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**LEVELS OF FORMATION OF MULTICULTURAL
COMPETENCES OF OLDER TEENAGERS
IN THE EDUCATIONAL ENVIRONMENT
OF A CHILDREN'S MUSIC SCHOOL**

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Based on the understanding of multicultural competence as an integrative quality of the individual that is formed in the process of learning and includes a system of multicultural knowledge, abilities, skills, interests, needs, motives, values, multicultural traits, experience, social norms and rules of behavior necessary for everyday life and activities in a modern multicultural society [1;

2; 3; 4], the levels of formation of the studied phenomenon among students of a children's music school were chosen.

Characteristics of the level indicators of the motivational value criterion. Low (critical) level: the attitude towards future socially beneficial activities in a multicultural environment is weakly expressed in the value system; subjective motivation and the need for interpersonal ethno-cultural interaction has an exclusively forced character, with the dominance of emotionality, "negative" tolerance; lack of readiness to build one's own behavior in accordance with the cultural characteristics of the subjects of interaction, lack of tolerance for other cultures.

Average (satisfactory) level: the attitude towards future socially beneficial activities in a multicultural environment does not occupy a leading place in the value system; the need to compare one's position with the position of others is limited by the degree of interactive interactions; in subjective motivation, logic dominates over emotions (negative tolerance is excluded from the sphere of subject-subject relations); existing situational desire to build one's own behavior in accordance with the cultural characteristics of the subjects of interaction, lack of tolerance for other cultures; personal priorities in the formation and self-education of multicultural competences have not been formed.

A sufficient (acceptable) level is characterized by the presence of positive motivations regarding the formation and self-education of multicultural competences; there is an innate need for intercultural communication, cooperation, comparing one's position with the position of others. There is a desire to build one's own behavior in accordance with the cultural characteristics of the subjects of interaction, but tolerance for other cultures is not always present.

High (optimal) level: persistent interest, tolerance for a person of any nationality, a desire to better understand his ethnic features, ethnoculture and take them into account in interpersonal relationships; students with a high (optimal) level have adaptive forms of behavior in communication with representatives of different nationalities; a characteristic awareness of the importance of one's own culture in the context of the global «cultural space», the need for intercultural communication and a position of cooperation. Behavior is dominated by the principles of "non-violence" and tolerance, which are fundamental in the motivation system.

Characteristics of the level indicators of the cognitive-activity criterion. Low (critical) level: such students lack the ability to conduct intercultural dialogue and organize international interaction, in the event of a conflict situation in the educational process based on interethnic interaction, students

with a low level are unable to assess and resolve it; only episodic and superficial knowledge and ideas about one's own culture and other cultures, unformed skills and abilities to ensure constructive international interaction in a heterogeneous multicultural environment are recorded.

Average (satisfactory) level: knowledge and understanding of one's own culture and the specifics of other cultures are incomplete and in some aspects fragmentary, but there is interest in new discoveries in the field of ethnoculture and international interactions. The ability to conduct intercultural dialogue and organize interethnic interactions is situational in nature. Students with an average (satisfactory) level are able to assess a problematic situation arising on the basis of interethnic interactions only in obvious (typical) cases, and to find ways to solve it in a way that does not contradict the cultural characteristics of the participants in the conflict.

Sufficient (acceptable) level: students have a sufficient level of knowledge and ideas about their own culture and the specifics of other cultures, developed skills and abilities to ensure constructive international interaction in a heterogeneous multicultural environment. Pupils with the specified level of formation of the studied holistic education are able to conduct intercultural dialogue and organize interethnic interaction; are able to assess and resolve the conflict situation that arises as a result of interethnic interactions, but do not always find optimal ways to resolve it in a way that does not contradict the cultural characteristics of the participants in the conflict.

High (optimal) level: students with the specified level of multicultural competences have in-depth knowledge of their own culture and the specifics of other cultures; have well-developed skills and abilities that ensure constructive international interaction in a heterogeneous ethnocultural environment. Respondents with a high (optimal) level are characterized by the ability to conduct intercultural dialogue and organize interethnic interaction. Pupils have the ability to correctly assess a problematic situation that arises on the basis of interethnic interactions, and the ability to find optimal ways to solve it, which does not contradict the cultural characteristics of the participants in the conflict.

Characteristics of level indicators personal and behavioral criterion. Low (critical) level: there is an inability to reflect the inner world of another person, the inability to reach mutually agreed positions in the process of communication and the implementation of subject-subject interpersonal interaction; objective, reflective judgment is not developed. There are either aggressive-hostile reactions towards other ethnic communities, or hypo-

identity, which manifests itself in deviation from one's own ethnic community and the search for social niches not based on ethnic indicators.

Average (satisfactory) level: there is instability in the reflection of the inner world of another person, the inability to reach mutually agreed positions in the process of communication and the implementation of subject-subject interpersonal interaction; the ability to reflect on one's own activity and behavior is not sufficiently developed. Interethnic relations are dominated by destructiveness, which is caused by a change in ethnic self-awareness depending on the type of hyper- or hypo-identity. Unevenly formed skills and abilities aimed at ensuring effective interpersonal interaction in a multicultural environment.

Sufficient (acceptable) level: the observed ability to reflect the inner world of another person and to reach mutually agreed positions in the process of communication and implementation of subject-subject interpersonal interaction; the ability to reflect on one's own activity and behavior has a sufficient level. Positive ethnic identity is most often characterized by a norm. Skills and abilities aimed at ensuring effective interpersonal interaction in a multicultural environment are uneven.

High (optimal) level: students with the specified level are able to reflect the inner world of another person and are able to reach mutually agreed positions in the process of communication and implementation of subject-subject interpersonal interaction; the ability to reflect on one's own activity and behavior is observed. Positive ethnic identity is characterized as a norm. A clear position is traced, which is based on the internalization of the idea of ethnoculture and interpersonal interactions.

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