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PROSPECTS FOR IMPLEMENTING OF THE IDEAS OF DEVELOPMENT OF PRESCHOOLERS' TOLERANCE BY MODERN CHILDREN'S LITERATURE INTO THE EDUCATIONAL PROCESS OF THE PRESCHOOL EDUCATION INSTITUTION

The article presents the pedagogical ideas of developing preschoolers' tolerance through children's literature (the second half of the 20th – the beginning of the 21st century) and defines the main conditions and methods of their effective implementation in the educational process of preschool education institutions (PEI). It is noted that tolerance is a combination of a child's ability to understand and respect other people; find ways of mutual assistance and interaction; use effective means to resolve conflicts; absorb the world independently and accept its diversity. Tolerance is also a person's developed moral qualities – compassion, sensitivity, mercy, and friendliness. In the process of tolerance education of preschoolers, the principles of systematicity, purposefulness, continuity of the educational process, optimal selection of forms and methods of work, and actualization of personally oriented and activity approaches are important. Fiction is an effective tool for developing tolerance in children of preschool and school age. It is very effective to develop children's tolerance by discussing and analyzing examples of tolerance or intolerance described in works of art addressed to children.

Taking into account the age characteristics of preschoolers, the most effective genre-thematic form of education is a fairy tale. It is from fairy tales that children learn about social norms of behavior, good, and evil, right and wrong behavior, etc. They reflect on the characters' actions and come to certain conclusions imitating or condemning their behavior.

It is important that the teacher while choosing works for reading and storytelling to develop preschoolers' tolerance adhere to certain principles and requirements:

1) fairy tales or other works should raise the problems of interaction with others, manifesting respect, understanding, and tolerance;

2) the works should evoke empathy, encourage listeners or readers to sympathize, and reflect on the characters' actions or theirs;

3) the author's position must be unambiguous regarding the condemnation of aggression, violence, and intolerance;

4) preference should be given to works written in easy and understandable language, taking into account the young addressees' age and needs.

In the Ukrainian children's literature of the second half of the 20th century, Vasyl Sukhomlynsky's stories and fairy tales, in particular, "about relationships between people, good and bad deeds, politeness, upbringing, moral qualities " meet such criteria (*Kachak, 2016*): " Lily of the valley", "Grandma's hands", "Offensive word", "Honey in the pocket", "Strawberries for Natalie", "Why didn't you look for my glasses yesterday?", "Shame on the nightingale", "The humpbacked girl", "Abandoned kitten", "Beautiful words and a beautiful deed", "Name dinner" and others.

To develop preschoolers' tolerance, we recommend modern children's literature: Hryhoriy Falkovych's poems ("About Jealousy", "About Love"), Halyna Malyk's ("A Scary Girl", "Crooked Mirror", "Greedy Andrew"), stories by Oksana Krotyuk ("Friend", "Airplane", "Bad Habit"), Lesia Movchun's fairy tales ("Harp for a spider", "Guesthouse", "Vitryk", "Silence"), Zirka Menzatyuk's (" Thousand Umbrellas", "The Lost Heart"), Bohdana Matiyash's ("Christmas Tales"), Nadiyka Gerbish's ("Once upon a Christmas Day") and others.

The article offers several methodical aspects of analyzing "Birthday Dinner" by Vasyl Sukhomlynsky, "Once for Christmas" by Nadiya Gerbish, "The Hat and the Whale", "Monsieur Jacques and the April Fish" by Kateryna Babkina in literary

classes at the PEI. It is noted that in the process of developing preschoolers' tolerance, it will be effective to work not only with the text (discussion of the plot, protagonists' actions, etc.), but also to describe illustrations, scenes, supplement texts, and drawings with ideas. Watching cartoons and book trailers based on books are relevant. Visual components consolidate children's ideas about certain patterns of behavior and encourage imitation. No less important and effective are plot role-playing games, and dramatizations based on plots of children's literature. In the form of games, the child has the opportunity to model the system of social relations and navigate in them, to take a certain position.

Based on the analysis of theoretical studies and practical observation, the main conditions contributing to the effective use of children's literature as a means of forming the cognitive, motivational, and behavioral aspects of preschoolers' tolerance education. The first condition is active and systematic work with children's literature on the topic of tolerance during literary classes and in the process of organizing students' daily activities. The second condition is the correct organization of reading/telling as a common partnership activity of an adult with children, taking into account their age characteristics. The third condition is the choice of effective methods of working with preschoolers based on what has been read/listened to (conversations, dramatizations, role-playing games, watching film adaptations, creative and other activities aimed at imitating models of tolerant behavior of literary heroes, etc.). The fourth condition defines a combination of groups of education methods that differ in terms of functional parameters: formation of consciousness or conviction, formation of social behavior, stimulation of activity and behavior, control, and analysis of the level of education.

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