

## The Forming of Prospective Music Teacher's Readiness to Professional Activity in a Multicultural Society

Indira M. Salpykova<sup>a</sup> and Tatyana I. Politaeva<sup>b</sup>

<sup>a</sup>Kazan (Volga region) Federal University, Kazan, RUSSIA; <sup>b</sup>Bashkir State Pedagogical University named after M. Akmulla, Ufa, RUSSIA

### ABSTRACT

The relevance of the researched problem is caused by the fact, that in modern social circumstances the special attention is given to the formation of a modern highly qualified music teacher, who should be prepared to implement his professional activity in a multicultural society, be able to treat the representatives of various social groups, their culture, traditions and spiritual values tolerantly and using these positions with the means of music art to educate the younger generation on the base of spiritual values and various traditions of national music cultures' assimilation. The objective of the article is in the elaboration of the model of formation of prospective music teachers' preparation to the professional activity in multicultural social circumstances. The principal method is the method of modeling, allowing considering this problem as a purposeful and organized process of enhancement of substantial structural components of a prospective music teacher's professional training at pedagogical university that is necessary for the effective fulfillment of his activity in multicultural social circumstances. The structure of the introduced model of formation of prospective music teachers' preparation to the professional activity in multicultural social circumstances includes motivational, content and operational components. The model is directed in the increase of the level of professional competence of a prospective music teacher in multicultural social circumstances.

### KEYWORDS

the formation of preparation, model, professional training, a prospective music teacher, multicultural society, musical folklore.

### ARTICLE HISTORY

Received 20 April 2016  
Revised 28 April 2016  
Accepted 9 May 2016

**CORRESPONDENCE** Tatyana I. Politaeva ✉ [tanapolia@bk.ru](mailto:tanapolia@bk.ru)

© 2016 Politaeva. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

## Introduction

### *The Relevance of the Research*

The modern educational system provides national and international interaction, directed in the forming of an integrated personality as evaluative potential of spiritual and moral development and education of a personality in the three concepts: “Region – Russia – The World”. The inclusion of a person to civilizational processes, which are based on the national, All-Russian and common to all mankind values; provision of the younger generation with an ability to self-identify as a representative of the national, Russian and World culture is a strategic direction in education nowadays (Krechetova, 2015).

Education is one of the most important indexes of successful socialization, identification and life of each citizen in a multicultural society. Only by the means of education reformation, that leads to a new arrangement of a multinational cultural open society we can educate and develop the student’s personality (Makulov, 2013). From the suppositions the special significance is given to the formation of a modern highly qualified teacher’s personality, prepared to fulfill his professional activity in a multicultural society, able to treat the representatives of various social groups, their culture, traditions and spiritual values tolerantly and to educate the younger generation using these positions.

The special significance is given to the process of professional training of prospective music teachers educating and developing schoolchildren by the means of music art. On the basis of spiritual values and various traditions of national musical cultures assimilation a prospective music teacher should solve the problems of students’ international communication, evoke students’ interest to cultural values of different folks, and contribute to the adequate reception of their singularity and to the comprehension of the multicultural world (Politaeva, 2009).

These target settings have a brightly expressed patriotic and multicultural direction and are defined by the Sample Music Program, created within Federal State Educational Standard of the second generation. Some target settings are underlined in it (the education of love towards motherland, respect towards history, spiritual traditions of Russia, musical culture of different folks, evaluative reference points (the education of love towards fatherland, a small motherland, respect to spiritual heritage and world view of different folks), personal results (the strengthening of cultural, ethnic and civil identity, the development of respectful attitude to the historical and cultural traditions of different folks), subjective results ( the idea of the artistic picture of the world on the basis of familiarization with domestic traditions and comprehension of historical and cultural, ethnic and regional originality of different folks’ music art (Approximate educational programs, 2010).

In connection with it the actual problem for the pedagogy of musical education emerges, it is the problem of the development of the essence, structure, pedagogical conditions of formation of prospective music teachers’ preparation to the professional activity in multicultural social circumstances.

The special importance in the training of a teacher-musician to the professional activity in multicultural society should be devoted to folk music. Musical folklore is connected to the folk history, its world view, mentality and

the modus of life. As a national property it becomes the source of moral and ethical and spiritual values which are essential for the development of a healthy and harmonic personality and society as a whole. Thus, within the teaching of the subject "Music", as it is noticed in the Approximate Program, students will be "raised moral and aesthetic sense: love towards Motherland, respect for the history and spiritual traditions of Russia, musical culture of its folks", they will be able to navigate the musical and poetic creativity; the diversity of musical folklore of Russia, including the native land, to match the various samples of folk and professional music, to appreciate the domestic folk music traditions", "to evaluate and correlate the musical language of folk and professional music of various countries of the world" (Approximate basic educational program of educational institution, 2010).

As a form of intercultural communication in the multicultural society, folk music contributes to the creation of the Dialogic structure of interpersonal communication. On the basis of dialogical communication of an individual with the musical work of oral tradition there is an opportunity to include in the human consciousness the understanding and acceptance of other cultures, shaping and enriching his inner world,

Thus, in light of the foregoing the preparation of future music teachers becomes particularly relevant, as a complex educational process providing formation in bachelors of music education multicultural and multi musical pedagogical competence, readiness to implement the important mission – to involve the younger generation to successful activity in a multicultural society.

## **Materials and Methods**

### ***Research Methods***

In the course of the research, the following research methods were used: analysis of normative documents, philosophical, psychological-pedagogical, musicological, cultural, ethno-pedagogical, sociological, methodological literature on the research problem, the method of mental experiment, prediction, systematization and generalization of facts and concepts, modeling, method of expert estimations, statistical analysis during the pedagogical monitoring of the results of research, diagnostic methods, pedagogical experiment.

### ***The Experimental Basis of the Research***

Experimental work was carried out at the M. Akmullah Bashkir State Pedagogical University.

### ***The Stages of the Research***

The study was conducted in three stages:

- the first stage – the preparatory phase, we analyzed the modern condition of the studied problem in the pedagogical theory and practice; we developed the program methodology of the study;
- the second stage – the main stage – we developed and deployed a model variant of readiness of future music teachers to professional activity in the conditions of multicultural society; carried out experimental work to test the effectiveness of this model;

- the third stage – the final stage – we carried out the systematization, interpretation and generalization of research results; we refined theoretical insights; we processed and entered the results of the study.

## Results

### *The Theoretical Bases of Formation of Readiness of Future Music Teachers to Professional Activity in Multicultural Society*

In the concept of ethnic cultural education in Russia, based on "The National doctrine of education in Russian Federation", which determines the strategy and directions of development of education system in Russia for the period up to 2025 and ensures constitutional rights and freedoms of citizens of Russia in the field of preservation and development of national-cultural heritage of every folk of our country (the Concept of spiritually-moral development and education of the Russian citizens, 2010) and the system of education in the regional schools of the Russian Federation should ensure national and international cooperation, aimed at the personality formation of a Citizen in three concepts "Region-Russia-The World".

Nowadays, it is important to consider regional specificities and consistent implementation of multicultural orientation in education based on the principles of tolerance and dialogue of cultures, representing the process of the formation of personality, capable to function in a multicultural society, with a sense of understanding and respect for other cultures, skills to live in peace and harmony with people of different nationalities.

An effective educational tool in favor of a national musical culture, as a phenomenon associated with the history of the folk, their worldview, mentality, mode of life, reflecting the whole spectrum of emotions, feelings, moral-ethical and spiritual values, the best spiritual qualities of the people and appearing as a powerful means of penetration into the depths of the spiritual essence of the people. Through the dialogue of a personality with the musical work of folk art there is an opportunity to include the culture of another era in to the human consciousness, "alien" ethnic groups, thus, are becoming richer and diversify their spiritual world.

National originality of folk music is deep in the imagery and semantic content, musical-stylistic and genre peculiarities of the developed system of means of musical expression, able to convey the complexity of the philosophical ideas of man about himself and the world, and to act on it, as a factor in maintaining world order.

As a result of joint parallel historical development, territorial and cultural unity of the ethnic groups there often emerge typologically similar phenomena of folk musical cultures. There are general genre and stylistic patterns of vocal and instrumental layers, styles, genres, musical instruments, ornamentation, performing improvisation. Often the similarity of musical styles of different folks' cultures is connected with the eternal community of the arts (love for the native land, admiration for nature, the pursuit of the free life of the people), the peculiarities of tonal organization, a lingering melody and fast songs, with a variance of development etc. In interval structure, the singing organization of melodic material, scales & modes can also be detected by the commonness of melodies of folk songs and tunes of different ethnical groups.

In the historical experience of the folk music culture of different ethnic groups contains a significant number of factors that are able to integrate with modern professional training of future music teachers, whose professional activity is carried out in conditions of multicultural society.

Professional activity of a music teacher, performed in these conditions, keeping its main feature is the wide profile. With its focus on multicultural learning environment entailed the installation on the formation of common cultural, socio-cultural and professional competencies, due to the national specifics of the region and cultural traditions of the folks living in it. Accordingly, the professional activities of the teacher of music should be determined by the specifics of a multicultural society:

- constructive and professional activities aim at a deeper understanding of the content and methods of artistic and pedagogical construction of music lessons in a multicultural learning environment in accordance with the ideas of multicultural education, taking into account regional peculiarities of society, the musical culture of the ethnic groups;

- musical-performing activity is an ability to play a musical instrument and singing voice, skills in conducting the process of execution of the musical folklore of this multicultural region;

- communicative-organizational professional activity is oriented on the pedagogical guidance of the educational process and the musical activities of students, on the regulation of their emotional states in the process of "experience" of musical works from different cultural traditions, creating an atmosphere of emotional and spiritual communication with disciples on the basis of comprehension of the musical folklore of the multicultural society;

research activities – involving the study of the process of musical development of pupils through the study of folk music of the ethnic groups of the multiethnic society.

The nature and specificity of readiness of the future music teacher for professional activity in multicultural society is due to: 1) emotionally-value attitude to the spiritual and cultural potential of folk music; 2) a complex of knowledge, abilities and skills acquired in the process of learning and cognition of musical folklore and their distinctive character, and general musical-typological features of folk music of different ethnic groups; 3) developed musical abilities, providing a successful solution of pedagogical tasks in a multicultural society; 4) the ability to participate in intercultural communication with representatives of different cultural traditions, living in the region.

The structure of readiness of the future teacher-musician for professional activity in multicultural society includes the relationship of motivational, substantive and operational components.

Motivational component reveals the emotional-value attitude of a personality to a kind of pronounced musical culture of the region. The substantive component includes methodological, theoretical and methodical professional knowledge in the field of multicultural society of the region, music education and musical folklore of various ethnic groups. The operational component includes professional and special competence, performing, musical, analytical, and methodological skills necessary for future professional activity in multicultural society.

### ***The Structure and Content of the Model***

The developed model is aimed at improving the level of professional competence of future music teachers in the multicultural society of the Republic of Bashkortostan and includes the goal, objectives, principles, pedagogical conditions, structural components of the studied readiness, stages, methods, techniques, and methods of diagnosis.

In this process we highlight the following learning principles: conformity to culture, dialogue of cultures and tolerance, which, in their totality and unity reflects the objective regularities of the process under study and define its focus on the development of future music teachers.

The presented model contains the structure of the study readiness of future music teachers in a multicultural region of the country, including motivational, substantive, operational components.

In this model, the following pedagogical conditions of formation of readiness of future music teachers to professional activity in multicultural society of the Republic of Bashkortostan:

- reliance on genre, style, and intonation-semantic analysis of works by Bashkir, Tatar and Russian folk music with the aim of studying the processes of interaction between three of the studied musical cultures;
- organization of the special course "Professional activity of a music teacher in a multicultural society of the Republic of Bashkortostan";
- ensuring a holistic approach in the formation of the studied readiness of a bachelor of music education during the educational process at the University and pedagogical practices.

The final result is readiness of the future teacher-musician to professional activity in the multicultural society of the Republic - is the main indicator of the effectiveness of the presented model.

### ***The Stages of Implementation of the Model***

The implementation of this model involves the following stages of the experimental work:

- implementation of diagnostics of levels of the formation of future music teachers to professional activity in multicultural society of the Republic of Bashkortostan.
- development and implementation of scientific and methodological support professional training of bachelors of music education. At this stage, we carried out experimental verification of the levels of the formation of prospective music teachers to professional activity in multicultural society of the Republic of Bashkortostan, who passed and who did not pass the training program "Professional activity of a music teacher in a multicultural society of the Republic of Bashkortostan".

### ***Ascertaining Stage***

On the ascertaining stage of the experiment diagnostics of the levels of formation of the future music teachers to professional activity in multicultural society of the Republic of Bashkortostan was carried out (148 people). Two

groups of students were surveyed: a control group (72 persons) and experimental (76 persons).

At the beginning of the experiment a statistical study was carried out to identify specifically expressed in the multicultural composition of the student group. The survey showed that among the future music teachers the number of Bashkir (49 people) and Tatars (56), is approximately identical, Russian students are less (27); among the representatives of other nationalities: Chuvash (6), Ukrainians (5), Mordvinians (4), Kazakh (1).

The survey showed that the students face problems of indifferent attitude of other students to the culture of "other" folks; lack of interest in the perception and study of music "someone else's" cultural traditions; the lack of a tolerant attitude to representatives of "other" cultures and the lack of abilities to intercultural communication; unwillingness and inability to use the musical folklore of various ethnic groups in teaching practice.

For the pilot study the desired levels of readiness of the future teacher-musician were developed by the diagnostic criteria of, on the basis of motivational, substantive, operational components. The main required criteria of readiness of future teacher-musician were identified as follows: motivational-value attitude to the problem of professional activity of a music teacher in a multicultural Republic, to the study and investigation of musical folklore of the folks of Bashkortostan and the necessity of using the acquired knowledge, skills and abilities in teaching practice; possession of professional knowledge, abilities and skills acquired by students in the process of University training creatively implemented during teaching practice in a multicultural educational space of school.

The qualitative and quantitative composition of students was as follows:

**Table 1.** The results of the ascertaining phase of the experiment

The initial level of readiness of students for professional activity in multicultural society of the Republic of Bashkortostan	The number of people in the experimental group (76)	The number of people in the control group (72)
	the ascertaining phase of the experiment	the ascertaining phase of the experiment
High	2 (2,63%)	3 (4,16%)
Average	29 (38,16%)	25 (34,72%)
Low	45 (59,21%)	44 (61,11%)

Comparative analysis of the results of the survey and responses to questionnaires of the students from experimental and control groups allowed us to conclude that almost all respondents know about the phenomenon of "multicultural society" in general, about the different ethnical groups in the Republic of Bashkortostan; many of them can imagine the importance of formation of readiness for professional activity in multicultural society of the region; thus, great importance is given to learning the musical art of the folks of the Republic, including folklore. Assessing communication experience, the practice of joint activities, educational cooperation, students assume that they may face the communication problems in their future careers, where they have

to solve important tasks related to organization, management of educational process and formation of interpersonal relationships.

As it was shown by the survey results, the qualitative and quantitative composition of the experimental and control groups at this stage of the study was approximately equal, while the vast majority of respondents had low level of preparedness required. Obtained in the course of ascertaining phase information allowed to adjust the objectives and methodology of a formative experiment.

### ***The Forming Stage***

Forming stage of the experimental study was conducted in the conditions of educational activity and pedagogical practices. At this stage the potential of the disciplines studied by students in high school was used, and it also implements the special course developed by the author of this study "Professional activity of a music teacher in a multicultural society of the Republic of Bashkortostan" in the educational process, carry out checks of its effectiveness. Knowledge and skills received by students on the course were corrected and implemented during teaching practice in a secondary school.

The task of leading motivational component is the systematic and purposeful development of students' interest in the problem of their own readiness for professional activities in the Republic of Bashkortostan, the formation of their personal relationship to the problem of the multicultural region; awareness of the necessity to study the Bashkir, Tatar and Russian folk music and to master the methods of transferring knowledge and skills to students at music lessons. An important place in the development of motivation of future specialists in this aspect are lectures, where students not only acquire the necessary theoretical knowledge and understanding of the nature and characteristics of multicultural society in the Republic, the importance of music education in it, as well as the specifics of the musical folklore of the folks of the Republic, but at the same time included in the process of understanding the significance of this knowledge for future professional activities. Seminars are also of great importance in encouraging students to reasoned positions and live demonstration in their performance of Bashkir, Tatar and Russian folk music. The formation of students' positive motivational values to the contents of each lecture and the course as a whole is achieved by using special teaching techniques, individual approach, updating acquired skills, identify the personal matters relating to professional activities of music teachers in multicultural environments, creating an atmosphere of goodwill and creative cooperation. Throughout the course there were different methods of training: the creation of problem situations, modeling situations "dialogue of cultures", identify "common" and "special", a method of contrast mapping in a variety of emotional-figurative and musical-stylistic relationships of the samples; special tools - listen to the musical folklore of the Bashkir, Tatar and Russian music, as well as in some cases and video illustrations of ethnographic recordings of folk rituals and festivals and music lessons, accompanied by analysis-description of stage-directions in the study and knowledge of the musical folklore of the folks of Bashkortostan.

The task is a substantial component armament of future music teachers with a special knowledge, different integrative nature and it will allow the successful solution of diverse tasks in a multicultural environment of a

secondary school. It includes knowledge about the essence of the multicultural society of the Republic; about the principles of multicultural education and peculiarities of music education in this multicultural region; knowledge of the identity of the Bashkir, Tatar and Russian musical folklore and their general properties as a result of the process of interaction between cultures of these peoples; knowledge of the methodological foundations for the inclusion of folk music in music lessons of general education school in the region. The main organizational and pedagogical forms of implementation of this component are the lectures.

The task is to develop an operational component of students' professional competencies needed for successful professional activity in the multicultural region. The seminars and practical classes always include the situation of "meeting of musical cultures" musical-analytical, interpretive and performing skills are formed. In addition, in the process of studying of a special course the skills formed in the process of studying of disciplines of psycho-pedagogical training are developed. Previously acquired skills of lesson planning, extracurricular activities, application of principles, methods, techniques and means in the process of studying of a special course are developed on the basis of the folk music of Bashkortostan. Future teachers-musicians develop plans-abstracts of music lessons in a secondary school using samples of Bashkir, Russian and Tatar musical folklore, as well as conducting extra-curricular music classes. Students are encouraged to prepare presentations about the musical cultures of the folks of the Republic with demonstration of appropriate musical material in different forms: a lecture-concert, the music lesson or extra-curricular activities (for students in elementary, middle and high school). With the aim of developing these skills the emotional and creative atmosphere is created in the process of studying of the Bashkir, Tatar and Russian folk music, to develop creative abilities of pupils the multinational class models of creative tasks for teachers of music are developed.

In the classroom, the course great attention is paid to creative the search for methodological approaches in the studies of Bashkir, Tatar and Russian folk music together with students, extrapolation methods from related sciences, such as, folklore, in the field of music pedagogy. As a result, we derive logical algorithm of the study of folk music in the school, which includes several stages and areas. The first stage-direction is connected with the study of natural sound environments as areas of acoustic source, refracted in the reception of sound isolation, learning the "language code" of cultural oral traditions, the characteristics of the musical style of folk songs and instrumental tunes, symbolic characters. The second stage-direction is the context of folk music sample. The third stage-direction is intended to actualize the process of understanding the specifics of musical thinking characteristic of folk art. Fourth stage-direction is connected with studying of influenced folklore of the Bashkir, Tatar and Russian folk music.

The final stage of preparing students for professional activities in the study of multicultural society involves conducting music lessons in secondary schools in the process of pedagogical practices. For the successful development of musical folklore of the folks of the Republic of students use developed guidelines.

### **The Control Stage**

At the control stage of the experimental research, we carried out repeated diagnostics of level of formation of motivational, substantive and operational aspects of activities of students. It uses the same diagnostic tools, used at the stage of ascertaining experiment. The final comparative results of the study are presented in Table 2.

In the experimental group there have been significant changes both in qualitative and in quantitative terms. So, if originally in the subgroup with a high level of preparedness for study activities consisted of two people (2, 63%), then at the conclusion of the study there were 20 people (26,32 %). The subgroup with the average level of willingness was on ascertaining stage of the survey 29 (38,16%) of the students in the end there were 47 (61,84%) students. In the subgroup with a low level of readiness initially there were 45 students (59,21%), and at the final stage there are only 9 (of 11.84%).

Meanwhile, in the control group at the end of classes in the subgroup with a low level of readiness was 31 people (43,05%). Not so obvious changes in the control group occurred in the other subgroups. For example, a subgroup with a high level of preparedness amounted to 6 (8,33%), on ascertaining stage was 3 (4,16%) of the student. In the subgroup with the average level of readiness consisted of 35 people (48.61 per cent), that is only for 10 people more in comparison with the control stage.

If to compare the data obtained in ascertaining and control stages of the experimental work, it becomes evident that the level of readiness of the study in the experimental group significantly increased, while in control group it changed for the better minimally.

Data are based on the results of implementation of developed scientific and methodological support, evidence of significant increase in the levels of the formation of future music teachers' competencies in professional activity in multicultural society of the Republic of Bashkortostan.

### **Discussions**

Problems of multicultural education as a process of learning by students, knowledge about different cultures, awareness of differences and similarities in lifestyle, cultural values and guidelines of different nations were considered in the research of H. Asada, E. Swank, and G.T Goldey (2003), Ch.Jenks, J.O. Lee and B. Kanpol (2001), I.V. Kolokolova (2001), T.A. Krivorotova (2013), S.I. Makulova (2013), E.A. Morozova (2011), J. Tomašić (2011), R. Hanvi (1994), etc.

In active scientific and practical turn the term "regionalization" (regional education) was entered. Studies in this area are conducted in line with the traditional classical school (Belozertsev, 2015; Goncharov, 2015; Miroshnichenko, 2013 and others).

In the study, we relied on theoretical propositions of A.S. Gayazov (2003), G.I. Gaisina (2015), Z.F. Mubinova (2012) revealing the pedagogical problems in relation to the multicultural characteristics of the Republic of Bashkortostan.

In the study of problems of intercultural interaction of folk traditions, we rely on the works of V.S. Bibler (1990), M.G. Kondratiev (2011), V.A. Lapin (1999), S.M. Tolstaya (2015), etc.

**Table 2.** The results of the ascertaining phase of the experiment

The stages of the experiment	LEVELS											
	High				Average				Low			
	E.G. - 76 p.	C.G. - 72p.	E.G. - 76 p.	C.G. - 72p.	E.G. - 76 p.	C.G. - 72p.	E.G. - 76 p.	C.G. - 72p.	E.G. - 76 p.	C.G. - 72p.	E.G. - 76 p.	C.G. - 72p.
amount	%	amount	%	amount	%	amount	%	amount	%	amount	%	
The ascertaining stage	2	2,63	3	4,16	29	38,16	25	34,72	45	59,21	44	61,11
The final stage	20	26,32	6	8,33	47	61,84	35	48,61	9	11,84	31	43,05

The specificity of training of the music teachers from the perspective of ethno musical pedagogy is revealed by C.Abril (2006), L.P. Karpushina (2015), G.A. Krechetova (2015), M.Okun (1998), T.I. Politaeva (2009).

The problem of musical folklore in the educational process is reflected in the works of T.I. Baklanova (2015) etc.

However, the analysis of scientific literature showed that the special works that reveal features of preparation of future music teachers in multicultural region in the context of the interaction of musical folklore of the Bashkir, Tatar and Russian folks do not exist.

## Conclusion

It is established that the developed model of formation of readiness of the future music teachers for professional activity in multicultural society allows to organize the process of preparation of bachelors of music education, aimed at continuous and systematic improvement of their professional, cultural and formation of special competences for the solution of psychological-pedagogical and organizational-methodological tasks in their future professional activity in the multicultural society.

The article can be useful in practical terms for teachers of pedagogical higher education institutions, music teachers and future teachers-musicians.

Taking into account the obtained results of this study we can highlight a number of research challenges and promising directions that require further consideration: deepening and extension of certain provisions contained in the article related to the formation and accumulation of psycho-pedagogical potential of folk music in the formation of harmonious personality of the younger generation; development of scientific and methodological support of issues covering a wide range of national musical cultures included in the multi-ethnic composition of the Republic of Bashkortostan; the analysis of this problem based on the connection of folk and professional music.

## Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## Disclosure statement

No potential conflict of interest was reported by the authors.

## Notes on contributors

**Indira M. Salpykova** is PhD, Associate professor of the Department of Pedagogy and Methodology of Primary Education at the Institute of Psychology and Education, Kazan (Volga region) Federal University, Kazan, Russia.

**Tatyana I. Politayeva** is PhD professor of Bashkir State Pedagogical University named after M. Akmulla, Ufa, Russia.

## References

- Abril, C. (2006). Learning outcomes of two approaches to multicultural music education. *International Journal of Music Education*, 24(1), 30-42.
- An exemplary program of subjects. (2010). Elementary school. Moscow. Russia: Education, 231 p.
- Approximate main educational program of educational institution. (2010). *Elementary school*. Moscow. Russia: Education, 204 p.
- Asada, H., Swank, E., & Goldey, G. T. (2003). The acceptance of a multicultural education among Appalachian college students. (2007). *Research in higher education*, 44(1), 99-120. Direct access: <http://dx.doi.org/10.1023/A:1021369629549>
- Baklanova, T. I. (2015). *Ethno-cultural pedagogy. The problem of the Russian ethno-cultural and ethno-art education*. Saratov: University education, 155 p.

- Belozertsev, E. P. (2015). *A philosophical-pedagogical heritage of the small motherland*. Voronezh: Publishing house Voronezh state pedagogical University. 312 p.
- Bibler, V. S. (1990). *From scientific education – to logic of culture: Two philosophical introductions in the twenty-first century*. Moscow: Politizdat. 413 p.
- Gayazov, A. S. (2003). *Education and the citizen education in the modern world*. Moscow: Nauka. 256 p.
- Gaysina, G. I. (2015). Content and methods of teacher professional culture forming. *Review of European studies*, 7(1), 18-23.
- Goncharov, I. F. (2015). *A support and a pledge of Russia's revival. Spiritually-moral education of children and youth*. Saint Petersburg: Publishing house of the Leningrad state University of A. S. Pushkin, 234 p.
- Henvi, R. (1994). *An attainable global perspective*. Ryazan. Russia: Ryazan state pedagogical University, 92 p.
- Jenks, Ch., Lee, J. O., & Kanpol, B. (2001) Approaches to multicultural education in preservice teacher education: philosophical frameworks and models for teaching. *The urban review*, (33) 2, 87-105.
- Karpushina, L. P. (2015). Ethno-cultural training of bachelors of pedagogical education in the conditions of introduction of FSES of the General education. *Pedagogical education: traditions and innovations*, 120 – 125.
- Kolokolova, I. V. (2001). *The multicultural environment of the educational establishment as the environment of pedagogical support of student's personality*: PhD Thesis. Rostov-on-don. 198 p.
- Kondratiev, M. G. (2011). Musical cultures of Volga-Ural civilization as integrity. *The problems of musical science*, 1, 6 – 10.
- Krechetova, G. A. (2015). The specificity of multicultural music education as the factor of the efficiency of modern education. *Topical issues of modern science*, 42, 93-101.
- Krivorotova, T. A. (2013). Value-semantic concept of ethno-social phenomenon of education in the era of globalization. *The philosophy of education*, 1(46). p. 36-41.
- Lapin, V. A. (1999). *Historical perspective of Russian musical folklore*. PhD Thesis. Saint-Petersburg, 560 p.
- Makulov, S. I. (2013). Multicultural education as the definition of educational research. *Modern problems of science and education*, 3, 300 – 309.
- Miroshnichenko, V. V. (2013). Common trends of development of regional system of education. *Pedagogical review*, 2(2). p. 13-22.
- Morozova, E. A. (2011). *Pedagogical model of ethical education of schoolchildren on the basis of a multicultural approach*: PhD Thesis. Russia, 239 p.
- Mubinova, Z. F. (2012). *Theoretical framework and methods of implementation of ethnic education in the modern Russian pedagogy*, PhD Thesis. Izhevsk. 524 p.
- Okun, M. (1998). Multicultural perspectives in undergraduate music teacher education programs, *Dissertation Abstracts International*, 59, 766 p.
- Pivnickaya, O. V. (2009). Implementing a holistic approach to the development of folk-song traditions. *Scientific school of E. B. Abdullin: Collective monograph*, 250-263.
- Politaeva, T. I. (2009). The formation of readiness of future music teachers to professional activity in multicultural society of the Republic of Bashkortostan. *Teacher of the XXI century*, 6, 157-163.
- Shamina, L. V. (2007). *About the Russian singing*. Moscow: Naturmort, 29 p.
- The concept of spiritually-moral development and education of the person citizen of Russia. (2010) Moscow: Prosveshchenie. 11 p
- Tichonov, M. G. (2006). *The traditional values of the peoples of Russia and their integration into the modern education system*. Nizhnekamsk: Publisher Nizhnekamsk municipal Institute, 42 p.
- Tolstaya, S. M. (2015). *An image of the world in text and ritual*. Moscow: Publishing house of the Russian Fund of assistance to education and science. 528 p.
- Tomašić, J. (2011). Theoretical questions and methodological challenges in research addressing development of ethnic prejudice in children. *Ljetopis Socijalnog Rada*, 18( 3), 601-633. p.