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## **PROFESSIONAL VALUES OF FUTURE MUSIC TEACHERS**

In the theory and practice of pedagogy, pedagogical conditions are classified into many types according to certain characteristics. Babansky Yu.K. systematized pedagogical conditions according to the sphere of influence into 2 groups: external (natural-geographical, social, industrial, cultural, secondary in a small district, etc.) and internal (educational-material, hygienic, moral-psychological, aesthetic) conditions.

The systematization of pedagogical conditions is widely used in the following terms: Organizational and pedagogical conditions (V. A. Belikov, E. I. Kozyreva, S. N. Pavlov, A.V. Sverchkov, etc.),

Psychological and pedagogical conditions (N. V. Zhuravskaya, A.V. Krugliy, A.V. Lysenko, A. O. Malykhin, etc.),

Didactic conditions (M. V. Rutkovskaya, etc.), etc. these types of contracts complement each other, increase the effectiveness of the pedagogical process.

When revealing the content of organizational and pedagogical conditions, let's focus on the essence of organizational conditions.

Organizational condition-is determined by the appropriate management of the development of professional values of students on the basis of ethnopedagogic education, effective organization of the use of forms and methods of classroom and extracurricular work.

Formation of an ethno-cultural environment in the university that develops students professional values during the implementation of this condition. There is a favorable psychological atmosphere in order to activate the ethno-cultural potential of subjects of ethno-cultural secondary education. Formation of personal and significant motivation for the development of professional values of future specialists on the basis of internal needs and interests.

Thus, organizational and pedagogical conditions are considered by scientists first of all as a set of opportunities that provide an effective solution to educational tasks:-a set of objective opportunities that ensure a productive solution to the tasks set (Kozyreva E. I.) [1, p. 432] ;

- Pedagogical activity aimed at achieving the goal content, forms, methods of the pedagogical process a set of possibilities (V. A. Belikov) [2, p.24] ;

- A set of interaction of subjects of the pedagogical process, material and organizational forms, teaching and educational opportunities (S. N. Pavlov) [3, p. 357];

- Connects pedagogical conditions with the process of managing the professional pedagogical culture of the individual (Sverchkov A.V.).

Thus, based on the opinions of researchers-scientists discussed above, we assume that the main function of the organizational and pedagogical contract is to manage the pedagogical system.

The following psychological and pedagogical conditions provide for the provision of pedagogical measures to influence subjects (teacher, pupil) or objects that are directly related to the effectiveness of the pedagogical process. Psychological and pedagogical conditions are distinguished by taking into account the personality structures of subjects of the pedagogical process (teacher, pupil). Didactic conditions are considered as the result of the use of content, method (s), elements in the process of achieving the didactic goal, directing the forms of Organization of training to achieve the goal.

The main function of didactic conditions is the selection and implementation of the content, forms, methods, means of pedagogical interaction that ensure educational tasks in the learning process.

In accordance with our research, we considered pedagogical conditions as a set of measures that effectively contribute to the development of professional values of students on the basis of ethnopedagogic education, and clarified pedagogical conditions that ensure the development of professional values of students on the basis of ethnopedagogic education.

These are: - organizational and pedagogical conditions that affect the effective assimilation of professionally significant values in the learning process; - stimulating the assimilation of professionally significant values, psychological and pedagogical conditions that ensure the diagnosis of the personality of a future specialist; - professional activity of students on the basis of ethnopedagogic education; didactic conditions that are responsible for the effectiveness of using the purpose, content, methods and tools for developing values.

Let's focus on the content of contracts separately. The main function of the university is purposeful preparation of students for professional activities. Training is provided by mastering and practicing general cultural, methodological, and methodological disciplines of future specialists. In the process of mastering the specifics of the profession, students ' unspoken opportunities are activated, and the knowledge, skills, and skills necessary to become an innovative teacher are improved.

According to our research problem, the subject "Ethnopedagogics" is a tool for developing students ' professional values on the basis of ethnopedagogic

education. This is evidenced by the content analysis of the content of the curriculum of this discipline.

The essence of organizational and pedagogical conditions is to supplement the content of education on the professional value of the university, to clarify the conditions for including the subject "Ethnopedagogics" in the curriculum. Russian scientist sh.I. In her work "scientific foundations of the formation of Ethnopedagogics as a separate discipline", janzakova defined the methodological foundations of the relationship between scientific and academic disciplines in the methodology of philosophy and science, clarified the content of the components of the scientific subject model of ethnopedagogics, considered the predictive model of ethnopedagogics in the status of a separate academic discipline, described the structural-content-functional components of ethnopedagogics, theoretically presented "Ethnopedagogics" as a scientific discipline, supplemented the terminology fund "Ethnopedagogics" as a scientific and academic discipline; the logic of compiling the content of the discipline "Ethnopedagogics" as a separate academic discipline is presented [4].

On the basis of the theories and concepts "content of education", "content of pedagogical and ethnopedagogic education", "textbook", "learning process", a structural-content-functional model of "Ethnopedagogics" as a separate academic discipline is developed. The structure of ethnopedagogics as a separate academic discipline "history of the development of Ethnopedagogics", "theoretical and methodological foundations of Ethnopedagogics", "ethnic didactics", "Ethnos education", "ethnopedagogicization of educational work", "comparative ethnopedagogics" is given and their content is clarified [5].

Thus, today, of course, there are many sources devoted to the problems of ethnopedagogic education and upbringing, but some of the educational and methodological manuals for the subject of ethnopedagogics studied at the University are: A. Tabyldiev's textbook "Kazakh ethnopedagogics" (2001) [6, p.91]; S. Kaliuly "theoretical foundations and history of Kazakh ethnopedagogics" (2003); K. Kozhakhmetova, Sh.Taubayeva, Sh. Janzakova "methodology educational and methodical manual" general and ethnic teachers in Logico-structural schemes "(2005) [7, p.130]; kozhakhmetova K. zh., zhanuzakova sh.I.textbook" ethnopedagogics " (2005); s.Kaliyev, zh.Moldabekov, B. Imanbekova textbook "Ethnopedagogics" (2010); S. zh.Praliyev, G. T. Khairullin, A. A. Beisenbayeva, R. K. Tuleubekova, Sh. zh.Zhumataeva, K. K. Shalgynbayeva, A. D. Kaidarova, M. B. Tlenbayeva, M. A. Absatova, K. T. Atemova, B. T. Makhmetova, G. K. Sholpankulova "Ethnopedagogics (in Kazakh, Russian, English)" (2010) [8, p. 221]; K. zh.Kozhakhmetova "Ethnopedagogics: methodology, Theory, Practice" (2013); K. zh.Kozhakhmetova, sh.I.Zhanuzakova "Ethnopedagogics – an independent subject" (2013); K. Buleyev "Kazakh Ethnopedagogics"-methodical manual; K. Buleyev's textbook "methods of teaching Kazakh ethnopedagogics" [9, p.350]; and other valuable works of scientists can be called [10, p.162].

The source of development of professional values of students is the subjects studied in higher educational institutions (mandatory components, elective subjects), how and to what extent they are mastered.

According to our research, the main problem here is the content of the subject "Ethnopedagogics", the quality of teaching and the level of assimilation of which is studied by the University. Thus, the quality of ethnopedagogic training of students depends on the level of assimilation of the subject "Ethnopedagogics", the result.

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