

EUROPEAN HUMANITIES STUDIES:
State and Society

**EUROPEJSKIE STUDIA
HUMANISTYCZNE:**
Państwo i Społeczeństwo

Iryna SUHOPARA

Organization of educational environment as a condition formation tolerance of junior schoolchildren's in extracurricular activity

Formulation of the problem. Recent global developments in political, economic and social fields exacerbated the issue of coexistence of different peoples, nations, cultures, religions, political parties based on mutual understanding and mutual respect, tolerance, peace, partnership. There is a problem of education of tolerance as the basis of existence, communication, cooperation and peace among people. An important task of modern education raises the education of the person who knows and respects the history, culture, and traditions of their people and respect the cultural, political, religious peculiarities of other nations recognize as the tolerance value, the rate of communication and behavior important for a universal quality. The formation of human values, human qualities continues throughout life, but the most favorable conditions are created is in the early school years. Decisive impact on the education and development of the child is the organization of educational environment that enables every pupil and staff to actively participate in activities

that meet their interests and needs, express and defend their own point of view, listen to others, to think about and solve common problems, communicate, interact, evaluate their own actions and the actions of others, make decisions, to make choices and feel success. That is why the organization of the educational environment is considered by us as an important condition for promoting tolerance in primary school children.

Analysis of recent research. Study of Problems of the educational environment for younger students paid much attention to the teacher in the past many countries, Célestin Freinet, Maria Montessori, Rudolf Steiner, Basil Sukhomlynsky and others. The problem of creating and developing the educational environment disclosed in contemporary research by psychologists and educators, including J. Bech, D. Grigoriev, A. Kirichuk, L. Novikova, A. Savchenko, N. Schurkovf.

Various aspects of the study on tolerance disclosed in the writings of philosophers M. Babi, R. Valitova, Y. Ishchenko, V. Lectorskiy, M. Mchedlov, V. Pisotskiy, L. Skvortsov, V. Tishkov, sociologists W. Haradzh, A. Shvachko, psychologists B. Ananiev, A. Asmolov, J. Bech, A. Klyepetsova, G. Kozhukhar, D. Leontiev, Maslow, pedagogues S. Bondyryeva, B. Vulinov, B. Kolyesov, A. Pogodina, B. Riyedron, P. Stepanov, V. Shalin.

The problem of tolerance in primary school children was seen in studies of E. Koykova (music lessons in the multicultural space), T. Gurova (in the multicultural educational space) S. Gerasimov (pedagogical means of education), A. Bryantseva (pedagogical conditions of education), O. Krushelnyska (psychological conditions of formation), A. Shyrvanyan (in the pedagogical communication), M. Horvath (in terms of interactive pedagogical communication).

However, the problem of tolerance can not be said to be studied, since this aspect, the values and organization of the educational environment as a condition of tolerance in primary school children in extracurricular activities not found sufficient lighting.

The purpose of the article - to reveal the features and components of the educational environment as a condition of tolerance in primary school children in extracurricular activities.

Presenting main material. An important condition for tolerance in primary school children in extracurricular activities is the organization of educational environment that defines the values, ideals, norms, personal orientation, nature of the needs, interests and actual behavior, the process of self-determination and elementary schoolchildren.

The environment is understood as a common concept, content is

everything that surrounds thing, plant, animal or person and affects them directly or indirectly. To the human environment should be included in the economic, political, social and spiritual conditions and relations, territorial and other social and community associations to the extent that they are spontaneously or purposefully influence the mind and behavior of the person "[2, s.469].

The educational environment is defined as "the totality of circumstances surrounding the child, the social values that influence its personal development and that facilitate its entry into the modern culture" (N. Schurkova) [3, p.138]; "Environment direct and indirect impact on the child at the micro level, a set of objective factors that creates the conditions of life of the individual, transfer of the social and historical experience of humanity and national culture influences the physical, mental, social and adaptive capabilities, process and completeness creative self" (T. Alekseenko) [1, p. 96].

There are educational environment in the broadest sense - macro, which covers the entire socio-economic system, society to which the pupil, and in the narrow sense - microenvironment, direct social, educational pupil environment - family, a community (eg, group class), an informal group (circle of peers, friends) and others. In terms of primary school have the opportunity to organize educational microenvironment younger pupils within the classroom. For tolerance in primary school children need to create a tolerant educational environment. The tolerant educational environment of primary school children, we understand as a set of social, material and spiritual conditions, factors subject-subject relationship in the team, etc., where there are younger students and that influence the formation of tolerant consciousness, behavior and activities, development and tolerance. This environment should contribute to education:

1) positive attitude towards themselves (self-respect, self-esteem, confidence, responsibility, adequate self-esteem, the ability to self-knowledge and self-development);

2) positive attitude to another (respect for the dignity of others, understanding their point of view, the attitudes, feelings, empathy);

3) interaction with other building on the basis of understanding, peace, compromise, constructive dialogue.

In our opinion, for creating a tolerant educational environment in elementary school need to create an environment in the classroom:

- the subject-subject interaction between teachers and students in relationships, communication, joint activity (ability to build

- relationships based on respect, understanding other things, trust and dignity, tolerance);
- psychological comfort for students (opportunities for expression, inclinations, development of skills, talent, express their point of view);
 - the joint creative activity of students (ability to work together, to dialogue, the ability to be critical of their own work and behavior, responsibility, ability to make a joint decision to seek solutions to problems based on compromise, understanding, and tolerance);
 - paired and group forms of the educational process (ability to conduct a constructive dialogue, compromise, to express, to prove their own point of view, to respect other points of view);
 - the establishment of friendly relations in the team class (the ability to accept, respect and appreciate everyone happy for his success to help others, develop empathy);
 - favoring active forms of educational work (role, team, theater, folk games, quests, training, educational situations morning meetings, exhibitions, performances, editions of newspapers, "project activity" collective creative affairs, which will provide an opportunity for the exercise of activity initiative, creativity);
 - additional reading (familiarization with the culture of their own people and other countries with universal values, moral norms, and rules enriching experience behavior on the example of heroes works imitation goodies ability to analyze the behavior and actions of others, and moral choice, conclusions, formulate and express an own point of view);
 - "Success situation" of the child (formation positive "I" -Concept, increase self-esteem, creative expression of individuality);
 - creating opportunities for choice (the ability to choose activities, tasks micro groups and take responsibility for your choice);
 - creating an atmosphere for self-realization and self-development of each child (disclosure of interests and abilities, development of creativity, creativity);
 - reliance on a positive child.

Agreeing with the opinion of V. Yagoupov features educational environment [4, p. 96] are the following functions tolerant educational environment in elementary school, such as:

- a worldview that defines tolerance as an important social value of modern society. In the team of elementary school students formed

tolerance as a value orientation of the child, brought up tolerance as an important universal quality of the individual, creating public opinion, which directly influence the formation of a tolerant person that will ensure the development of the individual student in a team based on respect, understanding yourself and others, establishing constructive interaction;

- emotional, which is implemented through positive social and psychological climate and moral-psychological atmosphere class that determines the well-being of each student, his satisfaction school class comfort of being in the team, the nature of interpersonal perception and mutual understanding, emotional;
- The organization, which is to facilitate the processes of self-organization, self-management, self-improvement of the individual student, creating the conditions for the detection of merit, mutual accountability, support, assistance, development of small group leadership;
- corrective, which takes into account the degree of development of tolerant behavior common rules, which follow the students in the class and school (collective thoughts, traditions, and rules of conduct) and the ability to change intolerant actions and behavior.

Based on predefined functions are the following components of a tolerant educational environment in elementary school as cognitive; and significant personal and collective; emotional, psychological and comfortable; social.

Cognitive component promotes younger student, so must meet the cognitive needs of the child to meet the educational interests, promote curiosity about tolerance, develop thinking, language, memory, attention, imagination, fantasy, make it possible to identify, discovery and development of creative abilities of the child. For this purpose, it is advisable to equip the nook reader; "Box curious", which will be located question of curiosity for children of reference, encyclopedic literature; educational, developmental games; for storing information; statements, advice of wise people about tolerance, saying Ukrainian and other nations that include values, traditions, beliefs, norms, rules, tips people.

Personal and meaningful and collective component will contribute to the education of each student as an individual, the individual and collective formation. For this purpose, it is advisable to create the following: exhibition of children's art works, books, which is constantly changing; portfolio "My piggy bank"; album "Life Class" collection "Our

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Class"; class newspaper "Our Class"; class rules are created, discussed and accepted by schoolchildren; mailbox "Mail Friend", which is created in the classroom in order to establish friendly, benevolent, tolerant relations in a team of pupils; coming to school board confirming the importance of being of each child in the class; photographs of children, their birthdays, showing the importance of each child in the class; sheets for spontaneous recordings and drawings of children, enabling children to work together during breaks.

Class rules are created, discussed and accepted students. The rules are constantly changing. If students have class have certain rules they removed, replaced by other more necessary at present. It is desirable that the rules were not many (3-5), otherwise, the children will be difficult to keep them in the implementation of the plan and, more

Zip code ("Mail Friend", "Mail Class") is created in the classroom in order to establish friendly, benevolent, tolerant relations in a team of pupils. The children's explained that the class created its own class mail. On a large sheet of drawing paper or fabric attached envelope with the name and behalf of children and envelopes for teacher and educator of the extended day - it mailboxes. It is necessary to familiarize students with the rules of correspondence, letter writing, ethics written communication. Children write letters to each other, teachers, reporting and discussing important to them news, events, express their proposals, suggestions, give advice, can share pictures, while developing language, thinking, learning to formulate and express ideas, improve calligraphic, artistic skills. This mail enables the teacher to diagnose psychological climate in the team, identify the team leaders (those who will come many letters) and isolated, who do not have friends (whose mailboxes are empty). With email you can fix things, write a letter and get the first answer to correspond to begin first by mail, then it will be easier to establish friendly relations.

Board coming to school confirms the importance of being of each child in the class. On a sheet of paper indicate the names of the students (and possibly photographs) that can be opened for closing (or flip, insert in the pocket). This can be in the form of the house, train, bus, plane, which will open the window with that name or photo of the child. When a child comes to school, she opens the window, thus demonstrating that it has come, it is a member of the community. When a child comes home, she shuts the window. This board can be shaped basket, corolla, meadows with flowers that kids inserted into the basket, wreath, lawn when they come and take out when returning home in a tree, where apples, nuts,

acorns, which are attached to strings and back. This bulletin highlights the importance and necessity of each child in the group.

The emotional, psychological and comfortable component must take into account the emotional state of pupils and create optimal conditions for their stay in the school. For this purpose an 'secluded corner'; "Magic chair" that helps relieve tension, fears, encouraging positive thoughts, self-confidence, allows the children to look at the classmate, on the other hand, encourages others to performances; favorite toys that reflect the atmosphere of his home, help your child develop imagination, imagination, create a positive emotional background; mood calendar "my mood", which reflects the mental state, mood child serves as a diagnostic tool for teachers; flowers, fish, creating a calming atmosphere, raising responsibilities observation; music; stickers positive content to help create a favorable positive joyful mood in the classroom.

"Corner of solitude" allows the child to be alone and relax from the hustle and noise of a large number of children who need children with unstable mentality system. Constantly being in a group of peers, some students are tired, they have a need to spend a few minutes with you, thoughts, feelings. It is desirable that a corner has been separated from the room (maybe curtains, small wooden house), can be upholstered furniture (chair, sofa), soft toys, flowers, soothing music. This is not the place to be for punishment, the child voluntarily chooses when the need arises. Other students do not have to bother each other. Typically, the child is not there very long, after short grieve, she turns to friends. Teachers if you find the problem or problems of students in certain school and this pursuant to react.

"Magic chair" helps relieve tension, fear, inspires confidence, positive thoughts. It may be an ordinary chair that will beautifully paint or decorated with beautiful drapery fabric. It is a separate place in the classroom. Chairs can be "magically" when the child gets it, and all the other students say only good, good, nice, good words about it. In this case, all the flaws fade and the child focuses on the good that she is. It promotes self-esteem, self-confidence, a feeling of pride at the same time, it allows other children to see a classmate positive traits, strengths, contributing to establishing a favorable atmosphere in the team. However, this chair can be "armchair author." Students at will sit in the "seat of the author" and tell us something interesting about their relatives, acquaintances, friends or episode from his life, the story of his name, read a book, spent the weekend, hobbies, favorite corners of the city, summer holiday, profession

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parents, and so on. This chair helps develop the child's monologue speech, teaches logically, consistently, communication to express their views, talk about things that are familiar, close, interesting for them to acquire artistic skills, increase self-esteem, feelings of self-confidence, creativity disclose, allows other children look at the classmate on the other hand, encourages others to performances.

Calendar mood ("My mood") reflects the mental state, mood child serves as a diagnostic tool for teachers. At the beginning of the day students mark or color your mood emoticons on a separate sheet of paper, which listed the names of all students in the class and the teacher and calendar date. So the teacher sees what mood the children have come to school and can quickly react accordingly. This diagnosis can be carried out at the end of the day when the teacher sees education creates a mood. It is desirable that next to the calendar were pencils or markers all necessary colors and what each color (red - enthusiastic, Orange - joyful, cheerful, yellow - nice, bright, green - calm, balanced, blue - sad, uncertain, purple - anxious, intense, black - very poor, hopeless). His mood with face paint can attach itself or ready labels. To children nabrydala this exercise is not appropriate to change the form and type of calendar.

The social component helps acquire positive experience of communication and interaction, cooperation with others. For this reason, it is important that students have the opportunity to test themselves in different roles to help gain important skills, experience tolerant behavior:

- as thinkers - will think about their actions and look for the link between new and already acquired knowledge;
- how people solve problems - will accept alternative solutions to make discoveries; recording the event, children will develop certain skills and the ability to discuss their observations and ideas;
- as the listeners - they learn to focus and be active in the classroom; communicating will formulate and express their ideas and opinions through a variety of means;
- as the organizers - will plan their own learning, leisure and take responsibility for their decisions;
- as partners - they learn cooperation and ability to consider other points of view;

as friends - they learn to trust and care for others, reach the conclusion that they are treated the same as they are for others.

Conclusions. We can note that tolerance in primary school children in extracurricular activities should pay more attention to educational

organizations tolerant, deliberately created in a classroom environment that will promote respect for themselves and other installation and interaction based on mutual understanding, compromise, consensus.

The study does not exhaust the diversity of theoretical and practical search solution. Promising believe the study: the relationship of educational and extracurricular activities promoting tolerance in primary school children.

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IRINA CUHOPARA. Organizacja środowiska wychowawczego jako czynnik kształtowania tolerancji u młodszych uczniów na zajęciach pozalekcyjnych. W artykule przedstawiono podstawowe cechy środowiska wychowawczego. Zdefiniowano pojęcie tolerancyjne środowisko wychowawcze oraz scharakteryzowano jego podstawowe komponenty: poznawczy, osobowościowy, zbiorowy, emocjonalny oraz społeczny. Stwierdzono, że tolerancyjne środowisko wychowawcze ma sprzyjać promowaniu pozytywnego stosunku do siebie; pozytywnego nastawienia wobec innych; a interakcje z innymi mają odbywać się na podstawie ustaleń, porozumienia, kompromisów.

Słowa kluczowe: tolerancja, środowisko wychowawcze, młodzi uczniowie, zajęcia pozalekcyjne.

ІРИНА СУХОПАРА. Організація виховного середовища як умова формування толерантності у молодших школярів у позаурочній діяльності. У статті розкрито зміст поняття виховне середовище. З метою формування толерантності у молодших школярів у позаурочній діяльності середовище має сприяти вихованню позитивного ставлення до себе; позитивного ставлення до інших; взаємодії з іншими на основі розуміння, згоди, компромісу. Охарактеризовано основні функції виховного толерантного середовища та умови його створення для молодших школярів. Розкрито зміст основних компонентів толерантного виховного середовища у початковій школі: пізнавальний; особистісно-значущий і колективний; емоційний; соціальний.

Ключові слова: толерантність, формування толерантності, виховне середовище, молодші школярі, позаурочна діяльність

ИРИНА СУХОПАРА. Организация воспитательной среды как условие формирования толерантности у младших школьников во внеурочной деятельности. В статье раскрыто содержание понятия воспитательная среда. С целью формирования толерантности у младших школьников во внеурочной деятельности среда должна способствовать воспитанию позитивного отношения к себе; позитивного отношения к другим; взаимодействию с другими на основе понимания, согласия, компромисса. Охарактеризованы основные толерантной воспитательной среды и условия ее создания для младших школьников. Раскрыто содержание

основных компонентов толерантной воспитательной среды: познавательный, личностно-ориентированный и коллективный; эмоциональный; социальный.

Ключевые слова: толерантность, формирование толерантности, воспитательная среда, младшие школьники, внеурочная деятельность.

IRYNA SUHOPARA. **Organization of educational environment as a condition formation tolerance of junior schoolchildren's in extracurricular activity.** In the article the meaning of educational environment. With a view to promoting tolerance in primary school children in extracurricular activities environment should contribute to the education of positive attitudes towards themselves; positive attitude to the other; interact with others on the basis of understanding, harmony, and compromise. Characterized basic functions tolerant educational environment and conditions of its creation for younger schoolchildren. The content of the main components of a tolerant educational environment in elementary school: cognitive; and significant personal and collective; emotional; social.

Key words: tolerance, formation tolerance, educational environment, younger students, extracurricular activities

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