

MODEL OF THE FORMATION OF POLY CULTURAL COMPETENCES OF OLDER TEENAGERS IN THE EDUCATIONAL ENVIRONMENT OF A CHILDREN'S MUSIC SCHOOL

МОДЕЛЬ ФОРМУВАННЯ ПОЛІКУЛЬТУРНИХ КОМПЕТЕНТНОСТЕЙ ПІДЛІТКІВ СТАРШОГО ВІКУ В НАВЧАЛЬНО-ВИХОВНОМУ СЕРЕДОВИЩІ ДИТЯЧОЇ МУЗИЧНОЇ ШКОЛИ

У статті розглядається модель формування полікультурних компетентностей підлітків старшого віку в навчально-виховному середовищі дитячої музичної школи. Подана характеристика її основних структурних компонентів, а саме: мета, принципи (природовідповідності, гуманізації, цілісності, культуровідповідності, діалогу), компоненти (мотиваційний, когнітивно-операційний, персональний), етапи формування зазначеного утворення (теоретико-аналітичний, навчально-організаційний, підсумково-результативний). Автор висвітлює педагогічні умови (впровадження методики розвитку умінь міжособистісної взаємодії підлітків у полікультурному середовищі дитячої музичної школи; реалізація толерантного підходу в процесі формування полікультурних компетентностей підлітків старшого віку в навчально-виховному середовищі дитячої музичної школи), критерії та показники (мотиваційно-ціннісний: ставлення до майбутньої суспільно-корисної діяльності в полікультурному середовищі як до цінності, інтерес до інших культур та їх носіїв, психологічна готовність до міжкультурної взаємодії; когнітивно-діяльнісний: позитивне сприйняття знань та художніх цінностей різних культур, ініціатива та самостійність в їх засвоєнні, усвідомлення принципів толерантності як пріоритетних у процесі міжкультурної взаємодії, здатність вступати в міжкультурну комунікацію, здійснювати активну взаємодію з представниками різних культур; особистісно-поведінковий: емпатія, рефлексія власної діяльності і поведінки, позитивна етнічна ідентичність), рівні сформованості полікультурних компетентностей: низький (критичний); середній (задовільний); достатній (допустимий); високий (оптимальний), а також методи, форми та засоби, необхідні для формування досліджуваного феномену в підлітків старшого віку в навчально-виховному середовищі дитячої музичної школи.

Ключові слова: модель, модель формування полікультурних компетентностей, полі-

культурні компетентності, учні дитячої музичної школи, музична підготовка.

The article examines the model of the formation of multicultural competences of older teenagers in the educational and educational environment of a children's music school. The description of its main structural components is presented, namely: purpose, principles (conformity to nature, humanization, integrity, cultural conformity, dialogue), components (motivational, cognitive-operational, personal), stages of formation of the specified education (theoretical-analytical, educational-organizational, summative-effective). The author highlights the pedagogical conditions (implementation of the method of developing the interpersonal skills of adolescents in the multicultural environment of a children's music school; the implementation of a tolerant approach in the process of forming the multicultural competences of older adolescents in the educational and educational environment of a children's music school), criteria and indicators (motivational and valuable: attitude towards future socially beneficial activity in a multicultural environment as a value, interest in other cultures and their carriers, psychological readiness for intercultural interaction; cognitive and functional: positive perception of knowledge and artistic values of different cultures, initiative and independence in their assimilation, awareness of the principles of tolerance as priorities in the process of intercultural interaction, the ability to engage in intercultural communication, to actively interact with representatives of different cultures; personal and behavioral: empathy, reflection of one's own activity and behavior, positive ethnic identity), levels of formation of multicultural competences: low (critical); average (satisfactory); sufficient (acceptable); high (optimal), as well as methods, forms and means necessary for the formation of the studied phenomenon in older teenagers in the educational and educational environment of a children's music school.

Key words: model, model of formation of multicultural competences, multicultural competences, children's music school students, musical training.

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Formulation of the problem in general. In the conditions of a multinational state, there is a social need for the formation of a multicultural personality, which simultaneously combines an orientation to ethno-cultural spiritual values and tolerance, as well as the ability for intercultural constructive dialogue and partnership. The educational space of most modern states is a diversity of different coexisting cultures and cultural traditions. The conceptual provisions of modern education are anchored by the opinion that today's pedagogical realities, on the one hand,

require taking into account the ethno-cultural factor in education, and on the other hand, creating conditions for learning and understanding the cultures of other peoples of a multinational state. In this regard, a modern school should provide an opportunity for students to study their origins, as well as introduce them to representatives of other ethnic groups and ethnic groups. At the same time, the formation of ethno-cultural competence of students is possible with the special role of an educational institution, in which the foundations of cultural development, moral qualities

and attitudes are laid, experience of interaction and activity is acquired. Therefore, the problem of forming the ethnocultural competence of the younger generation is relevant for modern pedagogy, theory and practice of education and upbringing.

Analysis of recent research and publications. The works of O. Belinska, O. Belova, T. Posh-tareva, O. Romanova, T. Stefanenko, V. Shapoval-ova, B. Dyakieva and others are devoted to various aspects of the problem of the formation of ethnocul-tural competence.

The problems of human adaptation to the new sociocultural environment were covered in the works of foreign scientists J. Bera, H. Triandis, and others. Of interest in the context of this article are the works of I. Baev, S. Deryabo, N. Krylova, V. Petrovskiy, and V. Levin, which reveal the role of the educational envi-ronment in the formation of personality. Concepts of ethnic tolerance, reflected in the works of O. Asmolov, L. Ilchenko, N. Lebedeva, Yu. Politov, and M. Pleas-ant, played an important role in the work.

To understand the essence of the phenomenon of ethnocultural competence, the works of such teach-ers and psychologists as N. Arzamastseva, are valu-able in the course of our research. H. Potorochyn, V. Roschupkin, S. Seryakov, T. Stefanenko, S. Fedor-ova, J. Berry, P. Pedersen, T. Cross, I. Krause, and oth-ers. The works of I. Arabov, K. Akhiyarov, G. Volkov, O. Mukaeva, T. Pigilova, which relate to the problems of professional training of teachers for activities in a multi-ethnic environment, are of great importance.

The purpose of the article – to characterize the model of the formation of multicultural competences of older teenagers in the educational environment of a children's music school.

Presenting main material. As you know, model-ling is a scientifically based theory about the creation and implementation of models aimed at researching various processes and phenomena in social life and nature. The model is essentially a conditional image of the object and reflects its most essential features, without which objective research is impossible. The function of each model is prognostic, which makes the model itself suitable for practical application [4].

In the scientific literature, a distinction is made between symbolic and visual modeling. Thus, in visual modeling, the model reproduces the dynamic, geometric, functional or physical characteristics of the model object. In iconic modeling, patterns, diagrams, drawings, etc., play the role of models [6].

Modeling is one of the important and necessary methods of scientific research. The above-mentioned method has found wide application in pedagogical sciences, as the combination of theoretical and empir-ical allows in the process of studying a pedagogical object to combine an experiment with the construc-tion of logical structures and scientific abstractions. Within the framework of the model of the formation of

multicultural competences of older teenagers in the educational and educational environment of a chil-dren's music school, we mean a schematic structure that includes the purpose, principles, components of the studied education, phases of its formation, crite-ria and indicators of multicultural competences of stu-dents, as well as pedagogical conditions, methods, forms and means of implementation, result.

The purpose of the model is the formation of mul-ticultural competences of older teenagers in the edu-cational environment of a children's music school. The goal determines the nature of a specific process, it is from it that the process begins to determine the content and orientation of other components. The specificity of the components is that they charac-terize the presence in a specific process of the so-called «human factor» – students and the teacher. At the same time, the components of the process of the investigated phenomenon remain in constant inter-action, dependence and subordination to each other.

One of the important elements of the model is the principles of educational action. It is on their basis that the process of forming the researched quality in students develops. We believe that the following principles are the most effective in the process of implementing the researched education: conformity to nature, humanization, integrity, cultural conform-ity, dialogue. Yes, the principle of compatibility with nature has a strategic nature, it cannot be done with-out at the current stage of society's development. As a metaprinciple, it is perceived right now, in the age of multicultural challenges, the growth of man-made thinking, the crisis of spiritual and moral ideas in society, the age of serious philosophical searches for spiritual guidelines in human education. This prin-ciple encourages a harmonious, holistic, ecologically healthy type of thinking, based on a conscious collec-tive mastery of logical and figurative thinking, which can give a person a comprehensive picture of the world and become a tool for solving global problems in the period of transition to sustainable development of society.

The principle of humanization implies a peculiar style of relationship between teachers and children, based on respect for their personality, care for life and health, democracy and freedom. It is not only about declared positions, but about building real relation-ships, which are based, on the one hand, on the child's freedom in choosing a teacher, and on the other hand, on the teacher's desire to be meaningful to students. The principle of integrity is expressed in determining the correct ratio of knowledge, abilities and skills into a single system of ideas about the world and ways of changing it, in a harmonious combination of the learn-ing and development process. A sign of the principle of cultural conformity is the objective connection of an individual with culture as a certain system of charac-teristic values. From the point of view of this principle,

the educational environment is considered to be saturated with ethno-cultural content and an expression of national identity. In accordance with the specified principle, the features of the specific socio-cultural environment in which the subjects of the educational process are socialized, their specific national and psychological features are taken into account. Along with this, this principle requires the involvement of students in universal cultural values, their prestige is taken into account. The principle of dialogue is based on diversity of views, pluralism of opinions, countless aspects of reasoning and meanings. It is characterized by a free exchange of ideas between students, as a result of which a common point of view, a general attitude towards a certain process or phenomenon is formed. It should be noted that in our study dialogue has a much broader function than simply facilitating the acquisition of information or the assimilation of a certain amount of knowledge. Its main task is to create a functioning basis for the interaction of different cultures. A specific principle that we consider in the context of interethnic interactions is the respect and recognition of all ethnic cultures in the world cultural system. Dialogue between cultures can only occur when the new is created without destroying the old, seeking mutual understanding and recognition of the relative truth of other cultures.

The components of formation of the researched education in students were chosen: motivational, cognitive-operational, personal. The first component – motivational – is designed to encourage students to form and self-educate multicultural competence; to stimulate the interest and psychological readiness of teenagers for intercultural interaction, attitude to socially beneficial activity as a value. The second component – cognitive-operational – includes students' knowledge and ideas about their own culture and the specifics of other cultures; the ability to engage in intercultural communication, to actively interact with representatives of different cultures, which makes it possible to act effectively in a multicultural environment. The personal component consists of personal characteristics that are necessary for the effective formation of the studied phenomenon in older adolescents in the educational environment of a children's music school. In our study, the following qualities were defined: empathy, reflection of one's own activity and behavior, positive ethnic identity.

On the basis of certain scientific approaches, we were able to distinguish the stages of the formation of the studied competences: theoretical-analytical, educational-organizational, summative-resultative.

At the theoretical-analytical stage, the possibility of choosing specific pedagogical conditions, criteria, indicators and levels of multicultural competence formation is substantiated. The pedagogical conditions indicated in the functional model are the basis for the development of experimental methods of formation

of the researched education in music school students. From our point of view, the process of forming multicultural competences will be more successful if the following pedagogical conditions are taken into account: the implementation of the methodology for developing the interpersonal skills of teenagers in the multicultural environment of a children's music school; implementation of a tolerant approach in the process of forming multicultural competences of older teenagers in the educational and educational environment of a children's music school.

In order to determine the levels of formation of the studied competencies in children's music school students, we have developed criteria (motivational-value, cognitive-activity, and personal) together with the corresponding indicators, which will allow obtaining objective information about the initial level of formation of multicultural competencies of older adolescents in educational and educational environment of a children's music school. Thus, the motivational-value criterion is revealed by the following indicators: attitude to future socially useful activities in a multicultural environment as a value; interest in other cultures and their speakers; psychological readiness for intercultural interaction.

The indicators of the cognitive-activity criterion in our study were: positive perception of knowledge and artistic values of different cultures, initiative and independence in their assimilation; awareness of the principles of tolerance as a priority in the process of intercultural interaction; the ability to engage in intercultural communication, to actively interact with representatives of different cultures. The indicators of the personal-behavioral criterion were chosen: empathy; reflection of one's own activity and behavior; positive ethnic identity. In order to determine the level of formation of the studied competencies among the students of the State Secondary School, the following levels were chosen according to specific indicators: low (critical); average (satisfactory); sufficient (acceptable); high (optimal). Taking into account the data obtained at the first stage, the second, educational and organizational stage was chosen. Its content is based on students' understanding and awareness of phenomena and concepts that have a direct impact on the formation process of the studied phenomenon, the variability of its relationships and relationships.

Thus, the educational and organizational stage of the functional model includes methods, means and forms of work based on democratic and tolerant styles of interaction, aimed at the formation of multicultural competences, and based on the ideas of international interaction and ethnoculture. Including: *methods*: multicultural dialogue; inclusion of students in mobile multi-national, multi-age creative teams; self-analysis and mutual evaluation; *forms*: innovative program «Dialogue of Cultures»; «Dream» family club; thematic lessons-disputes «opinion of

participants», «opinion of colleagues», «opinion of critics», «opinion of viewers and listeners»; secrets of an ancient chest; competition of creative works «Folk art through time»; national music performance competition; festivals of family national creativity; folklore holidays; creative meetings «We are visiting»; reporting concerts of students and creative teams; participation in all-Ukrainian and regional national holidays and festivals; creative forms of learning new knowledge (creative trips, meetings with interesting people, collecting real antiques); *means*: training aids; educational programmes; technical equipment (computers, presentation equipment); the thematic work plan of the innovative program «Dialogue of Cultures», necessary for the formation of the studied phenomenon in students of older adolescence.

The purpose of the final-resultative stage was to trace the dynamics of the growth of the level of multicultural competences among students of the children's music school. The main function performed by this stage is feedback, the essence of which was that data on the level of the studied phenomenon among students is the main information that allows analyzing past experience and, on this basis, planning the next process of forming multicultural competences in students. At the summary-resultative stage, opportunities were created to obtain the necessary information about the progress and results of the researched process in order to correct it in a timely manner. In order to obtain information about the dynamics of the formation of the studied formation, the participants of the experiment were applied the appropriate methods of the ascertainment stage. Based on the analysis of the comparative data of the indicators of the specified

criteria, an individual program of pedagogical and educational and cognitive activity of the students was drawn up, and the result was predicted.

Conclusions. As the results of the study revealed, the model of the formation of ethnocultural competence of future music and choreography teachers from the PRC is an effective means of improving the professional training of teachers in higher pedagogical educational institutions of Ukraine and, accordingly, increasing their competitiveness in the market of educational services. Regarding the **prospects of further research in this direction**, they consist in tracing the individual characteristics of students in the process of formation of ethno-cultural competence, ensuring the continuity of the formation of the mentioned phenomenon at different educational and qualification levels.

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