

Interrelation of Tolerance Formation and Social Experience

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Abstract: This study is aimed to find interrelation between tolerance formation and social experience of students. It is known that the key result of upbringing as a function of the education system is learned by a person social experience needed for living in a society - individual synthesis of memorized feelings and emotional experiences; knowledge, skills, techniques; ways of communication, thinking and activities, internalized axiological orientations and social mindsets. Components of social experience are: knowledge and skills, axiological orientations, activities which are implemented by a person when exploring elements of external environment and interacting with them. However the relationship between formation of individual social experience and tolerance has not been defined to a full extent yet. This hinders study of factors of formation of a student's personality in continuous educational space. [Shaposhnikova T.L., Romanova M.L., Hlopova T.P. Tarasenko N.A. **Interrelation of tolerance formation and social experience.** *Life Sci J* 2013;10(12s):158-162] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 29

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1. Introduction

The key result of upbringing as a function of educational system is a social experience needed for living in the society which is learned by a person - individual synthesis of memorized feelings and emotional experiences; knowledge, skills, techniques; ways of thinking, activities, communication; behaviour stereotypes; interiorized axiological orientations and social mindsets [1-3]. Today we observe increase in the number of works devoted to the issue of a student's social experience formation in the conditions of pedagogical interaction as the most humane- and person-oriented way of organization of educational process, which is a special form of relationship between participators of educational process, result of which is mutual enrichment of intellectual, emotional and pragmatist spheres of participators of this process [4, 5].

However, the character of interrelation between social experience and tolerance formation has not been defined to a full extent yet. This hinders investigation of factors influencing person formation of a student in continuous educational space. The issue of investigation can be described by a question: what kind of relationship exists between formation of social experience and tolerance of a student? The aim of this study is to answer this question.

To which extent this issue was explored before. Accordingly to modern views social experience of students is a target of modern education which is a combination of axiological orientations, norms and ways of behaviour, expertise, personal features which provide for establishment of constructive interrelations with the others,

emotionally-positive health in this interaction and achievement of collective aims in studies, creative activity and social deeds [6]. Its formation is connected with learning of the following key contents of education: humane and democratic axiological orientations, moral norms, skills in cooperation with counterparts and grown-ups in different social situations; development of active behaviour, responsibility, independence, friendliness etc. Criteria of effectiveness of formation of social experience of students in conditions of pedagogical interaction are as follows: (a) constructive relationship between a student and a teacher, between students and parents, students and employers, between students of the same school or student circle; (b) skills in cooperation with the others; (c) emotionally-positive psychological state (within an educational institute and out of it). They are being assessed by the following parameters: (a) mutual help and politeness in inter-personal relations; friendliness, capability to agree; (b) active participation in the events of the whole group; capability to perform collective activity effectively, to reach collective aims of interaction; (c) favourable moral and psychological climate in a group of students; satisfaction of students with relationship with teachers; good health of children in a family; their satisfaction with family relations and relations at work, their position in a family and at work [7].

Individual social experience is closely connected with personal and professional features (PPF). PPF - is an integral component of general culture of a person, qualitative, systematic and dynamical education of a person which is characterized by a certain level of preparedness for

some activity or behaviour, by knowing the ways to reach this level, and manifested in different forms of living activity as a whole. Any PPF is not limited only to appropriate expertise and skills (EAS) but is a multi-component system [8-9]. Because possession of EAS only is not sufficient for their manifestation in different activities, inner mechanisms are needed which determine intensity of an individual in development of EAS, use of them in different activities, accumulation of experience on some kind of activity (informative, physical, of sports etc). Modern researchers point out to the following typical components of many PPF: operational (appropriate knowledge and skills), motivating-axiological (motives for appropriate activity and connected with them values), assessment-diagnosical and behavioral (experience in this activity, manifestations of expertise and skills). Tolerance (ability to understand properly and accept socio-cultural and individual differences, interact without conflicts in multi-cultural environment) is characterized by availability of emotional-conative component also[10].

Organization of study.

Study base is FGBOU VPO "Kuban. State Tech University. To find out interrelation between individual social experience and tolerance of the students we performed diagnostics of tolerance and social experience of students (n=1672) of 2007-2012 intake years.

Methods of study.

Applied methods were as follows: Phillips diagnostics of anxiety, methods of R. Bance, S. Kaufmann "Kinetic picture of a family", modified methods of A. Karelin "Atmosphere in a group", pedagogical testing of knowledge, private methods of diagnostics of PPFs (information culture of a person, law culture, communicative competence etc.) In order to evaluate tolerance we used the following psychological methods: 1. Method of evaluation of tolerance as basic and situational personal feature (O. Dmitrieva); 2. Method of evaluation of the level of development of motives for reaching success and avoidance of failures (MacKleland, Atkisson and others); 3. Method of investigation of affiliation motives (striving for people and avoidance of people) (A. Mekhrabian); 4. Method of evaluation of the strength of motives of self-confidence and lack of confidence (O. Dmitrieva); 5. Method of evaluation of motives for helping people (O. Dmitrieva); 6. Method of study of aggressiveness motive (S. Rozentsveig); 7. Method of assessment of the degree of compassion for people (O. Dmitrieva).

Main part. From our point of view, individual social experience must be regarded as integral PPF, which

integrates 5 functional components (Table 1). Table demonstrates that all functional components determinate readiness of an individual for proper social behaviour, and the individual social experience is integrative, inner (psychological) factor of person's development, resource for living activity and personal-professional development of an individual. Individual social experience is synergetic: the more expertise and skills are formed, the easier new ones are formed on the base of already existing system.

Table 1 Functional components of individual social experience

Component	Its characteristic
Operational (cognitive)	1. Expertise which is necessary for adequate social behaviour (interaction with people) and effective implementation of any socially-significant activity and interaction of people. 2. Skills of social behaviour (setting of aims and tasks in one's own activity, cooperation, overcoming conflicts etc.)
Motivating-axiological	1. Motives for learning to ways of adequate social behaviour (interaction with people) and effective implementation of any ... 2. Learned by a personality humane and democratic values (freedom, social justice, equality of opinions and views, family, friendship etc.)
Emotional-conative.	Psychological features which facilitate adequate social behaviour and effective performance of any socially-significant task (emotional steadiness, activity, will, responsibility, independence, friendliness etc.)
Reflexive	Ability to understand one's own Self, self-evaluation of one's own activity, self-identification, defining of one's own place in a social circle (image of individual and social Self)
Of activity (Pragmatist)	Practical experience of social behaviour and effective implementation of socially-significant activity

Now we are going to consider interrelation of tolerance and individual social experience. It is obvious that tolerance is its subsystem because it is characterized by the same functional components (and interrelations between them) as individual social experience. For example, moral behaviour - is imperative both for individual social experience and for tolerance

In the same time tolerance is not just passive projection of individual social experience in regard to readiness for conflict-free interaction in multi-cultural environment. Both tolerance and individual social experience are personal resources which can be subdivided into resources of cognition, relationship and activity. [11]. How are these resources connected with each other?

Firstly, tolerance is connected with other PPFs (see Table 2) in other words, with other subsystems of individual social experience.

Secondly, formation of functional components of tolerance is determined by individual social experience in general. Interconnection of the process of re-filling of tolerance experience and social experience is very interesting. Depending on formed individual social experience the approaches which determine the ways of human behaviour in a conflict situations are as follows: 1) adaptation; 2) compromise; 3) cooperation; 4) ignoring; 5) rivalry. Also motives of tolerant behavior depend on formed

individual social experience in general. For example, if an individual in the process of his living activity (previous experience) oriented in his behaviour to avoidance of punishment or impeachment from the society, his motives of tolerant behaviour will also be critical and the tolerance itself can be only passive. And if individual oriented to personal-professional development his motives for tolerant behaviour will be deliberate and the tolerance itself - active.

Table 2. Interrelationship of tolerance with other features

Feature	Its connection with tolerance
	Obedience of an individual to laws in combination with tolerance is foundation for internal prevention of extremism, deviant and delinquent behaviour. Besides that Law regulates social relations and behaviour of people which are different from each other. Respect for law norms and following rules in behaviour are the key aspects of likeness of different individuals and tolerance of social group is determined by optimal combination of similarities and differences of individuals. In other words law and following rules (in combination with democratization and humanization of a society) produce pre-conditions for tolerance of society, and tolerance of society is a factor of formation of individual tolerances. Besides that law and order and democracy is the only acceptable combination for civilized society.
Information culture of a person	Individual who is adapted to modern informative technologies (especially, networking and telecommunication) have more opportunities for inter-personal interaction, establishing of business and friendly contacts, therefore for accumulating tolerant behaviour experience in multi-cultural environment.
Physical culture of a person	Somatic and psychological health are interconnected (health is a part of physical culture of a person). Somatic and psychologically healthy individual is more resistant to difficult situations. On the other hand tolerant behaviour is a guarantee of preserving health due to avoidance of nervous breakdowns.
Discipline	Emotional-cognitive component is general for both. Without discipline it is not possible to behave tolerantly in difficult social situations. For true (deliberate) discipline and tolerance motives of behaviour are mainly the same.
Management competence	Productive management is not possible without skills and abilities which allow to overcome effectively constant difficulties, without respect for subordinates and acceptance of them as they are. Without tolerant director humanization of business is not possible.
Communicative culture of a person	Communicative skills (included in operational component) is a pre-condition of adequate behaviour in society, respect for others. On the other hand emotional-cognitive component of tolerance determining steadiness of behaviour in different situations is a foundation for productive communication and accumulation of positive experience of interpersonal interaction. Besides that knowledge of multi-cultural world is general component of operational (cognitive) components of both features. Respect for other people in combination with communicative skills and learning activity is a factor of use of potential of multi-cultural environment for personal and professional development.
Psychological competence	Productive pedagogical activity is not possible without skills and abilities to overcome constant difficulties in educational process, respect for students and acceptance of them as they are. Without tolerant teacher it not possible to reach humanization of educational process and implementation of productive models of interaction with students (for example, Union).
Social and professional competence	Tolerance is a subsystem of social and professional competence. Experience of adequate tolerant behaviour in society is dominating component of individual social experience. Reflexive component of tolerance is a dominating component of diagnostic (reflexive) component of socio-professional competence.
Cognitive abilities (intellect and others)	Operational and reflexive components of tolerance are only a pre-condition for appropriate behaviour. Without cognitive abilities it is not possible to provide unity of knowledge and behaviour, quick and correct decision-making in difficult situations, overcoming difficulties without conflicts, full use of potential of multi-cultural environment for personal-professional development.

Individual social experience is a key factor of assessment of information by individual which is conveyed from external world, approval or disapproval of this information, acceptance or refusal. This to a great extent determines both stability of social experience in general and tolerance in particular. Tolerance is basic (not situational) feature of a person only when it is stable, combined with formed motives, views and beliefs of an individual. If tolerance is not stable and individual (because of insufficient social experience) is not able to assess adequately oncoming information such tolerance is likely to be ruined, motives of moral behaviour will be putrefied [12]. That is why rich and stable social experience in general is a key factor of resistance to negative influence from external environment, informative terrorism, critical assessment of information which can lead to destruction of tolerance and its components. A person which has steady social experience is active. It is not just activity connected

with processing of oncoming information, its comparison with mental experience through the system of knowledge available. It is in the same time regulation activity thanks to which it is possible to select useful oncoming information with the purpose of its further processing, use and sorting out of information harmful for spiritual world.

Individual social experience is multi-dimensional psychological space in which PPFs, including tolerance, are formed. Interaction of internal and external factors of personal development results in appearance of social space of living activity. Social space of living activity is contents of activity in terms of necessity of its realization by specific individual, it includes "significance for all" and "significance for me only". If an individual increases the level of his tolerance then "significance for all" means increase in *tolerant security* of society, forming of favourable environment, acceptance and understanding of other people, building of humane democratic society, and "significance for me only" means adaptation to multi-cultural world, establishing social contacts, use of multi-cultural environment potential for personal-professional development etc. Psychological space of activity contains an ideal 'field' of consciousness of a doer awaiting for the situation of realization of acts, notion of one's own personal structures which are factors of successful activity.

Thirdly, formation of individual social experience in general and PPFs in particular to a great extent is determined by tolerance. We shall give grounds why tolerance can and must be a key factor of personal-professional development of individual.

It is known that active tolerance (apart from passive one) is not restricted to passive adaptation and acceptance of the others as they are, it suggests constant searches for point of connection with *Other*, vague, in order to understand it, and in ideal variant to establish constructive (productive) interaction. Creative (highest) level of tolerance is reached only when tolerance is a factor of development of expertise, skills and other PPFs due to active interaction of an individual with multi-cultural social environment. Personal-professional development of an individual takes place due to searches of connection points and establishing productive interaction with multi-cultural environment which is impossible without proper development of tolerance. Theory of systems demonstrate that only open systems can develop effectively which are constantly exchanging substances, energy and information with external environment and other systems [4], in our case an individual is exchanging information with socio-cultural environment and other people. We shall give an interesting example. Suppose that a group of students also includes foreign students. Person which

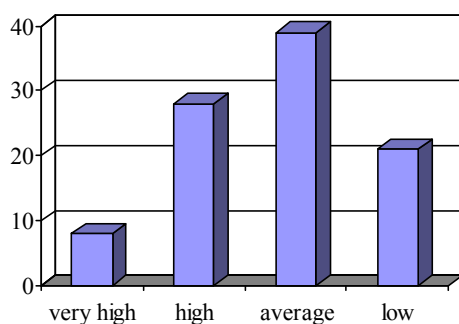
is characterized by passive tolerance (here - ethnic) will get on with them without conflicts, while a student with active tolerance will be actively establishing friendly relations, providing himself with opportunity to learn foreign language (English or French). Conceptual or mathematical models of active tolerance as factor of personal-professional development are presented in the work [5].

Fourthly, development of tolerance reflects functional dependency on external factors and internal individual social experience. Here interaction of external and internal factors must be taken into consideration - external factors can reinforce internal and vice versa.

Diagnostics of individual social experience and tolerance of students of engineering institute allowed to find out close relationship between completed individual social experience and tolerance Table 3 demonstrates part of the students with tolerance formed on specific level depending on the level of formation of individual social experience. Figure 1 shows part of students with definite level of completeness of individual social experience.

Table 3. Interrelationship between completeness of tolerance and individual social experience.

Tolerance level	Level of individual social experience			
	Very high	High	Medium	Low
Creative	62	6,4	0	0
Educational	38	70	3	0
Literate	0	23,6	53,5	9
Situational	0	0	43,5	49
Zero	0	0	0	42
Total	100%	100%	100%	100%



Picture 1. Proportion (%) of students with levels of individual social experience.

Conclusion.

Formation of individual social experience and tolerance are synchronous processes. Individual social experience is a psychological space for formation of tolerance as personal resource for living activity.

Inference.

Results of study allows to conclude that tolerance is a subsystem of individual social experience, which interacts with it synergistically. On the one hand availability of rich and stable individual social experience provides pre-conditions for accumulation of its most important component - experience of tolerant behaviour and formation of appropriate motives. On the other hand, tolerance which determines adaptation of an individual for multi-cultural social environment extends space for accumulation of individual social experience and for development of other PPFs. Forming of tolerance (including educational process) can not be considered in isolation from formation of individual social experience.

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