

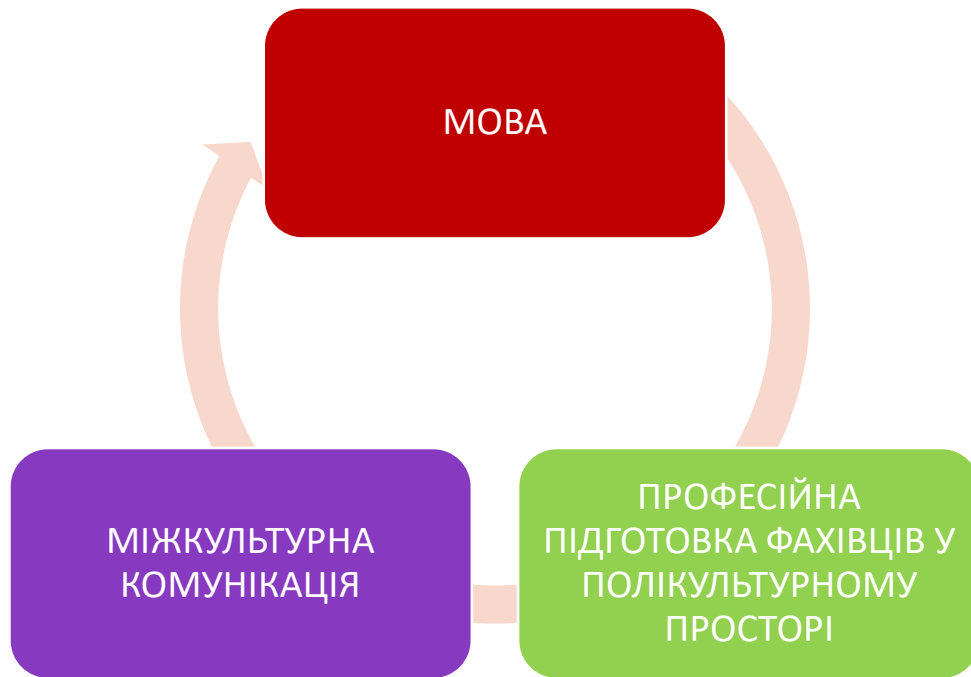


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса
2024

**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ
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ETHNO-TOLERANT EDUCATION OF JUNIOR SCHOOL STUDENTS UNDER CONDITIONS OF A POLY CULTURAL EDUCATIONAL ENVIRONMENT

Keywords: junior schoolchildren, ethno-tolerant education, multicultural educational environment

The processes of economic, political and cultural globalization, which affect all aspects of human life, have become important features of today. As a result, the number of contacts between states is increasing; migration phenomena are intensifying, which brings changes to the ethnic composition of the population of the vast majority of countries in the world. Against this background, the problems of interethnic communication, ethno-national relations, general harmony, and a safe living environment appeared before humanity with unprecedented urgency. The social and ethnocultural needs of society dictate the goals and objectives of the educational process. One of the priority educational problems today is the formation of a humane person in the world who feels comfortable in the system of interethnic relations. A significant role in solving this problem belongs to the most important institution of child socialization – the educational institution. In the process of multicultural education, an individual's perception of the diversity of cultures and their interrelationship is formed, a tolerant attitude towards the differences of representatives of different cultures is cultivated, national and universal values are instilled, skills and abilities to interact in the modern multicultural world on the basis of tolerance and mutual understanding are developed and, thus, cultural and social identification of the individual is ensured. The principles of multiculturalism and multiethnicity are declared in regulatory documents in the field of education (the Law "On Education", "On General Secondary Education", "National Doctrine of Education Development of Ukraine in the 21st Century", "Concept of National Education", UN, Council of Europe documents, etc.), in which it is noted that the educational process should contribute to a person's awareness of his/her roots and place in the modern world, as well as instil respect for other cultures. The essence of ethnic tolerance is revealed in the studies of O. Bychko, O. Hryva, V. Yevtukh, T. Kyrylenko, A. Mochanova, L. Orban-Lembryk, A. Skok, Y. Taglin, O. Kholodov, and others. In turn, the study of the main aspects of multiculturalism, multicultural environment, multicultural education, and education is dedicated to the scientific works of O. Gukalenko, O. Gorchakova, O. Gurenko, L. Honcharenko, V. Kuzmenko, V. Makaeva, I. Vasyutenkova, and others.

The analysis of scientific sources confirmed that a significant number of publications on the phenomenon of ethnic tolerance are devoted to a greater extent to political science, philosophy, sociology, and ethnology approaches. As it was found, not enough work would demonstrate and reveal pedagogical and psychological approaches to the study of ethnic tolerance of younger schoolchildren. Therefore, our research aims to examine the ethno-tolerant education of junior schoolchildren under conditions of a multicultural educational environment and clarify the essence of the concepts of the topic under research.

According to the research, the essence of the concept “ethnic tolerance is a personality trait to show patience towards the unfamiliar way of life of people who are representatives of other ethnic communities, their feelings, thoughts and behaviour, customs and traditions, ideas, beliefs and convictions. Externally, ethnic tolerance manifests itself in restraint, self-control, and the ability to accept unusual influences from a foreign culture. Also, ethnic tolerance manifests itself in critical situations of intrapersonal or interpersonal choice and is accompanied by certain psychological tension. The degree of expression of this psychological tension will depend on the lack of availability of a person’s experience of communication with representatives of different ethnic communities” [1, p. 113]

Ethnic tolerance manifests itself in the behaviour and actions of an individual and is formed in the sphere of consciousness in a close relationship with ethnic identity. In turn, ethnic identity, like identity in general, is formed in the process of socialization. Several levels of personal identity can be distinguished. The first level is personal and psychological. At this level, a person becomes aware of his/her own “I” in a certain environment. This awareness comes as a measure of how a person participates in the life of various social groups. At this level of identity, an idea is formed about one’s own belonging to a certain group, as well as about the emotions caused by the assessment and awareness of this belonging. At the second socio-psychological level, ideas about oneself are formed as derived from the awareness of one’s belonging to one or another social community. The individual compares his/her social group with others and behaves so that his/her group is presented in a more favourable light. One of the types of identity at the socio-psychological level is ethnic identity, which involves the awareness of one’s belonging to a certain ethnic group [2, p. 132]

Based on the research, it became clear that the ethno-tolerant upbringing of junior schoolchildren in a multicultural educational environment is based on taking into account the cultural and educational interests of various national and ethnic minorities and involves supporting the child during his/her social adaptation; interaction between people with different traditions, customs and beliefs; orientation to the dialogue of cultures; rejection of the cultural and educational monopoly in relation to other nations and peoples. Based on the conducted research, a multicultural educational environment is a part of the educational environment that constitutes a set of conditions that influence the formation of junior schoolchildren, their readiness for effective interethnic and intercultural interaction, empathy, preservation of national identity and understanding of other cultures and ethnic cultures, tolerant attitude towards representatives of other cultures and ethnic groups, etc.

According to the purpose of the research, the experimental program “Window to

the world of love, faith and hope” was developed, which consisted in the development of ethno-tolerant behaviour of junior schoolchildren and solved the following tasks: enrichment of junior schoolchildren’s knowledge about ethno-tolerant human behaviour; development of these schoolchildren’s abilities and skills of ethno-tolerant behaviour in various ethnocultural situations; development of social and communicative skills, which are necessary for establishing harmonious interpersonal relations between students – representatives of different ethnic groups, etc.

Summarizing the above, we concluded that only taking into account the entire complex of the above-mentioned experimental program has a positive effect on the ethno-tolerant education of junior schoolchildren under conditions of a multicultural educational environment.

The research that was conducted does not cover all aspects of the problem raised. We see the prospect of further research in the study and development of issues of multicultural education of secondary school students, improvement of forms and methods of work on multicultural education of elementary school students, and modernization of the educational process in elementary school in the process of extracurricular work.

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FORMATION OF THE CREATIVE PERSONALITY OF A JUNIOR SCHOOL STUDENT UNDER CONDITIONS OF A POLYCULTURAL EDUCATIONAL ENVIRONMENT

Keywords: *creative personality, junior schoolchildren, creativity, creative abilities.*

The problem of the formation and development of a creative personality is particularly relevant in modern school and pedagogical science. The analysis of psychological-pedagogical and methodological literature of the last decade clearly indicates the careful attention of scientists, methodologists and teachers to the problem of children’s creativity, the development of schoolchildren’s creative potential, which is increasingly associated with the successful adaptation of the individual in a rapidly changing society.

At the current stage of the development of society, a person capable of creative mastery of knowledge is needed, who knows how to apply knowledge in non-standard