

**EDUCATIONAL PROGRAM  
5B010600 – MUSIC EDUCATION**

**General information**

**1. Objectives and tasks of the educational program on specialty 5B010600 - Music Education**

The purpose of the educational program-to train highly qualified teachers for music education, having high social and civic responsibility, able to carry out professional activities in the following areas:

- education and the formation of a fully developed individual student;
- formation of systematic knowledge in the field of music education;
- the organization of educational process on music education in the modern scientific level;
- implementation of research.

**The main objectives of the educational program:**

- providing quality training for future teachers of music in accordance with the social order of society and the international standards of education;
- creating a system of key competencies, as well as scientific and special knowledge and skills of future teachers of music (music education);
- the development of methods of physical, spiritual and intellectual self-development, the formation of psychological literacy, culture, thinking and behavior.

**2. Competence of the graduate on specialty 5B010600- Music Education, formed as a result of the development of educational programs**

The achievement of the goal and objectives of the educational program promotes the formation of the following competencies:

- general cultural;
- professional;
- objective.

**General cultural competence characterized by the fact that the graduate:**

2.1.1 *is able to* form an objective assessment of personality and level of aspiration, and also has the skills to raise the level of intellectual development of students;

2.1.2 *is able to use* the general principles and methods of social, humanitarian and economical sciences in solution of the social and professional tasks;

2.1.3 consistently and correctly *formulates and expresses* their thoughts in their own language, *has* the skills to speaking and writing in Kazakh (Russian), a foreign-languages for working with scientific texts and public speaking;

2.1.4 *uses* the knowledge of a foreign language to communicate and understand the specific texts;

2.1.5 *uses* the general methods, ways and means to receiving, storage and processing information; *owns* the skills to work with a computer, including a global computer network;

2.1.6 *is able to* take into account the ethno-cultural and religious differences are involved in the educational process in the construction of social interactions;

2.1.7 *owns* the moral norms and the foundations of moral behavior;

2.1.8 *realizes* the principles of the organization of scientific research, and ways to achieve the construction of scientific knowledge;

2.1.9 *is capable* of promoting a healthy lifestyle in accordance with the requirements of hygiene, safety and security policies of the possible negative external influences.

**Professional competence characterized by the fact that the graduate:**

2.2.1 *is able to* model the teaching and educational process and to implement the practice of teaching;

2.2.2 *is able to* use the tools of the general, specific (for different types of violations) patterns and the individual characteristics of mental and psycho-physiological development, knows the features of the regulation of behavior and human activities on the various age levels;

2.2.3 *owns* a qualitative and quantitative methods of psychological and pedagogical research;

2.2.4 *is able to* use the methods of diagnosis, communication, activities for children of all ages;

2.2.5 *is able to* use knowledge of the different theories of learning, training and development, as well as educational programs for students of different levels of education;

2.2.6 *owns* a ways of organizing various activities for children;

2.2.7 *owns* a ways of organizing joint activities and interpersonal interactions of subjects of the educational environment;

2.2.8 *understands* the social significance of profession, complies the principles of professional ethics;

2.2.9 *owns* a means of organization of professional activities in a multicultural environment, given the characteristics of the socio-cultural structure of the society, and also laws and principles of national education;

2.2.10 *is able to* participate in an interdisciplinary and interdepartmental collaboration of experts in solving professional problems;

2.2.11 *is able to* use professional work the main international and national documents on children's rights and the rights of persons with disabilities;

2.2.12 *owns* the method of critical thinking;

2.2.13 *adopts* the values and beliefs of inclusive education;

2.2.14 capable of learning, result-oriented and mobility that will help students develop competencies necessary for them to adapt to a changing labor-market, and that will enable them to become active and responsible citizens.

**Subject competencies meant a graduate is to:**

2.3.1 *know* tasks and go also of music education;

2.3.2 *know* basis of music-pedagogical science, methods of music-pedagogical researches in a volume that is necessary for solving pedagogical, scientific-methodical and organization-managerial tasks;

- 2.3.3 *know* music-theoretical issues, including: ways of music expression, historical data (different directions, epochs, schools, conceptual foundations), intoning nature, music piece analysis;
- 2.3.4 *know* history of local and foreign music culture, composers' oeuvre;
- 2.3.5 *know* development stages of music education;
- 2.3.6 *master* methods of music education;
- 2.3.7 *know* specific features of music art, peculiarities of artistic language, cognitive and educational role of music;
- 2.3.8 *be able* to practice in pedagogical activity knowledge gained in the field of music education while solving pedagogical, academic and scientific-and-methodical tasks;
- 2.3.9 *master* musical instrument (piano, bayan, dombra, kobyz);
- 2.3.10 *master* vocal-choir skills (inhale, diction, intoning, choir tuning, different bands, etc.);
- 2.3.11 *be able to* accompany, vamp, read music at sight, choir score, solfeggiare and bar songs (melody); conduct a choir;
- 2.3.12 *make* complex vocal-choir song analysis;
- 2.3.13 *explain* music character and content to children; stimulate and keep up interest to it;
- 2.3.14 *be able to* sing and play vocal-choir and instrument pieces of different repertoire (foreign, Russian, local classic music; folk music examples (folk songs and kuys musical adaptation), modern music);
- 2.3.15 *master* conductor's and performing musician's technique;
- 2.3.16 *summarize and promote* advanced pedagogical experience.

### 3.2 Academic curriculum of specialty 5B010600 - Music Education

Duration of training: 4 years

Academic degree: Bachelor of Education specializing 5B010600 – Music Education

<b>№</b>	<b>The name of modules and disciplines</b>	<b>ECTS</b>	<b>Semester</b>
<b>General Subject Courses</b>			
<b>RC1.1</b>	<b>Required Courses</b>	<b>24</b>	
1.1.01	The history of independent Kazakhstan	3	1
1.1.02	Kazakh / Russian language	4	1
1.1.03	Foreign Language – B1	4	1
1.1.04	Computer Science	4	2
1.1.05	Art Education	3	1
1.1.06	Economics and business	3	3
1.1.07	Philosophy of education	3	3
<b>C 2</b>	<b>Content</b>	<b>60</b>	<b>1-8</b>
<b>RC2.1</b>	<b>Required Courses</b>	<b>60</b>	<b>1-8</b>
2.1.01	Pedagogy	5	2
2.1.02	Psychology	5	2

2.1.03	Pedagogical management	3	4
2.1.04	Educational rhetoric	3	3
2.1.05	Inclusive Education	3	5
2.1.06	Age physiology and school hygiene	3	1
2.1.07	Research Methods	3	3
2.1.08	Foreign Language – B2	5	2
2.1.09	Practicum - I	6	4
2.1.10	Practicum - 2	9	6
2.1.11	Practicum - 3	15	8
<b>SDM3</b>	<b>Special discipline module</b>	<b>144</b>	<b>1-8</b>
<b>RC 3.1</b>	<b>Required Courses</b>	<b>81</b>	<b>1-8</b>
3.1.01	Solfeggio-1***	3	1
3.1.02	Solfeggio-2***	3	2
3.1.03	Theory of music***	3	1
3.1.04	Harmony***	3	2
3.1.05	Basics of polyphony***	3	3
3.1.06	World Music*-****	3	5
3.1.07	History of Kazakh music*-*****	3	6
3.1.08	Musical instrument-1 (piano, bayan, dombra, kobyz)**	3	1
3.1.09	Musical instrument-2 (piano, bayan, dombra, kobyz)**	3	2
3.1.10	Musical instrument-3 (piano, bayan, dombra, kobyz)**	3	3
3.1.11	Musical instrument-4 (piano, bayan, dombra, kobyz)**	3	4
3.1.12	Technology Assessment Criteria*-*****	3	7
3.1.13	Choral Conducting-1**	3	2
3.1.14	Choral Conducting-2**	3	3
3.1.15	Choral class-1***	3	3
3.1.16	Choral class-2***	3	4
3.1.17	Choir Workshop***	3	7
3.1.18	Setting voice**	3	2
3.1.19	Practicum of school song repertoire**	3	6
3.1.20	Additional instrument**	3	4
3.1.21	History and Theory of Music Education*-*****	3	4
3.1.22	Methods of teaching music*-****_*****	6	5

3.1.23	Psychology of Music Education*-****	3	7
3.1.24	Technology research teacher-musician*-****	3	7
3.1.25	Analysis of music works***	3	5
3.1.26	Advanced English*-****	3	6
	<b>Diploma work</b>	<b>12</b>	<b>8</b>
<b>EC3.2</b>	<b>Elective Courses</b>	<b>63</b>	<b>3-8</b>
	<b>The credit of ECTS</b>	<b>240</b>	
	<b>Additional types of learning</b>		
	Physical education	12	1-4
	Religions studies	4	2

**Note:** 1. Implementation of the special disciplines unit (Required Courses) is provided for all types of activities – lectures\*, individual\*\*, laboratory \*\*\* and practical \*\*\*\*.

2. Accompanists' work should be in the following disciplines: Choral class - 1.2; Choir Workshop; Choral Conducting - 1.2; Musical instrument - 1,2,3,4 (kobyz, dombyra), Setting voice in the amount of 50% of the total number of teaching hours.

### 3.4 Elective subjects of the proposed module

<b>№</b>	<b>The name of modules and disciplines</b>	<b>ECTS</b>
<b>3</b>	<b>Special discipline module</b>	<b>81</b>
<b>3.2</b>	<b>Module of special disciplines for different specializations</b>	<b>63</b>
3.2.01	Folk solfeggio***	3
3.2.02	Wind instrument (block flute)** Wind instrument (flute)	3
3.2.03	Wind instrument (saxophone)** Wind instrument (oboe)	3
3.2.04	Technology of playing the synthesizer** Guitar	3
3.2.05	Accompaniment class **	3
3.2.06	Folk Instruments**	3
3.2.07	Folklore Ensemble ***	3
3.2.08	The orchestra of Kazakh folk instruments***	6

3.2.09	Instrumental Performance ** Traditional performance	3
3.2.10	Instrumental mastery**	3
3.2.11	Practicum work with the choir**	3
3.2.12	Choir conductor's mastery **	3
3.2.13	Conducting with children's choir**	3
3.2.14	Combined choir*****	3
3.2.15	Mixed choir*****	3
3.2.16	Vocal**	3
3.2.17	Vocal Ensemble***	3
3.2.18	Bases of music teacher's speech culture*_***** Pedagogical technique of music teacher	3
3.2.19	Art History*_*****	3
3.2.20	Theory and practice of musical performance*****	3

Note: 1. Implementation of the special disciplines unit (the component of elective courses) is provided for all types of activities – lectures\*, individual \*\*, laboratory \*\*\* and practical \*\*\*\*\*.

2. Accompanists' work should be in the following disciplines: Wind instrument (flute), Wind instrument (saxophone), Folk instrument, Instrumental performance, Instrumental mastery, Practicum work with the choir, Choir conductor's mastery, Conducting with children's choir, Combined choir, Mixed choir, Vocal, Vocal ensemble.