APPROVED

By the Decree

of the Ministry of Education

of the Republic of Belarus

06/26/2019 N 81

EDUCATIONAL STANDARD OF HIGHER EDUCATION

(OSVO 1-21 80 10-2019)

ВЫСШЕЕ ОБРАЗОВАНИЕ. II СТУПЕНЬ (МАГИСТРАТУРА)

СПЕЦИАЛЬНОСТЬ 1-21 80 10 ЛИТЕРАТУРОВЕДЕНИЕ

СТЕПЕНЬ МАГИСТР

ВЫШЭЙШАЯ АДУКАЦЫЯ. II СТУПЕНЬ (МАГIСТРАТУРА)

СПЕЦЫЯЛЬНАСЦЬ 1-21 80 10 ЛIТАРАТУРАЗНАЎСТВА

СТУПЕНЬ МАГIСТР

HIGHER EDUCATION. II STAGE (MASTER'S COURSE)

SPECIALITY 1-21 80 10 LITERATURE STUDIES

DEGREE MASTER

**1. Area of ​​use**

This educational standard is used in the development of educational and program documentation, educational and methodological documentation, educational publications and information and analytical materials of the educational program of higher education of the second stage (master's course) (hereinafter - the educational program of the master's course).

This educational standard is mandatory for use in all institutions of higher education of the Republic of Belarus that provide training in the educational program of the master’s course in the specialty [1-21 80 10](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC30C67865CE4C8C4FEB76E0945960E7C02C84D3EF50AEDFM4I5K) "Literature Studies".

**2. Regulatory references**

This educational standard uses references to the following legislative acts:

Code of the Republic of Belarus on education;

Law of the Republic of Belarus dated July 10, 2012 No. 425-З "On the state innovation policy and innovation activity in the Republic of Belarus";

СТБ ISO 9000-2015 Quality management systems. Basic provisions and dictionary (hereinafter – СТБ ISO 9000-2015);

ОКРБ 011-2009 National classifier of the Republic of Belarus "Specialties and qualifications" (hereinafter - ОКРБ 011-2009);

ОКРБ 005-2011 National classifier of the Republic of Belarus "Types of economic activity" (hereinafter - ОКРБ 005-2011).

**3. Basic terms and definitions**

This educational standard uses the terms established in the Code of the Republic of Belarus on Education, as well as the following terms with their respective definitions:

**Innovation**- new or improved products, new or improved technology, new service, new organizational and technical solution of industrial, administrative, commercial or other nature introduced into civil circulation or used for own needs.

**Innovation activity**- activities to transform novelty into innovation.

**Competence**- the ability to apply knowledge and skills to achieve the intended results (СТБ ISO 9000-2015).

**Сompetency** - knowledge, skills and experience necessary for solving theoretical and practical problems.

**Master's thesis** - self-guidedly performed research work, which has internal unity, is dedicated to solving a theoretical, experimental or applied problem in the relevant field of professional activity, indicating the author's personal contribution to science and (or) practice.

**Module**- a relatively isolated, logically completed part of the educational program of the master's course, which ensures the formation of a certain competence (competence group).

**Quality assurance**- part of quality management aimed at ensuring confidence that quality requirements will be met (СТБ ISO 9000-2015).

**Profilization** - a variant of the implementation of the educational program of the master's course in the specialty, due to the peculiarities of the professional activity of the master.

**Literature studies –** a scientific specialty within which the presentation of fiction as a phenomenon of culture is given, the patterns of development of literatures (Belarusian, Russian) are studied based on the latest achievements in the field of literary theory (method, direction, genre, style, tradition, innovation, etc.); extended study of modern domestic and foreign concepts of theoretical literature studies; interaction and mutual influence of literatures; mastering the methodology, methods and practice of research activities in the field of literature studies and teaching relevant disciplines in higher education.

**4. General provisions**

**4.1. General characteristics of the specialty**

The speciality[1-21 80 10](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC30C67865CE4C8C4FEB76E0945960E7C02C84D3EF50AEDFM4I5K)"Literature Studies" in accordance with ОКРБ 011-2009 refers to the profile of education D "Humanities", the direction of education 21 "Humanities" and provides a master's degree.

**4.2. Requirements for the level of education of persons entering higher education of the II stage**

The level of education of persons entering for higher education of the II stage is higher education of the I stage.

**4.3. Forms of higher education of the II stage**

Education in the master’s course provides for the following forms: full-time (daytime, evening), correspondence.

**4.4. Terms of obtaining higher education of the II stage**

The term for obtaining higher education of the second stage in day-time form is 1 year.

The terms for obtaining higher education of the second stage in the evening and correspondence forms can be increased by no more than 0.5 years relative to the period for obtaining higher education in the day-time form.

**5. Characteristics of the professional activity of the master**

**5.1. Sphere of professional activity of the master**

The main areas of professional activity of the master are:

[72](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC3EC57E67CC4C8C4FEB76E0945960E7C02C84D3EA55ADDDM4I4K) Scientific research and development;

[853](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC3EC57E67CC4C8C4FEB76E0945960E7C02C84D3EA52A6DBM4IFK) Secondary education;

[8542](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC3EC57E67CC4C8C4FEB76E0945960E7C02C84D3EA53AFDAM4IEK) Higher education.

**5.2. Objects of professional activity of the master**

The objects of the master's professional activity are: the research sphere, educational systems, pedagogical processes, educational and methodological support, educational innovations.

**5.3. Types of professional activity of the master**

The master should be competent in the following professional activities:

scientific-pedagogical and educational-methodical;

research;

design;

innovative.

**5.4. The tasks of the professional activity of the master**

The master should be prepared to solve the following tasks of professional activity:

preparation and conduct of classes with students, management of their research work, development of educational and methodological support;

use of the achievements of science and advanced technologies in the field of scientific and educational processes;

development of practical recommendations on the use of scientific research;

application of design automation tools in the process of planned research, execution of project documentation;

development of plans and programs for the organization of innovative activities, justification of innovative projects in professional activities.

**5.5. Opportunities for Continuing Master's Education**

The master should be prepared to master the postgraduate educational program mainly in the following specialties:

10.01.01 Belarusian literature;

10.01.02 Russian literature;

10.01.03 Literature of the peoples of foreign countries (indicating specific literature);

01/10/08 Theory of Literature. Textology.

**6. Requirements for the competence of the master**

Master who has mastered the content of the educational program of the master's course program in the specialty[1-21 80 10](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC30C67865CE4C8C4FEB76E0945960E7C02C84D3EF50AEDFM4I5K)"Literature studies" should have universal, in-depth professional and specialized competencies.

**6.1. Requirements for universal competencies**

The master must have the following universal competencies (hereinafter referred to as the UC):

UC-1. Own the basic methods and methodology of literary research.

UC-2. To be able to determine the actual problems of modern literature studies in the system of humanitarian knowledge.

UC-3. Be able to apply the methods of scientific knowledge (analysis, comparison, systematization, abstraction, modeling, data validation, decision making, etc.) in self-guided research activities, generate and implement innovative ideas.

UC-4. Be able to analyze modern sources of information, highlight the most significant facts and phenomena.

**6.2. Requirements for advanced professional competencies**

The master must have the following in-depth professional competencies (hereinafter referred to as IPC):

IPC-1. Know and be able to identify the components of poetics in the process of scientific analysis of a literary text.

IPC-2. Be able to use in the process of scientific research the conceptual and categorical apparatus adopted in the professional environment, including in a foreign language.

IPC-3. Be able to perform the necessary types of literary analysis in solving research problems.

**6.3. Requirements for the development by a higher education institution of the results of mastering the content of the master's course educational program**

When developing a master's course educational program based on this educational standard, all universal and in-depth professional competencies are included in the set of required results for mastering the content of the master's course educational program in accordance with this educational standard.

When developing the educational program of the master's course program, the institution of higher education profiles the educational program of the master's program, taking into account the topics of research and development of organizations that need to train masters.

The name of profiling is determined by the institution of higher education self-guidedly and may be included in the names of the model curriculum in the specialty, the curriculum of the institution of higher education in the specialty.

The list of universal competencies established by this educational standard can be supplemented by an institution of higher education, taking into account the profiling of the master's course educational program.

The list of specialized competencies is established by the institution of higher education self-guidedly, taking into account the profiling of the educational program of the master’s course.

Additional universal competencies and specialized competencies are established on the basis of generalization of foreign experience, consultations with organizations that need to train masters, and other sources.

The totality of the universal and in-depth professional competencies established by this educational standard, as well as the additional universal competencies and specialized competencies established by the institution of higher education, should provide the master with the ability to carry out at least one type of professional activity in at least one area of ​​professional activity specified in [subsections 5.1](#P71) and [5.3](#P82) of this educational standard.

**7. Requirements for educational and program documentation**

**7.1. The list of the educational and program documentation**

The educational program of the master's course includes the following educational and program documentation:

standard curriculum for the specialty;

the curriculum of the institution of higher education in the specialty;

curricula of institutions of higher education in academic disciplines (modules);

practice program;

individual work plan of the master’s course student.

The master's course educational program may additionally include the following educational and program documentation:

minimum programs for candidate examinations in general education disciplines;

minimum programs for candidate tests (differentiated tests) in general education disciplines;

standard curricula for academic disciplines (modules).

**7.2. Requirements for the development of educational and program documentation**

The maximum study load of a master’s course student should not exceed 54 academic hours per week, including all types of classroom and extracurricular work.

The volume of compulsory classroom studies, determined by the institution of higher education, taking into account the specialty, the specifics of the organization of the educational process, the equipment of the educational and laboratory base, information, scientific and methodological support, is set within 16 - 24 classroom hours per week. For master’s course student from among foreign citizens, the volume of classroom studies can be increased by an institution of higher education.

The hours allotted for self-guided work in an academic discipline (module) include the time provided for preparing for the exam (exams) and (or) credit (credits) in this academic discipline (module).

**7.3. Requirements for the structure of the curriculum of an educational institution in the specialty**

The curriculum of a higher education institution in the specialty is developed in accordance with the structure shown in Table 1.

Table 1

|  |  |  |
| --- | --- | --- |
| No. | Master's course activities, modules, academic disciplines | Labour intensity (in credit points) |
| **1** | **Theoretical training** | **36 - 45** |
| 1.1 | State component: Theoretical and applied foundations of literature studies (Methodology of literary research, Actual problems of modern literature research, Poetics of a literary text); Research activities | 9 - 15 |
| 1.2 | Higher education component | 24 - 30 |
| 1.3 | Optional disciplines |  |
| 1.4 | Additional types of training |  |
| **2** | **Practice (research)** | **3 - 6** |
| **3** | **Master's thesis** | **12 - 18** |
|  | **Total** | **60** |

The distribution of labor intensity between individual modules and academic disciplines of the state component, as well as individual types of practices, is carried out by a higher education institution.

The study of general educational disciplines "Philosophy and Methodology of Science", "Foreign Language", "Fundamentals of Information Technology" should ensure the formation, respectively, of the following competencies: own the methodology of scientific knowledge, be able to analyze and evaluate the content and level of philosophical and methodological problems in solving scientific problems - research and innovation activities; speak a foreign language for communication in an interdisciplinary and scientific environment, in various forms of international cooperation, research and innovation; have the skills to use modern information technologies to solve research and innovation problems.

The number of hours for studying general education disciplines is planned in accordance with the minimum programs for candidate examinations and candidate tests (differentiated tests) in general education disciplines approved by the Ministry of Education of the Republic of Belarus. General education disciplines are included in the list of academic disciplines of the cycle "Additional types of education" of the curriculum and are studied at the choice of the master’s course student.

The practice is aimed at consolidating the knowledge and skills gained in the process of theoretical training in the master's course program, mastering the skills of researching topical scientific and applied problems, solving social and professional problems, applying innovative technologies, etc.

The type of practice is determined by the institution of higher education, taking into account the profiling of the educational program of the master’s course and the types of activities that the educational program of the master’s course is focused on. Practices within the same specialty of the master’s course may have different goals and objectives (for example, pedagogical, research, technological).

The laboriousness of preparing a master's thesis includes the laboriousness of research work on the subject of a master's thesis, as well as the design and preparation of a master's thesis for defense. The complexity of research work on the subject of a master's thesis may include research seminars, course design, etc.

The labor intensity of each academic discipline should be at least three credit points. Accordingly, the complexity of each module should be at least six credit points.

When developing the curriculum of an institution of higher education in the specialty, it is recommended to provide, within the framework of the component of an institution of higher education, academic disciplines (modules) at the choice of a master’s course student in the amount of at least 30 percent of the total volume of theoretical education.

**7.4. Requirements for the development of an individual work plan for a master’s course student**

The individual work plan of the master’s course student is developed by the head of the research work of the master’s course student together with the master’s course student, discussed at a meeting of the profiling (graduating) department and approved by the head of the institution of higher education.

The individual work plan of the master’s course student is developed on the basis of the curriculum of the institution of higher education in the relevant specialty of higher education of the II stage, includes a program for the preparation of a master's thesis and control measures.

**7.5. Requirements for the content of research work**

Requirements for the content of the research work of a master’s course student are developed by the profiling (graduating) department.

In the course of carrying out research work, master’s course develop the following skills:

generalization and critical analysis of the results obtained by domestic and foreign scientists, identification and formulation of topical scientific problems and research objectives;

substantiation of the relevance, theoretical and practical significance of the topic of scientific research, development of a plan and program for conducting scientific research;

conducting self-guided research using modern methods and technologies in accordance with the developed program;

development of models of the studied processes, phenomena and objects (selection or modification of existing models);

selection of methods and means for developing empirical research tools, collecting, processing, analyzing, evaluating and interpreting the results of the study;

self-guided bibliographic work with the involvement of modern information technologies;

presenting the results of the study in the form of a scientific report, article, report, model, layout, software product, patent, master's thesis, grant application, etc.

The content of the research work of the master’s course student is determined by the supervisor in accordance with the profile of the educational program of the master's course program, the subject of his scientific research and is fixed in the individual work plan of the master’s course student.

The content of the master’s course student research work involves the following types of work:

performance of all types of research work carried out on the appropriate basis;

participation in scientific and scientific-practical conferences, round tables, discussions;

participation in competitions of research works;

implementation of self-guided research on the topic of the master's thesis.

The list of forms for the implementation of research work is specified and supplemented depending on the profile of the educational program of the master’s course.

**7.6. Requirements for learning outcomes**

Codes of universal and in-depth professional competencies, the formation of which is provided by the modules and academic disciplines of the state component, are shown in Table 2.

Table 2

|  |  |  |
| --- | --- | --- |
| No. | Modules, academic disciplines | Codes of generated competencies |
| **1** | **Theoretical and applied foundations of literature studies** |  |
| 1.1 | Methodology of literary research | UC-1 |
| 1.2 | Actual problems of modern literature studies | UC-2.3 |
| 1.3 | Poetics of a literary text | IPC-1,2 |
| **2** | **Research activities** | UC-3, 4, IPC-2.3 |

The learning outcomes for the modules and academic disciplines of the state component (know, be able, master) are determined by the curricula.

The learning outcomes for the modules and academic disciplines of the component of the institution of higher education, practices, research work, the institution of higher education plans self-guidedly. The institution of higher education can also specify and supplement the learning outcomes for the modules and academic disciplines of the state component, established by the standard curriculum.

Learning outcomes should be correlated with the required results of mastering the content of the master's course educational program (competencies).

The set of planned learning outcomes should provide the master with the formation of all universal and in-depth professional competencies established by this educational standard, as well as all additional universal competencies and specialized competencies established by the institution of higher education self-guidedly.

**8. Requirements for the organization of the educational process**

**8.1. Requirements for staffing the educational process**

Teachers for the master's course must:

engage in scientific and (or) scientific-methodological activities;

own modern educational, including information technologies, necessary for the organization of educational and research processes at the proper level;

possess personal qualities and competencies that allow you to effectively organize educational work with master’s course student.

**8.2. Requirements for the material and technical support of the educational process**

The institution of higher education must have:

the material and technical base necessary for the organization of educational and research processes, self-guided work and personal development of the master’s course student;

teaching aids necessary for the implementation of the educational program of the master’s course (instruments, equipment, tools, educational and visual aids, computers, computer networks, audiovisual aids and other material objects).

**8.3. Requirements for scientific and methodological support of the educational process**

Scientific and methodological support of the educational process must meet the following requirements:

academic disciplines should be provided with modern educational, scientific, other literature, curricula, educational and methodological documentation, educational, methodological, informational and analytical materials;

access for each master’s course student to library collections, electronic learning tools, electronic information resources (local access, remote access) in all academic disciplines should be provided.

Scientific and methodological support should be focused on the development and implementation in the educational process of innovative educational technologies that are adequate to the competence-based approach (creative and interactive learning, variable models of self-guided work, modular and rating systems of education, test and other systems for assessing the level of competencies, etc. ).

**8.4. Requirements for the organization of self-guided work**

Requirements for the organization of self-guided work are established by law.

**8.5. Requirements for the organization of ideological and educational work**

Requirements for the organization of ideological and educational work are established in accordance with the recommendations for the organization of ideological and educational work in institutions of higher education and the program-planning documentation of education.

**8.6. General requirements for forms and means of diagnosing competencies**

Specific forms and procedures for the intermediate control of knowledge of master’s course student for each academic discipline are developed by the relevant department of the institution of higher education and are reflected in the curricula of the institution of higher education in academic disciplines.

To certify master’s course student for the compliance of their personal achievements with the stage-by-stage or final requirements of the educational program of the master’s course student, funds of evaluation tools are created, including standard tasks, open-type tasks, communicative type tasks, tests, tests, complex qualification tasks, topics of essays, methodological developments on innovative forms of education and control over the formation of competencies, topics and principles for compiling essays, forms of questionnaires for self-assessment of master’s course student' competencies, etc. Funds of assessment tools are developed by the relevant departments of a higher education institution.

Evaluation tools should provide for assessing the ability of master’s course students for creative activity, their readiness to search for solutions to new problems related to the lack of specific specialized knowledge and the lack of generally accepted algorithms.

The following forms are used to diagnose competencies:

oral;

written;

oral-written;

technical.

The oral form of competency diagnostics includes:

interviews;

colloquia;

reports at seminars;

reports at conferences;

oral credits;

oral exams;

assessment based on a business game;

action tests;

other.

The written form of competency diagnostics includes:

tests;

control polls;

test papers;

written reports on classroom (home) practical exercises;

written reports on laboratory work;

essay;

abstracts;

research reports;

publication of articles, reports;

applications for inventions and utility models;

written credits;

written exams;

standardized tests;

assessment based on the module-rating system;

assessment based on the case method;

portfolio-based assessment;

assessment based on the method of developing cooperation;

assessment based on the project method;

assessment based on a business game;

other.

The oral-written form of competency diagnostics includes:

reports on classroom practical exercises with their oral defense;

reports on home practical exercises with their oral defense;

reports on laboratory work with their oral defense;

credits;

exams;

assessment based on the module-rating system;

assessment based on the method of developing cooperation;

assessment based on the project method;

assessment based on a business game;

assessment based on the Delphi method;

other.

The technical form of competency diagnostics includes:

electronic tests;

electronic practicum;

visual labs;

other.

**9. Requirements for the final certification**

**9.1. General requirements**

The final certification upon completion of mastering the content of the educational program of the master's course program allows you to determine the theoretical and practical readiness of the graduate of the master's course for scientific, pedagogical and educational-methodical, research, design, innovation activities and the development of the educational program of postgraduate studies.

**9.2. Requirements for a master's thesis**

The requirements for the structure, content and volume of the master's thesis are determined by the institution of higher education on the basis of this standard and [rules](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC3AC57E60CD4C8C4FEB76E0945960E7C02C84D3EB56AFDBM4I8K) carrying out certification of students, cadets, listeners when mastering the content of educational programs of higher education.

When preparing a master's thesis, a master's course student must demonstrate, based on the knowledge gained and the formed universal, in-depth professional and specialized competencies, the ability to solve problems of professional activity at the modern level, the ability to integrate scientific knowledge, scientifically argue his point of view.

Master's thesis upon completion of mastering the content of the educational program of the master’s course should be aimed at solving a theoretical, experimental or applied problem related to the branch of philological sciences.

The master's thesis must contain an abstract part and a research part, reflecting the in-depth professional and specialized competencies of the graduate of the master's course in accordance with the specialty of training. The research part should be at least 50 percent of the dissertation volume.

[*Decree of the Ministry of Education of the Republic of Belarus of June 26, 2019 N 81 "On approval of educational standards of higher education of the II stage" {ConsultantPlus}*](consultantplus://offline/ref=5ACFACA4E3A213B60A5315B704ACC37C8877E21613AC30C57C62CE4C8C4FEB76E0945960E7C02C84D3EB56AFDA4C55B90EMFI5K)