

УДК 371.032

S. I. YAKYMENKO

Mykolaiv

FORMATION OF TOLERANT RELATIONS OF PRIMARY SCHOOL AGED CHILDREN

The question of formation of the tolerant relation of primary school aged children in teaching and educational process of elementary school is considered in the article. Analyzing approaches to tolerance formation of primary school aged children which found the reflection in concepts of foreign and native scientists we highlighted conducive conditions to the formation of tolerant relations of primary school aged children

Keywords: tolerance, intolerance, younger student, tolerant relations, tolerant environment.

Problem statement. Creation of the tolerant environment is actual one for the process of forming a new model of continuous education which displaces accents of education with compensatory-adaptive tasks on task training a child to participate in positive changes and updating of the social environment and in uncertainty situations as well.

Tolerant the environment is based on humanistic, moral values and creates conditions for development of intersubjektival process of education against a background of personality actual transformations and it is a condition of the humanistic education that develops and brings up the tolerant personality with an adequate self-assessment which masters and transforms world around actively, it is opened and it is free, with highly developed mechanisms of the self-identification that expresses certain spiritual and cultural historical values.

Leading role in distribution of the principles of tolerance is allocated for pedagogy. The Universal Declaration of Human Rights states: «Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace».

It is necessary to develop the simple and attractive principles of pedagogic of tolerance for all sectors of society and age groups.

This situation applies to both preschool age and younger school age that the importance in primary formation of the personality belongs to. At the age of preschool and younger school the main moral values, norms are put, there is a for-

mation of representations of the importance of human dignity, understanding of value of the personality and other people; the respect, tolerance, feeling of solidarity and aspiration for cooperation, ability of nonviolent permission of conflict situations is cultivated. Due to plasticity of nervous system, openness of the adult influence, the child of such age intensively acquires various knowledge about the world and skills of its knowledge, starts acquiring actively society values to get acquainted with social roles (Sh. Amonashvili, L. Vygotsky, O. Zaporozhets, M. Pidnyakov etc).

The analysis of the last researches and publications on a study showed that the problem of tolerance is many-sided. It is considered in evolutionary and biological, ethical, political, philosophical, social, psychological and pedagogical contexts. In the history of scientific thought it was an object of research of such thinkers as Confucius, Protagor, Democritus, J. Locke. Voltaire, E. Kant, D. Diderot, J. Komen-sky, J. J. Russo, Ya. Korzhak, G. Skovoroda, L. Ukrainskaya, I. Franko, I. Ogiyenko, V. Sukhom-linsky. In philosophical works of M. Babij, Yu. Ishchenko, V. Lektorsky, V. Pisotsky, L. Skvortsov, V. Ulanov. Theoretical and pedagogical problems in a studied format recently were considered by Yu. Bondarenko, M. Borishanska, A. Varyash, V. Vsilenko, L. Vasilyeva, V. Galuzin-sky, A. Gurevich, M. Evtukhov, G. Zhurakovsky, O. Zelensky, M. Ignatenko, F. Kardini, V. Klepikov, V. Kravets, A. Leonov, V. Malyavin, M. Piotrovsky, M. Fitsula and other scientists.

The problem of formation of the tolerant relations covers wide aspect of the resolved issues. However process of education of tolerance, influence of the emotional sphere, a problem of relationship in the school environment, interre-

lation between updating of the valuable relation to and development of the tolerant relation to another is still insufficiently covered.

Problem definition. The purpose of our article is outlining the features of process of formation of the tolerant relations at children of younger school age in system of primary education in Ukraine as one of the priority directions in the conditions of reforming of national education.

Statement of the main material. The tolerance question for creation of the world without evil and cruelty where human life and the principles of humanity are the supreme values became actual recently. Without tolerance and patience it is impossible to construct effective interaction both on interpersonal and more global levels such as social and international ones. Tolerance education is a necessary condition of formation of the completed personality.

Attitude towards others starts being formed approximately from 4 years. It is based on feelings which children managed to understand and learn, on their own not turbid ideas of others. But there is possibility of fear, teasing, barracking appearance based on limitation of life experience, children's spontaneity and some tactlessness which are peculiar to all children at early stages of development. Thus, tolerance – is a pedagogical problem and education of tolerance should be begun at preschool.

The concept of «tolerance» is interpreted as ability of the person to see in other another one, the carrier of other values, logic of thinking, forms of behavior, understanding of its right to be another, other than me; as definitely positive attitude towards difference; ability to look at the world from two points of view simultaneously: its own and other; sign of self-confidence, sensibleness of reliability of the positions; knowledge and development of own personality and identity. It is shown in the positive attitude towards oneself – self-respect and ability to respect the dignity of other people, irrespective of national, ethnic, religious and social identity and specific features; abilities to self-knowledge and self-development; positive attitude towards another and benevolent attitude to the world. That's why family shows a sample and lays the foundation of the tolerant relations.

At younger school age (forms 2–4) adult orientation of children in the behavior is replaced with group of contemporaries orientation. The increasing value for development of the child gets his communication with contemporaries where the relations of friendship, leaderships are acquired. Homosocial nature of communication prevails. Emergence of social behavior is based on moral reasons, calls of duty, altruistic attitudes, that is one of important features at this age. Thus, opportunities for formation of elements of tolerance at younger school age are present.

Tolerance is shown up among younger school students in constant compliance with the humanistic principles, norms and requirements in relationship with people, recognition of requirements and interests of other person, his right for positive will, orientations on positive in people, abilities to moral improvement, constant orientation on other person, respect of its advantage, goodwill, trust, sympathy, empathy, kindness, timely help, virtue and mercy.

The presence of intolerance in the space of educational institution is explained by that it is part of live human reality; it can destroy initial attitudes and an objectivism perception when one of participants of communication is the intolerant personality who brings values system luggage of the culture he belongs.

The distribution of children on tolerant and intolerant is rather relative because the child in the life acts both tolerant and intolerant. However, the tendency to behave tolerantly or intolerantly can become steady personal line that allows distinguishing tolerant and intolerant people and characterizing them.

The presence and interaction of tolerant and intolerant children in space of educational institution is caused by their common place of life and identical contacts with the environment. However their values, methods of communication and interaction are different.

The manifestation of intolerance leads to conflict situations, complicates success, and eventually prevents educational process and personal growth.

The advantage of tolerant people is that they act in interests of success of conducting «cultural» dialogue and prevention of the cross-

cultural conflicts to various social, cultural groups or their representatives. Interaction based on creation of tolerant attitude helps to construct open, caring, free from tension in the school environment that can allow pupils to share the experiences, ideas and concepts freely [8].

We mark out two mechanisms of transition from the intolerant environment to the tolerant one. The first consists in the termination of negative, aggressive or hostile reactions in relation to others.

The second mechanism of development and strengthening of tolerance is expressed in creation of the conditions necessary for implementation of human rights and democracy promotion. Within educational space of school transition to tolerance means cultivation of the relations of openness, real interest in cultural distinctions, recognition of variety, development of ability to distinguish injustice and to take measures for its overcoming, and also ability to allow structurally disagreements and to provide advance from conflict situations to reconciliation and resolution of conflicts. It is shown in aiming of teachers and pupils at the constructive solution of the conflicts of joint activity, they are formed thanks to such important qualities as self-attribution, self-belief and self-justifications, by which main agents of influence and the idea of themselves acquired by them, and also in the organization of a group reflection where the understanding of various behavior of people is reflected.

These mechanisms do not compete among themselves but they are in the relations of mutual addition, especially in a situation when intolerance manifestations are present.

The most important task of the teacher is to learn seeing and distinguishing the first signs of a possible conflict situation to prevent development or to find a compromise tolerant way out of the conflict.

Modern educational community of school educational institution recognizes cultural originality of everyone as valuable and significant, it provides access to whole world civilizations, including personal one, there is a removal of external restrictions of accessibility to other educational systems.

The research of influence of these factors on development of tolerance showed that their un-

derstanding and consideration increase its efficiency. Skillful use of these factors depends on knowledge of the conditions influencing formation of the tolerant personality, i.e. components or the characteristic of the environment where the child develops [8].

At younger school age prerequisites of development of the personality are formed only. However these personal formations are inevitably valuable that defines further development of the personality. Crucial role in development of the identity of the younger school student belongs to the adult who enters the child into that or other activity.

Children at this age are ready to take responsibility for their actions. However it can occur only if adults in return impose to children requirements of responsible behavior. Pupils of forms 3–4 are capable to an adequate self-assessment, but only in those parameters which are systematically and argumentatively used for assessment by adults. Self-assessment formation in other parameters can be significantly left behind by time. It is impossible to expect consistency and independence in the moral judgments from the child of this age. According to the age features children accept uncritically estimates of the group and adhere to them mainly to get approval or to avoid punishment. Work on tolerance formation should be conducted at level accessible to children of specific conceptual thinking [7].

Creative hobby groups, theatrical and choreographic groups of pupils, well-designed school evenings contribute to the enrichment of art and life experience, development of creative activity of pupils in these or those types of the national art and art of other people living nearby. All this allows organizing education of children in the spirit of interethnic tolerance and culture of the world.

Conclusions and prospects of researches.

So for successful problems of formation of the tolerant relations of children at younger school age we should follow the next pedagogical conditions:

- Enrichment of younger school student's outlook with information on culture, history, values of our and other people;

- Creation of favorable psychological climate for positive communication between children of various ethnic groups;
- Inclusion of children of different nationalities to the common cognitive and practical activities, specially designed situations.

In our opinion, realization of the pedagogical conditions and the directions of teaching and educational work stated above allows increasing efficiency of formation of interethnic tolerance among children at younger school age.

After all necessary vital competence, adaptability and adequate orientation of environment, ability to accept people as they are is rather easily and easy formed in the child at this age.

List of references

1. Tolerance learning: [Elek. resource]. — Mode of access: http://pedagogika.at.ua/publ/vchimosja_tolerantnosti/3—1-0—455
2. Honcharenko S. U. Ukrainian Pedagogical Dictionary / S. Honcharenko. — K.: Lybid, 1997. — 376 p.
3. Gryschenko T. N. Tolerance is the ability and desire to dialogue: [Elek. resource]. — Mode of access: ounb.sumy.ua/publish/2008/tolerant.doc
4. Grocholskis A. V. About tolerance and its place in the educational process: [Elek. resource]. — Mode of access: http://www.donnu.edu.ua/journals/dm/_25/49—54%2025_2006.pdf
5. Kirichok V. A. The theoretical aspect of the formation of humanistic values younger pupils in modern terms // Theoretical and methodological problems of the individual in the system of lifelong learning: Workshop Pedagogical Sciences of Ukraine December 16, 2004 / Ed. Acad. S. D. Maksymenko. — K., 2005. — 716 p.
6. Krushelnyskaya O. I. Psychological terms of tolerance formation of younger school students // nachalnaya shkola plus do I posle. 2009. — № 2. — P. 68—72.
7. Pavlov V. D. Tolerance in educational system // Novyiye znaniya. — 2003. — № 1. — P. 20—22.
8. Stepanov P. How to train the tolerance? // Narodnoye obrazovaniye. — 2002. — № 1. — P. 159—165.
9. Sukhomlynsky V. A. Ethics reader / V. Sukhomlynsky. — M.: Obrazovaniye, 1990. — 304 p.
10. Sukhomlynsky V. A. How vospytat nastoyascheho man / V. Sukhomlynsky. — M.: Obrazovaniye, 1990. — 365 p.

С. И. ЯКИМЕНКО

г. Николаев

ФОРМИРОВАНИЕ ТОЛЕРАНТНЫХ ОТНОШЕНИЙ У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

В статье рассматривается вопрос формирования толерантных отношений у детей младшего школьного возраста в учебно-воспитательном процессе начальной школы. Анализируя подходы формирования толерантности у детей младшего школьного возраста, которые отражены в концепциях зарубежных и отечественных ученых, нами выделены условия, которые способствуют формированию толерантных отношений у детей младшего школьного возраста.

Ключевые слова: толерантность, интолерантность, младший школьник, толерантные отношения, толерантная среда.

С. І. ЯКИМЕНКО

м. Миколаїв

ФОРМУВАННЯ ТОЛЕРАНТНИХ ВІДНОСИН У ДІТЕЙ МОЛОДШОГО ШКІЛЬНОГО ВІКУ

В статті розглядається питання щодо формування толерантних відносин у дітей молодшого шкільного віку в навчально-виховному процесі початкової школи. Аналізуючи підходи до формування толерантності у дітей молодшого шкільного віку, що знайшли своє відображення в концепціях зарубіжних та вітчизняних вчених, нами виокремлені умови, що сприяють формуванню толерантних відносин у дітей молодшого шкільного віку.

Ключові слова: толерантність, інтолерантність, молодший школяр, толерантні відносини, толерантне середовище.

Стаття надійшла до редколегії 29.08.2014