

## **DIRECTIONS OF FORMING A TOLERANT ATTITUDE OF YOUNGER SCHOOL STUDENTS TOWARDS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The process of updating education in primary school involves taking into account modern conditions and needs of society. The legislation of Ukraine on educational activities, in particular, the Laws "On Education", "On Comprehensive General Secondary Education", "On Amendments to Certain Laws of Ukraine on Education Regarding the Organization of Inclusive Education" and other documents direct primary school teachers to the understanding modern trends in psychological and pedagogical practices of forming a tolerant attitude of younger schoolchildren towards children with special educational needs.

The analysis of regulatory documents, modern psychological and pedagogical literature on tolerance education and its formation among younger schoolchildren made it possible to reveal the following trends: changing ideas about inclusive education, its goals in mass schools; Orienting the educational process for fostering a tolerant attitude towards children with special educational needs in younger schoolchildren, etc. This contributes to the rethinking of many processes taking place in modern elementary schools, in particular, the purpose and content of forming a tolerant attitude toward children with special educational needs in elementary school students, the search for forms and methods that would be more favorable for this process. Thanks to the movement of inclusive education in Ukraine, new opportunities are created for children with special educational needs, which should ensure an effective educational process, in particular, improve the principles, forms and methods of education. But, in our opinion, in the educational process of primary school, attention should be paid not only to the acquisition of certain competencies, but also to take into account the need for the formation of a tolerant attitude in younger schoolchildren towards children with special educational needs, which in the future will become important for the development of an inclusive society as a whole.

The theory of upbringing in the educational process, in particular, the processes of forming a tolerant attitude towards another person, was developed in the works of I. Bekh, S. Belykh, O. Vozniuk, V. Nechyporenko and others. The problem of the formation of tolerance in educational institutions was raised in the works of O. Hryva, G. Kosareva, V. Lyapunova, V. Manko and others. The specifics of the formation of personality tolerance are revealed in the works of Yu. Ishchenko, O. Shvachko and others. But despite the availability of scientific works devoted to the issues of building tolerance, this problem is not sufficiently covered among primary school students at the current stage of the development of an inclusive society.

Primary school is characterized by global changes that are adopted today under the influence of political reforms and pedagogical innovations. In this regard, the goal of forming a tolerant attitude of students towards children with special educational needs is the development of personal qualities and traits necessary for the development of a tolerant educational space.

The search for effective mechanisms for the formation of a tolerant attitude towards children with special educational needs in primary school students is carried out by us and taking into account the legislative framework, including the Resolution of the Cabinet of Ministers of Ukraine (August 9, 2017 No. 588) "On Amendments to the Procedure for Organizing Inclusive Education in general educational institutions", Concept of development of inclusive education, etc.

If we turn to the legislation of Ukraine, we can point out that Article 16 enshrines the issue of "inclusive education". This article states that "for the education of children with special educational needs, general secondary education institutions form inclusive and / or special groups and classes based on the request of the child's parents or persons who replace them." This article also regulates positions related to the tolerant attitude towards children and special educational needs, namely: "Inclusive education is a system of educational services guaranteed by the state,

based on the principles of non-discrimination, consideration of the multifacetedness of a person, effective involvement and inclusion in the educational process of all its participants"<sup>147</sup>.

Let us also emphasize that, taking into account the opinions of scientists, in the field of education of primary school students, the possibility of learning constructive dialogue should be taken into account as one of the directions for achieving stable coexistence at school. And for this, the ability to compromise, mutual respect, etc. should be developed. Let's point out the need for special responsibility of primary school teachers, who are entrusted with the work of popularizing a tolerant attitude among primary school students towards children with special educational needs, establishing their interpersonal communication in the classroom, etc. Let us emphasize the opinion of scientists that communication in elementary grades, and in particular, its structure, is determined by the teacher: "When a teacher introduces first-graders to each other and, using her authority, seeks to bring them together, then she creates a basis for relationships "responsible dependence", and for personal relationships between classmates"<sup>148</sup>.

Therefore, with the help of conversations, various game techniques, the introduction of interesting information, the teacher must provide the necessary measures where such students are supported, and the role of primary school students as a future community for further harmonious coexistence is clearly revealed. Consider V. Nechyporenko's opinion that the main characteristics of junior high school students are "high optimism, faith in their potential, trust in the teacher that they are the same as everyone else, that their future depends on how successfully they study, will show activity and perseverance in socially useful activities"<sup>149</sup>. The scientist proves that primary school students are not yet able to understand what health problems they have, what the consequences of their actions can be, etc.

We believe that supporting the education of a tolerant attitude towards a child with special educational needs ensures the development of the necessary competencies, which today are called the key competencies of the 21st century. The effectiveness of educational work in primary school largely depends on quick response to overcome organizational problems, which are meant to be solved together with psychologists and parents, namely: drawing up a developmental program, choosing methods and forms of educational classes; selection of groups for classes with primary school students; determining the pace and regime of training exercises, etc.

Today, the issues of forming a tolerant attitude in primary school are caused by insufficient, limited communication, which, in turn, should be filled with harmony, love, care and concern. Therefore, an important moment for the formation of a tolerant attitude is the introduction of socially significant activities of the primary school teacher, the disclosure to students of their active social position, the formation of awareness of the importance of tolerance, the development of an emotional response to another person who has special educational needs, etc.<sup>150</sup> After a certain time, this will be a solid foundation for building a tolerant society towards people with disabilities, because every student should have a sense of the dignity of another person, concern for the solution of many issues caused by their condition, an understanding of the role of tolerance in communication, and in the near future – a true citizen of our country.

The problem of creating conditions for fostering a tolerant attitude, supporting the development of the values of tolerance in the conditions of inclusive education is present. The importance of this activity relates to the realities of education in our country, which needs to humanize the educational process. The specific actions of psychologists, teachers, and special

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<sup>147</sup> Закон України «Про внесення змін до деяких законів України щодо доступу осіб з особливими освітніми потребами до освітніх послуг» / Відомості Верховної Ради (ВВР), 2018, № 43, ст. 345.

<sup>148</sup> Гамезо М. В., Герасимова В. С., Орлова Л. М. (1998). Старший дошкільник и младший школьник: психодіагностика и корекція розвитку. С. 68.

<sup>149</sup> Нечипоренко В. В. (2012). Формування життєвих компетенцій в учнів з обмеженими можливостями здоров'я в умовах системного розвитку навчально-реабілітаційного центру. Педагогічні науки. Збірник наукових праць. Вип. 107. С. 167.

<sup>150</sup> Шевченко Ю. М., Дубяга С. М. (2012). Формування в учнів початкової школи толерантного ставлення до дітей з особливими освітніми потребами. Науковий вісник Мелітопольського державного педагогічного університету. Серія: Педагогіка. 1 (28). С. 70.

education specialists necessary for the development of inclusive education should be outlined within the framework of the methodology, which includes knowledge of special mechanisms for the formation of a tolerant attitude towards children with special educational needs in primary school students, diagnostics of the indicators of the existing level of formation in younger schoolchildren tolerant attitude towards children with special educational needs, as well as the organization of classes.

We believe that today it is necessary to effectively achieve the set goals of inclusive education, and therefore it is important to reveal the concept of "mechanism". We consider this concept as the driving force of the process of forming a tolerant attitude and developing the personal qualities of the students. In the content of this concept "pedagogical mechanism" we include the characteristic of the opening of a tolerant educational space with the help of the teacher's educational actions. We use this understanding of the pedagogical mechanism to describe the educational system in inclusive education, the processes of forming the personal qualities of younger schoolchildren in the educational space.

In the special literature, it is stated that the educational space in the elementary school should be considered from the standpoint of personal growth, and this should be created thanks to the supportive environment provided by teachers, educators, special education teachers, etc. These people should be "genuine, warm, empathetic, open, honest, caring" i.e. this should create" a special atmosphere of the educational space of the school, forms a sense of belonging to the community of adults and peers, contributes to the constructive self-change of people, the harmonization of personality as a teacher, so and children who are subjects of correctional and educational activities..."<sup>151</sup>. Therefore, the formation of a tolerant attitude in primary school students is, first of all, the educational activity of teachers, who provide educational influence on the personality.

In view of Yu. Shevchenko's dissertation research, it is worth noting that the pedagogical mechanisms for the formation of the professional qualities of a teacher include the following: "focusing on the development of potential, the formation of sustainable motivation and readiness of each student for self-development, self-actualization and self-management; organization of the health-saving educational process; changes in the relations of the stereotypical system in pedagogical practice subject-object the relations of the subject-subject system of relations between the pupil and the teacher; adjusting the emotional rhythm of the life of the student group, achieving a high personal level of spiritual and moral development, using the educational influence of individual perception, the essence of which is a differentiated approach to achieving success"<sup>152</sup>.

We believe that the formation of readiness for a tolerant attitude is considered through the study of the individual as a subject of the spiritual life of society and conscious creative activity. In the research of Yu. Shevchenko, it is highlighted that, as in other "multinational entities, the defining goal of cross-cultural education in Ukraine is defined as the formation of a person capable of effective life activity in a multinational and multicultural space, who possesses a heightened sense of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races, beliefs"<sup>153</sup>.

Therefore, a developmental teacher who skillfully and professionally directs educational work in a primary school is one of the subjects of inclusive education, which moves the community of younger schoolchildren awareness and understanding of tolerance.

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<sup>151</sup> Супрун М., Мельниченко М. (2013). Особистість педагога-дефектолога – запорука успіху в питаннях вирішення завдань соціалізації вихованців спеціального закладу освіти. Наукові записки. Серія: Педагогічні науки. Вип. 123 (II). С. 331-332.

<sup>152</sup> Шевченко Ю. М. (2018). Психолого-педагогічні умови готовності студентів до духовно-морального розвитку молодших школярів у крос-культурному просторі. Проблеми підготовки сучасного вчителя. Вип. 18. С. 347-348.

<sup>153</sup> Шевченко Ю. М. (2017). Готовність студентів до духовно-морального розвитку молодших школярів у крос-культурному просторі. Педагогічні науки: теорія, історія, інноваційні технології: наук. журнал. № 1 (65). С. 200.

At the same time, let's point out that even if the teacher has a wide erudition, knows about the pedagogical mechanisms of forming a tolerant attitude of students towards children with special educational needs, and does not engage in high-quality interaction with all subjects of inclusive education at school, then the whole system remains excluded goal-oriented education. Therefore, we consider the interaction of the subjects of inclusive education during the implementation of the process of forming a tolerant attitude towards children with special educational needs in elementary school students to be one of the first mechanisms that shift these processes.

The analysis of the literature proves that the concept of "pedagogical interaction" is considered through the teacher's communication with the students. In particular, we can cite the main features identified in the study of I. Androschuk "Interaction as a pedagogical category": "the presence of a single goal as a conscious and planned result; clear division of functional responsibilities between the teacher and students in educational and pedagogical activities; the emergence of communication"<sup>154</sup>. So, taking this into account, we determine the goal of this process – to increase the level of tolerant attitude of primary school students towards children with special educational needs. Functional duties can be distributed, taking into account the subject-subject approach to education. The process of communication on the topic of forming a tolerant attitude towards children with special educational needs can be caused both purposefully and situationally, and in these cases, in our opinion, a single accepted position should be ensured, which should be an inviolable principle – "education for everyone."

Therefore, the mechanism of pedagogical interaction is closely related to the following mechanism, which we attribute to the communicative mechanisms for the situational influence on the formation of peace-loving in primary school students, the development of constructive relations and ways of behavior that affirm the position of "education for all".

We believe that pacifism in this regard will act as a strategy for building a tolerant educational environment, where such qualities as balance, sociability, cognitive and emotional intelligence, sociability, acceptance of others and understanding of others play a special role. The formation of peace-loving in this regard in elementary school students involves the understanding of such concepts as good relationships, useful cooperation, the ability to find a compromise solution, willingness to give in to situational desires, responsibility, etc. Behaviors in this case should be directed by the teacher, taking into account the initiative of the students, and at the same time, it is absolutely necessary to support each student, and not the usual practice of comparing character traits that are taught in the same class and are in constant contact. This statement can be supported by the opinion of L. Sydorenko: "Unfortunately, in practice, we constantly encounter comparisons of one child with another based on certain moral qualities. "Take an example from a friend – he is caring and sensitive, but you lack these traits" – you can often hear from a teacher"<sup>155</sup>.

Let's add that these examples do not create an improved intolerant attitude towards others, because the word of the teacher, as noted by V. Nechyporenko, is "the source of worldview knowledge of elementary school students." The scientist points out that this word should be used to represent the information necessary for younger school children. This should happen through stories, explanations, conversations, etc. Let's point out V. Nechiporenko's right opinion: "Younger schoolchildren trust the teacher without limit, submit to his influence, uncritically perceive the teacher's words and actions. They see him as the standard of their future. At the same time, younger school children's knowledge of the meaningful side of their life activities is not sufficiently filled with real content. They do not have a sufficient bank of information about their own individual characteristics, about the state of health, they do not have a clearly formed idea about how these characteristics affect their lives, and therefore they perceive their future in a rosy

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<sup>154</sup> Андрощук І. В. (2013). Взаємодія як педагогічна категорія. Педагогічний дискурс. Вип. 14. С. 16.

<sup>155</sup> Сидоренко Л. (2010). Суть та значення моральної підтримки як духовної цінності майбутнього вчителя. Молодь і ринок. № 6 (65). С. 87.

color"<sup>156</sup>. Therefore, the information for communication should be balanced, truthful, sufficient for understanding by younger schoolchildren according to their age characteristics. In this case, the application of this pedagogical mechanism will be effective for forming a tolerant attitude towards children with special educational needs in primary school students.

The next pedagogical mechanism is an adaptation, individualization of all subjects of inclusive education in primary school. We emphasize that the process of adaptation in primary school of all subjects, including children with special educational needs, has certain features. In the research, we rely on A. Slobozhaninov's thesis that "the social adaptation of a disabled child presupposes its inclusion in the usual socio-cultural reality under such conditions that in the process of compensatory activities, its disadvantage is leveled". The scientist believes that this process is possible due to the involvement of a child with special educational needs "to cultural and spiritual and moral values, to a healthy lifestyle, through inclusion in the world of art, culture and creativity"<sup>157</sup>. Let us add one more opinion of scientists regarding adaptation: "Inclusive form of education, – according to the authors, – is a form of education that provides for the education of children with special needs together with healthy children and, when certain conditions are created for the implementation of a full-fledged learning process, allows you to master the program of a comprehensive school"<sup>158</sup>. The authors emphasize the need for society to adapt to quality inclusive education and at the same time point out that today it is necessary to find opportunities for the education of children with disabilities, and they should not be isolated from children without developmental disabilities.

The need to introduce this mechanism is due to the specifics of the problems faced by younger school children. It is one thing for them to face these problems themselves, and quite another for them to passively observe children who are directly faced with these problems. For example, as indicated by T. Voloshina and I. Minakova, specific problems arise in children with certain characteristics associated with impaired psychophysical development. Scientists attribute to them: "inferiority complex, a feeling of inability to perform important human functions; feeling of being different from others, alienation from others; a feeling of loneliness that cannot be quenched by limited contact with the surrounding world; existential problems, a sense of loss of the meaning of life, which often occurs in a child"<sup>159</sup>.

And if we are talking about the adaptation of all subjects of inclusive education, then let us point out that the correct organization of both the educational process and the organization of free time, awareness of the problems faced by children with special educational needs, should serve as special factors in achieving the goal inclusive education in primary school.

The mechanism of individualization of all subjects of inclusive education in primary school is also important for the formation of a tolerant attitude towards children with special educational needs in primary school students. This mechanism is appropriate especially in those cases when, according to V. Nechyporenko, Yu. Silyavina, "students have complicated defects of psychophysical development, dysgraphia, dyslexia, acalculia and cannot learn the program from certain subjects". In this case, as scientists point out, the pedagogical council, taking into account the submissions of specialists, in agreement with parents, can make a decision to transfer such students "to study according to individual educational programs"<sup>160</sup>. And it is in such cases that

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<sup>156</sup> Нечипоренко В. В., Сілявіна Ю. С. (2017). Становлення сучасної теорії і практики педагогічної реабілітації вихованців з особливими освітніми потребами. Актуальні питання корекційної освіти. Вип. 10. С. 221.

<sup>157</sup> Слобожанінов А. (2017). Соціальна адаптація дітей із вадами слуху засобами спортивного орієнтування. Молодий вчений. № 3.1. С. 255.

<sup>158</sup> Навроцька Ю. О., Гітун Н. І. (2014). Інклюзивне навчання як основний напрямок соціальної адаптації дітей із обмеженими функціональними можливостями. Актуальні проблеми навчання та виховання людей в інтегрованому освітньому середовищі у світлі реалізації Конвенції ООН про права інвалідів. С. 37.

<sup>159</sup> Мінакова І., Волошина Т. (2017). Соціальна адаптація та інтеграція в суспільство дітей з порушеннями психофізичного розвитку. Педагогіка формування творчої особистості у вищій і загальноосвітній школах. Вип. 55 (108). С. 231.

<sup>160</sup> Нечипоренко В. В., Сілявіна Ю. С. (2017). Становлення сучасної теорії і практики педагогічної реабілітації вихованців з особливими освітніми потребами. Актуальні питання корекційної освіти. Вип. 10. С. 223.

the implemented mechanism will contribute to a more attentive attitude towards each child, taking into account his needs.

Also important is the feedback mechanism in the process of development of inclusive education for the formation of a tolerant attitude towards children with special educational needs among primary school students. The action of this mechanism consists in the fact that it is thanks to feedback in the process of acquiring education that information is obtained about the state of education of a tolerant attitude in primary school, and when we see this state, it is possible to develop a tolerant pedagogical space to its new features, and at the same time, we should pay attention not to negative aspects, but to positive ones, because when the teacher notices new positive qualities that have appeared in students, he motivates further constructive interaction, further interest in the feelings of other children, including those with special educational needs. This mechanism allows you to answer many different questions that concern students. For example, these questions can be:

- 1) Do I talk to other children correctly?
- 2) What do I need to improve myself?
- 3) What are my good deeds for other students who have certain difficulties?
- 4) What feelings do I have when I peacefully communicate in the classroom with other children?

So, it is this pedagogical mechanism that helps younger schoolchildren track their growth, plan their development, experience satisfaction from their own actions that affirm goodness, respect, mercy, etc. In this mechanism, it is the teacher who exerts a positive influence on the actions of younger school children. This becomes possible through the use of support, observation, etc. Therefore, this mechanism is corrective, not evaluative, and it is thanks to this mechanism that the awareness of the actions of younger schoolchildren about how to tolerantly interact with students who have special educational needs occurs.

Taking into account these opinions, let us take into account the fact that the mechanisms of forming a tolerant attitude towards children with special educational needs in primary school students should have in their structure:

- 1) interaction of the subjects of inclusive education as a mechanism for implementing the process of forming a tolerant attitude towards children with special educational needs in primary school students;
- 2) communicative mechanisms for situational influence on the formation of peacefulness in elementary school students, the development of constructive relationships and ways of behavior that affirm the position of "education for all";
- 3) mechanisms of adaptation, individualization of all subjects of inclusive education in primary school;
- 4) feedback mechanism in the process of development of inclusive education, etc.

The formation of a tolerant attitude has various aspects. Among them, one of the most important is ethical, pedagogical, psychological. When studying the formation of a tolerant attitude towards another person, consideration is appropriate that defectology, as a complex science, involves the combination of several sciences – medicine, psychology, pedagogy. The difficulty of the speech pathologist's work lies in the fact that he not only identifies the problems that children face, but also finds out the degree of their complexity when he interacts with primary school teachers, children and parents.

We would like to add that today inclusive education in primary school is gaining a new level of development. Outstanding scientists and teachers who defined the concepts of inclusive education and new theoretical and methodological approaches to its development in Ukraine are working for this. We would like to add that the scientific and theoretical basis for the development of inclusive education in primary school is developing. Much research is being done on the issues of education for children with special needs.

From the point of view of psychology, we should add O. Orlovska's opinion about the structure of tolerance, which has several aspects, namely: cognitive, emotional, activity.

At the same time, the scientist proves that the cognitive component is responsible for such aspects as knowledge about tolerance, about tolerant ideas. The emotional aspect refers to stable feelings, among which are "emotional and value attitudes towards people, other people's opinions", as well as one's own feelings, etc.<sup>161</sup>. To the activity aspect, the scientist attributes commitment to this type of behavior in which there is cooperation and understanding, development of plans, both own and compatible, etc.

So, in modern conditions, just such a combination will help to construct a pedagogical experiment aimed at determining the levels of the formation of the tolerant attitude of primary school students towards children with special educational needs. Our further research is aimed at this.

The state of formation of the tolerant attitude of primary school students towards children with special educational needs was determined by us based on value-cognitive, emotional, and behavioral criteria. Each criterion has corresponding indicators that detail their essence and act as certain indicators of the formation of a tolerant attitude of primary school students towards children with special educational needs. These indicators provide an opportunity for quantitative and qualitative analysis of the problem of our research.

Our criteria and indicators, characteristics of the levels are based on the structure of tolerance developed by O. Orlovsky, in which three subsystems are distinguished, namely: "cognitive – knowledge of a person (the concept of tolerance, processes characterized by a tolerant orientation, ideas about life); emotional – a person's relatively stable feelings towards objects expressed in an emotional assessment (emotional and value attitude towards people, other people's opinions, ethical issues, one's connections, feelings); active – tendency to a certain type of social behavior, the basis of which is understanding, cooperation; general direction of human activity on objects and phenomena of social significance, construction of ways to achieve life plans"<sup>162</sup>.

Criteria and indicators of formation of tolerant attitude of primary school students towards children with special educational needs.

The value-cognitive criterion reflects, in our opinion, a set of formed positions and values, younger schoolchildren's ideas about themselves, about the needs of other people, including the needs of children who study with them in an inclusive class. Indicators according to this criterion are the volume of ideas about tolerant attitude towards children with special educational needs, the formation of the "education for all" position, aware of the value of each person, understanding of the value of peace and respect. That is, the child must have certain information and formed values.

The emotional criterion in our research is reflected through such indicators as a positive attitude towards children with special educational needs, a positive attitude towards one's own development, a desire to befriend a child with special educational needs. We believe that a positive attitude towards oneself, as well as a positive attitude towards the Other, has a special value. This is taken into account by O. Hryva, who points out that recognition of oneself as a value provides an opportunity to "perceive oneself positively, at the same time, to be open to self-change, capable of self-actualization (to be capable of critical thinking, activity, optimism)"<sup>163</sup>.

The behavioral criterion, as a criterion specific to pedagogical work, is reflected through the actions and behavior of a junior high school student directly during learning in an inclusive class. We defined as the ability to provide assistance to a child with special needs, the ability to find a compromise solution when conflicts arise, and tolerant behavior as indicators of formation.

We characterize the level of formation of the tolerant attitude of primary school students towards children with special educational needs – high, medium, low.

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<sup>161</sup> Орловська О. В. (2012). Толерантність та її сутнісні характеристики. Збірник наукових праць Хмельницького інституту соціальних технологій Університету «Україна». № 5. С. 159-163.

<sup>162</sup> Ibidem, p. 163.

<sup>163</sup> Грива О. А. (2008). Толерантність в процесі становлення молоді в умовах полікультурного середовища. С. 13.

Thus, for a high level of tolerant attitude of primary school students towards children with special educational needs, there is a volume (according to the age period of the child) of ideas about tolerant attitude towards children with special educational needs. Elementary school students have clearly formed the position of "education for all", such children are aware of the value of each person. Students with a high level understand the value of peace and respect. Such children have a positive attitude towards children with special educational needs, developed a positive attitude towards their own development. Children with a high level of tolerance attitude tend to be friends with a child with special educational needs. Such students are able to provide help for a child with special needs when he or she needs it, are able to find a compromise solution when conflicts arise between peers. Such students have balanced tolerant behavior – benevolence, politeness, willingness to interact, optimism.

For the average level of tolerant attitude of primary school students towards children with special educational needs, there is a fragmentary volume of ideas about tolerant attitude towards children with special educational needs. Students with an average level understand the position of "education for all", but at the same time, they do not always realize the value of each person, which can be manifested in insufficient attention to the needs of another person. In general, children who are at an average level understand, but not fully enough, the meaning of the values of peace and respect. Such students, depending on their mood, can show their own attitude towards children with special educational needs both positively and with some indifference (that is, from time to time). In general, children with an average level try to show a positive attitude towards their own development, while a strong desire to befriend a child with special educational needs is not observed. Children with an average level of tolerant attitude towards students with special educational needs can generally provide help, but cannot always find a compromise solution in conflict situations. Manifestations of tolerant behavior occur, but not always.

For the low level of tolerant attitude of primary school students towards children with special educational needs, there is a lack of formed ideas about tolerant attitude in general, the position of "education for all" has not been formed, and the value of each person is not realized. In general, such children understand the value of peace and respect, but only when such values are manifested in relation to them. Children with a low level do not have a positive attitude towards children with special educational needs. Children with a low level rarely pay attention to improving their own development. The desire to befriend a child with special educational needs is not observed, as is the desire to provide assistance to a child with special needs. Such children show conflict, aggression and cannot find a compromise solution. Manifestations of tolerant behavior are almost absent, because they can mock, express contempt and insult, while they need empathy for other people.

In order to diagnose the formation of a tolerant attitude of primary school students towards children with special educational needs, we have developed diagnostic materials, which are briefly presented in Table 1.

Therefore, such materials include both known diagnostics and author's developments. We tried to present the instructions and questions in such a way that they were normally perceived by elementary school students.

*Table 1. Materials for diagnosing the formation of a tolerant attitude of primary school students towards children with special educational needs*

Criteria	Materials for diagnostics
Value-cognitive	Interview " method (author's) Method "Choose your hero" (author's) Questionnaire
Emotional	Method "I'm in an inclusive class" (author's work) Conversation "Make up a story about yourself" Sociometry and surveys
Behavioral	Pedagogical observation Questions for parents and their substitutes

We emphasize that such characteristics of levels are conditional, and teachers of inclusive classes will be able to use them to improve relationships in elementary school. Also, using these characteristics, teachers will be able to check their own observations. This will allow you to get to know younger schoolchildren more deeply, to choose various forms, methods and techniques of corrective and developmental work. It is also important that, while observing the qualitative characteristics of tolerant attitude in inclusive classes, the teacher will be able to outline plans for working with those students with whom the corrective work will need to be carried out.

For further work, we used the functions of tolerance identified by O. Orlovsky: creative, regulatory, educational, cultural preservation, world-providing, psychological, social-communicative, felicitological. We will provide the characteristics of these functions, according to the author's opinion: "creative – provides the possibility of creative transformation of the surrounding reality; creates conditions for safe manifestation of divergence, creative activity; creates conditions for creative self-affirmation; regulatory – allows you to restrain dislike in combination with a delayed positive reaction or replace it with a positive one; suggests a constructive way out of conflict situations; orients relationships to preserve equality, respect, and freedom; educational – provides the transfer of experience of positive social interaction and the experience of humanity as a whole; is a perfect example of the organization of life activities in society; ensures successful socialization, develops moral understanding, empathy, the ability to loyally evaluate the actions of others; cultural preservation – ensures the preservation and multiplication of the cultural experience of a group, ethnic group, society; world-providing – determines the multidimensionality of the environment and the diversity of views, ensures the harmonious and peaceful coexistence of representatives who differ from each other in various ways; serves as a social guarantor of inviolability and non-violence towards various types of minorities; psychological – serves as a basis for normalizing the psychological atmosphere in the group, society (atmosphere of trust, respect, recognition, support); forms and develops ethnic self-awareness; provides ethnic and social self-identification; supports and develops self-esteem of the individual, group; lowers the threshold of sensitivity to adverse factors; social-communicative – develops readiness for communication, cooperation and understanding; allows you to establish constructive communication with representatives of different groups and other worldviews; felicitological: it allows a person to get happiness (satisfaction) from communication with various representatives of society, to realize his individuality, to promote recognition of himself by others"<sup>164</sup>.

Taking into account these functions, we developed author's materials for diagnostics, because it was not possible to find the methods for determining the indicators that would clearly help reveal the state of formation of the tolerant attitude of elementary school students towards children with special educational needs.

In order to solve the issues related to the development of diagnostic materials to identify the levels of tolerant attitude of primary school students towards children with special educational needs, we tried to structure each method according to the defined criteria and indicators. We will present in detail each procedure that is presented for diagnostic work.

The "Interview" method (the author's) included an examination of the existing volume of ideas about a tolerant attitude towards children with special educational needs, the formation of the "education for all" position.

The purpose of this methodology is to study the state of formation of elementary school students studying in an inclusive class, ideas about a tolerant attitude towards children with special educational needs. The total amount of information about the tolerant attitude possessed by the student was also evaluated, as well as the formation of the "education for all" position.

From the answers to nine simple questions, we made a conclusion about the formation of a certain level. We also took into account not only the completeness and correctness

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<sup>164</sup> Нечипоренко В. В., Сілявіна Ю. С. (2017). Становлення сучасної теорії і практики педагогічної реабілітації вихованців з особливими освітніми потребами. Актуальні питання корекційної освіти. Вип. 10. С. 225.

of the answers, but also the mood of the child who answered the questions. For each answer that positively characterizes the measured indicator, 1 point is awarded. If a child gets 7 to 9 points, he can be assigned to a high level. From 4 to 6 - an average level, and in the event that no more than 3 positive answers were received – a low score.

We will provide an approximate list of these questions for the interview.

1. A child with special educational needs studies in your class. Do you know her?
2. Tell me, please, is it convenient for you to communicate with him / her?
3. Do you think this child needs to study together with all the students even when it is difficult to do so?
4. How do you communicate with such a child – politely or not so much?
5. Tell me how it is to communicate politely with another child?
6. Do you think all students have the right to study with you?
7. If you are lost and in a bad mood, do you think it is necessary to be polite in this case?
8. Do you agree with the statement that education should be for every child?
9. Do you think you are tolerant towards children who have special educational needs?

The next indicator – the awareness of the value of each person, we suggest measuring according to the author's method "Choose your hero".

The child is given the characteristics of fairy-tale heroes to choose from, which are characterized by different character traits of the correspondingly developed levels (high, medium, low). The author's fairy tale is called "Fairy pencils", where a green pencil corresponds to a high level, a red one with an average one, and a blue one to a low one. The child listens to these characteristics and must answer the question: "Which fairy-tale hero do you like more?". Accordingly, attributing oneself to certain heroes allows the teacher to relate the student to a certain level.

*Introduction (read by the teacher).* There were pencils in a convenient box. But they were not simple, but magical. They knew how to be friends, laugh, cry, and sometimes even quarreled among themselves. They were all different, but in most cases, especially when it was necessary to create wonderful drawings, they became very careful and polite. Do you want to hear what their behavior was like sometimes? Well then hold on!

*Type 1* (the teacher shows a green pencil and other children have to find this color). This Green Pencil believes that all pencils have the right to draw as they like. Even if the other pencil is not very sharp, it can still be sharpened and made important to the whole drawing.

*Type 2* (the teacher shows a red pencil and other children have to find such a color). This Red Pencil believes that some pencils are not very useful for drawing. They can lie quietly in the box and not stick out. All the pencils that are sharp and match the Red Pencil in color (for example, friend Yellow and friend Orange) can dance together on white paper.

*Type 3* (the teacher shows a blue pencil and other children have to find this color). This Blue pencil thinks that it is very important and other colors are not so important. He can say something like this: "Look, the whole oceans are blue, and I can fill more than half of the picture with myself." And sometimes, when a pencil of a different color approaches him, he may grumble: "you're bothering me" or "I don't like you."

The teacher gives the students the opportunity to look again at the pencils of different colors and asks the question: "Which pencil do you like according to your character?".

Each participant can either demonstrate the color of the pencil or display the chosen color on the board. After the answers, the teacher marks the obtained results in the form. For example, it can be such a Table 2.

We took into account that friendship, first of all, involves "relationships between children regardless of their social status, level of health, development opportunities". At the same time, it is important that the development of sociability and friendly relations in inclusive classes is a value, because a child with special educational needs receives confidence, support, care and concern not only from parents, but also from peers: "It is in friendly relations between a child with special educational needs and a student with a normal level of health, such a mechanism of social

development of students as equal mentoring is fully implemented, since friendship is its most solid foundation," O. Rasskazova pointed out<sup>165</sup>.

*Table 2. Approximate form for the author's methodology "Choose your hero"*

full name	COLOR	LEVEL	Special notes
Peter P.	Green	High	.....
Vitaly O.	Green	High	.....
Tatyana T.	Red	Average	.....
Mykola P.	Red	Average	.....
Maria M.	Blue	Low	.....
Taras D.	Blue	Low	.....

The next questionnaire, aimed at measuring the understanding of the meaning of the values of peace and respect, consisted of 9 indicative questions. We evaluated the answers based on the positions of the affirmative or the opposite of it. For each affirmative position (+), 1 point is awarded. If a child gets 7 to 9 points, he can be assigned to a high level. From 4 to 6 – an average level, and in the event that no more than 3 positive answers were received – a low score.

Let's give an example of questions:

1. I usually like to play with all the children.
2. If another child runs slowly and cannot run faster, I usually wait for him.
3. If the child behaves strangely and not like everyone else, I know that it is not possible to insult him for this.
4. I know that it is necessary to respect another person, even if he has certain difficulties.
5. I know that peacefulness is a good human trait.
6. I am sure that you should always be polite.
7. I have children in my class who are difficult to be friends with, but I believe that every child deserves respect.
8. It's great when everyone respects each other instead of judging.
9. I want peace and quiet in our class.

It should be noted that this technique was based on the statements made in the work of V. Dudchenko. In particular, the scientifically determined that every person has dignity, and his life is sacred, and that is why it is necessary to develop and improve oneself: "every person must realize his own limitation in the moral and ethical sense, and no one has the right to be a judge of another"<sup>166</sup>.

We believe that these methods, in our opinion, can be useful for practical psychologists, correctional teachers, and primary school teachers. In the event that correctional pedagogues, teachers, and practical psychologists improve their knowledge of methodical support for the process of forming a tolerant attitude of students towards children with special educational needs, then overall the work will be effective.

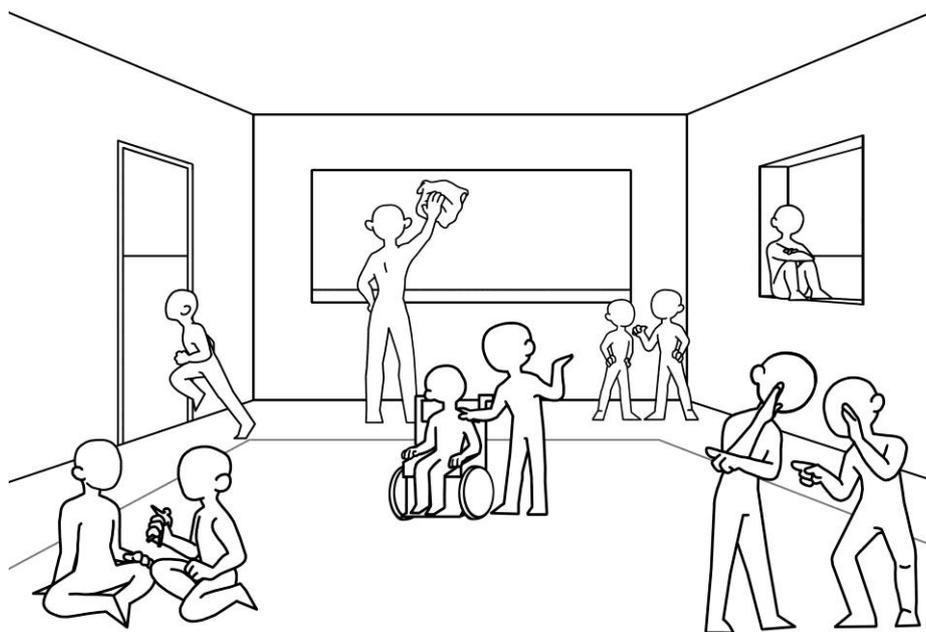
The next method – "I am in an inclusive class" is the author's own and includes self-identification in working with stimulating material (Fig. 1). The child is given the opportunity to choose the position that reflects the relationship in the classroom. In the evaluation form, not only the attitude towards oneself is recorded, but also the attitude towards classmates, which the student identifies while working with the picture.

At the same time, the student can characterize the relationship with his peers both in a picture and try to draw his own class. This data includes a variety of information, but primarily assesses how the child sees his relationship with the child in the cart, which is in the center of the picture. Even if the class does not have a child in a wheelchair, questions are asked that can help identify

<sup>165</sup> Рассказова, О. И. (2013). Класний колектив як осередок соціальної взаємодії учнів в умовах інклюзивного навчання. Педагогіка формування творчої особистості у вищій і загальноосвітній школах. Вип 29. С. 470.

<sup>166</sup> Дудченко В. С. (2008). Теорії ненасилля як предмет філософської рефлексії в контексті сучасних цивілізаційних викликів. С. 12.

a child with special needs. It is important that the student discloses his own attitude to other people, and the protocol should record information about how the student imagines the manifestation of his own emotions when communicating with a child with special educational needs. For example: "I feel that I can be good at communicating with...", "I'm afraid to communicate with...", "I'm very brave, so I don't care when..." etc. Based on the answers, students can be assigned to one or another level of the measured indicator – high (the presence of a positive attitude towards children with special educational needs), average (the indicator varies depending on their mood, students can be both positive and with some indifference (i.e., time from time to time) to show one's own attitude towards children with special educational needs), low (positive attitude towards children with special educational needs has not been formed).



*Fig. 1. Stimulating material for the "I'm in an inclusive class" methodology*

Let us point out that this technique consisted of two parts. The first part included a free story, and the second – answers to questions clarifying the child's opinion. This is due to the fact that it is difficult for elementary school students to tell without relying on visualization. That is, students can give some ideas, but it can be difficult to structure the information into clear answers without help. That is why a free form of the story was offered at the beginning, and after it – additional questions. This made it possible to more fully reveal the issue, which was important for us.

Instruction: "This picture shows an inclusive class. The teacher does not yet see what is happening in the classroom, because he is busy cleaning the blackboard. Each student does his own thing. Some students are playing, some are talking among themselves. A child with special educational needs studies in this class. Here she is sitting in the center on a cart. Find yourself and put a mark on the picture, and breed – write your name. Then you can put a mark on the picture of your friends and also write their names.

It is important for the teacher to know who the child identifies with, what place he takes with the child, what have special educational needs, what is emotionally significant for the student.

Analysis of positions, which provides an opportunity to formulate certain conclusions and provide measurement results according to this criterion.

The figure shows the positions of students that can occur in inclusive classes. The position "alone, far from a child with special educational needs" indicates emotional distress, the child's difficulties in the classroom, weak adaptation to the team. Identifying yourself with students who stand in a pair and seem to mock others is proof of a position that indicates an unfavorable emotional state, a low manifestation of tolerance. These positions, respectively, can be attributed to the low level of the measured indicator.

The game position indicates that the child, although he is sociable, does not always pay attention to the situation in which the child with special educational needs is. This position is identified by us as the average level of the measured indicator.

A place next to a child in a stroller indicates affection, respect and peacefulness, a desire to help, which we attribute to a high level of measurable indicator.

The next criterion – a positive attitude towards one's own development – we measured based on the received material of individual conversations "Make up a story about yourself".

To compose a story, you can use questions that the student can ask himself.

Approximate questions can be:

1. What do I need to improve myself?
2. What knowledge will improve me?
3. Who should I talk to in order to improve myself?
4. Who helps me and who prevents me from improving myself?
5. What is my dream?
6. Tell me, who of your doings is trying to improve your life?
7. Tell me how you behave at home.
8. What can fascinate you?
9. Do you think you deserve respect from other people?

We measured these questions aimed at diagnosing the indicator "positive attitude to one's own development" focusing on the completeness and frankness of the answers. If the child shows a positive attitude towards his own development, we attributed this indicator to a high level. If the child tries to show a positive attitude towards his own development – to a medium level, and if the child almost does not pay attention or rarely pays attention to the improvement of his own development – to a low level.

We also used various stories that happened with real participants. For example, let's give a story about a child who studied in an inclusive class, contrary to the opinions of others:

*"History shows... During the morning greeting of the teacher with her first-graders, the door timidly opens and almost imperceptibly, the mother passes by the rows, not so much leading as carrying her thin son in her arms to his workplace and stays next to him. A boy with cerebral palsy immediately came to mind. It was a period of integration of children with special educational needs into the conditions of a general educational institution in Ukraine, and the role of a teacher's assistant was performed by my mother. However, the class teacher's story at the end of the lesson about the indignation and rejection of the presence of such a child in the class by some parents, about their doubts about the possibility of the teacher conducting a full-fledged modern lesson, about the suspicion of a possible oversight regarding the quality acquisition of knowledge by their children, caused a pain in the heart and tears. For such parents, the class teacher's answer was firm and without appeal: "Who does not like the presence of a student with cerebral palsy in this group, can transfer his child to a parallel class, and Vladyslav will study in my class!"*

To find out the last indicator of the emotional criterion – the desire for companionship with a child with special educational needs, we used the results of a sociometric study, which was supported by a number of questions. Among the questions are the following:

1. Do you think you talk correctly with children who have special educational needs?
2. Are you interested in communicating with children with special educational needs?
3. What actions are friendly?
4. If you communicate with a student who has certain difficulties, do you manage to be kind and polite to him?
5. What feelings do you have when you try to make friends with other children?
6. Continue the sentence: "I'm trying to make friends, and for this I ...",
7. Do you agree with the statement that you can easily make friends with different children?
8. Do you get a good feeling when you try to make friends with the kids in class?
9. Do you try to make friends with children who have special educational needs?

Based on the opinion of O. Rasskazova, we used the concept of "companionship" as a synonym for "friendly relations", because in more literary sources, this concept "is revealed as a characteristic of the quality of people's relationships, which is expressed in a spiritual community – camaraderie"<sup>167</sup>. We believe that the desire for companionship in the conditions of inclusive education should become an emotional need for the entire class team, as well as one of the forms of the culture of tolerant behavior of the individual, which not only reflects the need for interaction and interpersonal communication, but also for joint activities, affairs that will unite the team, etc. This type of interaction in inclusive classes has certain characteristics: establishing an atmosphere of joint interaction, sympathy, efforts to help, efforts to mutual understanding, etc.

We evaluated the answers based on a positive or negative position. For each positive position (+), 1 point is awarded. If a child gets 7 to 9 points, he can be assigned to a high level. From 4 to 6 – an average level, and in the event that no more than 3 positive answers were received – a low score. We measured by the behavioral criterion thanks to such indicators as the ability to provide assistance to a child with special needs, the ability to find a compromise solution when conflicts arise, and tolerant behavior. We measured key indicators through observation in the classroom, during breaks, and compared our own observations with answers to questions for parents and substitutes.

The results were calculated for each criterion, and after that we counted how many answers each child obtained according to a certain criterion. We used the total amount to characterize the level of formation of a tolerant attitude towards children with special educational needs.

We note that this development of such diagnostic materials is caused by our own observations, and directly by the opinions of scientists regarding the inclusion of elementary school students in an inclusive class with different nosologies. As noted by I. Shulzhenko, certain conditions are necessary for this, and first of all – "the formation of the teacher's psychological attitude towards the need for pedagogical work with a special student according to a program corresponding to his capabilities". Such diagnostic materials, in our opinion, will allow all subjects of inclusive education to understand those emotions, needs, and behavior that are necessary for further work. Accordingly, it is necessary to conduct conversations with parents, try to anticipate conflicts, simulate various situations in order to try to develop a tolerant attitude towards the difficulties of children with special educational needs. Let's emphasize the opinion of I. Shulzhenko, who noted on those positions that need correction: "psychological readiness of children to help a friend with psychophysical disorders, empathy and tolerance in relationships; psychological support for the success of a mentally retarded child in front of healthy peers; the use of methods of psychological support for the child; emotional coloring and encouragement of the child's communicative activity; demonstration of the child's successes in front of parents and relatives; shift of emphasis from signs of intellectual impairment to emphasis on positive achievements of a child with special educational needs; psychological support of the child during anxious, negative, affective states; avoiding humiliating the child; formation of motivation to achieve a better result in all types of activity"<sup>168</sup>.

We conducted a general assessment based on three criteria for primary school students. We display the results in the appropriate.

So, according to the diagram, we can see that the majority of primary school students have an average level of the measured indicator – 63.6%. Less than a third of students have a level corresponding to the low indicator – 28.2%. Only 8.2% of surveyed primary school students have a high level. This proves that it is necessary to pay attention to the value-cognitive indicator.

As a result of observations, we found that many students do not have a large amount of ideas about tolerant attitude towards children with special educational needs, most students are aware of the value of a person, but most of them have not formed the position of "education for all". Also,

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<sup>167</sup> Рассказова, О. И. (2013). Класний колектив як осередок соціальної взаємодії учнів в умовах інклюзивного навчання. Педагогіка формування творчої особистості у вищій і загальноосвітній школах. Вип 29. С. 468.

<sup>168</sup> Шульженко Д. І. (2017). Методологія інклюзивної форми освіти. Науковий часопис. Корекційна педагогіка. Вип. 33. С. 114.

not all students fully understand the meaning of the values of peace and respect. Let's emphasize that the opinion on the principle of equality of human rights with a disability assumes that every person has equal opportunities for development both in the educational space and throughout life. Thus, O. Kravchenko, M. Perfilyeva indicate the need for the participation of children with special educational needs in the life of society, which was announced "in the Standard Rules for Ensuring Equal Opportunities for the Disabled". Scientists support the opinion that people with disabilities should "receive the necessary support in the process of acquiring an education, organizing their work and social life"<sup>169</sup>.

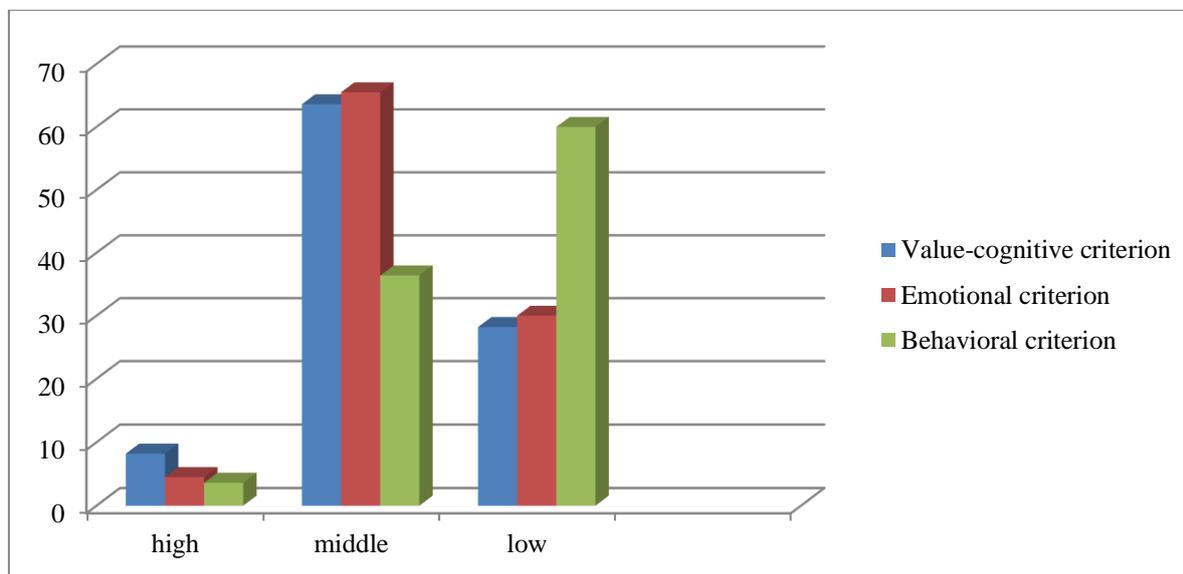


Fig. 2. Obtained data regarding the levels of formation of a tolerant attitude towards children with special educational needs

This proves that it is necessary to carry out additional work to improve this indicator for schoolchildren in the conditions of inclusive education.

According to the data presented in the diagram, we have established that a significant number of primary school students according to the emotional criterion was also at the level presented by us as average – 65.5%. A significant number of children (almost a third) are at a low level, which, respectively, is 30%. A small number – 4.5% of junior high school students – were at a high level. This indicates the average level of the measured (emotional) indicator. We also drew attention to the fact that the emotional indicator needs additional work, because not all students have a positive attitude even for their own development.

In our opinion, the situation with the behavioral criterion and its corresponding indicators is complicated. Observations and interviews with parents proved that most students do not know how to help a child with special needs, it is difficult for them to find a compromise solution when conflicts arise, and it is difficult to call their behavior tolerant. We would like to add that during the observation we took into account the opinion of scientists, their recommendations, etc. We will briefly provide these requirements:

- 1). Purpose of observation (to facilitate registration of results).
- 2). Monitoring plan (questionnaires, indicative questions, other materials).
- 3). Providing an individual approach to measurement.
- 4). Observation is carried out in real conditions.
- 5). Comparison of observation data with previously obtained data, etc.

<sup>169</sup> Кравченко О. О., Перфільєва М. В. (2014). Соціальна та освітня інтеграція осіб з особливими потребами як вимога цивілізаційних змін. Актуальні проблеми навчання та виховання людей в інтегрованому освітньому середовищі у світлі реалізації Конвенції ООН про права інвалідів. С. 29.

We see that a low level is observed in 60.0% of students, an average level in 36.39%. A high level was found by 3.61% of respondents.

We also took into account that students (especially 1st and 2nd grades) master new types of activities, where the establishment of relationships takes on the pain of a representative nature: "for the first time, – write V. Gerasimova, M. Homezo, L. Orlova – the child has an obligation to language socially significant activity – learning, – in connection with which a system of business relations arises in the group of classmates"<sup>170</sup>. Thus, the diagnosis of the levels of formation of a tolerant attitude towards children with special educational needs helped to establish that there are currently existing practices that are not always optimal and effective for the development of inclusive education, which is an important factor in the development of an inclusive society in the future. Therefore, conducting diagnostics made it possible to see the existing problems, to determine which indicators are the most difficult researching the process of forming a tolerant attitude towards children with special educational needs in the conditions of inclusive education. To improve the situation, we developed a special program, and, accordingly, we planned to conduct a formative experiment, which is the focus of further research.

We developed the program by forming a tolerant attitude to children with special educational needs in the conditions of inclusive education in elementary school students, taking into account the directions that later became the basis of the formative experiment. Firstly, it is the provision of a friendly psychological climate aimed at increasing the level of attitude towards children with special educational needs. This should be implemented through explanations, various topics in conversations, methodical recommendations, creative works (art therapy technologies, etc.). Secondly, increasing the level of tolerant attitude towards children with special educational needs should take place through the inclusion of educational exercises for personal development, holding games, etc. Thirdly, work with parents (organization of seminars on the topics: "Tolerant communication with children with special needs", "Parents raise a new generation, friendly and peace-loving", "Tolerant communication: can classmates be friends?", etc.). We carried out this work based on the thesis expressed by O. Rasskazova: "Preparation of society for the implementation of the ideas of educational inclusion involves a number of various measures, however, in our opinion, it should begin with work with the "micro-society", which will directly affect the development of the socialist of a child with a disability – a class team"<sup>171</sup>. Let's point out that we conducted a survey of parents who cooperated to work on establishing a tolerant attitude towards children with their special educational needs in an inclusive class. The questionnaire helped us for further work with all parents.

### ***Questionnaire***

Dear parents!

Thank you for attending the seminars dedicated to the formation of a tolerant attitude of elementary school students with children with special educational needs.

We are sincerely grateful for the answers to the questions:

1. Were the informative materials interesting to you? (Yes No).
2. Can you indicate that you were comfortable communicating? (Yes No).
3. How useful was the information? \_\_\_\_\_
4. Has your attitude changed regarding issues related to your children's communication with children with special educational needs? (Yes No).
5. Do you want to talk about these topics further? (Yes No).
6. Do you want to visit an individual consultation of a correctional teacher or psychologist? (Yes No).
7. Would you like to return to the inclusive classroom to talk to parents of children with disabilities? (Yes No).

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<sup>170</sup> Гамезо М. В., Герасимова В. С., Орлова Л. М. (1998). Старший дошкольник и младший школьник: психодиагностика и коррекция развития. С. 68.

<sup>171</sup> Рассказова О. И. (2013). Класний колектив як осередок соціальної взаємодії учнів в умовах інклюзивного навчання. Педагогіка формування творчої особистості у вищій і загальноосвітній школах. Вип 29. С. 465.

8. Write your wishes for our further work with your children\_\_\_\_\_

Thank you for your help!

The environment in which students grow up is important for the development of a tolerant attitude. They want to know themselves through the forms that surround them. Let's emphasize the relevant statement of the scientists: "The solution to the problem of preparing each child for life boils down to the desire to know not only oneself, but also one's role and significance in this life." The main manifestations of self-awareness are a set of mental processes, as a result of which an individual becomes aware of his "I". They are closely related to all aspects of the child's life and activities". We envisioned that all students studying in inclusive education should see the beauty in front of them.

A positive emotional background in the entire class is important for the development of a tolerant attitude. Enmity, fights, confrontations are those complications that are not suitable for our experiment. That is why we tried to make a cell in which quiet, calm music played, collective drawings, photos of students with children with special educational needs were placed.

Therefore, the results of the research work will be more effective if the teacher pays attention to the psychological and pedagogical mechanisms<sup>172</sup>:

1) the interaction of the subjects of inclusive education as a mechanism for implementing the process of forming a tolerant attitude towards children with special educational needs in primary school students;

2) communicative mechanisms for situational influence on the formation of peacefulness in elementary school students, the development of constructive relationships and ways of behavior that affirm the position of "education for all";

3) mechanisms of adaptation, individualization of all subjects of inclusive education in primary school;

4) feedback mechanism in the process of development of inclusive education, etc.

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