

future teacher based on student-centered learning in a digital environment. This system contains such interrelated components as content, methodological, performance-evaluative, etc., based on the variability of the competence model. Variability implies the possibility of choosing a personalized and individual educational trajectory for students. The results of the study showed the success of digitalization in Abai KazNPU, as well as a fairly high level of digital literacy of employees, which contributes to the introduction of modern approaches to the implementation of the university's activities and readiness for new tasks.

Keywords: professional training; student-centered learning; personalized trajectory; digital environment; students; facilitator; tutor.

Поступила в редакцию: 07.06.2021.

МРПТИ 14.01.45

<https://doi.org/10.51889/2021-2.2077-6861.04>

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IMPROVING- PROFESSIONAL COMPETENCE OF TEACHERS AS A CONDITION FOR EDUCATING INTERCULTURAL TOLERANCE OF PRIMARY SCHOOL STUDENTS

Abstract

The article analyzes theoretical and applied pedagogical research on the introduction of tolerance in educational process and the definition of effective pedagogical conditions for education of tolerance of primary school children. A wide range of pedagogical technologies for improving professional competence of teachers in pedagogical practice focused on development of various components of tolerance, as well as aimed at forming multicultural, interethnic tolerance, used a set of methods, introductory lectures, training seminars, exercises. The importance of the problem of education of intercultural tolerance of junior schoolchildren in the educational process of primary school, the study of pedagogical experience, providing information to specialists in the field of primary education on theoretical issues of education of intercultural tolerance of this contingent of children is outlined. Organizational-informational, practical, effective stages in the process of increasing professional competence of teachers in educating intercultural tolerance of junior schoolchildren are determined.

Keywords: intercultural tolerance; competence education; professional orientation of a teacher; professional competence; pedagogical conditions of education.

Introduction. For Ukraine, as a polyethnic country and a country that has chosen the course of developing European integration, the problem of fostering intercultural tolerance in the younger generation is of particular importance. However, it is no less important to realize the importance of such a component of a teacher's professional competence as intercultural tolerance, because only by having such a personal quality teachers can educate their students.

The leading role in the process of forming tolerance in society belongs to educational institutions. That is why the importance is

attached to the content, forms, and methods of teaching and educating young students, the selection of effective pedagogical technologies that would ensure the effectiveness of the process of forming tolerance. In this regard, the leading scientists and teachers of general secondary education have identified important and crucial tasks that cannot be solved without providing new content, forms and methods of teaching and educating young students.

Literature review. In psychological and pedagogical research, the issues of tolerance were considered by A.Asmolov, I.Bekh, S.Bondyрева, O.Bezkorovaina, O.Dokukina,

V.Kan-Kalik, P.Kendzor, A.Petrovsky, M.Bakhtin, V.Bibler, L.Kanishevskaya, A.Lesyk, I.Sukhopara, O.Sukhomlynska, K.Chorna, E.Gray, I.Bohian, B.Elmond and others. Competence issues were studied by N.Chomsky, D.Hymes, N.Kuzmina, L.Petrovska, I.Zymnya, O.Pometun, O.Ovcharuk, V.Khutmacher, A.Khutorsky, O.Sadokhin, N.Bibik, O.Pavlenko, Y.Shapran, O.Slyusarenko, and others. In psychological and pedagogical research the problems of education of tolerance of junior schoolchildren were studied by L.Kanishevskaya, A.Lesyk, I.Sukhopara; tolerance in the context of formation of civil society was discovered by O.Sukhomlynska, K.Chorna. Foreign scientists, in particular E.Gray, I.Bohian, B.Elmond, and others addressed the problem of developing a tolerant personality.

The purpose of the article is to highlight the conditions of education of intercultural tolerance of junior school children, increase the professional competence of teachers. To achieve this goal, a set of interrelated methods was used, namely: analysis, systematization, comparison and generalization of theoretical data to justify the increase of professional competence of teachers as a condition for educating intercultural tolerance of primary school children.

Main body. Tolerance, according to the Declaration of the Principles of Tolerance, is harmony in diversity, it is not only a moral obligation but also a political and legal need. Tolerance is a virtue that makes it possible to achieve peace and helps to replace the culture of war with the culture of peace [1]. Tolerance is important for the interaction of people with different views and values; it is a leading quality demanded by modern society. Tolerance of respect for the rights of another person means the right to respect one's own convictions and to recognize the same right for others, but intolerance of social injustice or rejection of one's own judgments, rights, or beliefs. Tolerance implies the recognition of the "otherness" of another person, dissimilarity in nature, appearance, status, language, behavior, values, and the right of all people to live in peace and preserve their individuality" [1].

Methodology. The Merriam-Webster Dictionary (1828) interprets the term "intercultural" as the one that "relates to, reflects, or adapts to different cultures" [2]. The Cambridge Dictionary of Business English states that "interculturalism" is what "unites people who have many different customs and beliefs" [3].

In our article we will consider the concept of "intercultural tolerance" as a personal quality that implies knowledge and respect for national values, Ukrainian culture, allows to show respect and friendly attitude to representatives of other national cultures, causes a positive attitude to cultural differences, the ability to interact and communicate with representatives of other national cultures as equal partners.

The concept of "competence" has appeared in pedagogical literature relatively recently and is not sufficiently studied today. The term "competence education" as the achievement of a certain educational result appeared in the 1960s in the United States, Great Britain, and Germany. Competent – experienced in a particular field or matter; "Competence" is a set of powers of a body, the powers of a person established by a law, regulation, etc. The term "competence" in the dictionary of modern English provides the following explanations, namely: the ability and ability to carry out the necessary activities; possession of a special field of knowledge; special skills to perform certain professional duties.

Thus, competence should be understood as a certain area, range of activities, a predetermined system of issues on which the individual must be well aware, have a certain set of knowledge, skills, abilities, and their own attitude to them. Competence – the quality of personality, its specific acquisition, based on knowledge, experience, moral principles and manifested in the critical moment through the ability to find a connection between the situation and knowledge, in making adequate solutions to urgent problems [4].

According to the English scientist M.Armstrong, the term "competence", first, is useful to describe those aspects of behavior that the organization needs to achieve a high level of efficiency. This concept helps to focus

on key behavioral issues that affect outcomes. Second, the term “competence” can be used to describe the knowledge and skills expected of an employee to perform his or her duties effectively [5].

Competences establish the choice of system characteristics for the design of educational standards, educational literature, indicators of educational quality. Increased attention to competencies is conditioned by the recommendations of the Council of Europe concerning the renewal of education, its approach to the order of society. Thus, the International Commission of the Council of Europe defines the concept of “competence” as a proven human ability to use knowledge, skills, and personal, social abilities in educational activities and professional, personal development [6, P.7].

The functions of competencies in education reflect the social order for the training of young people, are a condition for the realization of personal meanings of learning; cover real objects of the surrounding reality for purposeful application of knowledge, skills, and methods of activity; form the experience of the student’s subject activity; available in various subjects and educational fields; are interdisciplinary elements of the content of education; allow to connect theoretical knowledge with their practical use; are integral characteristics of the quality of training and comprehensive control of students [7].

Scientists, researchers develop and constantly improve the key components of the professional competence of teachers. Most researchers among the key positions of professional competence of teachers put in the first-place productive competence and consider it not only as of the ability to work, but, above all, as the ability to create their own product, make certain decisions, be responsible for them, willingness and need for creativity. However, such scientists as Sh.Amonashvili, V.Vvedensky, M.Kolomiets, N.Kuzmina, A.Orlov, V.Pylypivsky, V.Syenko pay great attention to the personal qualities of the teacher (friendliness, sensitivity, balance, tolerance, reflection).

Ukrainian scientists N.Bibik, L.Vashchenko, O.Lokshina, O.Ovcharuk, using the term

“competence”, interpret it as a specially structured set of knowledge, skills, abilities, and attitudes acquired in the learning process, allowing a person to determine, to identify and solve, regardless of the context (situation) problems specific to a particular field of activity [8, P.139-140].

Professional competence is defined by the “Encyclopedia of Education” as “an integrative characteristic of business and personal qualities of a specialist, reflecting the level of knowledge, skills, experience sufficient to achieve a goal in a particular professional activity, as well as the moral position of the specialist. Competence is a set of knowledge and skills necessary for a specialist to carry out the effective professional activity: the ability to analyze and predict the results of work, to use up-to-date information on a particular field of production” [9, P.58].

As L.Kanishevskaya notes, “an important component of the teacher’s image is professional orientation is a set of motives and goals that guide his activities. The central problem of a teacher’s professional orientation is the problem of motive” [10, P.24]. Thus, awareness of the relevance and necessity of professional activity, the desire to effectively carry it out, knowledge of the essence of tolerance and the peculiarities of its formation in junior high school students; acceptance of the child, empathic understanding; setting for tolerance in teaching; mastery of forms and methods of tolerance formation is an emotionally positive motivation of a teacher in the process of education of tolerance in primary school students.

R.Jumaliev, A.Muratqyzy notes that “Language is the basic tool and means of communication. Therefore, it has been acknowledged that there is an urgent call for any language to be the means of intercultural interactions and communication to integrate the globalizing world, run the business and benefit from the boons of globalization. Intercultural communication necessitates acquiring cognition and competency in implementing the target language as a means of cross-cultural and intercultural communication effectively, appropriately and mostly verbally. As language, culture and communication are three facts with

their concepts closely interrelated they should not be investigated solitarily" [11, P.56].

In the process of increasing the professional competence of teachers in the education of intercultural tolerance of primary school children, we outlined the following stages: organizational and informational, practical, effective.

At the first (organizational and informational) stage, preparatory work was carried out with teachers of grades 1-4 of secondary schools, the purpose of which was to emphasize the importance of educating intercultural tolerance of primary school students in the educational process of primary school, study pedagogical experience, providing information to specialists in primary education. on theoretical issues of education of intercultural tolerance of the specified contingent of children; acquaintance with the program of increase of professional competence of teachers concerning the education of intercultural tolerance of younger schoolboys.

Introductory lectures "Intercultural tolerance. What? How? Why?"; "Specifics of intercultural tolerance for teachers", which aimed to deepen the knowledge of primary school teachers about the essence of the phenomenon of "intercultural tolerance of primary school children", the concept of "tolerance", "culture", "interculturality", "tolerant personality", "intolerant personality"; types of tolerance are considered; emphasis is placed on the importance of educating intercultural tolerance of junior schoolchildren and on the peculiarities of educating intercultural tolerance. During the lecture the exercises "Pedagogical scales" (Training program "Overcoming aggressive behavior") "Stereotypical glasses" were used [12].

The exercise "Pedagogical scales" was conducted with teachers [13]. The purpose of the exercise is the message and the transition of his "I"; The spread of the need to find hidden qualities and opportunities through "immersion" in the situation and the threat of it, which allows you to see yourself in other qualities. At the beginning of the exercise, all teachers were divided into two groups. The host

tells the story: "One sage said that in a country of selfishness there is always an undiscovered land. So, I suggest you find the hidden qualities and properties in yourself. It must be imagined that one reckless student created two robot educators. He presented one such work with negative qualities of human character, and another with positive ones".

The first group of teachers was asked to describe how the textbook was a robot with positive qualities of character in the children's team, and a group of friends - the behavior of working with a negative set of personal qualities. After the exercise, the teacher was asked to answer the question: "Did you like the exercise?"; "What to identify and abandon the most popular?" [14].

The purpose of the exercise "Stereotypical glasses" [13] is to gain experience in the content of understanding with other people, taking into account her point of view. At the beginning of the exercise, all teachers were together in pairs. Then a sheet of A4 paper with the number "6" is placed between the two participants so that one of them gets only the number "9" and the other - "6". The task of the pair of teachers was to develop a dialogue with the introduction of what they see and try to convince partners of their rights. After the exercise, it was recommended that the reluctance to understand the other, the emergency, that one's own opinion is infallible, the inability to "take off" one's "stereotypical glasses" is the shortest way to misunderstanding, and often conflict arises. Thus, if a person strives for productive communication, he must behave so as not to use partners, respecting his point of view, his personality, individual quality, to find a solution that satisfies everyone [13].

Results and discussion. After all, the trial organizational and informational stage of improving the professional competence of primary school teachers marked the importance of the problem of educating intercultural tolerance of young students in the educational process, providing information on theoretical issues of educating intercultural tolerance of primary school students; acquainted with the program to increase the professional competence of specialists.

At the second (practical) stage seminars-trainings “Forms and methods of education of intercultural tolerance”, “Diagnosis of levels of education of intercultural tolerance in junior schoolchildren” and round tables “On the way to intercultural-tolerant future”, “Does intercultural tolerance life live in our school?” the purpose of which was to teach teachers to diagnose the levels of education of intercultural tolerance of primary school students; the use of a set of pedagogical conditions for the education of this quality of students in the educational process of primary school; to acquaint primary school teachers with the program “Week of Cultures: Planet Earth - our common home”.

Seminar-training “Forms and methods of education of intercultural tolerance” were aimed at deepening the knowledge of specialists in primary education about the forms and methods of education of intercultural tolerance, discussion of pedagogical conditions of education of intercultural tolerance in students 1-4 grades, an acquaintance of teachers with the program “Culture Week: Planet Earth is our common home”. In addition to theoretical provisions, teachers were invited to take part in training exercises: “Magic box”, “Reflection”, “Vytynanka” [15, P.378].

The purpose of the exercise “Magic box” is to promote awareness of the desire to help others, given the uniqueness and originality of each; understanding that all people are equally important; fostering a sense of self-confidence, self-esteem, and others.

A box with a mirror inside was needed to perform the exercise. The facilitator brought and showed a beautiful box to the participants-teachers and informed the audience: “This box is charming. Looking at it, each of you will be able to see the image of “the most important person on Earth”. But you can’t reveal the “secret” and tell who you saw until everyone takes turns looking in the box. “Teachers took turns looking into the box, after which there was a discussion on the questions: “Who is the most important person in the world?”, “Why?”, “And other people?”.

The purpose of the exercise “Reflection” is to help feel the state of another person,

his emotions, feelings, learn to reflect them. During the exercise, the teachers joined in pairs. Initially, the first of them played the role of “mirror”, and the second played the role of a “man”. The participant, who played the role of a “mirror”, repeated the movements of a “person”, reflecting his emotions. Then the participants changed roles. After the exercise, there was a discussion on the questions: “Was it difficult to reproduce the movements of another person?”, “Why?”, “How did you feel when you reproduced the movements?”, “In what role did you feel better?” [15, P.378].

The purpose of the “Vytynanka” exercise is to prove to the participants that an everyone present is a different person. Each specialist was given the same paper napkins and was asked to follow the instructions given by the facilitator, carefully following the rules. Instructions: tear off the upper right corner, fold the figure in half, round the acute angle, fold the figure in half, tear off the right angle, unfold the sheet, consider the resulting figure. Show others your figure. After this exercise, teachers were asked to compare the carved figures and answer the questions: “Why are all your cutouts different, but all followed the same instructions?”, “Is it good that we all have different cutouts? Why?”, “Is it good that all people are different? Why?” [15, P.378].

During the training seminar “Diagnosis of levels of intercultural tolerance in junior high school students” teachers were introduced to the author’s questionnaire “Intercultural Tolerance”, the method of “National Stereotypes” (K.Chorna), the test “What do I know about Ukraine and other countries” (D.Kolodyazhna), method of studying the tolerance of children (according to UNESCO, author Dominic de Saint-Mars); provided individual consultations on the diagnosis of intercultural tolerance of primary school students. In addition to theoretical provisions, teachers were invited to take part in training exercises: “The impact of words on people”, “Potatoes”.

The purpose of the demonstration exercise “The effect of the word on a person” [9] was to demonstrate the effect of bad, ill-considered words on a person. Material: a glass of clean water, salt, pepper, a lump of earth. The

presenter showed and commented on his actions: "Let's take a glass of water. Imagine that this is the human soul are pure, simple, naive, able to absorb everything, both good and bad. Salt is rough, salty words; a pepper is burning, offensive words; lump of the earth is inattention, indifference, ignorance. When we mix everything well we get the human condition. How long will it take for everything to settle down and be forgotten? And you only need to shake the water lightly - everything will rise to the surface, or settle. Conclusion: When we quarrel with someone and say something unpleasant, we leave such "traces" in a person's soul. And it doesn't matter how many times we apologize later. Verbal "wounds" cause the same pain as physical ones. Therefore, we can show our tolerance and understanding to others in different ways: calmly, friendly, patient, without undue criticism, tolerant [12].

The purpose of the "Potato" exercise is to show that we are all different people. Equipment: potato basket. Teachers were asked to take a potato, look carefully, find special differences, remember its appearance. Then all the potatoes were put back in the basket. Everyone had to find "their" potatoes and describe their differences. After the exercise, there was a discussion on the questions: "Was it difficult to find the differences between your potatoes? Why?", "What helped you find the differences?", "Are all people like potatoes like each other? Why?", "How to see the differences of each person?" [15, P.288].

During the round tables "Does intercultural tolerance live in our school?" and "Towards an Intercultural-Tolerant Future" discussed the problems that children and teachers may face and ways to address them. Specialists in the field of primary education also expressed their views on the need to foster intercultural tolerance and suggested options for implementing the program "Week of Cultures: Planet Earth - our common home" not only in primary school.

Thus, during the practical stage of improving professional competence, teachers learned to diagnose the levels of education of intercultural tolerance of junior schoolchildren; got acquainted with the use of a set of pedagogical conditions for the education of intercultural

tolerance of children in the educational process of primary school and got acquainted with the program "Week of Cultures: Planet Earth - our common home".

The third (effective) stage involved identifying ways to overcome personal complications in the process of preparatory work of specialists in the field of primary education in the process of educating intercultural tolerance of primary school children. At this stage, the following methods and techniques were used, such as individual consultations, questionnaires, observations, and interviews. Organizing and conducting classes with primary school teachers during the implementation of the program "Week of Cultures: Planet Earth - our common home" contributed to: deepening teachers' knowledge about the essence of intercultural tolerance; acquaintance of teachers with diagnostics of levels of education of intercultural tolerance at children; deepening teachers' knowledge of the forms and methods of educating intercultural tolerance of students in the educational process of primary school.

Conclusion. We can note that the result of classes with primary school teachers was their acquisition of knowledge and theoretical ideas about the problem of education of intercultural tolerance in children of primary school age, the forms and methods of education of intercultural tolerance in children of this age.

Thus, in pedagogical practice, a wide range of methods of educating tolerance of junior schoolchildren has been accumulated, which are mainly personality-oriented, dialogical, and reflexive in nature. The role of the teacher in the education of tolerance of pupils, his ability to create a tolerant climate in an educational institution is of great importance in the scientific-pedagogical literature. The solution to the problem of tolerance is to overcome the egocentric attitudes and stereotypes of the minds of students, teachers, by conducting introductory lectures, training seminars, various exercises, so the topic of tolerance should be cross-cutting. Only a set of pedagogical conditions can ensure the effectiveness and efficiency of the process of improving the professional competence of teachers in educating tolerance of junior students.

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**Кіші мектеп оқушыларында мәдениетаралық төзімділікті тәрбиелеу шарты
ретінде мұғалімдердің кәсіби құзыреттілігін арттыру**

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Аңдатпа

Мақалада толеранттылықты білім беру үдерісіне егізу және кіші мектеп оқушыларында толеранттылықты тәрбиелеудің тиімді педагогикалық шарттарын анықтау бойынша теориялық және қолданбалы педагогикалық зерттеулер талданады. Педагогикалық тәжірибеде толеранттылықтың түрлі компоненттерін дамытуға бағытталған, сонымен қатар көпмәдениетті, этносаралық толеранттылықты қалыптастыруға бағытталған кәсіби құзыреттілігін арттырудың педагогикалық технологияларының кең спектрі ұсынылған, әдістер кешені, кіріспе дәрістер, зерттелетін проблеманың ерекшеліктеріне байланысты оқыту семинарлары, жаттығулар қолданылады. Бастауыш мектептің білім беру процесінде кіші мектеп оқушыларының мәдениетаралық толеранттылығын тәрбиелеу, педагогикалық тәжірибені зерттеу, бастауыш білім беру саласындағы мамандарға

балалар контингентінің мәдениетаралық толеранттылығын тәрбиелеуге қатысты теориялық мәселелер бойынша ақпарат берудің маңыздылығы көрсетілген. Кіші мектеп оқушыларында мәдениетаралық төзімділікті тәрбиелеу бойынша мұғалімдердің кәсіби құзыреттілігін арттыру үдерісінің ұйымдастырушылық, ақпараттық, практикалық, тиімді кезеңдері анықталды.

Түйін сөздер: мәдениетаралық толеранттылық; құзыреттілікке негізделген білім; мұғалімнің кәсіби бағыттылығы; кәсіби құзыреттілік; тәрбиенің педагогикалық шарттары.

Повышение профессиональной компетентности педагогов как условие воспитания межкультурной толерантности младших школьников

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Аннотация

В статье сделан анализ теоретических и прикладных педагогических исследований по вопросам внедрения толерантности в образовательный процесс и определения эффективных педагогических условий воспитания толерантности младших школьников. Представлен широкий спектр педагогических технологий повышения профессиональной компетентности учителей в педагогической практике, ориентированных на развитие различных компонентов толерантности, а также направленных на формирование поликультурной, межэтнической толерантности, использован комплекс методов, ознакомительных лекций, семинаров-тренингов, упражнений, обусловленных спецификой исследуемой проблемы. Обозначена важность проблемы воспитания межкультурной толерантности младших школьников в образовательном процессе начальной школы, изучение педагогического опыта, предоставление информации специалистам в области начального образования по теоретическим вопросам относительно воспитания межкультурной толерантности контингента детей. Определены организационно-информационный, практический, результативный этапы в процессе повышения профессиональной компетентности педагогов по воспитанию межкультурной толерантности младших школьников.

Ключевые слова: межкультурная толерантность; компетентностный подход в образовании; профессиональная направленность педагога; профессиональная компетентность; педагогические условия воспитания.

Received: 11.05.2012

IISTI 14.25.07

<https://doi.org/10.51889/2021-2.2077-6861.05>

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ORGANIZATION OF COMPETENCE-BASED STUDENTS' INDIVIDUAL WORK OF PEDAGOGICAL SPECIALTIES

Abstract

In the modern world in higher educational institutions, the problem of organizing students' independent work is one of the most urgent. The student must have not only knowledge, but also make decisions independently, strive for success in professional activities, apply a creative approach to any business, and raise the intellectual level. That is why the independent work presupposes the development of students' skills to clearly formulate their own thoughts, argue their judgments, think logically, and know the numerous flow of information. The implementation of