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The International Scientific Periodical Journal "*Modern Scientific Researches*" has been published since 2017 and has gained considerable recognition among domestic and foreign researchers and scholars.

Periodicity of publication: Quarterly

The journal activity is driven by the following objectives:

- Broadcasting young researchers and scholars outcomes to wide scientific audience
- Fostering knowledge exchange in scientific community
- Promotion of the unification in scientific approach
- Creation of basis for innovation and new scientific approaches as well as discoveries in unknown domains

The journal purposefully acquaints the reader with the original research of authors in various fields of science, the best examples of scientific journalism.

Publications of the journal are intended for a wide readership - all those who love science. The materials published in the journal reflect current problems and affect the interests of the entire public.

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About the journal

The International Scientific Periodical Journal " *Modern Scientific Researches* " has gained considerable recognition among domestic and foreign researchers and scholars. Today, the journal publishes authors from Russia, Ukraine, Moldova, Kazakhstan, Belarus, Czech Republic, Bulgaria, Lithuania, Poland and other countries.

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Each article in the journal includes general information in English.

The journal is registered in the INDEXCOPERNICUS.

Requirements for articles

Articles should correspond to the thematic profile of the journal, meet international standards of scientific publications and be formalized in accordance with established rules. They should also be a presentation of the results of the original author's scientific research, be inscribed in the context of domestic and foreign research on this topic, reflect the author's ability to freely navigate in the existing bibliographic context on the problems involved and adequately apply the generally accepted methodology of setting and solving scientific problems.

All texts should be written in literary language, edited and conform to the scientific style of speech. Incorrect selection and unreliability of the facts, quotations, statistical and sociological data, names of own, geographical names and other information cited by the authors can cause the rejection of the submitted material (including at the registration stage).

All tables and figures in the article should be numbered, have headings and links in the text. If the data is borrowed from another source, a bibliographic reference should be given to it in the form of a note.

The title of the article, the full names of authors, educational institutions (except the main text language) should be presented in English.

Articles should be accompanied by an annotation and key words in the language of the main text and must be in English. The abstract should be made in the form of a short text that reveals the purpose and objectives of the work, its structure and main findings. The abstract is an independent analytical text and should give an adequate idea of the research conducted without the need to refer to the article. Abstract in English (Abstract) should be written in a competent academic language.

The presence of UDC, BBK

Acceptance of the material for consideration is not a guarantee of its publication. Registered articles are reviewed by the editorial staff and, when formally and in substance, the requirements of the journal are sent to peer review, including through an open discussion using the web resource www.sworld.education

Only previously unpublished materials can be posted in the journal.

Regulations on the ethics of publication of scientific data and its violations

The editors of the journal are aware of the fact that in the academic community there are quite widespread cases of violation of the ethics of the publication of scientific research. As the most notable and egregious, one can single out plagiarism, the posting of previously published materials, the misappropriation of the results of foreign scientific research, and falsification of data. We oppose such practices.

The editors are convinced that violations of copyrights and moral norms are not only ethically unacceptable, but also serve as a barrier to the development of scientific knowledge. Therefore, we believe that the fight against these phenomena should become the goal and the result of joint efforts of our authors, editors, reviewers, readers and the entire academic community. We encourage all stakeholders to cooperate and participate in the exchange of information in order to combat the violation of the ethics of publication of scientific research.

For its part, the editors are ready to make every effort to identify and suppress such unacceptable practices. We promise to take appropriate measures, as well as pay close attention to any information provided to us, which will indicate unethical behavior of one or another author.

Detection of ethical violations entails refusal to publish. If it is revealed that the article contains outright slander, violates the law or copyright rules, the editorial board considers itself obliged to remove it from the web resource and from the citation bases. Such extreme measures can be applied only with maximum openness and publicity.



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**STRUCTURE OF ETHNOCULTURAL COMPETENCE OF THE FUTURE
VOCAL TEACHER****СТРУКТУРА ЕТНОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО
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Анотація. Глибині засади освітніх реформ в Україні пов'язані зі зміною освітньої парадигми, із принципово новим ціле покладанням у педагогічному процесі. В умовах соціально-економічної ситуації, що склалася в нашій країні проблема розвитку компетентнісного підходу в процесі навчання майбутнього фахівця є важливою та нагальною в освіті. Адже компетентнісний фахівець це той, який на відповідному рівні володіє професійною майстерністю, при виконанні своєї професійної діяльності, а також володіє сукупністю знань, умінь і навичок ефективно використовуючи їх на практиці. Метою статті є розкриття сутності і структури етнокультурної компетентності майбутнього викладача вокалу.

Аналіз праць зарубіжних і вітчизняних філософів свідчить про те, що проблема розвитку творчої особистості є актуальною, про що свідчать праці відомих учених: А. Бергсон, Г. Воллес, К. Ізард, А. Маслоу, А. Пуанкаре, Б. Спіноза. Загальнопедагогічні проблеми формування компетентностей школярів розглядають Н. Бібік, С. Боднар, М. Гончарова-Горянська, Л. Гузєєв, І. Гушлевська, О. Дахін, І. Єрмаков, О. Локишина, А. Маркова, О. Овчарук, Л. Паращенко, О. Пометун, О. Савченко, С. Трубачова, П. Хоменко, А. Хуторської, С. Шишов.

Ключові слова: культура, етнокультура, компетентність, етнокультурна компетентність, структура, структура етнокультурної компетентності, етнокультурна свідомість, субкультура, ціннісно-мотиваційний компонент, етно-когнітивний компонент, фахово-діяльнісний компонент.

Вступ.

Поняття «культура» неодноразово було предметом вивчення багатьох наук: педагогічних, історичних, філософії, мистецтвознавства, методики музичного виховання. Складність цього поняття обумовлена належністю до загальнометодологічного комплексу понять.

Педагогічний енциклопедичний словник розкриває поняття «культура», як «історично визначений рівень розвитку людства, творчих сил і здібностей людини, втілений у формах організації життя й діяльності людей, у їх взаємовідносинах, а також у створюваних ними матеріальних і духовних цінностях» [5, с. 341-344].

Цікавою видається позиція А. Лесневської, яка зазначає, що «культура – це сукупність духовних досягнень людства, які, виникнувши як національно-суб'єктні, історично-конкретні, набули статусу суспільно-об'єктивних надчасних духовних явищ, створюючи неперервну і непідвладну окремому індивідові традицію» [3, с.185-190].

Отже, об'єднуючим чинником щодо змісту цих понять є опора на цінності: для поняття «культура» у цілому – на загальнолюдські цінності, для поняття



«етнокультура» – на цінності етносів.

О. Хоружа, спираючись на дослідження В. Ніколаєва, виокремлює етнопедагогічну культуру майбутнього фахівця музичного мистецтва та визначає її як складну багатовимірну систему, що поєднує у своїй структурі загальну, професійно-педагогічну та музичну культуру викладача вокалу, а також спирається на етнопедагогічну діяльність, що базується на засадах цінностей народної педагогіки [103, с. 14-16].

Етнокультура об'єднує людей, консолідує їх спільну діяльність, є органічним цілим. Вона формує людину не тільки як вмилу і розумну істоту, але і як носія релігійної, етнічної, міжнаціональної сутності [6, с.178]. На думку В. Крисько, основою етнокультурної компетентності спеціаліста є система знань, понять, уявлень про людину як представника етнічної спільноти [1, с. 2].

Для глибшого розуміння сутності етнокультурної компетентності майбутнього викладача вокалу, необхідно здійснити структурно-змістовий аналіз означеного утворення, визначивши його структурні компоненти та проаналізувати їх зміст.

Структура – це також сукупність сталих зв'язків між великою кількістю компонентів об'єкта, які забезпечують його цілісність і само тотожність. Для її створення потрібно застосувати метод структурування – процес одержання або надання певної структурної організації. Цей метод охоплює прийоми : виокремлення первинної множини об'єктів, які можуть бути поєднані структурно; виявлення в кожному структурному елементі суттєвих для цієї системи властивостей; з'ясування відношень між елементами системи та побудова її абстрактної структури шляхом безпосереднього синтезування або формально-логічного моделювання; теоретичне передбачення можливого механізму реалізації цієї системи, можливих наслідків усього процесу й перевірка їх на практиці. [4, с. 24 – 28.]

Т. Поштарьова виокремлює такі компоненти етнокультурної компетентності (субкомпетентності): 1) культурна субкомпетентність (адекватне знання й розуміння цінностей, настанов, особливостей, характерних для етнокультури та її представників); 2) комунікативна субкомпетентність (механізми, стратегії, що забезпечують конструктивне міжетнічне розуміння і взаємодію); 3) соціальна субкомпетентність (знання та уявлення про наслідки міжкультурних контактів, вміння залучатися у спільну діяльність з іншоетнічним оточенням); мовна субкомпетентність (володіння рідною мовою, державною мовою, іноземними мовами) [7].

Враховуючи вищенаведені позиції науковців, структуру етнокультурної компетентності майбутнього викладача вокалу можна представити як єдність таких складників: *ціннісно-мотиваційний, етно-когнітивний та фахово-діяльнісний.*

Ціннісно-мотиваційний компонент забезпечує мотиваційну спрямованість студентів на пізнання цінностей етнічної культури шляхом педагогічного стимулювання позитивного емоційного супроводження, а також забезпечує формування етнокультурної свідомості на базі збагачення культурно-ментального досвіду.



На думку Ю. Соловйової, цінність відіграє значущу роль в житті людини, оскільки орієнтує і спрямовує її до самовизначення та самореалізації [8, с. 5]. Також, погоджуємось із думкою автора, що система цінностей становить основу культури особистості, яка зумовлює її вчинки, формує потреби, впливає на інтереси.

Етно-когнітивний компонент охоплює формування етнокультурного мислення, що сприяє: активізації пізнавальних процесів на базі відпрацювання механізму мисленневих операцій, оскільки етнокультурне мислення володіє усіма функціями, зокрема функцією розуміння, а також формами (поняття, судження, умовивід) мислення особистості; осмислення педагогічного потенціалу методів і засобів народної педагогіки загалом і етномузичної педагогіки зокрема у розв'язанні проблемних ситуацій навчально-виховного процесу.

Фахово-діяльнісний компонент передбачає творчу й динамічну етнокультурну роботу фахівця музичного мистецтва, що спрямована на транслявання від попередніх поколінь до підростаючого покоління набутих етносом культурних надбань та досвіду, створення спеціальних умов для формування в вокальній культурі для творчого особистісного розвитку на гранті системи етнокультурних цінностей та у відповідності до виховного ідеалу народної педагогіки.

На думку М.Кашапова, найважливішою ознакою творчості є новизна як самого результату творчості, так і процесу щодо здобуття означеного результату. Творчість – це «...процес створення нового, який потребує виходу за існуючі межі знання. ...результатом творчої діяльності є створення нових матеріальних і духовних цінностей» [2, с.31-32].

Б.Теплов також обстоює цю рису творчої діяльності, зазначаючи, що «...творчою діяльністю називається така діяльність, в результаті якої створюються нові оригінальні продукти високої суспільної цінності» [9, с.131].

Висновки.

Спираючись на наукові підходи (Н. Коршунової, А. Панькіна, Ю.Руденко, С. Федорова, О. Хоружої, О. Гуренко, Т. Фопеля) обґрунтована сутність **етнокультурної компетентності** майбутнього викладача вокалу, як **інтегрального особистісного феномену, який характеризує здатність сприймати** етнічні цінності (специфічні етнічні картини світу, національно-ціннісні духовні смисли, характери і особливості ментальності певного етносу), які віддзеркалені у музичних творах, **усвідомлювати** роль і місце цих творів у світовій музичній культурі, та **передавати** їх від покоління до покоління, виявляючи толерантне ставлення і повагу до цінностей етносів.

Розроблено компонентну структуру етнокультурної компетентності майбутнього фахівця музичного мистецтва, в якій виокремлено такі компоненти: - ціннісно-орієнтаційний, який відображає ціннісне ставлення студентів-представників етносу до фольклорних традицій, що характеризує усвідомлення ними своєї приналежності до певного етносу і прийняття його етнокультурних цінностей; - етно-когнітивний, який окреслює обізнаність студентів щодо цінностей рідного етносу, що втілюються у фольклорних



традиціях та національному вокальному мистецтві; - фахово-діяльнісний, який віддзеркалює здатність студентів пізнавати і зберігати фольклорні традиції свого етносу, а також відтворювати і передавати їх за законами краси на основі набутих знань та умінь.

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Abstract. *The depth of the principles of educational reforms in Ukraine is associated with a change in the educational paradigm, with a fundamentally new whole in the pedagogical process. In the current socio-economic situation in our country, the problem of developing a competency-based approach in the training of future professionals is important and urgent in education. After all, a competent specialist is one who at the appropriate level has professional skills in performing their professional activities, as well as has a set of knowledge, skills and abilities to use them effectively in practice. The aim of the article is to reveal the essence and structure of ethnocultural competence of the future music teacher.*

Analysis of the works of foreign and domestic philosophers shows that the problem of creative personality development is relevant, as evidenced by the works of famous scientists: A. Bergson, G. Wallace, K. Izard, A. Maslow, A. Poincare, B. Spinoza. N. Bibik, S. Bodnar, M. Honcharova-Goryanska, L. Guzeev, I. Gushlevska, O. Dakhin, I. Yermakov, O. Lokshina, A. Markova, O. Ovcharuk, L. consider general pedagogical problems of formation of schoolchildren's competencies. Paraschenko, O. Pometun, O. Savchenko, S. Trubacheva, P. Khomenko, A. Khutorskaya, S. Shishov.

Key words: *culture, ethnoculture, competence, ethnocultural competence, structure, structure of ethnocultural competence, ethnocultural consciousness, subculture, value-motivational component, ethno-cognitive component, professional-activity component*

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