

**METHODS OF AXIOLOGICAL AND SENSE EMPATHY OF THE
SENIOR HIGH SCHOOL STUDENTS DURING LISTENING TO
MUSIC**

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Abstract. *This article analyzes the psychological and pedagogical conditions of axiological and sense empathy of the senior high school students during listening to music. The concepts of empathy and axiological and sense empathy have been explained. The importance of moral, and emotional values, communicative competence and the sense of beauty in the arts and life in adolescence life is being stressed. The axiological and sense empathy of the senior high school students as a personal quality has been considered. It consists of the following components: motivational, cognitive, emotional and evaluative, creative and activity-related.*

Keywords: *axiological and sense empathy, compassion, listening to music, senior high school students.*

The issue of meaning (sense), including empathy is particularly relevant today both in the social and academic areas. The psychological nature of the axiological and sense area of personality and the complex approach to its study still remain the most pressing issues. There exists terminological ambiguity of the concept of meaning (sense) itself. There is no concurrent view on the content and structure of axiological and sense area and its practical mechanisms and factors. The issue of axiological and sense area of personality, which was studied by O. Asmolov, B. Zeiharnyk, V. Zinchenko and many others, is controversial in recent times and requires theoretical and methodological, and empirical elaboration [1, p. 64].

Most of these researchers believe that the most significant qualitative changes in axiological and sense area of personality, if compared to other ontogenetic intervals, occur during adolescence as a result of the transformation of his/her motivation. Changes in life goals, occupational choice, motivation for marriage, family relations, professional engagement as well as the decision of becoming a parent occur. The key aspects of the emotional state of a person in this age are his/her stability, self-regulation of emotional experiences, emotional intensity of life, the maturity of such personality traits as empathy (L. Zhuravlova) [2, p. 96].

Being an integral part of the personality's characteristic, empathy acts as the determining factor in personal identity, formation of the personal values

(L. Zhuravlova), [3] development of the moral consciousness (A. Adler, I. Bekh,

L. Bozhovych), self-transcendence (V. Petrovskyi, K. Rodzhers) [2, p. 108].

Modern education is viewed as a complex process that creates conditions for the development of one's own personality. Much attention is paid to a person's education based on the understanding, recognition and acceptance of the other person. The musical art plays an important role in this process, because according to the scientific researches, music evokes the emotional response in school students faster than other arts.

Musical view of life based on the active participation, dialogue nature, the "attentive listening to" and "compassion" in the polyphony of the universe, includes all essential human capability to comprehend the spiritual energies and meanings of "others" – individuals, communities, cultures – and contributes to the spiritual connection between them. Musical view of life itself is a metaphor for the personality's empathy. [1, p. 53]

The axiological and sense component in the structure of music and cognitive activity of school students is characterized by the emotional cognition of the musical content, involvement in research work and focus on the empathic penetration into musical visualization. The focal point for this level of music and cognitive activity of senior high school students is that consciousness focuses on the empathy, i.e. the ability to spiritual unity and identification with others. [4, p. 38]

Based on the above-mentioned academic and teaching, and art researches, we consider the axiological and sense empathy of senior high school students to be a personal trait that consists of the following components: motivational, cognitive, emotional and evaluative, and activity-related creativity.

The analysis of the conducted researches has shown that the issue of axiological and sense empathy of the senior high school students during listening to music is a natural reflection of the *contradictions* that emerge between:

1) the need to modernize the educational process at general education school and insufficient introduction of innovative techniques in various forms of educational work;

2) the real significance of axiological and sense empathy and underdevelopment of its detection methods and stages of formation;

3) the need for interiorization of axiological and sense aspects of musical images and limited educational process in the mastering of the recommended music and artistic values.

However, despite the admission that empathy plays the crucial role in personal enhancement (T. Havrylova, L. Nadyrova) [3, p. 122], there are no researches on the empathic determination of semantic structures and the role of

the empathic phenomenon when solving the semantic tasks. The methodological approaches to the solution of this problem have not been established yet. In practice there are no intervention techniques aimed at the development of the semantic area of the senior high school students during listening to music. The insufficient degree of scientific development of the above-mentioned aspects and the significance of these issues have determine choice of the research topic “Methods of axiological and sense empathy of the senior high school students during listening to music”.

The purpose of the research involves theoretical justification and experimental verification of the methods of axiological and sense empathy of the senior high school students during listening to music.

According to the purpose of the research the following objectives were defined:

1) to analyze the state of the problem under study in the theory and methodology of music education;

2) to identify the essence of the concept of “axiological and sense empathy”;

3) to determine the criteria and parameters of axiological and sense empathy of the senior high school students during listening to music;

4) to develop methods and justify the pedagogical development conditions of the axiological and sense empathy of the senior high school students;

5) to test experimentally the effectiveness of the proposed method of axiological and sense empathy of the senior high school students during listening to music;

Object of research: musical and aesthetic education of the senior high school students during music classes.

Subject of research: methodology of development of the axiological and sense empathy of the senior high school students during listening to music;

To solve these tasks, the following research methods are employed:

theoretical – analysis of philosophical, psychological, pedagogical and methodical literature on the study in question; analysis and generalization of professional experience in teaching musical art; analysis of curricula, textbooks, manuals allowing to form your own view on the research issue, to discover the scientific bases of experimental techniques; classification and systematization of theoretical and experimental data;

empirical – methods of oral and written survey (questionnaire, talk, interview, test), pedagogical observation, methods of expert assessment and self-scoring, musical and creative tasks, pedagogical experiment (ascertaining and formative) that will allow to measure the development level of axiological and sense empathy of the senior high school students and test experimentally the effectiveness of the elaborated method;

mathematics and statistics – quantitative processing of the experimental research results, their display in graphical form. It will provide a record of results. Moreover, it will allow checking the efficiency of the elaborated method of axiological and sensing empathy of the senior high school students during listening to music.

The theoretical background consists of the basic state documents on the development strategy of the artistic education in Ukraine; the general psychology regulations on the interdependent development of psyche and a personality's occupation (L. Zhuravlova, L. Nadyrova, et al.); didactic and methodical foundations of Pedagogy of Arts (H. Padalka, O. Oleksiuk, et al.); conceptual foundations of teaching and education (N. Hudzii, O. Lobova, et al.). The issue of listening to music was studied by such scholars as T. Barysheva, V. Petrushyn, V. Cherkasov, et al.

The academic novelty of the research will be in the following:

- It will be found for the first time that the level of integrated empathy influences the dynamics and formation of semantic area of the personality in adolescence; the essence of the concept of axiological and sense empathy of the senior high school students has been identified; the criteria and levels of axiological and sense empathy of the senior high school students have been defined; the pedagogical terms of the axiological and sense empathy of the senior high school students have been developed and tested; the phased method of axiological and sense empathy of the senior high school students during listening to music has been developed; the diagnostic set of tasks to define the levels of axiological and sense empathy of the senior high school students has been created. It has been discovered the component-based structure of axiological and sense empathy of the senior high school students;
- The functions of axiological and sense empathy of the senior high school students will be specified;
- The methods and means of the musical education of school students at general education school will gain further development.

The practical significance of the research is defined by the ability of its materials to be used while teaching of the senior high school students musical art at general education school. The other criteria are the implementability of the phased method in the above-mentioned area of work, further diversifying of teaching methodologies, and the use of methodic recommendations for the development of axiological and sense empathy of teachers of musical art at general education school. These materials can also be used by teachers of method of musical education. The research conclusions can serve as a basis for updating the content of such courses as “Methods of Musical Education”, “Theory of Musical Education”, “Methods of General Music Education”, “Musical Pedagogy”.

Thus, the issue of axiological and sense empathy is regarded as a priority, considering that the young generation is charged with the loss of moral compass, earthliness, aggression, and violence. In this regard, there is a need to provide senior high school students with all the conditions for their comprehensive development of moral and emotional values, communication capabilities, sense of beauty in the arts and life, including axiological and sense empathy.

In modern psychological and pedagogical literature there are a few terms to describe the essence of the concept of “axiological and sense empathy”, such as “sympathy”, “empathy”, “artistic empathy”. All researchers, however, despite different interpretations, reduce all its manifestations to emotional response, i.e. the ability to understand the emotional state of the other person.

The perception of music, along with other types of musical activity – performance and listening – affects the development of the axiological and sense empathy of senior high school students. All types of musical activity are interrelated and complementary. However, we focus our attention on listening to music, therefore it is the leading type of musical activity of senior high school students. Listening to music is a means of communication between people, it can be a mediator in the dialogue of times. It teaches people to understand and empathize with the other people. When listening to music, we listen to a man.

Conclusions. The main indicator of the axiological and sense empathy formation of senior high school students, will be, from our point of view, a positive cultural personal identification, i.e. the acceptance and recognition of the cultural values being the most important, realization of the cultural and historical connections with certain social groups and communities. The changes in the ability of aesthetic self-identification will be reflected in quality indicators of the modern human behaviour: a conscious choice of the aesthetic values, the need in self-development and artistic interest, independent and free artistic creativity to produce new cultural values.

References translated and transliterated:

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ESSENCE AND SPECIFICS OF REFLECTIVE ABILITIES IN MUSIC TEACHER ACTIVITY

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Abstract. *The article deals with the specifics of reflective activity and reflective abilities of music teachers, as well as the significance of this phenomenon for effective educational activity in the field of music art. Reflection is considered as a necessary condition of self-development and professional self-formation in the process of his music training. The essence of music teacher reflective abilities as a personal and professional metaformation is defined.*

Keywords: *reflection, pedagogical reflection, reflective abilities, self-analysis, self-evaluation.*

The current stage of the society development is characterized by the dynamism of the socio-economic, scientific and technical, spiritual changes. It attracts significant attention to the field of education, which should be a medium for the formation of creative, active and adaptive personality able to develop successfully in the modern world. An important trend of the teacher development is actualization of self-control and self-esteem as the most important factors of his activity. Internal control and self-regulation in the course of activity stimulates the development of the prospective teacher ability to pay attention to his own inner world, which is inextricably linked with the emergence of interest to the reflection of one's activity in the process of evaluating oneself as a personality, a pedagogue, a musician. Thus, reflection becomes the basis of teacher's professional activity, since it contributes to the achievement of its maximum efficiency with the help of a creative approach, increasing awareness, active and subjective management of acquiring knowledge.

Reflection in pedagogical activity covers all types of activity. This is the process of subject's cognizing and understanding methods of activity, problems and their solutions, understanding emotional reactions and changes in the