

Pedagogical aspects of formation tolerance problem as factor of professional suitability of the teacher

Galiya Rysbayeva¹, Lyazzat Buletova¹, Zhuzira Kumatova¹, Zhamilya Munasheva³, Baktykul Narkulova¹, Sveta Sihymbayeva¹, Perizat Abasheva², Gulnara Jumagulova³

¹ South Kazakhstan State University named after M. Auezov, Kazakhstan

² Branch of the company National Centre of Excellence "Orleu", Kazakhstan

³ South Kazakhstan Humanitarian University named after M. Saparbayev, Kazakhstan

Abstract. In the XXI century tolerance became one of moral bases of the world community aspire for achievement in a communication field of consent in the nonviolent ways and methods. Realization of ideas of tolerance is the most actual, perspective, especially for the experts working in education. One of their factors of professional suitability of the teacher communicative competence which main characteristics treat is: tolerance, emotional stability, respect for various participants of communication, benevolence, empathy, ability to cooperation, dialogue, mobility the communication style, adequate self-assessment. Formation and development of these qualities is inherent attribute of profession expert in the field of the ability, become an important component it vocational training at pedagogical faculties of higher education institutions.

[Rysbayeva G., Buletova L., Kumatova Z., Munasheva Z., Narkulova B., Sihymbayeva S., Abasheva P., Jumagulova G. **Pedagogical aspects of formation tolerance problem as factor of professional suitability of the teacher** *Life Sci J* 2014;11(10s):447-450] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 85

Keywords: communication, tolerance, moral values, personal identity

Introduction

The problem of formation communicative tolerance is even become actual in connection with accession of Kazakhstan to the Bologna convention on the higher education, with establishment at new level of contacts with foreign partners in educational and scientific activity.

Research of pedagogical aspects of tolerance problem and its formation, become nation-wide task, takes an important place among theoretical works in various areas of sciences. The analysis of the theoretical researches devoted to a problem of formation of communicative tolerance of students as a type of tolerance the insufficient attention in scientific and methodical literature especially as the changes which have happened in political and economic life of the world community, dictate new rules and technologies of creation of public and interpersonal relations, new requirements to vocational training of experts in higher education institutions is paid.

For future professionals in the field of education, whose professional activity has the specifics - it proceeds in the conditions of communication with representatives of polar social groups.

Such contact is exact takeover the communicative competence including the main manifestations of communicative tolerance.

The aim of the research: theoretically prove and develop the directions of pedagogical activity in the higher education institution, promoting formation

of communicative tolerance of students - future teachers.

The methods of the research: the analysis and literature generalization on philosophy, psychology, pedagogic, stories, sociology; system and structural analysis of curriculum and programs for higher education; pedagogical supervision, questioning.

The main part

Emergence of modern post-industrial, information and communicative society is connected with a problem of formation the person which ready to perception of all variety of the world.

One of the most important objects of Kazakhstan society on the back of education system is searching the methods and means of formation and education of communicative tolerance of future experts which by the nature of the activity have to interact structurally with people.

It is teachers, psychologists, lawyers, doctors etc. therefore manifestation of communicative tolerance by them is not only personal need, but also an obligatory imperative and a core of professional activity carried out by them [1].

The analysis of theoretical sources in various areas of sciences allowed some access to investigate the "tolerance" concept: linguistic, historical, philosophical, political, sociological, psychological and pedagogical. It allowed formulating the following conclusion: tolerance is the multidimensional concept considered as value of

sociocultural system, norm and principle of life of all humanity"[2].

Formation of the tolerant personality is possible only by means of formation of skills of positive interaction, permission of conflict situations, formation of social and psychological stability, social sensitivity, and development of an adequate self-assessment, self-respect and respect of achievements of others, through working off of ways of successful communication.

The main background of daily educational activity is communication of students against each other, with teachers. In this plan communicative tolerance can be considered as the most expressed and significant figure for future experts of the social relations being shown in the interpersonal relations in practice of educational and also in extracurricular activities.

The main manifestations of communicative tolerance are the tolerance, respect, empathy, kindness; communication [3].

At the heart of communicative tolerance in professional activity of the teacher rest partial or full acceptance of views and communicative features of the partner in communication for achievements of mutual or general prosperity by a lawful way lies.

Should recognize communicative intolerant of the teacher, datum tolerance of the expert in the field of education.

The communicative intolerant is assertion of own position a negative assessment of another opinion, a solution from a position of relations of power.

Datum communicative intolerantmost avouch to absence in behavior of the person of tolerance, emotional stability, respect for the partner in communication.

Actual communicative tolerance needs to be distinguished from "imaginary" which is expressed in behavior of individ. In a form of the behavior, the individual corresponds to concept of tolerant behavior, and according to the contents corresponds to standard of intolerantny behavior[4].

Communicative tolerance is regarded as the spiritual and the physical condition of the individual, a certain type of coordinating its relationships in communication with partners, including the value characteristics of the individual, contributing to the formation and development of tolerant communication[5].

Communicative tolerance represents a synthesis of structurally related components, which we conventionally categorized into three areas based on the following differences.

Baseline presents emotional, character logical, intellectual, sensory components that caused by bio-psycho-physiological.

The second level, represented by functional, Energodynamic, algorithmic components, is acquired, i.e. is influenced by social factors, but not without the influence of biologically based properties[6].

The third level - the ethical, aesthetic; is the most pronounced effects on the basis of the social environment and personal development.

Central component of the structure of communicative tolerance is personal identity.

University graduates need to complete their education not only as professionals, but also as a professional communicant, guided by the principles of tolerance.

To determine the direction of formation of communicative teaching activities tolerance of students (the future teachers) we took into account their characteristics: age social, psychological, individual, established on the basis of the analysis of psychological and educational literature and the results of our research [7].

Modern student differs by practicality; often one of his main strategies in life is to strive through education to succeed in life, to higher material and social status.

One of the main factors of professional fitness educator, whose work is different from most of the labor of other professions, is communicative competence, which includes the main manifestations of tolerance [8].

Proceeding from the analysis of theoretical studies and empirical data (testing, conversations, interviews), we have obtained results during of pedagogical research, there have been identified features of the process of formation of communicative tolerance of future teachers: students need to change the awareness of the general concept of tolerance; versatile information about the relevance communicative tolerance in life and professional activity in the field of education; demand for objective assessment by students of the level of their communicative tolerance; account of specificity of future professional activity of law students in collaboration with different actors of legal relations; inducement to broadcast major demonstrations and displays of communicative tolerance[9].

Taking into account the structure and specificity of the gradual formation of communicative tolerance, we determined the criteria of formation of communicative tolerance future teachers: motivational, intelligent, value-orientation, activity-practical, reflective, which characterized

them; established indicators of formation of communicative tolerance.

Improving the efficiency of educational universities and educational process depends largely on teachers whose professionalism is expressed in the ability to determine the pedagogical task based on the analysis of teaching situations and to find optimal ways to solve them, to apply modern educational technology[10].

The most relevant type of training is interactive, which is based on the interaction of all participants in the educational process, the exchange of information and actions between them, cooperation, joint decision-making in an atmosphere of mutual understanding and respect.

During the experimental work, given that interactive learning simultaneously performs three tasks: teaching cognitive, communicative and upcoming, socially-oriented, we used its basic principles and methods in organizational and methodical training of teachers of special subjects in the formation of communicative tolerance of future teachers[11].

Conclusion

Nowadays, one of the important things is the problem of formation of communicative tolerance in an educational institution, cause the sociocultural conditions of modern society contribute to the manifestation of intolerance in interpersonal relations and in the relations between the developing person and the surrounding world.

Mutual understanding and reconciliation in the educational environment are the objective sources of formation of communicative tolerance and tolerant organization of educational space, the study of its subject's tolerance, tolerant ways of interaction, promote constructive interaction.

Contradictions between the needs of modern society in communicative tolerant personality and social reality, to this opposing, as well as the need to develop tolerant attitudes in the educational institution and insufficient of scientific and methodical elaboration in social psychology of this process identified the problem, which is the need to create tolerance in interpersonal relationships subjects of the educational environment.

In modern society with its rapidly developing process of educational integration it is important to study the social and psychological conditions of formation of communicative tolerance in interpersonal relationships subjects of the educational environment.

Scientists from different fields of scientific knowledge tend to substantiate the semantic content, structural and functional load occupancy category

"communicative tolerance." Having considered the various philosophical, psychological, pedagogical approaches to understanding the phenomenon of "communicative tolerance", given the specificity of professional work of teachers, we have defined communicative tolerance as generated dynamic and holistic personal education that promotes self-discovery in the personality of the teacher profession.

Communicative tolerance characterized by the presence in the mind of the subject personally significant sample tolerant and communicative behavior aimed at its implementation in different situations of life.

Development of communicative tolerance sociogenetic, psychogenetic, biogenetic factors. A characteristic feature of the phenomenon is communicative tolerance resistance manifestations. Communicative tolerance - is one of the manifestations of social maturity of the individual.

High level of communicative tolerance in future teacher - the most important means of creating comfort occurrences young specialist in socio-educational reality. It is an integral part of his life, which to some extent can compensate for a temporary shortage of a beginning teacher's professional skills.

Familiarity with mass practice of pedagogical universities showed that targeted development of communicative tolerance among students is usually fragmented. This fact - one of the serious evidence of the relevance of the problem for a system of psycho-pedagogical training of personnel, including in terms of high school, where there are objective conditions for solving the problem of the development of communicative tolerance in training future teachers.

The analysis of major trends of development of communicative practice tolerance showed that in the system of psycho-pedagogical personnel missing holistic concept of its development.

We have developed a model of the development of communicative tolerance in future education professionals. Its main components are: a complex psychological and pedagogical conditions that ensure the effectiveness of the process, the relationship of content and methodological support of the process; stages of its implementation; integrity of motivational, cognitive, operational and active criteria to determine the level of communicative tolerance.

Methodical software development process communicative tolerance include: description of the methodology involved in the process of integration, customization and implementation of the principles of variability in the training of future teachers; individual-oriented teaching and research work,

methods to stimulate students' self-manifestations communicative tolerance.

The basis of the development process of integrating communicative tolerance impact on personal and professional qualities of the future teacher, forming its unique individual readiness to join the independent professional life.

Development of communicative tolerance a long and controversial process consisting of several stages. In the development of communicative tolerance teachers have to resolve the dialectical contradiction consists in the fact that you must first few restrict certain forms of communicative behavior of students and train them in how to self-communicative, develop moral and volitional sphere of the person to carry out professional training in order to prepare future teachers to mastery of a higher level of communicative tolerance.

Resume

One of the most important components of the communicative competence of the teacher tolerance.

Teacher who has a high level of communicative tolerance, rather balanced, tolerant and compatible with different people. The teacher should strive definitely take the student with all its shortcomings, blunders, ills.

Particularly important manifestation of communicative tolerance in tense conflict situation.

It is important to teach students methods of constructive conflict resolution aimed at personal growth student oriented humanistic education system.

Corresponding Author:

Dr. Rysbayeva Galiya
South Kazakhstan State University named after M. Auezov, Kazakhstan.

6/27/2014

References

1. Nikolaev L.A. Formation of communicative tolerance students - future lawyers (for example, university education in Russia and Germany), dissertation for the degree of candidate of pedagogical sciences. Kemerovo 2007
2. Yudina, O., 2008. Formation of ethnic tolerance in a multicultural space. Siberian pedagogical magazine, 4: 237-243.
3. Borisov, R., 2007. Dialog language and ethnic identity in a multicultural educational environment. Bulletin of the Tomsk State University, 299: 154-157.
4. Janmaat, J., 2012. The Effect of Classroom Diversity on Tolerance and Participation in England, Sweden and Germany. Journal of Ethnic and Migration Studies, 38(1): 21-40.
5. Polanyi, M., 2007. Science, faith, and society. Chicago: University of Chicago Press, pp: 99.
6. Chibisova, M. and O. Khukhlaev, 2008. Measuring teachers' intercultural competence: Towards a theory-based instrument. Book of Abstracts of the 19th International Congress of the International Association for Cross-Cultural Psychology, Germany, pp: 237-238.
7. Schurkova, N., 2005. Applied Pedagogy education. St. Petersburg: Piter, pp: 366.
8. Kungurova, I., 2011. Technological support pedagogical support professional creative self-development of students in pedagogical high school. Humanities and education, 4: 26-29.
9. Reznikova, I., 2007. Formation of ethnic tolerance of students of higher schools in the conditions of multinational region. Vladikavkaz, pp: 158.
10. Grechko, P., 2006. Differences from tolerance to a culture of tolerance. Moscow: Peoples' Friendship University of Russia, pp: 415.
11. Latyshina, D., 2004. Pedagogy of interethnic communication. Gardariki, pp: 317.