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Development of professional competency of a music teacher as a factor of unification of their status in the field of educational services

Roza Sydykova*

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 Bekzat Sattarhanov Ave., Turkistan, Republic of Kazakhstan

Aizhan Tobagabylova

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 Bekzat Sattarhanov Ave., Turkistan, Republic of Kazakhstan

Kamila Yesdauletova

Kurmangazy Kazakh National Conservatory
050000, 86 Abylai-Khan Ave., Almaty, Republic of Kazakhstan

Alena Dosbaganbetova

South Kazakhstan State Pedagogical University
160012, 13 Baitursynov Str., Shymkent, Republic of Kazakhstan

Alimbay Botakaraev

Khoja Akhmet Yassawi International Kazakh-Turkish University
161200, 29 Bekzat Sattarhanov Ave., Turkistan, Republic of Kazakhstan

Abstract

Relevance. The relevance of the research problem is conditioned upon the need for the development of professional competency and the identification of the content and principles of an interdisciplinary approach to its development. The paper is devoted to the problem of the development of future music teachers' professional competency as a factor of unification of their status in the field of educational services.

Purpose. The purpose of the paper is to develop and test a set of pedagogical conditions that contribute to the development of future music teacher's professional competency based on an interdisciplinary approach.

Methodology. The leading method of studying this problem is a modelling method based on the principle of transformation of synergetic knowledge. The paper presents the scientific perspective of relationships, the main positions of interdisciplinary, cultural, and competency-based approaches to the development of professional competency.

Results. The essence and key tasks of this approach in the field of higher pedagogical education were analysed; the features of the organisation of student youth development in the field of musical art were highlighted. It was proved that the introduction of the ideas of the competency-based approach into the educational process of higher pedagogical educational institutions will contribute to the development of future music teachers' professional literacy.

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*Corresponding author



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Conclusions. The paper can be useful for both students and teachers of higher professional educational institutions since it can improve the learning process of future music teachers.

Keywords: competency; professional and cultural competency of a music teacher; education sector.

Introduction

In the conditions of cultural and spiritual development of society, the problem of future music teacher's professional training becomes important. In this regard, the problem of forming future music teacher's professional competency becomes particularly relevant, it acts as a creative ability of a person who absorbs the results of educational activities in the conditions of a higher pedagogical educational institution. The level of professional competency development characterises the degree of music teacher's readiness for musical and educational work at school, acts as a prerequisite for the effectiveness of their pedagogical activity. It is the orientation towards achieving a certain educational result, the search for new forms and methods of teaching in recent decades that determines the key trends of modern professional training of future specialists in art education. The concept of professional competency of a music teacher, together with the categories of professional, methodological competency close to them, as well as some subject competencies of a teacher-musician, has recently become firmly established in the scientific circulation of musical pedagogical theory and practice [1].

The need to develop the competitiveness of the future music teacher in the labour market, the quality of the acquired knowledge, increasing their mobility, requires a change in the structure and content of music pedagogical education. In the conditions of the current transformation of young people's musical and cultural preferences and moral values, intensive introduction of musical computer technologies, involvement of different cultures and types of creativity by a music teacher with a high level of professional competency, who is ready to search and develop knowledge in various fields of culture, art and education, can establish interdisciplinary connections in their professional activities, has a high pedagogical culture and skills are in great demand [2]. The system of pedagogical education is aimed at the development of a creative, spiritually rich and competitive music teacher combining integrating professional competency, pedagogical culture and performing skills. Currently, the professional training of a music teacher is focused on new qualitative indicators, principles and teaching methods. Therewith, it can be noted that the level of professional competency of a music teacher does not really correspond to a multifunctional and multidisciplinary professional activity in accordance with the requirements of Kazakhstani and international standards of professional education. In this regard, one of the main concepts defining the professionalism of a specialist is the concept of "competency". In this regard, pedagogical science has accumulated a considerable fund of works that cover the essence of professional competency. The terminological analysis of the formulations reflected in the works of researchers allows concluding that professional competency is an integral quality of a specialist of any specialisation, including the following components: professional knowledge and skills; values and motives;

theoretical and practical readiness; ability to solve professional problems; a set of competencies [3; 4].

The professional competency of a music teacher is taken as the ability to optimally implement training; an integral characteristic of the business and personal qualities of an expert; effective problem solving in professional activity; compliance of professional and personal qualities with the requirements of professional activity. Summarising the main characteristics of research concepts that have been identified by various researchers in the field of music and pedagogical education, it can be stated that the idea of multifunctionality, complexity, integration, and personal orientation contribute to the development of professional competency of a music teacher. The above allowed clarifying the concept of future music teacher's "professional competency" and defining it as a professional and personal quality characterised by a high level of integration of general cultural, professional, special, interdisciplinary competencies of a future music teacher who owns modern technologies and methods of music pedagogical education, capable of solving standard and creative professional tasks. Without stopping at what has been accomplished, a specialist working on himself gradually develops the ability to see and evaluate himself through the eyes of others, that is, the ability to reflect, which far from everyone can boast, even a sufficiently experienced teacher. Possession of artistic skills greatly facilitates the acquisition of this ability, the key to the clue which lies in the art of maintaining the necessary psychological attitude in communicating with the school audience [5; 6].

At the moment, due to new trends in state standards, the need for teachers of creative specialisations as subjects of culture is gaining momentum in the cultural educational environment of the Republic of Kazakhstan: a carrier and professional presenting folk traditions and customs, a person with long-term knowledge and who is versed in a creative environment focused on the skills, organisation, creation of their teaching activities; a teacher adapted to rapidly changing conditions in the educational sphere.

The processes of globalisation, social sphere restructuring and informatisation cause radical changes in the national paradigm of higher musical and pedagogical education. Today, there is an increasing need to find new, more effective ways and methodological guidelines for professional training of specialists capable of effective implementation of musical and educational activities, creativity, reflection, constant self-improvement, professional and pedagogical, musical and performing development. In this context, the key task is to form future music teachers' professional competency. Evidently, the solution of the problem requires the use of numerous methodological approaches, including competency-based, personality-oriented, axiological, culturological, etc.

Materials and Methods

The following methods were used in the course of the study: philosophical analysis of psychological, pedagogical and scientific-methodological literature on this problem; theoretical modelling, questionnaire; survey; test assignment; expert assessment, summary of pedagogical experience; observation; qualitative and quantitative analysis of experimental data; pedagogical experiment, statistical processing of the data obtained during experimental work. The experimental work was carried out based on Khoja Akhmet Yassawi International Kazakh-Turkish University and Music School No. 1 of the city of Turkestan.

The study was conducted in 3 stages. At the first turn (theory and search), a test of philosophical, psychopedagogical and scientific-methodological literature on the study task was conducted. The methodological and substantive framework of the study was established. The content, objective, object, subject, assumption, study tasks were also assigned, the essence of music teacher's professional musical competency was clarified. The ascertaining experiment was carried out. A model of the future music teacher's developed professional competency has been created, the pedagogical conditions for its development have been studied and substantiated. At the second stage (development), the empirical data of the material was analysed and systematised. Based on the acquired data, an experimental test of the model was carried out, and the professional competency of the music teacher was compiled, the pedagogical circumstances of music teacher's professional competency development were formed in the educational process. At the third stage (final one) – analysis, synthesis, systematisation, and interpretation of the results of experimental work was carried out, the hypothesis was tested. At this stage, the main conclusions of the study were determined.

Standard diagnostic analysis allows evaluating the effectiveness of music teachers' professional training model in Kazakhstan based on complex methods, including standards, indicators, diagnostic methods (tests, questionnaires, observations), and the level of musical and pedagogical training, as well as tracking their dynamics. The set of training conditions aimed at improving future music teachers' musical and pedagogical activities and determining the effectiveness of the professional training process based on integrated methods includes the following conditions: expanding the framework of integration; teachers are ready to implement integration; internal positioning; development of a comprehensive experience of creative and musical pedagogical activity. The scientific validity and reliability of the research results are based on the methodology and theoretical argumentation of the paper, the logic and sequence of presentation of the materials, the construction of a scientific basis for theoretical and experimental research and a comprehensive application to ensure the purposes, objectives and assumptions obtained in the course of experimental work, a combination of theoretical and empirical research methods and quantitative processing of solutions, generalisation of materials, representativeness of the data obtained, quantitative and qualitative analysis of the results obtained.

Results and Discussion

The model of future music teacher's professional competency development

The essence and structure of future music teacher's professional competency, the composition of future music teachers' professional competency were determined by the method of expert assessments. This method allowed achieving a unified opinion of music teachers regarding the content and structure of "Music Education" bachelors' professional competency [7]. 40 music teachers were involved in the study as experts. Based on the analysis of the character of a music teacher's professional activity, its specific features, professional qualities, the definition of professional competency of "Music Education" bachelors and the following components were selected: motivational, axiological, cognitive, professional and activity, creative, personal, communicative, emotional-volitional, behavioural, empathic.

According to the questionnaire, the experts assessed the need for each of the selected components. Motivational axiological (MA), cognitive (CN), professional-activity (PA), creative (CA), evaluative-reflexive (AR) components became of the highest priority [8]. The criterion for the development of the motivational and axiological component of a music teacher's professional competency is the need and great interest in the profession of a music teacher. The criteria for the development of the cognitive component and professional competency of a music teacher are determined by the level of knowledge in the field of music and pedagogical education. The criterion for the development of the professional activity component of a music teacher's professional competency is the level of professional pedagogical activity mastery in music education. In the criteria for the development of the creative component of professional competency, the degree of inclusion of creative elements in musical and pedagogical activity was established. The criterion for forming an assessment of the reflexive component of professional competency is self-assessment of the importance of one's involvement in musical and educational activities. In addition, the specific features of the specialisation "Music Education" determines the importance of another component, which can be defined as artistic and cultural [9].

Perhaps it can be confirmed that the structure of the artistic cultural component reflects two interrelated components: personal, reflecting the conformity of a specialist who is the carrier and transmitter of the culture of society, containing the personal qualities of a music teacher and musical and artistic components, which are represented by musical culture as a universal artistic method of world cognition. The duality of the indicated aspects determines the multi-vector nature of the music teacher's positions and versatility of their professional activity on the one hand, and on the other hand, this indicates the need to strengthen interrelations and an interdisciplinary professional competency. Summarising the above, it can be stated that the art of the cultural component of the music teacher's professional competency is characterised by the personal qualities of a music teacher, which are a synthesis of the personal qualities of a music teacher and a representative of the pedagogical profession related to the field of music education. The

criterion for the development of the artistic and cultural component is a positive attitude to musical culture [10].

The professional competency of music teachers is mainly formed in the process of studying psychological, pedagogical and special disciplines. Accordingly, interdisciplinary competencies should be specially formed. This will allow establishing interdisciplinary connections and applying knowledge and skills from various disciplines when performing the professional activities of future music teachers. Thus, it was important to search for possible interdisciplinary connections between the disciplines of the psychological and pedagogical module and special disciplines. For this purpose, a model of professional competency development was created. As part of the research objectives, the contents of the detected model's components were disclosed. The main component of the model aimed at the development of sustainable motivation for professional development together with the development of cognitive motivation for academic disciplines was presented as a common task. The content component includes the subject-semantic content of the process of forming music teachers' professional competency. It is represented by the content of pedagogical conditions that improve the quality of professional activity in music education for future music teachers. The organisational and forming part of the bachelor's professional competency development model means the choice of methods, forms and means to ensure the assimilation of academic content. The reflexive part of the assessment is aimed at developing reflexive skills, adequate self-assessment and self-assessment of activity. It is presented as a tool for assessing interdisciplinary standards for determining the level of professional competency of music teachers, including the following forms: interdisciplinary testing, cognitive maps, creative projects, creative work [11; 12].

In this study of an interdisciplinary approach to the development of future music teachers' competency, the professional competency of bachelors is especially important. An interdisciplinary approach is an interaction between two or more disciplines that can range from a simple exchange of ideas to mutual integrations and concepts, methodologies, procedures, terminologies, data research, and educational activities. The idea of an interdisciplinary approach has acquired a special context in the light of a competency-based approach to learning, the main purpose of which is to acquire a set of competencies. This does not mean abandoning disciplinary training but filling it with methods of interdisciplinary presentation of educational material that forms appropriate thinking. Developing together with the general process of integration into education, the interdisciplinary approach does not contradict the fundamental provisions of the competency-based approach, which is the main paradigm of the modern stage of higher education development. A music teacher (bachelor in "Music Education") is a representative of a complex profession. Evidently, the future music teacher relies on a combination of musical, pedagogical, psychological, and other competencies in professional activity. It follows from this that a future music teacher should be able to combine various activities and provide their students with appropriate practical skills.

Implementation of pedagogical conditions for the development of music teachers' professional competency

Pedagogical conditions are focused on the creation of a creative musical educational environment using technologies of comparative listening to music and cognitive music lessons; the implementation of creative interdisciplinary projects based on inter-practical interaction; the introduction of a special course "Interdisciplinary communication in the work of a music teacher" to form the ability to apply interdisciplinary connections in future professional activities and the creation of a creative musical and educational environment, as well as the implementation of interdisciplinary connections of such disciplines as "Introduction to the pedagogical activity", "Theoretical pedagogy", "Practicum on solving professional problems", "Fundamentals of creative learning", "Folk music education of schoolchildren", "Interdisciplinary connection in the creative activity of a music teacher", the content and methodology of which has rich educational potential, strong pedagogical and musical context [13]. Students completed such tasks as a video script for a piece of music, a collection of melodies for various academic, educational or cultural-educational activities, the creation of thematic CD-ROM discs, the preparation of reports with musical accompaniment, the creation of a video for a movie, a collection of melodies for psychological training, etc. A specially developed technology of comparative listening to music contributed to the qualitative performance of educational tasks [14].

This technology is aimed at developing interdisciplinary competencies related to the synthesis, perception of musical information, as well as comparative analysis of musical works of small forms in various genres and styles. The technology was carried out in accordance with a number of interrelated stages: value-oriented, where there is a choice of monoanthology; emotional, with the audience tuning in to listen to monoanthology and its variations; exposure or demonstration of musical material; conducting a comparative analysis of interpretation; group analysis of musical monoanthology and its variations; development of cognitive maps of monoanthology, which helps to involve the student in designing a visual representation of a musical masterpiece. Thus, there was a deeper understanding and generalisation of educational materials due to the technology of cognitive maps that implement the systematisation of knowledge and the explanation of interdisciplinary connections.

A valuable feature of didactic cognitive-musical maps are the reference-node coordinates, in the centre of which is the main theme or the name of the musical composition. Through the use of complex cognitive maps, students acquire the skills of comparative analysis, systematisation and structuring of musical characteristics and images, as well as the ability to establish interdisciplinary connections between different musical images and didactic ways of obtaining it [15]. The next condition for the professional musical teacher's competency development is the organisation of creative interdisciplinary projects based on cross-practical interactions. The methodological feature of interdisciplinary projects is that they are organised jointly with a number of teachers of interrelated disciplines. The

value of the competency of interdisciplinary projects based on inter-practical interaction is the tendency to form the skills to analyse, synthesise, generalise the information received from different disciplines, integrate them into the sphere of professional activity, actively take part in the research process using knowledge from different spheres of culture, education and art [16-18].

In general, based on the results of the experimental work, it can be concluded that the purposeful development of interdisciplinary competencies in the process of future music teachers' professional training (bachelors in "Music Education") leads to the acquisition of this complex competency and contributes to the development of professional competency in general. Thus, in the course of comparative analysis of the results of ascertaining and forming stages of the pedagogical experiment, it was proved that there is a relationship between systematic, interdisciplinary, cultural, and competency-based approaches to the professional training of music teachers at the university, familiarisation with art and culture. This is only a component in the structure of professional competency, reflecting the profile of the subject area and the relationship of its personal and musical-cultural components, the use of an interdisciplinary approach to designing a set of pedagogical conditions for the development of music teachers' professional competency, as well as the use of criteria-based assessment tools to determine the levels of music teachers' development of interdisciplinary competencies and professional competencies, as well as generally contributing to the effectiveness of the development of bachelor's professional competency in "Music Education" [19]. Currently, there are certain theoretical prerequisites for studying the problem of the development of music teacher's professional competency (bachelors in "Music education") [20-22].

Such researchers as V.I. Baydenko [4], V.A. Bolotov [7], E.F. Zyeer, A.M. Pavlova, E.E. Cimanuk [23], I.A. Zimnyaya [18], A. Khutorskoy [11] and others have shown the theoretical foundations of the competency-based approach in their works. From the standpoint of pedagogical science and practice, the works of E.B. Abdullin [1], O.A. Apraksin [2], L. Archazhnikova [3] are considered important since they are aimed at improving the educational process of music and pedagogical faculties. In the context of integration processes in professional education, the relevance of the problems of interdisciplinary approach and interdisciplinary connections increases [23]. This is reflected in the works of V.S. Bezrukova [6], M. Berulava [5], I. Zverev, V. Maksimova [24], N. Chapaev [9], et al. Therewith, in the works of modern scientists, the mechanisms of establishing interdisciplinary relations in the process of professional training of music teachers' competency based on the interrelation and interpenetration of cultural, educational and musical contexts have not been fully investigated.

Qualitative and structural changes taking place in the system of higher professional education, in the context of its modernisation, are ultimately aimed at students' professional and personal development [25]. These two main components of specialists' development are combined in the concept of "professional competency", giving this phenomenon universal character since this

concept includes professionalism, skills, creativity, high intelligence, and cultural and moral values of a person [26-29]. In other words, it is the desired image of a specialist that needs to be developed in the humanistic educational system of the university. All of the above will allow specialists to fulfil their personal and professional potential in a particular activity through constant development, self-education and self-improvement. Thus, in the dynamics of modern educational processes, the fundamental importance of pedagogical professional competency is highly recognised and appreciated. Pedagogical professional competency is considered as a systematic, integrative unity and synthesis of intellectual and practical skills [30].

This professional competency includes cognitive, functional and cultural unity of the content of pedagogical education. It also includes personal characteristics of the teacher, such as value orientation, abilities, character traits, willingness to communicate with children, and practical skills that allow a person to use their potential, conduct complex cultural activities, as well as quickly and successfully adapt to an ever-changing society and professional activity [31; 32]. This definition covers all structural elements of personal and professional, theoretical and practical components of educational activity, which is a measure and a way of teachers' creative self-fulfilment in solving various pedagogical situations aimed at creating pedagogical values and technologies. Special attention is paid to the development of future teachers' knowledge and skills since they are the basis of professional education. Future professional music teachers should have theoretical and practical skills, technical knowledge, techniques and methods of obtaining them, know the history of the development of subjects, and have practical skills and habits in their professional activities that will be used during the training of future junior specialists.

The solution of these problems directly depends on the use of professional training techniques corresponding to the competency-based approach, among which the contextual technology of training future teachers occupies an important place. Contextual learning is learning in which, first of all, the learning system, forms, methods and means, subject social content form the future professional activity of a specialist [33-35]. Future music teacher should not be focused on themselves; it is important to gain knowledge and then pass it on to a new generation. Self-cognition should be one of the most important goals, ensuring the development of a specialist's necessary professional and social qualities [36]. As in other fields of education, with contextual learning, the educational material is presented in the form of educational texts, as a sign system, and still serves as information that needs to be learnt. A distinctive feature of contextual learning is that the information that is structured mainly as a task, innovation and problem situation, can be traced to the real contours of future professional activity (hence semantic-contextual learning) [37; 38]. In contextual learning: the student is in an active position from the very beginning; the full potential of joint decision-making is used; knowledge is acquired by students in the context of solving modelled professional situations, which leads to the development of cognitive and professional motivation and personal

perception of the learning process; a combination of individual and collective forms of student learning that allow developing business and moral qualities of a person; any educational technologies can be both conventional and new.

Conclusions

Based on the above components of the development of music teachers' professional competency in universities of Kazakhstan and abroad, it can be noted that the ability is a stable and necessary professional quality for teachers, which can be developed in the learning process. Namely, the development of future music teachers' professional competency consists in training of specialists who are characterised by a complex of developed musical skills and pedagogical qualities that can provide high results in musical and aesthetic education of students. Thus, the conducted theoretical study of the specific features of the development of future music teacher's professional competency in universities of Kazakhstan encourages paying attention to the study of the conditions of music teachers' musical and pedagogical activity as one of the important guidelines for improving the professional training of students and innovations in the management of professional competency development.

It was established that the developed set of pedagogical conditions is formed by the professional competency of music teachers based on an interdisciplinary approach and contributes to the development of components of their professional competency; the proposed criteria and indicators of the level of professional competency development supplemented by an element of interdisciplinarity reflect the unity of the composition and determine the processes of the development of interdisciplinary competencies. Considering the results of this study, a number of conclusions and promising areas can be highlighted that require further consideration: adaptation of the formed pedagogical conditions to the specific features of the master's paper, "Music Education" educational profile; design of computer programmes, IT support of the process of future music teachers' professional competency development.

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Conflict of Interest

None.

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Роза Сидикова

Міжнародний казахсько-турецький університет імені Ходжі Ахмета Яссаві
161200, проспект Бекзата Саттарханова, 29, м. Туркестан, Республіка Казахстан

Айжан Тобагабилова

Міжнародний казахсько-турецький університет імені Ходжі Ахмета Яссаві
161200, проспект Бекзата Саттарханова, 29, м. Туркестан, Республіка Казахстан

Каміла Єсдаулетова

Казахська національна консерваторія ім. Курмангази
050000, проспект Абилай-Хана, 86, м. Алмати, Республіка Казахстан

Олена Досбаганбетова

Південно-Казахстанський державний педагогічний університет
160012, вул. Байтурсінова, 13, м. Шимкент, Республіка Казахстан

Алімбай Ботакараєв

Міжнародний казахсько-турецький університет імені Ходжі Ахмета Яссаві
161200, проспект Бекзата Саттарханова, 29, м. Туркестан, Республіка Казахстан

Анотація

Актуальність. Актуальність проблеми дослідження зумовлена необхідністю розвитку професійної компетентності та визначенням змісту і принципів міждисциплінарного підходу до її розвитку. Стаття присвячена проблемі розвитку професійної компетентності майбутніх учителів музики як фактору уніфікації їхнього статусу у сфері освітніх послуг.

Мета. Метою статті є розробка та апробація комплексу педагогічних умов, що сприяють розвитку професійної компетентності майбутнього вчителя музики на засадах міждисциплінарного підходу.

Методологія. Провідним методом дослідження проблеми є метод моделювання, що ґрунтується на принципі трансформації синергетичного знання. У статті представлено науковий ракурс взаємозв'язків, основні положення міждисциплінарного, культурологічного та компетентнісного підходів до розвитку професійної компетентності.

Результати. Проаналізовано сутність та ключові завдання цього підходу у сфері вищої педагогічної освіти; висвітлено особливості організації розвитку студентської молоді в галузі музичного мистецтва. Доведено, що впровадження ідей компетентнісного підходу в освітній процес вищих педагогічних навчальних закладів сприятиме розвитку професійної грамотності майбутніх учителів музики.

Висновки. Стаття може бути корисною як для студентів, так і для викладачів вищих педагогічних навчальних закладів, оскільки може сприяти вдосконаленню процесу навчання майбутніх учителів музики.

Ключові слова: компетентність; професійно-культурна компетентність вчителя музики; освітня галузь.