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ANALYSIS OF CURRICULA IN TERMS OF TOLERANCE EDUCATION OF YOUNG SCHOOL-AGE CHILDREN

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АНАЛИЗ УЧЕБНЫХ ПРОГРАММ С ТОЧКИ ЗРЕНИЯ ВОСПИТАНИЯ ТОЛЕРАНТНОСТИ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

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Abstract. The subject programs of elementary school are analyzed in the context of tolerance education in children. The analysis criteria were the tasks of developing tolerance in junior schoolchildren and the ways (mechanisms) we identified for solving these problems. Professionally, a fully organized pedagogical process consists not only of didactic but also of educational foundations, which purposefully involves the organization of the classroom and extracurricular educational work. According to the authors, the main task of the school is to cultivate a sense of national identity, pride, honor and dignity in the younger generation. Only in the process of formation of the pupil's personality, some conditions of tolerance and separate ways of their realization were reflected in a superficial form.

Аннотация. Проанализированы предметные программы начальной школы в контексте воспитания толерантности у детей. Критериями анализа служили задачи воспитания толерантности младших школьников и выявленные пути (механизмы) решения этих задач. В профессиональном плане полноценный педагогический процесс состоит не только из дидактических, но и из образовательных основ. По мнению автора, основная задача школы — привить подрастающее поколение чувства национальной идентичности, гордости, чести и достоинства. Только в процессе становления личности ученика некоторые условия толерантности и отдельные способы их реализации нашли отражение в поверхностной форме.

Keywords: primary school, education, tolerance.

Ключевые слова: начальная школа, воспитание, толерантность.

There are many programs and theories related to modern educational theory and practice in order to democratize and humanize the education system. When considering issues related to the specificity of tolerance upbringing in young school-age children, the possibility of forming this complex quality in the child's personality and the system of pedagogical tools to be used for this purpose, it is expedient to analyze programs and pedagogical theories for primary school (I-IV).

We analyzed the subject curricula of primary school in the context of tolerance upbringing in children. The criteria for the analysis were the tasks of tolerance education of young schoolchildren and the ways (mechanism) we identified to solve these tasks.

Modernization of the education system for primary school in modern conditions is characterized by the existence of a large number of subject programs by various authors: Programs

of general education institutions: primary classes (1-4) eleven-year schools (L. A. Vokhmyanina, T. V. Ignatova, T. A. Fedoseeva); "Azerbaijani language" (R. A. Ismayilov, G. Y. Orujova, Z. A. Khalilova); "Mathematics" (N. M. Gahramanova, C. S. Asgarova); "Knowledge of life" (classes I-IV) (G. A. Mehdiyeva, F. H. Bayramova); "Music" (O. M. Rajabov, N. K. Kazimov, N. N. Rajabova) and others.

The issues raised by the authors in the curriculum on tolerance include: the ability to listen to what others are saying, to perceive it fully and consciously, to express their observations; development of conversational rules, development of the ability to understand the interlocutor; enrichment of the child's moral and aesthetic education; revealing moral and aesthetic values and spiritual culture; to develop the ability to dialogue with his peers, to listen and complete them, to judge and to prove his correctness; formation of controlled speech; cognitive operations; development of cognitive operations such as analysis, synthesis, comparison, generalization, classification; formation of correct behavioral skills in natural and social environment; formation of ideas about the world and the place of man in it; formation of humanistic attitude to animate and inanimate nature in students; fostering sense compassion and the pursuit of kindness for him; education to respect working people; creation of restraint, perseverance; fostering a sense of compassion; developing the ability to understand others; development of international solidarity and mutual understanding; to develop the ability to see and understand the beauty and ugliness of the surrounding world, to express their inner, emotional state in harmony; to develop an understanding of differences in historical events, to form a sense of respect for the traditions and culture of the past; fostering a culture of behavior. Issues such as the formation of the ability to communicate with people, the development of a humane attitude to others and a culture of behavior are often encountered, the implementation of which plays an important role in the development of tolerance in young schoolchildren. To do this, the proposed methods for solving these problems can be combined into two groups: in the content of the training material and in the team (in the process of interaction) during the practical activities.

Thus, the issue of forming tolerance in children is not actually raised in the subject curricula of primary school. We are talking only about the education of a number of important conditions (components) in the school personality - the rules of speech, the ability to express themselves, to listen, the formation of moral qualities and personality traits (humanism, kindness, compassion), the development of compassion, understanding other people, development of the ability to accept, cultural behavior, perseverance, restraint, etc. It also shows some ways to solve certain problems, which can also be considered as a means of education: training, communication, labor, and play.

Professionally, a fully organized pedagogical process consists not only of didactic but also of educational foundations, which purposefully involves the organization of the classroom and extracurricular educational work. The theory and methodology of the organization of educational work in primary school have a large number of author's theories on educational work. Let's consider the educational potential (educational opportunities) of these theories in the context of the formation and development of tolerance in young schoolchildren.

Among the modern traditional theories of educational work, in particular: the theory of upbringing on the main directions of educational work (S. S. Marenko); theory of the systematic organization of upbringing process (V. A. Karakovskiy, Z. I. Novikova, N. Z. Selivanova); system-role theory of child personality formation (N. M. Talanchuk); step-by-step upbringing theory (N.M. Kazimov); structural-role theory of upbringing (V. M. Korotov); Upbringing as a pedagogical component of the child's socialization" (M. I. Rozhkov); Theory of personality-oriented upbringing "Upbringing of the child as a cultural person" (E. V. Bondarevskaya); Theory "Forming a dignified

person, the image of life" (A. A. Agayev, N. E. Shurkova); Theory of "Self-education of schoolchildren" (G. K. Selevko); Theory "Pedagogical support for the child and his development" (O. S. Gazman); The demand-motivated theory of upbringing (V. P. Sazonov) deserves attention.

In the theory of upbringing on the main directions of upbringing work (B. Z. Vulfov) moral and aesthetic education is put forward as the main task: upbringing of behavioral culture of young schoolchildren, based on the principles of tolerance, non-violent interaction, specific methodological recommendations, rules on proper relations peers and adults with little students is shown [3; p. 12-16].

System-role theory of personality formation (N. M. Talanchuk, V. C. Khalilov) and structural-role theory of upbringing (V. M. Korotov, F. B. Sadigov) style is seen as the goal of education. According to the authors, the main task of the school is to cultivate a sense of national identity, pride, honor and dignity in the younger generation; It consists of the formation of high national culture, interethnic relations, culture and international consciousness in young schoolchildren. The main focus is on the gradual establishment of mutual responsibility of the subjects of the upbringing process based on cooperation and trust [5; p. 18-27].

Conclusion

- The issue of tolerance education in children is not raised in the subject programs for primary school in a special and prominent way. Only in the process of formation of the pupil's personality some conditions of tolerance and separate ways of their realization were reflected in a superficial form.

- Primary school curricula for extracurricular activities practically allow children to develop the qualities of tolerance, but there is no concept (proven complete scientific theory) on specific pedagogical techniques and technologies for the education of tolerance in young schoolchildren, pedagogical opportunities.

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