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## **THEORETICAL AND METHODOLOGICAL ASPECTS OF THE FORMATION OF STUDENTS' NATIONAL VALUE ORIENTATIONS**

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**Abstract.** This work examines the theoretical and methodological aspects of the formation of national value orientations of future teachers and presents the results of a diagnostic study of the formation of national value orientations of future music educators in pedagogical universities of the Republic of Kazakhstan. The analysis of scientific sources revealing the essence and content of the concept of "national values" demonstrates the multifaceted nature of its structure, which includes objective and subjective components, namely: national values, in particular, the values of the ethnic musical culture, serve as objective components, and by mastering them, the student – the future music educator – develops subjective national value orientations.

Studying the content of value orientations characterizing the mentality and lifestyle of modern students – future music educators, and identifying the factors influencing their formation are of scientific interest and have practical significance. This actualizes the problem of finding new ways to form national value orientations of students – future music educators. Among them, the values of national musical art, embodying ideas about the meaning of human life, traditions and customs, worldview positions, etc., acquire particular importance.

The work describes the stages of a formative experiment aimed at diagnosing the national value orientations of future teachers; ways and recommendations are proposed for activating the educational and cognitive activities of students, contributing to the formation of national value orientations.

The content of the diagnostic tools is revealed, which included a set of methods (questionnaires, tests, surveys, methods of comparative tasks, etc.), with the help of which cross-sectional studies of the levels of formation of national value orientations in students of the control and experimental groups were carried out, as well as a comparative analysis of the obtained data.

**Key words:** theoretical and methodological aspects, value orientations, future teacher, pedagogical university, component, research methods, national music, student

### **Introduction**

Since the beginning of human society, a system of national values has been continuously formed over many centuries, serving the internal stability of society.

Values are one of the most important spiritual regulators of social life: they substantiate goals, ideals, and determine a person's attitude to the events of the

surrounding world and to oneself. Values act as a desirable, preferable state of connections, principles, and practices of social relations for a given social subject (individual, community, society), a criterion for evaluating real phenomena; they determine the meaning, strategy of purposeful activity, and thereby regulate social interactions, internally motivating activity.

National values of art, in particular, folk music, imbued with ideas of humanism and justice, have been filled with new content over the centuries. These are complex and multifaceted concepts, embodying a certain way of human life, moral and emotional-aesthetic principles, spirituality, and imagination.

The analysis of scientific sources revealing the essence and content of the concept of “national values” proves the multifaceted nature of its structure, which includes objective and subjective components, namely: national values, in particular the values of the ethnic musical culture, serve as objective ones, and by mastering them, the student – the future music teacher – develops subjective national value orientations. National value orientations of a future music teacher can serve as markers of public consciousness and behavioral dynamics, characterizing modern society, being, in a general sense, ideas approved and shared by most people and social groups. Therefore, they allow us to outline the conditional parameters of the inner world of a student’s personality, socialized in a specific national musical context. Consideration of the phenomenon of national value orientations of a future music teacher led to the conclusion that they reflect the history of folk musical creativity, the values and ideals of ancestors, selecting the closest to the individual inclinations of the student’s personality, as well as corresponding to the level of received musical education. In this regard, the national value orientations of students – future music teachers – are formed most effectively in the system of higher musical and pedagogical education, which actualizes the development of conceptual foundations for their development within the walls of universities in the Republic of Kazakhstan.

Contemporary society faces multifaceted challenges across economic, political, and social domains. While advancements in science, technology, globalization, and information dissemination offer significant opportunities, they are juxtaposed with global crises, conflicts, and evolving moral landscapes. These factors collectively underscore the critical importance of understanding the formation of personal value orientations and their associated worldviews, particularly within the context of societal transformations.

The proliferation of social media platforms has introduced new influences on student values. Exposure to idealized lifestyles, permissive attitudes, and materialistic pursuits can contribute to moral and spiritual challenges among young people, potentially impacting family and interethnic relations. Established value hierarchies are being reconfigured, with emerging priorities reflecting contemporary realities. This shift can lead to the erosion of traditional ideals and the emergence of distinct personality profiles. The prevalence of suboptimal digital content can further contribute to the erosion of valued orientations and a sense of disconnection from cultural heritage. The homogenizing effects of mass media and social networks can also contribute to a perceived leveling of

individual identity. Student populations are particularly susceptible to external cultural influences, including Westernization and, more recently, the risk of radicalization by extremist ideologies.

Despite state youth policies, the contemporary student environment in Kazakhstan reflects the influence of both global and national factors, manifesting in value orientations that deviate from traditional norms and align more closely with Western models.

While older generations typically exhibit more stable value systems, student youth, being in a formative stage of value development, is particularly responsive to socio-political events. This demographic is often associated with values, norms, and identities that are considered divergent or contradictory to established cultural values and moral norms. Historical examples, such as the 1986 December events in Kazakhstan and subsequent social movements in various countries (e.g. Tunisia, France, Belarus), illustrate the role of youth as a driving force in social and political change.

The scholarly discourse on the genesis of personal value orientations spans centuries, with contributions from classical philosophers Plato, Aristotle, Confucius to Enlightenment and modern thinkers Machiavelli, Hobbes, Kant, Nietzsche. Contemporary research has focused on structuring these orientations and developing robust measurement instruments. Key contributions to understanding the formation of value orientations in relation to social positioning have been made by scholars such as V.Yadov, V.Lisovsky and L.Vygotsky [1-3]. Notably, Rokeach [4] and Schwartz [5] have provided highly influential, systematized frameworks for conceptualizing personal value orientations.

For the purposes of this study, value orientations are defined as fundamental principles that shape individual behavior, impacting both personal fulfillment and social dynamics. From a socio-pedagogical standpoint, these orientations serve as guiding forces, influencing actions toward societal transformation and individual actualization while promoting social harmony. As integral components of individual identity, they influence interpersonal interactions and are shaped across multiple levels, encompassing the individual, family, peer group, society, and the state [6]. These multi-level influences contribute to an individual's social success and integration.

While value orientations exhibit relative stability, they are not immutable. They are subject to change and development throughout the lifespan, potentially undergoing significant transformations. The formation of these orientations is a complex interplay of influences, including specific agents, the broader context of life domains (e.g., family, peer group, society, state), and individual experience. This formation process is facilitated through diverse forms, methods, and tools.

Among Kazakhstani researchers, the issues of studying values are also quite popular. There are interesting results on the study of the problems of forming value orientations of youth, studying the process of changing professional and moral values of youth, identifying factors of devaluation of spiritual values, and others. [7-9]

The work of R. Salikzhanov presents the results of a study of the value orientations of young people in modern Kazakhstan, where individually achievement strategies were represented, characterized by reliance on their own efforts, activity, orientation towards career growth, on the one hand, and on the other hand, there is a clear priority of values associated with the immediate environment [10].

Analysis of the results of scientific works leads to the conclusion that the crisis of traditional values in the modern world, the priority of national spiritual principles becoming relevant topics for the modernization of modern society, in which there is a certain level of erosion of value orientations, especially among students.

The continuity of generations occurs through the use and transmission of national values. This interrelation is very important, because if each generation does not analyze the previous experience of its nation, does not perceive it, and does not develop it, then it will have no future and will inevitably be subject to degradation. In turn, the life values of modern students – future teachers – will determine what will happen in Kazakhstan and in the world in a few years.

This actualizes the problem of finding new ways to form national value orientations of students – future music teachers. Among them, the values of national musical art, embodying ideas about the meaning of human life, traditions and customs, worldview positions, etc., acquire particular importance.

### **Materials and Methods**

The study employs a comprehensive, multi-dimensional research design to investigate the formation of national value orientations among future music educators in Kazakhstan. The methodological framework integrates both qualitative and quantitative approaches, ensuring a holistic analysis of the research problem. The following methods and materials were utilized to achieve the study's objectives:

1. *System-Structural Analysis* was employed to examine the complex interrelationships between various components of national value orientations, including cultural, historical, and pedagogical dimensions. By deconstructing the concept of “national values” into its constituent parts, the study was able to identify the key factors influencing the formation of these orientations among students.

2. *Comparative Analysis* of pedagogical, philosophical, cultural, psychological, ethnological, musicological, and ethnographic literature was conducted to contextualize the study within the broader academic discourse. and relevance of students' national value orientations to music education.

3. *Historical and Documentary Analysis* was employed to review historical sources and university educational documentation to trace the evolution of national values in Kazakh musical culture and their integration into the curriculum of pedagogical universities. This historical perspective provided valuable insights into the continuity and transformation of national values over time.

4. *Empirical Research Methods (Questionnaires, Surveys, Tests Comparative Tasks and Interviews)* were administered to students in both control and experimental groups to assess their current levels of national value orientations, to capture a wide range of values, including those related to family, patriotism, cultural traditions, and personal development, to evaluate students' understanding and internalization of national values, particularly those embedded in Kazakh folk and composed music. These methods were designed to measure both cognitive and affective dimensions of value orientations providing a nuanced understanding of students' personal perceptions.

5. *Statistical Methods* were employed to analyze the data collected from questionnaires, tests, and surveys. Descriptive statistics were used to summarize the data, to compare the results between the control and experimental groups. Reliability and validity tests were conducted to ensure the accuracy and consistency of the findings.

6. *Pedagogical Experiment* was conducted over several months at the Faculty of Arts of Abai Kazakh National Pedagogical University and the Department of Music of the Kazakh National Women's Teacher Training University. The experiment aimed to test the effectiveness of various pedagogical interventions in enhancing students' national value orientations. The experimental group was exposed to a specially designed curriculum that emphasized national musical values, while the control group followed the standard curriculum.

7. *Modeling and Abstraction*: Theoretical models were developed to conceptualize the process of forming national value orientations among future music educators. These models were based on the principles of activity theory (S. Rubinstein, A. Leontiev) and social constructivism (Berger and Luckmann), which emphasize the role of culturally relevant activities and social interactions in shaping value orientations.

The methodological framework of this study was designed to provide a rigorous and comprehensive analysis of the formation of national value orientations among future music educators. By integrating theoretical insights with empirical research, the study offers valuable contributions to the field of music education and the broader discourse on national values in a globalized world. The findings have practical implications for curriculum development and pedagogical practices in higher education, particularly in the context of preserving and promoting national cultural heritage.

## **Results**

The ascertaining stage of experimental work conducted by us over several months at the Faculty of Arts of the Abai Kazakh National Pedagogical University and the Department of Music of the Kazakh National Women's Teacher Training University was aimed at studying the focus of professional training of future music teachers on the implementation of tasks for the formation of national value orientations and identifying the possibilities of musical disciplines in this process by analyzing the curricula of the educational program 6B01402-Musical Education and its educational and methodological support through diagnostic tools.

A preliminary assessment of national value orientations was conducted using a quasi-experimental design with a control group (n=110) and an experimental group (n=114), drawn from a larger sample of 448 undergraduate students. Given that value systems are typically established by late adolescence (18-20 years), a battery of diagnostic instruments, including questionnaires, tests, and surveys, was employed to evaluate the baseline levels of these orientations in both groups.

Methodological rigor was ensured through adherence to established pedagogical research standards, including precise questionnaire design, triangulation of data through multiple methods, and comparative data analysis. Statistical procedures were implemented to verify the reliability of the findings.

The study identified a set of national values embedded within Kazakh folk and composed music: freedom, patriotism, mutual assistance, hospitality, respect for elders, familial and kinship bonds (including specific familial roles), tolerance, diligence, friendship, health, self-development, environmental harmony, collectivism, historical consciousness and intergenerational continuity, justice, oratory and improvisation skills, and adherence to traditional customs and rituals (e.g., betashar, shashu, suyinshi, tusau keser, kyz uzatu, shildekhana, besikke salu).

Participants were asked to select the five values they deemed most salient. Family and kinship ties (64.2%) and health (60.3%) emerged as the most frequently prioritized values, followed by self-development (37.4%), freedom (33.3%), and justice (32.3%). Lower-ranked values included oratory and improvisation (8.7%), collectivism (6.2%), traditions, customs, and rituals (5.7%), and environmental harmony (2.7%).

The prominence of family values likely reflects the influence of Kazakh cultural traditions. Curricular components such as “National Education,” “History of Kazakh Music,” “Dombra,” “Folk Musical Instrument,” “Vocal,” and “Choir,” which explore the significance of familial love and values as expressed in Kazakh *kyuis* and songs, coupled with the prevalence of extended family structures, likely contribute to the transmission of these values among students.

The baseline assessment revealed that values such as patriotism, diligence, collectivism, adherence to traditions and customs, and environmental consciousness, while present in Kazakh folk music, were not identified as primary value orientations by the students. The data suggest a prioritization of family and kinship ties, with value systems primarily aligned with personal success criteria. These findings underscore the need for innovative pedagogical approaches to foster national value orientations among future music educators within the university curriculum.

## **Discussion**

Psychological and pedagogical diagnostics of the study of students’ national value orientations is not only a tool for studying personality but also a tool for their formation. The theoretical foundations of pedagogical diagnostics of the formation of national value orientations of the future teacher have a practical orientation, allowing to predict, implement, improve, evaluate effectiveness, and

adjust the process. It must meet the requirements of systematicity, taking into account the logic of the process of forming national value orientations of the future teacher; correctness, which does not allow emotional harm to the subjects; reliability, providing the subjects of diagnostics with scientifically grounded conclusions, if possible; informativeness, providing answers to a wide range of questions; efficiency, ensuring optimal results with minimal expenditure of time and effort; clarity, allowing to record the results and conclusions in the form of tables, graphs, and diagrams.

As the results of the ascertaining stage of the experiment showed, students of the control and experimental groups revealed approximately the same national value orientations, and the system of training future music teachers is not sufficiently focused on their formation, which requires further development of the content and methods of work in this direction.

Agreeing with the conclusion of A.Markova, during the research we came to the conclusion that “diagnostics should reveal not only the existing level of development of qualities and skills, but also the near and distant future, based on the plasticity, compensatory, and replenishable possibilities of a person” [11, pp. 109-110]. According to the scientist, the insufficient formation of some qualities can to a certain extent be compensated by the high development of others. Therefore, teachers often achieve high results by developing the strongest aspects of personality, to the development of which more attention is paid, while other skills and competencies remain outside the scope of development. Consequently, pedagogical diagnostics of the formation of national value orientations of students within the walls of a pedagogical university requires a thorough analysis of the pedagogical conditions that may hinder its formation. The use of a complex of diagnostic methods allows to objectively assess the national value orientations of each student, as well as to establish the interrelationships of various musical and pedagogical phenomena.

The formation of national value orientations is a process of merging the student’s personal experience and the specific national musical culture in which he is involved. Value orientations begin to form from the moment of a child’s birth, from the first lullabies of the mother, and are consolidated as he grows up through his native musical culture and life experience. Since the formation of value orientations is an activity of instilling certain values in an individual and their conscious acceptance, this study is based on an activity approach, according to which a student interacting with the environment performs conscious actions based on his value orientations.

The formation of national value orientations in future music educators is conceptualized through the lens of activity theory by S.Rubinstein and A.Leontiev [12-13] and social constructivism by Berger and Luckmann [14]. Drawing upon S.Rubinstein’s principle of the unity of consciousness and activity, the development of these orientations is understood as a dynamic process wherein consciousness is both shaped and revealed through engagement in culturally relevant activities. Initially, national musical values serve as a catalyst for student motivation and need fulfillment; subsequently, these values become internalized,

constituting integral components of their professional practice.

A systemic perspective frames this process as a self-regulating mechanism. Students, guided by pedagogical intervention, iteratively refine their behavioral strategies based on internalized values. This system comprises two interacting subsystems: the influence of established national musical traditions (formal value orientation) and the impact of contemporary socio-cultural paradigms, driving activity transformation (activity-based value orientation). This latter subsystem fosters creativity, individual agency, and a broadened understanding of the interplay between the student, musical culture, and the wider world.

S.Leontiev's activity theory further elucidates this process, positing that personal value orientations emerge from integrating individual activity within collective, goal-oriented endeavors. Actions, directed towards goal actualization, are composed of operations—the means of problem-solving. Consequently, value orientations are viewed as the internalization of external actions, transitioning them to an “internal plane” [13].

The social constructivist perspective of Berger and Luckmann emphasizes the role of habitualization [14]. A recognized and accepted value evolves into a stable orientation through repeated enactment, ultimately becoming a behavioral standard.

From a relational standpoint, this process unfolds within a defined space co-created by the agent of value formation (national musical values) and the recipient (the future music educator). In this context, the pedagogical university's educational environment constitutes the social space where students interact with national musical values under conditions of reciprocal influence, facilitating the development of these core orientations.

## **Conclusion**

Thus, the results of the ascertaining research allowed us to obtain information about the participants of the experiment, to determine the characteristics of their development and to outline ways for further work on the organization and conduct of the formative stage of the experimental work aimed at forming national value orientations of future music teachers.

Recognizing that student age is favorable for the formation and consolidation of a system of personal values, it should be noted that one cannot absolutize the stability of its value orientations, since the nature of student socialization is characterized by instability, rushing from one extreme to another. There are fluctuations of students between two value systems — traditional family and modern, formed due to the influence of social networks, a new social environment at the university, in interest clubs, etc.

Differences in the value orientations of students and society can be quite significant and therefore must be taken into account when organizing and conducting educational work, when planning and implementing youth policy, when carrying out activities at the level of the university, city, and republic.

The success of the formation of national value orientations of future teachers largely depends on the correct choice of forms and methods of educational work.



The main forms of educational activities aimed at the formation of national value orientations of future teachers are individual and small-group forms of music performing classes, group lectures, seminars. The specificity of the process of forming national value orientations of students, which is an impact on the sphere of feelings, interests, beliefs, tastes, ideals, naturally implies the use of various non-traditional forms and methods of educational work. These include – lectures-dialogues, lectures-concerts, excursions, research seminars, training sessions, debates, business and role-playing games, etc.

The prospects for the formation of national value orientations of future teachers are seen in their purposeful involvement in various forms of creative activity: a musical lecture hall, a musical magazine, a musical living room, a literary and musical salon, an Olympiad, etc., the success of which is determined by the pedagogical skill, professionalism, motivation, and quality of the teaching staff of the university.

In 2025, the 180th anniversary of the great thinker of the Kazakh people Abai Kunanbayev, whose work is imbued with universal and national values, the pursuit of spiritual heights, will be celebrated. Therefore, conducting pedagogical research devoted to the formation of national value orientations of students is especially important.

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## СТУДЕНТТЕРДІҢ ҰЛТТЫҚ ҚҰНДЫЛЫҚ БАҒДАРЫН ҚАЛЫПТАСТЫРУДЫҢ ТЕОРИЯЛЫҚ-ӘДІСНАМАЛЫҚ АСПЕКТІЛЕРІ

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Алматы, Қазақстан

**Аңдатпа.** Мақалада болашақ музыка мұғалімдердің ұлттық құндылық бағдарларын қалыптастырудың теориялық және әдіснамалық аспектілері қарастырылып, Қазақстан Республикасының педагогикалық жоғары оқу орындарында студенттердің ұлттық құндылық бағдарларының диагностикасының нәтижелері берілген. «Ұлттық құндылықтар» ұғымының мәні мен мазмұнын ашатын ғылыми дереккөздерге талдау жасалып, оның құрылымының жан-жақтылығы, объективті және субъективті компоненттері сипатталады. Ұрпақтар сабақтастығы ұлттық құндылықтарды пайдалану және жеткізу арқылы жүзеге асады. Бұл қарым-қатынастың маңызы өте зор, өйткені әрбір ұрпақ өз ұлтының мәдени мұрасын меңгеріп, дамытпаса, оның болашағы болмайды және деградацияға ұшырауы сөзсіз. Өз кезегінде, бірнеше жылдан кейін Қазақстанда және әлемде не болатыны қазіргі студенттердің – болашақ мұғалімдердің өмірлік құндылықтарына байланысты.

Қазіргі студенттердің – болашақ музыка мұғалімдерінің ой-өрісін, өмір салтын сипаттайтын құндылық бағдарларының мазмұнын зерттеп, олардың қалыптасуына әсер ететін факторларды анықтау ғылыми қызығушылықты тудырып, болашақ музыка мұғалімдерінің ұлттық құндылық бағдарларын қалыптастырудың жаңа жолдарын іздеу мәселесін өзекті етеді. Олардың ішінде адам өмірінің мәні, салт-дәстүрлері мен әдет-ғұрыптары, дүниетанымдық ұстанымдары және т.б. туралы ғасырлар бойы қалыптасқан қазақ халқының түсініктерін қамтитын ұлттық музыка өнерінің құндылықтары ерекше маңызды болып табылады.

Мақалада болашақ музыка мұғалімдердің ұлттық құндылық бағдарларын диагностикалауға бағытталған анықтау экспериментінің нәтижелері сипатталған; оқушылардың ұлттық құндылық бағдарларын қалыптастыруға ықпал ететін оқу-танымдық іс-әрекеттерін арттырудың жолдары ұсынылған.

Диагностикалық әдістемелердің мазмұны ашылып (сұрақ қою, тестілеу, сауалнамалар, салыстырмалы тапсырмаларды орындау әдістері және т.б.) бақылау және эксперименттік топтардағы студенттердің ұлттық құндылық бағдарларының деңгейлері анықталды. Сонымен қатар, статистикалық әдістерді пайдалана отырып, олардың сенімділігін бақылау үшін арнайы процедуралар жүргізілді, бұл әрбір студенттің құндылық бағдарларын объективті бағалауға, сондай-ақ әртүрлі музыкалық және педагогикалық құбылыстар арасындағы байланыстарды орнатуға мүмкіндік берді.

**Тірек сөздер:** теориялық-әдістемелік аспектілер, құндылық бағдарлар, болашақ мұғалім, педагогикалық университет, компонент, зерттеу әдістері, ұлттық музыка, студент

## ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ НАЦИОНАЛЬНЫХ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ СТУДЕНТОВ

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**Аннотация.** В работе рассматриваются теоретико-методологические аспекты формирования национальных ценностных ориентаций будущих учителей, представлены результаты диагностики сформированности национальных ценностных ориентаций будущих педагогов музыки в педагогических вузах Республики Казахстан. Представлен анализ научных источников, раскрывающих сущность и содержание понятия «национальные ценности» доказывает многогранность его структуры, включающей объективную и субъективную составляющие, а именно: в качестве объективной служат национальные ценности, в частности ценности музыкальной культуры этноса, осваивая которые у обучающегося – будущего педагога музыки формируются субъективные национальные ценностные ориентации.

Преимственность поколений происходит путем использования и передачи национальных ценностей. Данная взаимосвязь очень важна, так как если каждое поколение не проанализирует предшествующий опыт своей нации, не воспримет, и не будет развивать его – то оно не будет иметь будущего и будет неизбежно подвергнуто деградации. В свою очередь, от жизненных ценностей современных студентов – будущих педагогов будет зависеть то, что будет происходить в Казахстане и в мире уже через несколько лет.

Изучение содержания ценностных ориентаций, характеризующих менталитет и образ жизни современных студентов – будущих педагогов

музыки, выявление факторов, влияющих на их формирование, представляют научный интерес и имеют практическую значимость. Это актуализирует проблему поиска новых путей формирования национальных ценностных ориентаций студентов – будущих педагогов музыки. Среди них особую значимость приобретают ценности национального музыкального искусства, воплощающие в себе представления о смысле жизни человека, традиции и обычаи, мировоззренческие позиции и др.

В работе описаны этапы констатирующего эксперимента, имевшие целью диагностику национальных ценностных ориентаций будущих учителей; предложены пути и рекомендации для активизации учебно-познавательной деятельности студентов, способствующих формированию национальных ценностных ориентаций.

Раскрыто содержание диагностического инструментария, который включал комплекс методик (анкетирование, тестирование, опросники, методы сравнительных заданий и др.), с помощью которых были проведены срезы уровней сформированности национальных ценностных ориентаций у студентов контрольной и экспериментальной групп, а также сопоставительный анализ полученных данных. Кроме того, были проведены специальные процедуры контроля полученных результатов на их достоверность, используя статистические методики, что позволило объективно оценить ценностные ориентации каждого студента, а также установить взаимосвязи различных музыкально-педагогических явлений.

**Ключевые слова:** теоретико-методологические аспекты, ценностные ориентации, будущий учитель, педагогический вуз, компонент, методы исследования, национальная музыка, студент

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