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The Kazakh National University of Arts  
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  
ХУДОЖЕСТВЕННОГО ОБРАЗОВАНИЯ В ДЕЙСТВИИ**

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МАТЕРИАЛДАРЫ  
(6 ақпан 2025 жыл, Астана)

THE MATERIALS  
OF INTERNATIONAL RESEARCH AND PRACTICE CONFERENCE  
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(Astana, 6 february 2025)

МАТЕРИАЛЫ  
МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ  
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**PEDAGOGICAL COMMUNICATION IN THE SYSTEM  
OF PROFESSIONAL TRAINING FOR FUTURE MUSIC TEACHERS**

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**ПЕДАГОГИЧЕСКОЕ ОБЩЕНИЕ  
В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ  
БУДУЩЕГО УЧИТЕЛЯ МУЗЫКАЛЬНОГО ИСКУССТВА**

The current stage of artistic education is characterized by the search for unconventional approaches to solving educational and developmental tasks, which requires the preparation of a new generation of teaching staff. In such conditions, modern education needs teachers who are capable of non-standard actions, using innovative teaching technologies, reorienting towards relevant priorities, and applying a creative approach to solving pressing problems.

The active search for ways to train such teachers, creating conditions for the formation of their professional skills, achieving a high level of professionalism and competence, are the main tasks of music education. Therefore, a key problem in music pedagogy is enriching it with new theoretical ideas and effective teaching methodologies.

A significant place in the professional training of future music teachers is occupied by pedagogical communication. It requires the teacher to penetrate the inner world of the student, empathize with their life and feelings, and contributes to the development of the student's personality, creative individuality, and interpretative independence. Music as a subject requires close collaboration between the teacher and students for joint emotional and creative growth. Proper pedagogical communi-

cation helps to overcome psychological barriers, motivating students to engage actively in learning and self-expression.

Pedagogical communication takes place through the artistic and aesthetic influence of music, which is the main means of communication in music education. The emotional nature of communication during musical-pedagogical activity creates an atmosphere of creative enthusiasm, directs the thoughts and feelings of the participants in the communication, and promotes their development. However, in the practice of music education, where priority is given to the formation of performance skills, the potential of pedagogical communication is often underestimated.

The consideration of art, particularly music, as a means of communication has allowed scholars to define the interaction between the teacher and student as artistic-pedagogical communication. These issues have been studied by G. Neigauz, N. Petrov, M. Feigin, and others. In their works, the focus is on interaction, although it does not always have a specifically pedagogical character.

Music education has achieved significant successes in the professional training of teachers and the formation of skills for aesthetic and educational interaction in musical-pedagogical activities. Numerous studies have been conducted in this area, dedicated to various aspects of professional pedagogical communication. The formation of communicative qualities in music teachers, the experience of artistic-pedagogical interaction, and the peculiarities of communication in music lessons have been the subject of fundamental research by L. Archazhnikova, O. Apraksina, L. Koval, O. Oleksyuk, G. Padalka, A. Rostovsky, O. Rudnitskaya, O. Shcholokova and others.

Modern psychologists and educators actively study the mechanisms of developing communication skills, emphasizing their importance for pedagogical practice. The psychological foundations of pedagogical communication are studied by I. Anosov, S. Yaremchuk, V. Molodichenko [1]; the problems of professional-pedagogical communication and the psychology of interaction between the teacher and students are addressed by N. Volkova [2], L. Podolyak, V. Yurchenko [3], T. Sidorenko [5]; the conditions for the formation of communicative competence in future teachers are examined by K. Doroshenko, T. Skorik [6], V. Fedorchuk [7] and others. These studies confirm the importance of developing communication skills as the foundation of successful professional activity for music educators.

Pedagogical communication is a crucial component of the professional activity of future music teachers. Effective interaction between the teacher and students contributes to the development of professional qualities, the formation of musical-aesthetic taste, and the improvement of pedagogical mastery in future specialists. For effective communication, the teacher must possess empathy, master non-verbal communication techniques, and be able to maintain dialogue and elicit a response.

The main features of pedagogical communication are:

1. Bilateral nature: Pedagogical communication is based on interaction between the teacher and students, founded on mutual understanding, trust, and respect.



2. Emotional richness: Music, as an art, has a powerful emotional impact, so the teacher must have high empathy and be able to convey the emotional content of the works.

3. Interactivity: Communication includes the use of various active forms of work, such as dialogues, discussions, musical-pedagogical games, as well as the analysis of musical works and performances.

4. Professionally oriented focus: Interaction in lessons is aimed at professional preparation tasks: interpreting musical works, developing performance skills, and pedagogical mastery. Through communication, the teacher transmits knowledge, values, and experience, shaping the professional identity of students.

An analysis of scientific research on this issue reveals a lack of fundamental works devoted to the development of pedagogical communication skills in future music teachers and identifies a number of contradictions between the requirements for achieving a high level of preparation and the low level of proficiency in living, convincing speech; between the growing demands for the teacher's communicative culture and the lack of systematic developments on forming pedagogical communication skills in future teachers.

There is a need to develop methodologies that combine pedagogical and performance components, taking into account the organizational and pedagogical conditions for interaction. Special studies on the pedagogical conditions for forming communicative competence in future music teachers are lacking. Also, in the professional training of music teachers, the opportunities of specialized disciplines are insufficiently utilized, which, in our opinion, have significant potential for preparing students to develop communicative competence.

We propose to consider pedagogical communication as a specially organized, teacher-managed process of exchanging information, establishing mutual understanding, achieving optimal interaction, and mutual recognition in various activities of the participants in educational work, with the aim of promoting quality education and the comprehensive and harmonious development of the subjects of learning. Based on this understanding of communication, we believe that the following main functions of communication can be highlighted: recognizing the personality, education, exchanging information, role exchange, organizing interaction, and self-assurance.

To achieve holistic communication, the teacher must understand its structure, that is, define the typical stages of communication, which are closely interrelated and condition one another:

1. Conceptualization: This stage involves the formation of the idea, goals, and content of communication. Here, the situation is analyzed, the objectives of interaction are determined, and suitable means and methods of communication are selected.

2. Implementation of the concept: At this stage, the concept is realized through specific actions: statements, gestures, facial expressions, or other forms of expression. Proper transmission of information, consideration of the context, and reactions of the interlocutor are crucial here.

3. Analysis and evaluation: This stage involves feedback, analyzing the results of communication, and assessing how they align with the original concept. The extent to which the goals have been achieved is evaluated, and actions can be adjusted to improve future interactions. These stages form a cyclical process, as analysis and evaluation can influence the formation of a new concept and the initiation of another communication cycle.

The relevant stages of professional-pedagogical communication include: a) modeling communication by the teacher, which should take place during the lesson preparation stage (the prognostic stage); b) organizing direct communication with the student (the initial period of communication); c) managing communication in the pedagogical process; d) analyzing and modeling a new communication system in the course of activities outside the classroom.

The fundamental importance of organized pedagogical communication lies in the fact that it is through this process, and with its help, that the technological systems of education and teaching, as well as the content of the pedagogical process, are realized. The criterion for the effectiveness of pedagogical communication is, ultimately, the quality of education for its subjects, their ability for educational and moral self-improvement.

In order to form future educators, it is important to apply active teaching methods such as seminars, training sessions, business games, modeling pedagogical situations, etc., which contribute to increasing emotional sensitivity, adequate self-assessment, self-perception, and communication culture of future teachers.

Music is a unique tool for teaching and creating an effective communicative environment. It facilitates the creation of an emotional space where students can freely express their feelings and thoughts. An important aspect of pedagogical communication is the selection of musical works that reflect pedagogical goals and contribute to the spiritual and moral development of students. Musical-pedagogical dialogues, which include discussions of artistic and professional aspects of music, contribute to deepening knowledge and developing students' creative thinking. Discussing the strengths and weaknesses of students' instrumental performances creates conditions for progressive growth and the acquisition of professional skills. The use of tasks that stimulate thinking and the search for original solutions teaches students to analyze information and think independently.

In our view, the formation of communicative skills in future music teachers will be successful if the following pedagogical conditions are met:

—The focus of the pedagogical process in music disciplines on psychological, musical-pedagogical, and communicative training of students.

—Taking into account their individual psychological characteristics and communication experience, which requires a person-centered approach to teaching.

—A sufficient level of pedagogical communication skills is closely linked to the organization of collective forms of educational collaboration.

—Constant care for creating a positive emotional climate in various forms of educational interaction contributes to the psychological well-being of both teachers and students.

—The acquisition of pedagogical communication experience by students is possible only when using active communication methods.

— The following tools and methods contribute to increasing the effectiveness of pedagogical communication:

— The use of modern technologies and multimedia tools.

— The application of active teaching methods, including case methods, problem-based learning, and group projects.

— Developing non-verbal communication skills among teachers and students (gestures, facial expressions, intonation, voice timbre).

— Organizing reflective sessions to analyze the success of communication.

Effective pedagogical communication plays a key role in the training of music educators, contributing to their professional development and personal growth.

The issue of applying pedagogical communication in the system of professional training for future music educators is multifaceted and requires further study. In our view, scientific inquiry should be directed towards studying the problem of students' self-education and the theoretical justification of the need for methods to develop pedagogical communication skills, identifying effective means of formation at each stage of preparing students for pedagogical communication and, accordingly, determining ineffective actions.

Further research is needed to explore the development of students' creativity through pedagogical communication; to study the emotional states of teachers during pedagogical communication; to develop methods that combine pedagogical and performance aspects. These areas will help improve the training of teachers, creating conditions for the formation of their professional skills. Musical-pedagogical dialogues based on discussions of artistic aspects contribute to the deep integration of knowledge and skills, forming a harmonious educational space.

Studying these issues will allow for the systematization of the methodological foundation necessary to introduce a set of activities for developing pedagogical communication skills into the system of professional training for future music teachers.

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## **MUSICAL AND PERFORMING ACTIVITIES OF A TEACHER IN THE ERA OF INFORMATIZATION AND DIGITALIZATION**

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## **МУЗЫКАЛЬНО-ИСПОЛНИТЕЛЬСКАЯ ДЕЯТЕЛЬНОСТЬ УЧИТЕЛЯ В ЭПОХУ ИНФОРМАТИЗАЦИИ И ЦИФРОВИЗАЦИИ**

XXI век, это столетие, когда общественность «сталкивается» с процессом информатизации, то есть с глобальным социальным процессом, особенность которого состоит в том, «что доминирующим видом деятельности в сфере общественного производства является сбор, накопление информации, осуществляемые на основе современных средств микропроцессорной и вычислительной техники, а также на базе средств информационного процесса» [3].

Информатизация и цифровизация в современном обществе, безусловно, присущи всем сферам общественной жизни, в том числе и образованию.

Информатизация образования обозначает «процесс обеспечения сферы образования методологией и практикой разработки и оптимального использования современных информационных технологий, ориентированных на реализацию психолого-педагогических целей обучения, воспитания» [2].

Цифровое образование – это «учебная и воспитательная деятельность, основанная на преимущественно цифровой форме представления информации учебного и управленческого характера, а также актуальных технологиях ее хранения и обработки, позволяющая существенно повысить качество образовательного процесса и управление им на всех уровнях» [6, с. 53].

Цифровизация в своем роде служит основанием для доступности информации в текстовой, звуковой, визуальной формах. Цифровизация является

<p><i>Alekseenko Elena</i>  <b>THE ACQUISITION OF PRIMARY EXPERIENCE IN CREATING AN IMAGE BY YOUNGER SCHOOLCHILDREN IS THE BASIS FOR ACHIEVING THE PLANNED RESULTS IN FINE ARTS LESSONS</b>  <i>Алексеевко Е.В.</i>  <b>ПРИБРЕТЕНИЕ МЛАДШИМИ ШКОЛЬНИКАМИ ПЕРВИЧНОГО ОПЫТА СОЗДАНИЯ ИЗОБРАЖЕНИЯ НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА</b></p>	34
<p><i>Kozhebaev D.E., Khussainova G.A.</i>  <b>EDUCATIONAL POTENTIAL OF FUTURE MUSIC TEACHER TRAINING</b>  <i>Кожебаев Д.Е., Хусаинова Г.А.</i>  <b>БОЛАШАҚ МУЗЫКА МУҒАЛИМІН ДАЯРЛАУЫНЫҢ ТӘРБИЕЛІК ӘЛЕУЕТІ</b></p>	38
<p><i>Яковенко Л.П., Григорчук И.С.</i>  <b>ПЕДАГОГИЧЕСКОЕ ОБЩЕНИЕ В СИСТЕМЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩЕГО УЧИТЕЛЯ МУЗЫКАЛЬНОГО ИСКУССТВА</b>  <i>Yakovenko Larisa, Hryhorchuk Ihor</i>  <b>PEDAGOGICAL COMMUNICATION IN THE SYSTEM OF PROFESSIONAL TRAINING FOR FUTURE MUSIC TEACHERS</b></p>	48
<p><i>Kobozeva Inna</i>  <b>MUSICAL AND PERFORMING ACTIVITIES OF A TEACHER IN THE ERA OF INFORMATIZATION AND DIGITALIZATION</b>  <i>Кобозева И.С.</i>  <b>МУЗЫКАЛЬНО-ИСПОЛНИТЕЛЬСКАЯ ДЕЯТЕЛЬНОСТЬ УЧИТЕЛЯ В ЭПОХУ ИНФОРМАТИЗАЦИИ И ЦИФРОВИЗАЦИИ</b></p>	53
<p><i>Kurbanov Sukhrob</i>  <b>CREATIVE RESOURCE OF ART EDUCATION ON THE WAY OF DEVELOPMENT OF MODERN FINE ARTS OF UZBEKISTAN</b>  <i>Курбанов Сухроб</i>  <b>КРЕАТИВНЫЙ РЕСУРС ХУДОЖЕСТВЕННОГО ОБРАЗОВАНИЯ НА ПУТИ РАЗВИТИЯ СОВРЕМЕННОГО ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА УЗБЕКИСТАНА</b></p>	60

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«XIV-Е БОРАНБАЕВСКИЕ ЧТЕНИЯ: СОВРЕМЕННОЕ РАЗВИТИЕ  
НЕПРЕРЫВНОГО ХУДОЖЕСТВЕННОГО ОБРАЗОВАНИЯ В ДЕЙСТВИИ»**  
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