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## PEDAGOGICAL CONDITIONS FOR THE FORMATION OF POLY CULTURAL COMPETENCES OF OLDER ADOLESCENTS IN AN EDUCATIONAL ENVIRONMENT CHILDREN'S MUSIC SCHOOL

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**Abstract.** The article reveals the problem of the formation of multicultural competences of older teenagers in the educational and educational environment of a children's music school. The author has proven that the effectiveness of the mentioned process will depend on the implementation of the following pedagogical conditions: the implementation of the methodology for the development of interpersonal interaction 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 environment of a children's music school. It is noted that the multicultural educational environment of the State Secondary School contributes to the formation of a system of knowledge about different cultures in students, the motivation for further familiarization and interaction with their speakers develops, a variety of emotions and feelings are revealed, a positive attitude towards different cultures is formed, interpersonal ties and relations are established in a multinational the student body. The second pedagogical condition is aimed at the readiness and ability of the participants of the educational process to hear and respect the opinion of others, based on the principles of respect and recognition of equality.

**Key words:** multicultural competences, students of senior children's music school, pedagogical conditions, adolescence, multicultural environment, tolerant approach.

**Introduction.** The pace of change in modern society, which is caused by mass population migrations, active international interaction in all spheres of human existence, large-scale globalization projects, requires the formation of a new generation of people who possess the necessary qualities and skills of intercultural interaction. Accordingly, one of the important tasks of education and upbringing is the preparation of students of general educational institutions for responsible and constructive interaction in a multicultural society.

**Main part.** The scientific analysis of the problem proved that in modern Ukrainian pedagogy, attention is paid to the study of methodological, theoretical and practical aspects of multicultural education and upbringing. It should be noted that modern pedagogical science has made significant progress regarding the theoretical foundations of multicultural education and upbringing (V. Boychenko, L. Volik, V. Yershov, V. Kompaniets, T. Levchenko, G. Rozlutska, O. Shevnyuk, N. Yaksy). The phenomenon of tolerance was studied by O. Asmolov, E. Bystrytskyi, L. Honcharenko, L. Gudkov, L. Drobizheva, A. Ioffe, V. Kuzmenko, I. Loschenova, O. Mulyar and other scientists. At the same time, taking into account the modern challenges and demands of Ukrainian society, the processes of globalization, European integration, preparing students for effective life activities in a multicultural society requires a constant search and updating of the content of multicultural education. Therefore, the purpose of the article is to outline the role of the concept of «tolerance» in the structure of multicultural education and multicultural competence of the individual in accordance with modern conditions.

The effectiveness of the process of forming the multicultural competences of older teenagers in the educational and educational environment of a children's music school is the development and introduction of appropriate pedagogical conditions into the educational and educational process. First of all, we will consider the essence of the term «condition» in the interpretation of various sources. Let's turn to dictionaries that define a condition as a demand made by one of the parties; as an oral or written agreement about something; as rules established in any sphere of life, activity; as the circumstances under which something happens. In the «Great Explanatory Dictionary of the Modern Ukrainian Language» a condition is a requirement of one of the parties; an oral or written agreement about something; rules established in any sphere of life and activity; a circumstance that makes it possible to implement, create something, or contributes to something (A large explanatory dictionary of the modern Ukrainian language, 2004: 1295).

In the philosophical encyclopedic dictionary, a condition is considered to be «a set of objects necessary for the existence or change of a given object» (Philosophical encyclopedic dictionary, 2002: 286). Psychologists interpret the essence of the concept of «condition» differently. This term is understood as a set of external and internal phenomena of the environment that influence the development of a specific mental phenomenon (Psychological dictionary, 1982). The identification of the cause-and-effect relationship of a phenomenon should be considered in different contexts and relationships, that is, in a general relationship. If one phenomenon causes another, it is a cause; if a phenomenon interacts with another in the process of development of the whole to which it belongs, it is a factor; if some phenomenon determines the existence of another, then it is a condition.

In the context of pedagogical education, the condition is defined as a set of external and internal factors that influence the forms and methods of organizing the educational process (Courland, 2003: 3). Thus, our study of the term «condition» in the reference literature allows us to draw the following conclusion: *a condition is a set of pedagogical factors (forms, methods, techniques) that influence the process of forming multicultural competences of older teenagers in the educational environment of a children's music school.*

A retrospective analysis of professional literature on this topic made it possible to create a basis for determining the pedagogical conditions for the formation of the studied phenomenon in children's music school students:

- 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.

Thus, the first pedagogical condition of our study was **«Implementation of the method of developing the interpersonal interaction skills of teenagers in the multicultural environment of a children's music school»**. Children's music school is an institution of additional education, which determines the goals and tasks of its activity, the peculiarities of interpersonal relations and interactions that arise between subjects of the educational process, as well as the specifics of a multicultural educational environment.

An essential feature of additional education is the practical-activity basis of the educational process. Thus, if primary school focuses on symbolic and artificially schematized objects, then in additional education the child has the opportunity to get acquainted with the concrete, tangible embodiment of certain objects in life. In the first case, cognitive, verbal and logical activity prevails, in the second – actually practical, with an emotional and figurative content, which is the basis for the child's advancement to new fields of knowledge. In addition, in additional education, much attention is paid to the child's personal experience, which must be taken into account when determining the content of classes and forms of practical work.

An important feature of additional education is the unity of education, upbringing and development. Thus, if in the institution of basic education, teaching always dominates over education, the priority belongs to didactic tasks, then in additional education, the problems of personality education and the formation of its spiritual and moral component come to the fore. In addition, additional education involves expanding the educational "field" of the school, because it includes the individual in a multifaceted, intellectual and positively saturated life, where there are conditions for self-expression and self-affirmation. By organizing certain social experiences and providing students with individual assistance, teachers contribute to the development of personal qualities. At the same time, the effectiveness of educational influence depends on the extent to which its content will be not only objectively useful, but also subjectively significant for students, to the extent that it will enable them to understand themselves and others, their relationships with the world.

Scientists make an important conclusion that in the process of additional education, students have a real opportunity to develop personal qualities necessary for further life. In this regard, it is important to emphasize the socializing role of additional education and its socio-pedagogical mission, as a contribution to the combination of the interests of the pupil (his parents, family) and society, which ensures horizontal social mobility, i.e. the search for the most favorable sphere for the child self-realization.

Thus, we understand additional education as a specific field of educational practice, which involves a free choice of fields and types of activities, focused on the development of personal qualities, abilities, interests, leading to social and cultural self-realization, self-development and self-education of the child.

A feature of institutions of additional artistic education for children, which are children's music schools, is the focus on the development of the creative potential of students by means of training in various types of musical activities (instrumental, vocal, choral, ensemble, music-theoretical, etc.).

It should be noted that the educational process in children's music schools is characterized by a number of features, including:

- close fellowship between teacher and student, strong personal influence of the teacher on the student;
- democratic communication style of subjects of the educational process;
- focus on the development of children's natural giftedness;
- a combination of different types and forms of activity;
- multi-age nature of classes.

Children's music schools are distinguished by a special educational environment, which is not only a means of revealing and developing a child's natural gifts, but also a way to satisfy the need to perform activities that interest him, a means of his personal formation and self-affirmation, mastering universal human values and moral norms.

The educational process at children's music schools is aimed at studying the products of world musical culture and mastering the diversity of cultural values accumulated by mankind. According to the study programs, priority is traditionally given to domestic and Western European culture. However, it is relevant to include in the content of education the development of cultural values of ethnic groups and peoples whose representatives study in Ukrainian schools (Russians, Jews, Bulgarians, Hungarians, Moldovans, Romanians, Greeks, etc.). This makes the educational environment of the music school multicultural and promotes more active intercultural communication and interpersonal interaction of students representing different cultures.

Thus, the peculiarities of the multicultural environment of the children's music school are connected, first of all, with the enrichment of the content of education at the expense of mastering the artistic values of the culture of other peoples and are caused by the education of children of different nationalities who are representatives of different cultures.

Mastering examples of artistic culture in a children's music school is carried out not only theoretically, but mainly practically through the performance of works in the class of the subject, production of voice, choir, orchestra, ensemble, etc. The main subject of study at a music school, for which children come to this educational institution, is a specific art form – music. In contrast to art lessons in a secondary school, which are aimed at the primary mastery of elementary skills of drawing, singing, playing music, etc., the target orientation of the educational process in a music school is related to the improvement of students' own performing activities and their achievement of a significant level of mastery in the art of music. Thus, the spectrum of studying the products of the artistic culture of different ethnic groups and peoples in the music school is significantly expanded, covering theoretical and practical perspectives.

As mentioned, the forms of practical activity of students in the music school are very diverse and include: collective creativity (rehearsals of the orchestra, choir, ensemble), group classes (solfeccio, Ukrainian and foreign musical literature), pairs (chamber-vocal and chamber-instrumental performance), individual (musical instrument, vocal classes). Not only students, but also teachers, as well as students' parents and other members of their families participate in many forms of joint activities, which is especially common in extracurricular concert and educational activities of the school.

The following models of interpersonal interaction are most characteristic of the multicultural environment of a children's music school: children – children, children – parents, children – teachers, children – parents – teachers. Thus, the «children – children» model is connected with the joint creativity of students and is implemented in the course of choir, orchestra, ensemble, etc. classes. The «children – parents» model arises when organizing family creative teams, where, for example, children play musical instruments, and parents sing or read poems, or they and others together make national costumes, accessories, etc. The «children – teachers» model is formed with the joint participation of students and teachers in musical ensembles, orchestras, and choirs. The model «children – parents – teachers» can be represented by concert groups in which children, their parents and teachers participate (for example, a noise orchestra), as well as meetings of family clubs, where students perform together with their teachers and family members.

All models with the participation of children and teachers are implemented both in educational and extracurricular activities, models with the participation of parents – mainly in the conditions of extracurricular work. The «children – children» model is distinguished by the greatest variability of the composition, the mobility of the organization and the variety of interpersonal relations. The other three models are less mobile both in terms of composition and internal structure, in which asymmetric relations prevail, but the inclusion of students in such teams has undeniable advantages, as it allows to vary their status position, ways of communicating with partners, means of coordinating joint actions.

Since the main content of education in this institution is related to mastering the language of art and forms of artistic and creative activity, the natural and natural result of education is the public demonstration and evaluation of the results of children's creativity. The forms of such performances are diverse – they are academic concerts, performance competitions, creative reviews, festivals, etc.

In the multicultural environment of a music school, where students master samples of not only world, but also national cultures, it is relevant to hold national festivals, folklore concerts, Olympiads and exhibitions of ethnic culture, etc., which have different scales and involve different forms of interaction of participants. In the process of preparing these events, as a rule, not only children participate, but also teachers, as well as parents and other members of students' families, who perform organizational work, act as listeners and spectators, bringing their national traditions to communication and behavior. Collective communication and empathy for performance participants creates the effect of interpersonal attraction, creative empathy, forms a sense of responsibility for a common cause, promotes the establishment of closer relations in the student body, as well as mutual understanding between children and parents.

Such events, as a rule, arouse keen interest on the part of the public, contribute to the establishment of personal and professional ties between the school and the social and cultural environment. The multicultural character of such events attracts the attention of national communities, national cultural centers and contributes to the development of social partnership, the formation of a positive image of the school in a multinational society. Thus, not only the subjects of the educational process (students, teachers, parents), but also the «consumers» of creative services that make up the social environment (national cultural centers, educational institutions, studios and centers of children's creativity) are organically included in the multicultural environment of the music school etc).

Thanks to this, several interdependent social environments are formed, where the subjects of creative activity interact at different levels: personal, business, social-role. The personal level of interaction, as a rule, occurs in a microenvironment where the child's immediate environment participates: classmates, partners in joint ensemble activities, teachers-mentors, parents. The business level most often characterizes communication in a meso-environment where teachers and students from other classes are present, who are partners in collective creative activity. Such mesoenvironments are formed, as a rule, in the process of school-wide events (festivals, competitions, reviews), where creative groups of different ages participate, as well as in the process of collective creative activity, where large groups of participants are formed from small groups: ensembles, choirs, orchestras, etc. The social-role level of interaction occurs, as a rule, in the macro environment, where the child interacts with the social environment: spectators, listeners, social partners, etc. This is usually done in specific situations with concert performances, stage shows, creative meetings, etc.

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Adolescence is the most sensitive period for the development of interpersonal skills. As scientists note, at this age, the child becomes aware of his ethnicity. If younger schoolchildren are characterized by a vague awareness of belonging to people of their nationality, weak ethnic knowledge, then in adolescence students show a conscious interest in the history and culture of their own and other nationalities, expand their knowledge of different peoples, and intensify their national self-identification. Thus, adolescence is the most sensitive period of formation of a reflexive attitude towards «own» and «foreign» ethnic groups.

According to teachers, the informational component of ethno-national socialization, based mainly on empirical knowledge of the history, art and ethnology of «own» and «other» peoples, should increase in the education of high school students. Scientists admit that the more students know about the history, culture, prominent figures of a particular nation, the less likely they will develop negative attitudes towards people of this nationality.

However, entering a new culture and adapting to it can be accompanied by a number of negative phenomena: nostalgia and depression, increased anxiety, irritability, inadequately low self-esteem, psychological discomfort and stress, confusion in value orientations, social and personal identity, etc. This is especially characteristic of teenagers, who are characterized by emotional imbalance, categorical judgments, often have a hostile attitude towards representatives of other cultures and inadequately perceive the values of the artistic culture of other nations. As the researchers point out, children are often intolerant because they do not know how to perceive cultural differences, and without knowing this, they tend to view difference as a threat. Therefore, they need to see manifestations of how the ethnic diversity of people can make their lives interesting (Maksimova, 2018: 117–124).

Ethnic and cultural diversity in the student body can make students' lives more interesting and have a positive impact on their personal development. As L. Artemova notes, an effective factor in the

formation of ideas about one's own ethnicity and the formation of a child's ethnic identity is his immediate social environment – an educational institution, family, which are models of attitudes towards representatives of different nationalities (Artemova, 2013). Continuing this opinion, it is important to note that in a multinational environment there are potentially great opportunities for self-development of the individual in the process of getting to know another culture in the person of representatives of another ethnic group compared to a mononational group.

In a culturally diverse student body, favorable conditions are created for the organization of various forms of communication and interaction of students with cultural differences. This opinion is confirmed by psychologists S. and V. Olkhovetsky (Olkhovetskyi S., Olkhovetskyi V., 2019). On the one hand, this creates favorable conditions for the development of students' interest in other cultures and communication with their representatives, and on the other hand, it can become an obstacle in the formation of positive relations in the student body when children do not understand cultural differences.

The majority of scientists agree that for an adequate perception of representatives of another national culture, special pedagogical and ethnocultural training is needed, aimed at attracting adolescents to the values of the culture not only of their own, but also of other ethnic groups, to develop the skills to interact with representatives of other cultures studying at school environment. The analysis of scientific literature made it possible to identify a complex of interpersonal skills necessary for teenagers in the multicultural environment of a children's music school, which includes: the ability to positively perceive the artistic values of different cultures and to positively relate to classmates who represent these cultures (perceptive); to be aware of one's own cultural differences and to understand the perception of oneself by partners (reflexive); exchange artistic information with representatives of different cultures (communicative) and implement joint coordinated actions (interactive).

It should be noted that there are many interpretations of the concept of «skill» in the psychological and pedagogical literature. We are based on the generally accepted interpretation of skills as ways of performing an action mastered by the subject, which are provided by a set of acquired knowledge and skills (Honcharenko, 1997). Accordingly, *we interpret the interpersonal interaction skills of teenagers in the multicultural environment of a children's music school as ways of performing actions learned by students, the mastery of which ensures a positive perception of the artistic culture of different peoples, the establishment of tolerant relations in a multinational student body, and the achievement of results in joint artistic and creative activities for the assimilation of culture own and other ethnic groups.*

We note that the formation of these skills should take place in stages, relying on the peculiarities of the multicultural environment of the music school. It is known that the success of any student activity is primarily determined by their interest in it. Yes, it is necessary to create such conditions for children's education under which it would bring them joy. With regard to the subject of our research, it can be assumed that first of all it is necessary to arouse in children an interest in the culture of other peoples and a desire to communicate with representatives of these cultures, that is, to form a stable motivation for interaction. That is, first of all, the willingness to recognize ethno-cultural differences as something positive must be formed, which should then develop into the ability for inter-ethnic understanding and dialogue. Therefore, the first stage of the development of the interpersonal skills of teenagers in the multicultural environment of a music school is motivational.

It is known that in student groups there are many superstitions about peoples whose representatives study in the same class. Not all students perceive cultural differences positively. The representatives of the titular ethnic group may have a negative, sometimes arrogant attitude towards the cultural values of other peoples. This creates an unhealthy atmosphere in the student body and prevents the constructive interaction of representatives of different ethnic groups and cultures. Taking this into account, an important stage in the implementation of the methodology is the removal of psychological barriers in communication among children of different nationalities, overcoming stereotypes

formed in their behavior, awareness of the need for mutual respect between representatives of different ethnic groups. For this, it is necessary to include students in the process of joint activities to master the culture of their own and other peoples by organizing collective discussions, conversations, seminars, conferences. Accordingly, the main method of developing interpersonal interaction skills at this stage is the method of multicultural dialogue.

Multicultural dialogue involves the interaction of students from two angles – with different cultures and with representatives of these cultures studying at school. The first perspective reflects the meaningful side of multicultural dialogue and involves the organization of the "meeting" of students with culture. This meeting can take a variety of forms: familiarization with artistic samples in educational classes; visiting theaters, concerts, festivals, national holidays, museums, exhibitions; meetings with interesting people representing national cultures; independent study of samples of culture and preparation of presentations, speaking at conferences and seminars, writing articles on interesting multicultural topics, etc. The moment of contact with the culture of one or another people, perception and assimilation of new information, the result of which is the «appropriation» of spiritual values by the student, is fundamental.

The second perspective reflects the operational side of multicultural dialogue and involves the organization of students' interaction «regarding the meeting with culture». This interaction can also take a variety of educational and extracurricular forms: conversations, discussions, debates, round tables, seminars, participation in extracurricular interest clubs, family clubs, etc. The principle here is the moment of collective discussion of the received information, expression of the child's personal attitude to «appropriated» spiritual values, communication of children in the atmosphere of national traditions.

Forms of implementation of multicultural dialogue make it possible to widely use the opportunities of the multicultural educational environment of the children's art school, which provides for the study of examples of world and national cultures in almost all subjects of the curriculum, and also provides for regular visits by children to theaters, concerts, museums, art exhibitions, the organization of creative meetings, etc. Less rigid regulation of the educational process compared to secondary schools allows for the wide use of interactive forms of education (discussions, conversations, round tables, etc.).

The described forms of educational work are mainly aimed at the development of students' communication skills: expressing their opinions and exchanging artistic information with partners using verbal and non-verbal means, choosing the right tone and style of communication, listening to opponents, correctly defending their position, choosing an argument and etc.

The second stage of the methodology – developing – involves the exchange of thoughts and mutual actions. The task of this stage – the development of perceptive and interactive skills of interpersonal interaction in teenagers in the process of practical mastering of artistic samples of different cultures – is solved by including students in mobile multi-national, multi-age creative teams to perform specific artistic tasks in the conditions of paired, group, collective educational rehearsals and concerts speeches.

The third stage of the methodology – reflexive – solves the task of developing reflective skills and further improving the rest of interpersonal interaction skills in teenagers in the process of understanding the results of joint creative activities to master the culture of their own and other peoples. For this purpose, methods of self-analysis and mutual evaluation are used, implemented in the form of thematic lessons-discussions «opinion of participants», «opinion of colleagues», «opinion of critics», «opinion of viewers and listeners».

As noted, a characteristic feature of interpersonal interaction is reflexive ambiguity. That is, students evaluate their own actions in the process of communication and interaction, as well as the actions of partners and the results of joint activities, in different ways. However, the task of developing the skills

of interpersonal interaction requires an adequate assessment, which can be formed only as a result of summarizing, generalizing and synthesizing different points of view on the same phenomenon.

It should be emphasized that the reflective stage is extremely important for the development of interpersonal interaction skills in adolescents. At this stage, students must evaluate their own behavior, the actions of their partners, and the effectiveness of joint activities. Critical assessment makes it possible to understand and realize the mistakes of all subjects of interaction and, on this basis, to correct both individual and group behavior, which, in turn, requires students to improve the entire set of interpersonal interaction skills.

Thus, dialogic and environmental methodological approaches are the basis of the method of developing the interpersonal skills of teenagers in the multicultural environment of a music school. The dialogue approach, on the one hand, embodies the conceptual basis of multicultural education, built on the principle of dialogue of cultures, on the other hand, it reflects the procedural side of mastering the content of multicultural education through the organization of educational and cognitive dialogic interaction of students. In other words, the dialogue implements the idea of harmonious interaction of cultures and interaction of the carriers of these cultures in the educational process.

The environmental approach involves learning with the help of a special educational environment that activates the independent activity of students. At the same time, the emphasis is not on the pedagogical activity of the teacher, which realizes a direct influence on the student, but on the creation of an educational environment in which self-learning and self-development of the learner takes place. With such an organization of education, the mechanisms of internal activity of the learner in his interactions with the environment and with subjects of joint activity are included, which creates conditions for the intensification of interpersonal contacts and the development of students' interpersonal interaction skills.

Thus, the peculiarities of the multicultural environment of the children's art school (the focus of learning on the development of the artistic culture of one's own and other peoples, the use of various forms of joint activity of students with cultural differences, the involvement of teachers, parents and other members of the students' families in the creative process) will contribute to the emergence of various relationships and mutual relations between representatives of different cultures in micro-, meso- and macro-environments at the personal, business and social-role levels, which will create favorable conditions for the development of interpersonal interaction skills in teenagers.

The basic feature of an individual in the system of multicultural competences is the phenomenon of tolerance, i.e. acceptance of cultural diversity by an individual as a social norm. Thus, the second pedagogical condition of our research is **«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»**.

For the first time, the appeal to the idea of tolerance appears in the period of antiquity. In the Middle Ages, tolerance was equated with religious tolerance and was considered as a concession in the matter of religious freedom: religious tolerance excluded the possibility of coercion to believe by force. In the works of philosophers of the 17th and 18th centuries, the problem of tolerance is understood as the freedom of conscience of the believer, the denial of violence in the spiritual sphere, recognition of it as a factor that strengthens the civil world and provides protection from injustice and violent religious clashes (B. Spinoza, J. Locke, M. Luther, E. Rotterdam, F. Voltaire, D. Diderot). Based on the theory of natural law, social contract and civil society, T. Hobbes, J.-Zh. Rousseau and S. Montesquieu advocated political and economic freedom, spiritual emancipation of man. The problem of tolerance, which arose in Western culture at the religious level, initiated the understanding of this phenomenon in other social spheres.

The main difficulties in formulating the concept of "tolerance" are related to the fact that this phenomenon is multifaceted both in different fields of knowledge (pedagogy, psychology, theology,



philosophy, etc.) and in different cultures. In English, tolerance means the willingness and ability to accept a person or thing without protest, in French – respect for the freedom of another, his views and behavior. In Chinese, Arabic, and Persian, tolerance is defined as magnanimity, condescension, compassion, patience, that is, it is a kind of synonym for «tolerance».

The terminological uncertainty of the concept of «tolerance» is related to the direction of research positions, diverse orientations of value-semantic justifications in the conditions of the modern polyparadigmatic educational space.

Depending on the point of view and coordinate system, phenomenological aspects of tolerance can be considered in evolutionary-biological, ethical, political, psychological and pedagogical contexts.

Thus, in the evolutionary-biological aspect, the concept of tolerance is based on the idea of a "norm of reaction", that is, a permissible range of reaction characteristic of a species that does not violate its genotype (I. Crane (Crane, 2006: 22–42), etc.).

In the ethical aspect, the basis of the concept of tolerance is humanistic currents that emphasize the unchanging value of various human advantages, including those that distinguish one person from another. If the diversity of people and cultures is perceived as a value, then tolerance, which is the norm of a civilized compromise between competing cultures, appears as a condition for preserving diversity (E. Bystrytskyi, N. Vasyukova, R. Lyman, V. Dudchenko, T. Saganovska, etc.).

Tolerance in the philosophical aspect is revealed through the concept of «alien», «other» and is defined, first of all, as a tolerant attitude towards socio-cultural diversity, which is specified in tolerance in interpersonal relations, tolerance and respect for other people's thoughts, beliefs, feelings, customs, behavior, to other views, ways of life, in general to everything «other», based on the understanding of the necessity of the other, differences as moments of the whole (L. Glynska, R. Sklyarov, L. Kompaniets, O. Ubeivolk, O. Marukhovska-Kartunova, M. Walzer and others).

The axiological aspect involves consideration of tolerance as a personal, humane, universal value, which is manifested when putting yourself in the place of another person in a situation of moral choice, as well as treating another person as a value (I. Beh, O. Drozd, A. Molchanova, P. Sauh, V. Khanstantynov, etc.).

The socio-legal aspect of consideration of tolerance is presented in regulatory documents of various levels. In this aspect, tolerance is perceived as a general norm that ensures compliance with the basic rights and freedoms of citizens, as a regulation of relations between states and their citizens and between large social groups. Tolerance is revealed as an action carried out through law and tradition, a legal norm, a moral norm, a principle of social order, which is implemented at the state level in the model of liberal pluralism (T. Andrushchenko, D. Vovk, D. Boychuk, I. Zhdanova, I. Kushnirenko, V. Logvynchuk and others).

In the socio-legal aspect, tolerance is understood as the result of civilizational development and the compromise that arose on this basis, between coexisting and in one way or another competing large social groups, as well as readiness for certain concessions and voluntary agreement to mutual tolerance, which allows them to overcome all forms from dominating and imposing one's point of view on one of the parties, including by means of force or informational pressure and violence. So, tolerance in the socio-legal aspect is considered as a mandatory requirement in the relations of all active participants in life, and as a means of regulating relations between large social groups (nations, states), which ensures their peaceful coexistence.

Tolerance in the psychological aspect is defined ambiguously, with priority consideration of its psychophysiological characteristics (I. Snigurova, V. Pavlenko, S. Yalanska, etc.). This term is revealed as an increase in the subject's resistance to stress, medication, own irritation, conflicts, the influence of an adverse factor due to a decrease in sensitivity to its action, as well as «establishment of liberal acceptance of other's behavior patterns, beliefs, values» (Psychological dictionary, 1982). In the studies of psychologists, the presence of positive and negative connotations of tolerance is noted

(for example, «unnatural tolerance in humility with the behavior, beliefs and values of another»), as well as the connection of this term with the strong-willed qualities of an individual: stability, endurance, tolerance for acceptable deviation.

In the psychological aspect, tolerance is also considered as a valuable attitude towards other people, which is expressed in recognition, acceptance and understanding. The multifacetedness of the study of tolerance indicates the presence of unquenchable interest of researchers in various spheres of human relations with society, the state, and the law. The problem of the essential characteristics of tolerance acquires special relevance in the field of scientific pedagogical research, since it is central in determining the general orientations of the organization of the pedagogical process in relation to its purposeful formation.

In the pedagogical aspect, tolerance is considered as already formed, or as such, which is in the process of forming a moral quality, moral virtue, a complex personal quality, an essential property of a person, a condition for successful socialization, manifested in social relations, the main feature of which is respect for the right of others to differ. The manifestation of tolerance depends on the efforts of the person himself, on his socially active position. The formation of tolerance takes place in the process of education, upbringing and self-education (Ya. Beregovii, O. Voloshina, O. Hryva, N. Nikitina, T. Potapchuk, M. Klepar, O. Savchenko, Yu. Todortseva, etc.).

Thus, educational activities on the 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 should be aimed at:

- willingness and ability of the participants of the educational process to hear and respect the opinion of others and interact with them on the basis of consent;
- acceptance of all people regardless of their age, gender, nationality, status, features of mental and physical development;
- respect and recognition of equality, rejection of dominance, reduction of diversity to uniformity or recognition of the predominance of one point of view;
- recognition of the diversity and multidimensionality of human culture, norms, and beliefs.

**Conclusion.** Thus, the first pedagogical condition contributes to the formation of a system of knowledge about different cultures in students, develops motivation for further familiarization and interaction with their speakers, reveals various emotions and feelings, forms a positive attitude towards different cultures, establishes interpersonal connections and relationships in a multinational student team. We interpret the interpersonal skills of teenagers in the multicultural environment of a children's music school as the methods of performing actions learned by students, the mastery of which ensures a positive perception of the artistic culture of different peoples, the establishment of tolerant relations in a multinational student body, and the achievement of results in joint artistic and creative activities for the assimilation of the culture of one's own and other ethnic groups.

Educational activities on the implementation of a tolerant approach in the process of forming multicultural competencies of older teenagers in the educational environment of a children's music school are aimed at: the readiness and ability of participants in the educational process to hear and respect the opinions of others and interact with them on the basis of consent; acceptance of all people regardless of their age, gender, nationality, status, features of mental and physical development; respect and recognition of equality, rejection of dominance, reduction of diversity to uniformity or recognition of the predominance of one point of view; recognition of the diversity and multidimensionality of human culture, norms, and beliefs.

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