

скептиков. Отталкиваясь от такой основы, толерантным скорее будет не казенный атеист, а не религиозный фанатик.

Второй – тот, что мы наблюдали и в прошлом (вспомним Великих Моголов, Акбара) и все чаще – в настоящем – поиски межконфессионального диалога, основанного на том, что объединяет, а не разъединяет, включая не только древнюю традицию, но и сегодняшние задачи.

Конечно же, такой диалог сам по себе не в силах решить всех проблем, подрубить все корни терроризма и т.д. Для решения целого ряда задач нужны усилия государственных органов, спецслужб. Но и целиком отрицать значимость, особенно в наиболее заметных формах (как это иногда мелькает в прессе) тоже представляется неуместным. Поэтому-то, можно полагать, что все формы такого диалога, включая и рожденные на территории Казахстана съезды мировых религий, имеют полное право на существование. Сегодняшний мир непрост, и надо использовать все шансы для его сохранения.

*Материал поступил в редакцию: 26.05.2018*

**БОНДАРЕНКО, Ю.Я.**

**ТОЛЕРАНТТЫЛЫҚ: ШТАМПАТ ЖӘНЕ ШЫНАЙЫЛЫҚ**

*Мақала толассыз дау тугызатын өзекті және проблемалық тақырыптың бірі толеранттылық мәселесіне арналған. Автор постмодернизм мен дін тарихы және толеранттылық мәселесінің өзара байланысына назар аударды және заманауи бұқаралық ақпарат құралдарының штамптарын нақты көрсетті.*

*Мақаланың мәнін ашатын сөздер: толеранттылық, штамптар, постмодернизм, отбасылық және тұлғааралық қатынастар, этникааралық қатынастар, дін.*

**BONDARENKO, YU.YA.**

**TOLERANCE: CLICHES AND REALITY**

*The article is devoted to the actual and problematic topic of tolerance, around which there are incessant disputes. The author draws attention to the relationship of the problem of tolerance with the issues of postmodernism and the history of religion and demonstrates the cliches demonstrated by modern media.*

*Keywords: Tolerance, clichés, postmodernism, family and interpersonal relations, interethnic relations, religion*

**УДК 378**

**Sapieva, M.S.**

*Candidate of Pedagogical Sciences,*

*Head of the Department of Arts of KSPU, Kostanay*

**Kuskadamova, K.S.**

*Master in Linguistics of RF*

*Senior teacher of learning and educational centre  
for language preparation*

## **EXPERIENCE OF DEVELOPMENT OF EDUCATIONAL PROGRAM "MUSIC EDUCATION"**

**Abstract**

*The article is devoted to the problem of developing of a modular educational program in the specialty "Music Education". The analysis of the content of special training of future music teachers is carried out, the ratio of credits for psychological, pedagogical and special training of graduates is presented.*

*Keywords: Musical education, educational program, modules, competences, special training.*

## 1. Introduction

Educational program “Music education” (EP), designed by the group of the Department of Arts of Kostanay State Pedagogical University, was developed according to the requirements of the National framework of qualifications made on the 6<sup>th</sup> of March 2016, the National classifier of courses of the Republic of Kazakhstan 01-2017, professional framework “Pedagogue” (approved by decree of the Chairman of the board of the National Chamber of entrepreneurs of the Republic of Kazakhstan “Atameken” № 133 made on the 8<sup>th</sup> of June 2017), the offers of employers to the specialists’ competences. Educational program is developed by the trajectory of study “Music teacher of pre-school and secondary education”.

## 2. Materials and Methods

While developing this educational program, the group based on the project of educational programs, suggested by Kazakh National Pedagogical University after Abay. The educational program encompasses related disciplines into modules, making continuity and systematism in the educational process. Thus, we see the preparation of future music teacher, as multicomponent system, which involves the following components (modules): sociocultural module, language module, module of the educational technology, professional module, module of technology in inclusive education, natural sciences and mathematical module, module of the fundamental preparation, module of additional types of education, practice module, module of final certification. These modules are intraconditional components of multilateral system of professional education and represent the integrity, which provides the formation of the competent specialist.

## 3. Results

Sociocultural module consists of 22 credits (see image 1) and includes the disciplines of general educational disciplines (GED) and basic disciplines (BD) as a required component and an optional component: “Contemporary history of Kazakhstan”, “Local history”, “Basics of economics and entrepreneurship”, “Religious studies”, “Philosophy”, “Sociology”, “Political sciences”, “Basics of law and anticorruption culture”, “Ecology and basics of life safety”. The basics of public consciousness of the future specialist are laid in this module. The sociocultural module introduces the future specialist through the system of educational space into the world of renewed values and the meaning of life, allowing to orientate in the maze of cultural processes with the aim of socially correct setting of the own professional targets and the most effective strategies of its realization. This module is a component of professional activity, that determines the meaning and is the most significant part of the professional culture of the contemporary specialist, and which is a constituting factor of his professional maturity and competency.

The language module includes 16 subject credits of compulsory component of GED and BD: Kazakh (Russian) and foreign languages, professional Kazakh (Russian) and professionally-oriented foreign languages. The role of this module is obvious. One of the conditions of competitive ability of a specialist is knowledge of the state, native and foreign languages.

Module 1 - Sociocultural module, 22 credits
Module 2 - Language module, 16 credits
Module 3 - Module of the educational technology, 5 credits
Module 4 - Professional module, 9 credits
Module 5 - Module of technology in inclusive education, 5 credits
Module 6 - Natural sciences and mathematical module, 6 credits
Module 7 - Module of the fundamental preparation, 66 credits
Module 8 - Module of additional types of education, 12 credits
Module 9 - Practice modules, 16 credits
Module 10 - Module of final certification, 3 credits

Picture 1 – Structure of the MEP “Music Education”

Module of the educational technology consists of 5 credits: “Criteria evaluation technologies” and “Music teaching methodology”, which is studied through the prism of the updating of educational content. In the standard music educational programs from 1<sup>st</sup> to 4<sup>th</sup> grades the content of music education for schoolchildren is entirely based on the study of the musical culture of Kazakhstan. In this regard, the content and organization of students' independent work is revised, other forms of office hours are proposed.

The fourth module “Professional module” unites such disciplines as “Pedagogy”, “Psychology”, “Teacher’s professional guidance/ Professional guidelines of the teacher”. The course “Teacher’s professional guidance” was developed on the basis of the received data and the experience of students of the advanced training courses at Nazarbayev Intellectual School. This module is aimed at preparing students for using critical thinking techniques in future professional activities.

The next module “Module of technology in inclusive education” consists of 5 credits and includes such disciplines as “Basics of musical pedagogy and psychology”, “Special methodology for teaching children with PLO in conditions of inclusive education”.

Natural sciences and mathematical module is actual in connection with the modernization of “Digital Kazakhstan”. The module consists of 6 credits and includes such disciplines as “Information and Communication Technologies (in English)” and “Information and Communication Technologies in Teaching Music”.

The module of fundamental training, consisting of 66 credits, provides the formation of professional competence in the subject area. This module is based on the study of native musical material, the preservation of its culture, its own national code is the first condition for the modernization of a new type. At the Department of Arts of KSPU during the period from 2015 to 2017 the scientific project “Academic Instrumental Music of Kazakhstan Composers at the Turn of the 20<sup>th</sup> and 21<sup>st</sup> Centuries” was successfully realized. (1980–2014), carried out within the framework of the state order of the Ministry of Education and Science of the Republic of Kazakhstan.

An important reason for the relevance of the study of contemporary academic instrumental music of Kazakhstan composers is its insufficient and uneven study. The initial stage of its formation and composition created in the 50-80s of the XX century was more fully explored in contrast to the work of contemporary composers in the years of independence (1992-2012).

At the turn of XX-XXI centuries the performing arts received great development. The research group of this scientific project have studied the performing arts of such leading musicians as J. Aubakirova, A. Musahadzhaeva, M. Bisengaliev, G. Murzabekov, E. Nakipbekov (Bekov), and others. The activity of the following musical ensembles and orchestras was studied: the State Academic Symphony Orchestra of the Republic of Kazakhstan, the Chamber Orchestra Camerata of Kazakhstan, the ASTANA OPERA Orchestra, the Kurmangazy Kazakh State Orchestra of Folk Instruments and the activities of the leading teachers of the Kazakh National Conservatory named after Kurmangazy (Almaty) and the Kazakh National University of Arts (Astana).

The great interest for the researchers was the data taken from the reference editions published by the music experts of Kazakhstan, which included the biographies of Kazakh composers who were included in the history of the country's culture. The study of data and musical works was accompanied by an interpretation of the material obtained in publications:

1. Two learning guides were published: “Piano music by the composers of Kazakhstan at the turn of the 20<sup>th</sup> and 21<sup>st</sup> centuries (1980–2014)”, “Academic music of Kazakhstan for ensembles and orchestras at the turn of the XX-XXI centuries (1980–2014)”.

2. The monograph “Academic Instrumental Music of Composers of Kazakhstan at the Turn of the XX-XXI Centuries” was published. (1980–2014).

3. The results of the research were published in two foreign peer-reviewed scientific journals with an impact factor and in journals “Bulletin of the Academy of Pedagogical Sciences of Kazakhstan” (2016) and “Bulletin of Kazakh National Pedagogical University after Abay”(2016 г.): Development of the piano performing school in the Republic of Kazakhstan (1980–2016) // «Anais da Academia Brasileira de Ciências» (2017) 89 (2): 1360-1371 (Scopus, ISSN 1678-2690, impact

factor 1,10); «Piano music by Kazakh composers at the turn of the century// «Anais da Academia Brasileira de Ciências» (2017) 89 (3): 1974–1988. (Scopus, ISSN 1678-2690, impact factor 1, 10). A total of 22 articles are distributed through publications in magazines of the Republic of Kazakhstan, the Russian Federation and far abroad, in collections of republican and international conferences.

The obtained results of the research are used within the framework of the discipline "History of Kazakh Music" (theme "Academic Music of Kazakhstan at the Turn of the Century").

In the period from 2018 to 2020 at the Department of Arts the initiative theme "Musical heritage of the Kostanay region" is realized.

The module of additional types of education (12 credits) includes "Physical culture" and "Service Learning". "Service Learning", as a form of training, is aimed at the participation of students in various social projects. It has already become a good tradition for the first and second years' students of the Department of Arts to take concert events with the children of children's house "Zhanuya".

#### 4. Conclusions

The logical sequence of the study of disciplines in the educational program allows to ensure continuity in the personal formation of the future specialist (see Table No. 1).

Summarizing the foregoing, it should be emphasized that the problem of designing the content of educational programs is becoming more relevant in connection with the development of working groups of republican methodical assembly of modular educational programs, their farthest discussion on the one hand, and the granting of academic freedom to higher educational institutions of Kazakhstan on the other hand. In this regard, the systematic approach to the development of modular educational programs through the prism of spiritual revival of the nation will allow to develop a conceptually new model of pedagogical education and to receive an innovative educational product.

Table 1 – The ratio of modules per semester

№	Module	Number of credits	Semester							
			1	2	3	4	5	6	7	8
1.	Sociocultural module	22	x	x	x	x				
2.	Language module	16	x	x			x	x		
3.	Module of the educational technology	5				x	x			
4.	Professional module	9			x			x		
5.	Module of technology in inclusive education	5						x	x	
6.	Natural sciences and mathematical module	6		x						
7.	Module of the fundamental preparation	66	x	x	x	x	x	x	x	
8.	Module of additional types of education	12	x	x	x	x	x			
9.	Practice modules	16	x	x	x	x		x		x
10.	Module of final certification	3								x

#### References

The national framework of qualifications approved by the protocol of the meeting of the Republican Tripartite Commission on Social Partnership and Regulation of Social and Labor Relations of March 16, 2016.

Professional standard "Teacher", approved by the order of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan. [Text] // Atameken. – 2017. – № 133.

Methodological recommendations for universities on the design of educational programs / / Ministry of Education and Science of the Republic of Kazakhstan, 2017. – 36 p.

*Article received by the editorial office: 11.06.2018*

САПИЕВА, М.С., КУСКАДАМОВА, К.С.

**«МУЗЫКАЛЫҚ БІЛІМ БЕРУ» БІЛІМ БЕРУ БАҒДАРЛАМАСЫН ҚҰРАСТЫРУ ТӘЖІРИБЕСІ**

Мақала «Музыкалық білім» мамандығы бойынша модульдік білім беру бағдарламасын дамыту мәселесіне арналды. Болашақ музыка пәні мұғалімдеріне арналған арнайы дайындық мазмұнына талдау жүргізілді, түлектерді психологиялық-педагогикалық және арнайы дайындықтарға бөлінетін кредиттердің көлемі анықталды.

**Мақаланың мәнін ашатын сөздер:** Музыкалық білім, білім беру бағдарламасы, модульдер, құзыреттілік, арнайы дайындық.

САПИЕВА, М.С., КУСКАДАМОВА, К.С.

**ОПЫТ РАЗРАБОТКИ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ «МУЗЫКАЛЬНОЕ ОБРАЗОВАНИЕ»**

Статья посвящена проблеме разработки модульной образовательной программы по специальности «Музыкальное образование». Проведен анализ содержания специальной подготовки будущих учителей музыки, представлено соотношение кредитов по психолого-педагогической и специальной подготовки выпускников.

**Ключевые слова:** Музыкальное образование, образовательная программа, модули, компетенции, специальная подготовка.

УДК371.121

**Аканбаев Б.Н.,**

А. Байтұрсынов атындағы ҚМУ,  
гуманитарлық әлеуметтік факультетінің  
2 курс магистранты

**МЕКТЕП МҰҒАЛІМДЕРІНІҢ ЭМОЦИОНАЛДЫ КҮЙІП КЕТУІНІҢ АЛДЫН АЛУ**

**Түйіні**

Мақалада мектеп мұғалімдерінің эмоционалды күйіп кетуі жайлы сөз болады. Осыған ұқсас тақырып бойынша басқа да ғалымдардың зерттеулері жинақталып, сараланып, талданып, авторлық қорытындылар жасалынды. Осынау көмескі байқалатын, – әсері орасан құбылыстың шығу себептері жан-жақты қарастырылып, профилактика шаралары туралы кеңестер беріледі. Сол симптом мұғалімде байқалған жағдайда қалай әрекет ету керектігіне баса назар аударылды. Бұл мақаланы мұғалімдердің эмоционалды күйіп кетуден сақтауға арналған диссертациялық жұмыстың қорытындысы ретінде қарастыруға болады.

**Мақаланың мәнін ашатын сөздер:** эмоционалды күйіп кету, мектеп мұғалімдері, кәсіби күйіп кету, күйіп кету белгілері, тұлға.

Қазіргі заманғы стандарттарға сай жұмыс жасау үшін мұғалім тек кәсіби құзыретті маман ғана болмай, сондай-ақ физиологиялық және психологиялық дені сау адам болуы тиіс. Осы орайда ақпараттар мен қарым-қатынастың көптігінен мұғалім мамандығын таңдаған адамдар эмоционалды күйіп кету синдромына жиі шалдығып жатады [1].

Эмоционалды күйіп кету дегеніміз не? Дәстүрлі анықтамаларынан бастайық. Әдетте кәсіби күйіп кету созылмалы стрестік жағдайда пайда болып, маманның эмоционалды-энергетикалық және жеке тұлғалық ресурстардың сарқылуына алып келеді. Бұл халықпен жұмыс жасайтын кәсіпкердің: педагогтар, әлеуметтік қызметкерлер, психологтар, менеджерлер, дәрігерлер, журналистер, кәсіпкерлер және саясаткерлердің ең қауіпті кәсіби «деформациясы» болып есептеледі. Бұл құбылысты ең алғаш зерттеген Кристина Маслач өз кітабын: «Эмоционалды күйіп кету – жанашырлық үшін төлемақы» деп атауы да себепсіз емес.