



PEDAGOGICAL CONDITIONS FOR THE FORMATION OF FUTURE TEACHERS' READINESS FOR TOLERANT EDUCATION OF ELEMENTARY SCHOOLCHILDREN

Lidiya Cherednyk¹

¹ PhD of Pedagogical Science, Assistant of the Department of Pedagogy of Faculty of Humanities and Pedagogy National University of Life and Environmental Sciences of Ukraine, Ukraine, <https://orcid.org/0000-0002-1006-1363>, e-mail: lidiya2772@i.ua

Abstract:

Relevance: the need to determine the pedagogical conditions of future teachers' readiness for tolerant education of junior high school students due to the processes of globalization, European integration and reform of the modern elementary school, which define the framework of the educational space, built on the statement of man as the largest social value, the principles of humanism, child-centeredness and tolerance, and require a teacher willingness to dialogue by establishing with junior high school students relations of trust, cooperation, compromise, joy, camaraderie, empathy and psychological comfort with younger students.

Goal: based on the analysis of psychological and pedagogical achievements of modern teachers to determine the pedagogical conditions for the formation of future teachers' readiness for tolerant education of primary school children.

Methods: theoretical: analysis, synthesis, theoretical generalization.

Results: based on the generalization of the results of the analysis of psychological and pedagogical sources, the pedagogical conditions of preparation of future teachers for tolerant education of junior schoolchildren are defined as a set of favorable factors that ensure effective implementation of the model of future teachers' readiness for tolerant education of junior schoolchildren.

Conclusions: The pedagogical conditions for the formation of future teachers' readiness for tolerant education of junior schoolchildren are highlighted: pedagogical consensus on the orientation to tolerant education, reflection in the content of professional training of the basic principles of tolerant education, introduction of contextual learning and quasi-professional situations.

Keywords: *pedagogical conditions, training of future teachers, tolerant education, readiness for tolerant education, primary school.*

Introduction. Globalization, European integration, reform as processes that characterize the modern education system, affirm the person as the greatest social value, outline the framework of educational space based on humanism, child-centeredness and tolerance, thus requiring the teacher to be ready for dialogue by establishing relations with younger students, cooperation, compromise, joy, camaraderie, empathy and psychological comfort.

A professionally competent primary school teacher is perceived in society as a person who is able

to establish contacts with all participants in the educational process (students, their parents, colleagues), regardless of age, nationality, social status, belonging to different cultures, etc.; thereby asserting his own tolerant position (Cherednyk, 2020, p. 17). Thus, the future teacher must be a bearer of humanistic values, able to show tolerant behavior and cultivate it in younger students.

Since the process of formation of future teachers' readiness for tolerant education of primary school students is complex, long and covers various areas of

personality (cognitive, emotional-value, activity-communicative), it can not be realized without creating pedagogical conditions, isolation, justification and characteristics of which are for the purpose of this article.

Resources. The theoretical basis of the study were international documents (Declaration of Principles of Tolerance (1995), Convention on Human Rights (1948), Convention on the Rights of the Child (1989), Constitution of Ukraine (1996), Laws of Ukraine "On Education" (2017), "On Higher Education"). "(2014), legal documents of the education system of Ukraine: National Strategy for Education Development in Ukraine until 2021 (2013), Sustainable Development Strategy" Ukraine - 2020 "(2015), the Concept of the New Ukrainian School (2016), the Concept of Development pedagogical education (2018), as well as modern scientific research of the problem of formation of future teachers' readiness for tolerant education of junior schoolchildren, namely: methodological foundations of modern philosophy of education (V. Andrushchenko, V. Kremen, V. Lutay, V. Ognevyuk, etc.); general issues of tolerance pedagogy (M. Andreev, O. Bezkorovaina, O. Griva, G. Kobernyk, L. Moskalyova, Y. Todortseva, etc.); its education in junior high school students (M. Horvat, O. Savchenko and etc.), improving the process of preparation future teachers of primary school (O. Bida, V. Bondar, O. Budnyk, J. Kodlyuk, L. Koval, A. Kramarenko, O. Matvienko, L. Perminova, L. Petukhova, O. Fedy, L. Khomych, L. Khoruzha, etc.); psychological and pedagogical principles of formation of pedagogical tolerance of future teachers (T. Atroshchenko, N. Byrko, T. Varenko, Y. Gordienko, A. Goryanska, Y. Irkhina, E. Kaikova, O. Kondratieva, R. Kostruban, I. Kryvoshapka L Matsyuk, M. Melnychuk, O. Ruda, A. Skok, O. Stolyarenko, I. Sukhopara, etc.); application of foreign experience in training future teachers to cultivate tolerance (O. Orlovska and others).

Goal of the article: on the basis of the analysis of psychological and pedagogical literature to single out, theoretically substantiate and characterize pedagogical conditions of formation of future teachers' readiness for tolerant education of junior schoolchildren.

Research methods: theoretical: analysis, synthesis, theoretical generalization.

Results and discussion. Analysis of general pedagogical works on the formation of readiness of future teachers for professional activity O. Bida, V. Bondar, I. Shaposhnikova, L. Kanishevskaya,

N. Klokar, L. Koval, A. Kramarenko, research on the preparation of future primary school teachers for various types and aspects of education, the formation of tolerance of future teachers as a necessary component of readiness for educational activities, etc. allowed us to identify a number of conditions, compliance with which ensures the formation of readiness of future teachers for tolerant education of primary school children.

In this context, by conditions we mean the necessary circumstances that make possible the above process, "a set of interrelated and interdependent factors that ensure the process of formation" (Wolf, 2017, p. 58) of readiness of future teachers for tolerant education of primary school children.

In the modern pedagogical literature there are several approaches to determining the conditions of the process of formation of readiness for education: detailed descriptive - an attempt to detail the necessary circumstances so as not to lose anything important; conceptual - the separation of a number (2-3) of the main conditions as the minimum necessary for the process; organizational - delineation of only those conditions that ensure the implementation of a particular experimental model; step-by-step - presentation of a set of requirements in a clearly defined sequence (stages of formation of the specified qualities) (Cherednyk, 2020, p. 100).

An example of the first approach is the study of V. Lyapunova (2017), in which the author widely uses general professional and pedagogical approaches. Describing the pedagogical conditions for the implementation of her training system, the researcher identified eight main requirements, including: the functioning of a tolerant educational space in the educational system of values, based on the concepts of consensus (compromise), compromise, mutual acceptance, etc. (Lyapunova, 2017, p. 289); motivation of students' educational and professional activities to master various ways of "being a tolerant teacher", which is expressed in the ability to comprehend the pedagogical reality (Lyapunova, 2017, p. 291); use of pedagogical resources of educational disciplines for formation of readiness for tolerant interpersonal and professional interaction (Lyapunova, 2017, p. 296); integration of information important from the point of view of research to the content of the normative and variable part of training programs, first of all - to psychological and pedagogical disciplines (Lyapunova, 2017, p. 300), etc.

The conditions defined by the researcher are of a general nature and may extend to various aspects of the preparation of future teachers for professional activities, in particular, and the formation of their

readiness for tolerant education of primary school children. In a purely practical plane, we drew attention to the idea of consensus as the basis of a tolerant educational space, which we will develop in further research.

An analysis of the modern scientific literature shows that most researchers of the problems of preparing future teachers for a tolerant solution of educational problems outline the conditions for the effectiveness of this training in general. Thus, the researcher of the formation of readiness of future teachers of the humanities to prevent and resolve conflicts in educational work with students K. Rozum (2015, p. 11) considers the main conditions for ensuring this process to stimulate the development of moral, emotional and volitional qualities of teachers; creating a tolerant environment in the student group; saturation of the educational process with active methods that will promote the formation of future teachers' skills and abilities to prevent and resolve conflicts.

The main pedagogical conditions for ensuring the tolerance of students in the process of civic education, researchers (O. Kozlova, T. Grebenik, K. Rozum and others) consider the formation of a tolerant space, characterized by the unity of all subjects of the educational process and forms of organization of their relations. educational process, the basis of which is the subject-subject relationship in the system "educator-pupil".

According to L. Matsuk (2002, p. 16), the readiness of future primary school teachers for legal education of junior schoolchildren should be formed under the conditions of professional training (formation of legal knowledge in the process of studying professionally oriented disciplines, improving the content of legal education of future teachers). diagnostics of professional readiness), concentrating general pedagogical training, intellectual and psychological qualities and professional competencies.

O. Budnyk (2015, p. 441) refers to the pedagogical conditions of effective solution of tasks of professional training of future primary school teachers for social and pedagogical activity: integrity of training; step-by-step socio-pedagogical orientation of the content of free economic education education on the priority formation of moral-aesthetic and social-communicative components of readiness; humanization of professional training; formation of a positive social and educational environment in the educational institution.

Studying the processes of formation of professional readiness of future primary school teachers to

work with children who have suffered domestic violence, O. Sakalyuk (2016, p. 13) concluded that their effectiveness depends on ensuring the humanistic orientation of professional and humanitarian training of students, democratization of educational the environment of the institution of higher education, stimulation of independent-volitional efforts of students, attraction of potential of pedagogical practice and independent work of students as carriers of practical experience, attitudes, values.

Considering the conditions for the formation of pedagogical tolerance of future teachers of foreign languages in primary school, Yu. Gordienko (2017, p. 11) clearly connects them with the relevant component of the model: theoretical and methodological - scientific and methodological support of the process of pedagogical tolerance; semantic - tolerance-oriented content of training; methodical - a high level of professional competence of teachers in the field of pedagogical tolerance; practical - creating a tolerant educational environment.

According to N. Byrko (2013, p. 9), the effectiveness of professional training of students to form tolerance of primary school students is ensured by implementing a set of pedagogical conditions that include: taking into account the individual level of tolerance of future teachers as a basis for professional activity; filling the content of educational work in the institution of higher education with materials on the development of tolerance and its components; introduction of ideas of pedagogy of tolerance. The conditions defined by the researcher are not directly conditions for preparing future teachers for tolerant education of primary school children, but they relate to the process of educating students, which is based on tolerance and aims to form the quality of tolerant personality (Cherednyk, 2020, p. 104).

Proponents of the organizational approach interpret the conditions not as existing circumstances, but as a system of measures: education of their individual components (attitudes, values, knowledge, skills and abilities) (Yu. Pidborsky); application of humanistically oriented pedagogical technologies within the multicultural approach to the study of philological disciplines; integration of the use of educational potential of philological disciplines in extracurricular activities of students (F. Asanova); optimal combination of theoretical, methodological and practical components of training future teachers for the formation of interethnic tolerance; taking into account the peculiarities of personality-oriented learning (I. Zalesova).

Thus, R. Kostruban (2016, p. 9) came to the conclusion about the importance of using a holistic interconnected set of specifically implemented in the educational process of specific psychological and pedagogical measures that ensure future primary school teachers achieve the appropriate level of tolerance in humanitarian training: 1) using the potential of a systems approach for the formation of the motivational and value component of tolerance in future teachers; 2) development and implementation of the professional profile of the future teacher taking into account the cognitive-semantic component of tolerance, which includes personal characteristics; 3) activation of the conative-reflexive component of tolerance of future teachers by means of training.

Based on the fact that the preparation of future teachers for tolerant education involves the development of tolerance as a professional quality, certain conditions for the formation of pedagogical tolerance of future teachers can be taken into account when determining the conditions for preparing future teachers for tolerant education of primary school children.

Researchers in this area have built a pedagogical model of consistent formation of tolerance in students of higher pedagogical educational institutions, which outlines the main conditions for its implementation (enrichment with information on the principles of communicative tolerance; organization of tolerant interaction in educational and professional interaction, etc.); of this process: updating educational information with the theory of pedagogical and psychological tolerance, training of skills of analysis, construction and presentation of ways to resolve conflict pedagogical situations by means of teacher-facilitator (Yu. Todortsev); development and implementation of new approaches and recommendations for the formation of the content component of educational programs for the training of future high school teachers on the basis of increasing the number of hours for the study of elective subjects on the problems of education tolerance; creative combination of content, forms and technologies for the development of personal and professional qualities; introduction of innovative learning technologies in training; study of the experience of teachers-practitioners; taking into account progressive ideas of foreign experience, etc. (O. Orlovska).

Recently, a step-by-step approach has become widespread among researchers, according to which the conditions for carrying out a certain type of training for future teachers are associated with a specific stage. This approach is followed by A. Logvinenko,

who considers the optimal three-stage (motivational-instructional, communicative-behavioral; independent-creative) approach to the organization of the process of training future foreign language teachers to the formation of tolerance of primary school students; I. Kryvoshapka, which determines the main conditions for the implementation of the process of educating tolerance of future teachers in higher education (enrichment of the content of the special course interdisciplinary links in psychological and pedagogical disciplines with emphasis on the course "Fundamentals of pedagogical skills"; special course "Pedagogy of tolerance in higher education"; creative use of innovative personality-oriented technologies, etc.), linking them with certain stages of training (informative; motivational; activity-creative).

Thus, the analysis of scientific research on the conditions of formation of future teachers' readiness for tolerant education and its individual aspects shows that researchers associate them with four groups of factors: the educational environment in which the process of training; available qualities of process participants; the content of the training process and its organization.

One of the main conditions for the formation of tolerance in future teachers, scientists consider the presence of a tolerant educational environment (space): "functioning of a tolerant educational space" (V. Lyapunov), "formation of tolerant space" (O. Kozlova, T. Grebenik), "creation of tolerant educational space" (I. Kryvoshapka), etc. That is why we refer to the first group of conditions those related to the educational environment, but we will consider it not as a condition, but as a guide.

Researchers have identified a number of main features of a tolerant environment: creating an atmosphere of nonviolence and safe interaction in the student environment; democratic style of pedagogical leadership and pedagogical communication; cooperation and dialogue between all subjects of the educational process, etc. (V. Lyapunova, 2017); establishing relations of mutual understanding and mutual demands on the basis of trust, respect, patience, friendly relations between the administration, teachers and students; creating an emotionally positive atmosphere and psychologically comfortable conditions for creative self-realization and cognitive activity of students, etc. (I. Kryvoshapka, 2015); joint development of rules of conduct in the audience; agreement that the classroom is a zone free from ridicule, mockery and aggression; observance of fundamental human rights and freedoms; creating situations of success; assessment of

actions, not personal characteristics of subjects; respect for the opinion and position of another; assertiveness of behavior; transfer of conflict situations in a positive direction; dialogicity and reflectivity of interaction; compliance with the regulations during classes (Yu. Gordienko, 2017, p. 175).

It is logical that the presence of a tolerant educational environment (space) in the process of training future primary school teachers will positively affect the formation of readiness for tolerant education of students, but we believe that the creation and improvement of a tolerant educational environment is not a condition but a parallel training of a specialist in the process, its integral part.

We believe that the first important condition for the formation of future teachers' readiness for tolerant education of primary school students is consensus, a kind of agreement of the subjects of educational environment to adhere to the principles of tolerance in training, which either states a tolerant educational environment or declares the intentions of subjects educational process for its creation. In this sense, we develop V. Lyapunova's idea of consensus as the basis of a tolerant educational space. However, we consider it not only as a principle of organization of the educational environment, but also as a condition for the formation of readiness of future teachers for tolerant education of primary school students (Cherednyk, 2020, p. 117).

Consensus is a general agreement of the participants in the educational process, which is characterized by the absence of serious objections to significant issues of content and organization of educational activities, which is achieved as a result of a procedure aimed at taking into account the views of all participants and converging differences. According to O. Hryhor, consensus is not unanimity, as there is no need for a complete coincidence of positions of all participants in the process to make a decision. Consensus presupposes only the absence of direct objections and fully allows for a neutral position (refraining from openly expressing one's own views) as well as individual objections to decisions (unless they usually undermine the basis of the agreement reached). However, consensus is not a majority decision because it is incompatible with the negative position of at least one participant (Grygor, 2014, p. 400).

In our study, pedagogical consensus is a basic condition for the process of preparing future teachers for tolerant education of primary school children and involves the consent of participants in the educational process to adhere to the principles of tolerance: teachers (inclusion in the content of disciplines

related to tolerant education; cultivation of tolerant attitude; educational process, application of methods and techniques that promote the detection and development of tolerance, etc.), students (recognition of the principles of tolerance, their observance, cultivation of tolerant relationships in the student environment, etc.), administration (promoting tolerance, democratic principles, etc.).

Consensus does not arise by itself. It can exist as a tribute to a tradition that has long existed in the educational environment of free economic education, as a result of solving a difficult pedagogical situation, the need to implement a certain idea initiated from outside (government programs, concepts, orders or arise within the environment (testing of scientific developments of teachers, work to improve the educational process and microclimate in student groups, etc.).

In our study, consensus is defined as the result of several factors: tradition, the implementation of the ideas of tolerant education and the concept of the New Ukrainian School (Cherednyk, 2020).

The second group of conditions for the formation of the readiness of future teachers for tolerant education of primary school students, researchers include the presence of certain qualities of the subjects of educational activities. First of all, such qualities of students are: motivation of students to master various ways "to be a tolerant teacher"; increasing attention to the motivational component of readiness (V. Lyapunova, O. Budnyk); culture of communication as comprehension of others in dialogue and synergetic thinking (O. Kozlova, T. Grebenik); taking into account the individual level of tolerance (N. Byrko); skills of polysubjective and dialogical communication (Yu. Irkhin).

We believe that the requirements for the qualities of students are not entirely correct, as the vast majority of them can be formed in the process of training future teachers. In addition, the preparation of future teachers for tolerant education of primary school students involves the coverage of all students, and then should be standardized in the widespread practice of teachers. The requirements for teachers of higher education are part of the pedagogical consensus, because the teacher recognizes the need to prepare students for a tolerant education, and therefore takes responsibility for compliance with these standards in their own activities. Therefore, in our study we do not consider it necessary to make certain requirements for participants in the educational process, but emphasize the need for their willingness to act on the basis of tolerance, which is provided by the above condition - the presence of pedagogical

consensus on tolerant education of primary school children.

The next group of conditions is put forward by scientists to the semantic component of training and use of pedagogical resources of academic disciplines, integration of meaningful information (V. Lyapunova), tolerant-oriented content (Yu. Gordienko), filling the content with materials on tolerance development and its components (N. Byrko), enrichment of information with appropriate content (M. Yakibchuk, I. Kryvoshapka), updating educational information with the theory of pedagogical and psychological tolerance (Yu. Todortseva).

We share the views of these researchers on the dependence of the process of preparing future teachers for tolerant education on the presence in the content of material on tolerant education, as well as methods and techniques for its implementation. Therefore, the second condition for the preparation of future teachers for tolerant education of primary school students is the reflection in the content of professional training of the basic principles of tolerant education. This logically follows from the pedagogical consensus: the recognition of the need to prepare students for tolerant education necessitates the consolidation of these ideas in the content in the form of educational guidelines - components of subject competencies, content lines, individual topics of educational programs or content emphasis, examples, problem statement and so on.

In our study, this condition is implemented through the development of a list of abilities, specific knowledge and skills of the student, obtained in the process of training and necessary for the introduction of tolerant education of primary school children; introduction of these abilities to the content of educational disciplines as educational landmarks; development of methodical recommendations on reflection of certain aspects of tolerant education at studying of concrete subjects.

Thus, the second pedagogical condition for the formation of future teachers' readiness for tolerant education of primary school students, we have identified the reflection of the ideas of tolerant education in the content of academic disciplines (Cherednyk, 2020, p. 120).

Another group of conditions concerns the organization of the educational process: the use of interactive technologies, dialogical methods, a combination of theoretical and practical stages of learning (V. Lyapunov), saturation of the educational process with active methods aimed at forming skills to prevent and resolve conflicts (K. Rozum), personality-oriented

approach (O. Kozlova, T. Grebenyk), attracting the potential of pedagogical practice and independent work (O. Sakalyuk), introduction of ideas of pedagogical tolerance (N. Byrko), personality-oriented technologies, active methods and techniques (I. Kryvoshapka). Of course, each of the researchers laid down his own logic in determining the conditions depending on the specifics of the subject of study and the tasks they set for themselves and the models they proposed for their solution.

We assume that the educational guideline (predicted result) of our study is the readiness of future primary school teachers to tolerant education of primary school children, which is a set of abilities, the core of which is the ability to solve specific professional problems related to tolerant education of students. based on the knowledge acquired in the learning process. Therefore, the leading condition for the organization of student training should be the emphasis on professional practical orientation, which determines the selection of methods, techniques and means of educational activities, which in essence is the introduction of contextual learning and, consequently, student involvement in quasi-professional activities.

Thus, we consider it quite logical to determine the third important condition for the formation of future teachers' readiness for tolerant education of primary school students - the introduction of contextual learning and quasi-professional activities.

In modern pedagogical literature, the practical orientation of the educational process is called contextual learning. According to N. Demyanenko (2016, pp. 53-54), contextual learning is a conceptual basis for the implementation of the competency approach in professional pedagogical education and provides a dynamic movement of student activity from the actual educational (emphasis in lectures and seminars on the social context of professional activity) through quasi-professional (various forms of imitation of professional activity) and educational-professional to real professional. And quasi-professional activity, in turn, directs students to goal-setting, analysis and evaluation of problem situations, self-assessment in professional activities, constructing models of interaction, understanding the diversity of pedagogical options, problematizing the educational process and finding optimal solutions to succeed in professional activities (Demyanenko , 2016, pp. 55).

In this sense, we share the views of I. Zalesova and Y. Todortseva, who consider the conditions of training future teachers to "create situations of

multicultural content" (I. Zalesova), "design and presentation of ways to resolve conflict pedagogical situations by means of teacher-facilitator" (Yu. Todortseva), but we transfer these ideas to the field of quasi-professional activities and contextual learning.

Conclusions. Thus, the above-mentioned pedagogical conditions of training future teachers for tolerant education of primary school children

(pedagogical consensus on the orientation to tolerant education, reflection in the content of professional training of the basic principles of tolerant education, implementation of contextual learning and quasi-professional situations) are understood as favorable. effective implementation of the model of formation of future teachers' readiness for tolerant education of junior schoolchildren.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ У МАЙБУТНІХ УЧИТЕЛІВ ГОТОВНОСТІ ДО ТОЛЕРАНТНОГО ВИХОВАННЯ МОЛОДШИХ ШКОЛЯРІВ

Лідія Чередник¹

¹ кандидат педагогічних наук, асистент кафедри педагогіки Національного університету біоресурсів і природокористування України, Україна, <https://orcid.org/0000-0002-1006-1363>, e-mail: lidiya2772@i.ua

Реферат:

Актуальність: необхідність визначення педагогічних умов формування у майбутніх учителів готовності до толерантного виховання молодших школярів обумовлена процесами глобалізації, євроінтеграції та реформування сучасної початкової школи, що окреслюють рамки освітнього простору, побудованого на утвердженні людини як найбільшої соціальної цінності, засадах гуманізму, дитиноцентризму й толерантності, та вимагають від педагога готовності до діалогу шляхом встановлення з молодшими школярами відносин довіри, співпраці, компромісу, радості, товариськості, емпатії та психологічного комфорту.

Мета: на основі аналізу психолого-педагогічного доробку сучасних педагогів визначити педагогічні умови формування у майбутніх учителів готовності до толерантного виховання молодших школярів.

Методи: теоретичні: аналізу, синтезу, теоретичного узагальнення.

Результати: на основі узагальнення результатів аналізу психолого-педагогічних джерел педагогічні умови підготовки майбутніх учителів до толерантного виховання молодших школярів визначено як сукупність сприятливих факторів, що забезпечує ефективну реалізацію моделі формування у майбутніх учителів готовності до толерантного виховання молодших школярів.

Висновки: виокремлено педагогічні умови формування у майбутніх учителів готовності до толерантного виховання молодших школярів: педагогічний консенсус щодо орієнтації на толерантне виховання, відображення у змісті професійної підготовки основних засад толерантного виховання, упровадження контекстного навчання та квазіпрофесійних ситуацій.

Ключові слова: педагогічні умови, підготовка майбутніх педагогів, толерантне виховання, готовність до толерантного виховання, початкова школа.

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