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## **SPECIFIC FEATURES OF THE DEVELOPMENT OF TOLERANCE IN PRIMARY SCHOOL PUPILS**

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Specific Features of the Development of Tolerance in Primary School Pupils

This article analyzes the specific features of tolerance formation of junior pupils in context of tolerance formation of primary school pupils. It is ascertained that nowadays the problem of tolerance among juniors became a subject of investigation for many scientists – native and foreign ones. It is clarified that the main cause, which effects the tolerance development in junior pupils, is introducing them into school environment as a special social space, which is characterized by social and cultural structure, major persons (teachers, educators), and a significant progress in information flows of informative and educational nature. The main types of juniors' tolerance have been defined and found, that junior pupils tolerance – is a natural tolerance with the elements of moral one, and it will continue to develop in middle and high school, provided the tolerant environment is created.

*Key words:* tolerance, tolerant person, junior's tolerant personality.

During the last decades after the end of the Soviet period of pedagogic studies development, many educators, theorists and practitioners considered the problem of tolerance in the science and pedagogy.

The new age of school and pedagogy's development now demands new approaches to the formation of interpersonal relationship between people, regardless of their age, sex, racial or ethnic origin, religion, personal attitude and so on.

Thus, N. Astashova examined the problem of educator's professional values formation [1]; G.Soldatova's works suggest training program of junior's tolerance development [2]; M. Matskovskii examined the problem from the sociologic point of view [3, p.141 – 155] ; V. Sitarov analyses the basics of non-violent pedagogy [4]; V. Shalin proposes considering the process of culture tolerance formation [5, p. 8 – 10] and so on.

The theory-based scientific analysis of the primary school pupils' tolerance has demonstrated that the *age peculiarities of this group* have an impact on this process. That has become the subject of scientific research in works of L. Bozhovich, L. Vygotsky, V. Davydov, V. Zenkovsky, Ya. Kolomynsky, J. Leontiev, V. Sukhomlinsky, G. Zuckerman, etc. [6, 7, p. 22 – 33, 8, 9, 10, p. 21 – 30, 11, 12, 13, p. 39 – 40]. Referring to the above said scholars' research, we can conclude that *primary school pupils* are examined much less as an object of research within tolerance problem.

*The aim of this article* is to analyze special aspects of primary school children in the context of primary school pupils' tolerance development. Then, to determine main features of mid childhood, factors which affect primary school-aged children, main types of primary school pupils' tolerance.

In the primary school teacher's work, whose training is considered in many research works (O. A. Abdullina, N. M. Borytko, S. M. Vashulenko, I. V. Havrysh, I. A. Ziazyun, S. M. Martinenko, S. Sysoiev, etc.), the significant importance belongs to the pedagogical process orientation on pupils' permanent moral values development: the desire to live in peace and harmony, partnership and mutually beneficial cooperation; respect for human rights as the supreme measure of civilization, love to paternal home and native land, true humanism, which is expressed in the efficient kindness, compassion, mercy and environmental protection.

According to scholars, *the main characteristics of primary school age* as a special group are the following:

1) alteration of cognitive processes and the development of active attention, perception, memory, the transition from eye-mindedness to verbal reasoning, the formation of the conceptual framework;

2) development of self-adjustment, volitional powers, formation of self-esteem, based on the estimation of reference persons (primarily teachers);

3) formation of self-confidence, if it is supported by reference persons, the development of self-doubt, disappointment in own abilities, loss of interest in studying, if the critical attitude of adults is prevailing;

4) mastering the reading, writing, counting, accumulating knowledge skills; increase in household labour skills [14, p. 171].

The main *factor* having influence on primary school pupils' tolerance development is including them in school environment as a specific social space, which is marked by social and cultural structuring, presence of key persons (teachers, educators), a significant increase in cognitive and cultural information flows. As it was noted by M. Vasylynka, when a child comes to school, it enters the system of relationship between children, who came with different life experience, family, ethnic, religion and culture background, etc. [15].

Since the child joins in the school environment, it gradually forms the *main type of the activity* – studying. Therefore, the cognitive aspect in tolerance development is important for younger pupils. Besides, the strongest motivation in behaviour and activities is teacher's approval, which demands especially regardful attitude to the problems of revelation of primary school pupils' intolerance. In primary school years the relationship with peers are determined, as a rule, with external factors ( sitting at the same desk, going to school together, living in the neighbourhood, etc.).

The formation of primary school student's personality involves the development of his or her *ethical ideas and concepts* directly related to the tolerance. In the process of its development the basic types of tolerance should be implemented, such as: understanding the principles of interdependence and complementarity as a leading aspects in human relations, drawing children to the cultures of various nations of the world, cultivating the respect for different socio-cultural groups representatives – at the level of family, form, school, communicational environment and so on.

**Pupil's tolerant personality** development must become the result of teacher's work on formation of primary school pupils' tolerance. This individual should develop such key features:

- moral culture of life-sustaining activities of primary school pupils ;
- tolerant consciousness;
- culture of tolerant behaviour and communication;

- sufficient level of self-fulfillment in the primary school educational process.

Primary school pupil with a sufficient level of tolerance development successfully interacts with a group can resist non-tolerant relationship; he or she is socially adapted to the environment of students and schools. The success and effectiveness of formation of primary school pupils' tolerant personality depends on the coordinated efforts of all participants of the educational process. The central figure of this process is the teacher, as he or she is the main reference person in this age. The group of persons forming tolerant individual also includes parents, other beginner pupils, other teachers, who take part in educational process in primary school (teacher of foreign language, physical education, music, etc.) and educators of day-care centre.

Considering the best practice of Ukrainian and Russian scholars about the definition of main types of tolerance we related them to the features of primary school age and presented the results in Table 1.

Table 1

**Main types of tolerance and specific features of its formation  
in primary school age**

<b>Type of tolerance</b>	<b>General characteristics of type of tolerance</b>	<b>Specific features of formation in primary school age</b>
Outer	Beliefs about the possibility of other people's own position, the ability to consider problems from different angles	The belief about possibility of another position relates primarily to younger student's reference persons – parents and teachers. Consideration of conflicts goes on emotionally spontaneous level
Inner	The ability to keep stillness in different unexpected situations: conflict, uncertainty, risk, stress; to make decisions and act in such circumstances, even if all the facts and consequences are unknown	Inner tolerance only begins its formation. As a rule, primary school students don't have an ability to keep stillness yet in cases of conflict, uncertainty, risk, stress, much less make tolerant decisions in such situations

Natural	Natural tolerance means individual's developed openness and credulity having no regard for dividing experience on individual and social	That very natural tolerance prevails in primary school pupil's behaviour and consciousness, mostly relating to the family members and teachers. Eventually, pupil's social experience gives him an opportunity to develop other types of tolerance
Moral	Moral tolerance means patient attitude to other people's moral stances; allows to perceive another individual as a bearer of his or her own set of moral norms, which can differ from pupil's beliefs about personality	The framework of moral tolerance establishes in primary school age on the basis of family morality, ethnic norms and rules of behaviour
Ethic	In the root of ethic tolerance lies the individual's developed self-sufficiency, which allows him or her to have the respect not only for other people, but for him or herself	In primary school age elements of ethic tolerance are established with the help of upbringing respect for the family and parents, school, the immediate surrounding, which pupil belongs to. This way the respect for him/herself develops

According to the Table 1, the most specific features of primary school students are *natural tolerance with the elements of moral-ethic tolerance*.

Thus, we have analysed specific features of primary school age in the context of primary school pupils' tolerance formation.

It was found out that recent problems of primary school pupils' tolerance have become the subject of many scholars' research – domestic and foreign as well.

It was discovered that the main factor, which affects the development of primary school pupils' tolerance, is their joining in school environment as specific social space, which is characterized by social and culture structuredness, the presence of key persons (teachers, educators), the significant increase in cognitive and general culture informational flows.

In our opinion, the problem of development of primary school pupils' tolerance is quite relevant and not enough researched. Primary school pupils' tolerance is mostly natural tolerance with the elements of moral-ethic one, which will continue the development in secondary and senior high school providing the creation of tolerance environment in primary school. So our publication doesn't cover all the aspects of this problem.

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Бирко Н. М.

Особливості формування толерантності учнів молодшого шкільного віку. У статті проаналізовано особливості молодшого шкільного віку у контексті формування толерантності учнів початкової школи. Визначено головні характеристики молодшого шкільного віку. Встановлено, що останнім часом проблема толерантності молодших школярів стала предметом вивчення низки науковців – як вітчизняних, так і зарубіжних. З'ясовано, що провідним чинником, який впливає на розвиток толерантності молодших школярів, є їх включення в середовище школи як особливого соціального простору, для якого характерними є соціальна й культурна структурованість, наявність ключових осіб (педагогів, вихователів), значне зростання інформаційних потоків пізнавального й загальнокультурного характеру. Розкрито провідні типи толерантності молодших школярів і встановлено, що толерантність молодшого школяра – це природна толерантність з елементами морально-етичної, які продовжуватимуть розвиватися у середніх та старших класах за умови створення в початковій школі середовища толерантності.

*Ключові слова:* толерантність, толерантна особистість, толерантна особистість молодшого школяра.

Бырко Н. М.

Особенности формирования толерантности учащихся младшего школьного возраста

В статье проанализированы особенности младшего школьного возраста в контексте формирования толерантности учащихся начальной школы. Определены главные характеристики младшего школьного возраста. Установлено, что в последнее время проблема толерантности младших школьников стала предметом изучения ряда ученых – как отечественных, так и зарубежных. Выяснено, что ведущим фактором, влияющим на развитие толерантности младших школьников, является их включение в среду школы как особого социального пространства, для которого характерны социальная и культурная структурированность, наличие ключевых лиц (педагогов, воспитателей), значительный рост информационных потоков познавательного и общекультурного характера. Раскрыты ведущие типы толерантности младших школьников и установлено, что толерантность младшего школьника – это естественная толерантность с элементами морально – этической, которые будут продолжать развиваться в средних и старших классах при условии создания в школе среды толерантности.

*Ключевые слова:* толерантность, толерантная личность, толерантная личность младшего школьника.

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