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**COMPONENTS OF FORMING MODEL
 OF FUTURE ARTISTS' MULTICULTURAL
 COMPETENCE OF HIGHER
 EDUCATIONAL INSTITUTIONS**

Костюк М. П. Компоненти моделі формування полікультурної компетентності майбутніх фахівців мистецьких спеціальностей вищих навчальних закладів. У статті аналізуються основні компоненти моделі формування іншомовної полікультурної компетентності майбутнього митця. Представлено критерії полікультурності особистості та їх показники, які визначають вимоги до полікультурності фахівця-митця. Розглядається також мультикультурна компетентність як цілісна структура, в якій розрізняємо окремі субструктури (компоненти, елементи, типи компетенцій, критерії та індикатори тощо). Обґрунтовано модель формування мультикультурної компетентності майбутнього фахівця в галузі культури і мистецтва, яка забезпечить впровадження міжкультурної комунікації за допомогою англійської мови. В умовах академічної підготовки навчального закладу виділяються психологічні характеристики творчих особистостей, які важливо враховувати в комунікації, що також допомагає сформувати багатокультурну особистість, здатну розуміти і взаємодіяти між різними культурами різних народів, розвивати сферу творчості людини – сферу нових форм буття, нових цінностей у всіх напрямках розуміння істини, краси, добра правосуддя. Запропоновані підходи до реалізації моделі формування мультикультурних компетенцій є теоретичною основою для створення навчального середовища, що сприятиме розкриттю та розвитку всіх можливостей особистості в освітньому мистецькому просторі.

Ключові слова: полікультурна компетенція, професійне спілкування, міжкультурне спілкування, художня освіта, фахівець-художник, арт сервіс.

Костюк М. П. Компоненты модели формирования поликультурной компетентности будущих специалистов художественных специальностей высших учебных заведений. В статье анализируются основные компоненты модели формирования иноязычной поликультурной компетентности будущего художника. Представлены критерии поликультурности личности и их показатели, которые определяют требования к поликультурности специалиста-художника. Рассматривается также мультикультурная компетентность как целостная структура, в которой мы различаем отдельные субструктуры (компоненты, элементы, типы компетенций, критерии и индикаторы и т. д.). Обоснована модель формирования мультикультурной компетентности будущего специалиста в области культуры и искусства, которая обеспечит внедрение межкультурной коммуникации с помощью английского языка. В условиях академической подготовки учебного заведения выделяются психологические характеристики творческих личностей, которые важно учитывать в коммуникации, также помогает сформировать многокультурную личность, способную понимать и взаимодействовать между различными культурами разных народов, развивать сферу творчества человека – сферу новых форм бытия, новых ценностей во всех направлениях понимание истины, красоты, добра правосудия. Предложенные подходы к реализации модели формирования мультикультурных компетенций является теоретической основой для создания учебной среды, которая будет способствовать раскрытию и развитию всех возможностей личности в образовательном художественном пространстве.

Ключевые слова: поликультурное компетенция, профессиональное общение, межкультурное общение, художественное образование, специалист-художник, арт сервис.

Urgency of the problem. The art was always given one of the priority places by the power of influence on the personal development of man and his upbringing. One of the priority directions of modernization of the existing system of professional training in artistic HEE (higher educational establishment) is to strengthen the multicultural paradigm of education, which involves: 1) the formation of a future specialist in the artistic industry of a certain system of multicultural knowledge, skills and abilities of intercultural communication, actualized at a certain stage of social life; 2) awareness of the specialist of the artistic industry of cultural diversity and ways of personal self-development in the process of learning culture; 3) an idea of the place and image of a specialist in the artistic industry as a bearer of culture and knowledge in the process of cultural and artistic activity. The multicultural competence of the future artist is formed in a holistic educational process that is realized in the unity and interconnection of education and training directed on the comprehensive development of the individual, on the one hand, on the other hand – on the assimilation by future artists of systematized knowledge, practical skills and abilities, necessary for their further professional activity, development of mental and potential opportunities. The model of the formation of multicultural

competence of future specialists of artistic direction reveals the peculiarities of its structure (from which elements \ components and stages formed the process of formation), the sequence, the connection of these elements and in general the features of designing the content of competence.

The task is to highlight the composition of the last and multicultural component, the formation of which will help to improve the professional level of the student, in particular in the development of abilities necessary for the design and execution of works of fine arts and crafts and design.

Analysis of recent research and publications. Under the model of the process of forming the multicultural competence of future specialists of the artistic direction, we understand the descriptive characteristic, which contains requirements for knowledge and skills, structure and results of activity, personal qualities of the future artists, as well as methods and means of its formation. As A. N. Dakhin noted [7:90], the model of the process of forming the professional competence of future specialists must meet the essential requirements. In the case of training specialists in the field of artistic direction, we quote the following:

- study of the process of formation of professional competence future specialists of the artistic direction in terms of integrity, uniqueness of the individual as a social, cultural and professional individuality;
- discussion of professional and personal formation in the process of learning, self-improvement and corrective action as a single process in the formation of professional multicultural competence of the future artist and artist-teacher;
- recognition of a student of artistic vocational education as a subject of a continuous process of professional self-perfection: self-knowledge, self-development, self-realization.

According to Gershunsky's model, it's also focuses on the unity of the subjective, objective and substantive components of professional activity. The subjective model simulates reproduction and preservation of the achieved level of professional competence, its realization in professional activity; objective – the process of building and performing activities [3:60].

Thus, as a result of the analysis of philosophical and psychological and pedagogical literature on the problems of modeling educational systems, it has been shown that in order for some action to be considered modeling, it is necessary to have a number of components – the purpose and object of modeling, the model itself, as well as the features that the model must possess depending on nature object modeling – multicultural competence. Under the model of competence development of the future specialist is understood the description and the theoretical substantiation of the structural components of this process [6:45]. After analyzing the existing types of models, we found that the model reflects: the system composition of the process elements; the nature of the links between the elements of the system; functions that perform elements

and model as a whole; conditions of functioning of the pedagogical system. In our opinion, the purpose of modeling the process of forming the multicultural competence of future specialists in the artistic direction is to develop such a model that would increase the efficiency of the educational process, to correlate it with the requirements of society. In our study, the process of formation of multicultural competence of future specialists of the artistic direction serves as a model of the object.

Taking into account the results of scientific researches of I. Bekh, I. Ziaziun, N. V. Kuzmin, A. K. Markova, and I. B. Mishchenko concerning the structure of multicultural competence, we have noticed three main components of the model: 1) target (purpose that determines readiness of future artist to professional activity in higher education institutions); 2) content-organizational (content and organization that creates and develops professional readiness of the artist to work); 3) control and evaluation (control and evaluation of the readiness of the student to work).

Therefore, the model of formation of multicultural competence of future specialists of artistic direction should be based on a systematic, professional, competent, multicultural and personal approach. In its turn, a competent approach will solve some problems of existing models, a narrow technocratic approach to determining the content of the model of future art specialist. The lack of a single semantic content in the selection of categories reflecting those or other components of the graduate model of the higher educational establishments, as pointed out by Goncharenko S. U. in pedagogical studies, leads to uncertainty, fuzziness and, as a consequence, non-diagnostics of the artistic purpose of education, the inability to reliably assess the quality of education; some «one-sidedness» of models [6:11].

This non-diagnostic is expressed in the fact that existing models most fully satisfy only professional requirements, mainly social-psychological and, to a small extent, provide development of personal and creative qualities of the future specialist-artist. In our study, the model reproduces the technology of forming a foreign-language multicultural competence of the future artist through means of modeling in the process of learning English.

Goal setting. It is quite fair that the artistic sphere remains the least studied and modernized in the artistic and design sector. Therefore, the goal of the scientific research is to characterize the main components of the model of the formation of the foreign-language multicultural competence of the future artist. The purpose of the simulation determines the general orientation of the entire system of training a specialist. The purpose of the formation process is to increase the level of multicultural competence of future specialists of the artistic direction. Specifying the purpose of the process of forming the multicultural competence of future specialists of the artistic direction, we distinguish his task: the formation of motives of educational

activities aimed at learning knowledge and self-development; providing the system of knowledge, skills necessary to achieve the quality and results of multicultural activities; self-control skills and self-assessment in the process of forming multiculturalism by means of English.

Results of investigation. On the basis of the development of scientific sources, we first tried to generalize, defined in the research criteria of multiculturalism of the individual and their indicators, which determined the requirements for multicultural specialist. They became: 1) the possession of a national culture that promotes the development of patriotism, awareness in its own culture, which enables the formation of certain cultural values in the individual. Its indicators are: awareness of their nationality, which implies awareness of the common historical destiny; knowledge and understanding of national and state customs, traditions, symbols, language of representatives of their people and their contribution to the possession of the achievements of the national cultural heritage and popularization of national culture in the world.

2) cross-cultural criterion or criterion of existence in a multicultural environment, which includes conflict-free coexistence of different cultures and the upbringing of respect for the human rights of another belonging, the ability of a person to adapt being in different cultural conditions. Its indicators are: – awareness of the culture of other peoples; – the upbringing of respect for the values of other cultures, since it must eliminate all possibilities of confusion at the level of dialogue between cultures and promote successful intercultural interaction.

3) an emotional criterion that involves a positive attitude towards other cultures, perceptions of their views and opinions. Its indicators are: the level of development of tolerance, understanding that in life there is diversity in different manifestations and respect for the choice of other people; – control of one's own emotional state; – communicative personality. All of the above criteria and their indicators form a multicultural person capable of understanding and interacting among the cultures of different peoples, develop the sphere of human creativity – the sphere of new forms of being, new values in all directions of understanding of truth, beauty, goodness, justice, that is, those forms of being, which brings to reality creatively force of man.

In general, the process of creating a pedagogical model can be divided into two stages: the creation of a qualitative model of an object and the construction of its quantitative model. At the first stage, building a qualitative model, we identified the object of research – multicultural competence, accumulated enough knowledge about it, substantiated the need for using the method of modeling, selected the most significant changes and postulates. The result of this study, for I. B. Sikora, is the construction of an idealized qualitative model of the phenomenon or process under consideration [10:13–14]. Creation of the model ends with the

second stage – the construction of a quantitative model of a pedagogical object, consisting in its measurement, mathematical analysis of measurement results and the creation of a mathematical model. The result of modeling cannot satisfy us, which is manifested in the third stage – a meaningful explanation. In this case, the simulation process can be repeated again with the necessary correction in the first two stages. In general, components of the model for the formation of multicultural competencies are offered: motivational orientated, content-theoretical, procedural-active, analytical-corrective.

The target or motivational orientated component of the model for the formation of multicultural competence in future specialists of the artistic direction is the social order for the art service, the purpose and objectives of the process of forming multicultural competence in future specialists of the artistic direction. Some authors define the learning objectives as the expected result (B. Bezpalko), and the notion of «purpose» provides ways to achieve results. Concerning the goals, there are three levels of learning objectives: 1) operational training objectives for specific classes; 2) the educational objectives of the subject; 3) general pedagogical purposes of training. It is the content of general-pedagogical purposes that reflects the model or qualification of a specialist and provides the necessary subject and professional knowledge, skills and personality [10: 33-38]. An important component of the model is *content-theoretical*, built in accordance with certain principles of the formation of the multicultural competence of the future artist: the principle of adequacy of the simulated system, the ultimate goals and objectives of foreign language training of students; the principle of integration of the content of training, which involves establishing the relationship between the individual component sections, obtaining a unified content, providing for continuous foreign language training; the principle of technology, according to which foreign language training should be submitted in the form of a technological process aimed at the formation of multicultural competencies; the principle of professional orientation and the principle of individualization, make it possible to choose for a particular student «an individual trajectory of development, taking into account its psychological characteristics, abilities and inclinations» [2:50]. In terms of content, this component contains a systematic discipline. The content component includes the knowledge, abilities and skills that future learners need to master in English. After all, foreign language skills, being a «cell» of professional activity, serve as a micro-model. The introduction of a competent and multicultural approach to the system of professional pedagogical education is an effective means of preparing future artists for the provision of art services on a contemporary level.

The operational or *procedural-active* component of the model for forming the multicultural competence of future specialists in the field of arts includes methods,

tools and forms. In our research, the following teaching methods are used to form multicultural competence: conversation, discussion, project method, interactive, etc. The educational process takes place both with the use of traditional forms of organization of the educational process (lectures, practical classes, independent (individual) work of students), as well as innovative (lecture-presentation, project activity, work with the electronic library, individual educational trajectories and student artistic locations).

The productive or *analytically-correcting* component includes an analysis of the content and process of the process of forming multicultural competence, which corrects, develops and improves professional readiness of an artist to work. It allows to establish the concrete results of the implementation of the investigated process, objectively assess the transition of students to higher level of readiness for intercultural communication.

According to the four identified components of the model, the stages of teaching the English language are distributed: 1. Motivation-orientational stage (1-2-courses) is aimed at the formation of professional motivation, the image of a competent artist. At the same time, assimilation of the motivational-value, content and activity components of foreign language competence – skills and abilities related to the content of the disciplines being studied.

2. Content-theoretical stage (2-3 courses). There is a study of the blocks of disciplines of natural sciences, foreign language and practical training, in the course of which there is a simultaneous testing (in conducting business games, performances, master classes) by students of their foreign languages. There is a development of content, activity, personal and research-reflexive components [3:80].

3. Procedural-active (4th year). There is a formation of a personal, research and reflexive component. Provides acquisition of experience in the implementation of multicultural and foreign competence during the pedagogical practice, performance of review and diploma work on adjusting those components of competence, the disadvantages of which assimilation is realized by the student in the process of work.

4. Analytical and Corrective (5th year). Creative aspects of multicultural and foreign competence, the beginning of which has been laid on previous stages of teaching and passing pedagogical practice. It allows using the appropriate criteria and indicators to establish the concrete results of the implementation of the investigated process, objectively assess the transition of students to higher level of readiness for intercultural communication.

The division into stages, the definition of the goals and content of each of them is rather conditional, since the formation of all components of the multicultural foreign language competence of the artist to a certain extent occurs at each stage. Implementation of the model implies the presence of concrete results in the formation of multicultural competence of the future

artist-the transition to a higher level of foreign language competence. The proposed model for forming the professional competence of the future artist is considered as an effective tool for organizing the system of training a competent graduate of a higher school. The model is open, constantly evolving and, if necessary, can be supplemented with new components.

It should be added that foreign language competence of a foreign language graduate includes linguistic competence (gives an idea of the knowledge of the foreign language system and its ability to use to understand the speech of other people and to express their own thoughts in oral / written form, as well as to analyze speech in terms of its compliance with the norms of the language studied), speech and communicative competence (the ability to use English as a means of communication in various spheres and situations) and methodological competence (the ability to use foreign language in a professional context, teaching language).

Characteristics of the short mentioned stages by types of speech activity are reduced to the representation of four types of speech activity: listening, dialogue and monologue speech, reading, writing. As for the audience, within the boundaries of familiar topics, the graduate should understand the content of common messages, which include complex types of arguments; understand short scientific texts as well as the majority of television and radio news and programs related to current events. For example, in one of the exercises of the textbook, students are asked to complete a test task for understanding the listened text of a radio program about the trends in the existence of state and private art locations (museums, galleries, theaters, studios) during the second half of the twentieth century up to the present day and about the cause and effect of occurrence trends. The post-text task is to correctly select the answers to the content of the text, which creates some difficulties for the students in the right choice among similar in content sentences or questions. Performing such a task requires a complete understanding of the listened text.

Learning *Dialogue Speeches* – it requires maintaining communication with speed and spontaneity, the degree of which is sufficient to not cause inconvenience to the interlocutor. Dialogue exercises help forming skills of verbal and communicative competence, where students acquire or apply existing practices for the processing, grouping, memorization and use of new or already learned expressions and words [9:75]. One of these exercises is a discourse-dialogical broadcast within three minutes, where participants in the dialogue ask each other about «pros» and «against» their cities, agreeing or disagreeing with allegations, submitting arguments and answering queued questions. Students have the opportunity to use the phrasing phrases provided. At the first stages of the formation of verbal and communicative competence, students encounter difficulties in coherent speech and create a situation that is as close as possible to a dis-

cussion in which both interlocutors would be interested to communicate. Such a linguistic barrier is the reason for the lack of practice or lack of lexical vocabulary on a subject.

Monolingual speech aims to develop skills and abilities to speak on a wide range of issues related to the range of multicultural and personal interests; explain their own point of view on a specific problem, analyzing the advantages and disadvantages of different options for its solution. One of the tasks of the exercise is the formation of elements of the linguistic and verbal-cognitive competences that produce the ability to understand, produce an unlimited number of linguistically correct and stylistically interrelated sentences with the help of assimilated verbal signs and the rules of their combination. In this exercise, it is proposed to compare and contrast four of these aspects: age, population, places of interest, research, industrial and educational spheres [3:23-30].

Reading, as an important form of speech activity, involves reading articles and messages relating to contemporary issues; understand the actual information. As a result of our research, we have established that all the components of the formation of multicultural competence are partially or fully present in the complex of exercises of textbooks «Transcarpathian foreign language studies» and «Ukrainian art» developed by us [1]. Teaching writing as a speech skill is achieved through writing of official and personal letters and notes, description of objects and events, instructions, mini-works. Particularly attractive for students the problem of creative type, where they can show their own individuality. The task of teaching a letter is to teach them to write short messages or 200-word works for the transmission of information or argumentation in favor or against a particular point of view, using the metaphorical and phraseological expressions that form the skills of combining them with certain descriptive situations.

But the high efficiency of the educational process aimed at the formation of multicultural competence ensures the application of such methods, forms and communicative method that helps to develop the skills of logical, verbal presentation of thematic information with the help of expressions and words related to the topic in the form of dialogue or group discussion. Take the exercise «Speaking tasks. Work in pairs», for example, from the manual: You are expected to speak for about three minutes. Ask your partner about her / his likes and dislikes regarding her / his city / region. Agree or disagree with her. Then answer her / his questions. Ask your questions in turn. You can use the clues in the boxes: 1) Expressions of preference – Talking about likes and dislikes: Like, love, interested in, hate, cannot stand, etc. / Like doing v. / like to do / Do you like / enjoy ...? Which do you prefer ...? I like / enjoy / hate / prefer / am interested in ... / I like ... / I like it ... I really like ... I like-love ... very much. / I do not mind ... I do not like ... I do not much like ... I really do not like ... I do not like ... at all ... / Are you interested in ...?

2) Concordance – Disagreement – Agreeing – Disagreeing: Yes, of course. Right I'm not sure I agree with you. I agree completely. Of course. I mean I'm not sure you're right. You see ... Oh, come on. You must be joking! I see what you mean, but ... Well, yes, but. Yes, but on the other hand, ... Yes, but have you considered that ...? With the aspect of learning a letter, the grammatical-translation method is closely linked, where both the main didactic material contains texts translated into the native language, while analyzing the grammatical structure and vocabulary. This methodology also includes the analysis of factual information, the ability to convey the main idea, summarize the content and summary.

The theoretical analysis of the research problem suggests that polycultural communication in foreign languages is possible provided that the language is used as a means of communication. At the same time, the level of effectiveness of the communicative process with themes «Culture and Art» is determined by the level of formation of communicative multicultural competence of subjects. Thus, competence is the willingness and ability of a person to think, speak, and practice among representatives of different cultures, nationalities, races, political and religious beliefs «with knowledge of the cases». In our case, such activity is the formation of multicultural competence of students in the process of studying them English. So, multicultural competence, as an integrative personality formation, has a complex structure and acts as interaction and interpenetration of linguistic, socio-polycultural communicative competencies, the level of formation of which allows the future specialist effectively carry out foreign-language, interlingual, intercultural and interpersonal communication. Let's add that experimentally more effective methods of teaching and formation of multicultural competences established in the research among students of HEE will require an addition to the computer methodology of training.

We have analyzed the main components of the model: motivational orientated, content-theoretical, procedural-active, analytical-corrective. Motivational orientated (the purpose that determines the readiness of the future artist to professional activity in higher education institutions), the content-organizational (content and organization, which creates and develops the professional readiness of the artist to work), procedural-active (provides acquisition of experience in the implementation of multicultural and foreign competence and is realized by the student in the process of work, during the pedagogical practice, performance of review and diploma work), control and evaluation (control and assessment of the readiness of the student to work). One can conclude that the quality of the model depends on the interconnection of the main components, and its efficiency is achieved due to the systemic and interrelated components of the model. We also considered multicultural competence as an integral structure in which we distinguish individual substructures (components, elements, types of

competencies, criteria and indicators, etc.). Therefore, in order to ensure the effectiveness of the process of formation of multicultural competence, it is expedient to develop new methodological approaches and to determine the pedagogical conditions for their implementation, which today scientists and practitioners are working on.

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