

Accepting and tolerant attitudes towards music and art from the perspective of teacher candidates

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Abstract

Tolerance, as an indispensable element of culture, peace, democracy and human rights, is given a prominent role in the 21st century. It is above all in the field of education and upbringing, where its interpretation and reinterpretation are essential and of the utmost relevance. In view of the challenges of the 21st century, the application of all these factors and principles is extremely relevant, justified and necessary, namely at all levels of public education, and accordingly also in the training of teacher candidates. At J. Selye University, the principles of mutual acceptance, understanding, and tolerance are given special attention and emphasis. This is not by chance, but, among other things, it is in view of the specific mission, importance and milieu of minority university education. The aim of the study and of our research is to map the connection points of multiculturalism, acceptance and tolerance within the framework of music and art education, as well as their place and significance among student teachers at J. Selye University. The target group is the students of the Faculty of Education of the J. Selye University, who came from various regions of Slovakia and Hungary.

Keywords: acceptance; inclusion; tolerance; music; art; attitudes; teacher candidates

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Introduction

The arts, including music, are as ancient as mankind, occupying a privileged place in people's lives since the beginning of time, having a significant impact on the body, soul, emotions, health and social relationships. The concrete formulation of this is quite diverse. In some explanations, music has been associated with magical powers and seen as a gift from the gods. In ancient cultures, music was seen as having a significant moral influence, influencing people's moral behaviour, thinking and personality. According to Plato, music has a calming and stimulating effect, which he considered necessary for the harmonious balance of man. In contrast, Aristotle believed that music has a purifying and entertaining effect. He was convinced that the stimulating effect was necessary for the purification, the 'catharsis' of man. What all these explanations have in common is that music has a power to influence people, to change their attitudes, thinking and behaviour.

The recognition of the power of music and its significant impact has also justified and substantiated the importance of music education. Already in ancient Greek and Roman education, it was a key part of education, part of the seven arts, and later in the Middle Ages it was central to the 'seven liberal arts'.

The fact that music and musical activities and practices have an outstandingly high developmental impact, has been proven many times over. This phenomenon is even more pronounced in the case of people with intellectual disabilities or disadvantages. Music, as an important segment of the arts, helps them to develop intellectually, emotionally, mentally and socially. Singing, playing instruments and improvisational musical activities provide all participants with the pleasure of making music, development and growth through musical experiences, social integration, acceptance of difference, and a sense of inclusion, whether they are children or adults, healthy or disadvantaged.

Acceptance and tolerance attitudes towards music, art and multiculturalism

Music education, in a broader sense artistic and aesthetic education, represents an essential segment of education at the kindergarten and school level, from which it naturally follows that music education is also an integral part of teacher training. This includes kindergarten pedagogy, teacher training and study programs related to training. It can be said that the important elements of musical education and artistic and cultural education include acceptance, cooperation, and tolerance, taking into account the characteristics of multiculturalism and interculturality.

The concepts of multiculturalism and interculturality can both be found in the literature, which show neither complete similarity nor complete difference. Some specialised literature (e.g. Cs. Czachesz 2007) as well as the European Council use the conceptual system according to which multiculturalism is understood as society, and interculturalism as educational initiatives dealing with diversity. "*Multiculturalism [...] is a way of thinking, while cultural diversity and multiculturalism refer to the empirical fact that different cultures exist and can influence each other in a given area and within a given social organisation.*" (Council of Europe 2008, 10) Based on this approach, we are talking about diverse coexistence, encounters between cultures, or the complex process of multiculturalism, the success of which is greatly influenced above all by individual attitudes, stereotypes, and social organisation, but to a significant extent by history, the economy and, last but not least, education. Multicultural education is not limited to a single arena, nor is it only the responsibility of the teacher. The implementation of multicultural education is a constantly changing process, which is always realised in current interactions and finds a place among the opportunities provided by the current social situation. As a result, the active agents of multicultural education are: the student, the teacher, the parent, the current social policy, but also the school staff who are not closely involved in education (Páva 2015). The literature and the Council of Europe have replaced the concept of *interculturality* with a definition of

intercultural dialogue. “*Intercultural dialogue: an open exchange of ideas between individuals or groups from different ethnic, cultural, religious and linguistic backgrounds and heritages, based on mutual understanding and respect, and respect for each other’s views [...] It applies at all levels: within society, between European societies, and between Europe and the rest of the world.*” (Council of Europe 2008, 10) Based on this, it can be concluded that in Europe the concept of interculturalism usually means interaction and acceptance between social groups, while the concept of multiculturalism refers to the structure of society and the influence of different cultures on each other (Páva 2015).

In the context of our study, whether we talk about multiculturalism and multicultural education or about interculturality and intercultural education, the focus and approach is always on differences, respect for differences, mutual understanding and acceptance, and last but not least tolerance. Tolerance, as an indispensable element of culture, peace, democracy and human rights, is given a prominent role in the 21st century. Above all in the field of education and upbringing, where its interpretation and reinterpretation are essential and of the utmost relevance. Today tolerance must be understood and applied not in its “passive” sense (i.e. the principle of indifference and disregard for others), nor in terms of a “laissez faire, laissez passez” approach (i.e. not living together, but only living side by side, with the slogan “live and let live”), but in the full sense of tolerance and in its “active” form (Kusý – Stredlová 2003). Along these lines, it is essential to consider, understand, accept and tolerate otherness, other people’s values, affiliations, culture, art and traditions.

In view of the challenges of the 21st century, the application of all these factors and principles is extremely relevant, justified and necessary, namely at all levels of public education, and accordingly also in the training of teacher candidates. This is necessary because the teacher, trainer, or educator plays a crucial role in shaping the thinking, education, values, life philosophy and attitudes of future generations. At J. Selye University, the principles of mutual acceptance, understanding, and tolerance are given special attention and emphasis. This is not by chance, but, among other things, it is in view of the specific mission, importance and milieu of minority university education. These principles are (also) served by the subjects which encourage, motivate and inspire students to learn and master the concepts presented and to apply them in practice.¹

Tolerance, acceptance, cooperation and collaboration are also used in the art and cultural education courses, which are part of the *Teacher Training and Pedagogical Sciences* degree. In particular, these are part of the study programme in

¹ At the JSU Faculty of Education, students study, among other things, Intercultural Education, Social Psychology or Social Psychology, Pedagogical Communication, Pedagogy of Minorities, Cultural Anthropology of Education, Music Literature for Children and Youth. In the framework of compulsory and compulsory optional subjects, they can learn about the principles of education for tolerance, acceptance, the tools of tolerant communication, and the related current literature. (See e.g.: Nagy – Strédl – Szarka 2018; Nagy et al. 2019; Kusý – Stredlová 2013; Liszka 1990, 2009; Horváthová – Szókö 2016; Horváth – Tóth, 2018, Csehi – Tóth-Bakos 2022).

Early Childhood and Primary Education in the bachelor's degree, the master's degree in *Teacher Education* and the *teacher training programme*.

Purpose and methodology of the survey on the relationship between acceptance and tolerance attitudes

It is well known that the approach and reception of individual art branches, including music, visual arts, drama, literature, photography, industrial art, and individual art trends, is subjective. Their wealth of content, their art-historical diversity, their colourful style, and their emotional impact enable both the active practitioner and the receiver (i.e. the observer and the listener) to choose, perceive, accept, and embrace. All these factors inspired the research below.

The aspects outlined, i.e. the connection points of music and art education and acceptance and tolerance in minority education at the university level in Slovakia, justify the assessment and examination of the opinions, views, and experiences of the students in this direction. The target group is the students of the Faculty of Education of the J. Selye University, who came from various regions of Slovakia and Hungary to the Slovak higher education institution with the intention of completing their university studies and obtaining a university-level professional qualification here. Given that the composition of the group is made up of students from both national minority (Hungarian-speaking) and Slovak schools, as well as from schools and educational institutions in Hungary, this results in different perceptions, attitudes, opinions and expressions of opinion among the members of the groups and communities. The research therefore presents some segments of a questionnaire survey, as well as the results obtained based on the analysis of the answers to the questions and the opinions expressed. The aim of the research is to map the connection points of multiculturalism, acceptance and tolerance within the framework of music and art education, as well as their place and significance among student teachers at J. Selye University. The survey was carried out over several semesters, in the summer semesters of the 2020/2021 and 2022/2023 academic years, and in the winter semesters of the 2021/2022 and 2023/2024 academic years. The research sample was made up of student teachers of the Faculty of Education of J. Selye University. The survey was carried out using a questionnaire method and they expressed their opinions, answers and experiences to the formulated questions in written form. On the one hand, the questions were related to the content of art-oriented subjects, and on the other hand, they were oriented to the conditions that mapped factors such as acceptance, tolerance, and cooperation of multicultural groups with a heterogeneous composition in terms of national and ethnic affiliation. The students were not given any stipulations regarding the answers, they were free to express their opinions at any length. This was done to ensure the objectivity of the survey. A total of 260 students were approached for the survey, and those teacher training students who had completed a music and/or arts subject, which are: Basics of Music Education (pre-school education, basic level), Music Literature for Children and Youth (teacher education, Master's

degree), Thematic Topics in Education 4 - Aesthetics, Art, Culture (Pedagogy and Public Education, basic level), Art Education (teacher education, basic level).

Acceptance and tolerance attitudes in light of the results and conclusions of the survey

A total of 214 student teachers actively participated in the survey (out of the 260 addressed), i.e. 214 participants returned the completed questionnaire. Based on the results of the background check, it can be established that 81 percent of the 214 participating students (174 students in terms of numbers) are full-time students, and another 19 percent (40 students) are participating in the correspondence course. According to gender, the vast majority of those who filled out the questionnaires were represented by women at 89 percent (190 students), with a significantly smaller proportion of male respondents at 11 percent (24 students). Among the student teachers participating in the survey, 156 indicated Slovakia as their place of residence and 58 students indicated Hungary. It follows that 73 percent of the respondents are students from Slovakia and 27 percent from Hungary.

	from Slovakia	from Hungary	In total
number of students	156	58	214
%	73	27	100

Table 1: Number of students from Slovakia and Hungary

After the background information questions, we focused on three questions.

1. With the *first research question*, we sought the answer to *whether the teacher candidates consider it important to get to know the culture, artistic values, customs, and traditions of other peoples, nations, and nationalities in addition to their own.*

2. With the *second research question*, we focused on *how the student teachers experienced/experience "mixed composition" heterogeneous groups in terms of national, ethnic affiliation, and cultural diversity, and what experiences they gain in terms of acceptance and tolerance in a multicultural environment.*

3. With the *third research question*, we intended to map *whether student teachers consider it important to incorporate and adapt multicultural knowledge and experiences into teaching practice.*

The survey results

An important finding is that the respondents were in complete agreement based on their answers to the *first question*. To the question, which was whether *teacher candidates consider it important to get to know the culture, artistic values, customs, and traditions of other peoples, nations, and nationalities besides their own*, all of the 214 respondents indicated yes. This is extremely gratifying, as it is particularly important from the point of view of the teaching profession to get to know, respect, partly nurture and promote cultures, artistic values and traditions other than one's own, thus practising and applying the principles of acceptance and tolerance. The result obtained therefore provides confirmation of the first research question, according to which the student teachers consider it important to get to know the culture, artistic values, customs, and traditions of other peoples, nations, and nationalities in addition to their own.

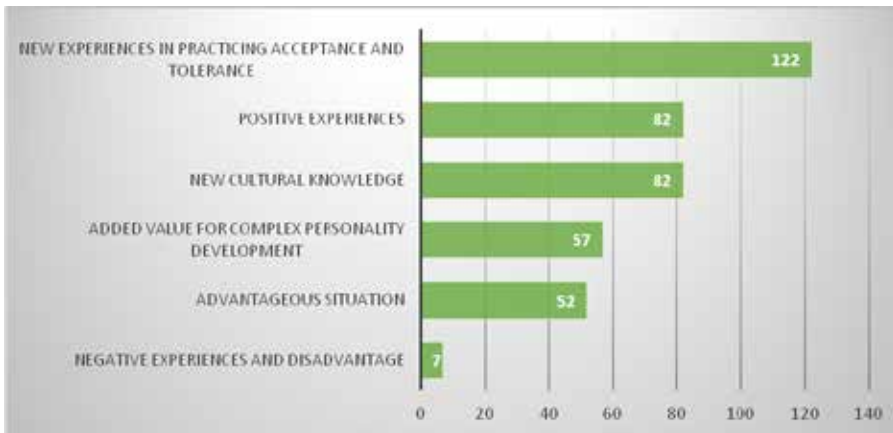
From the point of view of our research and the context of our topic, we expected important and relevant answers from the *second research question*. The student teachers had to express their opinion on how they experienced/experience heterogeneous groups with a "mixed composition" in terms of national and ethnic affiliation, cultural diversity and values. Furthermore, they were asked what *raison d'être*, positive or negative experience, advantage, disadvantage, or added values they think they recognize, to experience acceptance and tolerance in a multicultural environment. Here it was possible to choose from several options, and to choose multiple options if applicable, which were the following: *positive or negative experience; advantage or possible disadvantage; new cultural (artistic) knowledge within your studies; new experiences for practising acceptance and tolerance; "added value" to the complex personality development*. All this from the point of view of either individual or group interaction.

Regarding this question, 2 out of 214 students did not indicate a single option at all, so they did not take a position. As a result, we had the answers of 212 respondents available for the analysis and evaluation of this question.

A total of seven responses received can be considered a *negative position*. The given situation was identified as a *disadvantage* by 3 students and as a *negative experience* by 4 students. In all cases, the reason given for the disadvantages encountered and experienced was lack of knowledge of the Slovak language. On the other hand, learning in the examined heterogeneous groups and the multicultural environment were defined as a *positive experience* by a significantly larger group of students, exactly 82 students, and 52 students as an advantage. The next opportunity, i.e. *the chance to expand new cultural (artistic) knowledge within the studies*, was also nominated by the same number of students, 82, while the *new experiences for practising acceptance and tolerance* were qualified by the most, i.e. 122 students. And 57 respondents consider the investigated conditions as *"added value" from the point of view of complex personality development*.

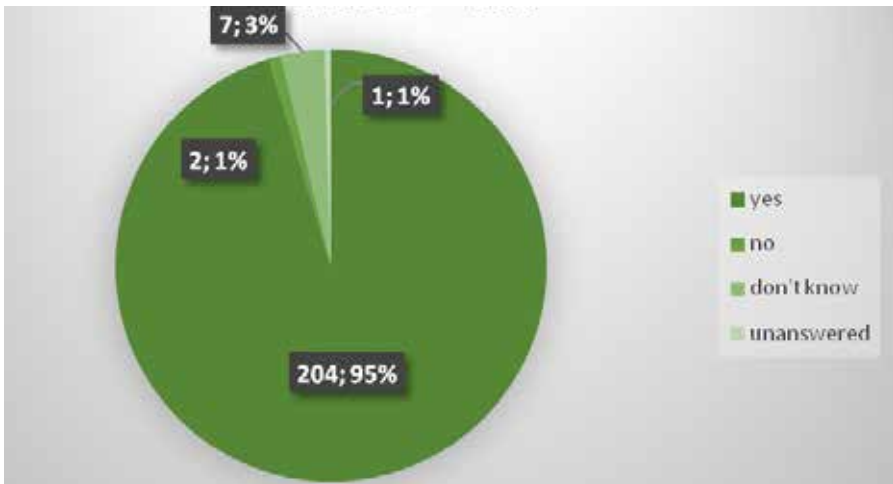
The quantitative data (see *Graph 1*) suggest that the highest scores were obtained for this question, with student teachers' *attitude of acceptance and tolerance* ranking first in the list of questions and response options by a significant

amount (122). *Positive experiences* classified by student teachers (82) and the *acquisition of new cultural (artistic) knowledge within university studies* (82) finished in second place with the same marking index. They were followed in order by the designation of an *advantageous situation* (57), the designation of “*added values*” in terms of *complex personality development* (52), and the classification of *negative experience* (4) and *disadvantage* (3) finished last, with a significantly smaller proportion, with a total of 7 designations. Based on the results obtained, it can be stated that the second research question was also answered, as there was a significantly high indicator (122 out of 214 respondents) of acceptance and tolerance attitudes in the responses of student teachers regarding cultural diversity, heterogeneous groups of “mixed composition” and experiences in multicultural environments.



Graph 1: The opinion and experience of student teachers in heterogeneous groups, in a multicultural environment (Source: own figure)

With the *third research question*, we intended to map *whether student teachers consider it important to incorporate and adapt multicultural knowledge into teaching and training practice*. Respondents could choose from three options: yes, no, and I don't know. In total, 213 answers were received (out of 214) in the following composition: 204 answers were “yes”, 2 marked “no”, 7 marked “don't know” and in one questionnaire this question remained unanswered. With this result, the 3rd research question was confirmed, according to which the student teachers consider it important to integrate and adapt the knowledge they have experienced and acquired in a multicultural environment into their teaching practice.



Graph 2: third research question results

As the last point of the questionnaire, the respondents had the opportunity to freely describe their individual opinions, experiences, and views. So, if they had any thoughts or experiences 1.) *regarding the diversity of music education and art education and the differences in the interests of the group members in the arts,* 2.) *regarding heterogeneous groups and multicultural environments - either in education, university studies, or in relation to other circumstances experienced as a result of social life,* they could briefly explain and summarise this. The analysis of the received answers and the qualitative research resulted in valuable and instructive knowledge and conclusions. Student opinions, experiences, and opinions can be classified into three groups: *negative opinions, neutral opinions, and positive opinions.*

Overall, it can be concluded that only 7 student positions are considered to be classified in the group of negative opinions, and the expressed opinions and views of 10 students proved to be neutral opinions. A positive opinion can be defined as any statement that includes positive experiences, benefits, acquisition of new cultural knowledge, added value for complex personal development and last but not least new experiences in the field of acceptance and tolerance. Overall, these responses totalled 395 student teachers' remarks and affirmations, from 214 respondents who chose more than one response.

Based on a closer examination and analysis of the answers, we would like to highlight some authentic opinions that support the reason for classifying student views and experiences into three groups - negative, neutral, positive.

From the student opinions (7) reflecting **negative positions or disadvantages**, we would highlight the following:

"I often felt ostracised. However, I would like to learn a little Slovak, that might help."

"For me, it was a disadvantage if we were given an assignment in Slovak. But the group mates helped when requested."

“Since I graduated from Slovak schools, I was afraid that it would be difficult to learn Hungarian, but for now there is no problem, because the group mates always help and explain.”

“For me, it is a shortcoming and a somewhat negative experience that I do not use and speak the Slovak language. Anyway, getting to know a new culture attracts me, because I can enrich myself with positive encounters and new experiences.”

A “fraction” of the teacher candidates (10 students) took the **neutral point of view**. These can be traced in the following selected formulations:

“It was neither an advantage nor a disadvantage for me.”

“For me, it is neutral that SJE students form heterogeneous groups in terms of affiliation.”

“The heterogeneous composition of the university means nothing to me. At other universities, the difference is more obvious.”

“Neither a disadvantage nor an advantage.”

The overwhelming majority of the answers and experiences of the student teachers can be classified into the group of **positive opinions**. The beneficial effects were formulated from different perspectives, supported by subjective and objective reasons, which focus above all on the following aspects:

in terms of getting to know “other” cultures,
social and interpersonal relationships, the construction of “borderless” friendships, as well as the practice of acceptance, tolerance, and cooperation,
the effect of heterogeneous groups on university studies, the acquisition of new knowledge and experience, partly from the point of view of comparing certain conditions of training.

These are supported by the following selected student thoughts and views.

Getting to know “other” cultures:

“Working in heterogeneous groups is an advantage for me. It prepares you for life after studies. I also improved my cultural literacy.”

“By getting to know each other’s culture and traditions, it was easier to accept each other within the group.”

“For me, it gives me an edge and a positive value. It gives an opportunity to build international relations. We have the opportunity to look into the educational programs of the two countries and to compare Hungarian culture within Hungary and across the border.”

“It was definitely an advantage, we were able to compare our different cultures, which was also coloured by the minority Hungarian identity. The difficulties of Hungarians living in minorities were also shown during the study of contemporary Slovak literature studied within the framework of the Regional Education subject. As a native Hungarian, I see many things differently since I became a student at SJE, and by taking advantage of the mixed group, I delved deeper into the study of the culture and everyday life of Hungarians across the border.”

“When I found out that I would have fellow students not only from Slovakia, I was even happy to hear the news. It’s an opportunity to get to know each other’s culture.”

“In my opinion, it is an advantage if everyone comes from a different community, as you can learn a lot about other people and what culture and customs exist in other environments.”

Practising acceptance, tolerance and strengthening social relations within groups, as well as helping and supporting each other, understanding and tolerating differences, building new “borderless” friendships and relationships:

“My experience with heterogeneous groups is very good. Everyone steps out of their comfort zone a little, but thanks to this, we get to know and experience many new, unknown and valuable things.”

“The heterogeneous composition is a big advantage for me. Mutual help and acceptance within the group is natural. I consider my years at Selye to be one of the greatest gifts of my life.”

“During my studies, I managed to make new friends with fellow students from other countries. I have had very positive experiences with both teachers and fellow students. It helped change my fears and prejudices.”

“I consider myself lucky. We accepted and helped each other unconditionally.”

“This is a beautiful symbol for me. It helps to get to know Hungarians across the border and the situation of Hungarians across the border.”

“Learning about traditions from the Hungarians in Slovakia that we don’t have in Hungary is an excellent opportunity from the point of view of practising acceptance.”

“Art education is very important. I also experience this in my work. During the music and visual arts sessions, the children are completely liberated, they are much more open, they make friends and get closer to each other more easily. My experience in this area at the university is also good. Everyone encounters something new and unknown, as our cultural interests are colourful and diverse.”

New experiences and views influencing university studies:

“I was surprised to realise how different our cultural interests and abilities are, despite our small group. On the other hand, by being able to get to know and experience a culture other than my own, it makes teamwork and learning easier.”

“I can only evaluate the mixed groups positively, we learned a lot from each other, every one learned something new from the other.”

“For me, it’s an advantage because they are different from us in many ways. Different words and expressions are used for certain objects and addresses. We had a good laugh at these, while we got closer to each other, got to know each other’s expressions and learned new words.”

“It’s refreshing to learn about other people’s experiences from another country, another school system. We can better compare the operation of the two school systems, or the teaching of writing in the two countries. This also makes the lessons more interesting.”

“Getting to know other cultures broadens people’s horizons and brings about positive development in all respects.”

“I consider studying in heterogeneous groups to be a very positive experience, much more instructive and productive.”

“It’s good to study in a group with Hungarian colleagues, because we can compare how their education system is different, and they draw our attention if there are cultural shows and various interesting programs available to us, or new book presentations and lectures. This is only good for everyone, because we can know and learn more from more places.”

“Thanks to the diversity of art education, I feel that I have improved a lot and acquired skills such as creativity, cooperation, and acceptance. I think that art education is very important, because art itself supports acceptance and tolerance, which is essential in today’s society.”

We conclude the series of valuable and instructive opinions and views of the student teachers participating in the survey by recalling two ideas in which mutual respect and acceptance resonate, getting to know and experiencing them within the walls of the Faculty of Education of the J. Selye University in Komárno.

“As a student in Hungary, I have only had positive experiences. Everyone is very kind, helpful and tolerant of each other. This can be said of both the teaching staff and the students.”

“Both my group mates and the university have provided me with an extremely inclusive and supportive environment over the past 3 years.”

“It is a positive experience for me to get to know people from other countries. It would be important for all people to be able to study the culture of other countries. Perhaps we can become much more accepting of others and our horizons will be wider. More opportunities may open up for us, for example in the field of work. It is definitely an advantage if we can enrich ourselves with knowledge of new cultures. That is why I am very grateful to be able to study at Selye University. I have already gained a lot of new things, thoughts, experiences, acquaintances, and friends.”

Summarising the student views and the content of the answers, we would highlight the interaction of multicultural and interpersonal relationships, as well as the principles of mutual understanding, cooperation, tolerance and acceptance preferred by student teachers. The overall results suggest that teacher trainees place a high value on helpful, cooperative, collaborative and, last but not least, accepting and tolerant attitudes and humanistic attitudes within groups. Interpersonal relationships also played a significant role in the views of the teacher candidates, and within these, the spirit of cohesion and group work, with special focus on the importance of relationships between group members and the role of the teacher-student relationship.² This position is reflected in the frequent expressions and repeated concepts found in the students’ opinions, such as patience, understanding, adaptation, tolerance, and acceptance. Reinforcing and supporting this approach with concrete student reflections: *“It is important that we are patient and understand-*

² See also: Kanczné Nagy, K. – Csehiová, A.: Examining the preliminary expectations and fears of first-year teaching students regarding university education (2019).

*ding with each other. We have to accept, tolerate and understand differences.”
“Even among teammates, you have to accept that everyone is different, so it’s important to adapt to others and to each other.”*

Based on the views, opinions, and experiences of student teachers obtained in the presented research, it can be established that the heterogeneous student groups and the multicultural environment produced a positive effect, both for individuals and for communities. They have a motivating effect, with strengthened communication and cooperation. The majority of feedback is positive. All of this was enhanced by the experiences provided by the arts in art classes, seminars, and workshops. Art overcomes the limits of its content and material with the help of experiential, multifaceted, interactive and creative activities. As a result, it determines the formation, emotional and intellectual development of the entire personality, and last but not least, it also has a positive effect on the development of higher psychic functions (Csehiová - Kanczné Nagy 2019, Csehiová 2020). Ultimately, these aspects - the interaction of art education and teacher training in the spirit of acceptance and tolerance - will significantly help university students in Slovakia and Hungary to understand, help and support each other, to tolerate and accept the diversities and differences that arise.

Our research provided us with much instructive information, knowledge and many results. In conclusion, in an effort to foster and build interpersonal and intercultural relations, to promote mutual respect and acceptance of each other’s cultural, musical and artistic values and traditions, the significance of tolerance and acceptance in terms of national, ethnic, and regional identity, as well as in cultural heritage and traditions, and in bringing teacher trainees closer together cannot be understated. Because *“science, art are rooted in one. Each reflects the world in its own way. It is based on keen powers of observation, accurate reproduction and higher synthesis of observed life, and the basis of scientific and artistic greatness is the same: the true man, vir justus.”* (Kodály 1974, 454)

Concluding and closing the survey

The research results show that teacher candidates are open to diversity and heterogeneity, and consider it important to learn about the arts, traditions and customs of other cultures and people. There appears, therefore, to be an accepting and inclusive attitude, as well as a positive attitude towards tolerance. The positive effects and benefits of heterogeneity are highlighted in significantly high proportions, and it is considered important to reflect this in the educational process. These results clearly point to the need for an inclusive approach, acceptance and tolerance.

Our experience in university education shows that there is a wide variety of musical education and attitudes towards music and art among teacher students. Our previous research (Csehiová 2020, 2022, Kanczné – Csehiová 2018) has confirmed this and has highlighted that in the absence of previous education, student teachers face serious challenges and difficulties in their musical studies. Our further research (Csehiová – Tóth-Bakos 2022) has also shown that the artistic

preferences of teacher students are highly diverse and rich, and that music is not one of their most preferred artistic fields. These findings call for changes, including towards inclusiveness, which will shape attitudes in a positive direction in terms of music and music-related activities. Because an important mission and task of music and music education is to develop students' musical competences, abilities and skills through a variety of musical activities. An important task is to develop and strengthen students' interest in music and the arts, their positive relationship with them, their awareness of their own cultural identity and their ability to accept the values of other cultures (Orsovcics et al. 2018).

In today's world, diversity is more and more present in every field. This is no different in education. But meeting this diversity in terms of content, expectations, needs and requirements is a challenge. In this respect, it is essential to implement an inclusive approach, of which one pillar is not to integrate the incoming 'basic material' into the strict framework of the education system at all costs and to uniformise it, but to adapt the teaching and learning process to its needs, flexibly shaping its framework. Another pillar is that, in this light, it does not 'uniformise' the target and the end product or output, but rather makes the best possible output from the given starting material, thus maintaining the uniqueness of diversity. Thus, in accordance with the inclusive approach, it is necessary to enrich, constantly renew and expand the methodological repertoire within the educational process, in order to have a broader range of methods available to meet the most diverse needs.

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