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**ORGANIZATION OF THE EDUCATIONAL PROCESS AT  
CHOREOGRAPHY FACULTIES AS A KEY FACTOR IN  
THE IMPLEMENTATION OF EDUCATIONAL PROGRAMS**

**Annotation**

*In the article, the author examines the conditions for the effective activities of choreographic departments in implementing educational programs. Choreographic pedagogy in the huge spectrum of the scientific pedagogical system today is gaining experience and is at the stage of development. On the one hand, the choreographic art of Kazakhstan has achieved high results; Kazakhstan's ballet and national dance are recognizable around the world today. And this fact is beyond doubt. As for the content and organization of the educational system in the field of choreographic art, it is too early to talk about good results. This problem occurs in choreographic pedagogy and requires scientific understanding, justification, and development of recommendations that would find application in modern universities. Today, changes are taking place in the educational system, and the experience of leading world universities, etc. is being introduced. In this regard, Kazakh educational institutions are constantly searching for modern methods, technologies of education and training, and also strive to improve the quality of educational services provided. The study of the problem of organizing the educational process in universities made it possible to determine the pedagogical conditions for the effective implementation of educational programs, where the teaching paradigm focuses on an in-depth study of educational material, the development of a creative personality, its business qualities, as well*

as the formation of professional skills in students in the educational process.

**Keywords:** choreographic education, training of specialists, organization of the educational process.

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## **ОРГАНИЗАЦИЯ УЧЕБНОГО ПРОЦЕССА НА ХОРЕОГРАФИЧЕСКИХ ФАКУЛЬТЕТАХ КАК КЛЮЧЕВОЙ ФАКТОР РЕАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ**

### **Аннотация**

В статье автор рассматривает условия эффективной деятельности хореографических факультетов и реализации образовательных программ в вузах Казахстана. Хореографическая педагогика в огромном спектре научной педагогической системы сегодня набирает опыт и находится на стадии развития. С одной стороны, хореографическое искусство Казахстана достигло высоких результатов, балет Казахстана и национальный танец сегодня узнаваемы в мире. И этот факт не вызывает сомнений. Что касается содержания и организации образовательной системы в сфере хореографического искусства, то о высоких результатах говорить еще рано. Данная проблема имеет место в хореографической педагогике и требует научного осмысления, обоснования, разработки рекомендаций, которые бы нашли применение в современных вузах. Сегодня в образовательной системе происходят изменения, внедряется опыт ведущих мировых вузов и др. В связи с этим, казахстанские учебные заведения находятся в постоянном поиске современных методов, технологий обучения и подготовки кадров, а также стремятся повысить качество предоставляемых образовательных услуг. Изучение проблемы организации учебного процесса в вузах, позволило определить педагогические условия для эффективной реализации образовательных программ, где парадигма обучения концентрируется на углубленном изучении учебного материала, развитии творческой личности, её деловых качеств, а также формировании у обучающихся профессионального мастерства в учебном процессе.

**Ключевые слова:** хореографическое образование, подготовка специалистов, организация учебного процесса.

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## **ХОРЕОГРАФИЯ ФАКУЛЬТЕТТЕРІ АЯСЫНДАҒЫ БІЛІМ БЕРУ БАҒДАРЛАМАЛАРЫН ЖҮЗЕГЕ АСЫРУДЫҢ НЕГІЗГІ ФАКТОРЫ РЕТІНДЕГІ ОҚУ ҮРДІСІН ҰЙЫМДАСТЫРУ**

### **Аннотация**

Мақалада автор хореографиялық бөлімдердің тиімді жұмыс істеуі мен білім беру бағдарламаларын жүзеге асыру жағдайларын қарастырады. Хореографиялық педагогика ғылыми педагогикалық жүйенің орасан зор ауқымында бүгінде тәжірибе жинақтап, даму сатысында тұр. Бір жағынан, Қазақстанның хореографиялық өнері жоғары нәтижелерге қол жеткізді, Қазақстанның балеті мен ұлттық биі бүгінде әлемге танылды. Бұл факт күмән тудырмайды. Хореографиялық өнер саласындағы оқу жүйесінің мазмұны мен ұйымдастырылуына келсек, жақсы нәтижелер туралы айтуға әлі ерте. Хореографиялық өнер саласындағы білім беру жүйесінің мазмұны мен ұйымдастырылуына келетін болсақ, жақсы нәтижелер туралы айтуға әлі ерте. Бұл мәселе хореографиялық педагогикада кездеседі және ғылыми түсінуді, негіздеуді және қазіргі университеттерде қолдануға болатын ұсыныстар әзірлеуді талап етеді. Бүгінгі таңда оқу жүйесінде өзгерістер болып жатыр, жетекші әлемдік университеттердің тәжірибесі енгізілуде, т.б. Осыған байланысты қазақстандық оқу орындары білім беру мен оқытудың заманауи әдістерін, технологияларын үнемі іздестіруде, сонымен қатар көрсетілетін білім беру қызметтерінің сапасын арттыруға ұмтылуда. ЖОО-да оқу процесін ұйымдастыру мәселесін зерттеу оқу бағдарламаларын тиімді жүзеге асырудың педагогикалық шарттарын анықтауға мүмкіндік берді, мұнда оқыту парадигмасы оқу материалын терең меңгеруге, шығармашыл тұлғаны дамытуға, оның іскерлік қасиеттерін, сонымен қатар білім беру процесінде студенттерде кәсіби дағдыларды қалыптастыру.

**Түйінді сөздер:** хореографиялық білім, мамандарды даярлау, оқу процесін ұйымдастыру.

**Introduction.** The rational organization of the educational process is a key factor in the effective operation of any educational institution. It should be

noted that there are current problems both in the content, methods, technologies of teaching, and in the insufficient interaction of theory and practice in the learning process. These and other factors, as a rule, do not always correspond to the high-quality implementation of educational programs, and also complicate the training process in accordance with the stated characteristics.

At the present stage of the development of choreographic art and specialized educational programs in Kazakhstani universities, it is necessary to organize, optimize, and interact with all processes at the faculties, as well as the system-forming components of professional training of specialists. It is necessary to identify educational, educational, research, socio-cultural, cultural and leisure, creative processes, as well as types of professional practice of students.

At the present stage of educational development, choreographic pedagogy is gaining momentum in a huge range of scientific systems and general pedagogical concepts. With great achievements in choreographic art, as well as a good professional level of the Kazakh ballet school, it is important to understand and realize the strategic directions of further development. As for the content and organization of the educational system in the field of choreographic art, a rational approach to its organization is important here, which, of course, requires scientific understanding, methodological justification, and the development of key concepts that would be reflected in the content of educational programs of choreographic educational institutions.

Over the years, the study of the problem of organizing the educational process in universities has allowed us to determine the pedagogical conditions for the effective activity of choreographic faculties, where the educational paradigm of training will focus on an in-depth study of educational material, the development of a creative personality, her business abilities, as well as the formation of fundamental professional competencies of future specialists. Research in this direction seems to us very relevant from the perspective of modern pedagogy,

where general practice focuses on four leading paradigms of education: cognitive, personality-oriented, functionalist, and cultural.

**Research methods.** The object of our research is the Kazakh educational system in the field of choreographic art. The results and conclusions of the study were obtained and formed based on a theoretical analysis of the problem, pedagogical activity in choreographic educational institutions, as well as observation of the educational activities of students for eight years, where we focused on the results of surveys and questionnaires of teaching staff, as well as students of the Faculty of Choreography in the framework of scientific and methodological seminars and open lessons personal pedagogical experience and scientific interest in this problem.

For example, we surveyed the teaching staff and senior students who have practiced teaching in choreographic groups and educational centers, institutions of additional education according to the following substantive criteria: the ability to provide software and methodological support for the educational and creative process in academic disciplines; the ability to participate in organizational and methodological support, preparation and holding of public events, choreographic competitions, subject Olympiads, master classes, etc.; knowledge of the basic forms and methods of ethno-artistic education and pedagogical activity in the conditions of the national choreographic school (university); skills in the formation and organization of a system for evaluating the quality of education following the requirements of the educational process.

The proposed criteria were classified according to the qualitative levels of professional competencies (threshold, advanced and high) according to such indicators as awareness and striving to achieve the goals and objectives of the educational and teaching process at the faculty; qualitative preparation of thematic lesson plans and teaching materials and documentation; systematization of educational material; application of

modern information technologies in pedagogical and educational-methodical activities; the ability to self-assess their activities and analyze the activities of the structural unit/faculty.

The organizational potential of the respondents was determined by the method of their self-assessment and mastery of the situation in solving professional tasks. Thus, the following indicators were applied: knowledge and skills of cultural and mass activities in the field of choreographic culture, art, and education; definition of the purpose and objectives of the event; skills in managing the organizational process and analyzing the work of participants and organizers of the event; generalization of the experience of the event, work to eliminate gaps in future activities. As a result, the methods and techniques used made it possible to summarize the results obtained and determine the conditions for the most effective activity of choreographic faculties in the implementation of educational programs.

**Literature review.** The general practice of the educational system is reduced to the types and content of the activities of the teacher, and students, as well as the activities of structural units, and in general, the entire university. We consider them from the point of view of the system. In determining their characteristics, we relied on the positions and scientific concepts of various authors.

For example, we have generalized cognitive function and activity in higher education based on the theory of cognitivism, which originates from the German psychologist G. Ebbinghaus (1850-1909), as well as the theory of learning by V. Koehler (1887-1967). F. Bartlett (1896-1969), Jean Piaget (1896-1990), R. Atkinson (1929), R. Shiffrin (1942). The cognitive function of existing dictionaries is characterized as a process by which information is processed by the public consciousness (or human consciousness), based on the ongoing processes.

The theory of public education by the American psychologist Albert Bandura (1921-2021), described in his book «Moral Disengagement: How People Do Harm and

Live with Themselves» («Moral Separation: How People Harm Themselves and Live with Themselves»), turned out to be valuable for our research and dedicated to human cognitive activity [1]. The essence of this theory lies in the effectiveness of learning and monitoring of educational achievements and self-assessment of students.

When considering the methods of organizing students' educational activities, developing their personal competencies, and determining their level of readiness for professional activity, we draw on the research results of such authors as B.S. Tleubaeva [2], T.I. Baklanova [3], V.I. Blinov [4], Yu.A. Bystrova [5].

We examined the structure of a modern university and society's requirements for specialists based on the theory of functionalism, which is the doctrine of consciousness, according to which mental states in society are determined «not by their internal structure, but by the roles they perform in a system that includes them as an integral part» [6]. Thus, the essence of the concept of consciousness developed by the American psychologist W. James is to provide «all possible assistance to people to adapt to the environment» [6].

In the course of the study, the works and research results of the following authors were studied: A.G. Kazakova (scientific and pedagogical theory «Pedagogy of professional education» where the author considers such concepts as «professional thinking», «professional orientation», «professional etiquette» concerning the chosen profession) [7]; G.V. Borozdina (summarizes the knowledge of psychological and pedagogical sciences directly related to professional and interpersonal human activity, which reveals the nature and main functions of his psyche, as well as the ratio of natural and social factors in the formation of personality) [8]; the work of I.G. Yesaulov attracted our attention to the professional direction as a special literature (the author considers the methods of organization of the educational and rehearsal process in choreographic art) [9].

### **The results of the study.**

The level of choreographic education is determined by several factors stipulating its professional effectiveness, these are:

- the content of education in an educational institution;
- professional skills of teachers and staff [10, pp. 111-118];
- the application of productive teaching methods and technologies [7, pp. 146-151] aimed at the development of performing and cognitive activity of future specialists;
- the material and technical equipment of educational programs and educational institutions, as a whole;
- the humanistic orientation of the educational process is the satisfaction of the needs of modern society [6];
- the individual approach to students [8, pp.193-200].

The result of training specialists at the university is acquired competencies, where we assign a direct role to the formation of professional skills of students in the educational environment. In general, professional skill is a multidimensional phenomenon that is studied by various sciences and at various stages, including sociology, economics, cultural studies, psychophysiology, psychology, pedagogy, and in art it characterizes the performing level.

Professional skills in the socio-economic aspect are associated with productivity and quality of labor, reducing production costs, increasing efficiency and returns in the areas of material and spiritual production, thus increasing the well-being of society and its members [2]. Therefore, individualization and the formation of labor as a trend in the development of world society today require the training of highly qualified personnel from higher education. Moreover, in the context of new socio-economic relations, quality is the main indicator. The analysis of the current situation in the educational system makes it necessary to identify

positive aspects that allow us to strive for high ideals of professionalism and skill in the organization of the educational process and the successful implementation of educational programs to train specialists in the field of choreographic art.

The problem of the formation of specialists and their professional skills has certain points of contact with pedagogical acmeology (the science of the peaks of professionalism and technologies of teaching methods to achieve them). Many works of Kazakhstani scientists and researchers are devoted to these issues. These are the scientific works of Sh.M. Maigeldiev, K.K. Zhampeisova, A.K. Rysbaeva, T.K. Kudaiberdiyev, L.T. Kaliakbarova, N.R. Khaliullina and others. M.H. Baltabaev, R.R. Jerdemaliev, A.A. Mombek, T. Aubakirova, M.S. Makasheva and others, devoted their works to the problems of improvement in the processes of musical and artistic education. The technological processes of the formation of professional skills of choreographers and their practical training were considered by individual researchers such as B.S. Tleubaeva, Z.B. Azhibekova, A.K. Kulbekova.

Let's consider the objective and subjective factors of the functioning of the educational process for the training of choreographers in universities, which, in turn, influence the content of the educational process and special choreographic disciplines. The process of formation of specialists in higher education institutions involves consideration of the substantive feature and all the system-forming elements that function according to their patterns in professional training, where it has a bilateral character.

On the one hand, pedagogical activity is a process where each teacher solves the same pedagogical task in his own way, although the general professional formulation of tasks is identical. On the other hand, educational and creative activity presupposes something else: each student individually perceives the learning process depending on the conditions in which he finds himself, his spiritual and moral qualities and creative potential.

Along with other professional requirements, universities that train choreographers have their specifics. This means that modern approaches to the process of training choreographers should be aimed at developing students' deep knowledge and skills in the theory and methodology of teaching choreographic disciplines, performance techniques, the basics of choreography, staging skills, as well as methodological principles of organizing the creative activities of the choreographic team and management.

A general analysis of the educational and creative process of universities allowed us to identify the components of the educational and creative activity of choreographer students aimed at the formation of their professional knowledge, skills and abilities. Among the designated components are:

- motivational contains needs, interests (motives) – everything that ensures the inclusion of students in the process of active learning. The main task in taking into account and selecting these constituent elements is to develop internal motives for future specialists aimed at actively mastering their chosen profession and forming professional skills;

- orientation, which includes students' understanding and acceptance of the purpose of the activity, its planning and forecasting in the process of forming their professionalism;

- it is informative and operational, including the sum of knowledge on the subject, theory, methodology, specifics of the functioning of this dance genre, and its place in the national art of Kazakhstan;

- strong-willed, attention-based, contributing to the concentration of practical and intellectual actions in achieving the goal of the activity and ensuring a high degree of professional skill for future choreographers.

A separate key factor in the content and implementation of educational programs in universities is their national component to preserve traditional culture in modern Kazakh society, which today occupies a decisive position characterizing the ideological, ethnic and spiritual values of the state. The ways of preserving

the traditional Kazakh dance and the prospects for the development of the Kazakh cultural heritage in modern society were considered by us as part of the author's group of Kazakhstani scientists and presented at the international level [11, pp.726-739].

The identified components make it possible to comprehensively consider both the content of educational programs and the structure of the educational and creative process of practical training of choreographers in universities. Moreover, the training of creatively minded specialists requires a transition from traditional information and practical teaching methods to methodological and conceptual teaching.

Currently, two ways of education have developed and, to a certain extent, separated in the universities of Kazakhstan. The first is that professional education is considered a consequence of the impact on a person of pedagogical institutions (schools, colleges, universities, etc.). An educated person, according to this version, is considered to be someone who has acquired a socially significant amount of knowledge, skills and abilities. Another view on the understanding of education can be found in the Soviet Encyclopedic Dictionary edited by A.M. Prokhorova: «Education is the result of the assimilation of systematized knowledge, skills and abilities; a necessary condition for preparing a person for life and work. The main way to get an education is to study at educational institutions» [12, p.921]. From the standpoint of the requirements of modern education, one cannot disagree with the author's conviction.

The opening of new educational programs and specializations, the introduction of new state standards require constant refinement, adjustment, and development of curricula, planning of special courses and electives. Thus, at the present stage of the development of Kazakhstani education and the provision of educational services to society, specialized universities have identified new tasks to create a new model of the professional education system.

**Conclusion.** Based on the analysis of the interaction of objective and subjective factors in the activities of

deans and departments, we have identified priority areas in the organization of the educational process:

1. Active educational and methodological and scientific work of teaching staff of the departments: development of educational and methodological complexes in choreographic disciplines, focused on the interaction of theory and practice in their content, the introduction of author's programs and teaching technologies, the application of best practices and innovations in teaching methods.

2. Organization of research, and expeditions that unite groups of teachers and students with a single scientific idea on dance folklore, traditional culture, ballet, and modern areas of choreographic art.

3. Active work on the collection of methodological materials, the organization of a music library, a video library on dance art, the collection of exemplary exam lessons, as well as world achievements of choreographic art with the active use of these materials in the educational process.

4. Rational personnel policy to motivate and improve professional pedagogical potential. The analysis of the problem revealed that in the field, they mostly manage with «their own staff». But it is necessary to purposefully and regularly invite leading specialists for a certain period to conduct a theoretical course, practical seminars, master classes, electives, open lessons, and staged works, as well as attract young teachers to research, creative activities, self-education - the necessary conditions for creating a promising and creative environment in the educational process of the university.

Thus, today the task of universities in the training of choreographers is not only to equip students with a certain amount of knowledge but also to develop their ability to utilize them, and apply acquired skills in their chosen specialty in practice and professional activity.

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