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TÍTULO: Realización de la tecnología de orientación individual de integración interdisciplinaria multicultural en el sistema de educación musical.

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RESUMEN: El artículo trata sobre los problemas reales de utilizar en el sistema de educación musical superior las disposiciones de la integración interdisciplinaria sobre una base multicultural. Los resultados mostraron que debido a los requisitos históricos y socioculturales para el desarrollo de la sociedad, teniendo en cuenta la tecnología orientada al individuo para preparar estudiantes-músicos, propuso un estudio exhaustivo de las características de la integración interdisciplinaria multicultural basada en enfoques sistémicos, histórico-tipológicos y regionales-civilizacionales.

PALABRAS CLAVES: Educación musical, integración, interdisciplinarietà, educación policultural, musicología comparada.

TITLE: Realization of individually-oriented technology of multicultural interdisciplinary integration in the system of musical education.

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ABSTRACT: The article deals with the actual problems of using in the system of higher music education the provisions of interdisciplinary integration on a multicultural basis. Results showed that due to the historical and socio-cultural prerequisites for the development of society, taking into account the individual-oriented technology of preparing students-musicians, proposed a comprehensive study of the features of multicultural interdisciplinary integration based on systemic, historical-typological and regional-civilizational approaches.

KEY WORDS: musical education, integration, interdisciplinarity, polyculture education, comparative musicology.

INTRODUCTION.

Improving the training of specialists in the field of music, education is associated with an individually-oriented approach to interdisciplinary integration, focusing on the effectiveness of the educational process, based on the formation of general cultural and professional competencies.

The theoretical and methodological foundations of multicultural interdisciplinary integration of preparing students are based on the principles of interaction and systematic integration of humanitarian and special training, an individual approach to each student.

Multicultural interdisciplinary integration is aimed at shaping the personality and professional qualities of a music professional as a successor of artistic traditions and a creator of cultural values. This focus of student training provides an opportunity to comprehensively explore and understand cultural differences, which are reflected in preferences and attitudes, lifestyle and views on the surrounding socio-cultural space (Mikhaylov, 1986).

Integration processes in the field of multicultural interaction have a complex structure associated with the integration into the integrity of disparate parts: integration in education is associated with the desire to overcome the stratification of a single content of the process of preparing students-musicians.

Interdisciplinary integration in the works of Russian scientists (Berulava, 1998; Blagov, 2016; Bueva, 2001; Turavets, 2016) justifies the methodological orientation in scientific knowledge, which allows a holistic view of the picture of the world, contributing to the improvement of the quality of knowledge. Polycultural education in a modern higher education institution cannot be carried out outside intercultural integration.

The educational environment of a modern musical university represents the interaction of representatives of different cultures and ethnic groups: the subjects of the educational process, along with gaining experience of intercultural interaction, are mutually enriched by gaining experience of multicultural interaction.

The implementation of the principles of multicultural education on the basis of interdisciplinary integration involves updating the goals and content of education in accordance with the dynamics of sociocultural values and meanings. Students-musicians are beginning to understand the need to develop general cultural competencies based on universal human values (8; 9).

In this regard, multicultural education should be aimed at: the study of regional national-cultural traditions in the context of Russian and human values; the formation of the ability of inter-ethnic, intercultural communication; the formation of multicultural competencies.

DEVELOPMENT.

Research methods.

The solution to the problem of the implementation of multicultural interdisciplinary integration in the system of music education is seen in the adaptation of methodological approaches that have developed within the framework of philosophy, axiology, ethics, aesthetics, synergetic, sociology, etc. (Bibler, 1991; Blagov, 2016; etc.).

The authors consider polyculture education as a process of transferring cultural values, and not just knowledge, which optimizes the intensive ways for a person to enter the world of science and culture, the process of human socialization and continuity of generations.

The use of research methods of multicultural processes based on interdisciplinary integration in the process allows to:

1. Analyze the interaction of cultures in the context of the functioning of the individual.
2. Study the peculiarities of students' perception of musical cultural heritage through the experience of exchanging the values of diverse cultures.
3. Explore the multicultural identity of the musical picture of the world as part of the learning process through the exchange of information.

Multicultural interdisciplinary integration in the system of music education is due to modern historical and sociocultural prerequisites for the development of society, traditions of domestic and foreign philosophy, cultural studies, pedagogy and psychology, sociology, aesthetics.

Results and discussion.

The musical, historical and theoretical training of students-musicians at the university is multivariate and implies the need to master various educational technologies. Fundamental basis can be an individual-oriented educational technology, combining special and multicultural training based on the possibility of choosing an individual educational route by the students themselves-musicians.

Individually-oriented pedagogical technology is able to provide a positive result to each student based on the implementation of multicultural interdisciplinary integration, during which students have the opportunity to focus on their educational and cognitive interests, to recognize the motives of professional training. This technology contributes to the planning and evaluation of its immediate and remote prospects.

Currently, pedagogical technologies in science are considered as one of the types of humanistic technologies oriented towards achieving effectiveness in the development of multicultural heritage. The basis of individually-oriented technology aimed at multicultural interdisciplinary integration, is the systematization of the facts of scientific knowledge. This is conceptualization (the union of several theories); consistency (interconnection, completeness and structure of elements of the educational process); manageability (design of the educational process on the basis of multicultural interdisciplinary integration, which allows you to adjust the results and the process itself); efficiency (achievement of the planned result); reproducibility (possibility of replication and distribution of technology).

The considered technology is aimed at the formation of a quick adaptation and intensity in the mastery of the studied material based on multicultural interdisciplinary integration, which is possible with the focus on:

- Individualization of students' creative work.
- Development of abilities to make a creative, non-standard decision based on a deep comprehension of multicultural features and patterns of the studied processes.
- Orientation towards the achievement of the developed trajectory of the educational and professional development of students taking into account their multicultural experience.
- Mobilization of personal qualities of students who are capable of critical thinking, creativity and independence in decision-making based on the acquired multicultural experience of interaction.

In the process of preparing students-musicians on the basis of individually-oriented technology of multicultural interdisciplinary integration, as a logical-semantic horizontal sequence of the process, it is necessary to develop a scientific understanding of this problem from the standpoint of historical and cultural, personality-oriented and individual aspects. The main difference in the implementation of individually-oriented technology is the study of music in culture, as the interaction of musicological and cultural methodology. Musical culturology as an area of modern polycultural music science, based on interdisciplinary integration, is considered as a current and popular direction in the preparation of music students.

Perspective in the process of multicultural interdisciplinary integration in the musical university is the theory of the musical and cultural tradition and the regional-civilizational approach proposed by J.K. Mikhailov (Danilyuk, 2009). The author focuses on the study of historical and cultural aspects of the development of musical traditions.

Today, the musical-historical training of musicians includes European culture over the past four centuries: information about the musical traditions of other civilizations is not available in the training programs for musicians. The first attempts at a comprehensive study of world musical cultures were carried out by representatives of the comparative musicology of the Berlin School - Hornbostel and his students.

The ideas of comparative musicology were developed in the methodology of the composer and musicologist J. K. Mikhailov, who owns the rationale and development of the scientific direction "musical cultures of the world. In his original teaching, the author substantiated a methodology that facilitates the consideration of the musical culture of the world from global integrative positions and in the interconnection of all parts. J. Mikhailov defined universal principles that promote the consideration of the musical picture of the world on the basis of:

- Considering the relationship of "sound and music" as a phenomenon that embodies the diversity of life and reflects the characteristics of various musical civilizations.
- Cultural and musicological aspects of understanding human activity in the context of "sound - music - culture". Such interdisciplinary multicultural integration is based on a variety of scientific disciplines (philosophy, psychology, sociology, ethnology, philology, pedagogy, musicology, etc.), where each of them consider this triad on a comprehensive basis.
- Typological comparison of sound experience of various regional civilizations (Europe, Asia, Africa, North and Latin America, etc.).
- System approach, in which musical culture is considered as a model, with the identification of common, individual and specific features of various musical cultures of the world.
- Multicultural interdisciplinary interaction, including academic, classical music, folklore and modern popular areas of musical art.

A multi-cultural approach based on interdisciplinary integration with a focus on individually-oriented technology for preparing students-musicians predetermines a comprehensive knowledge of musical culture (systemic, historical-typological, regional-civilizational).

A systematic approach allows us to consider any phenomenon of musical culture as an element of a larger system, which allows us to carry out the analysis with maximum accuracy and determine the prospects for the development of any phenomena of the musical experience of mankind.

Historical and typological approach is based on a comparative analysis of musical phenomena in historical dynamics: on the basis of finding similarities or differences in musical cultures, it becomes possible to establish their essential features and connections.

In the process of implementing the historical and typological principle of studying the multitude of cultures in the world, the process of understanding the empirical musical material and the creation of universal typological models, the need to study of which is dictated by the development of music education in Russia, occurs. Finally, the regional-civilizational aspect of the consideration of the music of the peoples of the world fully corresponds to the tasks of multicultural interdisciplinary integration in the process of implementing individually-oriented technology for preparing students-musicians, focusing on the interaction of civilizations as cultural systems.

Expanding the cultural outlook becomes important indicators of the implementation of multicultural interdisciplinary integration based on individually-oriented technology: the study of world and national cultural and artistic values, contributes to the disclosure of creative potential qualities of the individual musician and the formation of holistic and large-scale thinking.

Involving musical classics, folklore, works of the peoples of the world, compositions by contemporary composers, the study of musical movements of modern consumer culture, students gain experience in perceiving multicultural heritage with a large cultural range, they perceive the process of historical and cultural development of modern civilizations in their stylistic diversity.

Practically, closed sphere of musical culture in the context of multicultural interdisciplinary integration is pop music, or popular music, which is not only a direction, but also a type of modern popular culture. In the process of music education, the study of mass musical culture requires value-semantic approaches to its study and understanding that are relevant to contemporary realities, as a sociocultural phenomenon.

The modern period of multidirectional tendencies characterizing the development of mass culture requires the inclusion in the interdisciplinary integration of the study of media culture, which is a natural component of modern culture in general.

Multicultural interdisciplinary integration can be considered as an effective way of involving students-musicians on the basis of individually-oriented technologies in understanding various cultural processes, such as the latest communication technologies.

CONCLUSIONS.

Multicultural interdisciplinary integration in the process of preparing students-musicians contributes to the development of various areas of professional knowledge, the emergence of new related forms of scientific knowledge of the world.

As practice shows, in the context of the implementation of individually-oriented technology, systemic, historical-typological and regional-civilizational approaches become effective, promoting the integration of diverse knowledge, skills, and experience of creative activity that unites layers of studied and perceived phenomena.

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