**SYLLABUS**

**Fall semester 2020-2021 academic year**

**on the educational program “Mathematical and Computer Modeling”**

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| **Discipline code** | **Discipline title** | **Independent work of students (IWS)** | **Number of hours per week** | | | | | **Number of credits** | **Independent work of students with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| MPSDT 7303 | Methods of parameterization in the statistical dynamics of turbulence | 5 | 1 | 0 | | 2 | | 3 | 5 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | Theoretical | Semi-formal,  lecture-discussion | | | written | | No less than 3 | | Written exam |
| Lecturer | Abdibekov Ualikhan Seidildaevich,  professor | | | | | |  | | |
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| **Academic presentation of the course** |

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| **Aim of the course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| to form the ability of doctoral students to independently solve the problem of researching the problem of turbulence of processes by mathematical methods in the following sequence. | **LO 1.**Description of turbulent processes by mathematical equations; | **AI 1.1** To know basic concepts, ideas and methods  **AI 1.2** To understand the principles of turbulent processes by mathematical equations; |
| **LO 2.** Construction of a mathematical model of the process; | **AI 2.1** Construction of a mathematical model of the process;  **AI 2.2** To be able to build Construction of a mathematical model of the process; |
| **LO 3.**  Selection of closure methods; Constructing semiempirical closure methods | **AI 3.1** To be able to Selection of closure methods;  **AI 3.2** To be able Constructing semiempirical closure methods |
| **LO 4.**  Construction of a mathematical model of turbulent flow for large Reynolds numbers | **AI 4.1** To be able to Construction of a mathematical model of turbulent flow for large Reynolds numbers  **AI 4.2** To be able to Construction of a mathematical model and program code |
| **Prerequisites** | Mathematical and computer modeling of physical procces, continuum mechanics, mechanic of fluid, computational fluid dynamic | |
| **Post requisites** | Mathematical and computer modeling of physical procces, continuum mechanics, mechanic of fluid, computational fluid dynamic | |
| **Information resources** | **Basic:**   1. 1. Монин А.С., Яглом А.М. Статистическая гидромеханика. - М.:Наука,1965. - Ч. 1, - 676 с. 2. Монин А.С., Яглом А.М. Статистическая гидромеханика. - М.:Наука,1965. - Ч. 2 - 686 с. 3. Хинце И.О. Турбулентность. М.:Физматгиз, 1963. - 680 с. 4. Турбулентность. Принципы и применения. - М.: Мир, 1980. - 535 с. 5. Методы расчета турбулентных течений. - М.: Мир, 1984. -464 с. 6. Davidson P.A. Turbulense. An Introduction for Scientists and Engineers, OXFORD University Press 2004. – 678 p. 7. P.Sagaut,S.Deck,M.Terracol\_Multiscale\_and\_Multiresolution\_Approaches\_in\_Turbulence\_Imperial College Press 2006. – 356 p.   **Internet-resources:** Additional educational material, lecture and practical classes, CDS assignments are uploaded to the teaching materials section of the univer.kaznu.kz website. | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic behavior rules:**  Compulsory attendance of classes, inadmissibility of lateness, compliance with deadlines for completion and delivery of tasks (CDS, seminars, intermediate exam)  Academic values:  1. Seminars, IWC should be independent, creative  2. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of knowledge control are unacceptable.  3. Students with disabilities can receive counseling at the e-mail address uali1 @ mail.ru |
| **Evaluation and attestation policy** | **Criteria-based evaluation: assessment of learning outcomes in accordance with descriptors (verification of the formation of competencies in midterm control and exams).**  **Summative evaluation: assessment of the presence and activity of work in the audience, assessment of the completed task.**  **The final assessment of discipline = 0.2 ∙ (RK1 + RK (MT) + RK2) +0.4 ∙ IR**  **RK1, RK2 - midterm control, MT - midterm exam, IR - final control.**  **Percentage-rating letter system for assessing students' academic achievements:**  **95% - 100%: А 90% - 94%: А- 85% - 89%: В+**  **80% - 84%: В 75% - 79%: В- 70% - 74%: С+**  **65% - 69%: С 60% - 64%: С- 55% - 59%: D+**  **50% - 54%: D- 25% -49%: FX 0% -24%: F** |

**CALENDAR (SCHEDULE) OF THE IMPLEMENTATION OF THE COURSE CONTENT**

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| Weeks | Topic name | LO | AI | Amount of hours | Maximum score | Form of knowledge assessment | Form of the lesson/ platform |

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| **Module 1. The scales of turbulent motion** | | | | | | | |
| 1 | Lecture 1. The nature of turbulent flows | LO 1 | AI 1.1  AI 1.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №1. Related exercises | LO 2 | AI 1.1  AI 1.2 | 2 | 10 | DCT | Webinar/ **Microsoft Teams**  /  **Zoom** |
| 2 | Lecture 2. The Kolmogorov’s similarity hypothesis. Restatement of the Kolmogorov hypotheses. | LO 2 | AI 2.1  AI 2.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №2. Related exercises | LO 2 | AI 2.1  AI 2.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams** /  **Zoom** |
| 3 | Lecture 3. Structure functions. Two-point correlation. The Karman-Howarth equation. | LO 2 | AI 2.1  AI 2.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №3. Related exercises | LO 2 | AI 2.1  AI 2.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams** |
| **IWST 1.** Consultation on the IWS 1 implementation |  |  | 1 |  |  | Webinar /  **Zoom** |
| **IWS 1.** Import objects from AutoCAD into 3DsMax | LO 1 | AI 1.1  AI 1.2 |  | 15 | IT | Webinar /  **Zoom** |
| 4 | Lecture 4. Velocity spectra. Kolmogorov spectra. Dissipation spectra. | LO 2 | AI 2.1  AI 2.2 | 1 |  |  | Webinar /  **Zoom** |
|  | **Lab.** Performance of laboratory work №4. Related exercises | LO 2 | AI 2.1  AI 2.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams** /  **Zoom** |
| 5 | Lecture 5. The spectral view of the energy cascade. The energy spectrum balance. The cascade timescale. Spectral energy-transfer models. | LO 1 | AI 1.1  AI 1.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №5. Related exercises | LO 1 | AI 1.1  AI 1.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| **IWST 2.** Consultation on the IWS 2 implementation. |  |  | 1 |  |  | Webinar /  **Zoom** |
| Independent work of student with teacher: IWST. | LO 1 | AI 1.2 |  | 15 | IT | Webinar /  **Zoom** |
|  | **CONTROL 1** | | | | 100 |  |  |
| **Module 2. Turbulent viscosity models** | | | | | | | |
| 6 | Lecture 6. The turbulent viscosity hypothesis. The gradient diffusion hypothesis. | LO 2 | AI 2.1  AI 2.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №6. Related exercises | LO 2 | AI 2.1  AI 2.2 | 2 | 10 | DCT | Webinar/ **Microsoft Teams / Zoom** |
| 7 | Lecture 7. The mixing length model. Turbulent kinetic energy models. | LO 2 | AI 2.1 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №7. Related exercises | LO 2 | AI 2.1  AI 2.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams** /  **Zoom** |
| 8 | Lecture 8. The standard two equation model. | LO 3 | AI 3.1 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №8. Related exercises | LO 1 | AI 1.1  AI 1.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
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| **IWS 3.** Independent work of student with teacher: IWST. | LO 3 | AI 3.1 |  | 10 | IT | Webinar /  **Zoom** |
| 9 | Lecture 9. Nonlinear eddy viscosity models. | LO 3 | AI 3.1  AI 3.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №9. Related exercises | LO 3 | AI 3.1  AI 3.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| 10 | Lecture 10. Implicit algebraic stress model. | LO 3 | AI 3.1  AI 3.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №10. Related exercises | LO 3 | AI 3.1  AI 3.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| **IWST 4.** Independent work of student with teacher: IWST. |  |  | 1 | 20 |  | Webinar /  **Zoom** |
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|  | **МТ (Midterm Exam)** | | | | 100 |  |  |
| **Module 3. Reynolds stress and related models** | | | | | | | |
| 11 | Lecture 11. Turbulence decomposition. Equations for the mean flow and the turbulent stresses. | LO 4 | AI 4.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №11. Related exercises | LO 4 | AI 4.1  AI 5.2 | 2 | 10 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| 12 | Lecture 12. Reynolds stress closure. The pressure rate of strain tensor. Rotta’s model. | LO 4 | AI 4.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №12. Related exercises | LO 4 | AI 4.1  AI 5.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| **Module 3.** 3D modeling | | | | | | | |
| 13 | Lecture 13. Rapid distortion theory | LO 4 | AI 4.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №13. Related exercises | LO 4 | AI 4.1  AI 5.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| 14 | Lecture 14. A Reynolds stress model for velocity. | LO 4 | AI 4.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №14. Related exercises | LO 4 | AI 4.1  AI 5.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| 15 | Lecture 15. A Reynolds stress model for scalar fields.. | LO 4 | AI 4.2 | 1 |  |  | Webinar /  **Zoom** |
| **Lab.** Performance of laboratory work №15. Related exercises | LO 4 | AI 4.1  AI 5.2 | 2 | 15 | DCT | Webinar/ **Microsoft Teams**/  **Zoom** |
| **IWST 5.** Consultation on the IWS 5 implementation |  |  | 1 |  |  | Webinar /  **Zoom** |
| Independent work of student with teacher: IWST | LO 4 | AI 4.2 |  | 30 | IT | Webinar /  **Zoom** |
|  | **CONTROL 3** | | | | 100 |  |  |
| **Exam** | | | | | 100 |  |  |

[Abbreviations: QS – questions for self-examination; DCT – drawing and constructing tasks; IT – individual tasks; CW – control work; MT – midterm].

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