

НАУКОВО-МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ ПРОБЛЕМ НАВЧАННЯ, ВИХОВАННЯ І РОЗВИТКУ УЧНІВ У ЗАКЛАДАХ ДОШКІЛЬНОЇ, ПОЧАТКОВОЇ ТА СЕРЕДНЬОЇ ОСВІТИ

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THEORETICAL PRINCIPLES OF FORMATION OF PROFESSIONAL TOLERANCE OF FUTURE TEACHERS OF PRIMARY GRADES UNDER THE CONDITIONS OF MARITAL STATE

Abstract. The article raises the problem and emphasizes the relevance of the formation of individual tolerance in modern conditions. In particular, the aim of the article is to study the theoretical foundations of the formation of pedagogical tolerance of future elementary school teachers in the conditions of martial law, which is achieved by applying a set of appropriate methods (analysis of philosophical, pedagogical and psychological literature; study and generalization of pedagogical experience, etc.). The presented research specifies and substantiates the essence the concept of «tolerance» - a means of achieving educational and educational tasks; one of the leading goals of the education process and «professional tolerance» is an integrated characteristic, a professionally important quality.

The main signs of tolerant thinking are defined: the ability to take a person's point of view - decentration as opposed to infantile egocentrism; the ability to identify essential and minor features in the object being evaluated; the ability to ambivalence in the perception of an object, in which a person can see both positive and negative characteristics at the same time, as opposed to black and white univalent perception; the ability to establish similarities and differences between the same objects on different grounds, forming different groups; flexibility of thinking, which consists in the readiness to change one's ideas about the object in connection with the received new information.

The essence, structure and functions of pedagogical tolerance of future primary school teachers are considered. The main ways of its formation during the education of students in a higher education institution are outlined. The importance of the teacher's guidance on the formation of a tolerant attitude towards others in younger schoolchildren is emphasized.

The main ways of developing the professional tolerance of future teachers in higher education are outlined: the systematic formation of a stable position in students regarding strict compliance with the requirements of pedagogical ethics, the understanding of the unconditional value of each child, regardless

of his nationality, faith and level of development; organization of tolerant interaction during classes, group and collective educational and extracurricular activities of students; intercultural content of pedagogical education, in particular academic disciplines related to art; directing students to the formation of tolerance skills in children.

Key words: pedagogical tolerance, future primary school teachers, younger schoolchildren, intercultural content of education, communicative and cultural intolerance, ways of formation.

Relevance and statement of the problem. Today's Ukrainian society is characterized by many complex and severe challenges associated with the consequences of enemy aggression and the conditions of martial law. Many people are forced to leave their homes and evacuate to other cities or countries, integrating into an unfamiliar language, communication, and cultural environment. Fear, anxiety, uncertainty, despair often cause depressive and aggressive behavior, which can cause the corresponding negative attitude of other people. Extreme conditions often become a factor in hostile attitudes towards the language and cultural heritage of other peoples, etc.

The currently relevant problem of civilized coexistence of people representing different nationalities, characters, religions, social and cultural groups extends to the educational environment, because ignoring it negatively affects the mutual understanding of participants in the educational process and can affect the quality of education and educational services.

The new Ukrainian school needs specialists who effectively carry out professional activities in a heterogeneous environment, take into account the peculiarities and differences of each student and work productively in the changing conditions of today, an important condition for which is developed tolerance. A special responsibility rests on primary school teachers, who lay the foundation of a tolerant attitude towards the people surrounding the child.

Therefore, today requires not only the introduction of the concept of «pedagogical tolerance» into the theoretical arsenal, but also the development of ways of forming this professional quality in primary school teachers.

Tolerance, on the one hand, is a means of achieving the specified educational and educational tasks, and on the other hand, it is one of the leading goals of the education process. Acceptance of the child as he is is a necessary condition for the success of pedagogical activities. A tolerant teacher, thanks to a special tactic of building his own behavior in relation to children, achieves greater effectiveness.

The concepts of "tolerance" and "professional tolerance" are confidently included in the educational process of Ukrainian higher education institutions, they become a leading reference point for democratic relations, they contribute to overcoming various conflicts: ethnic, social, interpersonal, etc.

Having analyzed the psychological and pedagogical literature on the mentioned problem, it can be seen that there is no unified view on the definition of the concept of "tolerance".

Analysis of current research. The scientific works of many domestic and foreign authors (F. Buchberger, I. Zyazyun, D. Zinoviev, I. Isaev, O. Mishchenko, N. Nychkalo, V. Slastenin, K. Fry, etc.). There are also studies that consider tolerance as a professionally important quality of a teacher's personality (M. Bykova, I. Protsenko, A. Molchanova, O. Beznosyuk, M. Tovta). At the same time, it can be seen that next to the concept of «pedagogical tolerance» (O. Maiboroda, O. Otych, etc.)

Researchers emphasize the need to develop the problem of the formation pedagogical tolerance in the structure of professionally significant properties on the basis of various approaches: personal-activity (J.I. Vygotsky, O. Leontiev, C. Rubinshtein, etc.), professional-personal (L. Gusev, N. Kuzmina, V. Slastyonin, O. Shcherbakov, etc.), acmeological (I. Batkina, A. Rean, E. Stepanova, etc.), deontological (Y. Azarov, Sh. Amonashvili, K. Levitan, etc.), prognostic (O. Abdullina, A. Markova, L. Mitina, etc.), cultural (Z. Abrosymova, V. Andreev, B. Bibler, A. Orlov, A. Piskunov, etc.), axiological (S. Verpshovskyi, V. Gynetsynskyi, etc.), competence (I. Agapov, G. Selevko, B. Shepel, S. Shishov, etc.).

At the same time, we observe a lack of scientific works dedicated to the study the theory and methods of tolerance formation among primary school teachers in the conditions of martial law.

The purpose of the research is theoretical analysis and finding ways of practical formation of pedagogical tolerance among future primary school teachers in modern conditions.

When conducting the research, a set of methods corresponding to the research task was applied: study and analysis of philosophical, pedagogical and psychological literature; study and generalization of advanced pedagogical experience.

Presenting main material. Studying the essence of the concept of «professional tolerance» is significant for achieving the goal of our research. We agree with O. Kharlamova, R. Torosyan, N. Zherdeva that professional tolerance can be considered as a professionally important integrative characteristic of a specialist, characterized by the absence of a tendency to extremism and constructive behavior in situations of various professional conflicts.

In this context, we note that a professionally important quality, according to V. Shadrykov's definition, is «a holistic personal formation, the formation of which ensures the successful implementation of this professional activity» [1, p.33]. Thus, professional tolerance can be considered as an integrative characteristic, a professionally important quality, for example, a lawyer, a teacher, etc. Then it will be about legal tolerance, pedagogical tolerance, which can be considered as varieties of professional tolerance.

As for teachers, tolerance in a broad social sense in relation to this category is considered as a certain moral quality of the individual, which characterizes a tolerant attitude towards other people regardless of their ethnic, national, cultural affiliation, views and habits. This is a form of civilized perception of reality, a civilized attitude towards everything «different», «alien». It manifests itself in the attitude towards the peculiarities of different cultural groups and their representatives and is expressed in the desire to achieve mutual respect, understanding and coordination of diverse interests and points of view without applying pressure by methods of explanation and persuasion [3, p. 210].

We are impressed by the thesis of N. Kruglova regarding the fact that «tolerance to uncertainty is the basis for all cultural genetic activity of a person, and overcoming uncertainty, creating a project according to its definition is a manifestation of cognitive, creative and heuristic abilities of a person, which allows to direct culturogenesis through not only transformational , but also primarily innovative development» [4, p. 36].

The author sees confirmation of the proposed position in the natural tolerance of members of society towards each other, in the universality of this social phenomenon in any period of the historical era. And it is tolerance as a cultural universal that provides stability, integrity, a resource of adaptation and survival of society, which is the basis of the development of any social relations.

Some researchers believe that tolerance begins with a neutral attitude towards people, and at the same time, they identify signs of tolerant thinking, namely:

- the ability to take another person's point of view, i.e. decentration as opposed to infantile egocentrism;
- the ability to identify essential and minor features in the object being evaluated;
- the ability to ambivalence in the perception of an object, in which a person can see both positive and negative characteristics at the same time, as opposed to black and white univalent perception;
- the ability to establish similarities and differences between the same objects on different grounds, forming different groups;
- flexibility of thinking, which consists in the readiness to change one's ideas about the object in connection with the received new information, as opposed to cheapness.

According to A. Petrovska, it is appropriate to analyze tolerance as pedagogical stability in the presence of frustrates or stressors, which was formed as a result of a decrease in susceptibility to their periodic influence [9].

From the point of view of A. Asmolov, tolerance is understood not as an unshakable rule or a ready-to-use recipe, not as a forced demand under the threat of punishment, but as a free and responsible choice of a person «to value a tolerant attitude to life» [6].

After the analysis of approaches to defining the concept of «tolerance», the problem of identifying the main components of pedagogical tolerance, which contribute to the success of the professional pedagogical activities of primary school teachers, arises. As we have already noted, pedagogical tolerance is closely related to the professionally important qualities of a teacher's personality (empathy, altruism, creativity, the presence of meaning in life, internal locus of control, perception and understanding of uncertainty, conflict resistance, frustration, ability to reflect, psychological stability, adequate self-esteem). Tolerance as a component of a person's psychological culture promotes calm assimilation of knowledge and correct, conflict-free participation in communication at any level of interpersonal interaction.

According to T. Mikheeva, a teacher's tolerance can be manifested in two aspects - active (in forms of behavior, actions of people in relation to each other) and communicative (in forms of interpersonal, inter-ethnic, inter-group communication). The communicative aspect of tolerance is the ability of an individual and society as a whole to normative, etiquette, conflict-free communication; formation of the entire linguistic and cultural community as a whole, the ability to listen to the interlocutor and respect his opinion, to remain

calm during disputes and conflicts; the ability to calmly and ethically conduct an interpersonal dispute and public discussion.

Having analyzed the approaches to the definition of the concept of "tolerance", considering different types of tolerance, we came to the conclusion that pedagogical tolerance as a type of professional tolerance is at the same time an interdisciplinary phenomenon, which carries the meaning not so much of a connection with the profession of a teacher, but with pedagogical functions. We believe that it is appropriate to consider pedagogical tolerance as an integrative, professionally important personality quality that manifests itself in constructive interaction with people representing different nationalities, cultures, confessions, nations, views, and opinions, which allows using pedagogical tools to solve professional tasks, regardless of the field of application. We believe that the possession of pedagogical tolerance is an important professional quality of specialists in the «human – human» field, which can help in solving a wide range of professional tasks.

We consider pedagogical tolerance as a special type of tolerance, the content of which is limited by the specifics of professional and pedagogical activity. That is, by pedagogical tolerance we understand the integrative professionally important quality of the personality of a specialist in the field of education, which is based on a system of humanistic values, the presence in the specialist of the field of education of internal guidelines for the acceptance of each participant in the educational process, conditioned abilities and skills to base their behavior on the basis of understanding, recognition and acceptance of all participants in the educational process in all the diversity of their personal and social differences.

The structure of pedagogical tolerance includes social and psychological components that are manifested in the teacher's specific behavior. The psychological component of pedagogical tolerance involves a positive attitude toward oneself, toward life, and toward professional activity, as well as the ability to resist and withstand the adverse effects of the educational environment. The social component consists in a positive attitude to the differences of participants in the educational process, to social and personal characteristics based on the recognition, understanding and acceptance of these differences.

Considering the features of the teacher's tolerance in the pedagogical process, Yu. Povarenkov also distinguishes two types of the teacher's tolerance: social (or socio-psychological) and psychological (or psychophysiological). The presence of social tolerance allows the teacher to effectively interact with all participants of the educational process, and the formation of psychological tolerance ensures a high resistance of the teacher to numerous professional stresses and contributes to the effective construction of a professional career. Yu. Povarenkov proposes to distinguish the following structural components in social tolerance:

1) dynamic - this is the dynamic side of tolerance, which is determined by the content of the teacher's motivational sphere (willingness to accept the student as he is), his system of values, interests, beliefs and social guidelines;

2) operational - the operational basis of social tolerance consists of concrete knowledge, skills and abilities (knowledge about the psychological characteristics of people, the ability to communicate with different people, the ability to control the communication process, etc.).

Therefore, under pedagogical tolerance it is expedient to understand the productive possession of abilities and skills of tolerant interaction with all subjects of the educational process; instruction on tolerance as an active position regarding the development of tolerance of one's own personality, the personality of students and their parents; as a personality quality; as a norm of one's own behavior, which is one of the components of pedagogical ethics. Pedagogical tolerance is a social category and manifests itself in the attitude towards acceptance of another person, empathic understanding, and open and trusting communication.

Pedagogical tolerance acts as an integrative form, which has features of all types and levels of tolerance, which is determined by the goals, tasks and features of the teacher's pedagogical activity and all the variety of pedagogical situations, which is a professional and personal quality of the teacher.

Analyzing the value of tolerance, it is necessary to distinguish its following functions:

- motivational (determines the composition and strength of motivation of social activity and behavior, contributes to the development of life experience, because it allows the individual to accept other points of view and vision of solutions);

- informative (understanding the situation, personality of another person);

- regulative (tolerance is closely related to willpower qualities of a person: endurance, self-control, self-regulation, which were formed in the process of education);

- adaptive (allows the individual to develop in the process of joint activity a positive, emotional, stable attitude towards the activity itself, which is carried out by the individual, towards the object and subject of

joint relations).

A separate component of pedagogical tolerance is tolerance in communication (communicative tolerance), which can be considered the basis of a teacher's tolerant culture. Actually, in this type of pedagogical tolerance, all the most important aspects of the problem are most vividly revealed. Communicative intolerance manifests itself in situations when communication partners are at different levels of development and perception of reality. If we are talking about the process of pedagogical communication, intolerance can be caused by psychological differences (differences in levels of intellectual development, differences in temperaments, differences in aesthetic and moral aspects). Tolerance in pedagogical communication is a complex concept, it affects the moral and ethical character, as well as professional traits of a teacher in the highest sense of the word.

Communicative tolerance of a teacher is his ability to build pedagogical communication at the level of dialogue and equal relations based on trust and goodwill. Dialogue is the simplest, most complete and developing way of communication.

Tolerance should act as the basis of interaction and future teachers, because without it it is impossible to imagine neither a qualitatively constructed educational process, nor a healthy psychological climate of interaction of students in the educational process.

Based on the above, we came to the conclusion that professional tolerance in the process of pedagogical activity of a teacher of junior grades is a professionally significant quality of the teacher's personality and affects the effectiveness of his work, as well as relations with all subjects of the educational process.

What ways of developing professional tolerance of future teachers in higher education can we outline?

First of all, it is the systematic formation in students of a stable position regarding strict compliance with the requirements of pedagogical ethics, an understanding of the unconditional value of each child, regardless of his nationality, faith, and level of development. All these truths are foreseen by the implementation of a personally oriented education system, which directs the teacher to pay attention and respect to each participant in the educational process.

Secondly, the skills of tolerant behavior are formed during classes, group and collective educational and extracurricular activities of students. After all, fruitful interaction requires the ability to listen and hear the other, to respect his opinion, to discuss civilly, reaching compromises. This also applies to the teacher, who must take into account the opinions and wishes of students on the basis of partnership interaction, proving by his own behavior the importance of an attentive and respectful, tolerant attitude towards the interlocutor and opponent.

In wartime conditions, students and teachers must be ready to cooperate with immigrant students from other areas, taking into account the possibility of different levels of mastery of academic disciplines, different political views and cultural preferences. All this requires attention, understanding, tolerance and respect for other opinions and positions.

Thirdly, the development of tolerance is facilitated by the intercultural content of pedagogical education, in particular, academic disciplines related to art. While mastering relevant subject methods, students get acquainted with folkloric, literary, musical, visual works of Ukrainian and foreign authors, which forms a broad artistic outlook, interest and respect for the creativity of representatives of various nations.

And finally, students should understand that one of the important educational tasks of their future activities is the formation of tolerance in children. For this purpose, students' practical activities should be organized with a focus on the application of methods and technologies that will teach younger students to respect each other, to interact correctly, and to calmly and productively resolve all controversial issues.

The teacher should also systematically draw children's attention to the intercultural component of the content of education, which presents a nationally diverse artistic heritage. Thus, in art classes, children are introduced to folklore and professional works of different countries. For example, the content of musical education involves learning Ukrainian, Polish, Czech, French, Italian, German and other folk songs, listening to the works of composers from different countries: Austrian (V. A. Mozart, J. Strauss), Italian (A. Vivaldi, N. Paganini), Russian (S. Prokofiev, P. Tchaikovsky), German (J.S. Bach, L. Beethoven, R. Schumann), French (M. Ravel, C. Saint-Saens), etc. Such cultural diversity contributes to the formation of children's awareness of the historical value of the culture of different peoples.

Conclusions. Therefore, pedagogical tolerance is defined as an integrative professionally important personality quality, which is manifested in constructive interaction with people representing different nationalities, cultures, confessions, nations, views, opinions, which allows using pedagogical tools to solve

professional tasks, regardless of the field of application. It has been proven that the possession of pedagogical tolerance is an important professional pedagogical quality necessary for solving a wide range of professional tasks.

It was found that the structure of pedagogical tolerance contains social and psychological components, which are manifested in the determined behavior of the teacher, and its functions are motivational (determines the composition and strength of motivation of social activity and behavior, contributes to the development of life experience, because it allows the individual to accept other points of view and a vision of a solution), informational (understanding of the situation, the personality of another person), regulatory (tolerance is closely related to willpower qualities of a person: endurance, self-control, self-regulation, which were formed in the process of education) and adaptive (allows the individual to develop positive in the process of joint activity, an emotional, stable attitude towards the very activity carried out by an individual, towards the object and subject of joint relations).

The main ways of developing the professional tolerance of future teachers in higher education are outlined: the systematic formation of a stable position in students regarding strict compliance with the requirements of pedagogical ethics, the understanding of the unconditional value of each child, regardless of his nationality, faith and level of development; organization of tolerant interaction during classes, group and collective educational and extracurricular activities of students; intercultural content of pedagogical education, in particular academic disciplines related to art; directing students to the formation of tolerance skills in children.

It was determined that for the formation of tolerance (both professional-pedagogical and children's), systematicity, diversity, unity of procedural and substantive components, intercultural orientation of the content of education are important.

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ТЕОРЕТИЧНІ ЗАСАДИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ ТОЛЕРАНТНОСТІ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ В УМОВАХ ВОЄННОГО СТАНУ

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Анотація. У статті піднято проблему й підкреслено актуальність формування толерантності особистості в сучасних умовах. Зокрема, метою статті є дослідження теоретичних основ формування педагогічної толерантності майбутніх педагогів початкової школи в умовах воєнного стану, що досягається застосуванням комплексу відповідних методів (аналіз філософської, педагогічної та психологічної літератури; вивчення й узагальнення педагогічного досвіду тощо). У представленому дослідженні уточнено та обґрунтовано сутність понять «толерантність» – засіб досягнення виховних та освітніх завдань; одна з провідних цілей процесу виховання та «професійна толерантність» – інтегрована характеристика, професійно важлива якість.

Визначено основні ознаки толерантного мислення: здатність стати на точку зору людини – децентрація на протипагу інфантильному егоцентризму; здатність виділяти в об'єкті, що оцінюється істотні та другорядні ознаки; здатність до амбівалентності сприйняття об'єкта, за яким людина може бачити одночасно як позитивні, так і негативні характеристики, на протипагу чорно-білому унівалентному сприйняттю; здатність встановлювати схожість і відмінності між одними й тими ж об'єктами на різних підставах, утворюючи різні угруповання; гнучкість мислення, що полягає у готовності змінити свої уявлення про об'єкт у зв'язку з отриманою новою інформацією.

Розглянуто сутність, структуру та функції педагогічної толерантності майбутніх учителів початкових класів. Окреслено основні шляхи її формування під час навчання студентів в закладі вищої освіти. Акцентовано важливість спрямування педагога на формування толерантного ставлення до оточуючих у молодших школярів.

Окреслено основні шляхи розвитку професійної толерантності майбутніх вчителів у виші: систематичне формування в студентів сталої позиції щодо неухильного дотримання вимог педагогічної етики, розуміння безумовної цінності кожної дитини, незалежно від її національності, віри та рівнів розвиненості; організація толерантної взаємодії під час проведення занять, групової та колективної навчальної та позанавчальної діяльності студентів; інтеркультурний зміст педагогічної освіти, зокрема навчальних дисциплін, пов'язаних з мистецтвом; спрямування студентів на формування навичок толерантності в дітей.

Ключові слова: педагогічна толерантність, майбутні вчителі початкових класів, молодші школярі, інтеркультурний зміст освіти, комунікативна та культурна інтолерантність, шляхи формування.

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СИСТЕМА АКТУАЛЬНИХ ПРОФЕСІЙНИХ І ЖИТТЄВИХ НАВИЧОК ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ

Анотація. У статті на основі аналізу сучасних запитів суспільства з'ясовано, що ринок праці нині потребує не лише наявності у фахівця диплома, а й певного набору життєвих навичок. Науковці з різних країн стверджують, що необхідні для успішної життєдіяльності в ХХІ столітті навички формуються ще змалечку, тому особливе завдання стоїть перед системою початкової освіти. У системі навичок ХХІ століття основними визначено когнітивні навички вищого рівня, жорсткі та м'які навички, цифрові навички та навички виживання.

Автор статті доводить, що для формування в учнів певного набору життєвих навичок ХХІ століття вчителі початкових класів самі мають володіти системою відповідних професійних і життєвих навичок. Автором визначено, якими професійними та життєвими навичками мають володіти українські вчителі початкових класів, щоб підготувати учнів до успішної життєдіяльності в мінливих і непередбачуваних умовах.

Стаття розглядає систему ключових професійних та життєвих навичок, які є необхідними для успішної роботи вчителя початкових класів. Автор аналізує сучасні вимоги до педагогічної діяльності та педагогічної компетентності, зокрема у контексті вимог сучасного освітнього середовища. Основні навички, а саме формування компетентності вчителя початкових класів, включаючи розвиток креативності, уміння працювати в команді, адаптуватися до змін у сфері освіти та ефективно взаємодіяти з учнями та їхніми батьками запропоновано до розгляду у статті.

Представлено узагальнену систему навичок, які допомагають вчителям початкових класів ефективно виконувати свою професійну місію та сприяти гармонійному розвитку особистості учня в початковій школі. Дослідження вказує на важливість розвитку комплексу навичок, що охоплюють не лише педагогічну професійність, але й адаптацію до сучасних вимог соціокультурного середовища та вдосконалення комунікативних, технологічних та організаційних навичок учителя.