

THE PRINCIPLE OF POLYCULTURALITY IN THE ORGANIZATION OF UKRAINIAN PRESCHOOL TOLERANT EDUCATIONAL SPACE

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DOI: 10.32342/2522-4115-2020-1-19-11

Key words: multiculturalism, tolerance, educational space, organizational principle, preschool.

Ethnic, religious, racial, cultural heterogeneity of educational groups is a problem of modern Ukrainian education in the context of integration and globalization. Under the influence of political, social, psychological, cultural influences, the heterogeneity of educational groups plays a crucial role in changing the educational model. A preschool age as the most sensitive for the assimilation of tolerant values of social life requires the implementation of multiculturalism principle as an organizational one in the interaction in Ukrainian preschool educational space. A preschool education should provide the transformation of the basic values of life and culture into the child's own values. As the first social environment, the educational space of a preschool establishment determines the features of social adaptation and life in a multinational and multicultural society with other children and adults.

The aim of the study is based on the analysis of modern normative and methodological support of preschool education to determine the possibilities of organizing a tolerant educational space on the principle of multiculturalism. According to aim of the study, the following tasks have been outlined:

1. To determine the methodological principles of the outlined problem and the ontology of basic research concepts.

2. To analyze the legal and normative-methodological provision of preschool education on the possibility of using the principle of multiculturalism as an organizational one in a tolerant educational space with an emphasis on age and psychological features of child development.

3. To summarize the identified opportunities and outline the prospects for further research.

For the first time, an attempt has been made to identify the possibilities of using the principle of multiculturalism as an organizational one for a tolerant educational space of Ukrainian preschool, created in the framework of modern regulatory and methodological support. The possibilities based on age and psychological features of preschool child development have been generalized.

The identified opportunities for the formation of tolerance in the educational space of Ukrainian preschool indicate the need to apply the principle of multiculturalism, as a derivative of the didactic-cultural conformity.

The content analysis of preschool child development programs has shown that despite their regional or state application, they provide a methodological basis for the local tolerant educational space of a preschool establishment. The thematic content of the programs provides preschooler tolerance formation in the context of cultural, linguistic, social and related competencies combination. It is consistent with the age psychological mechanism of preschool child development, represented by cognitive, emotional, behavioral personality components.

Prospective research area is the acquaintance with the organizational and pedagogical experience of practical work on the organization of preschool tolerance space, accumulated by such countries as England, Israel, Germany, USA, Japan, and others.

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Одержано 12.12.2019.