Development of vocal and performing abilities of future music teachers

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Abstract

Relevance. The crisis in music education threatens the quality of teaching, highlighting the need to enhance teachers' vocal skills to attract more students to music.

Purpose. This study aimed to investigate the impact of developing vocal-performance skills on the professional training of future music teachers in Kazakhstan.

Methodology. Various research methods were employed, including analysis of existing educational programs and teaching materials, comparative analysis with international practices of vocal training, study of available resources, and comparison of research results with foreign standards and recommendations in music teacher training, focusing on vocal-performance skills.

Results. Improving the quality of education for future music teachers through the development of vocal-performance skills enhances their professional competence. Well-prepared teachers are better equipped to deliver music education and design curricula tailored to their students' needs. Integration of modern vocal training techniques, use of technology in music education, active engagement with musical instruments and multimedia resources, and collaboration with professional singers and vocal coaches contribute to effective learning and enhance the quality of vocal education.

Conclusions. The study underscores the importance of developing vocal-performance skills in music teacher training in Kazakhstan. Educational institutions and music teacher training programs can optimize curricula and vocal teaching methods based on these findings. This optimization will improve professional competence and create a stimulating educational environment, ultimately enhancing the quality of music education in Kazakhstan.

Keywords: preparation; quality of education; practical teaching methods; evaluation of training programs.

Introduction

The study of this topic is important for the educational system of Kazakhstan. Vocal-performance skills play a key role in training and have a direct impact on the quality of education in this area. The development of vocal skills contributes to a deeper understanding and interpretation of musical works, improving the communication and expressive abilities of music teachers, as well as increasing their professional competence. The problem is to identify optimal approaches and strategies for developing vocal performance skills in future music teachers in Kazakhstan.

According to S.D. Elgonova and J.B. Nurman [1], it is important to investigate how the development of vocal performance skills of music teachers affects the quality of education they provide to their students. There is a need to investigate the relationship between teachers’ level of
vocal training and their ability to effectively impart musical knowledge and skills to students. This will help to determine which aspects of vocal skills development need to be improved to enhance the quality of education.

Referring to the statement of R.K. Zhanabaeva et al. [2], identifying the necessary resources and methodologies. To effectively train future music teachers in vocal performance skills, it is necessary to identify not only the necessary resources such as qualified teachers, and access to appropriate equipment and instruments, but also to develop effective teaching methodologies. The study should address the issues of selecting the best teaching methodologies, personalizing the development of vocal skills and creating a stimulating environment for their development.

According to R.Zh. Kuanshalieva and K.L. Kismetov [3], it is important to analyse existing music teacher training programmes in Kazakhstan and assess the extent to which they pay attention to the development of vocal performance skills. If gaps or potential improvements are identified, it is necessary to offer recommendations and recommend practical changes to the programme to ensure more effective development of vocal skills in future music teachers.

K.A. Esdauletova [4] notes, that one of the problems is the need to adapt the music teacher-training programme to modern requirements and changing educational needs. The music industry and music practice are constantly evolving, and music teachers need to be prepared to use new technologies, digital tools and pedagogical approaches. The study should address issues related to the actualization of educational content including contemporary genres, styles, and performance methods so that teachers can meet the current expectations and needs of students.

N.T. Fattakhova et al. [5] believe that intercultural aspects and musical diversity, in Kazakhstan, reflecting many cultural traditions and national groups. The problem is the inclusion of intercultural aspects and consideration of musical diversity in the music teacher training programme. The research should pay attention to the issues of cultural inclusion, adaptation, and expansion of cultural contexts in music practice and education so that teachers can work effectively with students from different cultural and ethnic groups.

According to N. Ovcharenko et al. [6], professional preparation of teachers, one of the important problems is the professional preparation of teachers who will train future music teachers in Kazakhstan. It is necessary to study effective pedagogical techniques and approaches, ensure high qualification of teachers, and develop a system of continuous professional development for music teachers. The research should address issues of teacher training, assessment of professional competencies, and the development of resources and support programmes for music teachers.

The purpose of this study was to investigate the importance of developing vocal-performance skills in future music teachers in Kazakhstan and their impact on the quality of the country’s educational system. To achieve this goal, the objectives were set. To study the importance of vocal-performance skills in the training of future music teachers and their impact on the quality of music education in Kazakhstan. To investigate the influence of vocal skills’ development on students’ success in musical learning and the general development of personality. To determine the necessary resources and techniques for effective training of future music teachers in the field of vocal art. To evaluate existing training programmes and possible improvements to them.

Materials and Methods
A survey of student teachers of music is a valuable tool for gathering information and understanding their views and experiences regarding the importance of developing vocal performance skills in professional training. The main aim of the survey was to find out the views and attitudes of students, and future music teachers, regarding the importance of developing vocal performance skills in professional training. This helps to better understand how future music teachers see their professional preparation and how they believe that vocal skills can influence their future careers. 45 future music teacher students participated in the survey. This is a large enough sample size to obtain representative results and generalize the opinions of students from different universities and colleges in Kazakhstan.

The survey participants are students who are engaged in preparation for future professional activity in the field of music. The age range of the surveyed students was from 18 to 30 years old, which covers the younger generation of students. It is also worth noting that the sample included both undergraduate and graduate students, allowing for differences in approach and experience depending on the level of education. The survey was conducted at Temirbek Zhurgenev Kazakh National Academy of Arts. This institution has a specialization in music education, making it an ideal place to survey future music teachers. It was conducted on 18 June 2023. The exact date of the survey is an important aspect of the study, as it helps to determine the period for data collection and assess the relevance of the results.

The list of questions that were asked to the respondents:
1. What level of education are you currently pursuing (undergraduate, graduate or other)?
2. For what purpose did you choose to become a music teacher?
3. What role do you think vocal and performance skills play in the professional preparation of a future music teacher?
4. How important are vocal skills for a successful career as a music teacher?
5. What methods and approaches to developing vocal performance skills do you find most effective?
6. Are you given sufficient opportunities to develop your vocal abilities as part of your professional training?
7. How might your vocal skills affect your ability to effectively teach future music students?
8. How would you rate the level of support and resources provided by the institution to develop your vocal performance skills?
9. Do you think that vocal lessons should be a compulsory part of the curriculum for future music teachers?
10. What other aspects of professional training do you consider important for becoming a successful music teacher?

During the study, to investigate in more detail, the vocal performance skills of future music teacher students, students were systematically observed during practical vocal lessons. This means that the researchers were actively present in the vocal lessons, recording various aspects of their vocal performances and learning. During the observation, the researchers could pay attention to the following aspects, level of vocal ability, progress in skill development, and effectiveness of the teaching methods used. This could have included various exercises, breathing techniques, interpretation and other aspects of vocal training. The observations were conducted as part of the teaching process at Temirbek Zhurgenov Kazakh National Academy of Arts. This approach allowed getting a visual representation of students’ vocal abilities and to evaluate their development in real conditions of the educational process. This method of observation allows for obtaining more objective and specific data, as well as taking into account the context and peculiarities of learning in the educational institution.

Given the rather large sample size (45 participants), statistical methods were applied to process and analyse the data. Descriptive statistics methods were used to describe the characteristics of the sample, such as mean values, standard deviations and the distribution of survey responses. Statistical tests were also conducted to identify statistically significant differences and relationships between different variables. Thus, the use of a variety of scientific methods provided objective and valid data on the opinions and attitudes of students, and future music teachers, regarding the importance of developing vocal-performance skills in their professional training and their views on their future career in music. The obtained results can serve as a basis for further conclusions and recommendations in the field of the development of vocal-performance skills of future music teachers.

Results

General characteristics of Kazakh singing traditions

Kazakh singing traditions represent a valuable musical heritage of the ethos, where the vocal plays an integral and central role in expressing the cultural values and emotional experiences of this people. Kazakh music is characterized by a unique approach to vocal art, which is based on the use of different voice registers to create special sound effects and convey deep emotional nuances in performance.

The diverse viewpoints in Table 1 mean that it includes responses from students with different characteristics such as university, age, and level of education. This provides a complete picture of the views and opinions of students of future music teachers regarding the importance of developing vocal performance skills and the difficulty of studying in this area. Universities may have different approaches to teaching music and developing vocal skills. Curricula and teaching approaches may differ between universities, which is reflected in students’ opinions. For example, students from the Kazakh National University of Arts may rate the importance of vocal skills and the difficulty of learning differently than students from other universities. Different age groups may have different perceptions of the importance of vocal performance skills. Students of different ages may have different musical experiences and interests, which may influence their views on this topic. Students with different educational backgrounds (e.g. undergraduate or postgraduate) may have different expectations of their future professional development in music. This may affect their perceptions of the importance of vocal skills and the difficulty of learning.

<table>
<thead>
<tr>
<th>No.</th>
<th>Age</th>
<th>University</th>
<th>Importance rating</th>
<th>Difficulty rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>22</td>
<td>Kazakh National University of Arts</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Student 2</td>
<td>20</td>
<td>Kurman gazhy Kazakh National Conservatory</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Student 3</td>
<td>25</td>
<td>Temirbek Zhurgenov Kazakh National Academy of Arts</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Student 4</td>
<td>23</td>
<td>Tattimbet College of Arts</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Student 5</td>
<td>21</td>
<td>Toraighyrov University</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Student 6</td>
<td>24</td>
<td>Kostanai State Pedagogical University</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Student 7</td>
<td>26</td>
<td>Mukhtar Auezov South Kazakhstan University</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 8</td>
<td>19</td>
<td>Mahambet Utemisov West Kazakhstan University</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Student 9</td>
<td>22</td>
<td>Shakarim University</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Student 10</td>
<td>21</td>
<td>Kazakh National University of Arts</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Student 11</td>
<td>20</td>
<td>Abai Kazakh National Pedagogical University</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Student 12</td>
<td>25</td>
<td>Abai Kazakh National Pedagogical University</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Student 13</td>
<td>23</td>
<td>Karaganda Buketov University</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Student 14</td>
<td>21</td>
<td>Toraighyrov University</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Each student provided his or her assessment of the importance and difficulty of developing vocal performance skills and the complexity of learning in this area in the range from 1 to 5, where 1 is the minimum score and 5 is the maximum score.

Source: compiled by the authors based on the survey.
The diversity of students’ perspectives allows researchers and educators to gain a deeper understanding of students’ views and to identify common trends or differences in attitudes towards vocal performance. For example, if students from different universities have similar high ratings of the importance of vocal skills, this may indicate a shared consciousness of the importance of this area in music education. On the other hand, differences in ratings of learning difficulty may help to identify the particular difficulties encountered by students at different levels of education and suggest appropriate improvements in curricula.

The evaluation of the importance of developing vocal skills (scores of 4 and 5) by the majority of students of future music teachers indicates the high relevance of this topic for their future professional lives. This has several important implications and confirms the significance of vocal performance skills development in the education process of future music teachers. The scores of 4 and 5 indicate that students consider vocal-performance skills as an important part of their future professional activity as music teachers. This indicates that they recognize the importance of these skills for a successful career in music education. High ratings of the importance of developing vocal skills may also emphasize the role of vocal skills in the education of future teachers. These skills help teachers to work more effectively with students and convey musical knowledge and emotions to them.

Developing vocal performance skills can also enhance the quality of a teacher’s performance, which can have a positive impact on their professional reputation and influence on students. Students’ awareness of the importance of developing vocal skills can also contribute to the development of musical culture in society. Such skills can help music teachers to better understand musical works and communicate their emotional and artistic potential to their students. Awareness of the importance of vocal performance skills can encourage students to actively develop and participate in music events, master classes and competitions to broaden their knowledge and experience. The high ratings of the importance of vocal performance skills given by student future music teachers emphasize the need for attention to the development of vocal skills in their education. This can help to improve educational programmes and pedagogical approaches, which will ultimately help to ensure a higher level of professionalism and quality in music pedagogy education.

The assessments of learning difficulty provided by the student music teachers in the table highlight the different problems or challenges they face in mastering vocal skills during their education. These assessments can help researchers and educators to better understand students’ needs and identify areas for improvement in vocal teaching programmes and methods. An important aspect is the analysis of learning difficulty scores. Different learning difficulty scores may indicate a variety of aspects that students find challenging. For example, some students may rate the technical aspects of vocalizing as difficult, while others may find it difficult to convey emotion or understand musical works. Learning difficulties can help to identify students’ particular needs in the area of vocal performance.

Some students may require additional support or one-to-one tuition to overcome difficulties. If several students rate certain aspects of learning as challenging, this may indicate weaknesses in the curriculum or teaching methods. Such assessments can help to improve programme content and update teaching methods. Assessments of learning difficulty allow educators to take into account different levels of students’ abilities and experiences. This helps to develop more personalized and adapted teaching methods. Difficulty assessments can also indicate the need for additional support and training for educators so that they can more effectively help students overcome difficulties.

The analysis of vocal learning difficulty scores provides information that can be used to optimize curricula and approaches to vocal teaching. This helps to create a more effective and innovative learning environment for future music teachers, contributing to the development of their vocal performance skills and improving the quality of music education in general. Generating recommendations based on future music teacher students’ responses about the benefits of developing vocal skills and their suggestions for improving vocal teaching is an important step in improving vocal teaching curricula and methodologies. Let us consider in detail what recommendations can be formed (Table 2).

<table>
<thead>
<tr>
<th>Student recommendations and suggestions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in the number of practical master classes and training sessions</td>
<td>Enhancing students’ vocal skills through intensive practice and coaching.</td>
</tr>
<tr>
<td>Collaborative work with experienced singers and musicians</td>
<td>Providing students with the opportunity to work with experienced professionals, receive feedback, and learn by example.</td>
</tr>
<tr>
<td>Introduction of specialized subjects into the curriculum</td>
<td>Adding additional courses focusing on vocal performance to teach a variety of genres and styles of vocal music.</td>
</tr>
<tr>
<td>Attendance at external music events</td>
<td>Organizing students to attend professional concerts and festivals to broaden their horizons and experience.</td>
</tr>
<tr>
<td>Improving the infrastructure of educational institutions</td>
<td>Upgrading facilities, creating state-of-the-art studios and providing access to high-quality recording equipment for a comfortable learning experience.</td>
</tr>
</tbody>
</table>

Source: compiled by the authors based on the survey.
Generating recommendations based on student responses allows for more flexible and tailored training programmes that meet students’ needs and interests. This can improve teaching effectiveness and help future music teachers to better develop their vocal-performance skills. The recommendations can also serve as a basis for further research and discussion among teachers and administrators of educational institutions to continuously improve the quality of music education. The results of the survey of students of future music teachers on the importance of developing vocal-performance skills and the complexity of vocal training are important for supporting the music education system in Kazakhstan.

To elaborate on how these results can contribute to improving music education and maintaining it at a higher level: The opinions of students, future music teachers, on the importance of developing vocal skills can help educational institutes to adapt curricula to focus more on this aspect. Student responses may suggest which aspects of vocal skills should be strengthened and incorporated into curricula to make training more effective and relevant to the needs of future music teachers. Student feedback on the difficulty of vocal training can help teachers and administrators of educational institutes optimize teaching methods.

Exploring the reasons why some aspects of vocal learning seem difficult allows for the development of more effective and adapted teaching approaches, taking into account the needs and characteristics of students. Knowing the assessments of the importance of developing vocal skills on the part of student-future music teachers, educational institutes can strengthen students’ professional training in this area. The development of additional courses, master classes and training programmes taking into account students’ opinions can improve the quality of education and training of future music teachers. The results of the survey can become the basis for discussions among music organizations and educational institutes in Kazakhstan. They can serve as motivation for maintaining and developing music education at a high level, attracting state support and attention to this important area of education. Students’ opinions can also become a basis for introducing innovative approaches to music pedagogy. The results of the survey may inspire researchers and educators to conduct additional research in the field of vocal education and develop new methodological approaches.

The results of the survey of students of future music teachers provide valuable information for the improvement of the educational system and the development of music pedagogy in Kazakhstan. These results can serve as a basis for further actions and discussions among educational institutions, music organizations and governmental bodies to strengthen and maintain quality music education in the country.

**Difficulties in vocal performance and their solutions**

Problems associated with the development of vocal and performing skills of future music teachers may have a negative impact on the quality and effectiveness of music education in Kazakhstan. It is important to pay attention to these problems and find ways to solve them (Table 3).

<table>
<thead>
<tr>
<th>Problem</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient theoretical and practical training of students in the field of vocals</td>
<td>This problem may arise due to insufficient time and attention devoted to the vocal teaching process in music institutes. Future music teachers must receive proper education and training in the vocal field so that they can effectively pass on their knowledge and skills to their students. Incorporating Kazakh singing traditions into curriculum and practice can help expand students’ vocal knowledge and experience.</td>
</tr>
<tr>
<td>Lack of modern vocal training methods</td>
<td>Modern vocal teaching techniques can help students develop their technical skills and musical expression. The presence of modern approaches to teaching vocals contributes to more effective learning and understanding by students of various aspects of vocal art. The introduction of elements of Kazakh singing traditions into modern teaching methods can add novelty and interest to the educational process.</td>
</tr>
<tr>
<td>Insufficient attention to the development of student’s creative abilities</td>
<td>The development of creative abilities is an important component of the process of developing vocal and performing skills. Students need to be able to experiment, create and interpret musical works. Involvement in the study of Kazakh folk music and performance practice can stimulate students’ creativity and contribute to the development of their individual style and expressiveness.</td>
</tr>
</tbody>
</table>

**Source:** compiled by the authors.

Using the pedagogical potential of Kazakh singing traditions can be an effective solution to these problems. Kazakh folk music has outstanding artistic qualities, and its integration into the teaching process can enrich the knowledge and experience of future music teachers. Appealing to Kazakh singing traditions will allow students to develop vocal techniques, musical expression and creative abilities. By doing so, future music teachers will be able to work more effectively with their students, inspire them to learn music and expand the cultural heritage of Kazakhstan. The study and understanding of Kazakh singing traditions provide valuable pedagogical potential for the development of vocal performance skills in future music teachers. Based on the research and data analysis, the following recommendations can be made for the use of Kazakh musical traditions in the educational process:

1. Integration of Kazakh singing traditions into educational programmes:
   - integrating Kazakh musical pieces and songs into vocal and music curricula will help students learn about the
unique characteristics of ethnic musical culture and learn to apply them in their performance;
- studying and analysing the different voice registers, timbres, and ornaments in Kazakh music will help students improve their vocal techniques and expressiveness.

2. Masterclasses and meetings with professional performers:
- organizing masterclasses with professional performers of Kazakh music will allow students to see and hear the craftsmanship in action, as well as receive valuable advice and feedback from experienced artists;
- meetings with professionals will also help students to delve deeper into the cultural context of Kazakh music and better understand its meaning and significance.

3. Developing technical skills and musical interpretation:
- conducting practice sessions and exercises aimed at developing different voice registers and vocal patterns will allow students to learn unique musical techniques and add more expression to their performance;
- emphasis on musical interpretation allows students to convey not only the technical side of performance but also the deep emotions and feelings characteristic of Kazakh music.

4. Application of Kazakh musical works in different contexts:
- students should be allowed to perform Kazakh songs and pieces in different genres, for example in concerts, competitions, or other public performances. This will help them to develop confidence on stage and practically apply the skills learnt;
- additionally, students can use elements of Kazakh musical traditions in their own compositions or arrangements, which encourages variety and creativity in their work.

The pedagogical potential of Kazakh singing traditions lies in the versatile approach to the development of students’ vocal and performing skills. Using elements of Kazakh music in the educational process will allow students to immerse themselves in the unique cultural context of the ethos, develop their technical and interpretive skills, and form their unique style of vocal performance. Practical steps to implement these recommendations could include updating curricula, organizing master classes and meetings with professional performers, and integrating Kazakh musical works into teaching materials and practice. Open dialogue and cooperation between educational institutions and professional performers contribute to the successful implementation of these recommendations and will maximize the pedagogical impact.

Vocal-performance skills play a key role in the training of future music teachers. High-quality vocal mastery allows them to successfully demonstrate and explain musical aspects, which increases their credibility among students and enriches the educational process. The study of Kazakh singing traditions in Kazakh higher education institutions provides students with a unique opportunity to deepen their vocal skills and unlock their creative potential. Immersion in the cultural context of their native country contributes to the formation of their style and expressiveness, which contributes to the creation of unique and memorable musical images. Systematic and conscious study of Kazakh singing traditions in Kazakh higher education institutions leads to the formation of a high professional level of students. Thanks to this approach, they gain a deep understanding of the cultural peculiarities of their country and will be able to better transmit and preserve the musical traditions of their country.

Discussion

According to the results of the study, S. Burak [7] states, the integration of Kazakh singing traditions into the educational process represents a unique opportunity for future music teachers. These traditions not only develop students’ vocal-performance skills, but also foster a stronger connection to the national cultural heritage. This can foster a deeper understanding of musical forms and styles and their influence on world music culture.

The results provide valuable information that helps to better understand the significance and influence of Kazakh singing traditions on the training of future music educators. It is emphasized the unique opportunity presented by the integration of Kazakh singing traditions into the educational process. These traditions not only contribute to the development of students’ vocal-performance skills but also strengthen the connection with the national cultural heritage. Such interaction with folk music traditions can contribute to a deeper understanding of different musical forms and styles and their influence on world music culture. It can enrich and complement students’ musical experiences, enabling them to become more creative and versatile music teachers [8].

However, the results showed that there is a lack of recognition and attention to Kazakh singing traditions and their value to the national culture. This may lead to their undervaluation and insufficient integration into curricula. Teaching Kazakh singing traditions requires specialized training and knowledge to preserve and transmit correct performance techniques and styles. The lack of qualified teachers may represent an obstacle to the successful integration of these traditions into the educational process. In addition, challenges are related to the adaptation of traditions to modern educational requirements and methods in order to preserve their originality and quality of performance. Developing educational materials and organizing specialized activities for the study and practice of Kazakh singing traditions requires significant resources, both financial and time [9]. Lack of support and availability of such resources can present additional challenges to successful integration.

The results suggest that integrating Kazakh singing traditions into the educational process provides a valuable opportunity for the development of future music teachers. However, successful integration requires attention to the lack of recognition and support for these traditions, the availability of qualified teachers and resources, and attention to preserving their originality and unique characteristics [10]. Only in this way is it possible to realize the potential of Kazakh singing traditions in the educational process and achieve a deeper understanding of musical and cultural heritage. As noted by M.R. Nabijonovna [11], one of the main advantages of using Kazakh singing traditions in the educational process is their uniqueness and originality. This approach will help students to develop their musical individuality and artistic...
expression, which can be a valuable asset in their future careers as music teachers.

In this study, two key aspects of integrating Kazakh singing traditions into the educational process of future music teachers were examined. The first aspect emphasizes the benefits of using these traditions due to their uniqueness and originality. Using Kazakh singing traditions provides students with the opportunity to develop their musical individuality and artistic expression, which can be a valuable asset for their future careers as music teachers [12]. It also allows students to strengthen their connection to their national cultural heritage and enrich their musical experience. The second aspect addressed in the study relates to the difficulties that may be encountered in integrating Kazakh singing traditions into the educational process.

This includes the danger of losing the authenticity and traditional features of these traditions when adapting them to modern educational methods and students’ needs. In addition, successful integration requires the provision of qualified teachers with the appropriate knowledge and skills to impart the unique characteristics and performance style of Kazakh singing traditions. The lack of such teachers may limit the full utilization of these traditions in the educational process [13]. In addition, interest and support from students and society can be challenging, especially if Kazakh singing traditions are not widespread or popular in contemporary youth culture.

Thus, comparing these two aspects, it can be concluded that the integration of Kazakh singing traditions into the educational process provides a unique opportunity to develop students’ musical individuality and strengthen their connection with the national cultural heritage. However, for successful integration, it is necessary to take into account the challenges of maintaining the authenticity and traditional features of Kazakh singing traditions, as well as to ensure the availability of qualified teachers and sufficient resources to support this process.

Understanding these aspects will help to develop effective strategies for integrating Kazakh singing traditions into the educational process and facilitate their successful implementation. J. Kratus [14] found that the introduction of Kazakh singing traditions into educational programmes requires the development of appropriate teaching materials and methods. It is necessary to take into account the specificity of these traditions to ensure effective and productive learning. It is also important to take into account the diverse musical interests of students and to balance the content of the programme to achieve the best results. Kazakh singing traditions have their unique features and characteristics that require specialized training and teaching materials to teach them effectively.

However, it is noted that there is currently a lack of recognition and attention to Kazakh singing traditions and their value to the national culture. Possible underestimation and insufficient integration into curricula may significantly slow down the process of dissemination and preservation of these traditions among students and future music teachers. This aspect should be seen as a signal for further research and consideration of the reasons for the lack of recognition and attention to Kazakh singing traditions. It is important to note the need for specialized approaches in teaching Kazakh singing traditions. This includes developing teaching materials and techniques, taking into account unique characteristics and performance styles, and balancing programme content to accommodate students’ diverse musical interests [15]. Both parties also emphasize the importance of training qualified teachers, as quality teaching of Kazakh singing traditions requires specialized knowledge and expertise. In addition, the successful integration of Kazakh singing traditions into the educational process will require support from educational institutions, the government and cultural organizations. It also requires adequate resources, including financial and time, to successfully develop and implement the programme, organize specialized activities and ensure that learning is accessible to all students [16]. In summary, it can be concluded that the integration of Kazakh singing traditions into the educational process is a promising direction, but some challenges and problems need to be addressed to successfully implement this approach. Continued research and development of adapted methods are important steps to ensure the effective integration of Kazakh singing traditions in the educational process of future music teachers.

J. Sun [17] observed that the inclusion of Kazakh singing traditions in the educational process could also contribute to the internationalization of music education. Students from other countries will have the opportunity to learn about the unique culture of Kazakhstan through music, which contributes to the development of tolerance, cultural understanding and intercultural communication. However, it is worth noting that additional research and data analysis have clarified that the inclusion of Kazakh singing traditions represents a unique aspect of Kazakhstan’s culture, which may attract students from other countries interested in learning about this musical culture. This contributes to a diverse student body and enriches the educational experience through the sharing of cultural knowledge. Incorporating Kazakh singing traditions into educational programmes creates opportunities for intercultural communication and cooperation.

Students from different countries can study together, and share experience and knowledge, which contributes to cultural enrichment and mutual understanding. This is important for modern global education, where cultural diversity and international cooperation occupy a key place [18]. In summary, the inclusion of Kazakh singing traditions in the educational process for internationalization of music education has significant advantages. It not only promotes the dissemination of Kazakhstan’s culture beyond its borders, but also contributes to the development of tolerance, intercultural understanding and respect for cultural diversity. However, for more correct and effective implementation of this approach, it is necessary to take into account specific aspects of Kazakh singing traditions and develop specialized curricula that would meet the needs of students and promote mutual enrichment of cultural experience.

J.W. Armes et al. [19] observed that the problem of internationalization and language barriers arises when students from other countries with different languages and cultural contexts are confronted with learning and understanding traditional Kazakh music. Here are some aspects of this problem. Traditional Kazakh songs may be
sung in Kazakh, and this can present a linguistic challenge for students whose first language is not Kazakh. Understanding the lyrics and conveying emotions across the language barrier can be a challenge for students. Musical traditions are often closely linked to cultural context, and understanding the significance and context of Kazakh singing traditions can be challenging for students who are not familiar with the culture and history of Kazakhstan. Kazakh singing traditions have their characteristics in the musical system, such as modality and specific rhythms. This can be unfamiliar to students who are used to other musical systems, making it difficult to master.

To overcome these challenges, several solutions are proposed, such as providing supplementary materials and translations, organizing master classes and lectures with experienced musicians and teachers from Kazakhstan, and using modern technology and online resources to access recordings and videos of performances of traditional Kazakh songs [20]. These approaches will help students to delve deeper into the cultural context and performing tradition of Kazakhstan, and to understand the uniqueness and significance of these traditions in world music culture. However, despite the possible challenges, incorporating Kazakh singing traditions into the educational process provides a unique opportunity for future music teachers. It will help students develop their musical individuality and artistic expression, which can be a valuable asset in their future careers as music teachers. The integration of Kazakh singing traditions also contributes to a deeper understanding of musical forms and styles and their influence on world musical culture, which helps to enrich students’ education and cultural experience.

Thus, it can be concluded that the introduction of Kazakh singing traditions into the educational process is a challenging but valuable and promising initiative. It requires careful analysis and the development of specialized methodologies to ensure effective learning and overcome language and cultural barriers. With the right approach to internationalizing music education with Kazakh singing traditions in mind, students will have the opportunity to enrich their creativity and broaden their horizons in music and culture. It also strengthens the connection to the national cultural heritage and stimulates the development of tolerance and respect for cultural diversity in the modern educational context.

Conclusions
Integration of Kazakh singing traditions into educational programmes enriches the educational process of students. One of the main benefits of integrating Kazakh singing traditions into the educational process is the development of students’ vocal performance skills. Kazakh singing traditions offer unique performance techniques that complement and enrich vocal training. Students, by learning traditional performance methods and styles, have the opportunity to expand their vocal capabilities and improve their technique. This enhances the quality and expressiveness of their vocal performance. By learning a variety of performance techniques, students can develop their vocal individuality, which will be a valuable asset in their future careers as music teachers. The integration of Kazakh singing traditions also helps to strengthen students’ connection to their national culture and identity. By learning and studying the musical traditions of their country, students are exposed to the unique musical heritage of their nation. The use of Kazakh singing traditions in the formation of vocal-performing skills of future music teachers opens significant prospects for the educational process. This approach enriches music teaching and contributes to the development of students in several key areas.

The use of Kazakh singing traditions represents a valuable resource for expanding the cultural depth of students’ educational experiences. These unique performance styles, techniques, and characteristics provide students with the opportunity to immerse themselves in the rich history and culture of Kazakhstan through music. The study of these traditions allows students to understand a variety of musical forms and styles, which helps to develop a broad and deep musical understanding. The use of Kazakh singing traditions promotes the development of students’ vocal skills. These traditions offer unique performance techniques that can be a valuable addition to vocal training.

By learning traditional performance techniques and styles, students expand their vocal capabilities, improve their technique, and enhance the quality of their performance. This, in turn, can prepare future music teachers for more successful and professional vocal teaching and the introduction of Kazakh singing traditions into the curriculum. Using Kazakh singing traditions helps to strengthen students’ connection to their national culture and identity. Studying the traditions of their country helps students to engage with the unique musical heritage of their people. This allows students to better understand and appreciate their cultural roots and creates an opportunity to build national consciousness and pride in their cultural heritage.

However, further progress in this area requires further research and the development of specialized teaching methods adapted to the peculiarities of Kazakh singing traditions. Only in this way is it possible to ensure the formation of highly qualified music teachers who are prepared to effectively integrate Kazakh singing traditions into the educational space. These teachers will play an important role in preserving and promoting the cultural heritage of their country, as well as contributing to the internationalization of music education and cultural exchange between different peoples and cultures.

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Conflict of Interest
None.
References

Development of vocal and performing abilities of future music teachers

Розвиток вокально-виконавських здібностей майбутніх учителів музики

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Анотація

Актуальність. Криза в музичній освіті ставить під загрозу якість викладання, підкреслюючи необхідність підвищення вокальної майстерності вчителів для залучення більшої кількості учнів до музики.

Мета. Мета дослідження - вивчити вплив розвитку вокально-виконавських навичок на професійну підготовку майбутніх учителів музики в Казахстані.

Методологія. Використано різні методи дослідження, зокрема аналіз існуючих освітніх програм і навчальних матеріалів, порівняльний аналіз з міжнародними практиками вокальної підготовки, вивчення доступних джерел, порівняння результатів дослідження із зарубіжними стандартами та рекомендаціями у підготовці вчителів музики з акцентом на вокально-виконавських навичках.

Результати. Підвищення якості освіти майбутніх учителів музики через розвиток вокально-виконавських навичок сприяє підвищенню їхньої професійної компетентності. Добре підготовлені вчителі краще підготовлені до викладання музичної освіти та розробки навчальних програм, адаптованих до потреб своїх учнів. Інтеграція сучасних методик навчання вокалу, використання технологій у музичній освіті, активна робота з музичними інструментами та мультимедійними ресурсами, співпраця з професійними співаками та вокальними тренерами сприяють ефективному навчанню та підвищенню якості вокальної освіти.

Висновки. Дослідження підкреслює важливість розвитку вокально-виконавських навичок у підготовці вчителів музики в Казахстані. Навчальні заклади та програми підготовки вчителів музики можуть оптимізувати навчальні плани та методи викладання вокалу на основі цих висновків. Така оптимізація сприятиме підвищенню професійної компетентності та створенню стимулюючого освітнього середовища, що в кінцевому підсумку підвищить якість музичної освіти в Казахстані.

Ключові слова: підготовка; якість освіти; практичні методи викладання; оцінка навчальних програм.