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Казахский национальный университет искусств



**XIV-ШІ БОРАНБАЕВ ОҚУЛАРЫ:
ІС-ӘРЕКЕТТЕГІ ҮЗДІКСІЗ КӨРКЕМДІК БІЛІМ
БЕРУДІҢ ЗАМАНАУИ ДАМУЫ**

**THE XIV-TH BORANBAYEV READINGS:
THE MODERN DEVELOPMENT OF CONTINUING ART
EDUCATION IN ACTION**

**XIV-Е БОРАНБАЕВСКИЕ ЧТЕНИЯ:
СОВРЕМЕННОЕ РАЗВИТИЕ НЕПРЕРЫВНОГО
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МАТЕРИАЛДАРЫ
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МАТЕРИАЛЫ
МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ
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Халықаралық ғылыми-практикалық конференция материалдарының жинағында қазіргі даму кезеңіндегі үздіксіз көркемдік білім берудің заманауи жүйесінде дарынды жастарды оқыту, тәрбиелеу және дамыту мәселелеріне арналған мақалалар баяндалған.

В сборнике материалов Международной научно-практической конференции изложены статьи, посвящённые вопросам обучения, воспитания и развития талантливой молодёжи в современной системе непрерывного художественного образования на нынешнем этапе развития.

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Қортындылай келе, егемен еліміздің ұлттық білімінің сапсын көтеруге, ғылымын президенттің жаңа талаптарына байланысты дамытуға, жаңа мемлекеттік стандарттар мен жаңа буын оқулықтар толық шеше алуы мүмкін емес, тек, уақытша ғана ықпал жасай алады. «Жаңа Қазақстанның» ғылымы мен білімінің түбегейлі ұлттық болып қалыптасуына, бәсекеге қабілетті боларына «ғылыми мектеп, ғылыми ортаның» рөлі өте маңызды екендігін естен шығармай және оны іске асыруға әрбір ғалым мен білім беру саласының оқытушылары барлық күш жігерлерін, білімдерін арнауы қажет.

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RESEARCH WORK AS AN ESSENTIAL FACTOR IN THE PROFESSIONAL TRAINING OF FUTURE MUSICIANS-TEACHERS

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НАУЧНО-ИССЛЕДОВАТЕЛЬСКАЯ РАБОТА КАК НЕОТЪЕМЛЕМЫЙ ФАКТОР ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ МУЗЫКАНТОВ-ПЕДАГОГОВ

Currently, in Ukraine, the reform of higher education is aimed at the development of a highly professional young generation focused on the growth of a modern state, competitive in the international community. These educational tasks set

new requirements for the quality training of highly qualified specialists in higher education, capable of achieving successful professional self-realization.

One of the most important factors in the effective preparation of highly qualified, competitive specialists in higher education, particularly in music and music-pedagogical fields, who are able to effectively and creatively perform professional tasks in their future practical activities while using innovative approaches, methods, and technologies, is scientific work. This logically leads to the research area, where student scientific problem groups, as an effective form of search and research activity, emerge as an important factor and integral component of professional training for students, including those in music and music-pedagogical specialties.

In this regard, the aim of this article is to define the theoretical foundations of scientific research work for students in general, as well as to reveal the features of the work of student scientific problem groups as one of the effective forms of scientific and research activity for students of music and music-pedagogical specialties and an essential factor in their professional growth.

Achieving this goal involved analyzing scientific, scientific-methodical, and methodological literature to study the current state of research on this issue; synthesizing and systematizing scientific sources to define key concepts of the outlined topic; and summarizing the author's own pedagogical experience in organizing and leading a student scientific problem group for future musician-teachers as an important factor in their professional and personal development.

In recent decades, a number of scientific works have been published, focusing on the development of scientific work in higher education, the peculiarities of organizing and teaching research activities, the preparedness of students for research work, the formation of a creative personality in students during scientific work, the development of a scientific culture among teachers, etc. (E. Antonova, G. Artemchuk, V. Beletsky, P. Gorkunenko, V. Ereemeeva, V. Kovalychuk, T. Krystopchuk, N. Kushnarenko, N. Mironchuk, V. Nesterenko, N. Puzyreva, O. Rudnitskaya, A. Severin, N. Sidorchuk, I. Sinevich, S. Sysoeva, E. Spitsyn, Yu. Turanov, V. Sheiko and others).

The analysis of research and publications allows us to trace the development of scientific research, which was formed based on the intensive growth of scientific activity in higher education institutions in Ukraine, strengthening ties with educational institutions at the primary and secondary levels to improve the educational process and directly enhance the quality of professional training of students.

Scientific and research work in higher education institutions is an essential component of the educational process and is conducted with the aim of integrating scientific, educational, and practical activities in the higher education system, as indicated by national legislation (Law of Ukraine «On Education», Law of Ukraine «On Higher Education», Law of Ukraine «On Scientific and Scientific-Technical Activity» etc.) [2; 4; 5].

Organized and systematic search and research activities for students, particularly in music and music-pedagogical specialties, is one of the most important fac-

tors in the formation of the creative potential of future specialists, capable of effectively solving future professional tasks and achieving successful self-realization.

Scientific research work is a set of forms and methods of scientific, methodological, creative, and organizational nature aimed at engaging students in addressing scientific problems in accordance with their chosen specialty within the educational process and/or beyond it. Scientific activity is an integral part of the professional-pedagogical training of students throughout their study period, which primarily directs them toward independent creative research and professional-creative self-realization. It ensures a deep understanding of the essence of pedagogical phenomena and involves explaining, analyzing, summarizing, establishing connections and relationships of the studied processes, theoretical and experimental justification of facts, discovering patterns using scientific methods of knowledge [1].

At the same time, scientific research activities, by identifying talented youth, expand the scientific potential of the country, form the future potential reserve of scientific and scientific-pedagogical personnel, thus becoming a forge for young scientific staff for universities where they study.

One of the effective forms of student research work are student scientific problem groups, scientific societies, scientific-creative laboratories, associations, clubs, sections, etc.

Student scientific problem groups are created within university departments with the goal of acquiring research skills for students, both for applying acquired knowledge in practice within the educational environment and in their future professional activities. Additionally, working in a group fosters interest and the need for scientific work, provides an opportunity to master research methodology, enhances self-organization, and promotes a conscious attitude towards learning, activates independent cognitive activity, broadens and deepens knowledge, develops critical, analytical, and synthetic thinking, and allows for creative self-expression and self-realization. Moreover, student group work can aim to involve students in the research activities of the department and educational institution.

An example of the work of a student scientific problem group is the «Art Cinema Club “Outstanding Musicians of the World”», which operates at the Department of Folk Instrument Performance at the Faculty of Musical Arts, Rivne State Humanitarian University (supervised by Candidate of Pedagogical Sciences, Associate Professor V. Prokopchuk). The group is an important and effective tool for the professional training of highly qualified, competitive music educators and musicians-instrumentalists [10].

Students from any year of study who have shown an inclination for independent scientific research work, as well as students interested in the research topics and wishing to contribute to solving a specific scientific problem, can be involved in the student scientific problem group.

The activities of the student scientific problem group are carried out in accordance with the Laws of Ukraine: «On Education», «On Higher Education», «On Scientific and Scientific-Technical Activity», «On Innovative Activities», as well as the normative-legal framework of the relevant ministry, and the documents and reg-

ulations of the educational institution (University Charter, Regulations on Student Groups, etc.) [2; 3; 4; 5].

In its work, the student scientific problem group is guided by the following principles: voluntariness, scientific rigor, systematics, democracy, academic integrity, openness and transparency in operations, individual and collective responsibility, equality of all its members, organic connection of research work with the educational process of the department/educational institution, stimulation of the development of creative self-expression, etc. Accordingly, the activities of the student group are related to the direction of the department under which it was created and its scientific research, align with the goals of academic disciplines, intertwine with the practical needs of the specialty, and reflect the contemporary issues of the pedagogical environment [7; 10].

The main tasks of the student scientific problem group are:

- to increase the level of professional mastery of students by activating the educational process, deepening the study of educational material, and applying modern techniques and methods of understanding fundamental and specialized disciplines;
- to develop students' interest and need for research activities;
- to deepen the study of the current scientific potential of a particular field of knowledge and its application in practice, including future professional activities;
- to study and implement promising domestic and foreign experiences in education and future professional activities;
- to expand scientific erudition, experience in conducting scientific research, and master modern research methodologies;
- to master modern methods and techniques for solving scientific and creative tasks independently and in team work;
- to foster a creative attitude towards scientific inquiry, an interest in self-education and self-development, and increase students' scientific activity;
- to activate creative self-expression, self-realization, and self-education;
- to form creativity, social activity, and collectivism, and foster responsibility, independence, and tolerance;
- to promote the intellectual, creative, and moral-spiritual development of the individual.

The results of the students' research work in the «Art Cinema Club “Outstanding Musicians of the World”» can be presented at conferences, seminars, roundtables, forums, meetings, discussion clubs, contests, lectures-debates, art events, concert programs, scientific-artistic projects, lecture-concerts, thematic and creative evenings, literary-artistic meetings, etc.

It is worth noting that the form of the student group («Art Cinema Club “Outstanding Musicians of the World”») offers great opportunities for watching and discussing scientific-popular, documentary, and feature films about composers, musicians, and outstanding figures of the world of the arts for educational purposes. Additionally, this form allows for viewing video recordings of competitions, concerts,

seminars, and master classes by renowned educators, musicians, and performers, which deepens the formation of students' general and special (professional) competencies.

Participation in the cinema club enriches the educational process as a whole, allows for a sequential and holistic formation of students' artistic, aesthetic, and scientific worldview, expands professional experience, forms musical artistic and aesthetic experience, fosters students' culture of music listening, interpersonal communication, and dialogue skills, including professional dialogue, and more.

Moreover, students have the opportunity to immerse themselves in various styles of musical art and performance, and through discussions, they become aware of their own aesthetic and professional preferences, seek individual paths for professional development, creative realization, and self-expression.

At the same time, the members of the student scientific problem group present the results of their scientific-creative searches in scientific reports, abstracts, and theses (for example, on the life and work of a prominent figure in the arts, the features of a musical style, or the writing and structure of a musical composition) at lecture-concerts, thematic evenings, literary-artistic meetings with figures of the arts, and so on. In this process, students systematically and consistently master research methodology, expand their scientific experience, and, importantly, develop a culture of professional communication [7; 10].

The student scientific problem group «Art Cinema Club “Outstanding Musicians of the World”» provides an opportunity to address a wide range of pedagogical and art history tasks, which allows us to consider this form of extracurricular work not only as an educational event but also as an essential, integral part of the student's educational, including performance, practice (preparation of musical works for concerts). Students' work in the group, particularly their involvement in various forms of research activities, fosters interest and need for scientific research. For instance, students prepare reports, presentations, articles, video presentations, organize exhibitions, create thematic audio and film libraries, media presentations, develop scripts for creative events, thematic literary-musical meetings, lecture-concerts, musical journeys, select musical accompaniments for events, costumes, interiors, etc.

It is important to note that the «Art Cinema Club “Outstanding Musicians of the World”» group helps students in preparing for the theoretical colloquium in the academic subject “Main Musical Instrument,” which is an essential component of it. For example, students acquire the skills of writing annotations for a musical work or the creative life of a composer, which is one of the mandatory tasks for the theoretical colloquium, thereby deepening the studied material. This, in turn, activates their scientific activity, fosters their interest and scientific worldview [9].

Moreover, the content and genre diversity of the films and materials for viewing allows students to explore visual arts, choreography, ballet, literature, art history, regional studies, etc., thereby deepening and expanding interdisciplinary connections and creating a foundation for holistic artistic thinking. This, in turn, enables the realization of a poly-artistic content of artistic education within the academic process.

Additionally, students learn to understand that any research work is a painstaking process that requires skill, curiosity, patience, creativity, as well as professional and personal culture. An essential aspect of this culture is the adherence to the principles of academic integrity and the avoidance of academic plagiarism in scientific (creative, educational) activities, to ensure trust in the results of creative scientific achievements [9]. These provisions on academic integrity are regulated by the Laws of Ukraine: «On Education», «On Higher Education», «On Vocational Education», «On Scientific and Scientific-Technical Activities» and others [2; 3; 4; 5].

The student scientific problem group «Art Cinema Club “Outstanding Musicians of the World”» has its own characteristics, particularly combining purely research, pedagogical, and broadly understood art history aspects, specifically:

- introducing students to the best examples of performance mastery in world musical art to address practical educational and performance tasks;
- deepening professional competencies by expanding knowledge of classical and contemporary musical art, music history, musical-instrumental performance;
- forming practical auditory experience and performance culture in students;
- optimizing the development of independent creative research skills, mastering research methodology and technologies, and accumulating experience in conducting research activities;
- raising the level of professional, including performance mastery, and fostering the culture of interpersonal and professional communication;
- developing public presentation skills for creative and scientific work results;
- encouraging creative self-expression and fostering independence and responsibility.

Let's consider an example of one of the group's meetings. Together with their teachers, students choose a topic / problem for the event (an outstanding event, an important anniversary, the birthday of a composer, performer, educator, etc.), define the forms of presenting the results (writing a script for the event, preparing reports and abstracts, selecting a film for viewing and subsequent discussion, choosing works for performance, etc.). For example, the student scientific problem group «Art Cinema Club “Outstanding Musicians of the World”» held an artistic event on the topic «“Melody” by M. Skoryk: The History of Creation and the Phenomenon of Success (on the 85th anniversary of the composer's birth)». The celebration of one musical work – the profound «Melody», which is the most frequently, performed work and symbol of Ukraine, as well as the most recognizable piece by its author – the outstanding Ukrainian composer, National Legend of Ukraine M. Skoryk, brought together a large number of students and teachers [10].

Students shared their scientific-creative searches with the guests of the event: unknown pages of the composer's creative life, features of his piano legacy and musical handwriting, and reports on the music written for films by the outstanding composer were presented. Students also offered their interpretation of M. Skoryk's music as a symbol of national resilience and unity of Ukraine, which is especially important today.

The viewing of the film «High Pass» (director V. Denysenko), for which M. Skoryk composed the music in 1982, generated significant interest and sparked deep discussion. In this film, which tells the story of the difficult post-war period in Galicia, Skoryk's «Melody» almost becomes the main character, helping the viewer (listener) to immerse themselves in the plot, understand its unsaid aspects, and feel the complex fate of the main characters.

Special attention was paid to the performance of M. Skoryk's «Melody», which was played multiple times during the event in various arrangements: for piano, for violin and piano, for two pianos (6 hands), and for vocal parts (vocalize), etc.

Thus, the student scientific problem group is one of the effective forms of scientific, research-oriented work and an important factor in the professional growth of students in music and music-pedagogical specialties. The experience of the student scientific problem group «Art Cinema Club “Outstanding Musicians of the World”» demonstrated that the application of research and creative methods deepens professional competencies, expands knowledge of classical and contemporary musical art, music history, and musical-instrumental performance, improves professional and performance mastery, and enhances the demonstration of the results of students' creative and scientific work.

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THE ROLE OF AESTHETIC EDUCATION IN THE PROCESS OF FORMATION OF A COMPREHENSIVELY DEVELOPED PERSONALITY OF PRIMARY SCHOOL AGE

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РОЛЬ ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ В ПРОЦЕССЕ ФОРМИРОВАНИЯ ВСЕСТОРОННЕ РАЗВИТОЙ ЛИЧНОСТИ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

Эстетическое воспитание играет важную роль в формировании личности, так как оно способствует развитию творческого мышления, эмоциональной восприимчивости и культурного самосознания.

В целом эстетическое воспитание средствами изобразительного искусства формирует вкус и восприятие прекрасного. Человек начинает замечать и ценить красоту в окружающем мире, что обогащает его жизнь и повышает качество его существования.

Тот факт, что опыт произведений искусства является адекватным только как живой опыт говорит больше, чем что-либо о связи между наблюдающим и наблюдателем, о психологическом катарсисе как условии эстетического воспитания. Теодор В. Адорно в своей книге эстетическая теория говорит о том, что живым произведение искусства становится только тогда, когда у него появляется зритель. В общем и целом, он весьма критично относится к синтезу искусства и эстетики, утверждая, что одно другое порождать не может. Так же он уточняет, что далеко не каждое произведение искусства способно благоприятно повлиять на человека. Теодор В. Адорно поднимает интересную тему, связанную с модой в мире искусства и о ее влиянии на эстетическое восприя-

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