



DEVELOPMENT OF LEARNERS' MOTIVATION USING THE EXAMPLE OF DIMASH KUDAIBERGEN'S CREATIVE ACTIVITY

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Meruyert Zhanguzhinova¹

¹ T. K. Zhurgenov Kazakh National Academy of Arts
(Almaty, Kazakhstan)

Abstract. The problem in Art universities is the development of professionally-oriented motivation in the preparation of learners. The aim of the study is to modernize the paradigms of education in art universities: a scientific and pedagogical justification of the motivation of students on the example of the creative activity of the popular singer Dinmuhamed Kudaibergen, known under the stage name Dimash Kudaibergen, performing under the brand DQ, Master of Arts of Kazakhstan.

The influence of modern media space's external factors stimulate students' internal resources to develop their motivation in creative activity. The development of motivation is the urgent problem of baccalaureate and master degree students, learners on Art direction preparation. The novelty of the study is consideration of motivation on the example of creative activity of the popular singer Dimash Kudaibergen, graduated in master degree in Kazakhstan. The purpose of study is the scientific and pedagogical substantiation of creative activities' motivation. The article will consider the pedagogical aspects, which determine motivation; the content of professional competence in creative activity; approaches, criteria; methods of theoretical analysis of concepts for the Formation of professional competence of students and correlation analysis according to *Kendall Tau b* test. By results of the study the following were developed: Motivational criterion with indicators and descriptors for Levels of professional competence, based on the revealed correlation of indicators of the Motivation criterion, conclusions and recommendations for the motivation's development of baccalaureate and master degree students, learners on Art programs preparation of Kazakhstan.

Keywords: motivation, professional competence, creative activity, Art, learners, study programs, Dimash Kudaibergen.

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Introduction

The success of the creative activity of Dimash Kudaibergen is due to the upbringing, talent and systematic knowledge gained on all stages of education from baccalaureate to magistracy. The phenomenon of popularity of the Kazakhstani young singer outlined on the agenda attractiveness of the creative specialty for applicants. The implementation of the modernization of Kazakhstani identity is carried out in accordance with the programmes “Roukhani Zhangyru” (Nazarbayev 1).

The singer's popularity started in 2017 with the participation in the Chinese singing contest “I am singer”, gaining nearly two billion fans worldwide (Kazinform 2017). Observably, that the shift in emphasis in the information and media space allows us to measure the demand for modern media idols by the number of subscribers and views on social networks. Today the number of subscribers of Dimash Kudaibergen is: YouTube 642 thousand, Instagram 3.11 million, Facebook 48654, Sina Weibo 422000, Twitter 27.1 thousand, Last.fm 60 thousand, Spotify 115,527 people. Thus, the technical solution to the problem of vocational guidance to motivate applicants to enter art universities is due to the global nature of the Internet.

In this regard, the research problem was emphasized – the professional preparation of students in the Art's universities of Kazakhstan. The topicality of the research is acquired by the development of students' motivation in creative activity. The object of research is the creative activity of the future master of Art, as a result of professional competence and relevance. The subject of research is the pedagogical aspects of motivation's development in professional preparation of students: knowledge and activity, methodological competence, personality-oriented

approach, didactic principles, motivational criterion for three levels of students' professional competence. The purpose of study is the scientific and pedagogical substantiation of creative activities' motivation. The article will consider the methods of theoretical analysis of concepts for the Formation of professional competence of students and correlation analysis according to Kendall Tau b test.

Due to the rapid development of the career of Dimash Kudaibergen (see Fig. 1), from the point of view of theoretical research of creative activity aspects have been little studied. However, in this article, the study of motivation in the singer's creative activity will be analysed on the basis of informational articles in statistically significant indicators of pedagogy.



Fig. 1. Dimash Kudaibergen at New Wave in 2019.
Photo from Wiki by laura ___dear

In order to disclose pedagogical aspects in the research will consider creative activity' aspects of Dimash Kudaibergen, which allowed to gain success:

- *realization of creative activity through the conscious interest in the profession;* This indicator

is confirmed by the results of the singer's participation in various international competitions (Tugelbayeva and Satubaldina 1; Dosumov 1; Khabar 1; 24.kz 1).

- *a constant need for the development and improvement of the level of self-education:*
 - preschool education – children's studio of the A. Zhubanov Aktobe Music College;
 - school education, professionally-oriented – A. Zhubanov Aktobe Music College;
 - Higher education, bachelor's degree – Kazakh National University of Arts;
 - Postgraduate education – Master's degree – Kazakh National University of Arts; (24.kz 1)
- *the development of personal social qualities and communicativeness through the personal, professional, social and media communication.*

This indicator was revealed on the basis of 13 solo concerts held since 2016 and 10 planned concerts in 2020 around the world in terms of the number of tickets sold at least from 7500 (in Krasnodar), 19000 (in New York) and up to

30,000 (in Nur-Sultan) for one concert hall: (Tugelbayeva and Satubaldina 1; Kazinform 1; Khabar 1; 24.kz 1): the first online concert at the Digital Show, on the American streaming platform TIXR and gathered viewers from a hundred countries (Dosumov 1); at the opening of the week dedicated to the celebration of the inauguration of the President of the United States, released on the official website of the international association of Sister Cities International (Kazinform 1).

Thus, based on creative activity' aspects mentioned above, the pedagogical aspects for developing Motivational criterion with indicators and descriptors, Levels of professional competence of baccalaureate and master degree students, learners on Art direction preparation will be disclosed.

The diagram of the contingent of bachelors from 2011 to 2019 at the T. K. Zhurgenov KazNAA (on the example of the programs of Acting and Variety Art) from the archival statistics of the selection committee is presented by *Diagram 1*.

The Diagram 1 testifies to the positive stable dynamics of the contingent

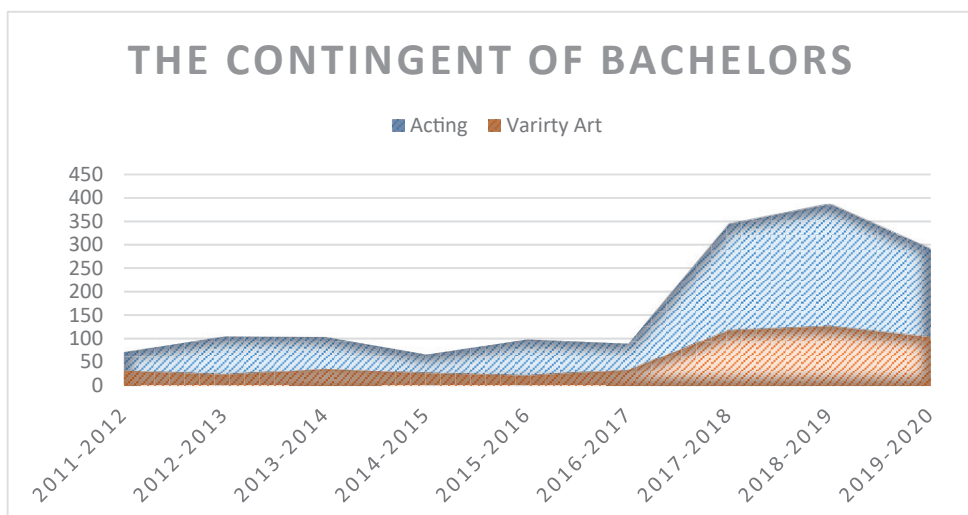


Diagram 1. The contingent of bachelors from 2011 to 2020 on programs Acting and Variety Art in T. K. Zhurgenov KazNAA

of applicants at the T. K. Zhurgenov Kazakh National Academy of Arts from 2011–2020 in the programs Acting and Variety Art.

Since the competitions in Kazakhstan – “Star Factory”, “X – factor”, the dynamics of the contingent of bachelors in the programmes of Acting and Variety Art has varied since 2011 to 2017 within 37% in Acting, and 40% in Variety Arts.

After the international competition “I am singer” held in China in 2017, the influx of applicants to T. K. Zhurgenov KazNAA has increased dramatically, therefore *Diagram 2* reveals positive dynamics from 2011–2020 from 76% in Acting and 70% in Variety Art.

Study of the general contingent of applicants T. K. Zhurgenov KazNAA from 2017 to 2019 revealed a steady trend of annual increase in the number of applicants.

During the specified period, *Diagram 2* shows the positive dynamics of those entering the Educational Art Programs in fourteen programs.

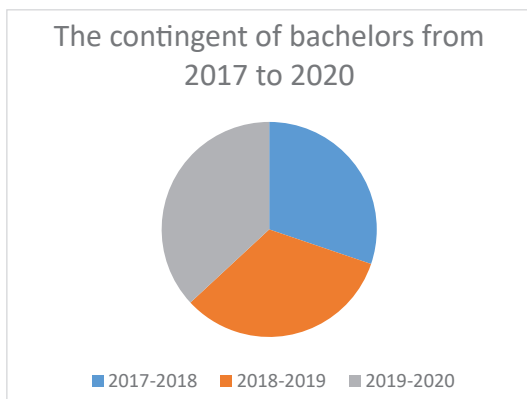


Diagram 2. The contingent of bachelors from 2017 to 2020 at the T. K. Zhurgenov KazNAA upon Art Education Programs

Analysis of the data indicates a positive trend in the total contingent of applicants at the T. K. Zhurgenov Kazakh National Academy of Arts from 2017 to 2020 in an average of 19%.

The diagram presented above confirms the relevance of the demand for professional training in the university in fourteen programmes of Art.

Despite a decrease in the number of students on state educational grants in some specialties, the number of students on a paid basis increased in different percentages depending on the specialty.

Based on the above facts of statistical data, the next section will reveal the pedagogical aspects of motivation for the development of a Motivational criterion with indicators and descriptors, the Levels of professional competence of students and undergraduates studying in educational programmes – Art.

Methods

The research methodology reveals the pedagogical aspects that determine motivation; the content of professional competence in creative activity; approaches, criteria; methods of theoretical analysis of concepts for the Formation of professional competence of students and correlation analysis according to the Kendall Tau b test.

The bases of methodological research: Conceptualization of the system of international higher education (Nazarbayev 1; Dlouh & Burandt 46; Aminov 2), Formation of Professional competence of future Art specialists and capacity– building in the system of methodical work in Professional education (Zhanguzhinova et al. 162).

The research includes methods:

- Theoretical methods: analysis of scientific literature; analysis of normative documents.
- Data collection methods: questionnaires (for baccalaureate students, master degree students).
- Data processing methods in SPSS. This article disclose the problem of research in frameworks of Kendall Tau b test.

Research objectives:

1. To develop the Motivational Criteria for the assessment of motivation of learners in Art’s direction preparation.

2. To prepare scientifically justified recommendations for the implementation in HEIs of Kazakhstan.

The *pilot experimental research* carried out in Kazakhstani Art's Universities from 2018, continued in 2019 into scientific research, which included preparatory, ascertaining, formational, controlling stages.

The experiment results and the dynamics of development Motivation Criteria were held two questionnaire stages:

- 1) Ascertaining was carried out among 47 students of the 2nd study year (control and experimental group) from two higher education institutions of Kazakhstan, with the aim to detect levels of formedness of motivation at the ascertaining stage of the experiment.
- 2) Checking was carried out among 20 respondents divided in two groups: of the 2nd study year students and master degree students, with the aim to trace the correlation of the motivation in indicators of Motivational Criteria.

Ascertaining stage allowed identifying initial preparation of enrolees. Integration of the proposed Motivational criteria into the research will allow identifying the effectiveness of professional preparation process of learners in Art's direction preparation, according to the results of two conducted survey stages. The research of the student's motivation conditioned by Motivation criterion upon preparation learners in Art's direction preparation.

Results

The result of the research will be a scientific and pedagogical justification of the Motivational criterion of learners (baccalaureate and master degree students), studying in Educational programs – Art for their creative activity.

Motivation – (from lat. *Movere*) is an inducement for action (Zhanguzhinova

et al. 168). The motivation study of students', preparing in Art direction is defined as an integral component of creative activity, manifested in the levels of students' professional competence (Nazarbayev 1). Motivation is the cognitive need of an individual for diversifying of the knowledge (Dlouh & Burandt 150).

The study of the theory (21st century competencies 52) identified that knowledge is based on two types: rational (based on abilities in action) and intuitive (motive-based), which define knowledge and understanding (Aminov 90), based on the combination of data, information, experience and individual interpretation of the content.

- On the basis of the theory analysis provided above is identified, that *knowledge* forming thinking, based on interdisciplinarity, necessary for a student for understanding, acquisition and development of motivation in cognitive activity and is motive-based.
- *Activity* – in the pedagogical process purposefully and effectively realizes knowledge in solving the tasks of innovative sectors of industry based on methods and forms (Zhanguzhinova 163), through developing the motivation and creativity of students, dependant on “livelong and integrity” of education.
- *Application the didactic principles of:* activity, livelong, systematicity, creative potential, intellectually cognitive development (Dlouh & Burandt 248) form the practical significance for the development of the Criteria for the assessment of Professional competence with descriptors. On the basis of the analysis of theories, the principles of the activity-oriented approach are revealed (see *Table 1*).

Table 1. Principles of activity-oriented approach

Principles of activity-oriented approach	Characteristics of principles
<i>Activity</i>	It is characterized by purposefulness, motivation and social conditioning, mastering of theoretical knowledge by students through formation of subject-practical skills, attitudes and experience on the basis of material, emotional and intellectual factors and criteria for assessing achievements (Dlouh & Burandt 249).
<i>Lifelong</i>	Continuity between all stages of training at the level of the system, technology, content and methods, taking into account age related psychological features of student development and the target orientation of the institution (Nazarbayev 1).
<i>Integrity</i>	Formation by students of generalized systemic idea of the interdisciplinary nature of the content of knowledge, skills, attitudes, the holistic pedagogical process (Zhanguzhinova 56).
<i>Creativity</i>	It means the maximum orientation to the creativity in the educational process, the acquisition by students of the experience of creative activity (21st century competencies 25).
<i>Methods and forms</i>	Innovative system methods for planning, applying and evaluating the pedagogical process, taking into account human and technical resources to achieve an effective form of education (21st century competencies 27).

Based on a the study of theories presented above, it was revealed that: Activity-oriented approach implies consideration of the key activity role in the process of personality formation, its inner structures on the basis of internal factors (Zhanguzhinova 50).

Personal development of students (21st century competencies 13) forms on the principles of personal-oriented

approach (*personalization and choice, creativity and success, self-development, creative potential, communicativeness, intellectually-cognitive development*) on the basis of the goals of the pedagogical process, on indicators of Professional competence assessment (see Table 2).

Theories presented above, research of theories of European scientists and European theorists and practitioners

Table 2. Principles of personal-oriented approach

Principles of personal-oriented approach	Characteristics of principles
<i>Personalization and choice</i>	Creation of conditions for constant choice, formation of subject authority in the choice of purpose, content, forms and ways of organizing the educational process in the HEI (Zhanguzhinova 2).
<i>Creativity</i>	Identification of individual characteristics, abilities, forming a positive personal concept of personality for self-improvement (Dlouh & Burandt 58).
<i>Self-development, creative potential</i>	Creative potential actualizes properties and resources, self-development, essential features, the semantic basis of the life strategy of the individual (Aminov 122).
<i>Communicativeness</i>	Moral and ethical quality of personality, manifested in a person in communication, establishing contacts, relationships for socialization and self-realization in the profession (Zhanguzhinova 150).
<i>Intellectually-cognitive development</i>	Conditionality cognitive litters, including the processes of perception, erudition, thinking, knowledge, general culture, professionalism, explanation and understanding, competence (Nazarbayev 1).

(21st century competencies 58) revealed, that *personal-oriented approaches* in education in facilitates the consolidation of knowledge through the development of students' motivation based on the disclosure of internal factors personal structure of a person and his individual characteristics.

The development of personal and psychological skills of students motivated by external and internal factors of professional competence (Aminov 90).

On the basis of the study of the above mentioned theories, the content of *external factors* was identified:

- 1) organization of the process of training methodical activity, on the basis of professional conditions;
- 2) assessment judgements, dependant on competence assessment;
- 3) prestige of profession, on the basis of the Criteria for the assessment of Professional competence;
- 4) practice, applying competence types.

The analysis of the theories provided above allowed identifying a definition: *external factors* define the process of professional preparation of specialists based on *regularity of content goal*.

Meanwhile, internal factors of Professional competence develop motivation based on the content and didactic principles of students. On the basis of the analysis of the above mentioned theories, *internal factors* were identified:

- 1) personal characteristics of a student himself;
- 2) value orientations and choice of profession by a student;
- 3) internal activity of a personality;
- 4) desire for self -realization in future profession.

Thus, allowed to define that, *external factors* define the process of professional preparation of specialists based on *regularity of content goal*.

The study of the theory of (21st century competencies 34) identified *didactic*

principles, which realize professional goals and content, based on *systematicity* (Aminov 90), functional and interdisciplinary link through lifelong (Dlouh & Burandt 54), *intellectually-cognitive development* (Nazarbayev 1), dependent on training approaches (Zhanguzhinova 150). *Self-development* of future teachers of Vocational training and are based on the requirements of the organization process of the Formation of Professional competence (Aminov 90). Organization of pedagogical process forms *technological effectiveness* of education programs (21st century competencies 60) with *variability* of the description of the training program/module acquisition results and content. Dependence of knowledge on motives, skills on content, attitude on attainments promotes the acquisition of competencies for further *activity* (Omirbayev 10), outlining objectives for *the development of creative potential* (21st century competencies 32), *communicativeness*, forming personal characteristics of a specialist (Nazarbayev 1).

Therefore, on the basis of the theory analysis set out above, the following *didactic principles* are identified: systematicity, lifelong, intellectually-cognitive development, self-development, technological effectiveness, variability, activity, development of creative potential, communicativeness.

The development of didactic principles of students' professional competence in the process of their activity develops methodological competence.

Methodical competence, according to (21st century competencies 12), is an integral characteristic of professional conditions, which include socio-cultural, moral, humanistic education of personal and moral qualities of baccalaureate and master degree students, learners on Art direction preparation (Dlouh & Burandt 60), reflecting content goal in functioning of methodological and methodical knowledge, skills,

experience, motivation, abilities and preparedness for creative self-realization in organization of educational-methodical activity for the formation of skills to organize all pedagogical process activity types (Aminov 92).

Discussion

Based on the results of the study, were developed: A motivational criterion with indicators, descriptors, with the revealed correlation and formulated conclusions and recommendations for the development of motivation of learners studying in educational programs – Art in higher education institutions of Kazakhstan.

In the discussion unit, analysed the results of the study are defined: Motivational criterion with indicators and descriptors; levels of professional competence of learners, enrolled in study trajectory of Art; identified the correlation between Motivational criterion for the Kendall Tau b test.

Motivational criterion gives an assessment of knowledge, which forming personal need in professional characteristics through the direction of education (Dlouh & Burandt 12). Cognitive and social motives are set as the foundation of motivational criterion (Zhanguzhinova 59). Formation of motives is based on methodology, which influences the content and the process of professional

preparation on the basis of education standard (Dlouh & Burandt 250). The level of Professional competence formedness depends on the typology of motives based on education paradigm (Zhanguzhinova 134). Necessity of successful fulfilment of set tasks defines the motives (Aminov 10) through self-development (21th century competencies 2). The stimulation of interest towards the development of social characteristics of a personality (Omirbayev 11) forms the desire of students to achieve success in activity, based on sectoral innovations. Students' self-expression as authors defines the motives, which reveal creative approach on the basis of organization of training (21th century competencies 1).

The analysis of the theories provided above allowed identifying the definition of *motivational criterion* that, on the basis of the descriptors – motives, is implemented in the processes of: professional preparation, raising of self-education and qualification level, assessment of competence of baccalaureate and master degree students, learners on Art direction preparation. Criteria indicators include interest in specialty, gnoseological need in raising the level of self-education, qualification, awareness of the importance of profession, creativity, social characteristics of a personality, communicativeness, adequate assessment system (see *Table 3*).

Table 3. Motivational criterion

№	Indicator name
1.	<i>Interest in specialty</i>
	Depends on students personality motivation, develops interest in specialty, forms the prestige in professional environment.
2.	<i>Gnoseological need in raising the level of self-education, qualification</i>
	Development of natural, psychological, moral instincts of a personality stimulates the need in widening the horizon, raising of social status of a specialist.
3.	<i>Awareness of the importance of profession</i>
	Students' understanding of the importance of profession in further professional activity and development of active life attitude of baccalaureate and master degree students, learners on Art direction preparation

	<i>Creativity</i>
4.	Synthesis of internal psychological state with external creative expression forms the expression of author's signature – style, project and style preferences, work forms and techniques, based on creative growth, self-realization ideas.
	<i>Social characteristics of a personality</i>
5.	Development of professional, personal qualities of students, based on moral psychological satisfaction with a completed project/order or material reward for the labor, adequate creative activity assessment system.
	<i>Communicativeness</i>
6.	Is expresses as an awareness of the necessity to broaden the area of professional interests, communication spheres, social status, understanding of specificity of project-oriented pedagogical process in the segment of social services that provides the services for the needs of society, production sectors, clusters.
	<i>Adequate assessment system</i>
7.	Ability of a person to sensibly assess activity processes on the basis of the parameters: experience, comparative analysis based on induction and deduction. Expressed as an orientation of a specialist in the specificity of profession, possession of analytical assessment apparatus, formed by a broad spectrum of knowledge and professional growth, practical work experience, communicative characteristics of a personality – skills to compare personal achievements with the level of preparedness of other persons.

A study of the theories presented above allowed identifying the Motivational criterion with descriptors. Creative activity's levels at professional preparation of baccalaureate and master degree students, learners on Art direction preparation were revealed.

Therefore, each criterion consists of seven indicators, which provided with the opportunity to develop “*reproductive, interpretive, creative*” levels, which will be discussed below.

The study of the motivational criterion made it possible to determine the motives of students contributing to the determination of professional competence' levels of baccalaureate and master degree students, learners on Art direction preparation.

Motivational component in «*Reproductive*» level poorly expressed interest in specialty, incomprehension of importance of profession, lack of creativity, social characteristics of a personality and adequate assessment system.

Motivational component in «*Interpretive*» level expressed in the interest in specialty, with awareness of the necessity in raising of self-education level for realization in profession, through

development of creativity and social characteristics of a personality, communicativeness and assessment of personal achievements.

Motivational component in «*Creative*» level expressed in the interest in specialty with gnoseological need in raising the level of self-education, qualification, awareness of the importance of profession, creativity, social characteristics of a personality, communicativeness and adequate assessment system.

In the pilot experimental research, a correlational analysis based on Kendall Tau b test was carried out on the indicators of the Criteria for the assessment of the Formation of Professional competence.

This article will describe the only correlation, which indicates an average interrelation and identified between:

- *interest in the specialty and awareness of the importance of profession* ($r=0,512$);
- *gnoseological need in raising the level of self-education, qualification and awareness of the importance of profession* ($r=0,518$).

- *social characteristics of a personality and communicativeness* ($r=0,505$).

Therefore, the correlation identified the dependence on dynamic link: direction of education, education standard, education paradigm.

Conclusion

Therefore, the research of the motivation' development in the professional preparation of the Art learners on the example of creative activity of Dimash Kudaibergen, studying in Kazakhstan's Art magistracy, resolved the theoretical and methodological justification and correlation analysis.

Thus, the following helped to develop:

1. Motivational criterion with indicators and descriptors.
2. Levels of professional competence of baccalaureate and master degree students, learners on Art direction preparation.
3. The Kendall Tau b test correlation of Motivation criterion indicators were revealed.

On the base of the study, in order to develop the motivation of baccalaureate and master degree students, learners

on Art direction preparation in universities of Kazakhstan, it is necessary to modernize professional competence in indicators of:

- *interest in the specialty and awareness of the importance of profession* – updating the goals and content of professional preparation of students in accordance with the needs of the sector of professional creative activity;
- *gnoseological need in raising the level of self-education, qualification and awareness of the importance of profession* – the organization of creative activity in implementation of Course projects through the interaction of educational and production processes;
- *social characteristics of a personality and communicativeness* – expansion of academic freedom for universities, students, teachers and mobility based on international cooperation between universities, independent planning of the study trajectory in accordance with the principles of the Bologna Declaration.

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Меруерт Жангужинова

Т. Қ. Жүргенов атындағы Қазақ ұлттық өнер академиясы
(Алматы, Қазақстан)

ДИМАШ ҚҰДАЙБЕРГЕННІҢ ШЫҒАРМАШЫЛЫҚ ҚЫЗМЕТІ ҮЛГІСІНДЕ БІЛІМ АЛУШЫЛАРДЫҢ ҢЫНТАСЫН ДАМУЫ

Аңдатпа. Өнер жоғары оқу орындарындағы проблема білім алушыларды даярлау кезінде кәсіби-бағытталған уәждемені дамыту болып табылады. Зерттеудің мақсаты өнер жоғары оқу орындарында білім беру парадигмаларын жаңғырту: DQ брендімен өнер көрсететін танымал әнші Димаш Құдайберген / Dimash Kudaibergen сахналық бүркеншік атымен танымал Дінмұхамед Құдайбергеннің шығармашылық қызметі үлгісінде білім алушылардың уәждемесін ғылыми-педагогикалық негіздеу.

Заманауи медиакеңістіктің сыртқы факторларының әсері студенттердің ішкі ресурстарын олардың шығармашылық қызметтегі ынтасын дамытуға ынталандырады. Мотивацияны дамыту өнер бағытында оқитын бакалавриат және магистратура студенттері үшін өзекті мәселе болып табылады. Зерттеудің жаңалығы – Қазақстандық магистрант, танымал әнші Димаш Құдайбергеннің шығармашылық қызметі мысалында мотивацияны қарастыру. Оқытудың мақсаты – шығармашылық іс-әрекеттің мотивациясын ғылыми-педагогикалық негіздеу. Мақалада мотивацияны анықтайтын педагогикалық аспектілер; шығармашылық қызметтегі кәсіби құзіреттіліктің мазмұны; тәсілдер, критерийлер; студенттердің кәсіби құзыреттілігін қалыптастыру тұжырымдамаларын теориялық талдау әдістері және *Kendall Tau b* критерийі бойынша корреляциялық талдау қарастырылады. Зерттеу нәтижелері бойынша: Қазақстанда «Өнер» бағыты бойынша білім алатын бакалаврлар мен магистранттардың уәждемесін дамыту бойынша Мотивация критерийі көрсеткіштерінің анықталған арақатынасы негізінде кәсіби құзыреттілік деңгейлері үшін көрсеткіштері мен дескрипторлары бар мотивациялық критерий, тұжырымдар мен ұсынымдар әзірленді.

Тірек сөздер: мотивация, кәсіби құзыреттілік, шығармашылық қызмет, өнер, білім алушылар, білім беру бағдарламалары, Димаш Құдайберген.

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Меруерт Жангужинова

Казахская национальная академия искусств имени Т. К. Жургенова
(Алматы, Казахстан)

РАЗВИТИЕ МОТИВАЦИИ ОБУЧАЮЩИХСЯ НА ПРИМЕРЕ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ ДИМАША КУДАЙБЕРГЕНА

Аннотация. Проблемой в вузах искусства является развитие профессионально-ориентированной мотивации при подготовке обучающихся. Целью исследования является модернизация парадигм образования в вузах искусства: научно-педагогическое обоснование мотивации обучающихся на примере творческой деятельности популярного певца Динмухамеда Кудайбергена, известного под сценическим псевдонимом Димаш Кудайберген / Dimash Kudaibergen, выступающего под брендом DQ, магистра искусств Казахстана.

Влияние внешних факторов современного медиапространства стимулирует внутренние ресурсы студентов к развитию мотивации в их творческой деятельности. Развитие мотивации является актуальной проблемой для студентов бакалавриата и магистратуры, обучающихся по образовательным программам «Искусство». Новизна исследования – рассмотрение мотивации на примере творческой деятельности популярного певца Димаша Кудайбергена, казахстанского магистранта. В статье рассмотрены педагогические аспекты, определяющие мотивацию; содержание профессиональной компетентности в творческой деятельности; подходы, критерии; методы теоретического анализа концепций формирования профессиональной компетентности студентов и корреляционного анализа по критерию *Kendall Tau b test*. По результатам исследования разработан мотивационный критерий с показателями и дескрипторами для уровней профессиональной компетентности, сформулированы выводы и рекомендации по развитию мотивации бакалавров и магистрантов, обучающихся по направлению «Искусство» в Казахстане.

Ключевые слова: мотивация, профессиональная компетентность, творческая деятельность, искусство, обучающиеся, образовательные программы, Димаш Кудайберген.

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Автор туралы мәлімет:

Меруерт Еркенқызы Жангужинова — педагогика ғылымдарының докторы, сценография кафедрасы қауымдастырылған профессоры, Т. К. Жүргенов атындағы Қазақ ұлттық өнер академиясы (Алматы, Қазақстан)

Сведения об авторе:

Меруерт Еркеновна Жангужинова — доктор педагогических наук, ассоциированный профессор кафедры сценографии Казахской национальной академии искусств имени Т. К. Жургенова (Алматы, Казахстан)

Author's bio:

Meruyert Yer. Zhanguzhinova — PhD, associate professor, Scenography Department, T. K. Zhurgenov Kazakh National Academy of Arts (Almaty, Kazakhstan)