

ДОШКІЛЬНА ТА ПОЧАТКОВА ОСВІТА

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IMPROVING TEACHER'S PROFESSIONAL COMPETENCE AS A CONDITION FOR EDUCATION OF INTERCULTURAL TOLERANCE OF JUNIOR SCHOOLCHILDREN

Abstract. The article reveals the relevance of the issue of professional competence, the innovative activity of teachers, as a condition for educating intercultural tolerance of junior students, which is determined by the scope of competencies, the scope of powers in the field of professional activity, outlining individual style of work.

The analysis of the essence of professional competence of a teacher, professional training of a specialist, and his professional competence is covered, where the first concept reflects the process of mastering the necessary knowledge and skills, and the second – the result of this process, qualitative characteristics.

The problem of definition of professional pedagogical competence which reflects essential properties and relations of all subjects of pedagogical science is analyzed. The most significant feature of the research is the interpretation of the concept of «professional competence of a teacher» as the integration of the appropriate level of professional knowledge, skills, and abilities of the teacher, his personal qualities, which are manifested as a result of the activity (level of education).

The potential of professional competence of a teacher, awareness of the relevance and necessity of professional activity, the desire to effectively implement it, 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 junior schoolchildren.

The article emphasizes the need for the process of improving the professional competence of teachers in the education of intercultural tolerance of primary school students and outlines the stages: organizational and informational, practical, effective. They included acquaintance with the information on education of intercultural tolerance of junior schoolchildren, the program of increase of professional competence of teachers.

Key words: professional competence of a teacher, pedagogical condition, education, intercultural tolerance, junior schoolchildren's.

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ПІДВИЩЕННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛЯ ЯК УМОВА ВИХОВАННЯ МІЖКУЛЬТУРНОЇ ТОЛЕРАНТНОСТІ МОЛОДШИХ ШКОЛЯРІВ

Анотація. У статті розкрито питання професійної компетентності, інноваційної діяльності вчителя як умови виховання міжкультурної толерантності молодших школярів, що визначається обсягом компетенцій, колом повноважень у сфері професійної діяльності, які передбачають індивідуальний стиль роботи, спосіб досягнення освітньої мети, забезпечують якість та ефективність професійної діяльності.

Схарактеризовано сутність професійної компетентності вчителя, професійну підготовку фахівця та його професійну компетентність, де перше поняття відображає процес оволодіння необхідними знаннями й навичками, а друге – результат цього процесу, якісну характеристику.

Проаналізовано проблему визначення професійної педагогічної компетентності та її істотні

характеристики. Зазначено, що найбільш суттєвою ознакою досліджень є трактування поняття «професійна компетентність учителя» як інтегрування відносно рівня його професійних знань, умінь і навичок, особистісних якостей, що виявляються в результаті діяльності (рівень вихованості й освіченості учнів).

Розглянуто потенціал професійної компетентності вчителя, усвідомлення актуальності та необхідності його професійної діяльності, бажання ефективно здійснювати її, знання про сутність толерантності та особливості її формування в молодших школярів; прийняття дитини, емпатійне розуміння; настановлення на терпимість у педагогічній діяльності; володіння формами і методами формування толерантності як емоційно-позитивна мотивація педагога у процесі виховання толерантності в молодших школярів.

Окреслено питання необхідності підвищення професійної компетентності педагогів у вихованні міжкультурної толерантності молодших школярів, виокремлено основні його етапи (організаційно-інформаційний, практичний, результативний), що передбачають ознайомлення із загальною інформацією про виховання міжкультурної толерантності молодших школярів, а також програмою підвищення професійної компетентності вчителів.

Ключові слова: професійна компетентність учителя, педагогічна умова, виховання, міжкультурна толерантність, молодші школярі.

Problem statement. The development of mankind at the present stage of its life is determined by socioeconomic, sociocultural, political processes, which deepen at the beginning of the third millennium. Social changes are rapid and irreversible, which are due to the democratization of public life, scientific and technological progress, informatization, and computerization. But the most significant in these conditions is the role of education, which has a direct and greatest impact on the individual and society.

Professional competence, the innovative activity of a teacher becomes today the main direction of implementation of modernization reforms in education and one of the essential directions of transition to the model of innovative development of Ukraine as a whole. It is determined by the scope of competencies, the range of powers in the field of professional activity, outlining the individual style of work, the way to achieve the educational goal, ensure the quality and efficiency of professional activity.

Recent research and publication. In the psychological and pedagogical literature, the problem of competence formation is covered in the scientific works of N. Bibik, O. Biliakovska, O. Savchenko, N. Nagorna, M. Golovan, A. Khutorskiy, and others. In the research of modern scientists, professional competence is associated with the level of education of the specialist and his general cultural competence and is considered as a complex system that includes knowledge, skills, abilities, and professionally important qualities of the specialist.

The purpose of the article. Consider and characterize the approaches to increase the professional competence of teachers as a condition for educating intercultural tolerance of primary school students.

Presentation of the main material. According to M. Horvat, the most effective pedagogical conditions for the

education of tolerance are «preparation of teachers and parents for the education of tolerance of junior schoolchildren in the conditions of interactive pedagogical communication; introduction of a step-by-step program of tolerance education into the educational process of primary school by means of interactive pedagogical communication in lessons and extracurricular activities; purposeful and active use of the content of educational branches and forms of organization of the educational process for the formation of standards of tolerant attitude to others in junior schoolchildren» (Horvat, 2014, p. 57).

The analysis of the essence of professional competence of a teacher is given in the research of V. Synenko, who claims that a distinction should be made between the professional training of a specialist and his professional competence. The first concept reflects the process of mastering the necessary knowledge and skills, and the second - the result of this process, a qualitative characteristic (Synenko, 1999, p. 15). Competence is also some prospect that is more or less available to this specialist due to his individual capabilities and various objective factors.

The concept of «pedagogical competence» the scientist considers a category of pedagogical science. Professional pedagogical competence reflects the essential properties and relationships of all subjects of pedagogical science. The most significant feature of the researcher's research is the interpretation of the concept of «professional competence of a teacher» as the integration of the appropriate level of professional knowledge, skills, and abilities of the teacher, his personal qualities as a result of the activity (level of education). According to I. Zyazyun, «the components of professionalism in any profession are competence and armament with a system of skills» (Zyazyun, 1997, p. 112).

S. Goncharenko defines professional competence as «an integrative characteristic of business and personal qualities of a specialist that reflects the level of knowledge, skills, experience sufficient to achieve a goal in a certain type of 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 effective professional activities: the ability to analyze and predict the results of work, use up-to-date information on a particular industry» (Goncharenko, 1995, p. 58).

An important pedagogical means of educating tolerance in junior high school students is the teacher's personality. According to O. Savchenko, «tolerance is a sign of a teacher's skill, his pedagogical culture, a position as a person». «Teacher tolerance», says the researcher, «is, above all, his life position. He must realize that tolerance is a social and individual value not only of education but of society as a whole. Then the tolerant position of the teacher will be manifested in everyday actions, words that create an educational space in which he works with the child» (Savchenko, 2014, p. 7).

«An important component of the image of a teacher, – says L. Kanishevskaya, – is a professional orientation – a set of motives and goals that guide his activities. The central problem of the teacher's professional orientation is the problem of motive» (Kanishevskaya, 2011, p. 181). Therefore, 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 younger 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 junior schoolchildren.

In preparation for the implementation of the program «Week of Cultures: Planet Earth – our common home» for primary school teachers held a series of events: «round tables» with representatives of the psychological service, training seminars, interviews, the tasks of which were defined:

- actualization of the problem of education of intercultural tolerance in junior schoolchildren;
- deepening knowledge about the essence of intercultural tolerance, forms, and methods of education of intercultural tolerance in junior schoolchildren;
- acquaintance with pedagogical conditions of education of intercultural tolerance at junior schoolchildren;
- promoting awareness of the importance of their own tolerant behavior.

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

At the first (organizational and informational) stage, preparatory work was carried out with teachers of general secondary education, which aimed to emphasize the importance of educating intercultural tolerance of primary school students in the educational process of primary school, studying pedagogical experience, providing information to primary school teachers on theoretical issues of intercultural education. tolerance of junior schoolchildren; 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? As? Why?» and «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», «intercultural», «tolerant personality», «intolerant personality»; types of tolerance were considered; emphasis is placed on the importance of educating intercultural tolerance of junior schoolchildren and on the peculiarities of educating intercultural tolerance. Exercises «Pedagogical scales», «Stereotypical glasses» were used during the lecture.

The purpose of the exercise «Pedagogical scales» is to realize and experience your «I»; awakening the need to find hidden qualities and opportunities by «immersing» in the situation and mastering it, which gives the opportunity to see yourself in another capacity. At the beginning of the exercise, all teachers were divided into two groups. The facilitator tells the story: «One sage said that in a country of selfishness there are always undiscovered lands. So, I suggest you find the hidden qualities and properties in yourself. It must be imagined that one reckless scientist created two robot educators. He endowed one such work with negative qualities of human character, and the other with positive ones». The first group of teachers was asked to describe how a robot would behave with positive qualities of character in the children's team, and the second group – the behavior of a robot with a negative set of personal qualities. After the exercise, you were asked to answer the question: «Did you like the exercise?», «What was the most pleasant thing to define and describe?».

The purpose of the exercise «Stereotypical glasses» is to gain experience in the ability to communicate with another person, respecting his point of view. At the beginning of the exercise, all teachers were divided into pairs. Then, a sheet of

A4 paper with the number «6» was placed between the two participants so that one of them saw only the number «9» and the other – «6». The task of the pair of teachers was to play dialogue about what they see and try to convince their partners that they are right. After the exercise, the trainer commented that the reluctance to understand the other, the belief that your opinion is wrong, the inability to «take off» their «stereotypical glasses» – the shortest way to misunderstanding, and often conflict. So, if you strive for productive communication, you should behave so as not to offend your partner, respecting his point of view, personality, individual qualities to find a solution that would satisfy everyone.

Thus, during the organizational and informational stage of professional competence development, primary school teachers were acquainted with the importance of the problem of educating intercultural tolerance of primary school students in the educational process of primary school, acquainted with the program of professional development of teachers.

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 interculturally tolerant future», «Does intercultural tolerance live in our school?» the purpose of which was to teach teachers to diagnose the levels of intercultural tolerance of junior schoolchildren; use of a set of pedagogical conditions for the education of intercultural tolerance of primary school students in the educational process of primary school; to acquaint primary school teachers with the program of the «Week of Cultures: Planet Earth is our common home».

The seminar-training «Forms and methods of education of intercultural tolerance» were aimed at deepening teachers' knowledge of 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 «Week of Cultures: Planet Earth – our common home». In addition to theoretical provisions, teachers were invited to take part in training exercises: «Magic box», «Reflection», «Vytynanka».

During the seminar-training «Diagnosis of levels of education of intercultural tolerance in primary school students», teachers were acquainted with 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. Kolodiazhna), a method of studying the tolerance of children (according to UNESCO, author Dominic de Saint-Mars); provided individual consultations on the diagnosis of intercultural tolerance education of junior schoolchildren. In addition to theoretical provisions, teachers were invited to take part in training exercises: «The impact of words on people», «Potatoes».

The purpose of this exercise-demonstration «Influence of the word on a person» is to demonstrate the effect of bad, ill-considered words on a person. The trainer shows and comments on his actions: Let's take a glass of water. Imagine that this is the human soul – pure, simple, naive, able to absorb all the good and bad. Salt – rough, salty words; pepper – burning, offensive words; lump of the earth – 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 lightly shake the water – 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, kindly, patiently, without excessive criticism, that is, tolerantly.

During the «round tables» named «Does intercultural tolerance live in our school?» and «Towards an Interculturally Tolerant Future» discussed issues that children and teachers may face, and primary school teachers expressed their views on the need to foster intercultural tolerance and options for implementing the «Culture Week program: Planet Earth – our common home».

Thus, during the practical stage of improving professional competence, primary school teachers learned to diagnose the levels of education of intercultural tolerance of primary school students; got acquainted with the use of a set of pedagogical conditions for the education of intercultural tolerance of primary school children in the educational process of primary school and got acquainted with the program of the «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 primary school teachers in the process of educating intercultural tolerance of primary school children. At this stage, the following methods and techniques were used, namely: individual consultations, questionnaires, observations, and interviews.

Conclusion. The obtained data show that conducting introductory lectures, training seminars helped to increase the professional competence of teachers in the education of intercultural tolerance of primary school students, namely: deepening knowledge about the nature and structure of education of intercultural tolerance of primary school children; mastering by primary school teachers of forms and methods of education of intercultural tolerance of junior schoolchildren and formation of their active position.

Thus, the study contributed to the acquisition of the necessary knowledge in junior high school students, the development of skills and abilities, the acquisition of some experience in teachers on the formation of intercultural tolerance of junior high school students.

Prospects for further research. In the future, we plan to prepare a scientific and methodological manual on the problem of educating intercultural tolerance of primary school students in the educational process of primary school.

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