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Olena Novska

State institution «South Ukrainian National
Pedagogical University named after K. D. Ushynsky»

ORCID ID 0000-0002-1396-4381

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MUSICAL, SOCIAL AND EMOTIONAL INTELLIGENCE OF THE FUTURE MUSIC TEACHER

The article is devoted to the analysis of intelligence as a problem of art pedagogy. The purpose of the article is to analyze and generalize the essence of emotional, social and musical intelligence in the context of the activities of a teacher of musical art. The paper uses methods of theoretical research: analysis, synthesis, generalization, extrapolation, comparison and conceptualization. Musical intelligence is considered as the basis for understanding and playing music. Social intelligence is shown as the ability to organize interaction in the pedagogical process. Emotional intelligence allows you to understand and control common and artistic emotions. The interaction of three types of intelligence in the activities of a teacher of musical art is considered.

Key words: *intelligence, musical intelligence, social intelligence, emotional intelligence, musical art teacher.*

Introduction. The modern course of Ukrainian society's development involves increasing attention to the comprehensive realization of the intellectual and creative potential of people. Intellectual development of the individual and society as a whole is extremely important. High intelligence in the broad sense enables a person's ability to independently acquire knowledge, systematize it, transfer it to new conditions, and find original ways of solving problems. This is especially important in conditions of rapid social and economic changes. Modern Ukrainian society is going through a global transformation. At this time, the ability to adapt quickly and mobile to new circumstances, to rebuild one's professional and educational trajectories comes first. Moreover, it is intelligence that acts as a resource for the ability to act intelligently, rationally, overcome obstacles and cope with life's circumstances.

Intelligence as a component of the professional profile of specialists in any field is fundamental. It is intelligence that allows you to adequately reflect and transform professional experience, think, learn, learn and evaluate your professional advantages. Therefore, the development of intellectual abilities becomes one of the main priorities of the educational space. Intellectual activity in the field of culture, art, art education is studied in various aspects. Scientists consider different types of intelligence, which mutually complement each other in terms of the

specifics of professional activity. The intelligence of a future music teacher is a complex system. Each component, each type of intelligence is designed to provide different aspects of artistic and pedagogical activity. After all, this activity itself is a complex system, which is formed at the intersection of such sciences as pedagogy, psychology and art.

Actualization of the problem of developing the intellectual abilities of future music teachers requires updating and certain modernization of the system of their professional training. This should be reflected in educational and professional training programs for those seeking education. Among the various types of intelligence presented in the scientific literature, we consider it expedient to single out those that most positively affect the professional activity of future music teachers: social, emotional, and musical intelligence.

The relevance of the research increases due to the fact that social, emotional and musical intelligence in a complex enables the future music teacher to effectively solve multifaceted problems of a professional nature. However, in addition, the development of these types of intelligence will have a positive impact on the quality of life and self-realization of the individual in society, even outside the professional sphere.

Analysis of relevant research. The analysis of scientific sources showed a significant level of development of various aspects of intelligence, in particular in the context of pedagogical research. The concept of «intelligence» as a scientific definition was actualized by the anthropologist F. Galton at the end of the 19th century. This study is based on classical works devoted to the problems of intelligence and its types by R. Sternberg (1985), H. Eysenck (1995) and U. Neisser (1976), as well as the theory of multiple intelligences by H. Gardner (1983).

Modern Ukrainian researchers study the correlation of the development of intelligence with the psychotype of the individual, in particular the gifted (Burov and others, 2012). Intelligence is studied from the perspective of age psychology (Smulson, 2003). In the context of the activities of future music teachers, the study of intelligence in the system of individual giftedness is important (Antonova, 2017). Also relevant is the study of individual intelligence as a stimulation of creativity and critical thinking in the conditions of informatization (Bilogur, 2019).

The Chinese scientist Lou Yanmei studied the influence of different types of intelligence on the formation of musical intelligence of future music teachers. The author noted that intelligence is understood as «the

ability to think abstractly, learn, adapt to the environment, assimilate the content of culture, receive and process information, which is implemented on the basis of cognitive qualities (memory, attention, thinking, imagination, mind, perception)» (Lou Yanmei, 2021).

Musical intelligence and its influence on the effectiveness of the professional training of future music teachers was studied by O. Petrykova. The author notes that the formation of musical intelligence becomes a guarantee of fruitful creative growth, «a source of understanding new methods of perceiving and processing the necessary information, extracting the desired emotions necessary for the transmission of one's own author's interpretations» (Petrykova, 2014).

The emotional intelligence of the future music teacher is based on the specifics of his professional activity. The analysis of Gao Yuan's work shows that emotional intelligence in this sense provides perception, identification and adequate interpretation of emotions (personal and artistic) in the process of artistic and pedagogical communication. The author proves that «emotional intelligence determines the success of the personal and professional activities of the future music teacher in the process of his professional development» (Gao Yuan, 2018).

O. Varetska emphasizes the importance of social intelligence for employees of the educational sector. The author notes that developed social intelligence is a prerequisite for a successful teacher's career, because they «solve complex issues of interpersonal communication and social content every day» (Varetska, 2012). Also, the starting point of the actualization of the problem of social intelligence is that the activity of specialists in the field of music education takes place in the plane of artistic communication. A teacher has to be able to build democratic relations with students, in which the development and realization of creative potential, involvement in the world of art and artistic culture (Novska, Klubkova, 2021).

As we can see, the scientific problems of researching different types of intelligence have a high level of scientific development both from the point of view of psychology and in the context of pedagogical research. However, the analysis of modern scientific literature showed a certain lack of research and generalization of the specified subtypes of intelligence (emotional, social and musical), as a cognitive-mental complex that ensures the success of the professional activity of the future music teacher.

Aim of the Study is to analyze and summarize emotional, social and musical intelligence in terms of the professional profile of the future music teacher.

Research methods. The goal of the article was implemented using a set of methods typical for theoretical research. The main methods are: analysis and synthesis, generalization and extrapolation, comparison, conceptualization.

Results. The generalization of common definitions of intelligence allows us to conceptualize this concept as a complex psychological phenomenon that includes cognitions and personal qualities. The main task of intelligence is the accumulation, systematization and use of knowledge. It is noted that intelligence is subject to development. However, an important condition for the development of intelligence is the purposeful creation of a suitable intellectually rich environment. M. Smulson emphasizes that developed intelligence is the key to success in life. In addition, vice versa, low intelligence is the cause of a person's low success rate (Smulson, 2003). The list of manifestations of intelligence is also presented in the scientific literature. Among them: the ability to understand and structure certain specific information; ability to set tasks; ability to solve tasks; the ability to forecast, construct hypotheses and ideas (Bilogur, 2019).

It has been proven that intelligence is a multifaceted, complex construct. And in achieving success, its individual subspecies often help - social, emotional and practical intelligence

O. Antonova emphasizes the adaptive role of intelligence. The author points out that intelligence should be understood as a person's ability to understand and adapt to new conditions and situations. Based on the analysis of scientific psychological literature, the researcher singles out the following types of intelligence:

- abstract – a type of intelligence necessary for operating with certain concepts and judgments;
- specific (or practical) - a type of intelligence necessary for solving everyday practical problems through the use of acquired knowledge;
- plastic – an innate type of intelligence that enables a person to think and draw conclusions;
- formed – intelligence that develops on the basis of innate with the help of learning and intellectual activity throughout life (Antonova, 2017).

In the study of the problem of intelligence, it is important to explore the works of H. Eysenck. His measurement of intelligence is one of the main

and widespread methods. The researcher attributes the ability to abstract thinking, the ability to logical thinking, the ability to solve problems, the ability to acquire and use knowledge to the most widespread aspects of intelligence. Among the structural subspecies of intelligence, the author distinguished the following: biological, psychometric and social. Biological intelligence was defined as that which depends on the neurophysiological, biochemical and hormonal properties of the individual. It is directly related to the structure of the brain and is determined by the genetic characteristics of a person. By psychometric intelligence, the author understands the cognitive and cognitive abilities of an individual. This type of intelligence is no longer innate, but acquired. It is influenced by the cultural and social aspect of raising a child. It is psychometric intelligence that is diagnosed using intelligence tests. According to the scientist, social intelligence means critical thinking, information processing, building strategies, and the ability to adapt in society (Eysenck; Evans, 2001).

In the works of H. Eysenck, it is noted that intelligence has a direct influence on the professional training of an individual. There is a thesis that people who have high intelligence will not necessarily become successful. However, people who have become successful, most likely, have a high intelligence. After all, intelligence is a dynamic phenomenon that can be improved. Intelligence is a construct of various abilities that manifest in different people in certain unique combinations. In one case, this construct will help to learn foreign languages faster than others, in another case, it will help to master mathematics or literature (Eysenck, 1995). Thus, a person should choose the type of professional activity that correlates with the type of intellectual abilities inherent in him.

Consider Howard Gardner's theory of multiple intelligences and its significance in the context of educational processes. This theory is based on the idea that people have different types of intelligence. The author understands intelligence as a personal ability to solve problems and generate solutions to create a valuable product. Among them, there are verbal-linguistic, visual-spatial, logical-mathematical, rhythmic-musical, bodily-kinesthetic, personal, interpersonal. All types of intelligence exist and develop autonomously. In later studies, the author adds existential, spiritual and emotional intelligence. Prerequisites for the development of this or that type of intelligence are personal reasons (both genetic and acquired, related to experience) and contextual reasons (cultural and social circumstances). The degree of development of a certain type of

intelligence depends on the intensity of its use in life (Gardner, 1983). Therefore, it can be concluded that a certain type of activity stimulates the development of a certain type of intelligence. At the same time, the development of certain types of intelligence causes an increase in the efficiency and quality of the implementation of a certain type of activity.

Analysis of scientific papers allows us to generalize the following main points:

- people differ in types and levels of intelligence;
- in the concept of «intelligence» it is advisable to distinguish biological, psychometric and social.;
- intelligence is a dynamic structure that can be developed;
- intelligence can be general (universal) and special (manifested in a specific activity);
- intelligence is influenced by genetics, environment and individual activity;
- intelligence can remain at the level of potential without such qualities as motivation, perseverance, ability to work;
- it is advisable to undergo testing to identify intellectual abilities for successful study and professional activity;
- there are different types of intelligence, the development of which depends on external circumstances and the activity of the individual.

Let us consider the content and specifics of the activity of a music teacher. This will make it possible to reveal manifestations of certain types of intelligence that affect professional success. The activity of a music teacher includes personal, psychological-pedagogical and musical-practical components. Specialists present various models of the professional activity of a music teacher (S. Svitailo, O. Horbenko, L. Masol, T. Plyachenko and others). They distinguish cognitive, analytical, methodical organizational, diagnostic activity of the teacher. The musical and performance component of a music teacher's activity is the main one. Music-performance activity is the ability of a music teacher «to artistic interpretation and creative self-expression in various types of music-performance activity» (Gorbenko, 2009). L. Masol names four groups of competencies that are manifested in the professional activity of a music teacher: personal, functional, interdisciplinary and social (Masol, 2010).

Scientists indicate that the essence of the professional activity of a music teacher is creative communication with music and through music with students (Zhelanova, 2020). In the context of artistic communication, the

performing activity of a music teacher can be singled out. In its structure, instrumental and vocal performance are distinguished. It is also necessary to single out artistic and interpretative activities not related to performance. This is the organization of students listening to music. This type of activity involves the creation of a psychologically favorable atmosphere capable of motivating students to perceive a musical piece. The organizational aspect of a teacher's professional activity involves psychological and pedagogical activity - the ability to communicate, create a mood, exert appropriate positive influence, etc. Practical activities with students are considered separately. This is vocal and choral work with the class, organization of students' creative activity. In addition, there is a theoretical and methodological component of the professional activity of a music teacher.

In the structure of the professional profile of a music teacher, S. Grozan singles out informational and technical activities (related to general and subject artistic awareness and the use of modern communication technologies); educational and educational activities (related to didactic activities and raising children); methodological (related to mastering the methods of teaching musical art); organizational (related to the organization of creative and educational activity of students); research (related to artistic and creative and scientific research); creative (related to the creation of an artistic and pedagogical product and artistic atmosphere in the lesson); reflective-evaluative (related to assessment and self-evaluation); communicative (related to artistic and interpersonal communication); prognostic (related to forecasting and planning of the educational process and one's own professional self-development); improvisational (related to musical and pedagogical improvisation). The author also singles out conducting, instrumental, vocal, performing, concertmaster activities (Grozan, 2018). Therefore, the activity of a music teacher is extremely diverse. It includes all types of activity of a teacher and combines them with various types of activity of a musician.

The complex activity of a music teacher involves different types of intelligence. But it is appropriate to note that several of them, in our opinion, are the most important in the context of successful implementation of musical pedagogical activities. These are musical intelligence, emotional intelligence and social intelligence. Let us analyze each of the named types of intelligence.

Musical intelligence in the broadest sense is knowing how to understand music. Analyzing the theory of multiple intelligence, N.

Lavrychenko comes to the conclusion that this particular type of intelligence depends significantly on genetic predispositions (Lavrychenko, 2016). After all, children who have natural abilities for it mostly do music. Musical intelligence often includes a sense of rhythm, musical ear, general musicality, the ability to artistically, emotionally, figuratively analyze music, the ability to reproduce a melody, intonate, distinguish timbres, etc (Lou Yanmei, 2021).

Musical intelligence is a component of musical abilities and a prerequisite for the formation of musical talent. At the same time, musical intelligence connects musical abilities with creativity - the ability to create something, find unexpected solutions. O. Petrykova emphasizes that musical intelligence is manifested in the ability to musical associations. In a person with a high musical intelligence, music becomes one of the means of understanding oneself and the world. At the same time, it is indicated that there is a certain correlation: musical intelligence leads to a high ability for artistic and associative thinking, and systematic appeal to artistic associations in the process of music lessons stimulates the development of the student's musical intelligence (Petrykova, 2014).

Musical intelligence covers the multiplicity of the mental sphere in musical activity. Musical intelligence, like others, is subject to purposeful development in the process of musical activity. This is facilitated by the artistic and interpretative activity built on the analysis of the musical text. Also, the development of musical intelligence actively takes place in the process of musical and creative activity, in particular improvisation. After all, this kind of activity involves the actualization of the cognitive resource in order to quickly create a new music material. Also, in the activities of a music teacher, musical intelligence helps to select a repertoire, use it for the purpose of musical development of students, organize musical activities of students, share knowledge about music, reveal the figurative meaning embedded by the author in the musical text, etc. As F. Shchur points out, professional musical activity requires the involvement of many mental processes related to a person's auditory perceptions, inner hearing, the ability to imagine music, reproduce it mentally (Shchur, 2020).

Social intelligence is defined as intelligence aimed at solving problems of social interaction. The definition of social intelligence correlates with the definition of interpersonal intelligence outlined in the theory of H. Gardner. Social intelligence enables interaction with other people, mastery of verbal and non-verbal communication, ability to work

in a team, obey and lead; organizational abilities of the individual (Lou Yanmei, 2021). Social intelligence is necessary for those who work in the human-to-human system, particularly for teachers (Gardner, 1983).

Scientists have proven that social intelligence develops within a certain sociocultural space, in which there are specific norms of social interaction. The artistic and educational space becomes such a space in the training of a future music teacher. Social intelligence reflects the priority norms that exist in this space. Penetration into the social communicative tendencies of others in the system of artistic and educational space is summarized and systematized. Thus, in the process of social communicative exchange between the participants of this space, the development of social intelligence takes place (Ivashkevich, 2014).

As it was mentioned, the activity of music teachers takes place in the plane of artistic communication and requires the ability of the teacher to build democratic relations with students, in which the development and realization of creative potential, involvement in the world of art and artistic culture is the first place. Such orientations require specialists to be able to create a benevolent, tolerant atmosphere in the process of classes, which departs from the traditions of directive pedagogical influence: an atmosphere of admiration for art, in which the inspiration and creative energy of all participants of the artistic and communicative space will prevail. And it is the social intelligence of the music teacher that enables the individual's ability to communicate effectively on the basis of perception, interpretation and understanding of the emotions, motives and strategies of social interaction of others (Novska, Klubkova, 2021).

Social intelligence is linked to emotional intelligence in many studies. The importance of emotional intelligence for music teachers is beyond doubt. Such scientists as O. Oleksyuk, H. Padalka, O. Shcholokova and others attribute emotional intelligence to the professionally significant qualities of a music teacher. Traits defining emotional intelligence include emotionality, musical and pedagogical intuition, artistry, musicality, empathy, etc. (Grozan, 2018). This meaning of emotional intelligence is based on the inherently emotional nature of music. Scientists note that in order to fully reveal the artistic image, the performer needs: to have the ability to recognize emotions, to be able to perceive the world of images of a musical work, to evoke emotional empathy (Lou Yanmei, 2021).

In the general psychological scientific dimension, the model of emotional intelligence, presented by D. Goleman, is the most widespread. The model is based on forms of manifestation of emotional intelligence and includes the following components: the ability to realize and recognize one's own emotions; ability to exert emotional influence on others; the ability to understand and perceive the emotions of others; the ability to manage one's own emotional states (Goleman, 1998).

In Gao Yuan's research, the emotional intelligence of future music teachers is defined as an integral personal and professional education. Emotional intelligence provides perception, identification and adequate interpretation of emotions (personal and artistic) in the process of artistic and pedagogical communication based on empathic "inclusion", expressive-semantic representation and reflection. Emotional intelligence ensures the design and implementation of effective strategies of positive emotional influence on students for the effective understanding of the artistic and figurative content of a musical work (Gao Yuan, 2018). In this sense, emotional intelligence ensures an increase in the success of the professional activity of a music teacher. It can also be noted that emotional intelligence connects musical and social intelligence in the context of the professional activity of a music teacher. Emotional intelligence has a positive effect on the development of musical intelligence, because it helps to understand the emotional and figurative content of musical art, to adequately express emotions during the performance of a musical piece. In addition, emotional intelligence increases the effectiveness of interpersonal communication. Emotional intelligence helps to understand others, prevent conflict situations, and correctly express one's own emotions in communication. Therefore, the development of emotional intelligence contributes to the development of musical and social intelligence of a music teacher.

Conclusions. Intelligence is the ability for effective mental activity. High intelligence contributes to the success of any activity. There are different types of intelligence. The activity of a music teacher is defined as complex and multifaceted, based on artistic communication and a combination of pedagogical and artistic principles. In the activity of a music teacher, three types of intelligence are most important: musical, social and emotional. Musical intelligence determines the understanding of music, the ability to reproduce it, evaluate it, etc. Social intelligence provides the ability for effective interpersonal communication in the

artistic and educational process and the organization of high-quality, creative pedagogical interaction. Emotional intelligence combines manifestations of social and musical intelligence. Emotional intelligence provides the ability to understand one's own emotions, the emotions of other people, and the artistic emotions encoded in a musical text. Also, emotional intelligence makes it possible to have an effective emotional influence on others and has a positive effect on both the pedagogical and artistic components of the music teacher's activities.

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АНОТАЦІЯ

Новська Олена. Музичний, соціальний та емоційний інтелект вчителя музичного мистецтва.

Стаття присвячується аналізу інтелекту в контексті наукової проблематики педагогіки мистецтва. Метою статті є аналіз та узагальнення сутності емоційного, соціального та музичного інтелекту у контексті діяльності вчителя музичного мистецтва. У роботі використовуються методи теоретичного дослідження: аналіз, синтез, узагальнення, екстраполяція, порівняння та концептуалізація. Розглянуто інтелект як здатність до ефективної розумової і практичної діяльності. Встановлено, що високий інтелект сприяє підвищенню ефективності будь-якої діяльності. Зазначено, що інтелект розвивається протягом життя в умовах діяльності, що сприяє проявам певного типу інтелекту. Доведено, що в діяльності вчителя музичного мистецтва

найбільше значення мають три види інтелекту: музичний, соціальний та емоційний. Досліджено музичний інтелект як основу розуміння, аналізу та відтворення музики. Музичний інтелект є складовою музичних здібностей і передумовою формування музичного таланту. Соціальний інтелект розглядається як здатність організовувати ефективну взаємодію у педагогічному процесі. зумовлює розвиток комунікативних здібностей. Соціальний інтелект забезпечує здатність до ефективної міжособистісної комунікації в мистецько-освітньому процесі і організацію якісної, творчої, демократичної педагогічної взаємодії. Емоційний інтелект поєднує прояви соціального та музичного інтелекту. Емоційний інтелект розглядається як такий, що забезпечує здатність розуміти власні емоції, емоції інших людей, та художні емоції, закодовані в музичному тексті. Також емоційний інтелект уможлиблює здійснення ефективного емоційного впливу на інших і сприяє підвищенню ефективності як педагогічної так і мистецької складової діяльності вчителя музичного мистецтва. Зазначено, що музичний, соціальний та емоційний інтелект взаємно доповнюють один одного, поєднуються в особистісно-фаховий інтегрований конструкт, який сприяє підвищенню ефективності професійної діяльності вчителя музичного мистецтва.

Ключові слова: інтелект, музичний інтелект, соціальний інтелект, емоційний інтелект, вчитель музичного мистецтва.

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Олена Устименко-Косоріч

Сумський державний педагогічний університет імені А. С. Макаренка

ORCID ID 0000-0001-9686-7626

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КОМПОНЕНТНА СТРУКТУРА ФОРМУВАННЯ ПОЛІКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ТА СВІТОГЛЯДНОЇ КУЛЬТУРИ УЧНІВ В ОСВІТНЬО-ВИХОВНОМУ СЕРЕДОВИЩІ ШКОЛИ

На основі аналізу джерельної бази дослідження встановлено стан розробленості проблеми формування полікультурної компетентності та світоглядної культури учнів в основній та музичній школах України. Обґрунтовано, що до розроблення компонентної структури досліджуваних явищ науковці не звертались, а існуючі статті та монографії висвітлюють лише окремі аспекти мистецької підготовки особистості. Значна кількість наукових робіт присвячено різним етапам фахової підготовки майбутніх вчителів музичного мистецтва, а досліджень, в яких проаналізовано методичне забезпечення формування полікультурної компетентності та світоглядної культури учнів обмаль, що й обумовило вибір теми роботи. Доведено про потребу розроблення ефективних технологій навчання, які б були спрямовані на підготовку ерудованої особистості, яка володіє комплексом знань щодо національних традицій, історії свого народу, звичаїв та культурних надбань.

Визначено комплекс методологічних підходів (педагогічний, культурологічний, етнопедагогічний, акмеологічний, історичний та аксіологічний), на основі яких узагальнено зміст навчання учнів та структурних компонентів полікультурної компетентності та світоглядної культури. Доведена необхідність розроблення платформи для визначення педагогічних умов