

пізнання музичних явищ. Перспективні орієнтири дослідження обраної проблеми вбачаються в розробці питання щодо специфіки методичних засобів формування музично-пізнавальної компетентності підростаючого покоління.

Ключові слова: компетентність, музично-пізнавальна компетентність, молодші школярі, освітній процес, ціннісні орієнтації.

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CRITERIA, INDICATORS AND LEVELS OF TEENAGERS' INTERCULTURAL TOLERANCE FORMATION

The article highlights criteria (cognitive-identification, motivational-value, emotional-evaluative and behavioral), their indicators and levels of teenagers' intercultural tolerance, which is formed by means of musical art. Cognitive-identification criterion is a measure of the depth and scope of knowledge of teenagers, necessary for self-awareness as a representative of a particular culture and formation of a tolerant attitude towards other cultures in the multicultural space of education institutions and multicultural society as a whole. Motivational-value criterion characterizes teenagers' motivation for intercultural interaction, desire to study culture, features of historical development, customs, traditions, folklore of other cultures, learn about prominent figures of culture and arts, as well as values of other cultures and their representatives. Emotional-evaluative criterion determines the attitude of an individual to his own culture and the culture of other peoples, as well as their representatives. Behavioral criterion determines the type of individual behavior in various situations of intercultural interaction.

Key words: intercultural tolerance, teenagers, musical art, criteria, indicators, levels of teenagers' intercultural tolerance formation.

Introduction. One of the characteristic features of modern civilization is cultural heterogeneity of societies. In this context actualizes the issue of raising the level of culture of interethnic relations, in which trust, social harmony and solidarity are the main components of common life. This suggests that intercultural communication nowadays is one of the driving cultural foundations of modern civilization. Under these conditions, acquired and consolidated in practice socio-personal skills of intercultural tolerance will allow in the process of intercultural communication to choose the right tools appropriate to socio-cultural contexts, create discourses, choose communication strategies and tactics acceptable to achieve goals, which increases intercultural interaction. It is common knowledge that adolescence is a sensitive period for forming intercultural tolerance, that is why we have chosen teenagers as a target category to form this personal quality.

Analysis of relevant research. Different aspects of forming intercultural, polycultural, cross-cultural competences were revealed in the works of V. Boichenko, L. Halaievska, L. Honcharenko, P. Kendzor, V. Kompaniiets, A. Kozyr, V. Kuzmenko, T. Levchenko, O. Pometun, O. Shevniuk, M. Simonenko, H. Rolutska, L. Volik, L. Vorotniak, O. Yeremenko, V. Yershov and others.

At the same time, the issue of forming teenagers' intercultural tolerance by means of musical art, in particular its criteria, indicators and levels, hasn't been revealed yet.

The aim of this article is to highlight criteria, indicators and levels of teenagers' intercultural tolerance formation by means of musical art.

In order to achieve the desired objectives, the following **research methods** have been used: general scientific – analysis, synthesis, generalization, comparison; specific scientific – terminological analysis – to reveal the definitions of the investigated concepts; structural-logical – to determine the structure of criteria and indicators of teenagers' intercultural tolerance.

Research results. Criteria, indicators and levels of intercultural tolerance of teenagers are diagnostic tools that will be used to identify areas and test the effectiveness of the formation of this quality. It is an indisputable fact that pedagogical diagnostics is an integral part of experimental research. According to O. Andriienko, pedagogical diagnostics is “a system of qualitative and quantitative characteristics of the effectiveness and trends of self-development of the education system, including its purpose, content, forms and methods, didactic and technical means, conditions and results of learning, education and self-development” (Andriienko, 2002). Thus, pedagogical diagnostics allows us to determine the conditions and circumstances that determine the course of the educational process – in the context of our study – the process of intercultural tolerance of teenagers by means of musical art, as well as identify reasons that can both promote and hinder the desired result.

The studied quality is determined by the criteria, which in the scientific literature are interpreted as “the basis for evaluation, definition or classification of something” (*Dictionary of the Ukrainian language: in 11 volumes*, 1973). As a basis for classification, the criterion allows to identify the degree of formation of teenagers' intercultural tolerance, to determine whether the goal of the process of formation of the studied quality is achieved, to find out the effectiveness of the introduced pedagogical conditions for teenagers' intercultural tolerance by means of musical art. The complex application of criteria and relevant indicators allows to objectively assess the

level of teenagers' intercultural tolerance, to model the program of their formation and to assess the effectiveness of this process.

As evidenced by the analysis of psychological and pedagogical literature on the problem of research, it is common in the scientific space to conditionally divide the criteria of education (formation of a certain quality of the personality) into two groups:

- “hard” criteria, which include important statistics that together characterize the general state of education of youth;
- “soft” criteria that allow teachers to get a general idea of the course and results of the educational process (Moiseiuk, 2003).

Thus, in the context of our study, we define the criterion as a feature on the basis of which the assessment of the levels of intercultural tolerance of teenagers is performed. As an indicator – a quantitative or qualitative manifestation of the feature that determines the assessment, level, style of measuring the value. We consider it expedient to emphasize that formation of any quality of the personality is impossible without the means by which this process takes place. The main criterion for the formation of teenagers' intercultural tolerance is a certain level, which is manifested in the qualities and behavior of teenagers. In order to determine the level of teenagers' intercultural tolerance formation we single out the criteria, as well as a sufficient number of indicators to fully characterize the levels of formation of the main category of our study.

Agreeing with N. Moiseiuk, we note that upbringing of the individual is evidenced by such qualities as dignity, honor, decency, justice, truthfulness, ability to keep one's word, decency and so on. In addition, upbringing of the personality supposes formation of the attitude of the individual to others – respect, tact, tolerance, etc. (Moiseiuk, 2003, p. 420).

It should be noted that in modern scientific discourse there is no unanimity of views among scientists on the criteria and indicators of education in general, and formation of such a quality as intercultural tolerance in particular. Intercultural competence, multicultural tolerance, multicultural upbringing, etc. are also relevant to the studied quality, and therefore we find it expedient to consider the criteria and indicators identified by Ukrainian scientists to characterize their essence.

In particular, L. Halaievska to the criteria of multicultural education of students refers: possession of national culture, which requires knowledge of nationality, customs, traditions, symbols, famous personalities; intercultural criterion, which is determined by the level of students' awareness of the

culture of other peoples and motivation to learn a foreign language; emotional criterion, which is characterized by the level of development in education applicants of such qualities as tolerance, tolerant attitude to representatives of another culture, etc. (Halaievskа, n.d.).

In the UNESCO document “Intercultural Competences: Conceptual and Operational Framework” (2013), intercultural competence is considered through the prism of two interconnected and complementary approaches – cultural identity (values, beliefs, attitudes) and communicative channels (verbal and nonverbal communication). The basis of intercultural competence is cultural diversity, human rights and intercultural dialogue. Accordingly, foreign researchers see ways to form intercultural skills in the education and upbringing of young people, promotion and support of intercultural policy by the public, and the result of intercultural education – in such established personal qualities as intercultural responsibility, self-awareness, ability to see different perspectives, positive attitude, multilingualism, knowledge of other cultures, etc. (*Intercultural Competences: Conceptual and Operational Framework*, 2013).

Thus, in this document intercultural competence includes cognitive (knowledge and ideas about different cultures and cultural communities, skills and abilities of their critical study and analysis; knowledge about the peculiarities of interaction of representatives of different cultures, etc.), value (presence of value orientations, including tolerance) which is an interaction with representatives of other cultures) and activity (organization of intercultural interaction) components (ibid.).

In turn, P. Kendzor refers to the criteria and indicators of the students’ polycultural competence formation: cultural-cognitive criteria, characterized by such indicators as knowledge about the culture (history, traditions, heritage, etc.) of one’s people, as well as its most prominent representatives; knowledge of other cultural groups, recognition of other views, etc.; tolerance-value criterion, which is met by such indicators as a positive and tolerant attitude, motivation for intercultural interaction, recognition of the value of each individual and respect for human dignity, etc.; communicative-behavioral criterion, among the indicators of which are civic activity and respect for human rights, formed communication skills; sociability, ability to intercultural dialogue (Kendzor, 2017).

V. Boichenko in the process of experimental work on multicultural education of junior schoolchildren in the educational process of the school singled out cognitive (knowledge of human relationships, moral norms, culture of behavior, communication and speech; ability to assess the facts on the basis of acquired knowledge, etc.); emotional-evaluative (positive attitude to moral

norms that regulate human relations; respect for human dignity; positive motivation for impartial interaction with representatives of national, racial, religious communities; tolerant attitude towards others); activity (formed culture of behavior and culture of communication, ability to prevent or constructively resolve conflict situations, etc.) criteria (Boichenko, 2006).

Thus, analysis of scientific research of Ukrainian and foreign scholars allowed to identify a number of criteria for the formation of teenagers' intercultural tolerance, namely: cognitive-identification, motivational-value, emotional-evaluative and behavioral.

Cognitive-identification criterion is a measure of the depth and scope of knowledge of teenagers, necessary for self-awareness as a representative of a particular culture and formation of a tolerant attitude towards other cultures in the multicultural space of education institutions and multicultural society as a whole.

Indicators of the cognitive-identification criterion include:

- intercultural literacy;
- knowledge of culture, features of historical development, customs, traditions, folklore, artistic heritage of one's own people, as well as prominent figures of culture and arts;
- self-awareness as a representative of a certain culture, cultural identification of the individual;
- knowledge of culture, features of historical development, customs, traditions, folklore, artistic heritage of other peoples, their outstanding figures of culture and arts;
- knowledge of the interaction of the representatives of different cultural communities;
- knowledge of moral norms, culture of behavior, communication, etc.

Motivational-value criterion characterizes teenagers' motivation for intercultural interaction, desire to study culture, features of historical development, customs, traditions, folklore of other cultures, learn about prominent figures of culture and arts, as well as values of other cultures and their representatives.

Indicators of the motivational-value criterion are:

- recognition of the value of personality and culture as a social phenomenon;
- interest in the study of native culture, customs, traditions, means of art;

- interest in studying the culture of other peoples, their customs, traditions, means of art;
- respect for the uniqueness of the culture of the Ukrainian people and the cultures of other peoples;
- formation of value orientations on the basis of humanism and democracy;
- awareness of the need to adhere to norms and rules during intercultural interaction;
- desire to increase the level of knowledge about one's own culture and the cultures of other nations, etc.
- social responsibility for one's words and actions;
- ability to overcome stereotypes, prejudices, aggression.

Emotional-evaluative criterion determines the attitude of an individual to his own culture and the culture of other peoples, as well as their representatives.

The indicators of the *emotional-evaluative criterion* include:

- positive perception of cultural diversity and representatives of different cultures;
- openness to the culture of other peoples, readiness to get acquainted with their cultural heritage, including in the field of musical art, and creative borrowing of the best cultural samples;
- patience;
- absence of anxiety;
- empathy;
- critical thinking;
- social flexibility;
- social perception;
- emotional stability, the ability to control emotions in response to adverse factors of interpersonal influence;
- independence, etc.

Behavioral criterion determines the type of individual behavior in various situations of intercultural interaction.

Indicators of the *behavioral criterion* include:

- ability to tolerant communication with the representatives of other cultures, social groups, etc.;
- ability to establish contact, establish positive intercultural interaction with representatives of other cultures in order to achieve understanding;
- ability to put oneself in the place of others;

- taking responsibility in situations that may lead to intercultural misunderstandings;
- implementation of self-regulation;
- ability to maintain intercultural dialogue, etc.

In accordance with the above criteria and indicators, we have identified three levels of teenagers' intercultural tolerance formation: high, medium, low.

High level. Teenagers who have a high level are characterized by intercultural literacy and intercultural thinking. They have deep knowledge of culture, features of historical development, customs, traditions, folklore, artistic heritage of their own people, prominent figures of culture and arts, as well as deep knowledge of culture, features of historical development, customs, traditions, folklore, artistic heritage of other peoples, their outstanding figures of culture and arts. Students perceive themselves as representatives of a certain culture, identify themselves with a certain cultural community. Students have a thorough knowledge of moral norms, culture of behavior, communication and interaction of representatives of different cultural communities. Teenagers are deeply aware of the values of personality and culture as a social phenomenon, show significant interest in the study of native culture, customs, traditions, means of art, as well as the culture of other peoples, their customs, traditions, means of art. Students show respect for the uniqueness of the culture of the Ukrainian people and the cultures of other peoples, are marked by a high level of formation of value orientations on the basis of humanism and democracy. They are deeply aware of the need to comply with norms and rules during intercultural interaction, always show a desire to increase the level of knowledge about their own culture and the cultures of other peoples, and so on. Educators show social responsibility for their words and actions and demonstrate ability to overcome stereotypes, prejudices, aggression and so on. In the process of using musical arts during lessons and extracurricular activities, adolescents demonstrate a positive perception of cultural diversity and cultures, openness to the culture of other peoples, willingness to learn about their cultural heritage, including music, and creative borrowing of the best cultural samples. They have such well-formed qualities as patience, lack of anxiety, social flexibility, emotional stability, etc. Students have good control over their own emotions, including negative ones that may arise in the process of intercultural interaction.

Medium level. Such teenagers demonstrate a sufficient level of intercultural literacy. They are sufficiently acquainted with the culture, features of historical development, customs, traditions, folklore, artistic heritage of their

own people, outstanding figures of culture and arts, as well as culture, features of historical development, customs, traditions, folklore, artistic heritage of other peoples, their outstanding figures of culture and arts. Students are mostly aware of themselves as representatives of a certain culture. Students have sufficient knowledge of moral norms, culture of behavior, communication and interaction of representatives of different cultural communities. Teenagers have some ideas about the values of the personality and culture as a social phenomenon, they show some interest in studying the native culture, customs, traditions, means of art, as well as the culture of other peoples, their customs, traditions, means of art. In most cases, students show respect for the uniqueness of the culture of the Ukrainian people and the cultures of other peoples, have a sufficient level of formation of value orientations. They are sufficiently aware of the need to comply with norms and rules during intercultural interaction, mostly show a desire to increase the level of knowledge about their own culture and the cultures of other peoples, and so on. Students with a medium level of intercultural tolerance show social responsibility for their words and actions and demonstrate the ability to overcome stereotypes, prejudices, aggression and so on. In the process of using the means of musical art during lessons and extracurricular activities, teenagers sufficiently perceive cultural diversity and representatives of different cultures, demonstrate openness to the culture of other peoples, willingness to get acquainted with their cultural heritage, including music. Such qualities as patience, lack of anxiety, social flexibility, emotional stability, etc. are mostly formed. Students try to control their own emotions, including negative ones that may arise in the process of intercultural interaction.

Low level. Teenagers with a low level of intercultural tolerance are characterized by intercultural illiteracy. They have a weak idea of culture, features of historical development, customs, traditions, folklore, artistic heritage of their own people, prominent figures of culture and arts, as well as culture, features of historical development, customs, traditions, folklore, artistic heritage of other peoples, their prominent figures of culture and arts. Students have a weak idea of themselves as representatives of a particular culture, do not identify themselves with a particular culture. Students have a superficial knowledge of moral norms, culture of behavior, communication and interaction of representatives of different cultural communities. Teenagers have weak ideas about the values of the personality and culture as a social phenomenon, show indifference to the study of native culture, customs, traditions, means of art, as well as the culture of other peoples, their customs, traditions, means of art. They are insufficiently aware of

the need to comply with norms and rules during intercultural interaction, do not show a desire to increase the level of knowledge about their own culture and the cultures of other peoples, and so on. Teenagers are not socially responsible for their words and actions and show stereotypical thinking, prejudice against other cultures, aggression, and so on. In the process of using the means of musical art during lessons and extracurricular activities, adolescents do not have a strong interest in cultural diversity and show a low level of readiness to get acquainted with the cultural heritage of other peoples, including in the field of musical art. Teenagers are marked by intolerance, anxiety, emotional instability, and so on. Students have little control over their own negative emotions that may arise in the process of intercultural interaction and can provoke conflicts. Such teenagers are characterized by selfishness, they are not ready for intercultural interaction.

Conclusions. Thus, based on the analysis of scientific and pedagogical literature, we have identified such criteria for the formation of intercultural tolerance of teenagers as cognitive-identification, motivational-value, emotional-evaluative and behavioral. Comprehensive application of these criteria and indicators allows an objective assessment of the level of intercultural tolerance of teenagers, identification of the aspects that need improvement, comparison of the results obtained during the molding phase of the experiment, drawing conclusions about the effectiveness of the proposed methodology.

The prospects for further research are seen in the substantiation of pedagogical conditions for the formation of teenagers' intercultural tolerance.

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РЕЗЮМЕ

Тао Е, Бойченко Марина. Критерии, показатели и уровни сформированности интеркультурной толерантности подростков.

В статье отражены критерии (когнитивно-идентификационный, мотивационно-ценностный, эмоционально-оценочный и поведенческий), их показатели и уровни интеркультурной толерантности подростков, формируемые средствами музыкального искусства. Когнитивно-идентификационный критерий представляет собой степень глубины и объема знаний подростков, необходимых для осознания себя как представителя определенной культуры и формирования толерантного отношения к другим культурам в мультикультурном пространстве учебных заведений и мультикультурного общества в целом. Мотивационно-ценностный критерий характеризует мотивацию подростков к интеркультурному взаимодействию, желание изучать культуру, особенности исторического развития, обычаи, традиции, фольклор других культур, познавать выдающихся деятелей культуры и искусства, а также ценности других культур и их представителей. Эмоционально-оценочный критерий определяет отношение личности к собственной культуре и культуре других народов, а также их представителям. Поведенческий критерий определяет тип поведения личности в разных ситуациях интеркультурного взаимодействия.

Ключевые слова: *интеркультурная терпимость, подростки, музыкальное искусство, критерии, показатели, уровни сформированности интеркультурной терпимости подростков.*

АНОТАЦІЯ

Тао Є, Бойченко Марина. Критерії, показники та рівні сформованості інтеркультурної толерантності підлітків.

У статті висвітлено критерії (когнітивно-ідентифікаційний, мотиваційно-ціннісний, емоційно-оцінний та поведінковий), їх показники та рівні інтеркультурної толерантності підлітків, що формується засобами музичного мистецтва. Когнітивно-ідентифікаційний критерій являє собою міру глибини й обсягу знань підлітків, необхідних для усвідомлення себе як представника певної культури та формування толерантного ставлення до інших культур у мультикультурному просторі закладів освіти та мультикультурного суспільства в цілому. Показники когнітивно-ідентифікаційного критерію включають інтеркультурну грамотність, знання про культуру власного народу, культурну ідентифікацію особистості, знання про культуру інших народів, знання про взаємодію представників різних культурних спільнот, моральних норм, культури поведінки, спілкування тощо. Мотиваційно-ціннісний критерій характеризує мотивацію підлітків до інтеркультурної взаємодії, бажання вивчати культуру, особливості історичного розвитку, звичаї, традиції,

фольклор інших культур, пізнавати видатних діячів культури й мистецтва, а також цінності інших культур та їх представників. Показниками мотиваційно-ціннісного критерію слугують визнання цінності особистості та культури як соціального феномена, інтерес до вивчення рідної культури й культури інших народів, повага до їх унікальності, сформованість ціннісних орієнтацій, здатність долати стереотипи тощо. Емоційно-оцінний критерій визначає ставлення особистості до власної культури та культури інших народів, а також їх представників. До показників емоційно-оцінного критерію віднесено позитивне сприйняття культурного різноманіття, відкритість до культури інших народів, емпатійність, емоційну стабільність, здатність контролювати емоції тощо. Поведінковий критерій визначає тип поведінки особистості в різних ситуаціях інтеркультурної взаємодії. Показники поведінкового критерію охоплюють здатність до толерантного спілкування з представниками інших культур, уміння встановлювати контакт, налагоджувати позитивну інтеркультурну взаємодію, уміння підтримувати інтеркультурний діалог тощо.

Ключові слова: *інтеркультурна толерантність, підлітки, музичне мистецтво, критерії, показники, рівні сформованості інтеркультурної толерантності підлітків.*

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МЕТОДИЧНІ ОСНОВИ ОПАНУВАННЯ ВОКАЛЬНИХ ОСОБЛИВОСТЕЙ СТИЛЮ ФАНК У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Мета статті – конкретизація особливостей вокалу в стилі фанк та визначення методичних основ їх опанування майбутніми естрадними співаками у процесі їх професійної підготовки. Методи дослідження: системно-аналітичний та порівняльно-історичний. Основними особливостями вокалу в стилі фанк є: 1) майже повна відсутність скетової імпровізацій, переважання співу з текстом, часто дуже безглузлого змісту, супроводжуваний криками, іншими шумовими ефектами голосу без певної звуковисотності; 2) орієнтація на парадоксальний саунд, у якому переважає відчуття ритмо-пластики руху, переданого через своєрідну вокальну перкусію; 3) принципова рівноправність голосу вокаліста та музичних інструментів для створення максимальної звукової експресії.

Ключові слова: *фанк, стиль фанк, вокальні особливості, співак, скет, саунд, опанування вокальних особливостей, професійна підготовка.*

Постановка проблеми. Загальний культурний розвиток, реформування вищої освіти й запровадження нових стандартів вищої освіти в галузі знань «Культура і мистецтво» обумовлюють необхідність перегляду методичного забезпечення процесу професійної підготовки майбутніх естрадних співаків. Важливою складовою розвитку професійної майстерності є опанування вокальних особливостей різних стилів, зокрема, фанку. Використання терміну «вокальні особливості стилю фанк» обумовлені, передусім, тим, що він