

# The Formation of Students' Tolerance in a Multi-Ethnic School

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In today's world, under the influence of political, social and economic conditions, we lose many moral values. As the result, the problem of forming a tolerant person is of particular relevance, which leads to the need to find mechanisms and measures aimed at improving the educational process. The article aims to develop a pedagogical model of the formation of tolerance of students in multi-ethnic schools, which contributes to solving urgent problems of the modern educational system. The leading approach to the study of this problem is the integrative approach that means integrating the values of national cultures in the content of school subjects and educational work of educational institutions. The content of the article presents a pedagogical model of tolerance of students in multi-ethnic schools, including the target, substantial, procedural, administrative, methodological aspects that together can implement the process of education in accordance with modern requirements. The article stuff may be useful for heads of educational institutions, methodists of informative and resource centers of departments of education, teachers of educational institutions.

*Keywords:* tolerance, students, multi-ethnic school, pedagogical model, the formation of a tolerant person, intolerant personality

## INTRODUCTION

### Urgency of the problem

In modern conditions, when the world is becoming more aware of the necessity to stop destroying human being relations, every country, every nation is doing everything possible to ensure peaceful coexistence, development at all structural levels of the state, as well as in interpersonal relations. All this is true for Russia - the multi-ethnic and multi-religious country with many different cultures, with a variety of problems in intercultural relations (Kleptsova, 2004; Yusupova, Podgorecki & Markova, 2015; Khuziakhmetov, Shafikova & Kapranova, 2015; Zhilyaev & Palacheva, 2013; Kalimullin & Gabdulhakov, 2014; Katashev & Nugumanova, 2010; Yachina, Petrova, Kharitonov, Nikitin & Zhumataeva, 2016).

The society and the state main values such as to expand and deepen the activities

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forming tolerant consciousness and behavior, parenting tolerance, peace, intolerance of extremism in Russia, have acquired special importance and meaning (Mokeyeva, Zakirova & Masalimova, 2015). This is due not only to the existence of the actual situation of the problem in the country, not only to the need to preserve the vital positions, but also the fact that the younger generation has not enough developed skills of positive cross-cultural and inter-ethnic relations (Grinshpun, 2002). The modern system of education has all the conditions to address this urgent problems of modern society, as at all levels of education in Russia and at all times the ideals of human society were the values of tolerance (Fahrutdinova, 2014; Ribakova, Parfilova, Karimova & Karimova, 2015). In this regard, a modern multi-ethnic school should become an institution of a person's moral purification and rebuild their ethno-cultural, ethno-social and humanistic functions, provide an international standard of education and stabilization of inter-ethnic relations as the guarantor of the modern development of the society (Cheverikina et al., 2014).

Tolerance as a moral and spiritual category in modern conditions reflects the most current historical, socio-cultural, educational need, the degree of satisfaction of which depends on the present and the future of humanity (Bardier, 2005). Because of this, the problem of forming a tolerant person can be considered as one of the most important tasks of the modern educational system. The role of education in the forming of society members' tolerance is high. That is why educational strategies, educational policies should be implemented the most important principles of tolerance: respect for human rights and dignity, its cultural norms and ideals, his individual value orientations. Under these conditions, there is a particular need for the development and implementation of mechanisms of formation of tolerance of pupils in modern conditions (Safina, 2004).

In the field of education, the subject orientation and providing students with special knowledge and skills, as well as the formation of a creative, spiritually rich and educated person according to the canons of high moral principles and ideals, become the most important tasks (Stepanov, 2001). Ethically competent life position of students, manifesting itself in the style of their communication and behavior, in the choice of behavioral guidelines, contributes to the harmonization of relations in modern society, help to create consonant atmosphere of interpersonal interaction (Wulfov, 2002.)

## **The hypothesis of research**

The process of the formation of tolerance in the students of a multi-ethnic school will be effective if the following pedagogical conditions provided and realized:

- the level of the professional competence of teachers increases in order to prepare them to use the didactic system of the educational process aimed at the formation of students' tolerance;
- the educational model of the formation of students' tolerance formed and realized;
- value orientation of tolerance are included into the content of school subjects, educational work and psychological service.

## **MATERIALS AND METHODS**

### **The objectives of the research**

- In the course of pedagogical research, the following objectives solved:
- Carrying out theoretical analysis of the problem of research in order to identify the necessity and sufficiency of pedagogical conditions of formation of tolerance of students;

- Development of a model of tolerance formation of students in multi-ethnic schools;
- Definition of criteria of formation of tolerance of students in multi-ethnic schools;
- Experimental verification of the effectiveness of the developed model of formation of tolerance of students.

### **Theoretical and empirical methods**

The study used theoretical and empirical methods:

- Theoretical - analysis of the literature, regulatory, legislative, instructional and teaching, working papers and research materials on the problem; study and generalization of innovative teaching experience, analysis, synthesis;
- Empirical - observation, ascertaining and forming pedagogical experiment, survey, testing, interviews, conversations, learning outcomes and educational extracurricular activities of students, teachers training documentation of educational institutions, as well as the methods of mathematical statistics.

### **The base of research**

The research was based on the experiment carried out in municipal budget educational institutions secondary schools №1, 3, 11 of Bugulma municipal district of the Republic of Tatarstan, Volga Interregional Centre for Advanced Studies and Retraining of Education of Kazan Federal University.

### **Stages of the research**

The research was carried out in three stages:

On the first stage the scientific and methodological literature with the aim of understanding the pedagogical potential value basis of tolerance and justification of methodological bases of formation of tolerance of students was studied. On this stage, the framework of formation of tolerance of the person, the content of the study were determined, the theoretical and methodological foundations of the research were developed, and purpose and hypothesis were stated. Based on theoretical analysis of the studied literature, pedagogical model of tolerance of students in multi-ethnic schools was developed.

On the second stage in accordance with the hypothesis put forward, experimental verification of the effectiveness of a pedagogical model for the formation students' tolerance in the educational process of a multi-ethnic school was held, the state of formation of tolerance of students and teachers was studied, the dependence of formation of tolerance of students on the professional competence of teachers was determined.

On the third stage the results of pedagogical research were analyzed and summarized, pedagogical model was corrected, conclusions were made, proposals and guidelines for teachers and heads of educational institutions on the issue of research were developed.

### **Evaluation criteria**

To evaluate the effectiveness of the study the following criteria for determining the level of formation of tolerance of students were identified:

- Intellectual and cognitive, i.e. students' knowledge in the field of factual representations about the nature of the phenomenon of tolerance, on the basis of tolerance values;

- Emotional and valuable, i.e., the students' attitude to the values of other cultures and other cultural differences;
- Active-practical (or behavioral), i.e., students' skills of tolerant behavior (Soldatova & Shaygerova, 2008)

According to given criteria three levels of formation of tolerance of students are defined: high, medium and low. High level of development of tolerance of pupils is characterized by the fact that they are distinguished by a system of knowledge about the values of tolerance, the ability to objectively assess their own capabilities, abilities and aspirations, attitudes to self-education in the spirit of tolerance. The average level is characterized by the fact that the students' knowledge about the norms of tolerance and moral categories are scattered. Students with a low level of development of tolerance have insufficient knowledge about the norms of tolerance, different intolerant behavior.

## RESULTS

### **The structure and content of educational models for the formation of tolerance of students in a multi-ethnic school**

In the process of ascertaining stage of the experiment, diagnostics of the formation of students' tolerance level was carried out. The accuracy and representativeness of the data provided sufficient sample size: 364 students of comprehensive institutions were interviewed. In order to obtain reliable data participants in the experiment were divided into two groups (sample): experimental (194 students) and control (170 students).

In the course of the experiment, pedagogical model of tolerance of students was implemented, which can be described as a structured, value-oriented and holistic method of constructing a system of educational process of multiethnic school.

The design of pedagogical model for the formation of tolerance of students in a multi-ethnic schools based on the principle of integration of national cultures and values of tolerance to the content of the educational process. The purposeful aspect defines the main aims of the educational process as the formation of tolerance of students:

- Formation of students' knowledge of the values of national cultures;
- Formation of students' ideas about the actual nature of tolerance;
- Formation of students' positive attitudes, interest in the values of other cultures and cultural differences of other nations;
- Formation of students' tolerance;
- development skills of tolerant behavior.

Substantial aspect covers the following content areas of the educational process:

- The integration of cultural values of the peoples of the Republic of Tatarstan and the values of tolerance in the content of school subjects;
- Designing the content of the concept of educational work from the perspective of the principles of tolerance;
- Development of the content of work programs of Sunday schools with ethno-cultural component.

Procedural aspect provides for such areas of work as the creation of the socio-cultural environment tolerant of training and education, design methods and technologies of formation of tolerant behavior of students, creating tolerant classes, the development of Sunday schools with ethno-cultural component, the organization of work of students, teachers and parents' conferences, festivals of friendship, methodical workshops, and master classes.

Administrative aspect provides the following modalities to manage the process of formation of tolerance and enhance students' pedagogical culture of teachers aimed at the formation of tolerance of students: an analysis of the level of formation of tolerance of students, analysis of curriculum content with the position of tolerance towards the formation of the students, the integrated planning of the educational process based on the principles of tolerance, supervision of teachers in the educational process, analysis of the content of lessons, extra-curricular activities, master classes.

Methodical aspect defines the basic way of methodical work of educational institutions, aimed at improving the professional competence of teachers in the process of formation of tolerance of students: design content methodical work, the development of teaching aids aimed at improving the methodological skills of teachers on the design content of the formation of tolerance of students.

Part of the pedagogical model is a program of formation of tolerance of students that defines the conceptual position strategic goal, objectives, content, methods, forms and techniques. As a strategic objective is to form a tolerant individual students ready for active and creative activity in the contemporary multicultural space that can recognize and respect the views, position, opinion. the culture of others. The main objectives of the program focused on the philosophical and ideological orientation of the individual in understanding the meaning of life, its place in the world, their uniqueness and value to the communion of the individual to the system of cultural values, reflecting the richness and originality of universal and national culture. in addition, the development of his positive attitude in him.

The program includes such methods of formation of tolerance of students as conversation, teacher observation, questioning, testing, interviewing, and explaining the story. The main forms of work are defined: plot-role-playing game, competition, analysis and introspection example, discussion, debate, training, ethnographical tour, the protection of creative works, Fair solidarity, crafts workshop, Friendship Festival, folklore expeditions, scientific-practical conference, school club, day, week of tolerance, concert. It includes a visit of pupils to Sunday schools with ethno-cultural component, created with an educational institution.

### The progress and results of the experiment

As a result of the research, positive changes in students' tolerance of formation of the experimental groups were found. Research has shown that as a result of the experiment the number of students with a high level of development of tolerance increased from 51% to 84% for intellectual-cognitive criteria, from 63% to 91% for emotional and value criteria, from 68% to 94% for activity-practical or behavioral criteria in the control group students were traced minor changes of formation of tolerance.

**Table 1.** The distribution of students according to the criteria of formation of tolerance (High level, in %)

The number of students	Knowledge		Emotional values (attitude)		Active-practical (skills)	
Experimental group 194	51	84	63	91	68	94
Control group 170	52	53	51	59	55	53

The results of the search demonstrate the effectiveness of the usage of the pedagogical model for the formation of tolerance of students. The experiment confirms that the general level of culture of students in their education increased. This can be seen through the observation of the positive dynamics of student participation in extracurricular educational activities aimed at forming a positive

attitude to the values of other cultures and cultural differences of others, raising interest attend Sunday school, a change in students' attitudes towards people of other nationalities. The study also showed a reduction in the level of anxiety of students and teachers; they meet the conditions of activity in the teaching staff, relationships, the prevalence of positive self-esteem of teachers and students, an increase motivation of students and teachers on the active socially meaningful creativity.

Diagnosis of tolerance and intolerance allows determining the characteristics of tolerance and intolerant personality.

**Table 2.** The characteristics of intolerance, manifested in the pupils' attitudes and behavior

Evidence	The peculiarities of students' behaviour
The predominance of negative language	Students call each other, use expressions with a pejorative connotation when refer to someone from classmates or describe their appearance
Stereotypes	Students use negative stereotypes of generalization in talking about national groups, disabled and other people who are different from them
Mockery	Students try to put their classmates in an awkward position, drawing attention to any of their inherent traits, mistakes made, the peculiarities of the lives of their families or friends
Prejudices	Students believe that some of them may be worse or more stupid than others because of their national origin, or because of some personal traits
Search of guilty	Students tend to blame one of their classmates for the troubles happening to them in the event of conflicts, bad behavior, losing
Discrimination	In the class there are students who other classmates avoid to deal with
Ostracism (boycott)	There are times when students do not talk to any of their classmates
Harassment	Students use behavior techniques, forcing the harassed children to obey the persecuted group or leave it
Desecration or damage	Someone student makes obscene entries, pictures or any other form to show disrespect for the property of others
Bullying	Some students have resorted to the intent to intimidate those who are weaker than them
Estrangement	There are students who persistently or unfair are not allowed to share games or extra-curricular activities
Suppression	Some students are forced not to participate in common activities
Violence	Some students are attacked or physically abused
Banishment	One of the students unfairly or unjustly expelled from the team

For the successful formation of tolerance as one of the important qualities of personality, it is important for a teacher to know what the difference between tolerance and intolerance personality is. The research showed that the intolerant personality is characterized by the idea of exclusiveness, the desire to transfer responsibility to the environment, high anxiety, and desire of strong power (Safina, 2004). Tolerant person is a human being who knows himself and admit others. Empathy, compassion are the most important feature of a tolerant person

Thus, the results of the introduction and implementation of pedagogical model of the formation of tolerance of students in a multi-ethnic school can significantly

improve the efficiency of the educational process, which is a prerequisite for further design educational trajectory.

## **DISCUSSIONS**

In theory and practice, the problem of formation of tolerance was sufficiently developed. It is closely linked with philosophy, sociology, medicine, history, political science, psychology, pedagogy.

Formation of tolerance as a scientific problem is the subject of research by psychologists, philosophers, sociologists. V. A. Tishkov sees tolerance as a social phenomenon (Tishkov, 1997). V. A. Lektorsky (1997) emphasizes that tolerance is a special aim of a person to change his own position in relation to another person. For A. G. Asmolov (1998) & G. U. Soldatova (2000) tolerance associated with the adoption of the others, with the manifestation of sympathy and compassion for others, recognizing the value of diversity of human culture.

However, the problem of formation of tolerance in multi-ethnic school students cannot be considered sufficiently developed. There is a gap in the level of training of teachers in the designing of programs of formation of tolerance of students. In teaching practice, there is no proved models of the formation of students' tolerance. Teachers find it difficult to determine the didactic means of formation of tolerance, in the development of methods and forms of the appointed and extracurricular activities aimed at the development of tolerance of students in educational institutions of a multi-ethnic region. In this regard, the development and implementation of pedagogical model of the formation of tolerance of pupils are of particular relevance.

## **CONCLUSION**

Thus, the bringing up of tolerance in human relations, the formation of the mentality of tolerance is a key strategic objective of education in the XXI century.

Education for tolerance should be considered as an urgent imperative. In this regard, it is necessary to encourage systematic and rational methods of teaching tolerance. Policies and programs in the field of education should help to improve mutual understanding, solidarity and tolerance, both between individuals and between ethnic, religious, social, cultural and linguistic groups and nations (Ilchenko, 2005)

This implies the need to pay special attention to improving the level of training of teachers, curricula, the content of textbooks and lessons, and didactic system of educational process, the development of innovative educational technologies, designing effective pedagogical models to educating caring and responsible citizens open to other cultures, able to appreciate freedom, respect for human dignity and individuality, to prevent conflicts or resolve them by non-violent means. On the basis of the above mentioned postulates, we can conclude that it is the sphere of education that is the most relevant to this important peacekeeping category as tolerance, the sphere of education is able to form actively and purposefully appropriate mental qualities of both a man and society (Shajhelislamov, Sharifzyanova & Shtreter, 2014).

Proposed in the article pedagogical model of tolerance of students in a multi-ethnic school is based on the principles of humanism and cultural conformity, multiculturalism, national identity, spirituality, which is a necessary and sufficient condition for the implementation of this model in the content of the educational process of modern educational institutions.

## RECOMMENDATIONS

Theoretical recommendations and the results of the study could form the basis of manuals for teachers and heads of educational institutions, the module content of educational programs of additional education in the training of educators.

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