

stage in a historical development of fighting for social justice.

However, it should remember that non-violence demonstrated its effectiveness only in the East (India) where there is a suitable mentality. There is not an actual practice and philosophy of non-violence in the West yet. Situations of totalitarianism also raise many queries about perspectives of possible application of non-violence.

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**METHODOLOGICAL UNITY OF
SCIENTIFIC PERCEPTION AND
HUMANISTIC PHILOSOPHY OF
EDUCATION**

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Starting with the end of XIX century research workers has been paying more and more attention to the ways and methods of scientific mentality. From that time the intensification of natural science reflectivity, which ended with a revolutionary methodology change and forth – with science paradigms' change, has been observed. Reflection of scientific cognition methods in natural science of XX century manifested and proved itself to be a creative and revolutionary mentality mechanism. From then forward progressive methodology principles of natural science became the foundation of humanistic philosophy of education. Natural science of the first third of XX century became the field of intellectual progress, achievements of which are expected to be developed by the society and other fields of science and education. In philosophy that period is marked with confirmation of unclassical objectivism.

At the same time dehumanization of scientific perception manifested itself. And it resulted in the fact that a research worker, separating himself from the nature fully, observes it from aside, thinking that the nature "doesn't notice" him and behaves as if there is no him at all. But such suspension of perception from

reality slowed down the cognitive process. Its further development required attention to the subject of the research. At the beginning of XX century progressive scientific research required from the scientists to include that method, by means of which the cognition is carried out, into the content of cognition. Studying, understanding methods of thinking brought the scientists closer to realizing the fact that knowledge, as well as knowledge got by experimental and theoretical science, contain the properties not only of the reality studied, but also those of the researcher himself.

The modern process of involving methodology into the content of education is associated with apprehension of thinking methods as well. By methodology not only the apprehension of cognitive methods is meant, but also the philosophic understanding of theoretical foundations of science. In this connection there appears the need in methodological reflection. Methodological approach in education turns to be necessary not only as the highest level of theory apprehension, but also as the way of self-cogitation. At present the scientific value of methodology increases. Processes referring to methodological revolution are taking place in science. Recessionary phenomena in educational practice result in the urgency of deep methodological understanding of these phenomena. Enhancement of attention to the methodological educational problems' reflection is becoming an essential condition of education philosophy development.

Science methodology reflection leads to changing paradigms and has a revolutionary, and thus, creative character. Hence it appears that the reflection of methodology presets a humanistic character to the period of scientific paradigms' interchange. If methodology as a science of methods shows the way to knowing the truth, then in humanistic education philosophy methodology sows the way to self-knowing and self-development. Addressing to methodological reflection in science is conditioned by identification of education humanization peculiarities. Humanization of education of a human-being belonging to modern civilization is controlled by the intellect, the defining capability of which at the beginning of XX century became the reflectivity. Methodological reflectivity

represents the highest level of intellectual reflectivity.

Modern science methodology reflectivity is aimed at including a human-being and historically developing society into the subject of its research. Understanding methods and ways of thinking in research, reflectivity enhancement, widening of application sphere of philosophic approaches, are illustrative of the theory of education during the period of a paradigm shift; that witnesses its inner readiness for the paradigm shift.

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**ROLE OF FAMILY IN MUSICAL
EDUCATION OF A CHILD AS AN OBJECT
TO STUDY IN THE SYSTEM OF
TRAINING A MUSICIAN-TEACHER
(ACCORDING TO DEMANDS OF STATE
EDUCATIONAL STANDARD OF HIGHER
PEDAGOGICAL EDUCATION)**

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According to the demands of State Educational Standard of Higher Pedagogical Education (SESHPE), 2005, maintenance of contact with pupils' parents and rendering them aid in family education is among professional activity routine problems which a graduate of a Higher Institution on speciality 030700 – “Music Education” – should be able to solve. However, the course “Family Pedagogy”, unlike other pedagogical specialties, is not provided for the future specialists in the field of Musical Education. The information about a child's education in the family appears to be dispersed among different disciplines of the curriculum. So, in the process of studying philosophy and sociology students get knowledge about a family as a social institution and a small social group; pedagogy – about the specificity of family education and methods of family diagnostics; history of musical education, theory and methods of music teaching – about the role of family

environment in musical development of a child. Separate parts of information about family education, cooperation of a musician-teacher and children's parents the students can get in the process of studying general humanitarian, general professional disciplines and disciplines of subject training. The knowledge got is realized by the students in the process of student teaching.

The dispersion of the information among different disciplines of the curriculum results in the fact that the general picture of knowledge of the future musician-teacher about bringing-up a child in the family is mainly more mosaic than integral and doesn't reflect the specificity of the oncoming professional activity sufficiently. The necessity of introducing a classroom discipline of generalizing character which would immediately elucidate problems of family education in the context of musical education of a child is felt urgently.

The actuality of special addressing to family terms of reference in the context of musical education is conditioned by a series of specific features of the defined process. Children's musical education in the Russian Federation is known to be differentiated into basic (compulsory, free of charge, solving problems of general musical development of a child) and complementary (got at will, realized for a fee, solving problems of extended music, and first of all music-instrumental, training). The last, in its turn, is differentiated into music education oriented on a high achievement level and supposing getting professional music-performance or music-pedagogical education, and, so called music education “for one-self”, where the student himself determines his pretension level. Under the given conditions the SESHPE about the readiness of the “Music Education” speciality graduates to maintenance of contact with the students' parents and rendering them aid in family bringing-up, acquire manifold substantial interpretation.

Music-pedagogical education of parents, their involving into cooperative with their children musical and artistic activities, rendering consultative aid to the family when choosing directions of complementary musical education of a child are the predominant directions of a musician-teacher in the system of compulsory (obligatory for all) education. In the system of complementary music education the teacher has