FORMATION OF TOLERANCE AND HUMANISTIC WORLDVIEW THE STUDENTS BASED PERSONALITY-ORIENTED TECHNOLOGY

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Abstract

The problems of the formation of tolerance through education are valuable relation to man, a humanist vision of the younger generation on the basis of student-oriented technology. The issues of humane relationships of teachers and students in joint educational and extracurricular activities, which determines the manifestation of value relationship to the person in specific situations. The authors offer pedagogical and reasonable ways, forms and methods of forming these qualities.

Keywords: tolerance, the value applied to human beings, humanistic outlook and upbringing, the values of humanism, dialogue, interactive methods, techniques of social interaction (sensitivity training), game modelling, personality oriented technology;

1. Introduction

The world community as a source of the social order demands of being younger generation in the spirit of humanity to respect the dignity of other person, to solve any question independently to master necessary competence in this or that sphere by pupils to have an ability to take from the dissimilarity facts not reasons for the conflicts but additional resources for joint constructive activity. Conducting dialogue of experience, group development, knowledge and development of abilities, interactive nature of interaction are relevant nowadays. The education system is urged to prepare the person for effective functioning and interaction in society, elaboration of the strategy, allowing to combine a problem of education, self-realization with requirements of society and the state. Therefore education should promote moral education, training to social interaction, to prepare individuals for constructive communication. The main points are principles of humanity, tolerance, the valuable relation to the person. Most often tolerance is considered in respect to national, ethnic, political human relations, and it is rarer in pedagogical process, in the interpersonal relations and with reference to a professional field of activity. It isn't absolutely

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Now in the international and domestic documents on tolerance the special role is allocated for upbringing and education during the developing and realization complex of effective measures in the tolerance development plan. The declaration of tolerance principles, the Declaration and the action program in the field of culture world, the target program and other documents urge «to take immediate and effective measures in the field of teaching, education, culture and information…». However in pedagogical literature the description of concrete mechanisms of tolerance development practically can’t be found in the conditions of current trends of world development, universal distribution of humanistic outlook, moral updating of spiritual culture traditional, habitual forms in domestic pedagogics, methods and the content of moral education of youth are sufficiently doubtful. Scientists’ and the practicians’ researches on formations of cultural wealth moral development of the personality (I.Bech, A.Boyko, E.Vishnevsky, M. Kazakina, N. Nikandrov, Z.Omelchenko, L.Popov, B. Skiba, F.Stefanyk, A.Sushchenko, S. Tishchenko, N. Trofimov) testifies it. For pedagogical science at the beginning XXI century research, justification and introduction of the new humanistic bases of the educational sphere where formation of the valuable relation towards a person will define success of spiritual, intellectual and physical development of the personality will provide effective conditions of its socialization and preparation for independent life, substantial educational work with students. The analysis of theoretical literature on education problems of the valuable relation towards a person, formations of tolerance shows that the pedagogical aspect is considerably lag behind philosophical consideration of a problem, psychological, sociological, politiological aspects of studying. It is necessary to note that insufficient attention is paid at all levels of educational and educational activity, including daily teaching practice. Separate attempts in this direction are, as a rule, reduced to declaration of slogans, and at the best – local educational concepts or every possible organized the administrative actions reducing the most difficult problem to a set of unsystematic actions. This situation defines the necessity of close attention to ideas of humanistic education and their realization teaching and educational process. Research of this problem allowed to reveal some contradictions between: necessity of the society for the graduates possessing tolerant culture, capable to tolerant interaction, and insufficient level of its development; necessity of educational work for this direction and not ready techniques, technologies promoting development of studied qualities; necessity for the teachers possessing tolerant culture and owning effective technologies, promoting development of the humane personality, and a lack of tutors realizing necessity existence of tolerance in the professional activity, and also possibility of its development by means of dialogue and active methods of training and education.

2 Methods

Thus, the main problem of research is the necessity of its studying and analysis in the course of the higher education, definition and realization of pedagogical conditions of students’ tolerance development, valuable relation towards people. We are convinced that development above mentioned qualities would occur more effectively if in the course of education the following points were realized:

a) Set of pedagogical conditions: valuable -orientated direction is created of educational process; dialogical interaction between a teacher and students taking into account the existence of dialogical competence of the tutor; pedagogical and methodical possibilities of all disciplines of "Self cognition" with application of game modelling and receptions of social interaction;

b) Revealed set of pedagogical conditions will be realized within pedagogical technology, as a special course «Person is the highest value» which trains potential – organizational forms and work method, will promote development of tolerance and the valuable relation towards people through pupils’ cooperation in different types of socially useful activity [1].

Leading methodological reference points in our research were:

- Axiological approach defining person’s orientation activity on judgment, recognition, updating and creation of values (I. Bech, E. Bondarevskaya, B. Gershunsky, V. Slastenin, etc.);

- Personal- action approach which allows to consider the personality as the subject of the activity, which itself, being formed in activity and in communication with other people, defines nature of this activity and communication (L.Vygotsky, I.Zimnyaya, A. Leontyev, A. Markova, S. Rubenstein, etc.). The essence of tolerance development at the initial stages of serious educational work consists of characteristics of considered period when the person endures process of social and psychological adaptation (balance establishment in valuable orientations, installations, expectations in the course of joint activity, and also in problem situations). Psychological and social changes define the orientation on searches of adaptable ways in the conditions of higher education institution through tolerance development. Students’ tolerance development of average courses is provided a reality of set of pedagogical conditions:

- The valuable - oriented direction of educational process focusing on updating in consciousness of the student of values as world outlook reference points;
- Dialogical interaction between a teacher and students, urged to develop tolerance as qualitative system to improve its development, to influence the motivational sphere of their informative activity, to intensify self-realization and reflection processes (with reference to future professional activity dialogical interaction is way of interpersonal and corporate communication, from what personality adaptation in collective) depends;

- Teachers’ dialogical competence as abilities, which allow realizing humanistic possibilities of dialogue in the professional activity, behaviour and communication, corresponding to interlocutor’s valuable orientation [2];

- Use of the health saving technologies reducing level of fatigue and other undesirable manifestations in the process of working optimizing teacher’s activity and the student keeping their tolerant condition;

- Use of methodical and pedagogical possibilities of disciplines on special courses with application of game modelling and receptions of social interaction [6, page 29]. Integration of pedagogical conditions of pupils’ tolerance development is carried out within the pedagogical technology aimed at obtaining practical skills, necessary for contacts in interpersonal communication for understanding personal variety. Criteria of tolerance development are: behavioural, communicative, mental. Behavioural reflects a measure of acceptance of the person in situations when another doesn't correspond to requirements and expectations, characterizes tolerant behaviour; the communicative assumes existence of communicative competence (verbal and nonverbal) which is realized in the tideway of accepted norms and rules; the mental characterizes deep processes of the personality, activity at decision-making, ability to reflection, introspection, reflects system of valuable orientations of the personality; proves an adequate choice of ways of activity in this or that situation. Manifestations by all three criteria can be considered as tolerant culture: culture of tolerant thinking, tolerant behaviour and communication. Tolerance has no unequivocal definition and is understood in various scientific literatures differently: as active form of relation to the world, as adaptive function of an organism, as equivalence and differentiated measure, as moral restraint, as tolerance, emotional stability etc. Thus, it can be considered at least in three aspects:

1) Seizing a certain philosophy as value;
2) Culture of tolerant consciousness;
3) Relation of corresponding facts, being embodied in real behaviour.

Technological arsenal of student-centred approach is based on methods and techniques appropriate to such requirements as: dialogical; Activity-creative; Aimed at supporting the development of individual students; Providing students with the necessary space and freedom to make independent decisions, creativity, choice of content and ways of life and behaviour. Student-centred approach and its structure can be represented in the form of a diagram: Basic concepts Principles Methods Personality actualization Dialogue Personality Game Reflexive self actualized subjectivity individual choice of the Pedagogical Creativity and self-expression of support Subject success Diagnostic Subjectivity of credibility and Self-concept to support the choice situation Choice and success pedagogical support

**Figures and the results**

Our understanding is based on mentioned complementary aspects. The multidimensional approach to this phenomenon is initiated by complexity of its consideration as integrative, multicomponent and multiplan problems. On the basis of literature analysis and available approaches to understanding of essence of a studied phenomenon we defined that it is necessary to understand quality of the personality which is considered to be personality’s humanistic outlook as tolerance and, respectively, orientations and is defined by the valuable relation to the person. Tolerance is based on mentioned empathy, which conducts to explanation of the purposes of interaction of the opposite side, motivation and the points of view. Disagreement with views, image of behaviour of the partner doesn't lead to the conflict, and provides existence of his opinion, keeping thus internal tranquillity, self-esteem, freedom. Important that tolerance doesn't provide indulgence, indulgence, a concession, doesn't assume refusal of criticism, and is shown in active search of a common ground and choice possibility. A solving principle at the heart of development of the valuable relation to the person is the dialogue principle.

Dialogue is considered as the specific form of social interaction based on equality and freedom of the parties participating in it, directed on clearing, rapprochement and mutual enrichment of positions. Special value gets deep understanding of dialogue – "necessity" (M. Bakhtin), «listening/hearing» (A. Harash), «a dominant on the interlocutor» (A. Ukhtomsky), "drugodominantnost" (Y. Senko), «the creative act generated by spiritual identity» (V. Humboldt). Dialogue has social nature; it realizes fundamental need of the person for communication, interaction, cooperation, co-authorship. In the structure of dialogical interaction emotional and cognitive components are characterized through high level of empathy, lack of stereotype in perception of others prevail, through flexibility of thinking, ability to see the identity, adequately to estimate the personality. Therefore dialogical interaction can be considered as a methodological basis of humanistic outlook. Leaning on axiological and personal activated approaches, it was assumed that set of the conditions are necessary to develop pupils’ tolerance and specific methods should be included and the receptions being used in teaching and educational activity and answering to principles of mentioned approaches. Being guided by the thesis that the leader at student's age are needed for communication, for contacts with others, it is possible to assume that an indispensable condition. Dialogical interaction in the course of education is urged to develop tolerance as a system quality, to improve its development, to influence the motivational sphere of students’ informative and
moral activity to intensify processes of self-realization and a reflection, staticizing a tendency to plan the activity as creative process. The idea of dialogue assumed as a basis of provides a subject position of students in educational process, staticizes at them skills of communication, respect for people, for their judgments and manifestations, tolerance and tactfulness in interaction with people, develops critical thinking, a reflection and a self-reflection. Therefore, the level of students ‘development of tolerance directly depends on level of development of dialogical abilities.

For experimental work identified two groups of students of Kazakh National Pedagogical University named after Abai: A group of students of the 2nd course (psychology department of 24 people (EG-1) and a group of students of the 2nd Faculty of Law (YU28) in number 27 (EG-2), as control - defined group of students 2nd year Psychology Department (2Ph) in number of 26 people (CT-1) and a group of students of the 2nd Faculty of Law (S 210) in the number of 29 people. according the proposed questionnaires, developed by the authors as well as criteria and indicators identified levels of formed a humanist vision of students in the student-oriented technology before and after the experiment.

The results of measurements of levels of formation of a humanist vision of students in the control and experimental groups before and after the experiment

<table>
<thead>
<tr>
<th>Levels</th>
<th>Control groups before the experiment</th>
<th>Experimental groups before the experiment</th>
<th>Control groups after the experiment</th>
<th>Experimental group after the end of the experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Average</td>
<td>32</td>
<td>29</td>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

To process the results of the experiments we used a method of determining the reliability of similarities and differences to the experimental data presented in ordinal scale (Table 1), based on a statistical test -. In order to determine matches or differences of characteristics of the experimental and control groups were formulated statistical hypotheses: The null hypothesis (H0): There were no significant differences in the samples and the level of development of a humanist vision of students CG and EG in the aggregate equal. The alternative hypothesis (H1): In aggregate, there are significant differences, and EG students excel in terms of formation of a humanist vision of students KG. As a statistical test to the data in Table 1, was used criteria (uniformity), the empirical value is calculated by the formula: (1) The experimental group consisted of N = 24 27 = 51, and the control - M = 26 29 = 55. For the experimental group score vector is n = (n1, n2, n3), where ni - the number of members of the experimental group assigned to a particular level (the number of levels L = 3 - "high", "medium", "low"). For the control group score vector is m = m1, m2, m3, where mi - number of members of the control group assigned to a certain level. The algorithm for determining the reliability of similarities and differences for the experimental data measured in ordinal scale is as follows: 1. Calculated for compared samples - an empirical criterion value by (1). 2. Compare this value with the critical value from Table (critical criterion value = 5.99 significance level a = 0.05): if <, then concluded: "characteristics compared samples coincide with the 0.05 significance level", if> then concluded: "Significant difference characteristics compared samples is 95%.” Apply the algorithm to the data in Table 1. The results of the calculations are shown in Table 2. Table cells contain two empirical values of the criteria for comparison groups, the corresponding row and column. Highlighted the results of comparing the characteristics of the experimental and control groups at the beginning and after the end of the formative experiment.

<table>
<thead>
<tr>
<th>Experimental groups before the experiment</th>
<th>Control groups before the experiment</th>
<th>Experimental group after the end of the experiment</th>
<th>Control groups after the experiment</th>
</tr>
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<tbody>
<tr>
<td>Experimental groups before the experiment</td>
<td>0</td>
<td>5,15</td>
<td>0,43</td>
</tr>
<tr>
<td>Control groups before the experiment</td>
<td>0,01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2 shows that all of the empirical values of the criterion, but not the result = 6.67, comparison of the experimental and control groups after the end of the experiment, less than the critical value. Means “the characteristics of all compared samples, except the experimental and control groups after the end of the experiment are the same as the 0.05 significance level." Since = 6.67 > 5.59, the "characteristics of the significance of differences between intervention and control groups after the experiment was 95%," which means that we have a reasonable basis at the end of the experiment to reject the hypothesis H0 and accept the hypothesis H1 - the existence of significant differences in sample data and superior in the experimental group level of formation of the humanist worldview. Thus, the initial (before the experiment) of experimental and control groups are the same, and the final (after the experiment) - differ. Therefore, we can conclude that the effect is due to changes in the use of the experimental procedure. The experiment also confirmed the hypothesis. Organizational and pedagogical conditions of a humanist vision of students in the student-oriented technology are: - The inclusion of humanists disciplines (in particular, foreign language) knowledge of the nature and historical forms of manifestation of humanism, respect for human dignity, the rights and individual uniqueness of each person, regardless of race, religion, nationality, ethnicity, social class; - The formation of emotional and value to the knowledge of humanity in a multicultural society (the description of your own feelings, emotions, soul-searching); - The use of interactive forms of learning, cross-cultural training, cultural dramatization, the media, educational information resources (the Internet) and the international exchange for the formation of cross-cultural communication skills of students; - The development of a practical social activity associated with humanistic orientation, for example, volunteering, etc.

4. Discussion

The important characteristic of a humanistic orientation of the personal is focused on training and education concerning its contents, methods, types and ways of pedagogical interaction is its psychotherapeutic basis which is understood as development essentially new, mentally comfortable, situational adequate, safe for the person and society of ways of mutual understanding between people in professional activity and private life. The methodical aspect, the mechanism of educational and educational activity, organizational forms of occupations help with training to cooperation, expression of the positions, the points of view, conducting dialogue, emphatic hearing. Inclusion by the teacher of social interaction receptions (sensitive training) promotes students’ development of values and culture, skills of partnership, abilities to carry out cooperation, being guided by rational social and psychological decisions [3]. The basic purpose of receptions of social interaction, besides its training potential, is that its task is forming of an interpersonal component of interaction with other people by development of psychodynamic properties of the student and his social skills.

Game modelling realizes the most important strategic and methodological principles of social interaction [4]. Its application with a view of students’ tolerance development is that this method is directed to receive psycho correctional effect (A.P. Panphilov) at the expense of intensive interpersonal communication and participation in joint activity. Game modelling can have powerful diagnostic, prognostic and correctional potential in respect to students’ social and psychological preparation acquisitions of significant social and psychological experience, the analysis of own behaviour, and acts of others [2]. Integration of pedagogical conditions of tolerance development on the basis of education of the valuable relation towards a person is carried out within pedagogical technology and the general technique of development of considered quality. The conceptual idea of technology bases consists of students’ tolerance development as qualities, values, a principle, a living social position which is shown in ability to organize and reflex the activity in logic of constructive interaction, pluralism and the installations promoting effective interpersonal interaction. The conclusions received as a result of the theoretical analysis allowed us to create methodical and technological support on tolerance development as one of the students’ most important humanistic qualities the main condition of emergence is the valuable relation towards a person [7; 8].

Reference


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