50 words)	Number of credits	Generated learning outcomes (codes)												
				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
19	Cultural, historical and activity approach in psychology and education	<b>Cultural-historical and activity-based approach in psychology and education</b> - the formation of a cultural-historical and activity-based approach in education and psychology, the works of a prominent Soviet psychologist L.S. Vygotsky and his followers, relying on general philosophical ideas that the human consciousness is formed by society and culture. Cultural-historical psychology is associated with an analysis of the role of mediators-mediators (sign, word, symbol, myth) in the formation and development of human thinking and consciousness.	3			V		V	V	V	V			V		V
20	Methods of teaching pedagogical disciplines at a HEI	<b>The methodology of teaching pedagogical disciplines at the HEI</b> - the essence of teaching is revealed, its tools and logic are mastered, development trends of pedagogy as a science are characterized.	3				V		V		V					

№	Name of the discipline (D)	Brief description of the discipline (30-50 words)	Number of credits	Generated learning outcomes (codes)												
				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
21	History and Theory of Art	<b>History and theory of art</b> - forms an aesthetic culture of thinking and mastery of the aesthetic analysis necessary for understanding works of art at different periods of the cultural and historical development of society, as well as for realizing the knowledge gained in the creative and art-performing activities of a graduate student. The elective course involves the cultural and philosophical aspect of the study of art as a social and cultural phenomenon, participating in raising the general cultural level of undergraduates. Art is considered in the context of spiritual culture as a form of its self-awareness. The synthesis of historical and theoretical used in this discipline contributes to the acquisition by graduate students of the ability to independently understand the origins of sense formation in art, especially the artistic and symbolic vocabulary of different eras, to evaluate the development trends of world art culture in the past and present.	5								V	V		V		V
22	Musical Psychodidactics	<b>Musical psychodidactics</b> - integrative scientific knowledge that has arisen at the intersection of psychology, didactics and music is mastered. We	3					V	V			V	V			V
<b>Group of competencies: Professional competencies (PC): research; pedagogical</b>																
<b>Title of competency:</b> the implementation of multidisciplinary and multifactorial psychological and pedagogical activities in a multilevel education system																
<b>Module 5 Pedagogical and Research Practice</b>																
23	Pedagogical practice	<b>Pedagogical practice</b> -- activates the application of theoretical knowledge in the form of using methods and forms of organization of the pedagogical process in a university;- Performs the	3				V	V				V				V

№	Name of the discipline (D)	Brief description of the discipline (30-50 words)	Number of credits	Generated learning outcomes (codes)												
				LO1 (PO)	LO2 (TO)	LO3 (TO)	LO4 (PO)	LO5 (GO)	LO6 (GO)	LO7 (PO)	LO8 (GO)	LO9 (PO)	LO10 (PO)	LO11 (TO)	LO12 (PO)	LO13 (PO)
		activities of a teacher of higher education, in accordance with the requirements for him in modern conditions:- carries out methodological work on the planning of the educational process; - conducts classes; - analyzes the problems arising in pedagogical activity and resolves them; - organizes control and assessment of professionally significant qualities of students.														
24	Research practice	<b>Research practice</b> - is dedicated to the implementation of a personality-oriented research activity aimed at developing the master's research abilities, skills, including the ability to speak at conferences and prepare articles for publication.	15		v									v		
25	Master's SRW	<b>Master's SRW</b> - Organization and execution of work on writing a master's thesis, both theoretical and experimental.	24		v									v		v



## 6. TRAINING MODULE MAP

### 6.1 universal competencies (UC): social and personal, critical skills communicative thinking

№	Module name	Competence	Name of disciplines
1	Fundamental scientific knowledge	- the presence of a general scientific and cultural outlook - knowledge of the theory and methodology of socio-humanitarian research, independently analyze the processes and phenomena occurring in society and in modern culture	1. History and philosophy of science 2. Methodology and methods of scientific research
2	Person-oriented competencies	- communication and teamwork skills based on the development of the language culture of a graduate student who is able to carry out cognitive and communicative activities in professional activities	1. Foreign language (professional)

### Training Module MAP

#### 6.2 Professional competencies (PC): research, teaching

№	Module name	Competence	Name of disciplines
1	Pedagogical competencies of a higher education teacher	- knowledge of the methods of sociocultural modeling and forecasting, interpersonal and intercultural communication skills, professional assessment of a work of art and the state of music education	1. Педагогика высшей школы 2. Психология управления
2	Competence in the area of professional activity	- performing a multidisciplinary and multifactorial psychological and pedagogical activity in a multilevel education system	1. Modern problems pedagogy of music education 2. Mathematical methods in psychology 3. Theories of personality and technology of working with the personality of a musician 4. Actual problems of modern music and musicology 5. Musical instrumentation of the peoples of Central Asia 6. Art market and media 7. Mass musical culture 8. Sociology of music 9. The cultural heritage of the Kazakhs 10. Modern cultural policy 11. The basics of lectures 12. Scientific discourse and communication culture 13. Methodology of pedagogy

			and psychology of music education 14. Cultural-historical and activity approach in psychology and education 15. The methodology of teaching pedagogical disciplines at the HEI 16. History and theory of art 17. Musical Psychodidactics
3	Pedagogical and research practice	- practical implementation of the theoretical provisions of academic disciplines and courses	Pedagogical practice Research practice Master's SRW

## 7. Teaching methods

Studying in a magistracy means intensive independent work of a student. The involvement of students in active educational and cognitive activities during the educational process is associated with the predominant use of active and interactive techniques and methods.

The methods of enhancing educational and cognitive activities in the magistracy include, first of all, interactive lectures, lectures together, lectures, press conferences, lectures, visualizations, problem lectures, lectures with pre-planned errors.

The methods that are widely used in seminars, workshops, work under the guidance of a teacher, CPM, where activities are taught, include the case method, dialog communication, scientific discussion, heuristic conversation, game and non-game methods, compilation of intelligence cards on the problem of studying training material filling out a checklist as a tool for assessing the quality of learning material.

The most commonly used interactive methods are brainstorming and tandem method, peer education, team training, critical thinking methods, web search. Graduate students present their creative work in the form of presentations and videos.

Using the portfolio method for academic discipline also increases the degree of reflectivity and provides objective self-assessment of educational activities.

The main characteristics of a graduate student in applying modern methods, technologies and teaching aids are his competence, mobility, reflectivity and innovativeness.

Thus, the teaching and learning methods correspond to the content and final learning outcomes, contribute to the active learning of students, develop the ability to take responsibility for their learning process and determine their needs, to promote student learning throughout life.

## 8. POLICY FOR EVALUATING LEARNING OUTCOMES (CURRENT, MILESTONE, AND FINAL CONTROL)

The policy of evaluating learning outcomes is based on the evaluation criteria developed in the AMCD.

### 8.1 Types and forms of knowledge and skills control,

#### Criteria for evaluating knowledge, a General scale for evaluating knowledge, skills and abilities

#### 1) Types and forms of control of students ' knowledge and skills

Milestone control 1-testing/survey, performing creative tasks;

Milestone control 2-survey, creative tasks completion presentation;

Final control-exam

#### 1) Criteria for evaluating students ' knowledge

##### Rewards (2 points)

- initiative in performing additional work on the course:

- creative approach to the task.

##### Penalty points (2 points)

- late submission of material;
- formal approach to the completed task;

## 1) Rating scale

№	Types of Work	Number classes	Number of points for 1 lesson	number of points
1	Посещение индивидуальных занятий		100	100
2	СРО		100	100
3	Рубежный контроль		100	100
5	Итого баллов		100	100
6	Итоговый контроль		100	100
7	Всего баллов	100	100	100

## 1) General scale of assessment of knowledge, skills and abilities

Rating by letter system	Digital equivalent of points	%content of learning the discipline	Traditional assessment system	ECTS rating
A	4,0	95-100	excellent	A
A <sup>-</sup>	3,67	90-94		
B <sup>+</sup>	3,33	85-89	good	B
B	3,0	80-84		
B <sup>-</sup>	2,67	75-79	good	C
C <sup>+</sup>	2,33	70-74		
C	2,0	65-69	satisfactorily	D
C <sup>-</sup>	1,67	60-64		
D <sup>+</sup>	1,33	55-59	satisfactorily	E
D	1,0	50-54		
FX	0,5	25-49	unsatisfactorily	FX
F	0	0-24	unsatisfactorily	F

## 8.2 Indicators for monitoring and evaluating knowledge, skills, and competencies

### 1. *Assessment of Current control:*

Attendance - from 0 to 100 p.

100 p-all visits;

For each skip of 7(8) classes, points are deducted at the rate of 100:

- Activity in the class - from 0 to 100 p. The knowledge assessment scale is used, skills and abilities that assess the degree of student activity
3. Text translation – from 0 –to 100 p. When evaluating the volume of translation, a scale of knowledge, skills and abilities is used.
- Performance in a class (seminar, practical) - from 0 to 100 p. evaluated on the basis of two criteria-correctness and completeness, revealing the essence of the topic of the speech.
- Maintaining a portfolio (completing tasks, accounting for academic achievements) - from 0 to 100 p. it is evaluated based on two criteria-correctness and completeness, which reveal the essence of the task topic.
- Resource information Bank (electronic) - from 0 to 100 p. evaluated based on the criteria of compliance with the topics of umkd, completeness and diversity of information.
- Initiative work (additional projects, independent presentations) - from 0 to 100 p. it is evaluated on the basis of two criteria-correctness and completeness, which reveal the essence of the initiative work .



*Note: the average total for TC: the total amount is divided into 7 criteria*

## *2. Assessment Midterm written work with oral defense*

– from 0 to 100 points - full disclosure of the topic, consistency, answers to questions, etc.

Intra-semester control = average total Current control+ Boundary control work: 2

## *3. assessment of the examination work*

### *3.1 types of exam*

#### *3.1.1 Test*

#### *3.1.2 Tickets*

#### *3.1.3. Written work*

### *3.2 Assessment of the test on the exam*

Test tasks contain 150 questions for 1 credit. In one version, the exam is submitted from 30 to 50 questions of varying degrees of complexity with answer options (from 3 to 6). Correct answers in each question – 1 or 2. test Results are evaluated as a percentage of the number of correct answers.

- 91-100% of tasks-excellent,
- 70-90% of tasks are good,
- 69-50% of tasks-satisfactory,
- 49-0% of tasks are unsatisfactory.

### *3.3 Assessment of the oral and written response to the exam*

Answer	%content of the discipline	Evaluation using the traditional system	Letter grade systems	Digital equivalent of points
Right, complete. Master deeply and consistently reveals the theoretical principles of learning problems, illustrates them with examples from the experience of teachers and their own practice, fluent categorical apparatus and consciously shows trends in its development.	95-100	excellent	A	4,0
Not all indicators are present. There are minor inaccuracies in ownership of the categorical apparatus.	90 - 94	excellent	A-	3,67
Correct, complete after instructor's leading questions and answers to additional questions. The undergraduate fully reveals the theoretical provisions, but admits inaccuracies in the interpretation of pedagogical concepts; practical examples are fragmented; insufficiently comprehends the modern problems of the studied sciences and educational disciplines.	85-89	good	B+	3,33

Not all indicators are present. Insufficiently deep analysis of modern problems of the studied sciences.	80-84	good	B	3,0
Not all indicators are present. Case studies are called only after leading questions.	75-79	good	B-	2,67
Not all indicators are present. Modern problems of disciplines are called, but are not disclosed in full.	70-74	good	C+	2,33
The correct one is basically quite complete after instructor's leading questions and answers to additional questions. The undergraduate makes mistakes when disclosing theoretical provisions on the issues discussed, inaccuracies in the interpretation of pedagogical concepts; finds it difficult to illustrate theoretical propositions with examples from educational practice; poorly oriented in modern problems of the studied science and its development trends.	65-69	Удовлетворительно	C	2,0
Not all indicators are present. The percentage of errors in disclosing theoretical principles and characterizing modern problems of the science being studied is high.	60-64	satisfactorily	C-	1,67
Not all indicators are present. The material is not disclosed in full, with errors. Clarifying questions are difficult.	55-59	satisfactorily	D+	1.33
Not all indicators are present .. Answers additional questions fragmentarily, with errors.	50-54	satisfactorily	D	1.0
Wrong. The undergraduate does not disclose theoretical provisions on the issues discussed and does not comprehend the practical experience of educational activity; there is no knowledge of the categorial apparatus; not guided by the modern problems of education and development trends.	25-49	unsatisfactorily	FX	0,5
Lack of understanding and general vision of the essence of academic discipline. Inability to uncover individual fragments of exam questions.	0-24	unsatisfactorily	F	0

### 3.1.3 Evaluation criteria for a written response in an exam

<b>Quality of exam assignments</b>	<b>%content of the discipline</b>	<b>Evaluation using the traditional system</b>	<b>Letter grade systems</b>	<b>Digital equivalent of points</b>
The following qualities of knowledge are demonstrated: completeness - the amount of knowledge about the studied object; their depth is the presence of conscious knowledge about the object; concreteness - evidence is given by examples; as well as consistency; consistency; thoroughness and awareness, knowledge of the ways and principles of obtaining knowledge.	95-100	excellent	A	4,0
The difficulty is caused by the demonstration of the full extent of the information and knowledge field in the academic disciplines.	90 - 94	excellent	A-	3,67
An understanding of the essence of the assignment and a fairly deep knowledge of the training material are demonstrated. A reasoned answer is given based on the informative text of the discipline. But the terms and concepts necessary for the answer are not always adequately used; the necessary speech norms of a statement in a written text are not respected.	85-89	good	B+	3,33
Demonstration of familiarity with the discipline program. Master's degree, focusing in complex major issues, able to reveal the contents of only certain concepts and give a fragmentary description of practical indicators on discipline activities. An understanding of the content of the discipline at an intermediate level is revealed.	80-84	good	B	3,0
The general meaning of concepts and theories is given correctly. The answer reveals the content of individual concepts, gives a characteristic of the quality indicators of the implemented activities in a certain direction. There are violations in the system and the logic of the disclosure of the task.	75-79	good	B-	2,67
Not all indicators are present, actual errors and errors in the interpretation of the main provisions when disclosing examination questions are allowed.	70-74	good	C+	2,33
He is generally oriented in the problems of discipline, but superficially understands the essence of the task, shows partial knowledge of the educational material.	65-69	Удовлетворительно	C	2,0



There are no detailed explanations for the stated positions, however, the essence is true.	60-64	satisfactorily	C-	1,67
There is an understanding of the essence of the assignment and discovers knowledge of the educational material in the minimum acceptable volume.	55-59	satisfactorily	D+	1.33
An understanding of the essence of the task is fixed, but speech and factual errors are allowed.	50-54	satisfactorily	D	1.0
Significant errors were made in the presentation of the material, theoretical provisions are not listed and not justified. The answer is built illogical, unsystematic, superficial.	25-49	unsatisfactorily	FX	0,5
The answer is not given, or it is absolutely wrong.	0-24	unsatisfactorily	F	0

### 3.1.4 Evaluation Criteria for Comprehensive Language Examinations

#### 1. Reading

#### 2. Listening

#### 3. Writing

#### 4. Speaking

#### 5. Lexical and grammar test

Quality of exam assignments	%content of the discipline	Evaluation using the traditional system	Letter grade systems	Digital equivalent of points
The ability to analyze and interpret what is read. Making judgments on the content of the text. Justification of the opinion. The ability to construct phrases, sentences and microtexts. Constructing dialogues, monologues. Lexico-grammar test - 100%.	95-100	excellent	A	4,0
Formulation of the main thoughts read. Full understanding of the content of the text. Correct written presentation of the material in accordance with the norms of the literary language. A reasoned and detailed answer to the questions of the interlocutor. Lexico-grammar test - 94%.	90 - 94	excellent	A-	3,67
Completely, fluently read the text, frequent use of the dictionary. Correct understanding of the content of the text. The ability to use written language tools in accordance with the style and theme of the lesson. Full retelling of the text. Answers	85-89	good	B+	3,33

to questions from the interlocutor. Lexico-grammar test - 89%.				
The text is read at a good pace, finding some of the information. Understanding the content of the text and the main topic. Compliance with language standards in writing. Ability to maintain a conversation. Lexical and grammar test - 84%.	80-84	good	B	3,0
The text is read at an average pace, finding a small piece of information. The correct selection of keywords and phrases. Spelling literacy. Compliance with punctuation standards. Correspondence of the used vocabulary and grammatical structures to communicative tasks. Lexico-grammar test - 79%.	75-79	good	B-	2,67
The pace of reading is slower than in the native language. The ability to list the main facts in the sequence in which they are given in the text. There are minor grammatical errors. Punctuation rules not followed. Incomplete correspondence of used vocabulary to communicative tasks. Lexico-grammar test - 74%.	70-74	good	C+	2,33
The reading pace is slow. Ability to answer questions to the text. Incorrect use of various syntactic constructions, inaccurate usage. Statements did not reach the required norm. Violation of the sequence of utterance. Lexico-grammar test - 69%.	65-69	Удовлетворительно	C	2,0
Reading pace is very slow, pronunciation errors. Ability to answer some questions to the text. The written language is not respected. Incomplete solution of the speech problem. Lack of self-expression. Lexical and grammar test - 64%.	60-64	satisfactorily	C-	1,67
Difficult reading, misunderstanding of new words, incorrect pronunciation of some words. Incomplete understanding of the content of the text. Improper syntax constructs. The pace of speech is slow. Incorrect selection of some words. Lexico-grammar test - 59%.	55-59	satisfactorily	D+	1.33
Weak reading, reading problem not solved. Distortion of grammatical forms when reading. Identification of a small number of facts from the content of the text. There are significant grammatical errors. Lexical and grammar test - 54%.	50-54	satisfactorily	D	1.0
Inability to read many words, absolute	25-49	unsatisfactorily	FX	0,5

facts from the content of the text. There are significant grammatical errors. Lexical and grammar test - 54%.				
Inability to read many words, absolute misunderstanding of the meaning of new words. The text is incomprehensible or the content of the text is misunderstood. A large number of grammatical errors. The pace of speech is very slow. Errors in the selection of words. Lexico-grammar test - 49%.	25-49	unsatisfactorily	FX	0,5
Lack of the necessary level of knowledge. The lexico-grammar test is not passed.	0-24	unsatisfactorily	F	0

**9. The content of the educational program (Work curriculum of the educational program for the entire period of study (master's program))**

**Dean of the faculty of vocal,  
conducting and music education**

 **A.S.Nusupova**

**Head of the department of music  
education and psychology**



**L.T.Kaliakbarova**