Pedagogical Conditions and Opportunities for the Formation of the Qualities of Tolerance

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A B S T R A C T

In today's polytechnic and multicultural society, the problem of development of the new type of social relations based on the principles of dialogue and tolerance and realized in international communication. The purpose of the article is to state the effectiveness of pedagogical conditions that contribute to the formation of tolerance in the professional training of future teachers. The article discusses the state of development of this problem in terms of the pedagogical sphere, formulates the definition of the notion of "pedagogical tolerance", specifies its structure, defines the criteria and indicators of the level of formation of pedagogical tolerance of future teachers, reveals the the results of the pedagogical experiment.

A R T I C L E I N F O

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The problem field of modern national pedagogy is determined by the fundamental changes that took place in Ukrainian society. In the latest researches, the humanistic approach is considered to be the leading, since it represents a person as a unique integral person that develops in the process of active self-realization of its creative potential in the system of interaction with other people. Tolerance is the ability to engage in such interaction and has a special meaning as a socio-cultural need and value-based orientation. In the modern world, the formation of tolerance among citizens has become one of the main goals of educational policy. To resolve the problems of tolerance and the formation of tolerant consciousness, a number of legislative documents have been approved, which include the promotion of the formation of civil society, the development of legal culture and socio-cultural dialogue in society. It should be noted that 1995 was proclaimed as a year of tolerance on the Earth. The United Nations has adopted a special "Declaration of Principles of Tolerance", in which tolerance is defined as the basic concept in human relationships and one of the most important ways of realizing the principles of human unity at the present stage of the development of civilization, and conditionally achieving consensus on all levels: from international to interpersonal level relationships of individuals. The search of the ways for solution of the problem of tolerance formation of a highly knowledgeable citizen in higher educational establishments meets the requirements of the Law of Ukraine "On Education", State National Program "Education (Ukraine XXI Century)", the Concepts of National Education of Student Youth, "National Doctrine of education development in Ukraine in XXI Century", the State Target Social Program “Youth of Ukraine” for the period 2009–2015. The problem of formation of teacher's tolerance in the process of democratization and humanization of school is of particular relevance, since it is impossible to organize an educational process at a qualitatively new level without a high level of professional readiness of those who directly execute the social order of society. Nevertheless, teachers themselves often reveal the student's ambition, communication alertness, irritation, sensitivity, sudden emotional explosions that discriminate the teacher's behavior, destroy the relationship between the teacher and the student, cause the student to be alienated from the educational process and the teacher's control over the situation. Considering these facts, it is important not only to increase the level of teacher's tolerance, but also to develop it, which can be ensured in the process of professional activity. The research discloses

pedagogical conditions of effective formation of future teacher's tolerance in the process of professional training. Objectives of the study: 1) to find out the essence of the definition of "pedagogical tolerance", to specify its structure; 2) determine the pedagogical conditions for the formation of tolerance of future teachers in the process of vocational training; 3) analyze the results of the pedagogical experiment. Solving of the objectives was done with the help of the system of methods of research: theoretical: analysis, synthesis, comparison of educational, methodological and scientific literature data for the purpose of comprehensive study of different views on the problem under study, definition of the basic concepts of research; modeling of the holistic process of formation of tolerance of future teachers in the process of professional training. Empirical: pedagogical observation, questioning, interview, questionnaire, testing, pedagogical experiment, complex diagnostics of the level of formation of tolerance of future teachers. Methods of mathematical statistics: quantitative analysis of the results of the pedagogical experiment, determination of Student's t-test to determine the reliability of the differences in the obtained indices before and after the experiment. Experimental work was carried out on the basis of Volodymyr Vynnychenko Kirovograd State Pedagogical University, Pavlo Tychyna Uman State Pedagogical University, the Bohdan Khmelnytsky National University of Cherkasy, Bogdan Khmelnitsky Melitopol State Pedagogical University. Various types of research covered 645 students of higherpedagogical educational institutions. At the ascertaining stage, the initial level of students' tolerance was determined and the necessary experimental data were obtained. The formative experiment involved the organizational, the main and the final stages. At the organizational stage, the following amount of work was foreseen: familiarization of teachers and students with the purpose, tasks, content of the experiment; analysis of curricula for specialists; the development of a special course "Pedagogy of Tolerance" and methodical recommendations on the self-education of tolerance. At the main stage, a program of experimental research on the formation of students' tolerance was introduced, the dynamics of the formation of tolerance of the personality was studied and analyzed; educational and methodological work with the organizers of the experiment was conducted. At the final stage, the final measurement of the level of students' tolerance in experimental and control groups was conducted; analysis, systematization and generalization of the results of the experiment; comparison of theoretical positions with the practical results of the experiment; Informing of the pedagogical staff about the results of experimental work was made. At the control stage, dynamics and analysis of students' tolerance formation process was determined. The current problem of professional training of a modern pedagogical specialist is his education on the principles of tolerance to strangers' positions, values, cultures, mutual understanding, and the ability to compromise. The Declaration of Principles of Tolerance proclaimed by the UN (1995) defined tolerance as the key concept of human relationships. According to the Ukrainian pedagogical dictionary written by S. Goncharenko tolerance - indulgence to the opinions and beliefs of others. Tolerance is the human virtue: the art of living in the world with different people and ideas, the ability to have rights and freedoms without violating the rights and freedoms of other people. At the same time, tolerance is not an act of concession, but an active life position on the basis of recognition of another person, as a unity in diversity (Honcharenko, 1997). Pedagogical tolerance is understood as the possession of abilities and skills of tolerant interaction with all subjects of the educational process the adjustment of tolerance - as an active position in the formation of tolerance of the teacher's personality, the personality of the students and their parents. This is a personal quality; the norm of behavior, one of the components of pedagogical ethics. Pedagogical tolerance is manifested in the installation of the adoption of another person, on empathic understanding, on open and trustful communication. The concept of "pedagogical tolerance" was offered by P. Kogomorov, in particular, it was noted that it involves mastering the skills and abilities of tolerant interaction and setting tolerance in the process of pedagogical activity in order to achieve the goals of tolerant development of the individual's personality (Komohorov, 2000). This type of tolerance is a professional personal quality of a teacher and one of the norms of his behavior, as well as an important component of pedagogical ethics. Pedagogical tolerance has the features of all kinds and levels of tolerance, which are determined by the purpose, tasks and peculiarities of the teacher's pedagogical activity and the variety of pedagogical situations, is a professionally important quality of a teacher. Disclosing the content of the concept of "tolerance" should also consider the structure of tolerance and its components. G. Bardierer believes that in the structural plan, tolerance can be described by means of a scheme that includes three main components: affective (emotional reactions, experiences, feelings), cognitive (knowledge, judgments, thoughts), connative (actions, intentions,

behavior) (Bardyer H., 2005). For description of tolerance such a triad of components is used: cognitive, emotional and behavioral. Tolerance in the cognitive dimension is the comprehension and perception of the person of complexity, the multidimensionality of the life reality and the variability of its perception, understanding and evaluation by different people, as well as the relativity, incompleteness and subjectivity of their own representations and their picture of the world. Tolerance in the emotional dimension manifests itself, above all, in the ability to empathy. Establishing of emotional contact between the interlocutors helps to create a more trusting and safe atmosphere of communication and in such a way reduces the tension and the possibility of aggravation in relationships, confrontation and rivalry. Behavioral tolerance includes a large number of specific skills and abilities, among which can be distinguished: readiness for tolerant attitude to the statements of others, defending their own position, ability to negotiate, reach a compromise, tolerant behavior in tense situations (Alekseeva E., Bratchenko S. 2003). To find ways to achieve the goal of tolerance, in particular pedagogical, it is important to find out what conditions (education or upbringing) are most conducive to this. Generalization and systematization of scientific approaches to the formation of tolerance made it possible to isolate in the process of the research the following pedagogical conditions for the formation of tolerance of future teachers: ensuring the readiness of scientific and pedagogical workers to form knowledge about tolerance; creating a tolerant environment in an educational institution; methodical provision of the process of self education of tolerance for future teachers; the use of interactive methods and techniques in the training of future teachers. One of the pedagogical conditions for the formation of the tolerance of future teachers is to ensure the readiness of scientific and pedagogical workers to gain knowledge about tolerance. The process of forming tolerance involves the unity of education and upbringing, and the pedagogy of tolerance provides methods and receptions of education and upbringing. It should be kept in mind that learning and education in a real pedagogical process are interrelated with each other and reflect the pedagogical activity of a student and a teacher. A comprehensive approach ensures the unity of the organization of the process of formation of tolerance and its results, which is manifested in interdisciplinary ties. The formation of knowledge about tolerance also contributes to raising of the level of students' awareness of the existence of the content aspects of the phenomenon of tolerance, the peculiarities of studying this phenomenon within the various branches of knowledge, development and the emergence of the problem of tolerance; development of students of value orientations, in particular interests, motives, assessments and norms of behavior, focusing on learning and application in practice and communication of ethical principles of tolerance (principles of equality, cooperation, free choice and self-determination of values); the formation of skills and abilities of tolerant interaction, provides a practical-behavioral aspect of the process of forming tolerance, based on familiarization and independent search for techniques and methods of spiritual and business communication; the formation of a tolerance setting that manifests itself in emotional and volitional readiness for an equal dialogue with another, its holistic, critical, benevolent understanding. The next pedagogical condition is the creation of a tolerant environment in a higher educational institution. In the formation of students' tolerance, a major role belongs to the teacher, as only a teacher who is constantly self-improves can educate students. In order to achieve the effectiveness and efficiency of the educational effects of the teacher, it is important that the pedagogical environment should contribute into the manifestation of these influences and agree with them. Education is optimal for the harmonious and synergistic interaction of all beginnings. A teacher forms a personality, his knowledge, skills, and qualities through the creation of conditions in which the student is attracted to an activity to achieve a certain goal, that is, to self-improvement. The process of education is due to the formation of a system of systematic basis for the behavior and personality of the person. We believe that the formation of tolerance in the educational and educational process involves creating the necessary conditions for this teacher. Taking this into consideration, we have introduced the concept of "tolerant environment", under which we understand the organization and2. The emotional-sensory criterion reflects the expression of emotions and feelings of teachers in attitude towards other people (mercy, sensitivity, compassion, friendliness), expressed in the understanding of the emotional state of other people, in empathy, in the ability to objectively evaluate yourself and others (indicators: the degree of manifestation, completeness, adequacy of emotions in relation to others). 3. Communicative-activity criterion characterizes the level of mastery of teachers with practical skills and communication skills on the basis of awareness of their own and others' actions and actions based on constructive methods of interaction, equal communication, ability to listen to others and to possess oneself; promotion

of team unification; the implementation of tolerant values in a situation of free choice (indicators: frequency of manifestations, quality, expediency, initiative, independence). 4. Motivational-value, which covers moral and ethical values, motives of help, cooperation, love, empathy, compassion, complicity, mutual perception, complacency (indicators: motivation for tolerant interaction with participants of communication, positive emotional and value relation to different participants of communication, to their culture, nationality, beliefs, social group, views, the establishment of the development of tolerance in themselves). The results of the diagnostic test have allowed determining the four levels of tolerance for future teachers: high (expressed tolerance), sufficient (situational tolerance), below average (situation ally released intolerance), low (expressed intolerance). For measuring of tolerance of future teachers we used the methodology of the communicative installation (V.V. Boyko) and express questionnaire "Tolerance Index" (G. Soldatova, O. Kravtsova, O. Khokhlaeva, L. Shajerova) (Soldatova, 2000). In these tests the questions are compiled in accordance with the criteria we have defined: cognitive, emotional-sensual, communicative-activity, motivational-valuable.

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