

Inter-ethnic tolerance and its development among pedagogical students of higher educational institutions

Tolerancia interétnica y su desarrollo entre estudiantes pedagógicos de instituciones de educación superior

Tolerância inter-étnica e seu desenvolvimento entre estudantes pedagógicos de instituições de ensino superior

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Abstract

This paper is devoted to the development of inter-ethnic tolerance among pedagogical students of higher educational institutions.

Based on the works by B. Barber, J. Berry, A.G. Asmolov, M.S. Mirimanov, V.A. Lektorskii, G.U. Soldatov and other researchers, the authors clarified the purpose and objectives of the development of interethnic tolerance of future teachers, as well as systematized its main criteria and indicators. The paper also presents the author's set of pedagogical conditions ensuring the development of interethnic tolerance of students of pedagogical specialties in a higher educational institution. The set includes the following components: the use of active didactic forms and interactive teaching methods in the educational process that contribute to the formation of a tolerant view of students; the organization of interpersonal interaction of students of pedagogical specialties by involving them in research activities; updating the experience of tolerant interethnic communication of future teachers through the introduction of tolerance episodes into the educational process; forming in pedagogical students competence in the development of interethnic tolerance among schoolchildren in the educational process.

Resumen

Este documento está dedicado al desarrollo de la tolerancia interétnica entre los estudiantes pedagógicos de instituciones de educación superior.

Basado en los trabajos de B. Barber, J. Berry, A.G. Asmolov, M.S. Mirimanov, V.A. Lektorskii, G.U. Soldatov y otros investigadores, los autores aclararon el propósito y los objetivos del desarrollo de la tolerancia interétnica de los futuros docentes, así como sistematizaron sus principales criterios e indicadores. El documento también presenta el conjunto de condiciones pedagógicas del autor que garantizan el desarrollo de la tolerancia interétnica de los estudiantes de especialidades pedagógicas en una institución de educación superior. El conjunto incluye los siguientes componentes: el uso de formas didácticas activas y métodos de enseñanza interactivos en el proceso educativo que contribuyen a la formación de una visión tolerante de los estudiantes; la organización de la interacción interpersonal de estudiantes de especialidades pedagógicas mediante su participación en actividades de investigación; actualizar la experiencia de comunicación interétnica tolerante de futuros maestros a través de la introducción de episodios de tolerancia en el proceso educativo; La formación en los estudiantes pedagógicos de la competencia en el desarrollo de la tolerancia

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interétnica entre los escolares en el proceso educativo.

Palabras claves: tolerancia, tolerancia interétnica, estudiantes pedagógicos.

Resumo

Este artigo é dedicado ao desenvolvimento da tolerância inter-étnica entre estudantes pedagógicos de instituições de ensino superior.

Baseado nos trabalhos de B. Barber, J. Berry, A. G. Asmolov, M.S. Mirimanov, V.A. Lektorskii, G.U. Soldatov e outros pesquisadores, os autores esclareceram o objetivo e os objetivos do desenvolvimento da tolerância interétnica de futuros professores, bem como sistematizaram seus principais critérios e indicadores. O artigo também apresenta o conjunto de condições pedagógicas do autor, assegurando o desenvolvimento da tolerância interétnica de estudantes de especialidades pedagógicas em uma instituição de ensino superior. O conjunto inclui os seguintes componentes: o uso de formas didáticas ativas e métodos de ensino interativo no processo educacional que contribuem para a formação de uma visão tolerante dos alunos; a organização da interação interpessoal de estudantes de especialidades pedagógicas, envolvendo-os em atividades de pesquisa; atualizar a experiência de comunicação interétnica tolerante de futuros professores, através da introdução de episódios de tolerância no processo educativo; formar em estudantes pedagógicos competência no desenvolvimento da tolerância interétnica em escolares do processo educacional.

Palavras-chave: tolerância, tolerância interétnica, estudantes pedagógicos.

Introduction

1.1 Introduction to the problem

Consideration of the development of interethnic tolerance of the younger generation is predetermined by the need of modern society for social and spiritual progress, stability and the prevention of intolerance.

A special place in this process is given to educational institutions as a social institution directly affecting the formation of the child's personality. However, in the context of traditional education, the formation of students' interethnic tolerance is spontaneous and ineffective. Therefore, special work is needed to train future teachers in the methods, techniques and means of developing tolerance of schoolchildren, which will enable the future generation of the competence of the younger generation to live in a multicultural society, independent thinking skills, ability to peacefully solve conflicts, develop the ability to respect each other, live with people of other cultures, languages and religions (Arutiunian, 2005).

In our opinion, the development of interethnic tolerance of pedagogical students can become the basis for the spiritual and moral development of civil society.

1.2 Relevance of the problem

The relevance of the development of interethnic tolerance of pedagogical students is determined by the following factors:

At present, globalization and the growth of migration processes have led to the growth of ethnic and cultural contradictions and the intensification of ethnic conflicts, which has generated an increased interest in issues of tolerance and interethnic interaction on the part of representatives of various fields of knowledge, including philosophers, historians, psychologists and educators (Bardier, 2005).

1. Russia has historically been formed as a multinational state, which included dozens of nations. Therefore, both for all ethnic groups and for individual citizens in our country, the search for a system of measures to overcome ethnic prejudices, prevent ethnic conflicts and combat xenophobia is essential.
2. Modern society is interested in the formation of a tolerant consciousness of youth. However, the issues of organizing this process in educational institutions are insufficiently studied in theoretical and practical terms (Morozov, 2009).

In this regard, the importance of the development of inter-ethnic tolerance among students of pedagogical specialties and their preparation for practical work in multi-ethnic classes is increasing. The training of future teachers should include the development of skills to resolve conflicts in a multinational team, foster a culture of interethnic communication among schoolchildren and prevent their intolerant attitude towards other ethnic groups (Morozov, 2007).

1.3. Study of the problem

Analysis of theoretical sources shows that the problem of the formation and development of interethnic tolerance has a long history and originated in the era of antiquity. The concept of tolerance first appeared in the 16th and 17th centuries during the period of religious wars that took place in Europe. One of the first to substantiate the principle of tolerance was Erasmus of Rotterdam. Tolerance was the topic of the work by Voltaire, J. Locke, M. Montaigne, F. Bacon and other leaders of the Enlightenment (Bourdieu, 2001).

The ideas of tolerance pass through the whole of Russian humanistic philosophy (V. Soloviev, N. Berdiaev, V. Rozanov, P. Florenskii). The Russian culture of the XIX century (FM Dostoevsky, LN Tolstoy) faced with a model of "person of understanding", which is based on the idea of a dialogue between interacting subjects, their mutual enrichment and complementary experiences with each other. The most active study of the phenomenon of tolerance, including inter-ethnic, begins in the second half of the 20th century. The problems of interethnic tolerance in a multicultural society are developed by scientists from different countries. Among them are B. Barber, (Berry & Kalin, 1995) G. Maine, M. Walzer and others. Among Russian developments, the works by (Asmolov, 2003) and M.S. Mirimanov devoted to the psychological side of this phenomenon, V.A. Lektorskii considering interethnic tolerance as a value, and V.V. Shalin defining it as a political necessity. A.O. Vyzova considers tolerance as a tool for resolving interethnic conflicts, E.A. Kleptsova and G.W. Soldatova - as a property of personality, D.V. Zinoviev and V.S. Nurgaleev - as a moral value.

The problem of the formation of interethnic tolerance in the educational process of a comprehensive school was studied by Russian psychological and pedagogical science in various

aspects: the role of humanitarian disciplines in the formation of tolerance (Lektorskii, 1999) A.V. Nikolskii, A.I. Repinetskii); general questions of psychology and pedagogy of tolerance (I.V. Abagumova, V.V. Glebkin, P.N. Ermakov, M.S. Mirimanova, A.A. Pogodina, M.I. Rozhkov, G.U. Soldatova, L.A. Shaigerova, O.D. Sharova and others); ethnic tolerance (G.G. Abdulkarimov, Z.T. Khasanov, G.M. Gogeberidze, V.S. Kukushin, G.V. Palatkina, and others). At present, there are studies on the problems of the formation of tolerance (A.M. Baibakov, N.P. Edygova, I.V. Krutov, P.V. Stepanov, G.M. Shelamova) considering this process in terms of secondary school.

However, despite an extensive analysis of the phenomenon of interethnic tolerance in the scientific literature, its practical aspects are poorly developed, and therefore the problem of the development of interethnic tolerance of future teachers of higher educational institution remains undisclosed. This circumstance has predetermined the choice of the topic of this paper (Strukov & Hudspith).

1.4 Hypothesis

The effectiveness of the development of interethnic tolerance of pedagogical students is ensured by the implementation of the following set of pedagogical conditions:

1. The use in the educational process of active didactic forms and interactive teaching methods that contribute to the formation of a tolerant view of students;
2. Organization of interpersonal interaction of pedagogical students by their involvement in research activities;
3. Update of the experience of tolerant interethnic communication of future teachers through the introduction of tolerance episodes into the educational process;
4. Formation of students' competence in the development of interethnic tolerance among schoolchildren in the educational process (Rosenthal, 1961).

Methods

To solve the set challenges, we used a set of theoretical and empirical research methods: theoretical and comparative analysis of the literature on the research problem, analysis of the regulatory framework of institutions of

secondary and higher education, targeted pedagogical observation, questioning, testing schoolchildren, students and teachers, modeling of social pedagogical situations in the educational process; and generalization of experimental data, their analytical and mathematical processing (Pochebut, 2005).

Main part

Referring to the problem of the development of interethnic tolerance of university students, we proceeded from the following points:

- Tolerant behavior is one of the highest human values both for an individual and for society as a whole;
- Tolerance is the basic condition that provides moral comfort for the individual, a successful adaptation, on the one hand, and on the other, is the main condition for social progress;
- Formation of tolerance of the younger generation is the most important strategic task of modern education.

A way to interethnic tolerance is a serious emotional, intellectual work and mental stress, because it is possible only when changing oneself, one's stereotypes, one's own consciousness. The goal of developing interethnic tolerance is to foster in the younger generation the need and readiness for constructive interaction with people and groups of people regardless of their nationalities, social, religious affiliation, views, worldview, styles of thinking and behavior.

Achieving this goal is possible when solving specific tasks that can be combined into two interrelated blocks:

1. Education in schoolchildren of peace, acceptance and understanding of other people, the ability to interact positively (through the formation of a negative attitude towards violence and the development of respect for oneself and other people).
2. Creation of a tolerant environment in society and in the field of education (through the inclusion in education reform of the leading ideas of pedagogy of tolerance and reform of the system of training future teachers to foster inter-ethnic tolerance in children and adolescents).

Considering that interethnic tolerance represents not only an active moral position, but also a psychological readiness for tolerance for positive interaction with people of a different culture or social environment, we shall systematize its main criteria and indicators:

1. The "Personality stability" criterion (the formation of social and moral motives of a person's behavior in the process of interaction with people of other ethnic or social communities) is determined by the following indicators: emotional stability; kindness, patience; social responsibility; and independence (Campbell, 1967).
2. The "Empathy" criterion (an adequate idea of what is happening in the inner world of another person) is implemented through empathy and the ability to reflect.
3. The "Divergence of thinking" criterion (the ability to unusually solve problems, to search for several solutions) is characterized by the absence of stereotypes and prejudices; flexibility and critical thinking.
4. The "Mobility of behavior" criterion (the ability to quickly change strategies or tactics, taking into account the evolving circumstances) is manifested through the absence of anxiety, sociability and autonomy of behavior.
5. The "Social activity" criterion (readiness for interaction in various social interethnic situations with the aim of achieving goals and building constructive relations in society) is determined through social self-identification and social adaptation.

Based on these criteria, we have identified a set of pedagogical conditions that ensure the development of inter-ethnic tolerance of pedagogical students of higher educational institution.

The set of pedagogical conditions includes the following components:

1. The use in the educational process of active didactic forms and interactive teaching methods that contribute to the formation of a tolerant view of students. This pedagogical condition was

implemented by us in practice through the following types of educational work:

- Application of methods of situational analysis that contribute to the formation of a humanistic system of students' values, the development of the flexibility of their thinking and a positive attitude to their individual features. At training classes, future teachers were offered situations that promote: the development of communication skills (trainings, discussions, role-playing games, round tables, collective planning, etc.); development of responsibility and ability to make decisions (business games, work in microgroups, individual and group research, etc.); and situations of success (competitions, intellectual competitions, tournaments).
- Inclusion of future teachers in dialogic communication aimed at developing students' empathy and reflection, which allowed them to establish emotional and trusting relationships, to maintain and, if necessary, correct the process of value self-determination and development of students.
- Special trainings aimed at the formation of inter-ethnic tolerance of students, based on understanding, cooperation and a spirit of partnership. The trainings developed by the team of authors were aimed at developing among pedagogical students such types of tolerance as:
 - tolerance towards representatives of other nations and cultures; tolerance to other views and opinions; tolerance to the complexity and uncertainty of the surrounding world; and self-tolerance. Note that the greatest interest among future teachers was caused by such training methods as: the method of inducement to the assessment of someone else's position and its interpretation; demonstration of personal experience and the method of virtual display of the position of the interlocutor. The use of the above methods and techniques allowed students to form internal motives for tolerant behavior, teach them to regulate their emotional state and take different points of view into account, and also to realize the significance of tolerant behavior patterns.

2. Organization of interpersonal interaction of pedagogical students by their involvement in research activities. The process of research activity involves a joint creative search by students through dialogue. In our opinion, it is the humanitarian disciplines introducing students into the cultural space that have the greatest potential for expanding the boundaries of interethnic tolerance. That is why research in the field of psychology, pedagogy, ethnography, historical local history and sociology, especially in multicultural spaces, becomes important (King, 1971). A sociological survey, interviews with witnesses of historical events, acquaintance with folk pedagogy and national folklore in the field of education of the younger generation, conversations with specialists, excursions, allow future teachers to get into the cultural, religious and ethnic traditions they are not familiar with, where there are other features of communication and image of life. The result of the students' work was not only the presentation of the product of research activities at scientific conferences, readings and competitive intellectual events at various levels, but also the awareness of the need for the development of inter-ethnic tolerance by the students themselves.

1. Update of the experience of tolerant interethnic communication of future teachers through the introduction of tolerance episodes into the educational process. The point of creating episodes of tolerance is philosophical-pedagogical: the rationale for reflexive-activity, research methods of translating value knowledge and teaching peace. An example of episodes of tolerance can be the periodic inclusion in the studied theoretical material of brief information about folk pedagogy, about the specifics of some religious requirements, biographies of famous teachers, etc. The introduction of episodes of tolerance involves the purposeful creation of conditions for the development of tolerance for dissent, the ability to understand others, awareness of the norms of their own behavior, resistance to inter-ethnic conflicts.

2. Formation of students' competence in the development of interethnic tolerance among schoolchildren in the educational process. The main directions of our work on the implementation of this pedagogical condition were to familiarize future teachers with theoretical ideas about interethnic tolerance, its role and place in the system of universal human values, as well as the development of skills and abilities in forming interethnic tolerance of students on the basis of educational tools, methods and techniques. The implementation of the fourth pedagogical condition was carried out by the authors' team not only at lectures and seminars, but also during the students' pedagogical practice in educational institutions and provided for their work as a teacher, form master and tutor (Bakholskaya et al., 2018).

The effectiveness of the developed set of pedagogical conditions ensuring the development of interethnic tolerance of future teachers was confirmed as a result of experimental work carried out during 2015-2018. The experiment involved 120 1-4-year students of pedagogical specialties.

Summary

The experimental work provided the following results:

1. The content of the concept of "inter-ethnic tolerance" has been clarified and its criteria and indicators have been systematized.
2. A set of pedagogical conditions has been developed and experimentally verified, ensuring the development of inter-ethnic tolerance of pedagogical students.
3. Methods have been selected, systematized and tested, allowing teachers to develop inter-ethnic tolerance of students in the school educational process.
4. The study of such personal qualities of students of pedagogical specialties as criticality and flexibility of thinking, resistance to uncertainty, as well as determining the level of development of their inter-ethnic tolerance on the basis of the questionnaire developed by us, showed that if the formation of inter-ethnic tolerance of students is not targeted, then it happens spontaneously and cannot be sufficient (most of the future teachers have a low and average level of development of interethnic

tolerance). In experimental groups, indicators of the development of inter-ethnic tolerance of pedagogical students increased on average by 26%.

All the above leads to the conclusion that the hypothesis was confirmed. The conducted research does not exhaust the entirety of the considered problem. Its further development can be continued in the direction of searching for new means of developing interethnic tolerance of pedagogical students, both in the educational process of the university and in extracurricular activities.

Conflict of interests

The authors declare that the provided information has no conflicts of interest.

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