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## FEATURES OF EDUCATION OF TOLERANCE OF YOUNG SCHOOLCHILDREN

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## ОСОБЕННОСТИ ВОСПИТАНИЯ ТОЛЕРАНТНОСТИ МЛАДШИХ ШКОЛЬНИКОВ

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*Abstract.* Currently, humanity is divided into different societies called states. Although not all states are multinational, they are multicultural. History and current events clearly prove that no society has yet been recorded as being based on tolerance in relationships, civil solidarity and individual respect. In this regard, the problem of tolerance is considered important both at the international and national levels. Tolerance is a complex social-pedagogical, philosophical phenomenon that has different meanings within the spheres of knowledge of different people, and at the same time it is an ethical-philosophical concept, a socio-cultural phenomenon, a socio-political solution method, a principle of mutual relations between people. Junior school age is a sensitive period of tolerance education. In children, this age period is more intensive in the process of general development of personality.

*Аннотация.* В настоящее время человечество разделено на различные общества, называемые государствами. Хотя не все государства многонациональны, они мультикультурны. История и текущие события ясно доказывают, что ни одно общество еще не было основано на толерантности в отношениях, гражданской солидарности и индивидуальном уважении. В связи с этим проблема толерантности считается важной как на международном, так и на национальном уровне. Толерантность — сложное социально-педагогическое, философское явление, имеющее различное значение в сферах знаний разных людей, и в то же время это этико-философское понятие, социокультурный феномен, способ социально-политического решения, способ решения проблем. принцип взаимоотношений между людьми. Младший школьный возраст является чувствительным периодом воспитания толерантности. У детей этот возрастной период протекает более интенсивно в процессе общего развития личности. Ключевые слова: толерантность, младший школьник, воспитание, поведение.

*Keywords:* tolerance, young schoolchildren, upbringing, behavior.

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Pedagogical-psychological literature contains many theoretical and technological works on the study of issues related to the education of tolerance in young children. Research conducted in this direction were examined and grouped in terms of both methodological and theoretical-pedagogical approaches [1].

The main methodological approaches in the context of tolerance education of young schoolchildren are:

- Personality-oriented approach [2]. The basis of this approach, its core, is the education of a

comprehensive, free personality who understands his own dignity and respects the dignity, freedom and rights of other people.

- *Communicative-dialogical approach* [3]. This approach assumes the mutual subjective influence of the teacher and the elementary school student on each other. At this time, the educational space is surrounded by examples of tolerant behavior.

- *Approach from the point of view of cultural studies* [4]. This approach helps to solve a number of important issues in a complex manner: assimilation of the culture of one's own nation to young schoolchildren before integrating into the culture of other nations; creating ideas in children about the existence of different cultures in the world; instilling in them a positive attitude to the diversity of cultures; creation of conditions for students' integration into the culture of other nations, etc.

- *Action-oriented approach*. It is as a result of activity that each individual establishes his own relationship with nature and society. Tolerance, tolerant behavior, as a valuable quality of the personality of a young schoolchild, is formed only as a result of his active participation in activities — interaction with other people.

- *Humanistic approach*. This approach implies that the entire pedagogical process should be directed towards the development of the personality of the young schoolchild, and that the person should be valued as the highest being [5].

- *Systematic approach*. According to this approach, an important condition for developing tolerant behavior in young schoolchildren is the completeness of the system [6].

- *Axiological approach*. This approach involves the orientation of the child to national and universal values, one of which is tolerance, through education of tolerance in small school-aged children [7].

Based on our research, characteristics of tolerance education can be expressed as one of the valuable signs of the personality of a young schoolchild:

1. *Purposefulness* — the goal of education of tolerance in young schoolchildren is to develop a tolerant personality. This can be achieved during the implementation of the following tasks: uncovering the religious, economic, social and cultural roots of intolerance based on violence and coercion; warning of intolerance; organization of a positive tolerant experience, that is, a diverse coexistence experience; to create ideas about the rights and freedoms of oneself and others in young schoolchildren;

2. *Multi-factoriality* — where various objective and subjective factors are involved.

3. *Complexity* — this means that tolerance is produced by the joint action of many factors.

4. *Long-term* — that is, the formation of tolerance requires quite a lot of time.

5. *Continuity* — this implies regular, systematic mutual activity of the educator and the educated.

6. *Two-way character* — so that the educator is involved on one side and the educated on the other side, there is a double relationship: from the educator to the educated — a direct relationship, and from the educated to the educator — a reverse relationship (subject — subjective relations).

In the upbringing of a young student, the teacher as a consultant plays an important role, as well as the family environment [7].

It is necessary to combine the conditions of education of endurance in small school-aged children into four groups; social, psychological, pedagogical, personalized. The social conditions of education of tolerance in children refer to the level of socio-economic, political, cultural development of the state, the region; absence of national conflicts, military operations, non-participation in state conflicts. Psychological conditions include the characteristics of social groups:

parties, associations, unions, ethnic age groups, community of compatriots, diaspora, school, family. Personalized (personal) conditions include specific subjects of the community, personality development, self-awareness. Pedagogical conditions, which are a special group of conditions, allow the family to educate; the openness of the educational system of the school — “school for children”, the creation of suitable psychological conditions in the school; organizing a system of interesting, cognitive events; building optimistic pedagogical perspectives; organization of educational services; the existence of different schools; includes giving children an equal right to study in any educational institution (Figure).

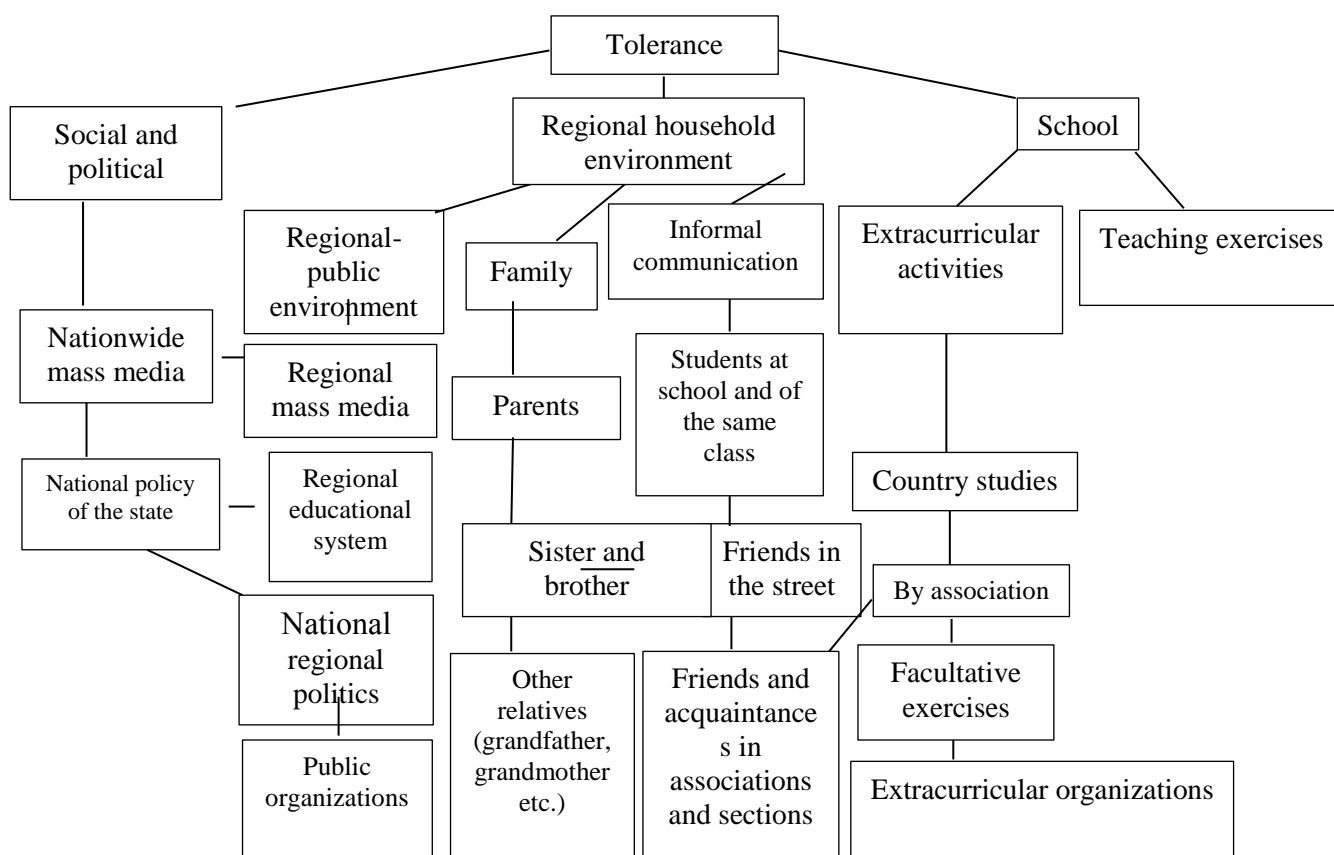


Figure. Factors of education of tolerance in young schoolchildren

### Conclusion

Thus, we presented the concept of education of tolerance in young schoolchildren, whose main goal is to develop a system of tolerant personality and related issues; to use different approaches (personality-oriented, humanistic, communicative-dialogic, cultural, active, environment-friendly, systematic, axiological) for education of this quality in elementary school students; set of principles; direction of activity; system of pedagogical tools; criteria and indicators of tolerance formation, as well as diagnostics of tolerance formation are provided. The result of the successful implementation of this concept, in other words, the result of the model of education of tolerance in elementary school students presented by us, is the high level of tolerance formed in the personality of young schoolchildren.

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