

Professional innovation policy in the system of higher music education in the Republic of Kazakhstan

Gulzada Khussainova*, Galiya Akparova, Nargiza Chsherbotayeva, Bekzat Akhmerov

Kazakh National University of Arts, Astana, Kazakhstan

*E-mail: husainovagulzada@mail.ru

Tel.: 87172 70 55 30

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Abstract

Music education is an important part of spiritual and aesthetic personality development. However, the problem lies in the fact that outdated teaching methods cannot impart the whole complex of musicological knowledge. The article provides a view on the transition from the information education to professional innovation which is carried out under the introduction of professionally innovation policies in future music teachers' preparation in the university education system of the Republic of Kazakhstan. It is conducted with the reflection of such its elements as professional and creative personal fulfillment of the future music teacher; introduction features of dual education; application possibility of competency-based approach and musical computer technologies. There was used the method of system analysis and acmeological approaches to achieve these objectives. The article provides generalization of domestic and foreign experience on the research issue. The article provides an innovative content of the learning process in the system of higher music education, updated innovation-oriented professional competency of the future music teacher that was developed for the first time in attach to teacher's creative personal fulfillment in a professionally orientated training activity. There is also an emphasis on the necessity of introducing computer technologies in the music educational process, as they can significantly increase students' interest in music, as well as give an opportunity to develop musical skills by modern Hi-Fi and sound-recording systems.

Keywords: system of higher music education, professional innovation policy, future music teacher's competency, creative self-fulfillment, music education.

Introduction

Kazakhstan's accession to the Bologna process has determined higher education renewal with greater access to European education, further improving the quality of education, increasing mobility of students and teaching staff, promoting integration into the European Higher Education Area.

The professional innovative policy of modern higher education in the Republic of Kazakhstan is based on the priorities of postindustrial-innovative development of the country by modernization process, based on innovative ways of thinking and activities of both teachers and students.

The professional innovative policy is implemented successfully in bachelor-level program and "Music education" degree program that require appropriate consideration and introduction of innovative educational approaches.

Research objective-setting has been determined by an attempt to describe the capabilities of university education aimed at granting cultural and educational requests of creative students that meet their educational and professional needs, of employers in general academic school, who

require future music teachers with a complex of professional competencies for a variety of educational innovation.

In modern scientific literature on the problems of innovation management in universities' educational sector, there is a complex and multidimensional nature of this process (Rassolov et al., 2016; Ponomarenko et al., 2016). The particular attention is focused on the fact that an innovative approach to teaching has to be systematic and should cover all aspects of educative work in future specialists' preparation. Wherein, there must be reviewed theoretical and practical approaches to the content and to the requirements for higher-education teaching personnel qualification based on new technologies and teaching methods.

Currently, most studies are on general academic schools (Vilenskiy et al., 2004), therefore, there are not enough studies devoted to consideration of innovative teaching methods' features at the university, as well as to identifying advantages and prospects of various innovative forms of learning in higher education.

There must be reconsidered problem of musical-pedagogical values' definition and preservation in higher music education, the search for new professional innovative opportunities.

Professional innovation policy serves as a relevant method of transformational activity aimed at holistic personality development, progressive musical- pedagogical enrichment and creative self-fulfillment in learning activity and carrier of the future music teacher.

The main objective of system of higher music education delivered by modern society is in creating productive learning environment for students' creative self-fulfillment taking into account musical-pedagogical potential (Melik-Pashayev et al., 2014).

The future teacher's creative self-fulfillment is a complex multi-level education, including various features of personality, especially the capacity for knowledge and cognitive activity (Bujez & Mohedo, 2013).

This article provides a first scientific generalization of application issues of innovation in the system of higher music education in preparing future music teachers. Wherein, there is updated process of professional innovation competency development in students in "Music education" Program of Study, the availability of which will allow them to adapt to the ever-changing educational sector. There are research outlined in this paper that will improve the quality bachelor-level program and "Music education" degree program in accordance with modern international standards of teacher training in the framework of the Bologna process.

Methods

New methodological foundations of modern education have determined the humanistic paradigm, according to which personal self-development is the highest value, which requires environment creation in order "to become integrated, full-fledged member of one's life and activities" (Babansky, 1982). One of the problems of modern system of higher education is the search for ways to improve its content in order to achieve the required quality that meet the scientific advances and dictates of times in terms of not only scientific and theoretical aspects' development, but also the technological ones.

To solve this problem, there is a trend in application of acmeological approach in psychological and pedagogical studies aimed at improving vocational preparation and professional activities of specialists in various fields. The essence of acmeological approach is defined as a comprehensive study aimed at obtaining a complete portrait of a subject under study on the stage of maturity in order to influence him or her to achieve the highest levels in personality development and in creative self-fulfillment. (Bodalev & Rudkevich, 2003)

In accordance with the research purpose and objectives, there were methods of theoretical and empirical levels used: comparison and collation analysis of sources on the research problem, various types of official and normative documents on the research problem; synthesis of theoretical and empirical information; study of conference documents, publications in the press; observation, product study of practice, product analysis of future music teachers in developing professional competences.

In the course of our research, there is a complex of psycho-pedagogical methods used that meet the goals and objectives of the study:

- theoretical analysis of substantive aspects of educational innovation in music education;
- introduction analysis of innovation means, methods and techniques in educational professional activity of the future music teacher;
- systematic approach to determine the innovative trends in music education.

Literature Review

The Kazakhstan's system of higher music education renewal is associated with the Bologna process (Kalinina, 2010). The changes related to new EdTech introduction and development, while "innovative learning" arise in contrast to the traditional «supporting and reproducing training» that ensures the continuity of musical- pedagogical experience, encouraging and promoting great changes and revision of current educational environment.

The students' focus qualified methodological support of their future professional musical-pedagogical activity is especially important in applied professional innovation policy (Bujez & Mohedo, 2013; Ibragimova & Khyssainova, 2015; Portowitz et al., 2014). This promotes self-realization of a future music teacher in an organized research activity that has been a rare practice in previous years, carried out by the students' will. Writing abstracts, essays, scientific publications, methodological reports and master classes is an attribute of modern academic school, which requires a lot of effort from a music teacher and is becoming one of the emerging objectives in innovation educational policy (Mars et al., 2015; Mark & Madura, 2013; Elliott & Silverman, 2014).

In this study, music teacher's creative self-fulfillment is considered in different types of musical-pedagogical activities: playwright, actor and director, music director of performances, concerts, music competitions; capellmeister, vocal or instrumental musical performing artist, accompanist; lecturer and storyteller.

Students' creative self-fulfillment is an important basis for innovation policy at the university and should be planned as a personalized educational path of each student. The student can consider this following his or her future self-education, self-improvement and professional development, as well as in innovative treatment as "the matrix of educational process", a "designed creative algorithm of musical-pedagogical activities" (Dedyukhina, 2005).

New technologies' development related to the future teacher's commitment to self-education, self-improvement, identification of his or her primary needs and encouragements for training and creative potential development, is the basis for finding ways and effective methods of improving the learning process at the present advancement stage of higher music education (Kulyutkin & Suhobskaya, 1996).

The awareness of oneself as a creative person is a significant factor of music teacher's self-realization in the profession, where the reflexivity of future teacher's professional development defines his or her readiness to exercise creativity, to further self-improvement (Kulyutkin & Suhobskaya, 1996; Melik-Pashayev et al., 2014; Panferova, 2014).

There is a critical need in teachers helping in intensive creative development of children in school practice in the field of music education. Generally, musical culture is not in demand, there is a loss of credibility of musical creativity and musical-pedagogical activity. The students of music educational institutions are mostly characterized by poor self-education skills, creative passivity and with interest only to the musical performance (Kalinina, 2010).

Therefore, at the present stage, higher musical education is designed to meet the needs of future music teachers in comprehensive self-realization, to acquire professional musical-pedagogical competences (Panferova, 2014; Soghomonyan, 2010; Mark & Madura, 2013). In this connection, we have tried to update and disclose the necessary educational innovation and to examine the issues of their application in future music teacher' preparation in studying international experience on educational requirements' implementation of the Bologna process (Portowitz et al., 2014). They are related to the mobility of students and teachers, to knowledge management, competence-based approach, credit and modular learning technologies, dual education and students' preparation for professional activity (Artamonov & Tyunikov, 2014; Bekmuhamedov, 2010; Vedemikov, 2001).

A significant growth of scientific potential of the musical-pedagogical science and innovation expectations in the university practice involves the search for new approaches in future music teacher' preparation.

One of the understudied problem in Kazakh musical-pedagogical science is the possibility of musical computer technologies' application in future music teacher' preparation. The university has proved that innovation pedagogical content of modern future music teacher' preparation involves interactive whiteboards, multimedia platform and keyboards in music class. This improves the quality of music lessons at school (Khassenova & Khussainova, 2015).

Since there are no considered issues on the training program for future music teacher or necessary adaptations to school requirements, we have been studying them. In particular, there are electronic educational resources' development, writing textbooks, scientific publications on the research problem.

The purpose of the article is to define a set of interrelated elements that make up a modern innovation policy in the Kazakh system of music education.

There are the following **objectives**:

- to describe modern innovation trends existing in higher education sector, influencing the quality improvement of future music teachers' training;
- to study the elements that make up the innovation policy in the system of music education;
- to provide features of determined elements of innovation policy:
- professional creative self-fulfillment;
- introduction of dual education;
- application of computer technologies;
- application of competency-based approach.

Results

The innovation policy development is becoming a priority target of Kazakh higher vocational education renewal, including musical-pedagogical sector.

One of the main tasks of innovation policy in the system of professional musical-pedagogical education is to develop a new type of teacher, who is ready to work in a changing environment, is able to improve his or her professional musical-pedagogical competency.

In modern musical-educational management, there is proposed application of innovative policy based on internal students' educational and professional needs and resources on their way to the competency growth and professional development.

The learning process under innovative policy is based on developing professional awareness of the future music teacher as a set of his or her vision of himself (herself) in various aspects of teaching and professional activities: music, teaching and research. The cognitive aspect is of great importance in the course of is professional creative self-fulfillment of the future music teacher of music – when student' self-knowledge is actually learning (analysis, evaluation) their personal and professional traits that make up the obtained competences (Dedyukhina, 2005).

Self-determination of the future music teacher as a person-problematic process is also important carried out in choosing a profession, setting and achieving objectives on personal and professional competences (Kulyutkin & Suhobskaya, 1996).

The future teacher's self-education and self-learning is the key to his or her success in the profession and is an independent development of necessary professional competences, skills to gain necessary knowledge independently (Vedernikov, 2001).

The future music teacher's self-regulation as an element of professional innovation policy is manifested in finding an individual style of teaching and professional activity, the ability to improve own psychological states. Therefore, musical-pedagogical creativity of the future music teacher is performed in achieving educational and professional objectives in the course of students' musical and pedagogical improvisation in scientific research, teaching and musical creativity.

Thus, professional innovation policy value is revealed in developing future music teacher's professional self-fulfillment, which is three components' integration of self-fulfillment: in musical activities, pedagogical and innovative (creative) activities.

The criterion determining the level of future music teacher's creative self-fulfillment as an element of professional innovation policy is the degree of integration of its professional and personal components, development of which is based on cultural, multicultural, environmental and person-centered approach.

Multicultural approach to the future music teacher, based on national culture study for further world culture study, is based on developing national system of training and education. It combines material and information rate of international standard in education with traditional national cultural values, which determine personality development of the future music teacher as a specialist, his or her professional development and attitude to the future of musical-pedagogical activity (Ibragimova & Khussainova, 2015).

Wherein, there is a need to follow the ecological approach in music education – learning and understanding the world in harmony with nature, learning the world's musical heritage, musical culture preservation – as one of the professional innovation policy components in future music teachers' preparation. There are love to the country and native culture on the top of necessary values that should be raised.

The person-centered approach to teachers training is based on an anthropological beginning (Kulyutkin & Suhobskaya, 1996). As a result, the student is not an object of study, but its subject. The main purpose of a person-centered approach in music education is to individualize educational and professional activity of a future music teacher as a strategy of credit technology. This contributes to personal abilities' development for music in teacher, as well as his or her personality traits leading to the integrity of his or her professional qualities, creative self-fulfillment and development.

The self-knowledge (reflection) of a music teacher as a performing musician becomes an important factor in professional innovation policy (Bekmuhamedov, 2010).

The objects of music teacher's self-reflection in innovation educational and professional activities should be separate performing elements, actions and evaluation criteria – achieving highly artistic and valuable level of performance by the future music teachers themselves (Soghomonyan, 2010).

The search for ways to introduce professional innovation policy into the musical-pedagogical content is conducted within the framework of methodological foundations' development of music education and is aimed at music teachers' self-improvement and self-development as humanities majors, creating the system of fundamental personality development in terms of intellectual, emotional and creative traits (Ibragimova & Khussainova, 2015).

A number of studies has indicated ways of psychological and pedagogical environment development that stimulate music teachers' creative self-fulfillment (Vedemikov, 2001), as well as creative self-fulfillment of the future music teacher (Bekmuhamediv, 2010), his or her activity and issues of his or her vocational training (Artamonov & Tyunikov, 2014).

The practice-oriented element of professional innovation policy in of future music teachers' preparation is the application of musical computer technologies. The study of this element as a system of professionally oriented environment, according to modern Kazakh school, ensures the quality of education in small rural schools. This became a strategic goal of our research grant.

Professional innovation policy is designed to solve a number of problems in modern music education:

- application of a comprehensive approach to teaching based on the interaction of various art forms;
- introduction of new EdTech;
- application of innovative educational forms and methods;
- application of modern methods of music education;
- application of modern pedagogy principles of music education.

According to our study, all innovation policy elements in music education are focused on the transferability of knowledge (which is constantly updated), on the acquisition of basic competencies (allowing to acquire knowledge independently), on the study in creating new knowledge (combining world science, technology and culture with ethno-cultural heritage) (Babansky, 1982; Vilenskiy et al., 2004; Goryunova et al., 2010).

The competency-based approach introduces innovation policy of the system of musical education with objective, informative, methodological and diagnostic elements of structural organization. The concepts of "competency-based approach" and "key competence" were spread because of discussions on the problems and ways of education renewal of the Republic of Kazakhstan. Considering the competency-based approach as a set of general principles to determine learning objectives, content, educational management and learning outcomes against the learning goals, it was determined that its main purpose is to develop the ability to independently solve problems in various fields and types of future professional activity based on teacher's own experience (Khutorskoy, 2013).

In the system of higher music education, the concept of "competence" is considered as future music teachers' ability that was put to practice. The concept of "competency" – as a learning outcome ("the knowledge and skills"), expressed in the subject's readiness to organize internal and external resources effectively to achieve specific goals (Panferova, 2014).

In teacher professional competencies' development, the specificity in multi-functionality and public nature of professional activity is considered in detail (Bueno et al., 2013). This complex

development and creative implementation of professional competences on musical-pedagogical specialization should be carried out even at the university. This is due to the situation in class and extracurricular activities, when the music teacher acts as a playwriter and actor, as a director of musical performances and concerts, as a capellmeister and artistic director of creative teams, as a vocal and instrumental musical performing artist, as a lecturer, psychotherapist etc.

The competency-based approach distinguishes the new standards for music-education program and the old ones that were focused on student's future professional activity (Kalinina, 2010).

Therefore, new professional standards for teachers' professional fields have an impact factor of designing students' personal and professional future defining it as a set of general competencies. The competency-based approach does not decrease the importance of transferability of knowledge from teacher to student. Knowledge is a necessary element of the system triad: to know, to be able and to apply.

The professional skill to transform knowledge into skills is a process of professionalization of music education introduced by innovative policies in the field of higher education. Determining the range of problems associated with the application of competency-based approach in professional music education, there is a need to develop the structure of music teachers' professional competency.

The competency-based principle of EdTech revealed the following professional personality traits of a future music teacher, describing the introduction of professional innovative policy that meets modern requirements:

- independence in carrying out musical-pedagogical activity;
- creative attitude to labor and responsibility for all types of musical-pedagogical activities;
- to know professional situation (analysis, performance strategy making);
- skills to make suitable musical-pedagogical decisions;
- application of professionally-oriented thinking;
- skills of critical self-analysis.

Education should be a fundamental mechanism for ethnic culture development. Respectively, professional innovation policy must not only solve the educational and technological problems (what and how to teach), but also rise the fundamental methodological problems: revival of ethnic and cultural traditions, relation of national identity and universal values in the entire content of the educational system (Stepanskaya, 2015).

The personal component of the objectives of professionally oriented training and education of the future music teacher is designed to provide self-esteem, self-fulfillment and self-education of a student in "Music education".

In this regard, there is an updated development of new approaches, innovative curriculum in vocational training and education of teachers; in particular, the external activities of the university on creative self-fulfillment are enforced by academic mobility of bachelors and masters.

In foreign sources (Bujez & Mohedo, 2013), the innovative content future music teacher training is characterized by a variety of approaches to the use of technological possibilities of students' creative self-fulfillment at the university. The pedagogical modeling of music teachers' professional creative self-fulfillment in the learning process is especially important for application in the system of music education in the Republic of Kazakhstan. It is based on a differentiated approach on the part of teachers in preparing methodological materials; content integration of general professional, subject-matter and specialty disciplines; methods and forms of problem-based, contextual and active learning.

The application of the above approaches has allowed teachers and students to achieve their goals, to implement creative solutions to the problem in introducing special courses on innovative topics under credit training.

The university experience has proved that creative self-fulfillment of students in "Music education" under credit training is characterized by performances in their educational and professional activities on individual training, by a deep personal satisfaction of each student, by awareness of occupation's social significance. The problem statement of innovation policy in future music teachers' preparation contributed to the revision of content, methods and educational approaches.

The structural model of creative self-fulfillment, taken into account by teachers in future music teachers' preparation, includes two blocks: axiological block (personal culture and the need in creative self-fulfillment); personality-managerial block containing components of cognitive providing (self-awareness, self-knowledge (reflection), self-determination) and components of the activity block (regulatory and resultative) – self-regulation, self-education, creativity.

In content development of educational innovative technology for the application of music computer and multimedia means in the course of the present study, we have identified and defined the following knowledge and skills as constituting elements of the first "innovation-oriented professional competences of the future music teachers":

- 1) spatial components' recognition of various kinds of art;
- 2) analysis and evaluation of artistic laws, genre and stylistic features of the studied musical composition;
- 3) finding common features in various forms of space, transfer of general spatial representations in artistic displays and vice versa;
- 4) modeling professionally-pedagogical problems using multimedia and music computer means for poly-artistic development of schoolchildren;
- 5) identification of new, non-traditional, synergy in the use of musical and artistic material;
- 6) modeling pedagogical tasks to develop students' emotional culture by means of music computer EdTech;
- 7) modeling pedagogical tasks to provoke and develop imagination, fantasy in productive and reproductive poly-artistic activities based on computer technologies (Khassenova & Khussainova, 2015).

Professionalization of the modern musical-pedagogical education is carried out in dual training as one of the elements of a professional innovation policy. The introduction of dual training at the university allowed increasing the system's spin among young people, the possibility of graduate employability and their career growth. It was noted that the successful graduate employability is most important indicator of dual training efficiency.

The dual education system provides a combination of theoretical training in the educational institution with systematic practical training. In this case, the learning process was organized as follows: along with usual classes at the university or other vocational institution, students carry out educational and professional activities at school, where they gain practical experience. The schedule in dual education system is developed by taking into account the specificity of general academic and preschool institutions based on a contract with their direction. This allowed employers to take part in vocational training of future music teachers.

As it is known, the dual system of vocational training was recognized in the world – it is the most common and recognized form of training that combines theoretical training at school and vocational training.

The experience in the use of the dual training system showed the following advantages of this system compared to traditional one (Khassenova & Khussainova, 2015):

- dual training system for future music teachers' preparation eliminates the main drawback of traditional forms and methods of teaching – the gap between theory and practice;
- dual training system has an impact on the future music teacher, it creates a new professional installation;
- dual training system for future music teachers' preparation has created high motivation of learning and acquisition of skills in educational and professional activities;
- headmasters' interest in the practical training of their future employees.

The introduction of a dual mode of study can solve the basic problem of professional-pedagogical education – the gap between theory and practice. Thus, in this situation, there are solved current problems of future music teachers' training and employment:

- student receives the necessary teaching experience in music lessons. After graduation it will be easier for him or her to find a job;
- in this approach to training, the institution will ensure a steady stream of qualified personnel;
- there is a high percentage of graduate employability, as they meet the requirements of the employer. The education process is being brought towards the needs of educational institutions;
- students receive a chance to acquire independence earlier and to adapt to the profession much easily.

Discussions

The studies with the following pedagogical innovations and technologies are related to our research in a greater extent (Khassenova & Khussainova, 2015):

- introduction of pedagogical innovations in education and training;
- creation of certain innovative environment at school;
- teacher's readiness to innovation as a factor that can change the stereotypes of pedagogical activity and professional conservatism;
- innovative multimedia technologies (presentations, electronic educational resources, Internet resources).

In the study of the problem of innovative content in the system of music education, there is a statement of special importance that education is a fundamental mechanism for ethnic and cultural values' development. Wherein, ethnic and cultural traditions are not an optional component, but a part of the system, making changes in music education sector at the present level, as a substantial element of professional innovation policy.

The results-oriented commitment to ethno-cultural competency development of future specialists in music education is of particular importance at this stage as an important component of his or her professional creativity traits considered as poly-artistic interaction of students, their level of culture based on the synergy of national cultures (Khassenova & Khussainova, 2015).

In this connection, professional innovation policy in the system of higher music education in the Republic of Kazakhstan aims to promote the development of students' knowledge and skills of learning ethno-cultural heritage of the world, affecting their professional and personality development in a modern multi-ethnic Kazakh society. This will contribute to a significant increase in demands for music teachers' preparation with new thinking, able to achieve the high-level professional and pedagogical objectives following cultural attitudes, competent in matters of ethno-cultural education.

In this connection, there is a problem of ethno-cultural competency development of the future music teacher with a special significance of the possibility of learning the operative and informative sectors of modern society, as the art of music and music education are based on them. The very learning based on the infrastructure of keeping music information (notes, books, old and new musical manuscripts; sound-recording technologies) that makes it possible for learning to be included in long-term material and informative sectors. Particularly, the appeal to national topics is very important at this stage, as well as disclosure of matters relating to the traditional Kazakh culture, its social and communicative capabilities in society.

In general, the study of modern musical-pedagogical practice at schools showed a great professional (but largely personal) interest of music teachers, their commitment to continuous improvement of professional competence, particularly by means of computer technologies, which led to our scientific research.

Conclusions

The rapid reform of Kazakh society was reflected in all sectors of the country, especially in the social and educational sectors. The education comes into XXI century with a number of problems that still need solution.

One of them is the problem of studying the possibilities of pedagogical innovation, which is at the stage of introduction. The reason for modern education renewal lies in the transition from the traditional – "supporting" with fixed system of methods and forms of training – to alternative, innovative, constantly changing and active system.

At present, the system of music education is impossible without innovative technologies. Wherein, there is no professionally oriented studies on future music teachers' training to apply professional and innovative technologies. This proves that Kazakh teacher does not know modern innovation and educational space, associated with the use of educational innovations, especially at the stage of their application at the school music lessons.

The application of these technologies in the system of higher music education, especially music computer technologies at the music lessons, allows consulting students' interests and applying the best electronic educational resources.

In all theoretical and practical significance of modern studies in the field of educational innovation, this problem remains insufficiently developed. The main idea of our study is to provide the first comprehensive study of scientific and practical bases of vocational innovative content of future music teachers' preparation in the Republic of Kazakhstan.

Thus, it may be noted that the application of professional innovation policy in the system of music education is based on different approaches and active teaching methods that help to develop the creative potential of students and future music teachers. The professional innovation policy promotes the awareness of future careers' features, develops students' independent thinking and decision-making skills appropriate in certain situations. A variety of methods and techniques of active learning makes the students interested in the educational and cognitive activities. This allows creating an environment of motivated and creative learning and achieving a whole range of academic, educational and nourish objectives based on innovative technologies.

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