



FORMATION OF TOLERANCE IN PRESCHOOL CHILDREN IN A PRESCHOOL EDUCATIONAL INSTITUTION

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Annotation: The article reflects the author's research on the formation of tolerance in preschool children in the conditions of work of a preschool educational institution. As a result of the analysis of psychological and pedagogical literature and literature on tolerance issues, the article formulates the pedagogical conditions for the formation of tolerance in preschool children.

Keywords: preschoolers, formation, tolerance, pedagogical conditions.

Introduction. According to the general provisions on human rights set forth in the UN Declaration on Human Rights, and the general provisions on the rights of the child set out in the Convention on the Rights of the Child, it is necessary to create a system of social and pedagogical conditions conducive to the formation of tolerant beliefs, attitudes and skills of tolerant behavior in the microenvironment - in family, in an educational institution, with the participation of parents, teachers, social workers, politicians, the media and society as a whole [1, 2].

The development of any society with the prospect of achieving an optimal political, economic and moral state is based on an educational system that modulates and implements urgent social needs. It follows that education is becoming in modern conditions one of the most effective means of forming new attitudes and norms of behavior, in particular, the formation of tolerant consciousness and behavior [3, 4, 5]. The solution of these problems requires new approaches to the organization of the educational process, its focus on solving the problems of raising and developing a child who not only has knowledge, skills and abilities, but is also capable of broad communication, including in a multinational environment, in the spirit of humanistic traditions and ideas. capable of showing understanding, ready for cooperation, tolerant of dissent [6, 7, 8]. All this increases the anthropological and ethical components in solving the problems of education in general [9].

In modern conditions, the role of the education sector is increasing, designed to develop a range of pedagogical conditions and methods for the formation of tolerance. Such a set of conditions and methods for the formation of tolerance can be designated as the pedagogy of tolerance [10, 11].

As a result of the analysis of psychological and pedagogical literature and literature on tolerance, the following pedagogical conditions for the formation of tolerance in a preschool institution were formulated:

1. Creation of a tolerant space of a preschool institution.
2. Training of a teacher corresponding to the goals and objectives of tolerant education.
3. Application in work with children of pedagogical technologies focused on the development of tolerance.
4. Interaction of teachers and parents of children in the education of tolerance.
5. Development and implementation in the pedagogical practice of preschool institutions of special programs for the formation of tolerance in children of senior preschool age [12].

Let's take a closer look at each of the pedagogical conditions. So, the first condition is the creation of a tolerant space of a preschool institution, in which every child, regardless of ethnicity, will feel comfortable, secure and will be able to openly interact with the outside world. A significant role in creating such a space belongs to the entire teaching staff [13, 14].

Self-esteem, self-respect, respect for people around them, regardless of their social affiliation, nationality, race, culture and religion, are necessary for people who interact with the younger generation. The second pedagogical condition is the preparation of the teacher corresponding to the goals and objectives of tolerant education.

It is hard to imagine that a teacher who is intolerant of others will be able to instill in a child a tolerant attitude towards other people, towards other cultures. What qualities should a teacher who teaches tolerance have? The main ones are his loyalty to universal human values, spiritual wealth and democracy. The most important quality of the teacher in working with the children's team is his empathy - the ability to understand and feel the child.

Summarizing, we can list the qualities that a teacher should possess in a pedagogical situation of interest to us:

- the general national culture of the teacher, the culture of cooperation and interaction;
- deep knowledge of national culture, its manifestation in behavior;
- professional skills, mastering new methods of work;
- psychological attitude towards tolerance, ethno-cultural communication;
- attitude to the children's team as a free community of like-minded people;
- the desire for self-analysis and self-development.

In addition to personally significant for the child and professionally necessary qualities, the teacher must have special technologies for interacting with the children's team. Based on this, the third pedagogical condition for the formation of tolerance in a preschool institution is the use of pedagogical technologies focused on the development of tolerance in working with children. Such technologies include personality-oriented technologies, such as dialogue, discussion, cooperation.

Dialogue is one of the leading components of the modern humanistic paradigm. In dialogue, individuality is manifested and the originality of another person is comprehended, since it is dialogue interaction that implies equality of positions in communication. Discussion occupies a specific place in the sphere of dialogue communication. The main goal of the discussion is the development of a communicative and discussion culture in the process of searching for truth.

The next pedagogical technology is cooperation, which implies the joint determination of the goals of the activity, joint planning, distribution of forces and means based on the capabilities of each. The pedagogy of cooperation provides for the organization of business contacts, the joint setting of tasks and the analysis of the process of their solution. This style of interaction in the pedagogical process is associated with the humanization and democratization of society, the activation of the initiative and creativity of people, the fuller disclosure of the personal potential of each person, which fully contributes to the formation of tolerance.

The fourth pedagogical condition for the formation of tolerance is the interaction of teachers and parents in the education of tolerance. The importance of the family in shaping a child's tolerant consciousness and behavior can hardly be overestimated. Parents are the first and main educators of children, and it is impossible to form tolerance in a child if they are not allies of teachers in solving this problem.

The fifth pedagogical condition for the formation of tolerance is the development and introduction into the pedagogical practice of preschool institutions of special programs for the formation of tolerance in children of senior preschool age. It should be noted that at the moment all educational programs for

preschool children contain a section on "socio-emotional" or "moral" education, dedicated to the development of humane feelings in children, the formation of ethical ideas, cultural behavior skills, social and social qualities.

Conclusion. When analyzing the methodological literature on the issue of interest to us, it was revealed that there are very few special programs for the formation of tolerance in preschool children, and what exists is not entirely suitable for the average kindergarten. In our opinion, the program for the formation of tolerance in preschool children should be guided by universal (world) culture and Uzbek cultural traditions; taking into account the new social, political and educational conditions in general and in solving the problem of the formation of tolerant ethno-cultural attitudes in particular.

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