

UDC 371.132–021.483+373.3(045)

DOI: 10.12958/EPS.1(162).Byrko_N_M

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PEDAGOGICAL CONDITIONS OF FORMING TOLERANCE IN PROSPECTIVE PRIMARY SCHOOL TEACHERS

New era of the evolution of the society requires lifelong education. A rapid development of information streams and communication technologies requires the improvement of systems providing certain changes in higher education, and aimed at training specialists for various fields.

Note, that the need for introducing innovative approaches to degree training under the terms of lifelong education needs for shaping a tolerant personality. The pedagogy of tolerance as the formation unit for a new direction in teaching have been studied by: A. Asmolov, H. Beziuliova, H. Shelamova, B. Viatkin, V. Khotynets, Ye. Khakimov; the problems of tolerant education of children are covered in scientific works by V. Sitarov, V. Marlov; such scholars as O. Hryva, I. Zhdanova, O. Rybak, A. Matiienko, Yu. Hrachova, Ya. Dovichpolova, T. Bilous work on various aspects of forming tolerance in children and youth in Ukraine.

In the context of important guiding principles of teaching the young generation, tolerance is one of the categories of the pedagogical heritage by J. A. Komenský, K. D. Ushynskiy, A. S. Makarenko, V. O. Sukhomlynskiy, Sh. O. Amonashvili. The ideas of goodness, humanity, and peacefulness formed the basis of the works of H. Skovoroda, T. Shevchenko, I. Franko, L. Ukrainka.

As a rule, the problem of tolerance in pedagogical sciences is considered regarding teenage and senior school age, because their major characteristics is the search for the sense of life, selectivity in establishing communication ties, and so on (R. Valitova, B. Hershunskiy, V. Kremen, A. Mudryk, D. Feldstein et al.) [1; 2; 3; 4; 5]. One of the goals of our research is to form tolerance in elementary school children

and these objectives of our study cause pedagogical conditions of forming tolerance in prospective primary school teachers.

The identified pedagogical conditions of forming tolerance in prospective primary school teachers are not exhaustive and need further research and scientific studies in educational theory and practice.

The relevance of the problem and the lack of its scientific development determined the choice of the topic of this article. Its purpose is to define the essence of the notion of “conditions”, “pedagogical conditions,” to establish a system of pedagogical conditions of forming tolerance in future primary school teachers.

Many national and foreign educators dedicated their works to the study of the problem of forming tolerance in schoolchildren. Thus, in his dissertation research, P. Stepanov analyzes the pedagogical conditions of forming tolerance in teenage students by means of introducing them to other cultures in the community attractive and valuable for teenagers; actualization of the problem of teenagers’ attitude to other cultures’ representatives in the training problem situations aimed at identifying possible contradictions in their attitude to other cultures; organizing debates enabling teenagers to relate their attitude to other cultures with the views of their peers; organization of reflection regarding adolescents’ attitude towards other cultures, which involves the formation of their conscious and responsible position in the field of intercultural relations; providing assistance to schoolchildren in mastering the required skills, encouraging an active participation during the meetings with representatives of other cultures, in resolving problem situations [6].

In the context of our study, the work by O. Skriabin regarding the pedagogical conditions of forming communicative tolerance in senior students is relevant. It introduces cognitive (behavioral) criteria that provides for direct active participation of high school students in the interaction and is expressed in certain actions: willingness to unconditionally accept the individuality of another (without changing, or re-educating the partner); the absence of aggressiveness, conservatism, and categorical judgments and estimates of people; ability to put up with the character, habits, physical and psychological features of the partner; ability to find common

ground with different people (“language flexibility”); empathy, readiness for constructive communication - dialogue, genuineness in dealing with people (the ability to be yourself) [7].

Analyzing the development of tolerance in high school students in France, O. Matiienko highlights the pedagogical conditions of the formation of communicative tolerance in students, namely the obligatory involvement of students into social activity, which involves active cooperation with different people; unified actions of all social structures, provided by French educators; a constant pedagogical monitoring of the state of forming communicative tolerance of each student. It involves predicting, monitoring, and rapid adjustment of communicative tolerance of each student in a particular period of time; structuring the relations in the system of student-student, student-teacher; taking into account the age differences relevant forming tolerance; training teachers for the pedagogical management of educational process [8]. In the context of the investigated problem, P. Kolmohorov focuses on the pedagogical conditions that promote tolerance formation. He identifies the following pedagogical conditions:

- forming the system of values;
- knowledge about the essence and historical forms of tolerance; and
- developing abilities and skills at tolerant interaction, focus on tolerance [9].

Before determining the pedagogical conditions of training future teachers for forming tolerance in elementary school pupils, we should pay attention to the concept of “conditions”. In general, *conditions* can be regarded as certain theoretical positions that form the boundaries of the phenomenon, identify the process of certain social phenomenon functioning. O. Panakhushyna determines the conditions as a multifaceted and substantive matter, a set of circumstances in its essence, which affect the relationships “subject – subject” contributing to cooperation and the resolution of certain problems [10, p. 22]. *Pedagogical conditions*, as defined by N. Volkova, is a choice of techniques consistent with the objectives and content of educational activity, with their educational impact, matching individual features and age of students, accounting peculiarities of student body [11, p. 165]. N. Moiseiuk

refers *pedagogical conditions* to the pedagogically substantiated organization of the environment, business, communication, stimulation, etc. [12, p. 378].

Theoretical and practical outcomes in the area of forming readiness in the student youth gave grounds to believe that the teaching conditions we have designed are truly essential.

1. Taking into account the individual level of prospective teachers' tolerance as a basis for interaction with primary school pupils.

2. Adding tolerance-developing content and its components to the university curriculum.

3. Transforming the content of training prospective primary school teachers on the basis of the pedagogy of tolerance.

The content, forms, and methods of transformative educational activities are inefficient when they are not combined in a system, not related by the common purpose, the logic structure and effective development of the educational process. Let us reveal the methods and forms of teaching students in accordance with each pedagogical condition.

Implementation of the first pedagogical conditions: *taking into account the individual level of prospective teachers' tolerance as a basis for interaction with primary school pupils* envisages testing to determine the psychological climate in the team. According to V. Shpalinskiyi, "Psychological climate is a factor through which any collective activity is refracted and mediated" [13]. Analysis of the test results proved that psychological climate is one of the most important conditions to ensure a non-conflict collaboration of different students every day for several years in a way not prone to conflict. According to the pilot study, the majority of students (67.0%) – are the people who appreciate the psychological climate in the team, they like their group mates. On the other side, 29.0% of students indifferent to the psychological climate in the team, belong to another group; communication is less important for them. Other 4.0% of students consider the psychological climate in the team as the one that leaves much to be desired regarding interpersonal relationships.

We can examine individual characteristics of students by means of the tests “Can you communicate?” and “Are you prone to conflicts?” The results of psychodiagnostics contribute to the definition of character traits, temperament, beliefs, and the values of the youth. In particular, the results of the test clarified the main causes of conflicts among students: misunderstanding, injustice, violence, intrigue, jealousy, and high self-esteem. Analyzing the problem of communication with students, we have identified the following principles of tolerance towards others, namely:

1. Do not doubt the mental abilities of your partner.
2. Keep confidence in people.
3. Don't start conversation with contradictory problems.
4. In an effort to convince people, you must first let them speak.
5. Criticize in a positive way: criticism should be the means and not the goal; people who enjoy confidence and respect, can criticize; criticize the case, activity, not a person; criticism should be applied to specific cases, but not routinely in everyday life; criticize in private, in a friendly tone.

Discussing the principles described above, the students were able to see their effectiveness and understand their importance in the forming of individual tolerance.

During business games and meetings with psychological counselors, with their help, intolerant students came to the following conclusions, such as:

- avoid being alone with your problems;
- for some time, step aside from your worries;
- do not take the huff; do pause to prevent explosions of anger;
- do not be cranky, give in; and
- do not have high demands. Anyone who expects too much from others constantly feels dissatisfaction because other people's actions do not meet the requirements.

We determined *adding tolerance-developing content and its components to the university curriculum* as the next condition for the effective formation of tolerance in students. This requires the following types of work:

- studying and selection of literature on tolerance;
- conducting seminars with psychological counseling and social services providers;
- meetings with famous people, whose tolerance plays an important role;
- watching films with a vivid expression of tolerant (intolerant) attitude and discussing them;
- conducting seminars;
- round tables;
- discussing the essence and implementation of the ideas of tolerance;
- development of educational activities for students, schoolchildren, and communities on the issues of tolerance; and
- master-classes (student – student, student – pupil, student – society).

The content of education is also a subjective experience of the individual with his/her attitudes, values and meanings, skills, including social skills, behaviors, and abilities [12, p. 411 – 413]. The purpose of the educational part of our research is to develop skills of tolerance in the younger generation, to reveal each of its components, as well as the history of tolerance, facilitate the formation of this personality trait, teach regulatory documents concerning tolerance, train the ability to be tolerant in the society.

The third condition of our experimental study is the *transformation of the content of professional training of future primary school teachers on the basis of pedagogy of tolerance*. To achieve this goal, we have chosen the following forms of work with the experimental group students: running a workshop on tolerance; volunteer work; work in the community; events dedicated to international and national holidays.

The process of shaping professional skills of students at forming tolerance in primary school pupils will be effective subject to the compliance of pedagogical conditions mentioned above. In turn, they reflect educational process of higher pedagogical educational institutions, which is aimed at revealing interrelations between tasks, conditions, forms, and methods of this process.

Our study does not answer all the questions regarding the challenges of implementing pedagogical conditions of forming tolerance in prospective primary school teachers into the educational process of higher educational institutions. Attention of teachers, researchers, educators in dealing with all aspects of the problem and the development of methods for its application is required.

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Бирко Н. М. Педагогічні умови формування толерантності майбутніх учителів початкової школи

У статті визначено сутність поняття “умови”, “педагогічні умови”, спроектовано систему педагогічних умов формування толерантності майбутніх учителів початкової школи: урахування індивідуального рівня толерантності майбутніх педагогів як основи для професійної діяльності з учнями початкових класів; наповнення змісту виховної роботи у вищому навчальному закладі матеріалами щодо розвитку толерантності та складників толерантності; трансформація змісту професійної підготовки майбутніх учителів початкових класів на засадах педагогіки толерантності. Розкрито методи й форми організації навчальної та виховної роботи студентів відповідно до кожної педагогічної умови, серед них: проведення тестування на визначення психологічного клімату в колективі; вивчення індивідуальних особливостей студентів за допомогою тестів “Чи вмієте Ви спілкуватися?”, “Чи конфліктні Ви?”; вивчення та підбір літератури про толерантність; семінари з представниками психологічних та соціальних служб; проведення майстер-класів (студент – студент, студент – учень, студент – громада); робота гуртка

“Майстерня толерантності”; волонтерська робота; робота в громаді; заходи, присвячені міжнародним і національним святам тощо.

Аналізуючи проблеми спілкування зі студентами, виділено принципи толерантного ставлення до співрозмовника, які є наслідком проблем спілкування зі студентами вищого педагогічного навчального закладу.

Ключові слова: толерантність, умови, педагогічні умови, зміст виховання.

Бырко Н. М. Педагогические условия формирования толерантности будущих учителей начальной школы

В статье определена сущность понятий “условия”, “педагогические условия”, спроектирована система педагогических условий формирования толерантности у будущих учителей начальной школы: учёт индивидуального уровня толерантности будущих педагогов как основы для профессионального взаимодействия с учащимися начальных классов; наполнение содержания воспитательной работы в высшем учебном заведении материалами по развитию толерантности и составляющих толерантности; трансформация содержания профессиональной подготовки будущих учителей начальных классов на основе педагогики толерантности. Раскрыты методы и формы организации учебной и воспитательной работы студентов в соответствии с каждым педагогическим условием, среди которых: проведение тестирования на определение психологического климата в коллективе, изучение индивидуальных особенностей студентов с помощью тестов “Умеете ли вы общаться?”, “Конфликтны ли вы?”; изучение и подбор литературы по толерантности; семинары с представителями психологических и социальных служб, проведение мастер-классов (студент-студент, студент-ученик, студент-общество); работа кружка “Мастерская толерантности”; волонтерская работа, работа в обществе; мероприятия, посвященные международным и национальным праздникам и т.д.

Анализируя проблемы общения со студентами, выделены принципы толерантного отношения к собеседнику, которые являются следствием проблем общения со студентами высшего педагогического учебного заведения.

Ключевые слова: толерантность, условия, педагогические условия, содержание воспитания.

Byrko N. M. Pedagogical Conditions of Forming Tolerance in Prospective Primary School Teachers

The article defines the notions of “conditions” and “pedagogical conditions”, designs a system of pedagogical conditions of forming tolerance in future primary school teachers: taking into account the individual level of prospective teachers’ tolerance as a basis for interaction with primary school pupils; adding tolerance-developing content and its components to the university curriculum; and transforming the content of training prospective primary school teachers on the basis of the pedagogy of tolerance.

The article explores the methods and forms of organizing the training of students in accordance with the above pedagogical conditions, including administering a test to determine the psychological climate in the group; studying students’ individual characteristics by means of the tests “Can you communicate?” and “Are you prone to conflicts?”; selecting and studying the literature on tolerance; conducting seminars with psychological counseling and social services providers, master-classes (student – student, student – pupil, student – society); running a workshop on tolerance; volunteering in the community; organizing events dedicated to international and national holidays, etc. In addition, the analysis of the problems in communicating with students led the author to the identification of the main principles of tolerant communication.

Key words: tolerance, conditions, pedagogical conditions, content of education.

The article was received by the Editorial Office on 24.10.2013

The article was put into print on 28.02.2014

Peer review: Gavrysh N. V., Doctor of Pedagogical Sciences, Professor