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ВИХОВАННЯ ТОЛЕРАНТНОСТІ У ДІТЕЙ ДОШКІЛЬНОГО ВІКУ ЗАСОБАМИ ДИТЯЧОЇ ЛІТЕРАТУРИ ЗАКАРПАТТЯ (КІНЦЯ ХХ – ПОЧАТКУ ХХІ СТОЛІТТЯ)

Анотація. Зміни, які відбуваються в Україні, ставлять вищі вимоги до людської спільноти, до нових форм співіснування у сьогоденному соціумі. Постає необхідність виховання толерантних взаємин, які сприяють вільному розвитку кожного члена суспільства, формування Soft Skills, завдяки яким спілкування між людьми стає виваженим та відкритим. Уже з дошкільного віку важливо навчити дитину жити в мирі і терпимості до різних людей, вірувань, позицій, здатність відстоювати свої права й свободи, не порушуючи при цьому права і свободи інших, готовність до конструктивної взаємодії та взаєморозуміння з людьми, незалежно від їхніх поглядів і поведінки як основи цивілізованих стосунків.

Метою даної публікації було провести дослідження можливих методів та засобів виховання толерантності у дітей дошкільного віку з використанням літературних творів письменників Закарпаття у досліджуваній період.

Нами були використані такі теоретичні методи дослідження як аналіз, порівняння, систематизація та узагальнення даних на основі вивчення психолого-педагогічної, наукової та художньої літератури.

Здійснивши аналіз літератури – ми дійшли висновку, що життя людини серед інших людей проходить як суперечливий і динамічний процес, що вимагає від кожної особистості засвоєння реалій соціального та індивідуального існування, норм і правил духовного та матеріального співжиття відповідно до власних можливостей, переконань і рівня культури. Формуванню цих норм і правил сприяє народний фольклор та твори закарпатських письменників і поетів. Через слухання казок, оповідань та віршів дитина знайомиться зі світом, який її оточує, з людьми, які дбають про неї, тощо. Відтак, дитина вчиться розуміти внутрішній світ героїв, а через них – внутрішній світ інших людей, вчиться співчувати їм, вірити у сили добра, набути впевненості у собі. Використання тематичного багатства казок, віршів, оповідань, малих фольклорних жанрів істотно впливає на формування толерантності у дітей дошкільного віку, позначається на їх поведінці та вчинках.

Слухання літературного твору надає можливість дитині уявити себе на місці персонажів, розширити спектр власних думок і почуттів, сприяє кращому розумінню себе та оточуючих, дозволяє змінити свою позицію у ставленні до емоційних станів ровесників.

Дитяча література на Закарпатті була і є однією з ключових ланок духовного життя. Тут плідно працювали та працюють Олександр Гаврош, Юлія Драгун, Степан Жупанин, Галина Малик, Лідія Повх, Володимир Фединашинцев, Юрій Шип, Василь Шкіря та інші.

Аналізуючи твори поетів та письменників для дітей та про дітей ми можемо стверджувати, що література Закарпаття кінця ХХ – початку ХХІ століття сповнена ідеями виховання підростаючого покоління в дусі толерантності, високих моральних якостей, дружніх стосунків на засадах взаємодопомоги, довіри, доброзичливого й відкритого спілкування.

Ключові слова: толерантність, діти дошкільного віку, дитяча література Закарпаття, формування Soft Skills, методів та засобів виховання толерантності, казка.

NURTURING TOLERANCE IN PRESCHOOLERS BY TRANSCARPATIA CHILDREN'S LITERATURE (LATE 20TH – EARLY 21ST CENTURIES)

*"No one becomes a better person accidentally".
Plato*

Abstract. The changes in Ukraine place higher demands on the human community, and on new forms of coexistence in today's society. There is a need to nurture tolerant relationships that contribute to the free development of each member of society, the formation of soft skills, thanks to which communication between people becomes balanced and open. Already from preschool age, it is important to teach a child to live in peace and tolerance for different people, beliefs, and viewpoints,



the ability to defend their rights and freedoms without violating the rights and freedoms of others, readiness for constructive interaction and mutual understanding with people, regardless of their views and behavior as the basis of civilized relations.

The purpose of this publication was to conduct a study of possible methods and means of nurturing tolerance in preschoolers using the literary works of Transcarpathian writers in the studied period.

The following theoretical research methods have been used: analysis, comparison, systematization and generalization of data based on the study of psychological and pedagogical, scientific literature and fiction.

Having analyzed the literature, we came to the conclusion that a person's life among other people is a contradictory and dynamic process that requires each individual to learn the realities of social and individual existence, the norms and rules of spiritual and material coexistence in accordance with their own capabilities, beliefs and level of culture. Folklore and writings of Transcarpathian writers and poets contribute to the formation of these norms and rules. By listening to fairy tales, stories and poems, the child gets to know the world around them, the people who care about them, etc. Therefore, the child learns to understand the inner world of the heroes, and through them - the inner world of other people, learns to sympathize with them, to believe in the forces of good, to gain self-confidence. The use of the thematic richness of fairy tales, poems, short stories, and small folklore genres significantly affects the formation of tolerance in preschoolers, affects their behavior and actions.

Listening to a literary work gives the child the opportunity to imagine themselves in the place of the characters, to expand the spectrum of their own thoughts and feelings, contributes to a better understanding of themselves and others, and allows them to change their viewpoint in relation to the emotional states of their peers.

Children's literature in Transcarpathia was and is one of the key links of spiritual life. Oleksandr Havrosh, Yuliia Drahun, Stepan Zhupanyan, Halyna Malyk, Lidiia Povkh, Volodymyr Fedynshynets, Yurii Shyp, Vasyl Shkiria and others have been fruitfully working here.

Analyzing the writings of poets and writers for children and about children, we can say that the literature of Transcarpathia in late 20th - early the 21st centuries is full of ideas for educating the younger generation in the spirit of tolerance, high moral qualities, and friendly relations based on mutual assistance, trust, friendly and open communication.

Keywords: tolerance, preschoolers, children's literature of Transcarpathia, formation of Soft Skills, methods and means of nurturing tolerance, fairy tale.

INTRODUCTION

The problem formulation. The integration processes in Ukraine require fundamental changes in various spheres of society. Modern life puts higher demands on the human community, and on new forms of coexistence in contemporary society. Such human qualities as cruelty, heartlessness, strife, indifference, etc. in the 21st century, must be substituted with tolerance, responsiveness, mercy, and mutual assistance, which are the basis of a tolerant attitude of people towards each other.

Reforming all spheres of life of modern Ukrainian society, building a democratic, legal state, and integrating into the global European space have put forward new demands on the educational sector. Quite a large number of program documents proclaim the need to create a tolerant society. In particular, the Laws of Ukraine "On Preschool Education", "On Childhood Protection", and the Basic Component of Preschool Education in Ukraine define that ensuring the survival, development, and protection of the rights of every child is an obligation for the state and the public.

The necessity of nurturing tolerant relationships as one of the qualities of humane interpersonal relations is related to the fact that values and principles contributing to the free development of every member of society are becoming relevant today. In particular, strategies of non-violent behavior, tolerance for another person's viewpoint, values, culture, and ideology; the need for mutual understanding, and finding compromises when resolving any issues. The listed aspects are important personal skills, Soft Skills, thanks to which communication between people becomes balanced, and helps to find the truth even in a conflict situation.

Tolerance is the ability to live in peace and lack of prejudice for different people, beliefs, and viewpoints, the ability to defend one's rights and freedoms without violating the rights and freedoms of others, readiness for constructive interaction and mutual understanding with people, regardless of their views and behavior as a basis of civilized relations (Declaration of Principles of Tolerance, 2014).

Humanistic education has always been an urgent problem in preschool age. In 1982, the World Organization for Early Childhood Education (OMER) outlined the following directions for the education of preschoolers: the formation of a positive and friendly attitude towards the world around them; development of independence and formation of interaction skills with other people; education in the spirit of dialogue, preparation for dialogic communication; fostering a sense of national belonging; education of international solidarity (Skrypnyk, 2011). As we can see, all directions correspond to the characteristics of a tolerant personality, which indicates the relevance of this problem in preschool education at the international level.

Analysis of recent research and publications. The methodological basis of tolerance is humanistic philosophy and psychology (A. Maslow, C. Rogers, G. Allport, etc.). The study of this problem was reflected in the works of Amonashvili Sh., Bekh I. D., Bohush A. M., Hryva O. A., Liapunova V. A., Maksymova O. O., Ponimanska T. I., Rohalska I. P., Skrypnyk N. I., Sukhomlynska O. V., Fasolko T. S., and others. In the research work of the scientists, the emphasis is laid on the need to introduce the child to humanistic concepts and moral ideas as early as possible, to teach kindness, and to nurture appropriate personal qualities in them.

Due to a number of age and psychological processes, leading motives of behavior, and characteristic manifestations in relationships with others, it is the preschool age that is sensitive to the development and formation of tolerant relationships.



It is during this period that the child becomes aware of the relationship between other people and their own self, and a system of general and mutual relations is established.

THE PURPOSE OF THE RESEARCH

To investigate the possible methods and means of nurturing tolerance in preschoolers using the literary works of Transcarpathian writers in the studied period.

RESEARCH METHODS: theoretical research methods: analysis, comparison, systematization, and generalization of data based on the study of psychological and pedagogical, scientific literature, and fiction.

RESULTS OF THE RESEARCH

Transcarpathia is a multinational region where Ukrainians, Hungarians, Romanians, Russians, Roma, Slovaks, Germans, and other national minorities live side by side on 12,900 km², which makes this region unique and inimitable. Multinationality is a characteristic feature of the population of the Transcarpathian region. According to the All-Ukrainian Population Census results of 2001, representatives of more than 100 nationalities and national ethnoses live in the oblast. The uniqueness of the region is also provided by its geographical position. Transcarpathia borders Poland, Slovakia, Hungary, and Romania. In the north and northeast, Transcarpathia borders Lviv and Ivano-Frankivsk regions (Reho, 2017).

The abovementioned has a direct impact on the fact that the issues of national, multicultural, and patriotic education, and the formation of a positive, tolerant attitude towards otherness have always been relevant in the region.

A person's life among other people is a contradictory and dynamic process that requires each individual to learn the realities of social and individual existence, the norms and rules of spiritual and material coexistence in accordance with their own capabilities, beliefs, and level of culture.

Folklore and the works of Transcarpathian writers and poets play a significant role in the formation of a tolerant attitude towards others. The native language is an inexhaustible source of education, it fosters a sense of love for the native land, and for the cultural heritage of its people. Through the native language, the child gets to know the world around them, the people who care about them, etc.

Listening to a fairy tale helps the child learn to understand the inner world of heroes, and through them, the inner world of other people; teaches to sympathize with them, to believe in the forces of good, and to gain self-confidence. Based on the analysis of the behavior of fairy-tale heroes, pupils learn to distinguish positive and negative personality traits and evaluate them. The use of the thematic wealth of fairy tales significantly affects the formation of tolerance in preschoolers, affects their behavior and actions. By analyzing the actions of fairy-tale heroes, children get acquainted with certain social norms, rules of interaction, tolerant attitude towards others, and the peculiarities of their observance. But at the same time, they are informed that these rules and norms reflect human tolerance, which is manifested in a benevolent, sensitive attitude towards others, and sufferance towards other people's opinions (Ternopil'ska, 2014).

Listening to a literary work gives the child the opportunity to imagine themselves in the place of the characters, and expand the spectrum of their own thoughts and feelings, it contributes to a better understanding of themselves and others and allows them to change their viewpoint in relation to the emotional states of peers. At the same time, the process of reincarnation of the child takes place against the background of emotional elevation, which determines the development of their emotional sphere. Based on the awareness and verbalization of their inner experiences, the child gets an opportunity to understand the content of the problematic situation and change their attitude towards it. The favorite hero chosen by the child becomes a role model. The child begins to identify themselves with an image that is interesting to them. The ability to such identification allows one to imperceptibly influence the child through images (Maksymova,).

The motivation for tolerance is based on the following motives: cognitive; the desire to earn approval from elders, and peers; moral motives.

The evaluative and value-based component of tolerance involves treating a person as the highest value, recognizing the dignity of everyone, as well as the ability to objectively evaluate oneself and people's actions, their activity and behavior, and treating others fairly. The system of values determines the worldview of a person and, accordingly, actions, and behavior in general (Maksymova, 2017).

Fiction is one of the best opportunities for the manifestation of national identity, the affirmation of positive human qualities. The literary process is unthinkable outside of history, outside of politics. At the same time, this is a dynamic system, which is made up of microcosms (small animated worlds) of talented figures.

Each historical epoch is represented by a particular stage in the development of literature. The late 20th - the early 21st centuries have their peculiar features.

In the second half of the 1980s, a gradual break in the totalitarian system led to the establishment of an independent Ukraine on December 1, 1991. An analysis of the last decades gives every reason to consider it the beginning of a remarkably new literary period.

Since the dawn of time, children's literature in Transcarpathia has had a special role: during the foreign suppression, it was means of preservation of national identity, the spiritual battlefield for own identity. "Love your people not because they are poor or rich, love your people because they are yours," said our first children's writer and educator Oleksandr Dukhnovych.

Traditionally, in Silver Land (poetic name of Transcarpathia), children's literature has been one of the key points of spiritual life. Oleksandr Havrosh, Yuliia Drahun, Stepan Zhupanyyn, Halyna Malyk, Lidiia Povkh, Volodymyr Fedynshynets, Yurii Shyp, Vasyl Shkiryia, and others have been constantly working here.

Halyna Malyk is a favorite children's writer, and winner of the Lesia Ukrainka Literary Prize; her book "Incredible Stories. Selected Writings" contains her main works written by the writer since the late 70s of the 21st century - prose, poetry, and drama. And although due to the lack of illustrations for the writings, the book seems more like a manual for working with



a child, the high level of the writings themselves, as well as printing, convinces that this is a milestone collection, and not only in regional literature. Many of the poems and stories in the book "Incredible Stories" are well known to readers in all corners of Ukraine, they are included in the programs for preschool and primary education.

Yuliia Drahun is a children's writer, poet, folklorist and storyteller, dramatist and narrator of interesting legends, tales, and anecdotes. Her works include children's books: "Who Gets Up First", "The Seed of Wisdom", "The Mug of Kindness", "Smile at Good People", "Have Fun Hillmen" and others. Her writings are full of kindness, love, the desire to accept and understand the point of view of others, and to treat others fairly.

The literary heritage of Lidiia Povkh, a poet well-known in Transcarpathia, a teacher and scientist, consists of writings that teach to love one's country, friends, family, school, and appreciate every unique moment of childhood. Lidiia Petrivna's writings are unobtrusive pedagogical formulas that socialize the child, developing their individual creative abilities. A significant part of the poems is about relationships between children, and the formation of universal human values such as: hard work and accuracy, courage, optimism, thrift, nobility, patience, a healthy lifestyle, full self-realization, and others.

Yurii Shyp's name has long established itself in the children's literature of Transcarpathia with poems concerning Christian ethics, the formation of tolerant behavior, and mental Lemko humor. He is a well-known humorist in the region. Witty laconic works continue the tradition of O. Dukhnovych's logogriphs, when a poem becomes a didactic exercise, a means of developing a child's memory, logic, and thinking.

The sun's rays, a light breeze, and a restless bee are the favorite characters of Stepan Zhupanyyn, a member of the Writers' Union of Ukraine, and a native of Transcarpathia. They are deeply symbolic. The leading idea of the collection "On High Polonines" is the affirmation of benevolence and integrity towards nature, people, and oneself. S. Zhupanyyn casually and convincingly embodies life's truths in his poems. Without pretentiousness, and moralizing. In the preface to "The Sunny Polonine", the literary critic Mykhailo Shalata noted that in the book "everyday life, if it is benevolent, is elevated to the festivity." The moral and ethical ideal of the author is children and adults, who rise above others with modest character and hard work, not intrigues and envy.

The allegorical "The Lonely Pear" is a masterful response to the surrounding literary conflicts in post-war Transcarpathia. They had their triumphant and vanquished, who often changed places. There are plenty of people in society who feel uncomfortable if they don't have enemies for a certain time. In the poetic tale "The Lazy Master", written on the basis of folk motifs, S. Zhupanyyn probably added a sacramental phrase on this occasion: "We don't have life in the weeds..."

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, a brief review of the literary treasury of Transcarpathia proves that the writings of Transcarpathian poets and writers of the late 20th and early 21st centuries for children and about children are full of ideas for nurturing tolerance in them, setting high moral qualities, and friendly relations based on mutual assistance, trust, benevolent and open communication.

Preschoolers, as a rule, quite often do not know how to transfer knowledge and actions used in one situation to another or find the right way of behavior, interaction, communication based on already known rules. This discrepancy is explained by the lack of practical experience of preschoolers in implementing existing knowledge into their own behavior. In order to overcome this imbalance, it is necessary to systematically accustom pupils to tolerance in relationships, activity in interpersonal interaction, and communication with others.

We see the prospect of further research in the study of the impact of Transcarpathian children's literature on the formation of Soft Skills, universal qualities that help us interact with each other in a team, regardless of the field of activity.

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